**CHAPTER I**

**INTRODUCTION**

This chapter consists of five parts, namely: background, problem statements, objective, significance, and scope of the research.

1. **Background**

In learning English there are some skills that must be mastered by the learners. Harmer (1991) classified the skills namely: listening, speaking, reading, and writing. Furthermore he divided listening and reading as receptive skills otherwise speaking and writing as productive skills. Speaking as a productive skill is an important aspect in language learning. By speaking, we can convey information and ideas, express opinion and feeling, share experiences and negotiate, and maintain social relationship by communicating with others. Speaking is being a part of learning skill.

Speaking is one of subjects taught in English department of STKIP Muhammadiyah Bone. It is range from speaking I to speaking IV. Based on the preliminary observation in speaking II at STKIP Muhammadiyah Bone found that some students were often particularly awkward in speaking. Beside that, the researcher conducted unstructured interview toward some students. The researcher found that students awkward in speaking because they feel shy, lack of vocabulary, and worried to make mistakes. The researcher assumed another reason the students be awkward in speaking is they lack of strategy use when speaking to complete a language task. As the result students are lack of interest in participating in speaking activities in classroom.

Concerning to the problem faced by students in STKIP Muhammadiyah Bone in the preliminary observation, the researcher is interested in teaching the students using strategy based instruction (SBI) in speaking skill. Underlying every learning task is at least one strategy (Nunan, 1999). In speaking most of the students are unaware of the strategies underlying the learning tasks in which they are engaged. According to Nunan (1999: 171) knowledge of strategies is important, because the greater awareness you have of what you are doing, if you are conscious of the processes underlying the learning that you are involved in, then learning will be more effective.

To support the students to improve their speaking skill, students should be enforced to use a wide variety of strategies. Strategies refer to specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information (Brown, 1994: 104). Stern adds that strategy expresses the intentionality of language learning. In applying these strategies, the learner engages in certain activities, uses particular procedures, or employs specific techniques. Oxford argues that strategies are important for two reasons. In the first place, strategies “are tools for active, self-directed involvement, which is essential for developing communicative competence”. Secondly, learners who have developed appropriate learning strategies have greater self-confidence and learn more effectively (1990: 1). Oxford adds that language learning strategies contribute to main goal, communicative competence; allow learners to become more self-directed; expand the role of teachers; are problem oriented; are specific actions taken by the learner; involve many actions taken by the learner, not just the cognitive; support learning both directly and indirectly; are not always observable; are often conscious; can be taught; are flexible and are influenced by a variety of factors (1990: 9).

According to O’Malley and Chamot, strategies in speaking are crucial because they help foreign language learners in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language (1990: 43).

Strategies-based instruction has referred as ‘strategy training’ or ‘strategy instruction’ or ‘learner training’ (Chamot & Rubin 2004: 771 in Cohen, *et al.* 1995: 5). Strategies-based instruction offers to foreign language teacher a way to integrate language learning strategies directly into the foreign language classroom. Strategies-based instruction is a learner-centered approach to teaching that has two major components; students are explicitly taught how, when and why strategies can be use to facilitate language learning and language use task and strategies are integrated into everyday class materials and may be explicitly or implicitly embedded into the language tasks (Cohen, *et al*. 1995: 5). It is expected that students can use a range of strategies when completing a speaking task to improve their speaking and as the result students are interested in participating in speaking activities in classroom.

The researcher assumed that integrate learning strategies into the language tasks with various techniques in teaching speaking in classroom can improve students’ speaking skill. Relating to the background above the researcher conducted a research entitled “The Effect of Strategies-Based Instruction on Students’ Speaking Skill at STKIP Muhammadiyah Bone’

1. **Problem Statements**

Based on the background above, the researcher formulates problem statements as follows:

1. Does Strategies-Based Instruction have significant effect on students’ speaking skill in STKIP Muhammadiyah Bone?
2. Are the students in STKIP Muhammadiyah Bone are interested in learning English speaking through Strategies-Based Instruction?
3. **Objective of the Research**

In the accordance with the problem statements above, the objectives of the research are:

1. To investigate whether the Strategies-Based Instruction has a significant effect on students’ speaking skill in STKIP Muhammadiyah Bone.
2. To investigate whether the students in STKIP Muhammadiyah Bone are interested in learning English speaking through Strategies-Based Instruction.
3. **Significance of the Research**

The result of this research is expected to be useful information for the readers. Basically, there are two kinds of research significance, namely theoretical and practical significance.

Theoretically, significance of this research is to introduce or even to familiarize strategies-based instruction in language teaching especially strategies instruction in speaking. The research findings are expected give information to the further researchers about strategies-based instruction and development efforts as a reference and empirical evidence.

Practically, the findings of the research serve as a reliable reference for the teachers or lecturers of English who want to apply strategies-based instruction as strategies training to students especially for speaking. Another implication is that applying strategies-based instruction in the language classrooms should be treated as a long-term instruction.

1. **Scope of the Research**

By discipline, this research was under Applies linguistics. This research was intended to reveal the effectiveness of strategies-based instruction to improve the students’ speaking skill in STKIP Muhammadiyah Bone.

By content, this research was restricted on students’ speaking skill covering fluency, accuracy and comprehensibility, and students’ interest in learning English speaking through strategies-based instruction.

By activity, this research applies Strategies-Based Instruction in teaching speaking. The activities covered in five phases: (1) preparation, (2) presentation, (3) practice, (4) evaluation, and (5) expansion. Questionnaire distributed to investigate students’ interest in learning English speaking through Strategies-Based Instruction. The speaking tasks were designed in activities namely picture description, sequencing picture and role play.