

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the thesis which consist of: background of the study, identification of the problem, the aims of the study, and significance of the study.

1.1 Background of the study

English is often considered as a difficult language to learn. Even though English is difficult to learn, students in Indonesia are required to learn it because it becomes a compulsory subject in tertiary education , such as: universities and colleges, and secondary education , such as : junior high schools and senior high school.

In secondary education context, English is a compulsory subject in the curriculum Based on the Government Regulations of Education National Standard No 32/2013 Chapter IV & VIII Paragraph 3, Article 77K & 77P in the Structure of Curriculum explains that language is the component of local content and also become a general content in the curriculum. This authority of secondary level of education for senior secondary schools, vocational secondary schools, Islamic senior secondary schools, and Islamic vocational senior secondary schools (in Indonesian language: Sekolah Menengah Atas (SMA), Sekolah Menengah Kejuruan (SMK), Madrasah Aliyah (MA), dan Madrasah Aliyah Kejuruan (MAK).

Language learning strategies is the certain actions to facilitate and maximize the learning process by their behavior, mental process, and technique that learner apply in the learning process to help the learner ease, exciting, adaptable,

independent, and successful in reach a learning strategies. (Chuin & Kaur, 2015; Oxford, O' Malley & Chamot, 1990; Chamot & Kupper, 1989; Rubin, 1987; Rigney, 1978). Moreover, Alfian (2016) states that people who get success in learning process more by using language learning strategies. Every learner has different strategy to use to learn language because of the differences of their profile and level of education.

In English as Foreign Language (EFL), several research have been done to identify students' language learning strategies profile in tertiary education (Hapsari, 2019; Dawadi, 2017; Foster, Sriprom & Nampanya, 2016; Hoang, 2013) and secondary education (Hadi, 2017; Alfian, 2016; Gavriilidou & Mitits (2016); Yabukoshi & Takeuchi, 2009). However, research on language learning strategies in secondary education of Islamic schools context is still limited (Syehrudin, 2017; Qomariah, 2018; Indrayani, 2018). Islamic school is the place for people who have intended to learn the more Islamic value and science knowledge. Solichin (2013) argues that English becomes an important language to learn English can be a language to spread Islamic values internationally. This becomes one explanation on how English is also important in the Islamic schools . The setting of this study is in an Islamic secondary school. The participants are grade XII students who learn English as a Foreign Language (EFL). Knowledge of language learning strategies will be useful for grade XII students for their national examination and preparation to tertiary education.

1.2 Formulation of the problem

What are language learning strategies used by grade XII students of an Islamic secondary school?

1.3 Objectives of the study

The aim of this study is to identify language learning strategies used by the grade XII students of an Islamic secondary school in EFL context.

1.4 Significance of the research

This research will contribute on theoretical, empirical and practical ground. On theoretical discussion, this study will introduce the readers on the concept of language learning strategies. Furthermore, on empirical discussion, this study will provide empirical evidence on language learning strategies chosen by students in an EFL Islamic secondary school. On practical ground, the study will be useful because the teacher will know what is language learning strategy used by the students to have a good learning process. Moreover, the school can be more effective to provide the learning support if they know the language learning strategy used by the student.

