

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Teaching is the activities done by teachers to transfer the knowledge to learners. It is expected that the learners can understand what the teacher has explained by measurements. Brown (2007) defines teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know or understand. The approaches to teaching and learning should engage all learners, encouraging them to be active partners in the process, so the activities should be relevant to the needs of learners and to the program that they are following. Therefore, the English skills and components are needed to initiate to those activities.

English consists of skills and components. The English receptive skills are listening and reading and the productive skills are writing and speaking. The receptive skills are the ways in which people extract meaning from what

they see or hear. The media of receptive are various such as text, handwritings, notices, articles, news, songs, audio or recording, and someone's utterance. Furthermore, these skills related to the learners' experience of those forms constructed and their knowledge about information included in it.

On the other hand, productive skills of writing and speaking are different in many ways. Harmer's (2008) study finds that in speaking activities, learners are provided with the rehearsal opportunity of real-life speaking in the classroom. Moreover, speaking activities also give chance to learners to use any or all of the language they know as the interaction between teachers and learners. Additionally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they are able to use words and phrases fluently without very much conscious thought (p.123).

According to Harmer (2002), the learners do not only need the knowledge of language features, but also the ability to process information and language immediately. The language features such as connected speech, expressive devices, lexis and grammar, and negotiation language should be included. Moreover, the mental or social process such as language processing, interacting with others, and information processes will be inclusively involved in the speaking.

In the process of learning, the students face problem in conveying message. The goal of learning speaking sometimes cannot be achieved well. Their knowledge about lexis and grammar are not adequate to construct the sentences in English. Students have problems in pronunciation, confidence, and motivation when they are expected to speak English.

The success of speaking depends on the response and learning strategy of students. The needs of learning speaking become fundamental for the development of fluency. The intensity of drilling, practicing, role-playing, and communicating will take the role for desirable result. However, development processes are able to operate only when the child is interacting with people in their environment and in cooperation with their peers. Once these processes are internalized, they become part of child's independent developmental achievement (Vygotsky, 1978). Therefore, this independent developmental achievement later called as learning strategy of students that helps students to speak English.

Vygotsky (1978) states in his theory about Zone Proximal Development that human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them. He highlights about the social nature and the intellectual life of those around them which drive the meaning to the respective theory that the acquisition of children's language is initially as a means of communication between the child and people in his environment. These communications

with the people surrounded them are generally improving their speaking skills.

Communication between children and their surrounding mostly occur in formal school. It happens because most of students in formal school are demanded to interact with their friends and teachers. Moreover, formal school corresponds to a systematic, organized education model, structured, and administered according to a given set of laws and norms presenting a rather rigid curriculum as regards objectives, content, and methodology. Institutions are administratively, physically, and curricularly organized and require from students a minimum classroom attendance. Therefore, the circumstances in formal school show certain pattern in students learning habits.

Different from formal school, street children community known as KABASA in Kampung Mede Bekasi has the special form of learning, teaching, material, class management, and assessment. Street children community is group of people who live in the place called KABASA consisting of street children learners and drop-out students. KABASA is the street children community organized under non-government organization of Sahabat Anak Indonesia. They go to school with the help from government in public school, but do not have the ability to pay extra money for books, extracurricular activity, touring events, outdoor sports (swimming and badminton). Therefore, they learn in KABASA to get extra material and learning especially English. However, the learning process is not in the

building with many classes, but only two classes with the limited facilities. The teaching system is based on the needs especially for communication or other purposes such as composing song and passing exam in the public school. The materials are taken mostly from the real situation they face every day exemplified into the series of topics. The class management is also different because teacher comes as sharing partner like in the group discussion or community tutoring. Furthermore, the assessment form is based on the development of their abilities and learning habits to express their opinion and feeling into English orally rather than writtenly.

Despite the fact that these learners' education backgrounds are different from others, the lesson plan, classroom time, material, and activities are administered well like in Brown's theory about lesson planning. Furthermore, their efforts to learn English in the way of learning strategies can be different. Therefore, their learning strategies will be analyzed in term of learning speaking English. The tasks given are (1) introducing themselves and asking for telephone numbers, (2) identifying ownership and spelling for confirmation, (3) introducing people and identifying people, and (4) talking about where things are using prepositions. These four units are taken from book *Go for it!* of second edition published in 2009 by Cengage ELT.

There are three previous studies which have the same focus on English learning strategies through case study method. The first study done in 2013 is by Pranee Pathomchaiwat with the title English Language Learning Strategies A Case Study of English and English Business Major at

Suan Sunandha Rajabhat in Bangkok. The purposes of this research are (1) to study English language learning strategies used by the fourth-year students majoring in English and Business English, (2) to study the English language learning strategies which have an effect on English learning achievement, and (3) to compare the English language learning strategies used by the students majoring in English and Business English.

The second study done in 2012 is by Wang Yingjie with the title *The Development of English Learning Strategies in Yuncheng University: A Case Study*. The purpose of this research is to know the characteristics of learning strategy used in learning English.

The third study done in Universiti Utara Malaysia with the title *English Learning Strategy with Sports: A Case Study*. The researcher uses the third previous study because the characteristics and the methodology are in the same pattern. First, the previous study focuses on the effect whether strategies with sports can help students learn speaking English. Second, the goal of the study is to find students strategies when they learn speaking with sports. Third, there are three phases used to analyze the data known as cycles. Based on these three major reasons, the researcher can adapt the way to conduct the study due to the sameness above.

The previous study conducted in 2012 by Christopher et al at Universiti Utara Malaysia. They conducted the research about a case study on teaching English through sports. In that previous research, they highlighted active learning, motivation, social interaction, and language

enhancement. Active learning refers to the study of under procedural modules or materials by which learners will follow it. Motivation is attached as tool to measure the progress toward this learning process to prove the significant improvement. Social interaction is captured as the time and place for communication, interaction, and spoken activity for researcher to analyze toward the cycles of teaching process. Language enhancement is provided as the parameter based on the desirable result after the study. These phases and characteristics are different and special, so the methodology is under case study method.

The previous study focuses only on the development modules that are applied during the process, motivation progress, and the result toward it without immersing the process on how the learners acquire the knowledge based on module or materials. For example, in the development modules, it has three phases with six steps. Three phases are done in order to gain the desirable result of the study. The sixth step is conducted because the previous research wants to reveal the existence of motivation. While in this study, there are three phases with five steps without conducting the sixth step. Based on this, the researcher conducts the study with the phases of case study procedure offered by Singh (2006) from the various input from surrounding according to Vygotsky (1978), and the theoretical framework of learning strategies proposed by Oxford (1990).

The previous study has differences due to the data and the field of object that sets how sports can affect the improvement of English language

without concerning on individual, but it takes the average improvement from all learners. This study focuses on how each learner strategies can help them to speak English so that their strategies can be captured as tool for them to learn English speaking. Their strategies also can be recorded whether it helps them in learning English speaking.

Besides that, the previous study takes sport field as tool in learning process that different from usual classroom activities. However, this study takes street children community of KABASA's classroom as the place of research that has the different features from usual classroom in the school. The last is that the previous study used Cowie's definition of "playing and being involved in a game, and not just in the practicing of a subskill" (2006: 27). Therefore, it conducted through three stages according to Meeks (1999: 74) about immersion or building enthusiasm, Gaudart (2009: XII) about the concept of elements of fun and excitement, and Wurr (2002: 2) about the tool to describe and interpret experience. This study uses three stages adapted from Singh (2006) about case study method of conspective phase, prospective phase, and retrospective phase. The three phases done in this study is under a group or a community case study type.

1.2 Statements of Problems

This study focuses on the learning strategies that students have when learning English which are important part in learning speaking. The statements of problems in this study are:

1. What learning strategies are applied by the under treatment learners of KABASA when they learn speaking in English?
2. Are the chosen learning strategies helping under treatment learners of KABASA to learn speaking in English?

1.3 Research Objective

The purposes of this research are:

1. To find out the learning strategies applied by under treatment learners of KABASA when they learn speaking in English
2. To find whether the chosen learning strategies of under treatment learners of KABASA help them learn speaking in English

1.4 Scope and Limitation

In this study, the problems are limited only in the learning process in the English speaking class of under treatment learners of KABASA in Kampung Mede, Bekasi. It focuses on the students learning strategies in the classroom. This study is intended to find out the learning strategies applied when they learn English speaking and the effectiveness of applying it for the English speaking.

1.5 Research Methodology