

CHAPTER I

INTRODUCTION

A. Background of Study

As stated by Suharlina (2015), learning and teaching are closely interconnected concepts. Teaching exemplifies the actions performed by a teacher in their role as an educator, whereas learning refers to the actions undertaken by a student who receives instruction. Acquiring knowledge will result in a transformation in the person. These adjustments encompass various aspects such as communication, skills, attitudes, self-esteem, interests, character, and self-adjustment, in addition to the acquisition of knowledge. Based on Sardiman, as quoted by Suharlina (2015), the learning process always involves the interaction of two human elements: students as learners and teachers as instructors. In this process, students are the primary focus.

English is increasingly becoming a global language that brings united individuals from all cultures and nations. Proficiency in speaking is paramount among the numerous abilities required to acquire English fluency. In the perception of Nurhikma (2018), ability to speak are an essential component of language competency. They play an important part in developing educated, critical, creative, and cultural future generations. By enhancing their oral communication skills, students will have the ability to express their thoughts and feelings effectively, taking

into account the specific situation and context. The appointment of Wulan in 2018 highlights the significance of speaking skills in both academic and social contexts. Proficiency in speaking will facilitate effective communication with individuals from other countries and enhance the quality of work-related tasks. This rationale leads to the inference that, among other language proficiencies, oral communication abilities are crucial for the acquisition of English language. Undoubtedly, in order to make progress in this domain, it is imperative for EFL students to engage in extensive English speaking practice. The ability to speak fluently is undeniably essential while instructing English. Through acquiring these abilities, students can demonstrate their ability to effectively communicate in the English language and engage in meaningful interactions with other students.

Fluency is a key ability to develop when learning to speak English. Mahendra (2016) asserted everyone who possess the ability to speak English well are subjected to more favorable treatment compared to those who lack this proficiency. In addition, the ability to talk fluently bestows onto the speaker a heroic attribute that positively affects the listener. Fluency significantly enhances confidence. Fluently communicating gives the impression of significance in the eyes of others. The power of eloquence can distinguish you from others in both your professional and personal endeavors. Your charismatic demeanor benefits from your fluency. Likewise, it is essential for students to

cultivate their ability to speak English fluently within the confines of a classroom environment. English fluency is essential in modern society, not only for educational reasons.

In Al-Quran surah al-Qasas (28):34 Allah mentions that the ability to speak clearly and fluently is very necessary for the perfection of communication.

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ

رَدًّا يُصَدِّقُنِي إِنَّي أَخَافُ أَنْ يُكَذِّبُونِ

Based on that ayat, it may be inferred that having the ability to speak fluently can assist us in overcoming communication challenges. Similar to Moses, who begged Allah to send Haroon as his companion due to Haroon's superior linguistic skills, in order to assist Moses in confronting the Egyptian army. As a result, it is critical to maintain speaking fluency so that someone who is fluent in speaking can easily transmit the messages they wish to convey.

Developing fluency is essential for delivering presentations or engaging in academic conversations. The manner in which you communicate is equally significant to the content you provide. It should be delivered smoothly, without any unnecessary pauses or hesitations, in a clear, succinct, and effortless manner. Having fluency in a language

will facilitate your communication with native speakers in real-life situations and minimize the chances of miscommunication.

Based on the researcher's observations at SMA Negeri 3 Banjarmasin, a number of students persistently faced difficulties in mastering the English language. The students at that location are categorized as having a limited proficiency in speaking. The students' proficiency in spoken English varies. The majority of individuals assert that their inability to speak English stems from their lack of proficiency in pronunciation, limited vocabulary, and difficulty in articulating and communicating effectively in the language.

This research is significant and valuable as it discusses the correlations and associations between students' learning strategies and their speaking fluency. The researchers also examined the impact of students' learning practices on their speaking fluency. The correlation between students' learning strategies and their speaking fluency is crucial as the absence of strategies hinders the accurate expression of speech in the right language. The selection of an appropriate learning style significantly impacts students' capacity to acquire knowledge.

The researcher aims to investigate the influence of the learning technique on the speaking abilities of class X students at SMA Negeri 3 Banjarmasin, as described in the background information. The researcher chose to study this specific school due to two main factors: the ongoing difficulty that class X students faced in speaking English,

and the absence of any previous research conducted by the institution on this matter.

B. Definition of Key Terms

The definitions of the key terms used in this research are elaborated below based on the research difficulties in this study:

1. Correlation

Correlation is a method used by academics to examine and measure the strength of relationships between variables. If there are only two variables, it indicates that either their variances are equal or they have a correlation. Correlation is a statistical metric that assesses the extent of connection between two variables. The correlation in this study refers to the relationship between students' learning strategies and their speaking fluency.

2. Learning strategies

Learning strategies, also known as learning methods, pertain to distinct approaches through which students gain skills and knowledge. The focus of this study is to explore effective learning strategies specifically for developing speaking skills, particularly in the context of learning English. The strategies employed by students have the potential to impact their capacity to learn information.

3. Speaking Skill

Proficiency in speaking is an essential skill that must be gained when learning the English language. The results of this study expect students to be able to communicate with teachers, friends like others in a variety of situations and purposes. Able to use and answer questions and use strategies to start and maintain conversations and discussions. Students use English to express their opinions on issues that are close to the lives of young people and to discuss their interests.

4. Fluency

Fluency, in the context of this study, refers to the proficiency of students in expressing themselves in English with ease, coherence, and smoothness. Moreover, students demonstrate proficient utilization of language abilities including grammar, vocabulary, comprehension, fluency, and pronunciation.

C. Research Questions

Based on the background above, the researcher wants to formulate research questions:

1. What are learning strategies being used of class X students at SMA Negeri 3 Banjarmasin?
2. Is there any correlation between students' learning strategies and their speaking fluency of class X students at SMA Negeri 3 Banjarmasin?

D. Objectives of Study

Based on the research questions above, the researcher stated the purpose of this study as follows:

1. To analyze what learning strategies are used of class X at SMA Negeri 3 Banjarmasin.
2. To find out whether there is any significant correlation between learning strategies and speaking fluency of class X at SMAN 3 Banjarmasin.

E. Significance of Study

In order for teachers, students, and other researchers to affect by this research, it is hoped that the accomplishment of the aforementioned research objectives will serve as input. In this context, the researcher hopes that the findings of this study will have a significant impact on these three parties:

1. Teacher

Teachers might consider using the survey results indicating the impact of students' learning strategies on their speech skills as supplementary resources while teaching speaking skills.

2. Students

With the results of this study, it is hoped that students will be more motivated to learn English and begin attempting to practice speaking simple English.

3. Other Researchers

This study offers helpful information that can be applied to future studies. And give specific details that will be helpful to individuals conducting similar study on speaking abilities across a variety of industries or subjects.