# CHAPTER I

# INTRODUCTION

This chapter discusses the research background, research problem, research delimitation, research objective, and research significance.

## Research Background

Due to the social context in which English is used, learners of English as a foreign language have some challenges and difficulties when attempting to communicate in English in their day-to-day activities. There are four key language abilities in English that any language learner should focus on developing. These include speaking, reading, writing, and listening. English is the first foreign language taught in Indonesian formal education beginning in elementary school and continuing through university. Therefore, it is the duty of an English teacher to give his students the abilities of speaking, listening, reading, and writing. Students will find it challenging if they are unable to use the right tactics to make learning successful.

Indonesian students had previously studied English for a number of years in high schools. However, Indonesian students continue to struggle with their English language skills and competency level (Haryanti, 2017). The issue centers on how little time is spent in a classroom setting learning English. Even English is now a required subject at secondary or postsecondary institutions, albeit it can only be studied for three hours per week. Additionally, Indonesian students lack practice speaking English, which may be due to the professors' usage of Bahasa Indonesia when instructing English in high schools.

When learning English, students need have learning strategies. Language learning techniques are components of bigger systems that are a part of learning a second language. The learning strategy is a tool for assisting students in accelerating their understanding of the subjects they will be studying. The learning approach can help learners focus their attention on the goal they wish to achieve while also assisting them in understanding the specific facts from the subject they are learning.

The gain teaching and learning techniques must be used in the classroom in order for language learning to be successful. Learners also require language learning techniques in order to control and enhance their own learning and assess their level of autonomy. Self-direction on the part of language learners to study and use the language they are learning is one of the most crucial factors in language learning.

Language learning strategies are certain acts, behaviors, procedures, or techniques that students adopt to better their own development in gaining skills in a second or foreign language, according to Oxford (1990, p. 8), The learning strategy is a tool for assisting students in accelerating their understanding of the material they will be learning. According to Oxford (1990:8), which is consistent with the aforementioned remark, language learning strategies are specific acts made by the learners to make learning easier and more self-directed to new situations. When learning English, the students need to have a learning approach. The learning strategy is a tool for assisting students in accelerating their understanding of the material they will be learning. In addition to helping them focus on the goal they are trying to attain, the learning approach aids students in understanding the specific information from the subject they are studying. The requirement for learning strategies should be acknowledged by students who desire to learn English properly.

According to O'Malley (2005:167) states that people utilize tactics, which include certain considerations or actions, to aid in understanding and learning. Students can use strategies to succeed in their academic endeavors. The kids pick the best approaches to aid them in comprehending language skills. The term "good language learner" can be applied to successful students.

One of the vocational schools in Pangkalan Bun is SMKN 1 Pangkalan Bun. This school offers English as a subject to its students as one of the formal institutions, during the teaching and learning of English. The 2013 curriculum is used at SMKN 1 Pangkalan Bun (K13). The students at this school receive an English lesson that covers speaking, listening, reading, and writing. Speaking is connected with other language abilities, which indicates that speaking is taught indirectly. According to the 2013 curriculum, the objective of learning English is to increase students' communicative competence in interpersonal, transactional, and functional texts. Interpersonal texts are those that are used to connect with others with the intention of establishing good communication through the use of good vocabulary, transactional texts are those that are used to connect with others with the intention of obtaining what we want from the use of text, and functional texts are those that are used to convey information.

The majority of the eighth-grade students at SMKN 1 Pangkalan Bun struggle with applying knowledge, selecting the best processing methods to improve comprehension, and picking up vocabulary when they speak English, according to the researcher's observations. The students' speaking abilities do not match what is expected by the curriculum.

Language proficiency has not been attained. According to the researcher, the students' speaking skills may use some improvement. However, the instructor always introduces fresh speaking techniques at the beginning of the course. However, some of the students still struggle with using vocabulary learning strategies in communication. They lack knowledge on how to choose tactics for learning to talk, utilize words, and speak. They lack linguistic knowledge and communication skills. 75 is the required Minimum Criteria Achievement (MCA).

However, a lot of students develop their speaking abilities. high speaking achievement in the first grade of SMKN 1 Pangkalan Bun, this is the outcome of learning techniques. Memory strategy, cognitive strategy, compensatory strategy, metacognitive strategy, emotional strategy, and social strategy are the six components of the learning approach that has been used. to discover how to apply tactics when learning English.

The following phenomena are follows that the researcher can find based on the statement problem ; some students are confident of their most effective English learning practices, a few students to employ strategies when studying English, and some students find it certain to select the best strategies for learning English.

Based on the description above, thus the researcher are interested in investigating the problem above into a research entitled **“An Analysis of Students’ Language Learning Strategies in Learning English Used by EFL Students’ at SMKN 1 Pangkalan Bun”**

## Research Focus

The researcher focuses on examining the different language learning methods that EFL students at SMKN 1 Pangkalan Bun used. Using the Oxford theory (memory, cognitive, compensatory, metacognitive, and social strategies), the researcher will examine the many types of language learning strategies. The researcher's focus is on determining the most effective language learning techniques that students employ when learning English.

## Research Problem

From the background of the study, the researcher problems can be formulated as “What are the students language learning strategies in learning English at the grade of SMKN 1 Pangkalan Bun? ”

## Research Objective

Based on the aforementioned definition of the research problem, the goal or purpose of this study is to identify the most prevalent language learning techniques used by the students at SMKN 1 Pangkalan Bun.

## Research Significance

The results of this study are expected in the following section.

Theoretical Significance:

1. Hopefully, this research is a able to benefit the writer as a novice researcher

2. These research findings an aspective to be using available especially for students and teacher of English at the grade th grade SMKN 1 Pangkalan Bun

Practical Significance:

1. Besides these research findings, an also respective to be positive available information, especially for those who are concerned in the world of teaching and learning English as a foreign language

2. Finally, these research findings an also respective to be the practical and theoretical information to be development of theories on language teaching in general.

## Definition of Keyword

There so many terms involving in this research. In order to avoid misunderstanding toward the term used, thus following term are need defined:

1. **Analysis**

According to Suharwinoto (2011), analysis includes finding precise information about something, someone, or a few examples. In this study, language learning methodologies used by students to acquire English are being examined.

1. **Language Learning Strategies**

According to Oxford's (1990) definition of language learning strategies, these are methods or tools that students employ to accelerate the development of their L2 skills. Learning strategies are "commensurate steps that learners take to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations," according to the American Council on Education. Oxford's division of strategies into direct and indirect categories. Memory, cognition, and compensatory methods are examples of direct strategies. Metacognitive, emotive, and social tactics are examples of indirect methods.

1. **Learning English**

According to Schmidt and Richards (2010) said learning is the process in behavior, knowledge, skill, etc. come to practice, instruction or experience and result achievement academic English.