

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

Speaking is considered as one of the productive skills in English. Speaking, listening, reading, and writing are the four main language skills in English as a foreign language. These four skills each have unique characteristics. Writing and speaking are both considered forms of productive ability since they result in communication. People make an effort to learn how to speak in order to be able to interact with others in a global society because speaking is seen as having a significant role in communicating (Parupali, 2019). Giving learners appropriate speaking instruction is the highest priority and a field that needs more attention. In line, speaking is the process of generating and sharing meaning in various circumstances using both verbal and nonverbal symbols (Leong & Ahmadi, 2017). In short, speaking is considered one of the productive skills in English. Speaking is the ability to express oneself, share information, and exchange ideas.

Language learning strategies are deliberate actions that students do when learning a foreign language to improve their ability to acquire, store, remember, and utilise learned information. It is emphasized that learning strategies are actions the learner deliberately selects, and that it is this aspect of choice that gives the strategies significance in the process of learning a foreign language (Oxford, 2013). Furthermore, it may be claimed that students employ strategies to facilitate learning, make it faster, more self-guided, efficient, and practical for tasks requiring learning a new language (Cohen, 2014). Additionally, learning strategies have an impact on self-empowerment, which is crucial for adults learning a foreign language because they are unlikely to always have access to a teacher who can instruct and guide them outside of the classroom (Šafranĳ & Gojkov-Rajić, 2019).

Since the past until now, learning a language has become crucial. People can communicate freely and without boundaries with the outer world through language. Speaking ability among students is important to the

teaching and learning process in the classroom. Supporting speaking ability definitely enables students to develop effective interpersonal communication, whether in casual or public settings (Saputra & Wargianto, 2015). It comprises a variety of supporting skills, including grammar, fluency, pronunciation, and speaking content (Abbaspour, 2016). During the teaching and learning process in the classroom, speaking competency is their only means of expressing their ideas and concepts (Jacobs and Hayirsever, 2016). Also, educational reform calls for students to actively participate in sharing and discussion activities carried out by the teacher in the classroom. To express their ideas in the activities the teacher has planned, students must speak.

L2 learning results would vary depending on the language learning strategies used. Effective learning strategies are necessary for language acquisition to be effective (Oxford, 2013). Learning strategies are the deliberate mental and behavioral steps that let students track their own learning progress (Ortega, 2014). Using guessing skills effectively, concentrating on form and meaning, experimenting with new information, keeping an eye on their own and other people's learning processes, regularly using the new language, and being able to manage their emotions are a few of the behavioral traits of a good language learner (Ortega, 2014).

The term language learning strategy has been defined differently. To facilitate the process of collecting, storing, retrieving, and applying information, learners use learning strategies, which are any groups of operations, procedures, plans, routines, or behaviors (Pineda, 2010). In similar lines, Montaña-González (2017) define "learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Additionally, any learning activities that students engage in to acquire knowledge of a new language can be referred to as learning strategies (A. Gani et al., 2015). A student's behaviors and techniques for learning a new language are sometimes referred to as language learning strategies (Saville-Troike, 2012).

English learning strategies classified system which is used for language skills namely reading, speaking, writing, and listening. The strategies are divided into two main strategies, namely, direct and indirect strategies (Syafryadin, 2020). The direct language learning techniques are those that use the target language directly. Direct strategies require mental processing of the language, such as memory strategies, cognitive strategies, and compensation strategies. Memory strategies are methods that students employ to aid in their retention of new vocabulary (Syafryadin, 2020). This strategy could make it easier for students to store information in long- or short-term memory and retrieve it when necessary for certain learning activities (Oxford, 2013). Memory strategies include creating mental links, using images and sounds, thoroughly reviewing, and taking action. Then, cognitive strategies—which aid language learners in thinking about and understanding a new language—have grown to be the most well-liked ones (Syafryadin, 2020). This strategy consists of several sets, such as practicing, receiving and sending messages, analysing and reasoning, and creating for input and output. Compensation strategies help learners overcome prior knowledge of the target language for either comprehension or production (Syafryadin, 2020). The compensating strategy is helpful for making up for a lack of vocabulary and especially poor grammar (Syafryadin, 2020).

Indirect strategy a language learning technique is one that supports and organizes language acquisition without directly utilizing the target language. The three types of indirect strategies are metacognitive strategies, affective strategies, and social strategies. Metacognitive refers to things other than or in addition to the cognitive (Syafryadin, 2020). Metacognitive strategies are acts that extend beyond purely cognitive tools and give students a means to organize their learning. Three different strategy sets make up metacognitive strategies: focusing learning, organizing and planning learning, and assessing learning. Affective strategies include emotions, attitudes, motivations, and values (Oxford, 2013). One of the key factors that determines whether language learning is successful or unsuccessful is the learner's affective side. Monitoring emotional

temperature, reducing anxiety, and encouraging oneself are the three main categories of affective methods. Next, it can be said that social strategies relate to social mediating action and transacting with other people. Asking a question, collaborating with others, and empathizing with others are three sets of social strategies (Syafryadin, 2020).

Oxford (2013) created the Strategy Inventory for Language Learning (SILL), which can be used to evaluate the different types of learning strategies that students most frequently use. A SILL package consists of the 50-item instrument, a scoring worksheet on which students record their responses and compute their averages for each strategy subscale and their overall average, a summary profile that displays their results and offers examples for self-interpretation, and a strategy graph that enables each learner to graph their individual SILL results (Oxford, 2013). It is anticipated that between 40 and 50 studies, including theses and dissertations, have been conducted using the SILL in both Indonesia and other countries (Oxford, 2013). The learners are asked to indicate their responses using a 5-point scale that is used by the SILL. Five responses correspond to the following options: The statements "never or almost always true of me," "generally not true of me," "slightly true of me," "usually true of me," and "always or almost always true of me". Each of the six sections of the questionnaire—parts A through F—represents an indirect or direct learning strategy (Oxford, 2013).

Regarding to the speaking activities and strategies, the researcher conducted interview on March 15, 2023. The student who take speaking class was the target of this interview. And the result, most of students used a speaking learning strategy by imagining as if they were reviewing an item. Then, of course, speaking in English requires correct pronunciation, and students use learning strategies with Google Translate because there is one interesting feature there, so they can listen to the correct pronunciation of words. Regarding to the phenomenon, it seems that in speaking class, the students do not know what learning strategies they apply. But most of them use affective learning strategies to increase their confidence. Because when

they don't feel confident when practicing speaking, it will certainly make speaking not fluent.

The novelty of language learning strategy research lies in the advances made in recent years. Here are some of the recent developments in this field, The development of tools to assess language learning strategies, such as the Strategy Inventory for Language Learning (SILL) (Bessai, 2018). The use of technology in language learning has led to the development of new language learning strategies, such as spaced repetition for vocabulary review (Johnson et al., 2013). The study of individual differences in language learning strategies (Thomas et al., 2021). Overall, these recent developments have contributed to a better understanding of language learning strategies and have helped learners become more successful and autonomous in their language learning journey (Bessai, 2018).

So based on the above opinion learning strategies are very important for students, as can help students optimize the learning process and improve understanding. Learning strategies play an important role in helping students achieve their learning potential. By understanding how best to learn and optimizing the learning process, students can improve academic achievement, build study skills, and develop high motivation towards learning.

### **1.2 Research Question**

1. What strategies are applied by the University English Students in speaking class?
2. What are the challenge and obstacles of applying the strategies in speaking class?

### **1.3 The Purpose of Research**

1. To analyse the strategies are applied by the University English Students in speaking class
2. To analyse the challenge and obstacles faced by the University English Students in speaking class

### **1.4 Significance of Research**

This research has significance and it consider of two categories

#### 1.4.1 Practically

##### 1. For Researcher

As an additional knowledge learning strategy used by students and as an increase in knowledge and as a requirement for writing scientific papers to get S1 degree.

##### 2. For Students

So that students know about learning strategies and students can apply them well and they can match what learning strategies are appropriate according to their learning style.

##### 3. For Teachers

As a consideration that teachers can provide variations in giving assignments according to the strategies they apply.

#### 1.4.2 Theoretically

From this research, it is hoped that it can increase knowledge about learning strategies applied by students in speaking class. The results of this study can be used by teachers as a reference in teaching.

### 1.5 Definition of Key Terms

There are some definitions provided to make the important terms used in this study clearer:

#### 1. English Students

A group of students who concerns on learning English as Foreign Language (EFL) as their major in university level.

#### 2. Learning Strategies

Techniques or ways applied by the students to learn and to manage and control their learning process to achieve the learning goals.

#### 3. Speaking

Speaking is a communicative activity that requires oral production to share information, exchange ideas, and communicate with others in a certain spoken language.