

CHAPTER I

INTRODUCTION

1.1 Background of Research

The speaking skills of students is a crucial aspect of their overall communication skills and academic development. It enables them to express their ideas clearly, engage in meaningful discussions, and effectively interact with peers, teachers, and society. Strong speaking skills also foster confidence, helping students to articulate thoughts in various settings, from classroom presentations to informal conversations (Senjahari et al., 2021). Moreover, developing speaking abilities enhances critical thinking, as students learn to organize their thoughts logically and respond to questions or feedback in real time. In today's globalized world, where collaboration and communication are essential, mastering speaking skills prepares students for future professional and personal interactions. It also contributes to their overall language proficiency, improving their listening, reading, and writing abilities. Therefore, emphasizing speaking practice in education helps students become well-rounded communicators, capable of thriving in both academic and real-world environments (Nugroho et al., 2020).

The speaking ability of students is a vital component of language proficiency and plays a significant role in effective communication, especially in educational settings where verbal interactions are a common medium of instruction and evaluation (Purnama & Nurdianingsih, 2019). However, despite its importance, many students struggle with acquiring strong speaking

skills, which often hampers their ability to participate fully in classroom activities, communicate their ideas confidently, and succeed in oral assessments. However, speaking is a skill that students find difficult to master. For some students, speaking is considered the most difficult part of learning a foreign language, as it requires a great deal of courage and preparation, as well as a simultaneous mastery of vocabulary, grammar, and pronunciation. Nevertheless, some students find it difficult to understand instructions, especially when they are given in English. Not all students face the same difficulties

Students' ability to comprehend subject matter varies, and learning is interpreted differently among individuals. Some students readily understand the teacher's explanations and do not consider the teacher's speaking style to be a barrier. In contrast, other students require thorough explanations from the teacher to grasp the lesson effectively. Students use various learning methodologies as a result. These learning techniques are known as learning strategies in theory. Every learner is unique in their skills and learning methods. Their levels of speaking ability, however, also differ. While some of them are unable to speak English due to limited vocabulary and poor grammar, others speak effectively because they have strong grammar, a sufficient vocabulary, and good pronunciation (Nisa, 2020).

Effective speaking depends on attentive listening because this ability necessitates interaction with many people. However, mastering this skill is often perceived as difficult due to its lengthy and intricate learning process,

which requires a substantial time commitment and focused practice to attain competency. In addition to having a solid grasp of the language, speaking fluently requires confidence and the ability to express ideas and thoughts coherently. In essence, the process requires perseverance, regular practice, and exposure to diverse linguistic contexts (Faizah, 2025). Therefore, it is imperative that educators use the most effective methodologies and techniques to properly equip students with these skills.

Speaking allows students to express their thoughts, feelings, and opinions to others in everyday settings, whether at home, at school, or elsewhere. Speaking also requires a lot of interpersonal engagement. Students will learn the importance of classroom exercises that improve their speaking skills. These exercises should involve both topic delivery and the flexibility for students to express themselves. This entails giving students the chance to express and investigate their ideas and behaviors. Acknowledging this necessity, academics emphasize the importance of identifying and applying instructional strategies that enhance students' communication effectiveness (Silmy et al., 2025).

Speaking skills can be taught through student-centered learning strategies. However, to assess their appropriateness, educators must understand the students' perspective. The way students view a particular situation or environment is called perception. This encompasses students' visual, auditory, and tactile abilities, as well as their comprehension; it also includes mental images, concepts, and knowledge of environmental factors derived from physical sensations. These perceptions relate to matters concerning their

environment, both in college and in daily life (Mulia et al., 2020). Previous research has examined learning strategies and their impact on English language learning. These studies have demonstrated the importance of learning techniques in the learning process, including in improving language proficiency. In addition, experts have previously summarized research findings on learning strategies and concluded that learning methods are crucial for language proficiency. Thus, several studies have demonstrated that the effectiveness of language-learning techniques can lead to learning success (Lestari, 2015).

According to Oxford (Lestari, 2015), states that language learning techniques are crucial for students to enhance active learning in the classroom and self-directed movement, both of which are critical for the development of communicative competence. However, in addition to the importance of learning strategies, it is also important to investigate the strategies students use. Numerous earlier research demonstrate that students do not use as many tactics as they could to enhance their learning. The students' awareness and comprehension of learning strategies remain questionable. Additionally, there are concerns regarding learners' use of effective language learning techniques. It is also crucial for educators to educate students on the strategies involved in language learning and assist them in finding settings that best meet their needs.

Based on the background above, the researcher made the research title The Second-Semester Students' Perceptions of Learning Strategies for Speaking Skills.

1.2 Identification of the Problem

1. Many students experience difficulties in speaking skill fluently and confidently.
2. Students utilize various learning strategies to improve their speaking skills.
3. Students' perceptions regarding learning strategies for speaking skills have not been thoroughly investigate at UMRAH especially for English language education.

1.3 Limitation of the Research

In this research, the researcher focuses analysis on learning strategies employed by the students of second-semester at UMRAH.

1.4 Research Question

As the limitation stated, the researcher formulated a research question "What are Students' Perceptions of their Learning Strategies for Speaking Skills?"

1.5 Research Objective

Based on the research question, this research aimed to know the students' perceptions of learning strategies for speaking skills in second-semester.

1.6 Significance of the Research

1.6.1 Theoretical Significance

This research are expected to enrich the existing literature on language-learning strategies and speaking skill development. The research may contribute to a better understanding of how students perceive various learning strategies in English language learning.

1.6.2 Practical Significance

1. For the Students

May help students identify effective learning strategies that can improve their speaking skills and increase their confidence in using English.

2. For the Lecturer

The research may provide valuable information regarding students preferred learning strategies, enabling lecturers to design more effective speaking learning activities.

3. For the Researchers

The research may provide useful references for future research related to speaking skills, language learning strategies and students' perceptions.

1.7 Definition of Key

1.7.1 Perception

Perception refers to students' opinions, beliefs, attitudes, and interpretations regarding learning strategies used to improve speaking skills.

1.7.2 Learning Strategies

Learning strategies are specific techniques, methods, and actions employed by learners to facilitate language learning and improve learning outcomes.

1.7.3 Speaking Skill

Speaking skill refers to the ability to communicate ideas, opinions, feelings and information orally in English accurately, fluently and effectively.

