CHAPTER I

INTRODUCTION

1.1 Background of Study

Learning is the process of collecting information through learning. According to Oxford (1990:4) learning is the process of conscious knowledge about language rule, not only about conversational fluency that is acquired from formal teachings. This process helps learners to be able to learn properly. Generally, in learning process there are interaction between students with teachers and students with other students. Therefore communication ability is needed in learning process. But those things often become problems for the learners especially in English learning process. As Fauzan (2016: 50) stated that now the challenges for English learners are to speak English in real-time, to consult the meanings, to handle the conversation, and to speak spontaneously. As a result students need learning strategies to solve their difficulties.

Learning strategies are the ways that are used by students to master something. Moreover, learning strategies can improve students' learning outcome. According to Oxford (1990:3) learning strategies are steps which taken by the learners to improve their own learning. Ezat(2016:2) also said that learning strategies is the way to understand information and solve problems. By using learning strategies learners can improve their learning out comes effectively. As Mufanti (2014:1) stated that some research of L2 field had found that learning strategies have power in

improving the learning outcome for the learners. Meanwhile learning strategies are very important to enhance their competences. That is because if someone is using a strategy in the learning process, surely the strategy can help them to increase their understanding in something and their competence also surely will increase.

According to Oxford (1990:14) learning strategies are divided into two parts. There are direct and indirect strategies. Direct strategies are memory, cognitive, compensation and the indirect strategies are social, metacognitive and affective. On the other hand according to O'malley and Chamot in Mufanti (2014:1) learning strategies are classified into metacognitive strategies, cognitive strategies, social and affective strategies. Every student will use different learning strategies depended on skill types whether they are writing, speaking, reading or listening. In general all kinds of strategies are considered important, but the most attention is given to cognitive strategy because it is related with cognitive process. Although so, social strategies are also needed in learning process because it is related with communication process. As Mufanti (2004:1) stated that although cognitive strategies becomes the focus of the research, but social strategies also interesting to be researched because it has significant impacts in communication process.

Social learning strategies are the actions done by learners to help themselves to get more effective language learning and understanding process. Social strategies are often used when someone interacts with others. As Oxford (1990: 146) stated that learning strategies have three sets. There are asking questions, cooperating with

others, and empathizing with others. Asking others is done to get clarifications and verifications. Cooperating with others is a good teamwork between peers when faced with difficulties in understanding and conveying information. Empathizing with others can help students to understand target culture. In general social strategies often used in speaking because it relates with interaction process.

Speaking is the ways to express certain feelings, ideas, and opinions orally. Arung (2016:71) said that speaking is the most important skill in language besides writing and reading. This statement is also supported by Leong and Ahmadi (2017:34) speaking becomes the most important skill that should be developed and increased to create an effective communication. When someone masters a language they can get the benefits of language fluency to communicate. This is also supported by Efrizal (2012: 127) who said that the way to communicate with others and to share our messages and ideas orally is by speaking. Speaking ability also can be used to measure someone's ability to use the language. As Fauzan in Fauzan (2014 : 50) who stated that speaking as verbal language is very vital to be learned because speaking becomes the way of a person to express their feeling or ideas, besides that the indicators to measure someone's ability to use the language is to see whether they can speak very well or not. Meanwhile someone can be acknowledged as someone who masters the language if they can speak fluently.

In contrast, Nunan (2003 :48) state that speaking become the most difficult skill than other skills such as reading and listening, it is because speaking happens in

real-time and when we speak we cannot edit or revise our sentences. It means that we must try to convey our feelings and opinions spontaneously in speaking activity.

In general there are many speaking activities which can be done. According to Harmer in Arung (2016:72) the kinds of activities in speaking class are communication games, discussion, questionnaires, simulation and role play, and also debate.   Debate is a process of conveying our opinions to oppose the opinions from the opposite team. Freely and Steinberg (2009:6) state that the debate is the process of inquiry and advocacy; that is a way of arriving at a reasoned judgment on a proportion. Based on the phenomenon happened in the field there were a lot of English learners who considered the speaking processes in debate were difficult to do. This was because they had to be able to combine between their abilities to speak proper in English with their critical thinking skills.

The researcher also found this phenomenon in debate class at Muhammadiyah University of Ponorogo; from the light conversations done by the researcher, it was found that there were so many students having difficulties in speaking English fluently. Moreover they had to combined their critical thinking skill during delivering argumentation in the debate class. Besides that The researcher also found that in the debate class the 4th semester used british parliementary format which was well known as advanced level of debate as the speakers had to truly capable of defending their own arguments. Seeing that phenomenon in that debate class the researcher is interested to connect that phenomenon to the theory of social learning strategies

which is normally used in speaking. The reason as why the researcher chose the debate class and not other classes was because this was connected to the social learning strategies which includes indirect strategies. Indirect strategies is the kind of strategy which needs other people in the usage. The debate class itself was done in teams thus the social learning strategies are indeed suitable to be implemented in the debate class.

From the explanation above, the researcher wants to know whether social learning strategies are also used in speaking especially in a debate class for fourth grade at Muhammadiyah University of Ponorogo. The researcher will analyze how the students apply social strategies while they speak in the debate class.

The researcher is interested to do the research with the title "Investigating Social Strategies in Debate Class of Fourth Grade Student at University of Muhammadiyah Ponorogo."

1.2 Statement of Problem

Based on the background of study above, the research question from this research is "How do the learners use social strategies in debate class?"

1.3 Purpose of Study

Based on the research question above the research has general purpose of study to investigate and identify how the learners use social strategies in debate class.

1.4 Significant of the Study

After completing the research, this research hopefully can give some benefits such as:

1.   Educators

From this research the teachers as educators can understand about the social strategies that are used by their learners and the benefits from using it in the learning process.

2.   Students

The students get the knowledge about the use of social learning strategies in learning process; on the other hand they can start to use these concept strategies to improve their speaking skill in debate class.

3.   Other researchers

The researcher can practice or choose what kind of strategies to learn and develop, explore, criticize. The researcher can also examine other aspects related to the kinds of learning strategies.

1.5 Scope and Limitation

In this research, the researcher gives scope and limitation of this study as follows:

1. The scope of this study

The scope of this study is English language learners in debate class of English Department.

2. The Limitation of this study

From the scope above the researcher gives limit for this research to investigate learning strategies that is only focused on social strategies in English Language Learning.

1.6 Definition of Key Term

The definition of key term is used in this research to avoid misunderstanding. In this research the researcher gives the key term as follow:

English Language Learning: The process of English language learning to make the student understand about the language. In language learning the student are required to master four language skills (reading, listening, speaking and writing).

Social Learning Strategy : Social learning strategy is the actions done by learners to help themselves to get more effective language learning and understanding process. This strategy is usually used in speaking and listening. According to Oxford (1990:144) the tree sets from social strategy are asking question, cooperating with others and empathizing with other.

Debate   : The activity of conveying different opinions to the other teams based on our own judgment and point of views. (Arung:2017:72)