

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents some points related to the preparation of the study: background of the study, statement of the research questions, purpose of the study, scope of the study and significance of the study.

#### **1.1 Background of the Study**

Every language learners have different learning strategies used in learning a language. Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall both linguistic and content area information (Chamot, 1987, p.71). Language learning strategies are important for students because it facilitates them to comprehend, improve learning and retention of information. Also, language learning strategies enable students to make learning easier, faster, more enjoyable, more self-directed and more transferable to new situation (Oxford, 1990, p.8). Moreover, another scholar pointed out that language learning strategies help students in exploiting information to improve competence in second language acquisition.

Language learning strategies are also important because it can help students to become more independent and more responsible for their own learning (Cohen, 1998, p.97). Also, it can affect the learners' motivation to select, acquire, organize or interact with new language (Weinstein and Mayer, 1986, 315), while

Oxford (1990b, p.1) pointed out that language learning strategies are especially for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence. For example, students used language learning strategies to develop their speaking ability (Gani, et.al, 2015). Another example is students used language learning strategies to help them in reading English text so that they can comprehend it (Dessy, 2014). Each scholar used different terminology for language strategies such as learning skills, learning-to-learn skills, thinking skills and problem solving (Oxford, 1990, p.2)

All language learners use learning strategies in their learning process because it plays important role in the process of learning language. Beside that, it can be a tool for students to complete language task independently. As White (1999, cited in Hurd&Lewis, 2003, p.9) pointed out that learning strategies used by learner in learning to learn the target language or facilitate a language task. Learning strategies are also fundamental in learning because they help the students to process new information and perform task better.

Researches on language learning strategies were related with various contexts, such as learning strategies used by college EFL learners in Taiwan, learning strategies used by vocational school students in reading activity , and learning strategies used by students both high and low speaking performance in developing speaking ability. Research conducted in Taiwan by Ching-Yi Chang, Shu-Chen Liu and Yi-Nian Lee (2007) aimed to investigate the influence of gender and major in using learning strategies. They found out that there was not

big difference the frequency of strategy used by Taiwanese college EFL learners, statistically significant differences were found between male and female learners in their overall strategy use, and significant differences existed among different majors in the use of overall strategies and six subcategories of language learning strategies. Learning strategies also studied by Dessy (2014) in Vocational Schools. This study aimed to examine the learning strategies used by Vocational Schools students in reading activity. The result of the study showed that students used all language learning strategies when they read English text. Also, it found that most of students lack of vocabularies which enable them to comprehend the text by guessing the meaning of the word.

Besides, a research also conducted by Sofyan A. Gani, Dian Fajrina, and Rizaldy Hanifa (2015) to study the language learning strategies used by students both low and high speaking performance in developing their speaking ability. The previous researcher believed that language learning strategy is one aspect that involve in the process of developing speaking skills. The result of the study showed that low performing learners often used compensation and social strategies. On the other hand, students with high speaking performance had a better balance in the learning strategies they used. Also, high performing students seem more aware of their language needs, thus they tended to utilize strategies that would help them master the target language through practicing, reasoning, and analyzing as well as strategies that allow them to control their own learning through planning strategies and evaluating result.

Learning strategies that have been studied by Dessy (2014, p.4) related to the use of learning strategies by electronics vocational students in their reading activity. The researcher found that electronics vocational students have difficulties in doing their English task especially reading activity. It is showed from the interview result done by the researcher. The result revealed that the most valuable skill which is needed to master by students is reading skill because they do tasks and exercises in reading most of the time. So, students need to use learning strategies in reading task because they are demanded to be able to read and understand the procedure repairing system in English.

In college students' context that learns public speaking, they are demanded to be able to explore the use of English in speech script, scientific presentation and persuasive speech. According to *Rencana Pembelajaran Semester Program Studi Pendidikan Bahasa Inggris* in the semester 104, the purposes of public speaking course are to enable students to comprehend and construct meaning of the speech texts, communicate it both in written and spoken and use social function, speech structure and linguistic features in the appropriate context. Besides, public speaking is needed for education graduated students because they are demanded to use and speak English appropriately and fluently as pre-service teacher. In addition, they are also demanded to comprehend, implement and develop knowledge and technology to help them in teaching so that the researcher need to know the learning strategies which is used by students to enable them speak in a public.

Based on the previous researches problems related with language learning strategies were the frequency of language learning strategies used by college EFL learners, developing students' speaking ability, and students difficulties in reading English text. They used *t*-test, ANOVA, background characteristic questionnaire, SILL (Strategy Inventory Language Learning), interview, and students' achievement record to collect data. Problems related with speaking are also identified in public speaking class in which students need to comprehend, construct meaning and communicate it. This research intends to find the language learning strategies used by students in public speaking class to fulfill the demands in public speaking course.

In this present study, the writer used SILL (Strategy Inventory Language Learning), interview, and students' achievement record to collect data and find out whether English Department students who took Public Speaking course in the semester 104 employed some strategies to help them giving performance. Also, whether those strategies used by students signify their performance in Public Speaking. So, strategies used by the students that can signify their performance in public speaking have to be found.

## **1.2 Research Questions**

Based on the background of the study above, this study is briefly stated research questions as follows:

1. What kind of learning strategies the students employed in public speaking performance?

2. How do the learning strategies signify students' performance in public speaking course?

### **1.3 Purpose of the Study**

The purposes of this study are to investigate learning strategies used by students in public speaking performance and to identify how the learning strategies signify students' performance in Public Speaking course.

### **1.4 Scope of the Study**

This study focused on the investigation of learning strategies used by students in public speaking performance and how the learning strategies signify students' performance in Public Speaking course in the semester 104. The finding might not be generalized nor a representation of English Department students who took Public Speaking course in general. It means the use of different data sources might result in different findings since this study only for A, B, and C class students who took Public Speaking course in the semester 104.

### **1.5 Significance of the Study**

This study is expected as the emphasis to determine the learning strategies used by students and how the learning strategies signify students' performance in Public Speaking course at English Department of Jakarta State University. Also, this research is expected to enrich the research findings in students' learning strategies used to signify students' performance in Public Speaking course. In addition, it is expected to give positive input to lecturers at English Department

that learning strategies used by students may influence their performance in Public Speaking course.