

# CHAPTER I

## INTRODUCTION

### 1.1. Background

In learning a second or foreign language, learners do some strategies in order to get their goals which can be considered as their learning strategies. Green and Oxford (1995) stated that the importance of language learning strategies as key factors in the acquisition of English as a second or foreign language is a topic that commanded the attention of researchers worldwide. The findings suggested that learning strategies play an important role in the process of language learning, and the appropriate use of learning strategies is an essential factor determining independent study effect. The increasing awareness of the behaviors which learners consciously or unconsciously employ while learning a foreign language has been probably one of the most important outcomes of the movement in its transition

towards a learner-centered approach to language learning.

Some researchers emphasize on the terms conscious in defining learning strategies. According to Cohen s (1998), the learning strategies are learning processes which are consciously selected by the learner, and it is also reflected in virtually all other definitions of the concept which equate learning strategies with the learners actions or behaviors and thoughts aiming at facilitating learning. It means that the learners do some activities or habits that they choose as their language strategies consciously.

Chamot (2004) stated that Language Learning Strategies (LLS) is the conscious thought and action that learners take in order to achieve a learning goal. Oxford (1990) defined language learning strategies as specific actions taken by the learners to make learning easier, faster, more enjoyable, and more transferable to new situations of language learning and use. She divided learning strategies into

two main categories, direct and indirect strategies. Direct strategies are specific ways that involve the use of language, sub-divided into memory, cognitive and compensation strategies. Indirect strategies do not directly involve using the language, but they support language learning (Ehrman & Oxford, 1990).

The students of 6th semester English study program at one public university in Jambi learn English due to their study program, but they also have their own goals in learning speaking in English. In order to get their goals, they do some efforts that can be considered as their learning strategies. This research is important because research exploring at learning strategies in speaking in EFL learning, especially in its differences among learners at public universities in Jambi is rare. This matter motivated me to do this research, in order to investigate the difference in learning strategies in the use of speaking between EFL learners of English study program at one public university in Jambi. Additionally, the finding of this research attempted to fill the gap in the literature theory related students learning

strategies at university level.

## **1.2. Purpose of the study**

The purposes of this research was to find out the language learning strategies in speaking that were used by English study program learners at one public university in Jambi.

## **1.3. Research questions**

The question of the research is what are the sixth semester students' learning strategies in speaking at English study program?

## **1.4. Limitation of the Study**

There are some limitations in this study. First, there were 30 participants (1 class) in this study. They are the students of 6<sup>th</sup> semester English study program at

one public university in Jambi. The reason of choosing 6<sup>th</sup> semester students as the participants was because they have already finished their speaking subjects as their course in the university, because in this study, the researcher wanted to find out their learning strategies in each of those language skills. Second, the theory of language learning strategies that was used in this study was the theory from Houang (2006), he classified the speaking learning strategies in to eight types; imitation, technical-means, practicing alone, question clarification, communication, self-monitoring, self evaluation, repetition. Third, quantitative design was used along with a case study approach in this study. Afterward, the findings and conclusions in this study were limited based on the data analyses from the participants only.

### **1.5. Significance of the study**

The findings of this research are expected to add new knowledge on learning strategies in speaking that is used by English study program students at one public university in Jambi. The result of this research is expected to give contribution to English language teaching and fill the gaps between the researches that have been conducted earlier. The first gap is there were only few research conducted about students learning strategies in speaking at university level especially for English study program students. The second gap is there were only few research conducted to differentiate learning strategies in speaking use in each language skills and component in EFL learning. The last gap is the previous research tended to conduct the research on a quantitative design. Then, this research is expected to give further information for lecturers and students. For lecturers, this research might provide them about how they might find new ways of teaching based on the findings in this study. As for students, they might know the strategies that have been used by participants in learning speaking in a foreign

language.

### **1.6. Definition of Terms**

In order to avoid misunderstanding and misinterpretation about the definition of the terms, the terms are defined as follows:

- a. EFL : refers to the teaching of English to people for whom it is not the first language. (Oxford Advanced Learner s Dictionary 7<sup>th</sup> Ed, p.469).
- b. Learning strategies: the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information (O'Malley and Chamot, 1990).
- c. Public university: a university that is predominantly funded by public means through a national or sub national government ([thefreedictionary.com](http://thefreedictionary.com)).
- d. Learning strategies: the preferable activities that the learners consider it can help them in order to reach the goals of their language learning