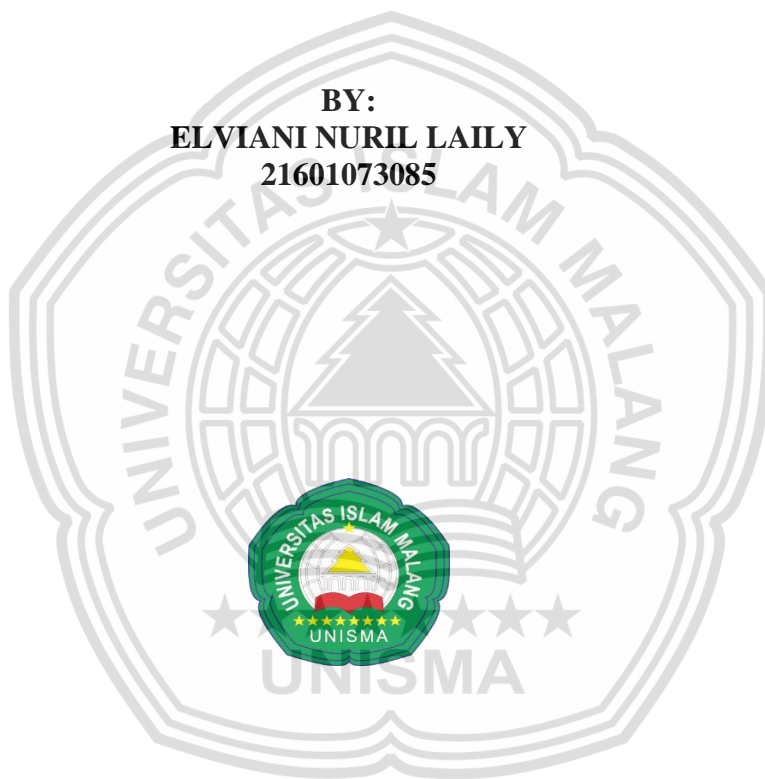# "HOW CAN THEY SPEAK ENGLISH BETTER THAN OTHERS?": THE EXPERIENCE OF INDONESIAN EFL LEARNERS

SKRIPSI

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ABSTRACT

Along with English as Lingua Franca, English becomes important to master. In Indonesia which is a non-native English country, learning English becomes quite complicated. Sometimes people think it is indispensable, and sometimes it is not. However, mostly Indonesian think that learning English is hard. They may do not know how to make learning English easy. Even though, learning English will be easy if they understand the learning strategies. Then, to straighten that understanding the researcher conducted this study.

This study focuses on analyzing the experience of successful English students at Unisma in learning speaking skills. The object of this study was the experience of three participants in the second, third, and fourth year of Unisma. They are the successful English learners selected by the purposive sampling method. This study uses qualitative inquiry design because it is the appropriate design to explore deeper the learning strategies that ware helped the participants in enhancing their speaking skills. Further, the research was conducted in a semi-structured interview, then the data is recorded and transcribed. The result was checked using the methodological triangulation technique to maintain the credibility of the data.

The result shows that most of them used all the learning strategies, but they have a dominant strategy that is always employed by them. It was proved from their stories that they mostly were dominant at metacognitive in indirect strategy and cognitive in indirect strategy. Successful language learners practice what they have learned with their own preferred learning method and style. They are flexible and do not stick to one set of strategies. Further, each learner has a choice of strategies that are used more dominantly than other strategies. That is because every person has their own obstacle faced in the learning process.

It was suggested for the English learners to understand well how to apply learning strategies in every situation. The researcher wrote this study so that the language learners can learn from the participants' experience. Further, the researcher also can conduct similar research about successful learners' learning strategies in other skills.

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents some points related to this study. Those include background of the study, formulation of the research problem, objective of the study, significance of the study, scope and limitation of the study, and definition of the key term.

1.1   Background of the Study

Along with English as Lingua Franca which is the use of English as the language chosen for communication by individuals who do not have the same mother tongue and nation (Baker, 2009; Bennett, 2015; Firth, 1990; Harmer, 2015; Seidlhofer, 2001, 2005). English becomes an important language for global communication. In this century, English is totally needed because people have occasions in entire world. It is not only about official occasions such as business or study but also unofficial occasions such as go traveling and others. In the other hand, mastering English language can increase self-value, offer lots of opportunities, use anywhere easily, and connect with other people in the international environment.

Also in line with (Ghasemi & Hashemi, 2011) some important things that are beneficial in mastering a foreign language are many opportunities for a better career, a deeper understanding of science, increasing the country's economic competitiveness, and useful for managing the country's political and security interests. With those several factors, oftentimes Indonesian people wish to be able

to speak English well. Moreover, this phenomenon cannot be denied that some of them want to have an instant result. Further, it is not uncommon that some Indonesian students often ask their teachers about how to learn speaking English easily and quickly. In fact that, human learns continuously every single day and everywhere (Urh & Jereb, 2014). It means that human needs an enough time to understand a knowledge, especially in learning or mastering a language.

One of the main issues and often occurs is the misunderstanding of learning a new language that needs to be addressed. Language learners need to understand how language is acquired. Supporting the progress of speaking English is better that the learners grasp their learning strategies. Richards and Platt (1992, cited in Geramia & Baighlou, 2011, p. 1568) describe that intentional actions and concepts used by learners through their learning to make them easy to comprehend, know or recall new knowledge. Centered on the aforementioned definition, if the learners know or understand their own learning methods, they will understand and learn the language better, which means they will eventually have the ability to master English.

Regarding the cases as above, this study is held because of the interest of researcher in clarifying some of the misperceptions of Indonesian learners in learning to speak English. The research will conduct on learners at English education department at University of Islam Malang that will focus on speaking skills. As English department learners, most of people will regard that all of them are master or expert in their field of English. However, in real life, not all learners master English, especially speaking skill.

Further, this research will use the narrative inquiry method which is intended to explore deeper and broader information about how successful learners can speak English well. Narrative inquiry is a methodology that explores the views on the impressive (certain) experiences of the individual being investigated (Castañeda-Peña et al., 2019; Clandinin, 2006; Trahar, 2008). Narrative tells and explains others about the incident or phenomenon in detail based on chronological order. Other method tend to study the subject or phenomenon at certain points, while narrative inquiry seeks to capture the whole of story. Story (narratives) contribute to human creation as thinkable beings. The story allows human to understand the world, as well as develop it.

Numerous discovery-related stories define human society, such as in philosophy, art, science, and political-economic-cultural practices. The stories included thoughts and principles taught by the greatest historical thinkers including Hegel, Kant, Plato, Aristotle, Marx, etc. (Wattimena, 2009). In addition, the narrative can be in the form of the author's own experience or experience of others observed by the writer. Examples of narrative texts include novels, short stories, drama, and biographies. So, according to the circumstance above, the researcher conducts this research to examine the speaking strategies that used by the successful learners in learning speaking skills for academic and non-academic speaking.

1.2 Problem of the Study

In line with the background of the study above, the researcher formulates the research problem as follows.

1. What learning strategies have successful English learners in English Department of Unisma been used for mastering speaking skills?

2. How to maintain it?

1.3   Objective of the Study

Based on related case in the background of study, this study is intended to investigate the strategies that are used by the successful learners in English Department of Unisma. Furthermore, the purpose of this study is to describe the strategies that the participants have used for speaking English, and how those kinds of strategies can help them to achieve their learning goals. Finally, the outcome can be useful in enhancing the learning.

1.4   The Significance of the Study

This study is supposed to give a detail information about the way and the process of the good speakers in learning English speaking. The result of this study is also expected to give the readers the tested information of learning English speaking. Further, the readers can practice the ways or the strategies of the learning English speaking in this outcomes for achieving the speaking English goals.

1.5   Scope and Limitation of the Study

This study intends to scrape the way of learning speaking English by the participants, so this study focuses on investigating the learning process of the participant from the first time they learn speaking English until they can speak English well.

1. Locative scope: the participants are studying at University of Islam Malang, so that the research will conduct this study at University of Islam Malang.

2. Human scope: the participants are chosen from students of second, third, and fourth year students of English department at University of Islam Malang.

3. Limitation of this study: because of the complexities of the narratives, the study will only involve three participants for doing this. Actually, this study can conduct in a wider range, however; the research only take three participants for the limitation of time and energy. Hence, I do not investigate more than that field.

1.6   Definition of Key Terms

Here, as follows, the terms used in this study are to prevent misunderstanding among readers.

1. *Narrative Inquiry* means one of the present qualitative study which analyzed and used the participants' experiences in leaning language as the data of this study.

2. *Language Learning Strategy* means the acts and the processes taken by the participants to assist in understanding and using a language more effectively.

3. *Successful Language Learner* means the participants who have reached their learning goals and got "A" score in all speaking subject in English Department.

4. *Speaking skills mean* preparing students for speaking English in academic and non-academic setting

CHAPTER V

CONCLUSION AND SUGGESTION

After describing the narrative and discussion in the previous chapter, this research is closed by the conclusions and suggestions. This research is aimed specifically at readers who need references to improve their speaking skills.

1.1 Conclusion

This study aimed to describe how successful language learners learn English speaking skills using speaking strategies. The result shows that successful learners are able to implement the learning strategies they need to learn. They plan strategies or ways that they think can help them solve the problems they face. Also, they are able to organize what they need to achieve their goals, and they are flexible in choosing strategies and not fixated on one choice of options. Further, the participants used memory and cognitive strategies to maintain the knowledge that they have got from their learning.

The second result shows that the participants used the strategy proposed by Oxford (1990) in learning speaking skill. The strategies are divided into two parts: direct and indirect strategies. The direct strategies include memory, cognitive, and compensatory strategies. Then, indirect strategies consist of metacognitive, affective, and social strategies. This research also uses descriptive qualitative research through narrative. The participants were interviewed using semi-structured questions. Interviews were recorded and transcribed, then

analyzed and reduced what was less needed. Finally, the data were classified according to the language learning strategy category.

From the results shown, it can be seen that they always use learning strategies. They use learning strategies in every situation they encounter, and they do not waste strategies they do not use. However, the strategy that is not used becomes an alternative strategy that will be taken when they need it. In fact, it is what makes them successful in achieving their goals.

1.2 Suggestion

Speaking strategy research from a qualitative perspective has not been widely studied. Hereby, it is suggested to the next researchers to develop qualitative research more detailed in speaking strategies in non-academic speaking purpose and also their supporting and inhibiting factors. Because at this time, there are still many phenomena that speaking English in some communities is still a scary thing, so they are reluctant to practice their English speaking skills. Finally, I hope this research is useful for further research.

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