

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In today's modern world, the English language has an important role in the process of global communication. As a tool of global communication, English is used for a variety of objectives in international communication, including bureaucratic, academic, social, cultural, economic, religious, and many other purposes (Lumettu & Runtuwene, 2018). In Indonesia, the government has regulated that English becomes a compulsory subject in the schools from secondary to tertiary levels (Kusumaningtyas, 2014). In most universities and other types of higher education institutions, English is the medium of instruction (Hyderabad, 2016). Furthermore, for those who wish to work in any foreign countries or in any multi-national companies, English has become an essential tool of communication (Rao, 2019).

Communicating in English becomes a major order in today's modern world. In the context of the teaching of English as a Foreign Language (TEFL), the aims of learning a language are to communicate, increase one's economic prospects, and expand one's horizons, both literally and figuratively, to become a global citizen (Graves, 2008). In addition, substantial percentages of the world's language learners study English to develop proficiency in speaking (Richards and Renandya, 2002).

One of the ways that leads learners to effective communication between people is speaking skill. Many learners reflected the proficiency in speaking

skill as a measure of one's proficiency in English. They believe that speaking is the most crucial language skill to master because teachers grade learners' learning progress based on their ability to speak effectively (Burnkart, 1998). Studies aimed to help learner master speaking skill have been carried out by several researchers. However, many learners still have difficulties and unable to communicate in the target language. Speaking appears to be the most challenging of the four basic skills of the English language the speakers because the speakers must produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without first understanding grammatical structures and a sufficient vocabulary (Rao Parupalli, 2019). Thus, it needed to be mastered by using various strategies in learning it.

The current situation is that the Covid-19 Pandemic has disrupted education system around the world. Teachers and learners are adapting their ways of teaching and interacting, mostly by shifting to online mode. Studies on the effectiveness of online learning have been carried out by several researchers. Students will have more opportunity to practice English language skills and components for free, and students and teachers will have a more personal and complete relationship; they will be more sociable people (Jasrial, 2018). Students have reported that online learning platforms assist them in practicing language skills and learning new English vocabularies when they are taught English (Cakrawati, 2017) The use of social offers teachers and students with feedback and allows them to communicate more efficiently and effectively (Archambault et al., 2016).

However, despite the effectiveness and benefits of online learning, students taking online courses may experience problems they would not have faced in a face-to-face setting (Tsai, 2009). Cognition, metacognition, technical anxiety, and learning style and preferences are among the challenges (Barnard et al., 2009; Tyler-Smith, 2006; Vonderwell, 2003). According to (Purwanto & Santoso, 2020), the students' implication in using online learning in this pandemic situation is they feel forced to study remotely without adequate facilities and infrastructure at home. As a result of all these difficulties with online learning, students have developed learning strategies to help them learn and comprehend new knowledge more efficiently.

To achieve the main purpose of learning, learning process needs a matter or strategy to be adapted (Hardan, 2013). One of the earliest researchers in this field, Rubin (1975, p.43) defined learning strategies as “the techniques or devices which a learner may use to acquire knowledge. Oxford (1990) defines learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”. O'Malley et al (1985) used the definition of learning strategies as being “operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information”, a definition originally used by Rigney (1978). Language learning strategies can be defined from the aspect of language behaviors, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude, and so on. (Wenden, 1978).

Numerous studies about speaking strategies have been conducted. The first study was conducted in 2021 by Mohammed entitled “Speaking Skills in Online Learning: An Investigation of the Strategies Used by EFL Learners at the University of Bisha”. The aim of the study was to examine the strategies used in enhancing speaking skills in online learning by the EFL learners at the University of Bisha. The finding of the study showed that the learners, both males and females, were found to use the following types of strategies: in-class strategies, study-based strategies and listening-based strategies, internet-based strategies, and memory strategies, with memory strategies being used more frequently than the others.

The second study was conducted in 2020 by Hoa and Thao entitled “Speaking Learning Strategies Employed by English-Majored Sophomores at College of Foreign Economic Relations”. The aim of the study was to explore speaking learning strategies employed by English-majored sophomores at College of Foreign Economic Relations (COFER), Ho Chi Minh City, Vietnam. The finding of the study showed that most of the English-majored sophomores usually utilized both direct and indirect strategies.

Another study was conducted in 2020, Lestari and Wahyudin published their study entitled “Language Learning Strategies of Undergraduate EFL Students”. The purpose of the study was to explore the language learning strategies employed by students enrolled in English Literature study programs in an English as a foreign language (EFL) context. The participants in this study were asked to complete an Oxford-developed questionnaire called the Strategy Inventory for Language Learning (SILL) (1990). The findings of this study

revealed that metacognitive strategies were the most commonly employed, followed by social and compensatory methods, while affective strategies were the least frequently used.

The most recent inventory of strategies language learners use is Strategy Inventory for Language Learning (SILL) introduced by Rebecca L. Oxford in 1990. This inventory consists of 50 statements that classified under six categories: Memory Strategy, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy, Affective Strategy, and Social Strategy.

Memory strategy is a technique learners used to retrieve their previously learned knowledge from their memory when they need to use it for comprehension or production. Cognitive strategy is a technique learners used to manipulate the target language or language material through reasoning, analyzing, summarizing, and outlining. Compensation strategy is a technique learners used to overcome knowledge gaps in the target language due to lack of knowledge, such as using mime or gestures. Metacognitive strategy is a technique learners used to control their own learning such as planning, arranging, and evaluating. Affective strategy is a technique learners used to control factors that could affect learners in their learning process such as, emotions, attitude, and motivation. Social strategy is a technique learners used to be exposed in social interaction where oral production is mostly happened.

Considering the previous related studies above, it is clearly revealed that speaking strategies are important because they help foreign language learners “in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the

target language” (O’Malley and Chamot, 1990, p. 00). Therefore, this study aims to identify students’ language learning strategies and speaking learning strategies used by English Education Study Program (ELESP) students in online learning class.

1.2 Research Questions

Based on the background of the study, the research questions are formulated as follows:

- 1.) What language learning strategies are used by ELESP students based on Oxford’s (1990) Language Learning Strategies Framework?
- 2.) What speaking learning strategies are used by ELESP students in online learning based on Oxford’s Language Learning Strategies Framework?
 - a. What speaking learning activities are used by ELESP students in online learning in terms of memory strategy?
 - b. What speaking learning activities are used by ELESP students in online learning in terms of cognitive strategy?
 - c. What speaking learning activities are used by ELESP students in online learning in terms of compensation Strategy?
 - d. What speaking learning activities are used by ELESP students in online learning in terms of metacognitive strategy?
 - e. What speaking learning activities are used by ELESP students in online learning in terms of affective strategy?
 - f. What speaking learning activities are used by ELESP students in online learning in terms of social strategy?

1.3 Purpose of the Study

The purpose of this study is to identify language learning strategies and speaking learning strategies of ELESP students in online learning with reference to Oxford's Language Learning Strategies Framework (1990) which consists of six strategies namely memory, cognitive, compensation, metacognitive, affective, and social strategies.

1.4 Scope of the Study

This study focuses on the specific classification of the language learning strategies and speaking learning strategies of English Language Education Study Program students of Universitas Negeri Jakarta in online learning.

1.5 Significance of the Study

The findings of this study can be used to give information to English Language Education Study Program students about language learning strategies in speaking in online learning. The findings of the study can also be used by a language teacher to help students become more aware of their own learning strategies, as employing appropriate strategies in learning the target language can enhance students' language and speaking competence. The study also expected to obtain new insight in the field of language education and help teachers make online learning more effective and efficient by paying attention to the most and least frequent strategies used by students.

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