

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer explains the background of the study, limitation of the study, the purpose of the study, the significance of the study, and the definition of key terms.

#### **A. Background of the Study**

The language has an important role in the communication process. Oxford (2000) states that Language is one of the basic human needs that cannot be separated from their lives. As social beings, people need a language to communicate and interact with others to meet their needs. People make the language with a form of words that have meaning and can be understood by everyone. People can express their ideas, share information and feelings directly or indirectly, in the form of oral or written using language.

English is one of the languages that is widely spoken in the world. In the current era of globalization, English is required to support the ability to communicate with people outside the country. Nunan (1990) basic English that must be mastered by students consists of 4 skills of listening, speaking, reading and writing, particularly speaking. The four skills are frequently used at the same time.

Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. “For most people, mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language” (Nunan, 1991, p.39). Consequently, the students are expected to master the speaking skill. The recent curriculum, Curriculum 2013, students are expected to express the transactional or interpersonal communication in the context of everyday life, such as expressing and responding to sympathy. This means that the goal of the curriculum taught to talk is to enable students to understand and use proper language in accordance with the right situation such as expressing and responding to sympathy.

One phenomenon in education, from elementary to university student levels, students still find speaking exercises are fun and difficult. Students consider speaking is as the most difficult skill since it needs great courage as well as preparation to speak well (Malihah, 2010, p. 87). For most people, learning to speak becomes the most difficult thing when they learn a foreign language. They have to learn about grammar, pronunciation, and vocabulary at the same time. In receiving the lesson, especially English, the students face some difficulties. The difficulties faced by the students are not the same. Every student has a different ability to catch the material. They have their own ways to be able to understand the lesson.

Therefore, the students have a different strategy in studying English. Theoretically, the way of learning is called a learning strategy. The students need a particular strategy in learning to help them gain knowledge and skills. Bjorklund (2000, p.51) stated, “strategy is goal-directed and deliberately implemented mental operations used to facilitate task performance.” From that statement, it is clear that strategy is the specific method used by students to solve a problem or task when they are learning. The students use different strategies to learn the second language. It depends on the students themselves and their characteristic. They can choose the appropriate learning strategy that is suitable for them to help them understand what they have learned. Since the amount of information that must be processed by language learners is high in the language classroom, learners use different language learning strategies in performing the task and processing the input they face. Language learning strategies are good indicators of how learners approach task or problems encountered during the process of language learning.

O’Malley, *et al.* (1985, p.582-584) divided language-learning strategies into three main subcategories namely meta-cognitive strategies, cognitive strategies, and socio-affective strategies. Meta-cognitive is a term to express executive function, strategies that require planning for learning, thinking about the learning process as it is taking place, monitoring of one’s production or comprehension, and evaluating learning after

an activity is completed. Cognitive strategies are more limited to specific tasks in learning and they involve more direct manipulation of the learning materials itself. As the socio-affective strategies, it can be stated that they are related to social mediating activity and transacting with others.

One of important component of language learning strategy training is speaking strategies. Oral strategies are referred in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies; for the purpose of this article *speaking strategies* are those devices used by students to solve any communication problem when speaking in English. According to O'Malley and Chamot (1990, p.41), speaking strategies are crucial 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"

In this study, the writer conducted the study in SMPN 9 Surabaya at 8<sup>th</sup>-grade students, and writer would like to find out students speaking strategies. The writer wanted to know speaking strategies that were used by the students.

## **B. Limitation of the Study**

The scope of the study is in the area of learning strategy. The writer focused on one of the skills of the learning strategy in 8<sup>th</sup>-grade high school students. The limitation of the study is the speaking skill strategy which is used by 8<sup>th</sup>-grade high school students.

## **C. Statement of the Problem**

Based on the background of the study, the statement of the problem: What are the speaking strategies used by 8<sup>th</sup>-grade high school students?

#### **D. Purpose of the Study**

Related to the study focus before, the objectives of the study is to know the speaking strategies that are used by 8<sup>th</sup>-grade high school students.

#### **E. Significance of the Study**

The significance of the study as follows:

1. Students

This study is expected to provide the students' information regarding speaking strategies they used.

2. Teachers

This study is expected to give input to the teacher to find out the strategies which can be used in teaching speaking ability.

3. Writers

This study is expected to help other writers to find out the reference related to the strategies in speaking ability.

#### **F. Definition of the Key Terms**

1. Learning Strategy

“Learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (O’Malley & Chamot, 1990, p.1).

2. Speaking

“Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, and feeling” (Tarigan, 1990, p.15).

“Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (Brown,2004).

3. Speaking Strategies

Speaking strategies are essential since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations. (Canale, 1983, p.11) encourages training in speaking

strategies because learners must be shown how such a strategy can be implemented in the second language. Furthermore, learners must be encouraged to use such strategies (rather than remain silent) and must be given the opportunity to use them.