

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presented about background of the research, statement of the research questions, the objective of the research, significance of the research, scope and limitation of the research, and the definition of key terms.

#### **A. Background of the Research**

Learning English as a foreign language is having some problems and difficulties because the social situation of where English is used do not support the learners to communicate in English in their daily life activities. In English, there are four certain major language skills that should be targeted by a language learner. Those are listening, speaking, reading, and writing skills. English in Indonesia is the first foreign language taught at formal education starting from elementary school up to university. So that an English teacher has a responsibility to equip his students with the skills of in speaking, listening, reading and writing. It will be difficult for students if they do not know how the ways to make learning become effective with the appropriate strategies.

Learning is one of the ways to know and understand the language. Even though actually everyone is born in this world directly given competence in using language, but it cannot be defined that everyone must learn the language itself. A good way to understand something is by using strategies. Strategy can arranged good way to understand something. Chamot (2005) defines strategies quite broadly as procedure that facilitate a learning task. Strategies most often

conscious and one of the factor that make learners success in learning using learning strategies.

The students should have learning strategies when they are learning English. Language learning strategies are parts of larger systems which are included in the process of learning or a second foreign language. The learning strategy is a device in guiding the learners to accelerate their knowledge to master what contents they will learning. The learning strategy also helps the learners understand the specific information from the subject they learn besides it can focus their attention on the target they want to achievement .

To gain successful language learning to improve listening skill are needed the appropriate of teaching and learning strategies in classroom, learners are also need language learning strategies to enhance and manage their own learning and evaluate their learning autonomy. One of the most important things in language learning is the learners' self-direction to learn and practice the language they are learning.

According to Oxford (1990:8), language learning strategies are specific actions, behaviors, steps, or techniques that students use to improve their own progress in developing skills in a second or foreign language. The learning strategy is a device in guiding the learners to accelerate their knowledge to master what contents they will learn. In line with the statement above, Oxford (1990:8) language learning strategies are specific actions taken by the learners to make learning easier, more self-directed to new situations. The students must have a learning strategy when they are learning English. The learning strategy

is a device in guiding the learners to accelerate their knowledge to master what contents they will learn. The learning strategy also helps the learners understand the specific information from the subject they learning besides it can focus on attention in the target they want to achieve. The students who want to learn English well should realize that the learning strategies are a part of their need.

According O'Malley in Dornyei (2005:167), that strategies involve special contemplations or behavior that people use to help them comprehend, learning. Strategies can make students become successful in learning. The students choose their appropriate strategies to help them in understanding the language skills. The teacher takes important role in language learning. They should be able to fine some interesting strategies to make students creative and active during teaching and learning process. According to Brown (2000), teaching process cannot be defined apart from learning, teaching is guiding and facilitiating learning, enabling the learner to learn and setting the condition of learning.

The successful learners can be labeled by good language learner. MI Nahdlatul Ulama Merah Putih Kedungsalam Malang is an Islamic School. As the formal institution, MI Nahdlatul Ulama Merah Putih Kedungsalam Malang used 2013 curriculum which provided English lesson for the students include speaking, listening, reading and writing. Regarding 2013 curriculum, the goal of learning English is to develop the students' communicative competence in interpersonal, transactional, and functional text that is used to connect with

other people with the aim that we can establish good communication with the used of good vocabulary with others, transactional is a text used to connect with other people with the aim that we get what we want from the use of text, and functional text is a text used to convey something that has a specific purpose and message according to the type of the text used.

Here the researcher found several previous study to support this research. There were thesis written by Ningrum (2018), Febrianti (2021), and Julianti (2018). All of previous studies used descriptive quantitative with questionnaire as the instrument of research. This study also used descriptive quantitative with questionnaire. The differences between this study with all previous study was the subject of this study are 6<sup>th</sup> grade of MI Nahdlatul Ulama Merah Putih Kedungsalam Malang.

During the researcher observation, the researcher finds most of the students at 6<sup>th</sup> grade of MI Nahdlatul Ulama Merah Putih Kedungsalam Malang have difficulties in applying information and choosing the appropriate strategies to process information that will enhance their comprehension, in learning vocabulary when they speak English. The speaking ability of the students is not the same as the expectation of the curriculum. Proficiency in language skill has been not achieved. The researcher thinks that the students lack of learning strategy in speaking ability. But the teacher always gives new strategies in speaking ability when start of the lesson. However, some of the students still have some problems in using learning strategy in vocabulary when they communicated, They do not know to uses strategies in speaking,

using words and choosing strategies in learning to speak. They do not know the vocabulary and what they speak ability. The Minimum Criteria Achievement (MCA) is 75. However many students do not achievement their speaking ability. low achievement speaking ability at 6<sup>th</sup> grade of MI Nahdlatul Ulama Merah Putih Kedungsalam Malang

Based on the background of the research, the researcher are interested in investigating the problem above into a research entitled **“An Analysis of Students’ Language Learning Strategies in Learning English at 6<sup>th</sup> grade of MI Nahdlatul Ulama Merah Putih Kedungsalam Malang”**

#### **B. Statement of the Research Problem**

Based on background of the research, the problems are identified into the following identification:

1. What are the learning strategies used by the students grade 6<sup>th</sup> of MI Nahdlatul Ulama Merah Putih Kedungsalam Malang?
2. How are the strategies used by the students grade 6<sup>th</sup> of MI Nahdlatul Ulama Merah Putih Kedungsalam Malang?

#### **C. The Objectives of the Research**

The objective of the research was to find out the students’ dominant language learning strategies used in learning English at 6<sup>th</sup> grade of MI Nahdlatul Ulama Merah Putih Kedungsalam Malang.

#### **D. Significance of the Research**

The significance of the research has benefits to theoretically, this research is useful for readers who are interested in teaching and learning in

English, especially in students' language learning strategies used in learning English. For other researcher, this study can be used as the reviews of their study. Practically, this study provides several benefits, helping researchers and readers to give an idea of how students students' language learning strategies used in learning English in the classroom.

#### **E. Scope and Limitation of the Research**

After identifying the significance of the research, the researcher arrange research problems on choose the appropriate determine the types of language learning strategies in learning English used by students. By O'Malley theory, there were Metacognitive Strategies, Cognitive Strategies, and Socio-affective Strategies by the 6<sup>th</sup> grade of MI Nahdlatul Ulama Merah Putih Kedungsalam Malang

#### **F. Definition of Key Terms**

##### **1. Language Learning Strategies**

According to O'Malley et al. (1985:117) states that language learning strategies are divided into three categories as: Metacognitive Strategies, Cognitive Strategies, and Socio-affective Strategies.

##### **2. Learning English**

According to Schmidt and Recharads (2010) said learning is the process in behavior, knowledge, skill, etc. come to practice, instruction or experience and result achievement academic English.