

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the paper. It covers the background of the study, identification of the problem, limitation of the problem, formulation of the problem, the aims of the study and the significance of the study.

1.1 Background of the study

All students have their own strategies that they will apply to themselves in learning English, including Indonesian's students. According to Liu and Chang (2013), learning strategies are the conscious thoughts and actions that learners take to achieve their learning goals. It means that every learner has their own methods to grasp the lesson and perceive about what they learn.

Language learning strategies have been studied for a long time. Language learning strategies as Oxford (1990) states: "LLSs are steps taken by the learners in order to gain language training and develop language skills and divided the methods into direct and indirect including information, memory, behaviors, vocabulary knowledge, grammar rules, thought and mental processes". Not mention how important learning strategies' affect students' achievement, but Kunasaraphan (2015) had found that as more frequent the students used language learning strategies as higher their English proficiency become. Furthermore, many

studies have been conducted and found the importance of learning strategies for students.

The study of language learning strategies commonly used by the students is important so that the students can develop the least used strategies in order to improve their learning English. However, they have different language learning strategies. According to Alfian (2016), learning English whether in the classroom or a natural setting, needs strategies in order to achieve the goal of learning which is to be capable to use the language well. The focus of language learning strategies research was to find out whether the student's ability is affected by the use of specific strategies and the strategy used by successful learners. Additionally, Antalan, et al (2017) define these techniques or strategies are applied to each student to motivate themselves to deal with difficult language activities. Thus, language learning strategies can actually help students to learn on their own strategies.

In the context of learning English as a Foreign Language (EFL), Liu & Chang (2013) surveyed Taiwan EFL students, they found that the participants of high academic self-concept used metacognitive strategies the most, while the participants with low and medium academic self-concept used compensation strategies the most. Another EFL context, Kunasaraphan (2015) surveyed Thailand EFL students, and showed that the first year students used indirect strategies in learning English more than direct strategies, and Metacognitive is the

most frequently used. Another EFL context from Solak & Cakir in 2015 surveyed Turkish EFL and found that they preferred to use metacognitive and memory strategies the most. Turkish learners mostly said or wrote new English words, and asked the other person to say it again if they did not understand something in English. Regarding the least used strategies, they did not prefer to write down their feelings in a language learning diary. And another EFL context from Anam & Stracke (2016) surveyed Indonesian young learners, and found that the young learners use socio-affective and metacognitive strategies. So the most strategies involved learning from others and managing one's own learning, while the less strategies used dealt with memorizing words and practicing outside the classroom.

Based on Alfianti (2017), her research aimed to investigate the highest and lowest frequently used of language learning strategies used by students in learning speaking. The result of this research was meta-cognitive strategy had the highest score which means the most strategy used by students and affective strategy had the lowest score. Differently with the previous research, Solak & Cakir (2015) in this research aimed to determine the use of language learning strategies of e-learners. The final result showed a significant difference was found for females in cognitive strategies and males in meta-cognitive strategies.

The previous study from Kunasaraphan (2015), the research aims to identify language learning strategies used by first year students at international college. The study revealed that the students mostly used metacognitive (indirect

strategies) than direct strategies. Other research by Sadeghi & Attar in 2013, the aims of the research to investigate language learning strategies used by EFL learners in Iran. From the research found that there were no significant differences between the students' choices of language learning strategies in learning English at different ages.

In general, the previous studies showed that learners had some various language learning strategies while learning English. Considering the phenomena mentioned earlier, this present study focuses on senior high school students and aims to know about what strategies that used often by the freshmen while learning English. It helps the students know the strategies that they use in learning English which is appropriate with their characteristics.

The freshmen are chosen by the researcher because they are students who are in transition from junior high school into senior high school, which means the strategy when learning English in senior high school will be different when they are in junior high school, they tend to use varied language learning strategies. some students lack understanding in choosing learning strategies that they will apply in learning English, lack of vocabulary and motivation, thus making them less confident in learning a foreign language, so students do not interest to learn English. The researcher is also interested in identifying what strategies that used usually by freshmen in senior high school while learning English in their daily life. Thus, it helps the students grasp the strategies that they use in learning English that is suitable with their characteristic.

The previous studies were small scale survey studies and did not involve freshmen in senior high school, therefore in this study, the researcher took a big scale survey study which means the researcher involved more than 100 freshmen in the senior high school.

1.2. Identification of the Problem

The researcher analyzes what are language learning strategies employed by freshmen in a public secondary school in Yogyakarta. The problem related to student's language learning strategies use in learning English. Freshmen in the senior high school are students who are in transition from junior high school, therefore their learning strategies while learning English in class X will be different when they were in junior high school. Several students lack understanding in choosing learning strategies that they will apply in learning English. They do not realize that learning strategies is an important in learning a foreign language, especially English. This is suitable for the purpose of the study.

1.3. Limitation of the Problem

This study will investigate language learning strategies that are used by freshmen in a public secondary school in Yogyakarta. It includes about language learning strategies used most by the students in learning English.

1.4. Problem Formulation

Based on the background mentioned above, the problem of this research is formulated in the following questions:

1. What are the language learning strategies used by freshmen in a public secondary school in Yogyakarta?

1.5. Objectives of the Study

The aims of this study are:

1. To identify the language learning strategies used most by freshmen in a public secondary school in Yogyakarta.

1.6. Significance of the Study

The results of this research aim to give contribution to the students in a public secondary school in Yogyakarta, all English teachers generally and English teachers in a public school in Yogyakarta especially, university students of English language education and other researchers generally.

1. For freshmen in a public secondary school in Yogyakarta

The researcher hopes that this research will help the students to know their characteristic in selecting the language learning strategies in learning English.

2. For University Students of English Language Education

The researcher hopes that this research can help students of English Language Education, as future English teacher in conducting further research on language learning strategies. They can learn from this research as reference in deciding strategies of language learning.

3. For other researchers

This study is expected to bring benefits such as, provide information for further research regarding language learning strategies used most by the learners in learning English.

