

## **Chapter One**

### **Introduction**

In the beginning of this chapter, the researcher presents the background of the study which states the reason why the researcher chooses the topic in this study. The researcher also discusses a specific problem of this study in the statements of the problem. Subsequently, the researcher presents research questions and objective of the study. At last, the researcher explains the significance of the study. Each part of this chapter is therefore elucidated in the following sections.

#### **Background of the Research**

Students believe that being successful in oral language performance is by having good speaking proficiency. Speaking becomes a measurement for some students in learning English. They feel successful when they can speak fluently in front of people and have a good speaking proficiency. In fact, people in the world often evaluate the people from speaking first. According to Richard (2008) “learners often evaluate their success in language learning as well as the effectiveness on the basis of how much they feel they have improved in their spoken language proficiency” (p.19). Based on the earlier statement, it can be assumed that English learners should have good speaking proficiency to achieve their success in learning English.

Furthermore, in learning English, the students who want to be able to speak English well should master speaking skills. Thus, students should have good abilities in pronunciation, grammar, and expressing ideas fluently with appropriate word choices. Fraser (2000a) argued that speaking English includes a number of sub skills of which is pronunciation, grammar, and vocabulary. It implied that students should have good abilities in English speaking skill, for example the way they pronounce, and the way they choose words. In addition, she argued that pronunciation is by far the most important of all, with poor pronunciation understanding, a speaker will be very difficult to deliver the message.

During participation in listening and speaking for formal setting class, the researcher observed that there were some of her classmates who were fluent in speaking. They preferred to be active and fully participated in the classroom activities. They produced English language very fluent and they implemented the component of speaking in the classroom well. For example, when student delivered materials in presentation, they looked confident and they spoke very well without being afraid of making mistake. In addition, they were confident to express their ideas and were also courageous to speak. Therefore, it can be concluded that students who speak English fluently in classroom might employ specific strategies so that their performance was successful.

On the other hand, the researcher also found some students who did not speak very well in the classroom. They were hesitated and shy to speak English. In fact, some students did not utter anything in classroom activities. They

preferred to be silent in classroom activities. Lukitasari (2008) admitted that in speaking class the students faced some speaking problems including hesitation, nothing to say, and mother tongue used. It can be concluded that these students still have difficulties in English speaking.

The researcher is interested in revealing the students with good performance of speaking. The researcher think that they might have specific strategies to improve their speaking ability. Therefore, the researcher wanted to investigate the students' strategies in learning speaking English at English department at one of private universities in Yogyakarta.

### **The Statement of the Problem**

In learning speaking, there are various strategies that can be applied by students. According to Oxford (1990) the strategies are divided into two main subcategories namely, direct strategies and indirect strategies. Based on the researcher's observation at English department, students are not classified into classes based on their competence. This refers to the fact that students who speak fluently are in the same class from students who did not speak well. In the researcher's observation during the even semester academic year 2013/2014, the researcher found that students spoke English fluently. However, the researcher also found students who did not utter anything in classroom, students had less of confidence when they were speaking, students were silent in classroom, and students choose non-appropriate words when they speak. Therefore, in this study the researcher is interested in finding out the students' strategies in learning

English speaking. It is important to use strategies in order to achieve students' speaking skill better. Furthermore, the researcher would investigate the strategies that are used by students who speak English fluently in classroom.

### **The Research Questions**

Based on the problem which is stated in previous section, the research questions are:

1. What strategies are used by the students in learning speaking English?
2. What are the most frequent strategies used by the students in learning speaking English?

### **The Objective of the Research**

The purpose of this study is to explore the students' strategies in learning speaking English at English Department at one of the private universities in Yogyakarta. Moreover, this study also investigated the most frequent strategies used by students at English department in learning speaking English.

### **The Significance of the Research**

Based on the research questions above, the researcher expects that this research gives advantages for students, teachers, and the future researchers, namely:

**Students.** This research aims to give some information about several strategies that can be applied appropriately in learning speaking. This research is beneficial for students, so they can use the strategies to apply in their speaking

practice and learn from the successful students. Hence, for students who are already speaking fluently, they can explore more strategies to improve their speaking ability by reading this research.

**Teachers.** This research intends to give information for teachers about strategies in learning speaking English employed by students. Hence, the teachers can encourage the students to use the strategies to improve students' speaking skill in the class. From this research, teacher can know the strategies used by student who have good speaking skill so that teachers in classroom can strength such strategies for teaching speaking.

**Future Researchers.** The researcher expects that this research is able to help future researchers on the topic of the usage of speaking strategies to learn speaking. Besides, this research can provide some information for supporting their research. Hence, this research can be used as a reference for other researchers who are interested in conducting a study under the same topic.

### **The Outline of the Research**

This research contains of five chapters. Chapter one is introduction that consists of background of the research, statement of the problem, formulation of the research, objective of the research, significance of the research and the outline of the research proposal. Chapter two is literature review that consists of studies about strategies in learning speaking. In this chapter, the researcher gives explanations about theories of the studies. This chapter also presents the previous related study. Chapter three explains the methodology. This chapter contains of

research design, setting, participant and instrument of the research, techniques of the data collection and analysis of the data. The fourth chapter explains the findings of the research and also the discussion of the findings. The last chapter explains the conclusion and recommendation.