CHAPTER I

INTRODUCTION

This chapter provides an explanation of the research that contains the background of the study, research question, research purposes, research significance, conceptual framework, and previous studies.

A. Research Background

The purpose of this study is to examine learning strategies in English public speaking course. For two introductory reasons, this study discusses the strategies used by students when learning to speak English. These reasons include classroom learning strategies in public speaking subjects that influence how students learn. The learning strategy will determine the method that students will use to improve their speaking skills. Furthermore, previous research has led to the current research gap.

This study also investigates the condition of the public speaking course at UIN Sunan Gunung Djati in Bandung's English Education Department. The method of learning in the public speaking class reveals the present conditions. This course still uses online learning, that inhibits students' ability to practise spoken English. This research focuses on how students learn through the strategies they use in public speaking class.

This study looks at how students' strategies are used in English public speaking classes.One of the things that influence students' speaking abilities is their learning techniques. "Learner strategies refer to linguistic activities learners participate in to acquire and govern the learning of a second language. What they know about the techniques they employ what they know about features of their language other than the strategies they use," (Wenden, 1987, p.6). Students will, of course, require learning techniques, particularly in English public speaking classes.

This study considers that the learning strategy will determine students' learning methods in speaking. Dick and Carey (1985) stated that a learning strategy is a

learning strategy that can determine what methods they use for learning. This can be used as an easy way to learn the material. Therefore, students in this research will choose which strategy to employ as a learning method in the academic speaking class. Two studies on learning strategies have been completed. First, Widyasari (2016) discovered that using strategy in learning is necessary for facilitating the learning process and ensuring that students achieve the best possible results.

Then, it assists students in selecting the most appropriate learning method. Second, Sidrah (2020) discovered that English teachers or lecturers use a variety of approaches, methods, relevant strategies, and media in language teaching. Some issues, however, are causedby students. Typically, students do not employ strategies to carry out learning strategies instead, students just follow the teacher's instructions without understanding the methods. As a result, the use of strategies in learning motivates the current study to conduct similar research.

There are several previous studies related to the analysis of learning strategies. The first research was conducted by Shi (2012), this study conduted that learning strategies play a crucial role in second or foreign language acquisition. Learning strategies also helps students in acquiring new material and integrating it into their previous knowledge. This study examined the effect of student learning on learning strategies application. Second, research was conducted by Chen (2005), the research analyzed strategy in learning English for English majors versus non-English majors. This study found differences in students' determining strategy in learning English in speaking class. Third, the research was conducted by Saputra (2016), this research conducted a case study that examined the speaking learning strategies used by students in developing their speaking skills, as well as the influence of these strategies on the students' speaking class grades. Fourth, the research was conducted by Febrianti (2021), the research investigated senior high school students' learning strategies for improving their speaking abilities. Students' language learning strategies are one of the components involved in gaining

speaking skills at home. Learning techniques are acts that students do to improve their learning. This research study investigated learning strategies utilised by students in English speaking, students' English education as research participants, and the focus of language learning. This research leads to the same topic, namely determining the learning techniques employed by students in English speaking classes.

The researchers examine learning strategies in general based on the previous studies mentioned above. This study seeks to investigate strategies, problems, and solutions derived from public speaking courses. This research focuses on students enrolled in public speaking courses. The researcher will then conduct this researchin the English Education of second-semester students at UIN Sunan Gunung Djati Bandung.

B. Research Questions

The study looks at how students employ learning strategies in English public speaking classes. There are several ways for learning English speaking. Comprehension of English it's tough to discover a way to speak English accurately and adequately; thus,there must be issues with learning English speaking As a result, it formulates three related research issues in the application of learning strategies in academic speakingcourses. The following are the answers to these three questions:

1. What are learning strategies that students use in public speaking course?
2. What are the common difficulties that students confront in English public speaking course?

C. Research Purposes

This research focuses on English public speaking course learning methodologies. This study aims to look at two research topics on how students acquire the method for learning speaking courses. Based on these issues, the

researcher proposes two study objectives that are linked to previous research. First, the research identifies the issue that students frequently encounter in public speaking classes. Second, the research finds the solutions to problems in the English public speaking class.

D. Research Significances

This research focuses on analyzing the strategies of learning in English public speaking courses. It makes theoretical and practical contributions to the problem of the learning strategies. First, theoretically, this study results support finding strategies in speaking academic students university in the English education department. Second, practically,the results of this study are to find information for a strategy for English language education students who will become teachers and have to deepen in the field of public speaking.

E. Research Scope

This research aims to look at the learning strategies employed by students in an English public speaking class. Researchers can learn what procedures have an influence on enhancing students' speaking abilities in English public speaking courses by understandinglearning mechanisms. After that, she proceeds to the investigation room to find the study subject, item, and settings. This study is conducted in the 2nd-semester students of English education at UIN Sunan Gunung Djati Bandung.

F. Conceptual Framework

This study examines the learning strategies that students employ in an academic speaking class. Learning strategies used by students will affect the learning methods used for speaking. It then moves on to the conceptual framework on which this study is built. The current research seeks to understand the strategy used by students in learning to speak English and the disparities between them. This conceptual

framework elucidates the relationship between various concepts in this study, including English public speaking, language learning strategies, methodology of learning speaking, and learning strategies in academic speaking, as seen in the following *Figure I.*
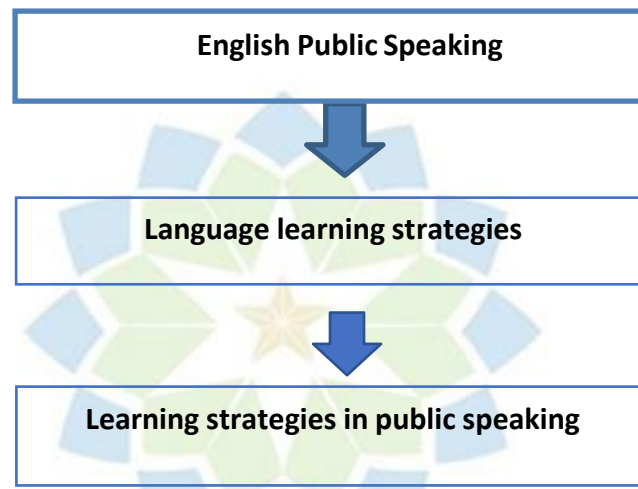

Figure I. Conceptual Framework

Hurd and Lewis (2008) states that learning strategies are commonly defined as activities and procedures that a learner chooses and deploys consciously in order to acquire a target language or advance a language assignment. Furthermore, Macaro (2001) describes learning strategies as methods, tactics, or international behaviour used by students to assist learning and remember knowledge from both languages and topic domains. The application of the proper approaches will substantially accelerate the language learning process. Appropriate language learning practises contribute to improved and faster language acquisition. Language learning tactics are vital in the process of learning a language.

This research examines the strategies that students employ in English public speaking classes. Public speaking is speaking to a group of people in an organized way: to give information, influence or persuade, or entertain the listeners. It varies from regular conversational and transactional speaking in that it isoften utilized for educational purposes. While many people think of speaking as a one-way communication with an audience, it is an essential part of engagement in several structured contexts. Many people can't tell the difference.

G. Previous Studies

This study is undertaken to examine the learning strategies employed by students in English public speaking courses. As a result, this study aims to discover what strategy students utilize to acquire English in public speaking courses. Several earlier studieson language learning strategies are pertinent to this research. Previous studies include both in the non-Indonesian and Indonesian contexts. In addition, the previous studies result in a gap in the current study.

In a non-Indonesian context, two studies were conducted regarding the analysis strategy of using learning. First, Shi (2012) conducted that learning strategies play a crucial role in second or foreign language acquisition. Learning strategies also help learners gather new information and assimilate it into their existing knowledge. This study examined the influence of learning styles on reading strategy use. The researchers investigated the relationship between learning styles and reading strategy use by learners with different language proficiency levels. This study examined the learning strategies used by students at universities in Taipei. This study is comparable to current research because it focuses on university language learning strategies.

Second, Chen (2005) analyzed strategy in learning English for English majors versus non-English majors. This study found differences in students' determining strategy in learning English in speaking class. The previous study was conducted at theuniversity level, the same as the present study. However, this study analyses strategy inspeaking courses for students at English Education Department. Previous research is relevant to what will be examined in the current study, namely strategy analysis in English speaking class.

Two previous studies in the Indonesian context are included pertinent to the currentstudy. First, Saputra (2016) conducted a case study that analyzes the speaking learning strategies employed by students in developing their speaking skills, as well as the impactof these strategies on the students' speaking class grades.

This research is comparable to existing research that involves students as research subjects and focuses on university English language learning strategies. Furthermore, this study differs fromthe previous one because it employs a case studyapproach and focuses on the effectiveness of student's speaking abilities.

Second, Febrianti (2021) examined students in senior high school learning strategies for improving their speaking skills. The language learning strategies utilized by students are one of the components involved in acquiring speaking skills at home. Students' learning strategies are actions they take to improve their learning. This surveystudy has looked at the strategy of learning, examining the learning strategies used by students in English speaking, students' English education as research participants, and the focus of language learning. This research leads to the same research, namely finding out the learning strategies that students use in English speaking class.

The previous studies have used various methods based on several prior studies above. They analyzed the learning strategies used by students in English subjects, especially in speaking class. Analyzing the learning strategies that students in the English-speaking class will use is the main objective of this research. This study is

basedon an analysis of learning strategies in English-speaking classes. Furthermore,itbecomes a gap in current research.