

CHAPTER I

INTRODUCTION

1.1 Background of the study

According to *Direktur Jendral Pendidikan Dasar dan Menengah, Departemen Pendidikan Nasional (1996)*, the speaking skill plays an important role in English mastery as well to bridge the communication ideas, thoughts, and opinions across the nations. The productive skills, which are speaking and listening, are the key to interact with other people clearly, because it needs faster respond in communication. Speaking requires learners to not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also to understand when, why, and in what ways to produce language (sociolinguistic competence). Liao (2009) stated that speaking is the skill that the students will be judged upon most in real-life situation, it is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensibly.

However, speaking skill takes courage and confident by students to speak English fluently, because they were not surrounded by native speakers for long period in a day. Students can be reluctant to try their speaking skill since doing it wrong to their friends might cost an embarrassment.

Britzone English Club, a place to learn English with various topics that can improve students' English language, especially to enhance their speaking

proficiencies, is the case of this matter. In the history of Britzone, the club was initiated by those who joined the program in British Council in the Ministry of Education and Culture in 2004. After they finished the program in the British Council, they felt that it was necessary for them to create an environment which is supportive in learning English. Since Britzone is a Nongovernmental Organization, all of its caretakers (or we call it committees) are volunteers. Britzone have presidential period which takes turn each year. There are 30 to 50 people coming to every meeting of Britzone. The large amount of people are attracted to come primarily because of the free-of-charge classes that always be held three times in a week. Britzone also provides the learning material and qualified conductors for each meeting for free.

Regarding to this, the students have different strategies especially in learning speaking skill. They have difficulties in improving speaking skill because speaking requires some degree of real-time exposure to an audience. Students are often self-conscious about trying to say thing in foreign language in the classroom, such as worried about mistakes or simply shy of the attention that their speech attract. They also often complain that they cannot think of anything to say, such as they have no motive to express themselves beyond the guilty feeling that they should be speaking. So, students have to decide their learning strategies to enable them to communicate orally. Oxford (1990) stated that “learning strategies are specific actions taken by the learner to make learning easier, faster, and more enjoyable, more self-directed, more effective, and more transferable to new situation”. Also Scarcella & Oxford (1992) defined learning strategies as specific

actions, behaviours, steps, or technique as seeking out conversation partners or giving oneself encouragement to attempt a difficult language task which are used by students to enhance their own learning.

In this study, the writer conducted the research in many ways to find out what language learning strategies are used by Britzone English Club students in their speaking activities. There are two previous studies related with learning strategies;

Nalendra Yusa (2014) studied the English Language Learning Strategies Conducted by A Group of Haircut Privilege Students in Kolese Gonzaga Senior High School. The writer made interview and gave questionnaire to a group of haircut privilege students grade 12 in Kolese Gonzaga senior high school. The data were collected by recording the scores of the haircut privilege students and by distributing the SILL questionnaires to the respondents. The writer suggests that the English language learning strategies of the respondents are compensatory strategy, the highest, (M=3.55) indicating the high level of strategy use, come after social strategy (M=3.33), metacognitive (M=3.3), cognitive (M=3.22), affective (M=2.79), and memory-related (M=2.72) indicating the medium level of strategy use. The highest is the compensatory strategy, conducted by 5 out of 14 students.

Dessy Viyandhini (2014) studied Language Learning Strategies Used by Electronic Vocational School Students in Their Reading Activity. The study was conducted by using survey study. The data on the study were collected by questionnaire and interview. The questionnaire distributed as Strategy Inventory

for Language Learning (SILL) by Oxford. Meanwhile in the interview, the writer chose two students to be interviewed randomly. As the result, the students showed they were as the high level of strategies users for memory strategy, and medium level of strategies users for the other five strategies. Memory strategy is considered as the most appropriate for them in reading, because it helps students to retrieve new information in the text, and keep it to their storage in mind.

Regarding to the previous studies with this study, there are relationship in learning strategies. In this study, the writer find out what language learning strategies are used by Britzone English Club students in their speaking activities, while in the previous studies by Nalendra (2014), the writer investigate the English language learning strategies conducted by a group of haircut privilege students and how does the haircut privilege affect the students' language learning strategies, and by Dessy (2014), the writer find out language learning strategies used by electronic vocational school students in their reading activity.

1.2 Focus of the study

This study focuses to find out what language learning strategies are used by Britzone English Club students in their speaking activities. The learning strategies that the writer used in this study are by Oxford (1990). He distributed six types of language learning strategies such as; memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. To get more general and objective data, the writer will observe and interview the students in their speaking activities. The data will collect base on

Strategy Inventory for Language Learning (SILL) by Oxford (1990) related to speaking.

1.3 Research Questions

From the background of the study, the problem identification are;

1. What types of language learning strategies are used by Britzone English Club students in their speaking activities?
2. What are the dominant strategies used by Britzone English Club students in their speaking activities?

1.4 Purpose of the Study

The purposes of this study are to find out the language learning strategies used by Britzone English Club students in their speaking activities and to describe how the learning strategies are used by students in their speaking activities.

1.5 Significance of the Study

This study is expected to provide the knowledge about language learning strategies for students and to enrich the learning strategies used by students in their speaking activities. Hopefully the students enable to use their effective strategies in learning speaking skill. In addition, it is expected to give positive input to other learners who are improving their speaking skill.