

Chapter I

Introduction

English has emerged as the predominant language for international communication in today's globally interconnected world. Therefore, in order to provide students with the necessary skills to effectively navigate the complexities of linguistic and cultural diversity, it is imperative to offer English as a Second Language (ESL) education (Seidlhofer, 2011). For ESL students to actively participate in substantive interactions, both in academic and professional contexts, it is fundamental that they demonstrate a proficient mastery of the English language.

This chapter provides clarification on several significant aspects especially concerning learning behaviours and concordance skills. The Research Background provides an overview of relevant themes for this study, along with an analysis of previous research, and gaps in the current literature. After examining the gaps, specific issues currently affecting ESL learners are discussed in the section Identification of the Problem. The Delimitation of the Study then describes the specific parameters of the study, including its focus and scope. The Research Questions directly leading this investigation are presented in the next section. After that, the chapter further emphasizes the Significance of the Study to different stakeholders including considerable implications for ESL education and language learning. Lastly, the Organization of the Study provides a brief overview of research composition.

The primary objective of this phenomenological study is to investigate the learning behaviours exhibited by ESL students in developing their concordance skills. The research aims to explore ESL students' lived experiences and viewpoints through a phenomenological approach in order to gain a more profound comprehension of their language learning processes (Yobouet, 2021). Furthermore, the research examines how ESL students view the role of their instructors in facilitating the enhancement of their concordance skills. This qualitative investigation aims to offer significant insights into the experiences of ESL students and their perspectives on effective language learning practices.

Research Background

ESL education is a dynamic and evolving field that continually looks for novel techniques to help varied student groups learn and become proficient in English. An essential component of ESL instruction is the cultivation of concordance skills. Concordance abilities refer to understanding, generating, and employing precise and contextually suitable language in diverse communicative situations. Effective communication is crucial for ESL students to effectively express their thoughts with clarity and fluency (Turobzoda, 2020).

Nevertheless, language acquisition is not exclusively determined by one's level of language ability but also by the learning strategies employed by English as a Second Language (ESL) students. The acquisition of language is heavily influenced by learning habits, as indicated by Oxford (2017). Comprehending the complex relationship between these variables is crucial for successfully acquiring language proficiency and growing concordance abilities among ESL students throughout their academic pathway.

Teachers play a crucial role in shaping learning practices, as well as in fostering concordance skills. In the educational setting, instructors assume the role of facilitators, delivering guidance, assistance, and feedback (Brown, 2000). According to Farrell (2022), the learning habits of ESL students are significantly impacted by the instructional methods, pedagogical approaches, and classroom management tactics employed by educators. As shown by (Oxford, 2017), teachers cultivate motivation, engagement, and self-regulation among ESL students by establishing a learning atmosphere that is pleasant and inclusive, which, in turn, facilitates successful language learning. Language educators are consistently engaged in the pursuit of identifying efficacious ways that enable the acquisition and utilization of concordance skills within the setting of ESL learning (Kandasamy & Habil, 2018).

Numerous studies have investigated various aspects of ESL language acquisition, but research focusing on concordance skills and the strategies employed by ESL students remains relatively limited. Existing literature has primarily concentrated on quantitative language proficiency assessments, such as standardized language tests and proficiency scales, to measure ESL learners' overall language abilities (Fulcher & Davidson, 2007). Some studies have explored specific linguistic elements, such as subject-verb agreement, and their challenges for ESL learners (Nurjanah, 2017). Others have examined the effectiveness of different instructional methods, including explicit grammar instruction and communicative language teaching, on the acquisition of concordance skills (Dos Santos, 2020).

While these previous studies offer valuable insights, they often fail to capture the nuances and complexities of language learning experiences, particularly regarding specific skills like concordance. To address this gap, this study delves into the subjective experiences,

perceptions, and motivations of ESL students, providing a holistic view of the factors influencing their learning behaviours and concordance skills (Patton, 2015).

The qualitative nature of the phenomenological approach allows for a comprehensive exploration of the techniques, coping mechanisms, and emotional factors that impact the process of ESL learners' acquisition of concordance skills. The objective of this research is to provide a deeper understanding of the personal experiences of ESL students. The study seeks to illuminate the subjective elements that play a role in their achievements in language acquisition and the obstacles they encounter throughout this process.

Identification of the Problem

In the context of English as a Second Language (ESL) education in Indonesia, the cultivation of concordance skills among students emerges as a significant challenge. Despite the recognized importance of concordance skills for effective communication, there exists a notable gap in understanding the distinct learning behaviours exhibited by ESL students and their perceptions regarding the roles of educators in facilitating this process.

The first research question endeavours to confront these practical challenges by delving into the strategies adopted by ESL students to nurture their concordance skills within the context of these constraints. Specifically, the diverse linguistic backgrounds of ESL learners lead to difficulties in grasping the intricacies of English language concordance. A deeper understanding of the specific learning behaviours embraced by students can shed light on effective approaches that accommodate linguistic diversity and honour cultural intricacies.

Moreover, the second research question seeks to unearth the perspectives of ESL students regarding the pivotal role played by educators in fostering concordance skills amidst the prevailing challenges. Varied pedagogical approaches contribute to the complexity of the language learning process, as ESL students often need help adapting to teaching methods that do not align with their learning styles. Therefore, there is a need to find out the ESL students' preferred teaching methods, correction methods, and expectations from their teachers in fostering their concordance skills.

By addressing these practical obstacles, this study aspires to offer actionable insights for ESL educators in Indonesia. A nuanced comprehension of the real-world constraints and challenges encountered in enhancing concordance skills can inform the development of targeted interventions and support mechanisms tailored to meet the specific exigencies of students and educators alike, thereby enhancing the quality of ESL education.

Delimitation of the Study

This phenomenological study seeks to investigate the elements that impact learning behaviours to enhance the development of concordance skills among ESL students. However, it is crucial to recognize several limitations that could impact the applicability and breadth of the results. Two primary constraints of the study are discussed below:

Focus on Concordance Skills: Oral Communication

The study's scope is limited to examining concordance skills in the context of oral communication. Given the significance of spoken language in real-life interactions, investigating how ESL students navigate challenges related to concordance in spoken discourse can yield valuable insights (Wu, 2019). Concordance skills refer to the ability to

use language accurately and appropriately, ensuring that the structural elements of a sentence align and convey meaning. It is essential to acknowledge that language proficiency encompasses various dimensions, including written communication and broader linguistic competencies (Saville-Troike, 2012). Future research could consider broadening the focus to include written communication in order to gain a more comprehensive understanding of the development of concordance skills in ESL learners. Therefore, it is necessary to interpret the findings of this study within the specific context of concordance skills in oral communication.

Discussion of Learning Behaviours: Strategies.

This study primarily focuses on investigating the tactics and resources utilized by ESL students to improve their concordance abilities while acknowledging that learning behaviours cover a range of factors, including strategies, motivation, and self-regulation. Strategies encompass the deliberate activities and methodologies that students employ in order to enhance the process of learning, whereas tools contain the many resources, materials, or technology that are utilized to aid in the development of cognitive skills (Dewi, 2017). This research acknowledges the presence of additional learning behaviours, such as motivation, self-regulation, and teamwork, but does not delve into a detailed discussion of these behaviours.

It is crucial to recognize that the acquisition of learning behaviours is subject to the effect of many internal and external factors that surpass the boundaries of this particular research. Several factors may influence learning behaviours such as individual learner traits, cultural backgrounds, instructional methodologies, and the learning environment (Dornyei, 2014). The study's limited scope on specific strategies, methods and instruments may result in an incomplete representation of learning behaviours shown by ESL students. Further investigation might be conducted to examine these supplementary learning practices,

offering a more all-encompassing perspective and comprehensive viewpoint on the language acquisition processes among English as a Second Language (ESL) students and learners (Ng & Ng, 2015).

Research Questions

The present phenomenological study examines the following research questions:

1. What **strategies** do ESL students implement to foster their concordance skills?
2. How do ESL students perceive **the role of their teachers** in fostering their concordance skills?

The research topics of the study centre around comprehending the tactics employed by ESL students to enhance their concordance abilities, as well as their perspectives on the role of teachers in facilitating this process. The study seeks to investigate the deliberate acts and tactics adopted by ESL students to increase their concordance skills by adopting a phenomenological methodology. This study examines the effectiveness of diverse methods and communicative practice as strategies, drawing on existing literature (John et al., 2021; Shi, 2017). In addition, this study aims to analyse the lived experience of ESL students regarding their teachers' instructional methods and feedback pertaining to the development of concordance skills. It recognizes the importance of favourable interactions between teachers and students in the context of language learning, as highlighted by previous research conducted by Alshuraiaan (2023) and Koran (2015).

Significance of the Study

This phenomenological study holds significant implications for ESL education and language acquisition. This research study contributes to the existing scholarly information on language acquisition processes in the specific educational setting by analysing the learning behaviours shown by ESL students in their development of concordance skills. The study conducted by John et al. (2021) and Shi (2017) provides valuable insights into the various tactics utilized by ESL students to improve their concordance abilities. These findings have significant implications for language teachers and curriculum creators as they influence the development of successful pedagogical approaches.

Gaining insight into the perceptions of ESL students regarding the role of their teachers in facilitating the development of concordance skills (Pazaver & Wang, 2009; Nghipandulwa et al., 2022) aid educators in customizing their instructional approaches and delivering specific feedback to address the language learning requirements of students (Dornyei & Schmidt, 2001). According to a recent study conducted by Nghipandulwa et al. (2022), there is substantial evidence to suggest that positive teacher-student interactions and the provision of scaffolding assistance have a noteworthy influence on the language learning experiences of ESL students.

Furthermore, this research adds to the broader comprehension of English as a Second Language (ESL) language acquisition by offering qualitative perspectives on the experiences of learners. The study provides a comprehensive examination of the deliberate activities and methodologies utilized by English as a Second Language (ESL) students, revealing the tactics that promote linguistic advancement (Creswell, 2014).

Additionally, the findings of this research have practical implications for ESL curriculum development, teacher training, and pedagogical practices. Through an examination of the learning behaviours employed by English as a Second Language (ESL) students to enhance their concordance skills, as well as an exploration of their perceptions regarding the role of their teachers in this endeavour, educators can develop focused interventions and strategies that focus on facilitating pertinent and efficient methods for language learning and fostering an appropriate growth of concordance skills (Richards & Rodgers, 2014).

Lastly, this research has the potential to serve as a foundational framework for future investigations into language acquisition and pedagogical approaches. This study explores the gaps in the current body of literature, specifically the need for qualitative research on concordance skills and learning behaviours. Doing so provides a foundation for future research endeavours and effective language education practices.

Organization of the Study

The present study is structured into five distinct chapters to thoroughly examine the development of concordance skills and learning behaviours among English as a Second Language (ESL) students.

Chapter 1: Introduction

The initial chapter presents a comprehensive research introduction, providing background information on ESL language learning, the significance of concordance skills and learning behaviours, and the research questions guiding the study. Additionally, this chapter

identifies the problem and outlines the scope and delimitations of the research, setting the foundation for the subsequent chapters.

Chapter 2: Literature Review

The second chapter provides an extensive literature review consolidating prior studies on acquiring concordance abilities in English as a Second Language (ESL) language learning. This study explores the complex nature of concordance skill acquisition, the obstacles encountered by English as a Second Language (ESL) learners, and educators' pivotal role in cultivating these proficiencies. The research study further explores diverse learning practices, tactics, and technologies employed by English as a Second Language (ESL) students to enhance concordance. This chapter provides a contextual framework for the current research and highlights areas where the existing literature could be enriched through critically examining previous studies.

Chapter 3: Research Methodology

The third chapter of the study describes the research technique, which includes a justification for using a phenomenological approach. This chapter explains the rationale behind using qualitative methods to explore the lived experiences of ESL students. It details the research design, participant selection, data collection methods, and data analysis procedures. This chapter aims to enhance the rigor and validity of the study by providing a comprehensive explanation of the research methods applied.

Chapter 4: Findings and Analysis

The findings derived from the interviews conducted with English as a Second Language (ESL) students are presented in the fourth chapter. This study examines the strategies and tools utilized by ESL learners to enhance their concordance abilities.

Additionally, it investigates the perspectives of these learners on the role of teachers in facilitating this developmental process. The data is subjected to thematic analysis in order to identify and elucidate patterns and themes that emerge from the participants' experiences. The chapter provides a comprehensive examination of the process of developing the concordance skill and the significance of learning behaviours.

Chapter 5: Discussion and Conclusion

The last chapter of this study presents a synthesis of the primary findings and examines their implications for ESL language education. It reflects how the research contributes to the existing literature, addressing the research questions and objectives. In addition, this chapter acknowledges the limits of the study and provides suggestions for future research endeavours. In summary, the research's relevance is effectively outlined, emphasizing its possible implications for English language teaching practices.