

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

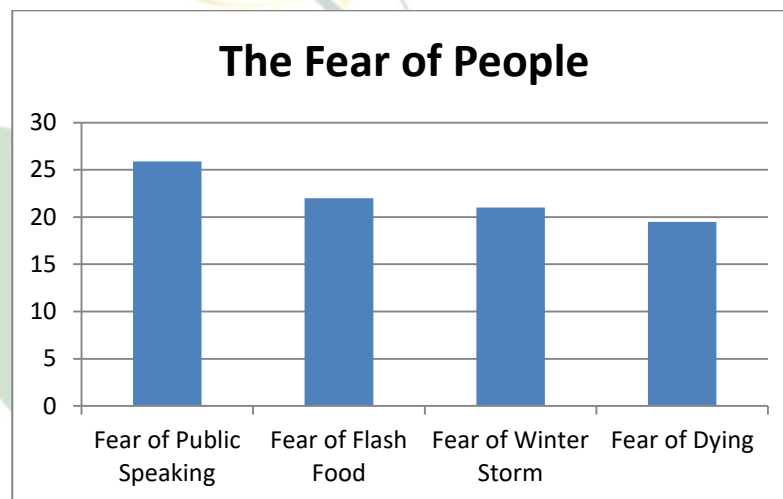
Nowadays, it is often to find English teachers who come to class only giving assignments, taking notes on the blackboard, and rarely speaking, even though being a teacher must teach students through good explanations. It means to be a teacher must have public speaking skills, especially in English. Teachers should interact more with students by explaining the learning materials well and enthusiastically to increase students' understanding.

According to (Hakim, 2016: 230) in his journal article, "Many students get problems to speak in public, such problems include:

- 1) The teaching materials freeze students' activity and freedom in speaking by burdening them with grammatical patterns. It does not encourage students to be verbally active during the teaching and learning process because students worry about making mistakes about grammatical patterns in sentence formation. There are no public speaking teaching materials in the class that allow students to communicate and interact actively during the teaching and learning process.
- 2) Teaching English during the process learning looks monotonous, where the teacher teaches students with a traditional approach with delivering English material in front of the class until class ends, without giving plenty of time for students to show their speaking ability. This kind of conventional teaching technique makes students feel bored, have low motivation to learn English and find it difficult to use English as a communication medium.
- 3) Lack of practice because students find it challenging to express speaking English while learning English in the classroom caused by the teacher who is not giving them a chance to talk freely.

- 4) Students worry about making mistakes; they assume the teacher will get angry and their friends will laugh at them.
- 5) There is no additional teaching material about public speaking that fulfills a need students will talk and can encourage and motivate them to speak English well.”

“According to a survey in the United States of America, which held by Chapman University in 2016, 25.9% Americans have anxiety in public speaking” in Personal Branding on Public Speaking Book (Ichsanda & Hz, 2021: 7)



**Chart 1**

The result of this survey is fear of public speaking is the highest fear of people. That is why public speaking always be a problem for the most people. English public speaking is one of the compulsory subjects in the English Education Department. As an English Education Department, students must have English public speaking skills. English Education Department students must deliver presentations, express opinions, and be active in question and answer sessions in class using English. The goal is that when they become English teachers, English Education

Department students already have mental preparation and knowledge to speak in front of the students.

The researcher still sees many English Education Department students who have problems with English public speaking skills are still shy and lack confidence. However, some famous outstanding students in the English Education Department are confident and often speak in public. Because the researcher was amazed and curious about this, the researcher decided to find out the learning strategies, to describe learning strategies, to find out advantages and disadvantages of the learning strategy and to find out the challenges faced by outstanding students/students' achievement of the learning strategy used that make them confident, active, and good at public speaking.

## **1.2 Identification of Problem**

The researcher has interviewed one of Public Speaking lecturer at State Islamic University of North Sumatera to find the problem of students. Many English Education Department students have problems with their English public speaking skills:

- 1) Students have anxiety in English public speaking
- 2) Unwillingness in English public speaking
- 3) Lack of preparation to improve English public speaking
- 4) Inability to speak well in public
- 5) The use of language and grammar in English public speaking is irregular
- 6) The message delivered is difficult to understand by the audience
- 7) Unable to adjust the situation, conditions, audience and material
- 8) The voice is not clear to listen

These problems occur because students do not realize the importance of public speaking in their lives, so they do not want to try to create learning strategies to develop their English public speaking. However, not all English Education Department students have these problems. Some students are good at English public

speaking. They look active to speak in public without looking anxious and convey everything correctly and adequately. They have followed English Debate competition, Speech contest, spoke up in English Department event, been a moderator at a public event, and so on. They look enjoy as the public speakers, the voice is clear, the message is clear, they can interact well in front of the audience and know how to deliver the speech or what they want to say with the language and grammar in English public speaking well.

Therefore, the researcher was amazed and very enthusiastic about their skills when the researcher also saw that so many students also can not speak well in public. Seeing this difference, the researcher wants to find out whether these outstanding students use learning strategies to improve their public speaking skills? What kind of learning strategies? have they experienced trouble to public speaking before? Students' achievements in public speaking can not be separated from effort and prayer. One form of effort to improve English public speaking is using particular learning strategies. This phenomenon often occurs in every English Education Department.

Based on this phenomenon, the researcher decided to find out the learning strategies, to describe how to apply learning strategies, to find out advantages and disadvantages of the learning strategy and to find out the challenges faced by outstanding students/students' achievement of the learning strategy used that make them confident, active, and good at public speaking.

### **1.3 Limitation of Study**

The subject of this study is only intended for eight-semester students in English Education Department at State Islamic University of North Sumatra. This study is more focused on students whose English public speaking skills are more prominent based on specific criteria, such as the winner in an English Speech contest, English Debate, have been a moderator at an public event, and have been a speaker at an public event.

#### **1.4 Problem of Study**

Based on the background above, the researcher formulated the study question:

- 1) What are learning strategies used by outstanding students/students' achievement in improving English public speaking?
- 2) How to apply the learning strategies used by outstanding students/students' achievement in improving English public speaking?
- 3) What are advantages and disadvantages of learning strategy used?
- 4) What are the challenges faced by outstanding students/students' achievement of learning strategy used?

#### **1.5 Objective of Study**

Based on the problem of study above, the objective of study are:

- 1) This study aims to find out the learning strategies used by outstanding students/students' achievement in improving English public speaking
- 2) This study aims to describe how to apply learning strategies used by outstanding students/students' achievement in improving English public speaking
- 3) This study aims to find out advantages and disadvantages of learning strategy used by outstanding students/students' achievement in improving English public speaking
- 4) This study aims to find out the challenges faced by outstanding students/students' achievement of learning strategy used

#### **1.6 Significance of Study**

The significance of this study are:

- 1) Researcher:

The researcher knows the learning strategies used by outstanding students in improving English public speaking achievement

2) Lecturers:

Lecturers or English Public Speaking lecturers can help the students who have problems in English public speaking by suggesting particular learning strategies in improving their English public speaking achievement.

3) Students:

Students can be inspired and motivated to improve their English public speaking achievement by using specific learning strategies.

4) Relevant researchers:

Relevant researchers can get a reference related to their research, which discusses students' learning strategies for improving English public speaking achievement.

