CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research question, the purpose of study, and the scope of the study. The last part of this chapter gives the significance of the study.

1.1 Background of the Study

The language learners use various kinds of language learning strategies to facilitate their language learning (Oxford, 1990). Language learning strategies is actions consciously taken by learners to regulate their language learning (Griffiths, C. & Oxford, R., 2014). It is important because it makes student's learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990).

Some research found that language learning strategies affect students' learning and improve their language competence. Yulianti (2018), Ardiansyah (2013), and Nurdianingsih (2018) found student with better learning strategies get better language skills score. Another research conducted by Tunç (2003) and Nurdianingsih (2018) found the language learning strategies have notable relation with students' achievement score. Further, Nurdianngsih noted that there is a strong correlation between learning strategies and language proficiency. The result of the research indicated learning strategies as the factor that could help student in learning language, supported by the statement according to Griffiths (2003), "language learning strategies are a significant factor in successful language learning."

Nevertheless, many students do not use them [language learning strategies] inefficiently (Griffiths and Tang, 2016). Ardiansyah (2015) found low score speaking test student do not applicate the learning strategies properly. Gani, S., A. Fajrina, D., and Hanifa, R. (2015) also

found low performance speaking students do not use learning strategies consciously and appropriately.

However, the context for previous language learning strategy research has addressed on language learning conducted in a traditional classroom environment (Zhou and Wei, 2018). Development of information and communication technology has rapidly changing the people's way of thinking, acting, interacting, learning and living (Ribeiro et.al, 2015). Especially for the student, that will be change the way of students learning which affects the learning language environment.

Furthermore, the use of mobile technologies and online resources demand language learners understanding and engaging appropriate language learning strategies using technologies. Nevertheless, it does not change the fundamental knowledge, practicing and needs of language learning strategies (Oxford & Schramm, 2007 as cited in Zhou and Wei, 2018).

Considering the importance of language learning to supported students' language skills competence, students should have ability to know kind of strategies that most suitable and support their learning. They also should have ability to analyze which strategies have better influence on their language competence and language learning (Prabawa, 2015). Further, they require considering potential of using another kind of language learning strategies (Ardiansyah, 2015).

In this research, the writer proposed to identify language learning strategies used by students. This study limited only in learning English. The writer used SILL (Strategy Inventory Language Learning) to collect data and identify the language learning strategy employed by English Department students. So, learning strategies used by students that enhance their language learning, especially in learning English, could to be found.

1.2 Problem Statement/Research Question

Based on background explained, researcher points out a problem as follows:

What are the types of learning strategies used by students' in learning English?

1.3 Purpose of Study

Based on the research questions above, the purpose of this study is to describe the types of students' language learning strategies in learning English.

1.4 Scope of the Study

This research focuses on identifying as well as describing the type of language learning strategies is dominant used in learning English by students at English Language Education Study Programme at State University of Jakarta.

1.5 Significance of the Study

This study is beneficial for English Education Programme particularly a lectures who to know the dominant of learning strategies used by students in learning English. It is also significant for learners to practice using the dominant strategies by learners to develop their learning.