CHAPTER 1

INTRODUCTION

1.1.   Background of the Study

Language is a social communication that can express our individual identity. This may outcomes from dialogue interaction or social needs. In language we could find many things. It is also be defined on the situation that we faced and how it necessary to be a language. It could be comes to the learners who be able to learn English effectively if they use it often as much as they communicate in daily live. In other words, we can do that in order to learn English successfully besides the others do not. That could be that way because the one who learn English as a second language may be influenced or even forced unconsciously by some factors, there are including differences in environment, individual characteristics of learners, and learning strategies used by the learners.

The research that have been proved not only some language learners more successful than the other also gives the different things then lower grade language learners. This phenomenon has been classified into *Language Learning Strategy*. That research has proven by O'malley and Chamot into three types of *Language Learning Strategy* (LLS), especially in Metacognitive strategies which is makes the writer interest to do some research to prove this effective strategy in learning language. Which this research mostly involved and guided from J. Michael O'malley and Anna Uhl Chamot in their book with the title "Learning Strategies in Second Language Acquisition" (1990).   In that research, explained that language learning strategies is involved by the thinking of their knowledge of the learning process, planning of learning, and monitoring while it is take on the spot, besides their learning of self-evaluation after the study that have been done. The difficulties in classifying metacognitive strategy are with their metacognitive knowledge. Oxford defines that all language learners use *language learning strategy* in   their   learning   process,   whether   with   their   conscious   or

unconsciousness. This strategy will help them somehow to improve their ability in learning a second language if the strategy selected by the learners. There is also having the differences between English as a foreign language or as a second language.

Oxford (1990:6), "A foreign language does not have immediate social and communication. Function within the community where it is learned; it is employed mostly to communicate everywhere".

So, language learning strategies has a result in improving proficiency and greater self-confidence. Within all language learning strategies there are some researchers have definition of education program of communication whose doing second language as a successful keys to communicated in their language by Riggenback and lazaraton in Widiati and Cahyono (2006: 269). In other word, the key of successful learners want to improve their speaking proficiency. Contrast with some learners who want to improve English speaking in order to communicate to the entire world. So, the successful learners in second language are often evaluated from their speaking ability. As a result of those explanations above, this study is on speaking skill.

The relation of language and speaking could not be separated based on Chaney and Burk (1998:13) because speaking is the process of sharing and building meaning through the use of verbal or nonverbal communication in variety of context. That point shows that speaking skill is one of the basic skills that should be learned by second language learners. The successful learner of second or foreign language in learning speaking is who able to communicate orally without expectation that they will speak as like as native speaker. In other words, they have to speak to express and response their ideas or opinion. Speaking seems more threatening to many students than others skill as explained by Oxford (1990:155). Therefore, there must be some strategies that can be used to improve speaking skill. The purpose of the communication could be known by use certain strategies such as using synonym, circumlocution, gesture, etc. then, the conversation can keep going. For another example who has been stated by Gass and Selinker (1994:265); in purpose to remember the difficult of vocabulary, the

learners should consciously choose a particular associate word with the situation in which they first seriously concerned the word. They may continue to do this if it turned out that this strategy of their consistency to help them learn vocabulary.

Based on the researcher's preliminary study in all classes' students in one of state schools in Surabaya, it is found that most of the students have a good proficiency in English especially in speaking. It is known that this school has been famous for its reputation to generate high proficiency learners in Surabaya. It is proved, whenever the students join with some English competition such as English debate, speech contest, story-telling, etc. they often become the winner. In addition, the researcher observation in most of the students is communicatively active in responding the teacher's questions and also in English class discussion. Their pronunciation, fluency and intonation can be categorized as the competent users. The ways the students speak show that they use some learning strategies. For instance, they always try to find the synonyms or circumlocution if they cannot find those two, they use mime or gesture and also use monolingual English dictionary. It is a good strategy to search for the meaning of words as the learners may get some new vocabulary to be fluent their speaking. Knowing the previous-mentioned phenomena, we can see that *language learning strategy* contributes to the learners' success in mastering a second language learning that some individuals are more successful than the others. Shortly, there is a positive correlation between learning strategies and successful learners. Thus, the researcher is interested in getting to know the learning strategies used by them in improving their speaking ability.

The researcher has observed teaching-learning process and students score all classes on XI grade at SMA Muhammadiyah 2 at Surabaya showed that most of the students are communicatively active in responding the teacher's questions and also in English class discussion. Their pronunciation, fluency and intonation can be categorized as the competent users. The ways the students" speak show that they use some learning strategies. The researcher aims at knowing the most helpful strategies by successful English learners at senior high school in

learning speaking so that it can motivate other students become successful learners especially in learning speaking.

In order to make this research more comprehensible, the researcher would explain deeply into three categories to make it clear. Those categories are; High, Average, and Low average student. Towards these categories, this research will get the data objectively and it will be easy to take the data in limited time. Using these categories, the teachers who know them well in many years could give the recommended student between all classes in eleven grade students at SMAM 2 Surabaya.

1.2. Research Questions

Based on the description above, this study is aimed to investigate deeply in learning strategies used by English learners at one state senior high school in Surabaya in improving their learning speaking. Then, the research questions to be answered in the present study are formulated as follows:

1. What extent does the High student use metacognitive strategy in learning speaking?
2. What extent does the Average student use metacognitive strategy in learning speaking?
3. What extent does the Low student use metacognitive strategy in learning speaking?
4. What are the differences and similarities between High, Average, and Low level learner?

Therefore, the researcher conducts the study about learning strategies used by English learners at all classes on XI grade at SMA Muhammadiyah 2 at Surabaya in their speaking. Hopefully, this research gives a better view to the other Senior High students about the way of use learning strategy in order to improve their speaking ability.

1.3. Purpose of the Study

What is certain interest to this study is that little research has been conducted to know application of metacognitive strategy with certain categorized students in learning speaking. Then, purpose of the study is formulated as follows:

1. To know the extent of High Level student use metacognitive strategy in learning speaking.
2. To know extent of Average student use metacognitive strategy in learning speaking.
3. To know extent of Low Level student use metacognitive strategy in learning speaking.
4. To know the differences and similarities between High, Average, and Low level learner.

Therefore through this Metacognitive Strategies, it has to enhance the purpose of their study. The researcher tries to offer a picture of students' strategy learning process and their strategies utilization Metacognitive Strategy.

1.4. Scope and Limitation of the Study

This study is restricted to investigate the learning strategies used by students of Senior High School in learning speaking. Based on the significant goals in performing speaking skill, Learners viewed as successful, into an achievable action by looking their Metacognitive strategies that have been stated by O'Malley and Chamot (1997). So, this study is limited to describe MIPA students or learners who still eleventh grade in SMA Muhammadiyah 2 Surabaya deals with their Metacognitive strategy in learning speaking which are used by high, average, and low level student.

1.5. Significant of the Study

The result of this study is expected to be useful for other English learners, for English teachers, and for future researchers. For other English learners, it is

expected to get benefit from the finding of this research. In their learning, they can improve their speaking skills especially in metacognitive strategy.

The study conducted by expectation that it will be useful for many sides. The significances are:

a. To improve teaching practice English teachers to teach their students' successful learner's strategies and let them select the strategies
b. To development of students speaking strategy which are appropriate for them, so their students can succeed in speaking.
c. To help parents to know and support their children about characteristics of their children, so they will know how to improve their own children especially in speaking skill.
d. To help future researchers to a research analyze the other English skill like reading, listening, or writing.

Finally, for future researchers, the findings of this research can be then used as valuable sources to conduct further research in the same skill (speaking) and the other language skills (listening, reading, and writing).

1.6. Definition of Key Terms

To avoid misunderstanding and misinterpretation of terms in this study, the definition of key terms is provided. It is expected that the reason will have the same perception to some words or phrases used in this study. Here are some definitions:

a. *Language learning strategy*: a specific action, behavior, step or technique used by the learners in the process of learning a language to improve their speaking.
b. *Metacognitive strategy*: a basic of all control over cognitive mechanism and the procedural knowledge which represents behavior in the planning thoughts. With knowing the learner's planning in Metacognitive Strategies, the involvement in directing course of language production.

c. *Speaking skill*: the process of conveying the message orally from the speaker to the listener so that the response given is correct.

d. High Level Learner is the one who could give excellent responses towards several task that have been thought by her/his teacher in many years. This learner has an excellent score in English, in academic or even in non-academic.

e. Average Level Learner is the one who can gives good responses with their several task that have been thought by their teacher in many years. This learner has a good score in English even though the score is not better than the high one, this learner can speak in a good way.

f. Low Level Learner is the one who has good responses with their several tasks that have been thought by their teacher in many years. This learner has a bad score in English and not in fluently spoken.