

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statements of the problems, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the study

People use language as a tool for communication with others. Lewis (2009) says that language is a symbol, gesture, sign, and sound used for communication signs. English is one of the most important international languages in the global era as it is used in all areas of international communication, including the fields of business, health, legal, education, et cetera. In Indonesia, there is a growing awareness of the importance of being able to communicate in English in the society. Due to people's awareness that English has become more important in the global communication, parents have sent their children to the schools that use English as the medium of instruction to familiarize children in communicating with others in English. If parents think that their children studying English at schools only is not enough, they send their children to private courses.

It can't be denied that the government has a big role in always trying to improve the education system and practice of the country. The educational

goal is to produce Indonesian citizens who are smart and competitive in the global era. In line with this, the goal of the English lessons in the secondary school is to enable students to communicate in English. Parents' and schools' efforts in equipping young people with English communication skills is to affirm the statement that to be competitive in the global society, people should be able to communicate in English well in the international communication.

English learners learn English using various different ways or strategies. The strategies chosen by the learners determine the result. Therefore, the use of the appropriate learning strategies is an important factor that will influence learners' successes. Sinclair and Thang (2009) stress that a learner should take responsibility in their own learning and requires specific knowledge regarding himself as a learner, the subject to be learnt, learning context, and the process of learning. In the process of learning, a learner should use the appropriate learning strategies. Eroglu, M., and Ozbek, R. (2018) have found out that the use of appropriate learning strategies in the learning process determines the learners' result of learning. Gibbons (2002) says that learning strategies set by the learners can increase the knowledge, skill, accomplishment, or personal development in their learning progress.

Oxford (1980) develops two language learning strategies, direct strategies and indirect strategies. The direct learning strategy consists of memory strategies, cognitive strategies and compensation strategies in the

direct learning. The cognitive strategy involves practicing, receiving and sending messages, and analyzing and reasoning. The indirect strategy used by English learners do not require the use of English as the purpose of the study, but as the supporting language of communication. The indirect learning strategy consists of metacognitive, affective and social strategies in indirect learning.

Based on the writer's knowledge, learners from different family backgrounds may use different strategies in the process of learning. A learner may learn English only at school as a lesson. She or he does not give other efforts to use English outside the class. Another learner may learn English at school, but she or he may also play digital games in the gadget using English and enjoys English songs and movies. Still another learner may learn English at school where English is also used as a medium of instruction, find English exposures outside the school, and speak English at home. Of course, this different learning situations can give different results of learning. The situations also give a picture of the use of the direct and the indirect learning strategies. This situations of learning have made the writer curious about what learning strategies are used by successful learners of English.

In the current curriculum, Curriculum 2013, the learning standard process (*standart proses, permendikbud, lampiran 34, 2018*) requires the implementation of students' centered learning. This means that students should be more active in their own learning. Even in the English classes, students do

more tasks and projects, and the assessment of students' achievement is done through test and non-test. This way of learning requires students to make more efforts and use the appropriate learning strategies to finish all the tasks and to achieve high results.

Another important factor that influences the learning is the learner itself. The learners' motivations contributes to their English achievements. Gardner and Lambert (1972) divides motivation in English learning into two types; namely integrative and instrumental motivation. Integrative motivation reflects the learners' motivations to learn English in order to be able to communicate with the people who also speak English, whereas instrumental motivation means the learners who study English have to fulfil certain objectives, pass the examination, join a debate club, and get a new job.

Based on the explanation above, this study aims at finding out the strategies learners' use to learn English. Specifically, the writer is curious about the strategies used by the senior high school students who are high achievers of English.

1.2 Statement of the Problem

In line to the background of the study, the statement of the problem is “What direct strategies are used by the senior high school students who are the high achievers of English?”

1.3 Objective of the Study

Derived from the above problem statement, the main objective of the study is to examine the learning strategies of the senior high school learners in learning English.

This objective of the study is to examine:

- the direct strategies used by the senior high school students who are the high achievers of English.

1.4 Significance of the Study

The results of this study hopefully can give benefits to people who teach and learn English language learners who use the similar strategies, which is cognitive strategy, and further research.

The result of this study is also expected to be able to encourage the learners in learning English language by focusing on speaking activities with the strategies that are proven to be the most-determining success strategies used.

1.5 Theoretical Framework

The writer focuses on learners' strategies in learning English. This study relies on direct learning strategies of Oxford (1990) to help the researcher in finding out the answers of the problem statement.

1.6 Limitation and Scope of the Study

The study focuses on the learning strategies used by the high school students in learning English. Specifically, it discusses the students' learning strategies based mainly on the cognitive learning strategies developed by Oxford in 1990. The writer will analyze the cognitive learning strategies used by 3 (three) high school students, in the same class, who are considered successful in learning English as shown by their English scores.

The writer analyzes learning strategies which are used by the students outside the class hours. Thus, the study covers the individual learning strategies which may also involve any activities that may indirectly support their English competence development. Nowadays, there are quite many activities, such as playing digital games, listening to and singing English song that can help students develop their English skills and competence.

The learning strategies beside cognitive strategies in this study are out of the writer's concern.

Based on the explanation above, as the focus of the study is on the individual learning strategies; therefore, any activities done in the classrooms with the teachers are beyond the study and they aren't included in the data collection and analysis.

1.7 Definition of Key Terms

1. Learning strategies are specific actions taken by the learners in order to make learning process more enjoyable, easier, faster, more self-directed, more effective, and more transferrable to new situations (Oxford, 2003).
2. Cognitive strategy is one of Oxford's strategies that can be used in language learning. Oxford divides the strategies into direct strategies and indirect strategies. In this study, the writer concerns of direct-cognitive strategies.
3. Direct strategy which involved the new language directly consisted of strategies used to help the learners in learning language. There are memory strategy, cognitive strategy, and compensation strategy. Whereas, cognitive strategy had four sets which include: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.