CHAPTER I

INTRODUCTION

1.1 Background of the Study

Online learning has become an important component in education, and it is believed to provide unique advantages in the learning process (Appana, 2008; Dolence & Norris, 1995; Katz, 1999; Shopova, 2014). As Dolence & Norris (1995) stated, online learning creates opportunities for active learning. Through online learning, students are also can control their learning pace and activities can be flexible because the learning process is student-centered (Clarke and Hermens, 2001). Therefore, in many countries, instruction has started to shift from traditional to online learning environments. Including Indonesia, online learning has been implemented in many schools and universities. It is stated in the Regulation of the Minister of Education and Culture No. 109/2013 as well No.109/2014 which regulates the Implementation of Distance Education in schools and higher education.

This shifting of the learning environment from traditional to online form has been occurring in all fields of education, including English language instruction (Vovides, et. al, 2007). However, there is a research finding which shows that students had difficulties in learning English online because the material presented by the teacher was not well received and the question and answer interaction during the learning process was lacking. These result in students being less understanding of the subject and being lazy to learn because of the ineffectiveness of the learning system (Mulyani, 2020). This is

in line with the statement posited by Fortune et al (2011) and Roberts et al (2007) that several problems students might face in online learning are teaching materials, learning interactions, and learning environment. Therefore, to overcome such problems, language learning strategies are needed. Thus students are expected to be able to adapt well to online learning, especially in English class.

Concerning language learning strategies, Oxford (1990) defines them as actions that learners take to make language learning being more successful, self-directed, and enjoyable. Chamot (2004) strengthens the notion by defining language learning strategies as the conscious thoughts and actions that learners take to achieve a learning goal. It can be simplified that language learning strategies are actions taken by learners to engage themselves in learning properly and achieve their learning goals.

Oxford (1990) classifies language learning strategies into six categories; memory, cognitive, metacognitive, compensatory, affective, and social. Each category has its roles in managing students' language learning strategies; memory strategy allows learners to obtain new information by storing and retrieving them, cognitive strategy allows learners to process the information obtained, compensation strategy allows learners to overcome knowledge gaps, metacognitive strategy allows learners how to manage their learning process, affective strategy allows learners how to manage their emotions and motivations during the learning process, as well social strategy allows learners how to cooperate with others during learning. Besides classifying, Oxford (1990) also develops a framework to assess language learning strategy namely

SILL (Strategy Inventory for Language Learning). Its function is to investigate the types of language learning strategies representing students in learning English.

To be good English language learners, students must have their learning strategies. It is because language learning strategies are believed to play a significant role in learning English. Oxford (1990) states that language learning strategies are tools for developing communicative competence. As well Hong-nam and Alexandra (2006) state that language learning strategies contribute to the development of the language system which the learners construct. Language learning strategies also help learners to facilitate the acquisition, storage, retrieval, or use of information and increase self-confidence (Chang, Ching-Yi & Liu, Shu-Chen & Lee, Yi-Nian, 2007). Therefore, applying language learning strategies is important since it supports learners in learning English. The more learners can apply their learning strategies, the more successful they will be. It is because they know their learning goals and know how to achieve them.

Language learning strategies are not only help students to be better theoretically but also practically. As Oxford (1990) states that language learning strategies are used to improve students' skills in a foreign language. In English subjects, there are four skills that students have to master, they are listening, reading, speaking, and writing. Students are considered being successful if they can integrate these skills well. They also can be said to have good communication and effective interpersonal skills if these skills blend smoothly ("Importance", 2019).

Reading is one of the four language skills that must be mastered by students in learning English. It is considered the most important skill in language learning since it is a basic skill for students in gaining knowledge. As Burgoon (1995) states that reading is the most useful skill for foreign language learners since it is the key to a successful academic life, a wide horizon, and access to new knowledge and information. When English learners strengthen their reading skills, they tend to make greater progress in other areas of language learning (Anderson, 2003). In other words, students with good reading skills have a bigger chance of being successful in their academic fields.

Related to reading in online learning settings, there are found some limitations in it. As recent research shows that some students find it difficult since the reading sources are mostly presented in e-book form which may not be easily understood by all students (Efriana, 2021). Another research shows that some students have difficulty in understanding the contents and meaning of the text since online learning is considered not conducive to learning reading (Badriyah et.al., 2020). These two research findings show the ineffectiveness of reading activities in online learning whereas reading is crucial for students as they have to manage a certain academic achievement level (Alfassi, 2004; Brown. 2007; Nordin, Rashid, Zubir, & Sadjirin, 2012).

Based on the explanation above, the researcher is interested to find out the use of language learning strategies in reading, specifically in an online learning environment. As previously explained, language learning strategies are also useful to improve learners' language skills, including reading. Several

studies have been conducted to explore the use of language learning strategies in reading, for example; a study on investigating learners' most preferred language learning strategies to be employed in improving their reading skills in general (Zakaria et.al., 2019), a study on investigating the type and the influence of using language learning strategy in reading comprehension (Pratama et.al., 2015), and a study on investigating the use of language learning strategies in reading comprehension between successful and unsuccessful students (Sari et.al., 2015). However, there has not been a study investigating students' language learning strategies in reading, specifically used in online learning. As we know that many limitations in online environments, one of the examples are not conducive to learning reading (Badriyah et.al., 2020). Therefore, this study aims to investigate the use of language learning strategies in reading, specifically in an online learning setting. The learning strategies investigated cover 6 categories referring to SILL (Strategy Inventory for Language Learning) proposed by Oxford (1990), namely memory, cognitive, compensatory, metacognitive, affective, and social strategies.

1.2 Research Questions

Based on the background of the study, the researcher formulates research questions as follows:

1. What are language learning strategies used by ELESP students based on the framework of language learning strategies proposed by Oxford (1990)?

2. What are reading learning strategies used by ELESP students in online learning based on the framework of language learning strategies proposed by Oxford (1990);

   a) What learning activities are practised by ELESP students in an online reading class in terms of memory strategies?

   b) What learning activities are practised by ELESP students in an online reading class in terms of cognitive strategies?

   c) What learning activities are practised by ELESP students in an online reading class in terms of compensation strategies?

   d) What learning activities are practised by ELESP students in an online reading class in terms of metacognitive strategies?

   e) What learning activities are practised by ELESP students in an online reading class in terms of affective strategies?

   f) What learning activities are practised by ELESP students in an online reading class in terms of social strategies?

1.3 Purpose of the Study

The purpose of this study is to describe the language learning strategies and reading learning strategies used by English Language Education Study Program (ELESP) students in online learning with reference to Oxford's Language Learning Strategies Framework (1990) which covers six strategy categories namely memory, cognitive, compensation, metacognitive, affective, and social strategies.

1.4 Scope of the Study

This study focused on how language learning strategies and reading learning strategies are used by English Language Education Study Program (ELESP) students in online learning. The learning strategies cover six categories of LLS by Oxford (1990); memory, cognitive, compensation, metacognitive, affective, and social strategies.

1.5 Significance of the Study

The findings of this study are expected to be used as further consideration for students in preparing the best language learning strategies and reading learning strategies that are suitable with their learning style.

In addition, the results of this study are also expected to give valuable insights into the field of language education, specifically about language learning strategies and reading learning strategies in online learning.