CHAPTER I
INTRODUCTION

1.1. Background

Reading, writing, listening, and speaking are the four skills in English. Speaking is the most crucial component since humans must constantly speak with others to obtain knowledge and improve the efficiency of daily activities. Richard and Renandya (2002:210) said that speaking is one of the central elements of communication. Speaking is a way to express feelings, ideas, and emotions.

Richard (2012;2) stated that there are 8 learner's speaking problems; (a) frequent communication breakdowns and misunderstanding, (b) lack of vocabulary need to talk about common utterances, (c) lack of communication strategies, (d) speaking slowly and talking too much time to compose utterances, (e) inability to participates actively in conversation, (f) inability to speak English naturally, (g) poor grammar, (h) mispronunciation.

The need of studying English should be emphasized even more so that Indonesians, particularly English majors, have better qualifications to face the modern world and technology developments. Furthermore, university students may lack confidence in speaking English in class as well as outside the classroom. The important point to consider is the students' lack of knowledge and experience in English. All these circumstances cause students to encourage their interest in learning to speak. According to Cohen (1998 p. 66), as cited in Rahmadani et.al (2014, p. 413), students will have an easier time learning a new language if they are made more aware of the many strategies they can employ. Also, he thinks that students can enhance their language skills on their own if they simply become more self-aware about how they're learning.

Chamot (1987) said that "learning strategies are methods, approaches, or as well actions that students use to acquire and retain information in both language and content areas." In other words, a student's strategies are the things he or she does to get ready for learning. Also, Weinstein and Mayer (1986) said

that learning strategies are "the behaviors and thoughts that a learner uses during learning that are meant to affect the learner's encoding process." It means that learning strategies can also be looked at in terms of the ways and critical ideas that students use to help them keep learning and change how they learn.

However, Wenden (1991) argued that learner strategies are the things that language learners do to learn and manage learning a second language, as well as the strategies they use. Learners identify learning strategies as techniques, methods, ways, or goals that help them set up or make their learning. Other things that can be done to help with learning strategies are communication strategies and how to use the language. These strategies include connecting meaning, memorizing, practicing, getting ready to speak, and organizing learning.

Academic speaking is a skill that university students must require in English education. According to Dannels (2001), for students to be able to talk publicly for academic or educational purposes, they need to be able to give presentations and be able to moderate discussions. The situations are discussed in an academic setting throughout the exercises and subjects. Students will be able to develop English utterances linked to the numerous roles that are required in speech and communication activities with the assistance of this topic. Hence, students need to discover learning strategies that will assist them in delivering academic speaking-related topics.

Based on the explanation above, it is essential to discover learning strategies that will assist students in delivering academic speaking-related topics. It is expected that knowing more about language learning strategies will enable both teachers and students to find better solutions for the problems the students have in developing their speaking skills.

1.2 Identification of the problem

In this research, the author identified some problems related to students' learning strategies to be conducted as follows:

a. Some students have low participation in speaking activities in class

b. There are various types of strategies implemented by teachers in class so students find it difficult to determine which strategies are proper for them.

1.3 Scope of the Problem

This research aims to find out the English students' learning strategies to improve their speaking skills and will focus on the students of the English Department of Hasanuddin University Batch 2021.

1.4 Research Questions

In order to reach the purpose of the research, it is the obligation of the author to give rise to the problems that are going to be investigated. Hence, the research questions are formulated as follows:

a. What are the students' learning strategies to improve their speaking skills?

b. What factors caused the students to choose those strategies to improve their speaking skills

1.5 Objectives of the Study

a. To find out the students' learning strategies to improve their speaking skill

b. To figure out the factors that caused the students to choose those learning strategies to improve their speaking skill

1.6 Significance of the Study

After finishing this research, the author hopes to give contributions and benefits for the academic and practical sphere, such as:

a. Academic Benefit: this study will hopefully give a contribution to educational studies.

b. Practical benefits: The result of this research may hopefully help the teacher to conduct more effective learning strategies to improve student's speaking skills. This study also hopefully helps to increase student's motivation in speaking. Last but not least, the result of this research may help other authors for their research in studying learning strategies.

CHAPTER II
LITERATURE REVIEW

2.1. Previous Study

The author tries to support her research by searching related research about students' learning strategies to improve their speaking skills. First, Krebt (2017) conducted research in Iraqi University of Baghdad which found that role-play techniques can improve the performance of Iraqi EFL students. The results of the study confirm that role play techniques provide an interesting environment for students to flourish in.

Second, a research by Prabawa (2018) found that Indonesian Tertiary Students use Cognitive, Metacognitive, and Compensation strategies when they speak English and improve their speaking ability. Compensation strategy is the most common speaking strategy used, while cognitive strategy is also but rarely used. Similar into the previous research, Gudu (2015) with his research "Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya" conducted in Experimental Method found out that there was variation in use of classroom activities for example they employed discussion and oral drill to improve students speaking skill.

Lourdunathan & Menon (2005) have researched about a similar topic. Their research is to identify how interaction strategy training affect group interaction and task performance. The result of this study showed that group interaction improved with frequent use of interaction strategies. There were many instances of effective use of some of interactions strategies such as stating agreement and disagreement, or directing the interaction. However, Basalama et al., (2020) found that the most used learning strategies used by students were note-taking and translations.

Ismaili (2000) in his research reveals that task-based learning offers variety for students since it encourages students to complete task activities which leads to development regarding their performance. On the other hand, Pratiwi & Ayu (2020) on their research found out that by using describing pictures strategy, students can

improve their speaking skills because they will try to find other words and say them loudly.

The difference between these previous researches with this research is in its methodology. Most of these studies conduct the research with only one research instrument. This study uses interviews and questionnaires as research instruments to find out specific learning strategies used by students to improve their speaking skills.

2.2. Theoretical Discussion

2.2.1. Speaking

a. Definition of Speaking

Speaking is a form of human behavior that utilizes physical, neurological, semantic and linguistic factors very intensively, speaking is also a person's ability to create special, articulated sounds aimed at expressing or expressing opinions or ideas.

According to Richards (2008; 21) there kinds of speaking function, they are:

a) Talk as Interaction

Talk as interaction is a term that describes interaction that is primarily social in nature and refers to what we commonly refer to as conversation. When people meet, they exchange greetings, engage in small conversations, relate recent events, and so on in order to be nice and establish a comfortable zone of interaction. The emphasis is now on the speakers and how they wanted to express themselves to one another, rather than the message.

b) Talk as Transaction

The term "talk as a transaction" describes situations in which the emphasis is on what is said or done. When the speaker utilizes good language, he or she can make the listener understand the message and make oneself understood clearly and properly. Here, the speaker should make the listener understand the message that was conveyed. The way a speaker speaks is significant because it has an impact on how the listeners understand.

c) Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performances. This refers to public talk, which is talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches, in this type the function of speaking is to show the speaker's performance when he/she conveys the message. The speaker is ready to speak when he/she has the readiness of her/his mental.

In this research, the author just focused on one of the speaking functions which is speaking as performance, because this research intended to find out about the teaching and learning of speaking in the academic context.

b. The Component of Speaking

According to Syakur (2007:4), there are at least five components of speaking skills concerned with grammar, vocabulary, pronunciation, fluency, and comprehension.

a. Grammar

Grammar refers to the set of rules that govern the structure and use of language. It includes both syntax (the arrangement of words and phrases to create meaningful sentences) and morphology (the study of the internal structure of words and the way in which they are formed).

Students are required to be able to form sentences effectively in a conversation. According to Heaton (1978: 5), students' talents can be seen from the way they use structures and differentiate grammatical forms appropriately and accordingly. The function of grammar is to acquire the correct technique of acquiring language both spoken and written.

b. Pronunciation

Pronunciation refers to the way in which a language's sounds, stress, intonation, and rhythm are produced and perceived by others. It is the way in which speakers articulate and combine individual sounds to form words, phrases, and sentences that can be understood by others. Pronunciation is an essential component of speaking, as it plays a crucial role in conveying meaning and communicating effectively.

Good pronunciation involves producing the sounds of a language accurately and appropriately so that others can understand what is being said. This includes mastering the individual sounds, stress patterns, and intonation patterns of the language, as well as the rules of word stress and syllable division. Pronunciation can be improved through various techniques, such as listening and imitating native speakers, practicing individual sounds and stress patterns, and receiving feedback from others.

c. Vocabulary

According to (Alqahtani, 2015), vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. In addition, the definition of vocabulary is the language that is utilized in the process of communicating with other individuals. A student who does not have a sufficient comprehension of the English language will be unable to communicate effectively or express their thoughts in an appropriate way.

d. Fluency

Fluency means being able to speak it easily and without hesitation, with good rhythm and intonation, and without stumbling over words. Fluency isn't just about being able to say words quickly; it's also about being able to talk to people and explain what you mean. Fluent speakers know a lot of words and grammar and can also use the right expressions, idioms, and colloquialisms to get their ideas across and connect with their audience.

e. Comprehension

Comprehension refers to the process of understanding and making sense of information or ideas that are presented in written or spoken language, or in other forms of communication. In language learning, comprehension is a critical skill that involves several sub-skills, such as recognizing words and grammatical structures, understanding the meaning of individual sentences or phrases, interpreting the overall meaning of longer texts or spoken utterances, and making inferences and drawing conclusions based on the information presented.

Proficiency in speaking, involving grammar, pronunciation, vocabulary, fluency, and comprehension, is crucial for effective communication. A solid understanding of grammar provides a structural foundation for clear expression, while accurate pronunciation reduces the risk of miscommunication. A diverse vocabulary allows precise and nuanced expression, and fluency ensures a smooth and natural conversation flow. Comprehension, covering both written and spoken language, is essential for proper interpretation and response. Mastering these components collectively promotes clear articulation, easy understanding, and successful communication in diverse contexts, enhancing interpersonal interactions in both spoken and written forms.

2.2.2. Learning Strategy

Strategy is a tool or action used by management to achieve performance consistent with the mission and objectives or a particular organization. Strategy is also a continuous and adaptive response to external opportunities and threats as well as internal strengths and weaknesses that can affect the organization. Whereas in the sense of education, according to (Brown, 2000: 113) learning strategies are learning activities that must be carried out by teachers and students so that learning can achieve goals effectively.

Oxford (1990) in her book identifies several types of language learning strategies:

a. Cognitive strategies: These strategies involve the mental processing of information, such as analyzing, synthesizing, and storing information. Examples include grouping items together, guessing intelligently, and analyzing language structure.

b. Metacognitive strategies: These strategies involve planning, monitoring, and evaluating one's own learning. Examples include setting goals, monitoring progress, and reflecting on learning.

c. Memory strategies: These strategies involve the use of memory techniques, such as repetition, imagery, and association, to aid in the learning and retention of language.

d. Compensation strategies: These strategies involve the use of alternative resources to compensate for a lack of linguistic knowledge or ability. Examples include guessing from context, using gestures, and asking for clarification.

e. Affective strategies: These strategies involve the management of emotions and motivation in language learning. Examples include reducing anxiety, setting positive goals, and seeking out social support.

f. Social strategies: These strategies involve the use of social interaction and communication to aid in language learning. Examples include asking for help, negotiating meaning, and practicing with others.

Overall, Oxford emphasizes the importance of learner autonomy and the development of individualized language learning strategies that are tailored to each learner's needs and preferences. She argues that language learning strategies can be taught explicitly and implicitly, and teachers should encourage learners to reflect on their own learning and develop strategies that work best for them.