

Chapter One

Introduction

This chapter provides a discussion regarding the background of the study, statement of the problem, delimitation of the research, research questions, purposes of the study, and significance of the study. The significance of the study explains some benefits from the result of this research for one of the Islamic private universities in Yogyakarta, Indonesia.

Background of the Study

Nowadays, English has a global status, and it has become an international lingua franca. English as a lingua franca (ELF) commonly used in areas of educations, business, politics, trades, and sciences. Besides, English was spreading across the world throughout the wireless connection as a globalization effect. As a communication revolution emerges, English becomes dominant in international media, radio, TV, magazines, and newspaper. It supports by Durai and Soundrarajan (2018) stated around 50% of English used in the world of newspaper, 50% world's scientific and technical periodicals, and more than 60% in the world's radio. It means English as a lingua franca has an impactful role in supporting the revolution worldwide. People all over the world can access free exposure to English by reading a newspaper, watching TV, or listening to the radio.

The importance of English makes people want to master English to follow the growth of the economy, politics, education, and science as the effect of

globalization. Learning English needs a strategy to set the goal as part of the learning process. Language learning strategies are techniques that language learners used to regulate their learning (Xinyan, 2015). Based on the Muniandy and Shuib (2016), the use of language learning strategies and PLS (Preferred Perceptual Styles) in learning English has supported the importance of recognizing learners' PLS and LLS that help students to the learning inside the classroom. It came from the student who learns in management and communication majors. According to Muniandy and Shuib (2016), language learning strategies that students use were role play, writing, diagramming, and field trip (Kinaesthetic learner) and group discussion, PowerPoint/video/audio presentation, role plays, speaking and gaming in the classroom (Auditory Learner). Using language learning strategies helps students to learn the language handly by applying it as an instrument to achieve the goals.

An example of the importance of the use of language learning strategies also came from Tahang, Sarmin, A, & Taslim (2018). The research found the successful student in Universitas Muhammadiyah Sorong came from some activities in each type of LLS to develop their speaking skills. The social strategies that students use were asking help, working in pairs, practicing with the proficient users of English, and making a small group discussion. The metacognitive strategies that students use were the preparation of the material and evaluation of the learning. The affective strategies were lowering anxiety, encouraging ourselves, and handling the feeling. The memory strategies were reading a text, listening and watching western movies, and writing new

vocabulary. The cognitive strategies were practicing in natural, memorizing the context of the speech, and repeating. The last, compensation strategies were using gestures, finding a similar meaning, and combining.

Based on the researcher's observation in the classroom, the learning strategies that students of ELED (English Language Education Department) used in one of Islamic private university in Yogyakarta were various. Most of them used note-taking as the tools to collect prominent information or new vocabulary from the teaching and learning process inside the classroom. According to them, the use of language learning strategies happened in ELED while learning English. Besides, there are students of the year which is the successful learner in the majors. It means that the implementation of LLS affects on the students' achievement in ELED.

Student of the year is a student who got the title by joining the competition in ELED (English Language Education Department) majors. The students have to pass some steps to be students of the year. The first qualification is the student enrolled in ELED means still active as an English Student, the second steps are administrative qualification, the third is make a paper, and the last is present the paper. Students have to pass those steps to be students of the year in ELED. Those steps showed that student of the year is the real example of a successful learner in implementing language learning strategies in ELED. It proved by the students' achievement in certain parts of the education field.

Based on my observation, students of the year had certain language learning strategies (LLS) in learning English. The certain LLS shows that there were differences between them in applying LLS. The differences mean there were various LLS used by students of the year while learning, still based on the preliminary interview conducted by the researcher is only one student could identify the types of the LLS used while others could not. Therefore, the researcher wants to reveal the specific language learning strategies used by students of the year in learning English.

Statement of the Problem

Based on the preliminary interview conducted by the researcher, students of the year did not know the language learning strategies they used when learning English. Only one of the students of the year could categorize their learning strategies. It means the other students did not realize that they use some activities from the types of language learning strategies. Also, each student has different ways of learning English. Macaro (2006) claimed there are group differences and individual differences in learners' use of strategy. The differences make the student have a different way of getting exposure and different outcome from the learning process.

The differences make the language learning strategies were various. Mcdonough (2001) divided LLS into some categorize. The LLS divided into metacognitive, cognitive, and socio/affective strategies. Thus helps the student to achieve the goal of learning by using particular learning strategies, but only one

student of the year knows their types of LLS while others could not. Though the categorizing LLS helps the students in applying systematical learning still, some students did not recognize it. Tanjung (2018) also assumed a student who knows their learning strategies can determine what learning plan they are going to have and use particular strategies to get better achievement. In the end, the student will be autonomous learners and more responsible for selecting an appropriate strategy related to the set of learning goals. Therefore, the student needs to know their types of LLS to be good learners and able to achieve the goals of learning.

Hence the research attempts to reveal the language learning strategies by students of the year in learning English. It assumed that this research provides some information on the systematic strategies for successful English learning students. According to Setiyadi, Sukirlan, and Mahpul (2016), different language skills were significantly correlated with the use of different learning strategies. It suggests that each language skill has different language strategies for improving skills. Then, the information can help the demotivated student who does not know his prior knowledge related to the types of LLS.

Hence, the research is interested in exploring the learning strategies used by students of the year and the factors that motivate students of the year to use language learning strategies in learning English.

Delimitation of This Research

From the problems mentioned in the statements of the problem, the researcher limited the problem. This research focus on English Language

Education Departments (ELED) with the participant is students of the year batch 2017 to 2019, which consists of males and females. This research will be conducted in one Islamic private university in Yogyakarta. The research will be about the perspective of the students of the year in using language learning strategies in learning English. The research will be the focus on exploring language learning strategies that students of the year use in learning English and the factors that motivate the student in using language learning strategies in learning English by students of the year's perspective. Finally, this research will be focused on qualitative research by using an individual interview. After that, this study uses a qualitative-descriptive as the research design. Then, this study delimitation the participant into three students who are female and male.

Research Question

The research questions of this study are:

1. What are the language learning strategies used by the students of the year in learning English?
2. What are the factors that motivate students of the year to use language learning strategies in learning English?

Purposes of the Research

The specific purposes of this research:

1. To investigate the language learning strategies of students of the year in learning English.

2. To ascertain the factors that motivate students of the year in using language learning strategy in learning English.

Significance of the Study

This research is expected to benefit the researcher, the students, the teacher, and other researchers.

Researcher. The researcher takes benefit from this research. From the process of seeking the theory and do the study, the researcher can determine the language learning strategy in learning English. Also, it encourages the researcher to know learner's needs that can help the researcher to be a good learner in learning a language.

Students. This research provides detailed information on learning English from the perspective of students of the year. Students might need to be aware of their learning strategy, especially in learning English. The researcher hopes this research can help the student to determine their learning strategy in learning English by providing the systematic language learning strategies by the successful learner and make this research a guideline to learn English by applying a certain LLS from the successful learner.

Teachers. As a teacher to be in the future, it is necessary to know the language learning strategy that students use in learning, especially in learning English. It is because each student has a different way of learning a subject. As a facilitator, the teacher can give their best treatment by providing kind types of methods in the teaching and learning process. The kind types of teaching inside

the classroom allow the student opportunity to find out their LLS through choosing appropriate strategies.

Outline of the Research

This research will divide into five chapters. The first chapter is an introduction, which consists of background, statement of the problem, limitation of the study, research question, purposes of the study, significance of the study, and the outline of the study. The second chapter is a literature review. In this chapter, some theories support the overview of using language learning strategy in learning English. Chapter three is about the methodology. This chapter explains the method, participant, setting, an instrument used, technique of gathering the data, and data analysis. The fourth chapter is about findings and discussion. The fifth chapter is a conclusion and recommendations.