

I. INTRODUCTION

This chapter describes background of the problem, formulation of the problem, objectives of the research, uses of research, uses of the research, and scope of the research. In order to avoid misunderstanding, definition of terms are provided in the last part of this chapter.

1.1 Background

Every normal people, regardless of where he/she comes from and what level he/she is in, is guaranteed to be able to communicate in a certain language (Lado, 1961). It is because of the importance of language in any scope of life. Therefore, it is quite reasonable to learn this English in order to communicate to a larger community all over the world. English becomes one of the most essential languages in the world. Many people from many different countries use it to communicate. It can be said that English is the primary instrument of international communication.

One of many ways of communications is speaking. Speaking is a communication process between at least two people and speaking is a way to express someone's

idea. Byrne (1984) defines speaking as a two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding. Speaking seems to be easy to do, but we do not only speak, we also communicate each other with people by using language. Since English is a foreign language in Indonesia, most of the students might feel difficult to speak English. In fact, in teaching learning process, sometimes the teachers do not apply appropriate learning strategy for teaching speaking.

In speaking skill, the students often find some problems. The problem frequently found is that their first language causes them to get difficulty in using the second language. Richards (2002) points out several problems which are faced by poor learners in learning English as a foreign language. First, students cannot sustain spoken interaction beyond short segments. Second, students experience frequent communication breakdowns and misunderstandings. Third, students lack of vocabulary that is needed to talk about common utterances. Fourth, students lack of communication strategies. Fifth, students speak slowly and take too long to compose utterances. The last, students cannot participate actively in conversation. Seventh, their spoken English does not sound natural.

In order to become successful in speaking, the students need particular learning strategies. Some students succeed and others fail. It might be caused by the language learning strategies. In any case, Anderson (2003) says that the relationship between learning strategies and the students' proficiency level is clear. When the students use a greater variety and number of learning strategies,

more proficient he/she would be. In parallel to this, according to Hismanoglu (2000), the language learner who is capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. After seeing the role of learning strategies in improving students' speaking performance, a critical simple question might come to our mind. Chamot (2004) says that learning strategy plays an important role in effectiveness of helping less successful students improve their speaking performance.

Concerning to students' problem in speaking English, it can be inferred that each learner has certain tendency and capability in using certain learning strategies. Therefore, the use of various learning strategies is influenced by the learner's family background, experienced, and character. Since learners have their own characteristics, they would exploit different learning strategies that are useful and comfortable to them. This study, therefore, would investigate the learning strategies in speaking used by Senior High School students.

Learning Strategies are supposed to be used to attain goals or to solve a problem (Park, 2010). In other way it can be said that learning strategies can be used to solve students' problem in speaking. In brief, the researcher assumed that there must be correlation between students learning strategies and their speaking skill. Based on the background of this research, the researcher conducted a research about learning strategies in speaking used by senior high school students. Therefore, the researcher entitled her script **Correlative Study Between**

Students' Learning Strategies and Speaking Skill of the Eleventh Grade of Senior High School.

1.2 Problems

Based on the background above, the researcher formulated the problems as follows:

1. What types of learning strategies are mostly used in speaking by senior high school students?
2. Is there any significant correlation between students' learning strategies and their speaking skill?
3. How is the speaking ability of the senior high school students?

1.3 Objectives

This research was conducted in aids to achieve several objectives:

1. To find out learning strategies are mostly used in speaking by senior high school students.
2. To determine whether there is significant correlation between learning strategies and students' speaking.
3. To find out the ability of speaking done by the senior high school students.

1.4 Uses

The uses of the research are as follows:

1. Theoretically

This research can be used to give the contribution in teaching learning process and also verifying the previous theory. This research also gives some informations about the understanding of language learning process.

2. Practically

The finding of this research can be used as an input for English teachers' to make an improvement to the students' ability in speaking by understanding their type in learning language, and for the students to minimize their weakness in speaking English.

1.5 Scope

This research was conducted at SMA N 15 Bandar Lampung while the subject of the research was the students of the second year. The researcher did random sampling to determine the class to do the research. This research focused on the correlation of learning strategies (metacognitive, cognitive, and social strategy) used by students and their speaking skill (dialogue). In order to gain the data, the researcher gave the dialogue activities in the form of *Picture Gap Activities* to measure the students' speaking ability and gave questionnaire to measure the learning strategies of the students. The learning strategies in speaking were classified into three catagories named Metacognitive, Cognitive, and Social (Chamot, 1987). It was also assumed that speaking ability depended on the

learning strategies applied by the learners. This research was aimed to help the students find out the appropriate learning strategy towards their speaking achievement.

1.6 Definition of Terms

- 1. Speaking** is two-way process between speaker and listener and it involves the productive skill and receptive skill of understanding (Byrne, 1984).
- 2. Learning Strategy** is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively.