

I. INTRODUCTION

This chapter presents the background of the research, formulation of the problem, objectives of the research, uses of the research, scope of the result, and the definition of term; clarified as the followings.

1.1 Background of the Problem

One of the objectives of teaching English is to make the students able to communicate using the language in the form of oral and written communication. Speaking is one of the oral communications that is learned by students from elementary school to senior high school. Speaking is considered the most difficult language skill by students because they should have lots of vocabularies, they have to be able to pronounce the words correctly, and they have to be able to use them in appropriate context. In this case, the students must study hard to master it and the teacher should create a good atmosphere in the class. The problem is that the students are afraid of making mistakes, of being laughed at by their friends and of having lack of confidence in their ability (Hamer, 2007).

Speaking is the most important skill that should be mastered by students in building a good communication. According to the 2006 English Curriculum

and its supplement, the emphasis of the curriculum is that the students are able to communicate in English by mastering the whole skills. However, the difficulty of each skill is relative because it depends on the students.

Speaking is a process of communication between at least two people and it is a way to express someone's idea. In speaking English, students might have enough vocabulary but they seem awkward in expressing what is in their minds. Therefore, students should be able to find suitable, effective, and efficient attempts to do what is required.

It seems that students get difficulties to achieve the target of speaking without having effective learning strategy. Learning how to speak English fluently and accurately is considered a grand task for students. To overcome these language barriers, they need to utilize learning strategies. Learning strategies is a set of actions either conscious or subconsciously to achieve a learning goal, i.e. to able to apprehend, internalize, and use the target language (Hassan et al. 2005:13). Students have to use their strategies when they attempt to find ways to cope with task they face. It will be able to make the students learn English more successfully if they use the strategies in learning English.

Based on the researcher's pre-observation, when conducting teaching practice (PPL), it was found that student's speaking ability is still low. The students got difficulties in expressing their ideas. They thought speaking was the most difficult part in learning English as a foreign language. Besides, it seemed that

students were feeling afraid of making mistakes in the way they conveyed what they wanted to say. The problems which might hinder the students to learn speaking English might be categorized into three classifications.

First is cognitive, for example students do not have an organization skill when they are speaking and they lack rehearsal activity for what they want to say. The second is metacognitive, for example, the students' lack of planning, monitoring and evaluating which students make when they are going to speak. The last is social, for example students are feeling afraid of making mistakes when they speak and they do not know the way how to pronounce certain word.

Speaking is a productive skill, it is believed that the more they practice, the better they would be. Students' speaking proficiency is highly varied. There are a number of students whose speaking skill is already good. On the other hand, there are a number of students whose speaking is not sufficient. The potential problem is that students do not have any strategies when they learn speak. Cohen (1998: 18-19) states that there are many strategies that can be used by students to improve speaking, for example before-speaking strategies lowering anxiety, preparing and planning, predicting what is going to happen and planning possible. The difference of the leaning strategy shows that there are many different levels of learning difficulties of each personal.

Students can improve their language skills in a better way if they are capable of using a wide variety of language learning strategies. The more students use a greater variety and number of learning strategies, the more proficient they would be. Therefore, it is important to understand what kinds of language learning strategies that students employ to their oral performance. Under their circumstance, it may be assumed that in some cases using appropriate learning strategy has correlation towards students' speaking achievement. Using different strategy will characterize their achievement.

Sabuncuoglu's study showed that a good language learner tries to find ways to use these strategies to succeed in language learning. These strategies usually make learning more successful if they make use of learning strategies while learning a foreign language. The study shows that most students used metacognitive strategies and cognitive strategies in learning English although not many of them used social strategies in speaking. It shows that they do not tend to cooperate with proficient users or others.

Concerning the students' problem in speaking English, the researcher analyzed the difference of speaking among high and low frequency users in using language learning strategies. Therefore, this research attempts to investigate the role of language learning strategies in speaking at the second year students of SMA Muhammadiyah 2 Bandar Lampung.

1.2 Formulation of the Problem

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

- 1.2.1 Will be there any significant differences between:
 - a) High and low frequency users of learning strategies and their speaking ability?
 - b) High and low frequency users of cognitive strategies and their speaking ability?
 - c) High and low frequency users of metacognitive strategies and their speaking ability?
 - d) High and low frequency users of social strategies and their speaking ability?
- 1.2.2 What type of language strategy do the students most frequently used in speaking skill at the second year students of SMA Muhammdiyah 2 Bandar Lampung?

1.3 Objectives of the Research

This research is conducted in aids to achieve several objectives:

- 1.3.1 To find out whether there are significant difference of speaking ability among high and low frequency users of learning strategies at the second year students of SMA Muhammdiyah 2 Bandar Lampung.
- 1.3.2 To explore learning strategies that students use in speaking at the second year students of SMA Muhammadiyah 2 Bandar Lampung

1.4 Uses of the Research

The results of the research are expected to give several contributions both theoretically and practically.

1.4.1 Theoretical Uses

The result of the research is expected to be used to confirm the previous theory about the learning strategy which students use towards their speaking ability.

1.4.2 Practical Uses

- The finding of the research will be useful especially as the information to the readers about some strategies mostly used by students in speaking ability.
- After knowing the strategies used, it is hoped that students can employ the most appropriate strategies and it gives consideration for teachers in improving students' speaking ability.

1.5 Scope of the Result

This research was a quantitative in nature. The major or independent variable is learning strategy. There are three major learning strategies that were investigated namely cognitive, metacognitive, and social strategies. Meanwhile, the dependent variable is students' speaking ability. The focus of this research covers the identification of learning strategies used by the students and the difference of speaking ability among high and low strategy

users of learning strategies. In this research, the researcher investigated the students' speaking ability in the way of they made a conversation telling about past activities. This research was conducted in SMA Muhammadiyah 2 Bandar Lampung at the second year students in year 2013/2014.

1.6 Definition of Terms

Based on the description above, the researcher provide some definition of terms that can across often during the research. The term below will guide the reader in reading and understanding the thesis.

Language Learning Strategy

It means the steps or actions taken by language learners in the process of learning to learn another language.

Cognitive strategy

It deals with the all activities that take place in the brain in order to acquire a foreign language.

Metacognitive strategy

It refers to the study of the ways in which people monitor and control their own cognitive strategy.

Social strategy

It concerned with the nature and form of social interaction and how people come to influence one another's behavior.

Speaking

It is an activity of interacting and communicating among people in social life.

Speaking is also the ability that the learners have to communicate, to convey and to have meaningful conversation in English.