Chapter One

Introduction

In this chapter, the researcher clarifies several topics. First, the research background discusses general information about the issue of this study; the research setting and challenges at the research site, a review of prior studies and a discussion of the gaps in those studies; the significance of the research, and its objectives. The issues at the research site was examined in the identification of the problems. The scope and focus of this investigation are then presented in the research's delineation. The following section presents the research questions that serve as the analysis's compass. The research's three objectives, which define the study's precise aims or objectives, are next presented. The significance of the study then be highlighted for several stakeholders. The chapter organization section concludes with a summary of each chapter.

Background of the Research

Learning strategies are usually carried out so that students can understand the learning material in the way they like. In a journal article written by Shi (2017), it is also explained that the specific methods or approaches that students use to try to learn a second language (L2) are known as learning strategies. According to Tan et al. (2021), to encourage effective teaching and learning in the classroom, instructors and educators need to be aware of students' learning processes to choose the most appropriate teaching strategies.

Chilmy et al. (2020), stated that learning strategy is an individual way or specific behavior in the action of getting and processing information to make them comfortable in learning situations to improve their progress in the learning proccess. Learning strategies are particular behaviors, activities, stages, or methods that students employ frequently and purposefully to advance in understanding, internalizing, and applying the learning objective (Chilmy et al., 2020). Through learning strategies, students can understand well the learning material in their own way, which the teacher has previously explained in class. Students can also icrease their vocabulary and writing abilities by repeating lessons at home or using their typical study techniques. Many learners today have their own personal methods of learning. A second-year student at Senior High School is one of them. The student's coursework requires them to write an essay in English, which may be unfamiliar to individuals who unfamiliar with writing in English. Because each student processes information differently and uses different learning strategies, it will take time for these students to become accustomed to the chores of writing essays in English that have been assigned to them.

Many other researchers have researched students' writing abilities and learning methods. For example, research conducted by (Shi, 2017), explains the overview, features, and classification of learning strategies. The researcher also explains the factors that influence the learning strategy. Another study was also written by (Weinstein & Acee, 2018), the value of self-directed, strategic learning for college success and the creation of lifelong learners. This study also reviews earlier studies on study and learning techniques. It demonstrates how these studies

influenced the creation of more complete and dynamic learning models that emphasize the interactions between cognitive, metacognitive, motivational, affective, behavioral, and environmental factors.

The survey about learning strategies that are commonly used in senior high school has not received as much attention from researchers, even though numerous studies have looked at students' learning strategies. The researcher's present study focuses on second-year student in a senior high school in Yogyakarta. The first one is most of the students only get English subject in their junior and senior year of high school. Some students do not understand English so some of them cannot grasp the English lesson material given by their teacher well. Second, every student has a unique learning method to understand the material presented in their way. For students' capacities to understand knowledge to vary, they can improve their English vocabulary by using the learning strategies they already possess. So, the purpose of this study is to find most commonly students' learning strategies used in their second year at Senior High School in Yogyakarta.

There are two major of second-year students of a high school in Yogyakarta, it is Natural Science and Social Science class. Through observation, experimentation, and analysis, the natural sciences are a field of science that seeks to comprehend the physical world and natural occurrences. They include fields like geology, biology, chemistry, and physics (Foster, 2023). Globally, students choose natural science as one of the main categories of academic fields. This area of natural science is frequently referred to as science, or scientific research. Natural science expertise is necessary for many common professions, including

that of a doctor, nurse, engineer, geologist, astronomer, chemist, and biologist (Hasanthi, 2017).

The large subject of social sciences studies human society and the interactions among its members. Numerous subfields within this field exist as well, including linguistics, law, sociology, economics, geography, political science, anthropology, history, and archeology (Consultores, 2021). Understanding and explaining social structures, economic systems, cultural norms, and human behavior are the primary goals of the social sciences (Foster, 2023).

Identification of the Problems

Most of the students in Indonesia did not get English subject in their elementary school, so when they learned English subject in their junior or even senior high school, they cannot understand English properly. Students usually used learning strategies to understand the learning materials given by their teachers. As discussed, students use their learning strategies to understand the learning material so that they can write essays or assignments their teacher gave smoothly, well, and correctly. So, the researcher wants to know the most used students' learning strategies in a Senior High School in this study. According to Oxford (2016), there are six learning strategies that students used for their method to learn English. There are metacognitive strategies, cognitive strategies, memory strategies, affective strategies, social strategies, and compensation strategies.

Delimitation of the Research

Therefore, to maintain focus, the current research are limited to the survey on the most commonly used in students' learning strategies and the differences between social sceince and natural science students in learning english. The Senior High School in Yogyakarta is the site of this study. Participants in this study are second-year students in a Senior High School in Yogyakarta. The results of this study show the commonly used learning strategies for students at senior high school in Yogyakarta.

Research Question

The study develops two research questions about the most commonly students' learning strategies used in their first year in senior high school in light of the aforementioned background:

1. What are the most commonly used learning strategies by the Natural Science students in a Senior High School in Yogyakarta?

2. What are the most commonly used learning strategies by the Social Science students in a Senior High School in Yogyakarta?

3. How is the different learning strategies used between natural science and high school social studies students in a Senior High School in Yogyakarta?

Objectives of the Research

This study has two goals based on the aforementioned research question:

1. To find the most common learning strategies used in natural science students in a Senior High School in Yogyakarta

2. To find the most common learning strategies used in social science students in a Senior High School in Yogyakarta

3. To know the difference in learning strategies that used between science student and social student in a Senior High School in Yogyakarta

Significance of the Research

The research is anticipated to yield further benefits and information for teachers, students, and potential researchers.

Students

Students can use this research to learn more about how they understand English in their own way. This research can also help students change their mindset about learning English.

Teachers

Students' learning abilities can be impacted by their English language learning strategies. As a result, teachers can utilize this research as a resource to learn more about the kinds of learning techniques that help students learn English. And also the teacher can adjust the teaching techniques for different majors.

Future Researchers

Other academics who are interested in researching the same topic can make use of the study's findings. The findings of this study are anticipated to serve as a different point of view reference for others who plan to do similar research.

Organization of the Research

This research has five chapters. The first chapter covers the study background, identification, delimitation, questions, goals, importance, and organizational structure.

Chapter 2 includes a literature review and an explanation of learning methodologies and students' writing abilities. This chapter explains the philosophy underlying the broad overview of students' learning methods in their second year at Senior High School in Yogyakarta.

Chapter 3 explains the methodology the researcher will use to conduct the study. It covers data-gathering methods, tools, participants, settings, and the researcher's description of data analysis.

Chapter four includes findings and discussion. This chapter presents the findings of the data analysis.

Conclusions and suggestions are found in Chapter 5. This chapter offers broad responses to research-related queries and suggestions from academics. Teachers, students, and other researchers receive recommendations.