CHAPTER 1

INTRODUCTION

This chapter provides an extensive overview of the study. It encompasses the background, formulation of the problem, operational definitions, aim of the study, and significance of the study.

1.1 Background of the Study

Most of the English education department students try to use different strategies to learn speaking skills. Therefore, learning strategies are needed to help students, so that they are aware of their learning. According to Andini et al. (2023) a learning strategy is a systematic method that is adapted to the student's learning style and speed so that they can easily understand the material. Learning strategies allow students to learn independently and become independent learners. According to Chamot (1987), Learning strategies are techniques, approaches, or wise actions carried out by students in learning and remembering linguistic information and content. In other words, strategies are the methods or actions that students take to prepare themselves. Therefore, learning strategies are needed to build students' awareness and help them to be independent in learning English. Moreover, university-level students sometimes feel insecure about speaking English both inside and outside the classroom even though they are from the English department. The main thing to note is that students lack exposure to and practice in English. Learning strategies are very important during academic oral presentations because they will help students complete the presentation.

Academic oral presentation (hereinafter referred to as AOP) is an important academic discourse for students and has been explored by several researchers. According to Kaur and Ali (2018), the AOP is an academic discourse conducted in tertiary institutions to demonstrate student understanding of a subject to an audience. Over the last few decades, AOP has been increasingly used in many language learning classes for assessment purposes. AOP is used as part of assessments, presenting research projects, and socializing students into the academic discourse community (Duff, 2010; Zareva, 2011). As students majoring

in English, they are required not only to master good English but also to have good presentation skills so that they have more value compared to students who do not major in English. As in the case of students' academic life, oral presentations are needed to fulfill the coursework assignments. However, at certain moments the AOP is not always smooth. To achieve success in AOP learning strategies are the solution to overcome their problems, such as lack of vocabulary, lack of language structure, poor pronunciation, lack of confidence, and others.

Contextually, this phenomenon was found among students majoring in English education, at a university located in Tasikmalaya, Indonesia. Almost all courses in the English department apply AOP, one of which is the application of AOP to fulfill course assignments, it is just that there are technical differences, there are AOPs that are fully online, hybrid, and fully offline. In this study, researchers research AOP fully offline. The course that implements full offline AOP was the Qualitative Research course in ELT. In groups, they took turns doing AOP, where the material discussed by each group was different according to what was distributed by the course lecturer. At each meeting, there was a group that would carry out AOP, where the group consisted of five to six people. During AOP, students begin with a presentation of the material and end with a question-and-answer session. This research focused on several students who were very good at speaking English during AOP in front of the class, to help other students know the learning strategies were usually used by students who were proficient in AOP. They showed more AOP fluency than others. They had excellent pronunciation, high mastery of the language, fluency, minimal delay in speaking, minimal grammatical errors, and English skills that were easily understood by the audience. They had good speaking skills compared to other speakers when presenting in class. They were also enthusiastic about learning English and very ambitious in learning English so they not only learned English in class but they also used learning strategies outside the classroom but in different ways.

Some researchers investigated the use of strategies in their learning. Zuhairi and Mistar (2023) concluded that 560 students of an English education study program from five universities in East Java use the compensation strategy category

which is operated most intensively because EFL students use dictionaries or idioms to prepare communicative activities with their partners. Furthermore, Wael et al. (2018) investigating the strategies used by students to improve their speaking skills, the researcher concluded that the third semester of the English department frequently used memory strategies in learning speaking. Malini (2022) stated that the language learning strategies applied by high and low achievers' respondents used a variety of strategies in learning speaking. Meanwhile, the most frequently used language learning strategy by both high and low-achieving respondents in learning speaking was metacognitive strategy.

Based on the research above, it can be concluded that in the fifth and third semesters, they implemented learning strategies using the compensatory strategy category which was operated most intensively because EFL students used dictionaries or idioms to prepare communicative activities with their partners. students use memory strategies in learning to speak and students use imagery and visual connections in their learning. As for high and low-achieving respondents, they used various strategies in learning to speak, using these strategies by organizing, planning, and evaluating their learning. To fill this gap in this study, this research focuses on investigating learning strategies used by students who have good AOP skills found in the English education department, especially in one of the courses that often uses offline AOP in the qualitative research in ELT course in university at Tasikmalaya, where students carry out AOP in front of the class offline for eight meetings and several students showed their excellence in AOP.

1.2 Formulation of the Problem

Based on this research background, the questions of this research is formulated as follows, "What are the learning strategies used by students who have good AOP skills in an EFL classroom?"

1.3 **Operational Definitions**

To avoid misinterpretation of this research, the researcher provides two operational definitions related to this study as follows:

1.3.1 Learning Strategies	Learning strategies are a learning technique that students use independently to perform oral academic presentations.
1.3.2 Academic Oral Presentation (AOP)	Academic oral presentations are academic discourses carried out at universities to show students' understanding of a subject to the audience which is carried out during the teaching and learning process in qualitative research in ELT course.
1.3.3 EFL Classroom	An EFL classroom where students learn about qualitative research in ELT in the sixth semester in an English Education Department.

1.4 Aim of the Research

In this study, researchers will investigate learning strategies used by students who have good AOP skills in an EFL classroom.

1.5 Significances of the Research

1.5.1 Theoretical Contributions

This research contributes to complement the existing theories regarding students' speaking learning strategies during AOP.

1.5.2 Practical Contributions

This research aims to provide new learning strategies during AOP in the classroom. Students need to be able to apply effective learning strategies to improve AOP skills and increase learning motivation. In addition, this research

can also benefit teachers by providing useful information about learning strategies that they can propose to their students.

1.5.3 Empirical Contributions

This research will provide in-depth insight into the learning strategies used by students in oral presentations of English in academic contexts. This will help in further understanding effective approaches to learning speaking skills.