

THE STUDENTS' SELF-REGULATED LEARNING STRATEGIES IN SPEAKING SKILLS

A THESIS

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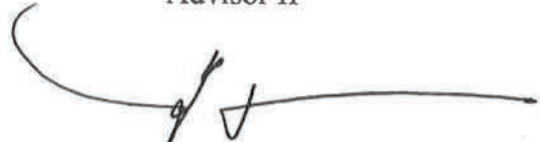
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CHAPTER I INTRODUCTION

This chapter describes the background of research, research question, the research aim, scope of the Research, and significance of the research.

1.1 Background of Research

Language is a tool used to communicate with each other, the languages used by many people are known as English. English is not only acts as communication tool but also it makes easier for people to adapt to the environment and work in the future. According to Sariakin (2016), English is one of the tools of oral and written communication. Next, English is the international language used for communication in science, technology, marketing, politics, and many other countries of interest.

In learning English every students have different challenges. For example, 13% of the students choose a lack of confidence as one of the challenges in speaking English; this psychological factor is a student feeling that occurs when the students realize that their speaking partners do not get their points when speaking in English, Juhana in Ratnasari (2020).

Similarly, the student feel a lack of confidence and keep silent because they feel their English is not good. In the most situations, students do not always hear the people around them speak English properly. In addition, the students only make an effort to speak proper English when they under supervision, as a result it becomes more difficult to learn English. Based on another situation, the students become too dependent on the teacher and never learn the language on their own

because a student goes to an instructor with every little problem faces. Whereas part of learning anything means figuring out how to solve your own problems, stated by Oybekovna (2020).

In following the learning process in the class, every student has a different learning style from one student to another. This difference in learning methods shows the easiest way for students to absorb information during the learning process. According to Hamzah (2010), the easiest and fastest way for a person to learn is known as a learning style. In general, learning styles are divided into three major groups, namely visual, auditory, and kinesthetic learning styles, (De Poter, 1999).

The importance of lecturers knowing the learning styles of students is based on the ineffectiveness of learning in the class. Musrofi in Papilaya, et al (2016), said that only 30% of students are successful in learning because they have accordance learning style with the teaching method that applied by the lecturer in the classroom. The rest, up to 70% of students have difficulty attending classes because they have different ways of learning that are not adapted to the teaching methods applied in the class. It means that 70% of students learning styles are not in accordance with the teaching style of the lecturer.

Teaching and learning process is not appropriate in large classes because English classes develop to accommodate large number of students without paying attention to essential aspect of the teaching and learning itself, stated by Puspita (2010). A lecturer who teaches in large class will be faced with many problems, such as what are the characteristics of the students, how to find a learning method

that is more suitable for the students, and many more. It means that the teaching and learning process cannot be accommodated properly with a large number of students with different learning styles.

In the teaching and learning process, if the current number of students is large in the classroom, the lecturers do not have enough time to teach. Limited time in the classroom makes learning less effective because once a meeting discusses several points of material, while student's abilities are different. The student who has more abilities will easily reach them, however the students who needed would have difficulty. Therefore, to create intelligent improvement for students' abilities, learning in the classroom is not enough without being accompanied by structured learning and independent learning. Therefore, the lecturers should motivate the student in self-regulated learning.

The teacher can motivate and introduce a variety of styles and ways of learning to student. Some student find easier to remember the subject matter by listening, other students need illustrations, and there are also students who tend to keep moving while studying. It is good to keep them comfortable with their learning style.

In self-regulated learning, every student has a different strategy to study. The differences in the learning strategies used show the fastest and best way for student to receive information to increase the effectiveness of learning. Strategy is a set of plans that students can use to achieve goals. These strategies and learning styles is individual, the effective strategies for students are not necessarily

effective for others. The success of the biggest students depends on the ability to learn independently and observes their learning.

Self-regulation can also be created by lecturers by increasing student's interest in what is being taught, thus helping students in learning activities through motivating and planning subject matter. Knowing each students learning style is very important for the lecturers, so the lecturers can apply appropriate techniques and strategies, both learning and student self-development. Therefore, it is necessary to know that self-regulated learning emphasizes the importance of personal responsibility and controlling the knowledge and skills obtained (Zimmerman, 1990). Self-regulated learning also leads students to become masters in their learning.

In learning speaking skills, many strategies can be used by students, and these strategies are often used by students in self-regulation. The strategies used are considered easy for them to improve their speaking skills. Thus, what strategies are used by students need to be analyzed in the research. Various kinds of learning strategies are used by students at private universities in Kota Banda Aceh.

Based on a primary study on April 03-28 in 2021, the writer found that students used different strategies in learning speaking skills in self-regulation. Therefore, the writer is interested in making research on self-regulated learning strategies used by students.

Several studies have been conducted on language learning strategies, for example, Latifah, et al (2018), with the research title: Student Self-Regulated

Learning (SSRL) Dalam Mata Kuliah Bahasa Inggris Pada Mahasiswa Tahun Keempat jurusan Bahasa Inggris FKIP Universitas Muhammadiyah Tangerang. The purpose of this study was to identify the extent to which student self-regulated learning in English learning in the fourth year of English department at FKIP Muhammadiyah University of Tangerang. The result of this study showed the fourth year students had apply the process of self-regulated learning, the most implemented process was goal setting and the least process was attention control. The difference in this study are in the selection of the research design, the design of this study was qualitative descriptive, while the writer used quantitative descriptive, the participants in this study is purposive sampling, while the writer uses total sampling. The setting of this study is FKIP Muhammadiyah Tangerang University, while the writer conducted at five private universities in Kota Banda Aceh.

The second previous study is “Exploring Students’ Learning Strategies in Speaking Performance” by Ahmad, et al (2018). The aim of this study is to explore learning strategies used by students in speaking performance. The result of this study showed that students of the third semester of English department frequently used memory strategies in learning speaking. The second was metacognitive strategies followed by social strategy in the third rank. The fourth was affective strategies and compensation strategies in the fifth rank and followed by cognitive strategy in the sixth rank. The difference in this study are in the selection of the research design, the design of this study was qualitative descriptive, while the writer used quantitative descriptive, the participant of this

study were English department on third semester, while the writer in the seventh semester.

Additionally, “Students’ Strategies in Learning Speaking Skills at SMP Nasrani 3 Medan” by Lingga, (2020). This study was conducted to identify the difficulty of speaking in English faced by students and find out the strategies they used to overcome these difficulties. The result of this study showed the strategy that students do is asking help to others, trying to compose sentences in different way by using gestures and taking the rules in positive thinking. The difference in this study are in the selection of the research design, the design of this study was qualitative descriptive, while the writer used quantitative descriptive, the subject of this study were the students of the 9th grade at SMP Nasrani 3 Medan, while the writer in the seventh semester of English Department. The instruments used in this study are Test, observation, and interview, while the writer only uses questionnaire as the instrument.

Based on the background above, the researcher intended to conduct a research on the title “The Student’s Self-regulated Learning Strategies in Speaking Skills”. The important of this research is to find out the students strategies to improve their speaking skills, so that students can emphasize personal responsibility and evaluate their learning skill in developing their English, so the students can learn independently without any encouragement from others.

1.2 Research Question

The research question of this research is what are the students self-Regulated learning strategies to improve their speaking skill?

1.3 Aims of the Research

Based on question above, the aim of this research is to find out students' self-regulated learning strategies to improve their speaking skill.

1.4 Scope of the Research

This research focuses on students' self-regulated learning strategy in speaking skills, and the strategies are metacognitive, cognitive, motivational, resources management, and behavioral strategies. But in this research, the writer only discusses four strategies except behavioral strategies.

1.5 Significance of Research

The result of this research would be useful for students, lecturers, and researchers.

1. Students

The writer hopes this research could give information of students' self-regulated learning strategies in speaking skills, and then students are motivated to improve their self-regulation in learning English, especially in speaking skills.

2. Lecturers

This research hopefully can help the lecturers to find a good strategy in the learning process and provide some strategies to make students self-regulation increase.

3. Researchers

This research can be useful for other researchers as study material and knowledge related to students self-regulated learning strategies with a similar problem.

