

CHAPTER 1

INTRODUCTION

A. Research Background

Learning as a change in behavior that is due to experience, is essentially a very basic functional definition of learning in that learning is seen as a function that maps experience onto behavior, in other words, learning is defined as an effect of experience on behavior, Lachman (1997) in (De Houwer et al 2013). In language learning, we often talk about language skills and language systems. Language skills include: speaking, listening, reading, and writing. The language system includes vocabulary, grammar, and pronunciation. In learning English we must master these four skills well, with good mastery make it easier to learn English. Then in learning English there are also strategies that we can master to improve our language skills well in learning.

All students have their own learning strategies for learning English. Learning strategies help students to understand specific information from the subjects they are studying. Learning strategies do not come automatically, there needs to be good practice. In addition, serious attention is needed to choose a learning strategy based on the objectives to be achieved. It can also be said that learning strategies play a very important role in obtaining the content of the material read by students. Because it is important, this paper will discuss the strategies used by second-semester students in the IKIP PGRI Pontianak environment in learning English. According to Shi in (Rachman, 2020), a language learning strategy is a step that students use to improve their learning to control their learning process by developing language skills, as well as increasing self-confidence and motivation in the learning process. To analyze learning strategies, it is recommended to focus on selecting aspects of new information, analyzing, and monitoring information during

the encoding process, and evaluating learning, so learning strategies are very important to help students reduce their anxiety.

According to Oxford in (Yulianti, 2018) divides language learning strategies into two main classes; direct and indirect strategies. The first class is direct strategy. Direct strategies are behaviors that directly involve the target language, which directly facilitate the use of the language. Immediate strategy memory strategy involves mental processes to store new information in memory and retrieve it when needed. This strategy consists of four sets which include: creating mental connections, applying images and sounds, reviewing well, and using actions. Cognitive strategies involve consciously gripping the target language and fall into four sets which include: practicing, receiving and sending messages, analyzing and reasoning, and creating structures for input and output. Compensation strategies help learners to use the target language for good comprehension or production regardless of limited knowledge. They aim to make up for a limited grammatical repertoire and, in particular, vocabulary. When learners are faced with an unknown expression, they use a guessing strategy, which is also known as inference. The second class is the indirect strategy. Metacognitive strategies allow learners to control their own cognition. They are strategies that require general attention and known material, paying attention, delaying production, organizing, setting goals and objectives, planning language, seeking practice opportunities, self-monitoring, and self-evaluation. Affective strategies help students manage emotions, motivations, and attitudes related to learning. They can be achieved through tempering emotions, pushing yourself, and taking temperatures. Social strategies involve language. Since language is a form of social behavior, it involves communication between and among people.

In the world of education, English is the most important foreign language to learn. Communicating in English has become a core competency that must be developed in all academic contexts. Learning a foreign language is a common expression used to refer to the appropriation

of a language other than the mother tongue, and this learning can result in different contexts, including two in particular: the first, where the language is socially dominant, and the second, where the foreign language is not widely used in the student's immediate social environment (Escobar Fandiño et al: 2019: 2). In learning English as a foreign language there are several factors that influence the success of foreign language learning influenced by intelligence, attitude, ability, and motivation. Motivation is considered a significant role in the success of learning English. Learning makes students gain something new such as knowledge and skills as well as motivation to encourage them to undergo the learning process (Mustafa et al, 2015).

Researchers are interested in taking this study because researchers want to analyze the types of learning strategies used by second semester students in A morning class. In addition, the researcher also tries to find out how students apply their learning strategies in learning English. The researcher chose the second semester students of the IKIP PGRI Pontianak English study program as a place to investigate this problem, the English Studies program was chosen because it is one of the most popular study programs. Therefore, it is interesting to study further what learning strategies are most dominantly successful in English lessons for second semester students at the IKIP PGRI Pontianak English Study Program and how these strategies are applied in learning English with the research title "An Analysis of Learning Strategies in Learning English".

B. Research Questions

Based on the background explanation there, there are some questions of this research, there are :

1. What are the strategies are used in learning English by Second Semester Students of the English Education Study Program of IKIP PGRI Pontianak in the Academic Year of 2021/2022?

2. What are the most and the least strategy used in learning English by Second Semester Students of the English Education Study Program of IKIP PGRI Pontianak in the Academic Year of 2021/2022?

C. Research Purposes

Based on research questions, the purposes of this study are to:

1. Find out what strategies are used in learning English by Second Semester Students of the English Education Study Program of IKIP PGRI Pontianak in the Academic Year of 2021/2022.
2. Find out the most strategies used in learning English by second Semester Students of English Education Study Program IKIP PGRI Pontianak in the Academic Year 2021/2022.

D. Scope of the Research

In this research, the researcher investigated student learning strategies in learning English class A morning of the second semester Students of the English Education Study Program of IKIP PGRI Pontianak in the Academic Year of 2021/2022.

1. Research Variable

The research variables of this study often involve relationships between variables, variables are characteristics or attributes of individuals or organizations that (a) the researcher can measure or observe and (b) vary between individuals or organizations studied (Creswell 2012:112). In this research the variable is the learning strategy in learning English.

2. Research Terminology

This research can describe clearly and does not cause misunderstanding of interpretation, the researcher need to provide confirmation. The following are the terms contained in the title of the study as follows:

a. Learning Strategies

learning strategies are a communication tool that humans have in the form of a sound-symbol system that comes from the human speech or mouth. Language is also a collection of words where each word has an abstract meaning and relationship with a concept. According to Bruen (Syafryadin, 2020), A Learning Strategy was an approach to learning and using information. Students used Learning Strategies to help them understand information and solve problems.

b. Learning English

English is the language of the international community that can connect humans with the world in various aspects, including aspects of education. English is one of the foreign languages found in Indonesia. English is designated as the first foreign language in accordance with the Decree of the Minister of Education and Culture No. 096/1967 dated December 12, 1967 (Kartono, 1980: 126) in (Syahputra, 2014). Learning is a change in human character or ability that takes place within a certain period of time and is not only ascribed to the growth process, learning can be in the form of addition, expansion, deepening of knowledge, values, and attitudes, and skills. According to Tomlinson, 2005 in (Maduwu & Pd, 2016) Learning English which is domiciled as a foreign language is the application of English itself which is used in a social context, meaning that language is used in interactions that are carried out in social life. In the world of education, there is a government regulation that makes English subjects a compulsory subject for students to study starting from elementary school to the high school level.

c. IKIP PGRI Pontianak

IKIP PGRI is a higher education institution located in Pontianak which was established in 1981. IKIP PGRI Pontianak was established as a form of interest in the quality of education,

especially teacher professionalism. Until now, IKIP PGRI Pontianak has developed and has four faculties based on teacher education. IKIP PGRI Pontianak is located at Jalan Ampera No. 88 Pontianak, West Kalimantan 78116.

E. Significant of Research

1. Theoretical Significance

Theoretically, this research is expected to be used to add references and study materials to determine the strategies used by students in understanding English learning. Creswell also states that the researcher can limit the scope needed in an investigation (Cresswell, 2014:56). Therefore, the researcher believes that this research can provide more benefits for educators, and for students to improve their abilities.

2. Practical Significance

a. For Lecturer

The benefit of this research for lecturers is to add various concepts of learning strategies in English to understand English as a foreign language. Lecturers can practice concepts and understanding related to learning strategies to understand students better.

b. For Students

The benefit of this research for students is to improve students' skills in understanding learning strategies in English to improve their understanding to get satisfactory results.

c. Other Research

The researcher hopes that this research can help other researchers to explore more ideas, expand variables and help others in improving their English learning strategies.