

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

English becomes one of the compulsory subjects in almost education levels. Fleming and Stevens (2004) proposed the central aim of English teaching is to use language effectively. The Cox Committee report posited five English teaching styles often used or combined by English teachers they are a personal growth view, a cross-curricular approach, an adult needs emphasis, a cultural heritage model, and a cultural analysis view. The English teacher frequently tends to emphasize the students to be creative and imaginative as an individual developing, primarily in terms of the teaching and learning English (Fleming and Stevens, 2004). Therefore the learners should have some strategies to help them in learning English language process.

Some learners seem to be successful in learning English language regardless of teaching methods or techniques. Therefore in this research, the researcher will shift the focus from teaching methods or techniques to language learning strategy. Learning English, whether in the classroom setting or a natural setting, requires learning strategy to achieve a learning goal in learning process. the students can select the activity based on their preference in order to make learning becomes enjoyable (Alfian, 2016; Sartika, et al, 2019; Oxford, 1990).

Since learning strategy has significance role in language learning, several researches have been conducted by focusing on related factors such as gender,

performance test scores, cultural background, and proficiency level (Alfian, 2016; Wulandari, 2018; Phonhan, 2016; Iskandar, 2014). Numerous researchers have attempted to emphasize the importance of language learning strategy used by successful language learners. It conducted that more successful learners employed language learning strategies more frequently and more appropriately than did less successful learners (O'Malley&Chamot, 1990; Oxford & Ehrman, 1995; Sartika, et al, 2019).

Language learning achievement can be influenced by many factors such as language learning strategy use, language learning anxiety, language learning motivation, and so on. Assisting students to become effective and self-directed language learners is important. Learning strategies make the students aware to the learning situation, they can manage their learning in an appropriate and suitable way. Learning strategies influenced students' independency, it allows the students to take more responsibility for their own learning and become autonomous foreign language learners (Sartika, et al, 2019; Su&Duo, 2010; Yang, 2009).

There are many researchers have investigated learning strategies used by the EFL students. Based on Oxford (1990), there are six categorizes of strategies such as cognitive, metacognitive, memory-related, compensatory, affective and social. In some researches were conducted that the commonly learning strategy used by Indonesian EFL students is metacognitive strategy (Wulandari, 2018; Sartika, et al, 2019; Alfian, 2016). Wulandari analyzed the learning strategy used by the students of English department FKIP class of 2015 Jambi University, while

Sartika, et al and Alfian did their analysis towards the students of senior high school level.

Afshar, Tofighi and Hamazavi (2016) argued that the awareness and the application of learning strategies differentiate the successful and unsuccessful students. Sartika, Santihastuti and Wahjuningsih (2019) found that the successful students use metacognitive strategy, while the unsuccessful students use cognitive strategy. Besides, the successful students use more learning strategies than less successful students (Alfian, 2016).

Different from Indonesian EFL students that mostly used metacognitive strategy in learning English, Phonhan (2016) found that Thai undergraduate students frequently use compensation strategy, and social strategy becomes the least frequently used. While Taiwan EFL learners use cognitive strategy commonly, and memory strategy is the least used (Su&Duo, 2010). In other case, Iskandar (2014) did the analysis towards the deaf students in learning English language. The research conducted that the most strategy used by the students is memory strategy, whereas affective strategy is the least strategy used. We can take a conclusion that the use of learning strategies in learning English language are different from one student to another.

Since the use of learning strategies influenced students' successful, students must know what strategy they should use in learning English language. According to Oxford (2003), there is a connection between learning strategies and learning styles. Schmeck (1988) stated that students who use specific learning

styles tend to adopt particular categories of strategies (p. 17). Every student has learning styles that make the same teaching method effective for some and ineffective for others. Therefore, knowing students' learning styles will help teacher to be aware in organizing the classroom to responds to students' needs (Dunn R, 2002).

In this research, the researcher will do the analysis on language learning strategy commonly used by junior high school students based on their learning styles. It may help the students to find their appropriate strategy and hoped can achieve their goal of study. After finding the appropriate learning strategy of each student, the researcher will continue the analysis on how that learning strategy preference will improve the students in learning English language.

## **1.2 Statement of the Research Problem**

Based on background of study stated by the researcher above, the problem of the study can be formulated into the following question:

1. What kind of language learning strategy is frequently used by the students based on their learning style?
2. Why did the students choose this particular language learning strategy in their learning process?

### **1.3 Objectives of the Study**

From the formulated research question above, the objective of the study are:

1. To know what learning strategy is commonly used by the students based on their learning style.
2. To know students motivation in deciding language learning strategy in their learning process.

### **1.4 Significance of the Study**

This research is expected to give contributions to:

1. The English teacher

This research conducted that each student has the different strategy in learning English language. So, it hopefully can be used as a reference to improve the quality of English teaching strategy.

2. The students

This research is hoped to help the students to know what effective language learning strategy they should use in language learning process especially to improve their learning achievement.

### **1.5 Scope and Limitation of the Study**

This study is based on only one EFL classroom grade IX of State Islamic Junior High School 1 Blitar. The 36 students from class IX will respond to the Pupil's Assessment of Learning Styles (PALS) instrument proposed by Reid and

Strnadova (2004), and Strategy Inventory for Language Learning (SILL) questionnaire version 7.0 (Oxford, 1990) , afterwards followed by interview.

### **1.6 Definition of the key terms**

1. Language learning is the process by which humans acquire the capacity to use language.
2. Learning Strategy deals with specific actions, behaviors, steps, or techniques used by students to enhance their own learning.
3. Learning Style is general approaches that the students use in acquiring a new language or in learning any other subject.
4. SILL is a tool that students and teachers can use to assess the specific language learning strategies that are employed by the student in learning a foreign language (Oxford, 1990).
5. Cognitive Strategy deals with the use of the mind (cognition) to solve a problem or complete a task.
6. Metacognitive Strategy is the methods used to help students understand the way they learn.
7. Memory Strategy deals with any of a broad set of techniques that are designed to help one remember.
8. Affective Strategy deals with learning strategies concerned with managing emotions, both negative and positive.

9. Compensatory Strategy deals with environmental modifications or behavioral strategies designed to bypass persistent impairment in attention, memory, executive-function, and/or other cognitive skills as a means to achieve desired rehabilitation goals.

10. Social Strategy is a set of approaches to get students to become active participants in class through interaction with others and sharing of knowledge they have.