

CHAPTER I

INTRODUCTION

This chapter presents the background of the problem in the research. This chapter is very important in this research because it outlines the problems and purpose of this research. This chapter includes six sections, namely (1) background, (2) problem identification, (3) limitation, (4) research question, (5) research objective and (6) research significance.

1.1 Background of the Study

In this century, learning English has become important and many people decide to learn it. English is the dialect of science, flying, computers, strategy and tourism Aziza, (2020). With the advancement of technology, English has an important role in various fields such as education, health, and also tourism/economy. In Indonesia, English is a language that is widely studied by the community, this is driven by tourism which is growing rapidly in Indonesia. Learning English is very important to facilitate communication where English becomes an international language in the world.

In a globalized world, English proficiency is essential, especially for work, study abroad opportunities, and access to foreign information sources. But in recent years, there have been concerns about the level of English proficiency in Indonesia.

Even where progress has been made, improving the broad language competence of the Indonesian people is still a major task. The Proficiency Index (EF EPI) and other standardized tests are some examples of indices that often show that the average English proficiency score in Indonesia is lower than the global average. The exact data used to measure the level of English proficiency in Indonesia may differ from one index to another.

While Indonesia's improvement in English proficiency is desirable, the rankings may change more slowly globally. According to the latest data in English Proficiency Index, Indonesia has improved slightly over time, ranking 80th in 2021 and rising slightly in 2023 to 79th (EF, 2022). Most of the English proficiency assessments in Indonesia are based on various indicators such as the EF English Proficiency Index (EF EPI) and other standardized tests. While the rise from 80th to 79th place may indicate a slight improvement in Indonesia's English proficiency, it is still relatively low in global terms.

This low proficiency in English has many factors and one of them is passive students. Students who are passive or lack participation in the English learning process can be a big obstacle. When students are not active in following lessons, speaking, or practicing, this can slow down the development of their abilities. To overcome this, a learning strategy is needed Marcellino (2015). Learning strategies are one of the factors that affect English proficiency in Indonesia. An education system that focuses on grammatical aspects often does not provide adequate opportunities for students to practice using English practically. Therefore, an

appropriate learning strategy is needed to improve proficiency in English language skills.

Language learning strategies (LLS) were first defined by Rubin (1981) as techniques or devices that can be used by learners to acquire language. In addition, according to Brown, (2000) states the definition of strategy as a specific method of approaching a problem or task, a method of operation to achieve a specific goal, a planned design to control and manipulate specific information. Cohen (2007) also defines strategies as intentions and actions to achieve learning goals and activities. Amerstorfer (2018), LLS are specific methods or techniques used by individual learners to facilitate the comprehension, retention, retrieval, and application of information in a second or foreign language. From all the experts' theories about LLS, it can be concluded that LLS is a specific technique or method used by students to assist them in learning a second or foreign language.

There are several studies related to LLS that have been conducted by researchers. Hong-Nam and Leavell (2006) involved 55 ESL students with different cultural and linguistic backgrounds in an Intensive English Program (IEP) college to get data on the LLS used by them. This study showed that English learners who participated in an intensive English program clearly recognized that learning strategies are part of the language learning process. These learners' reported strategy use indicates a strong preference for metacognitive strategies (metacognitive strategies) that help them manage, organize, and plan language learning. Other studies by Li and Qin (2006) have also shown other factors that can influence the choice of LLS used by EFL students. The study conducted in China showed that

students' learning styles significantly influenced EFL students in choosing their preferred language learning strategies. In addition, a study conducted by Nguyen and Terry (2017) also showed the factors that determine the effective use of LLS. The study was conducted at a university in Vietnam and involved 10 EFL teaching staff and 10 EFL learners. One study conducted in Kalimantan Island, Indonesia by (Tanjung, 2018), investigated students' language learning strategies (LLS) related to the four language skills and students' age especially in the context of higher education in Indonesia. This previous study showed how students' age affects their choice of LLS. From the previous studies, it can be seen that most of the studies investigate language learning strategies in EFL students and few studies examine language learning strategies in ESL students

Research on LLS for vocational students is still scarce, especially those that aim to find out the differences in LLS used by two different study programs. As one of the educational universities in Indonesia, Ganesha University of Education provides English courses to vocational students in vocational study programs at the Faculty of Language and Arts. Therefore, based on previous studies related to LLS, this study aims to find out the types of language learning strategies (LLS) used by students at Ganesha University of Education, especially involving vocational program students at the Faculty of Language and Arts. There are two study programs analyzed in this study, namely English for Business and Professional Communication (EBPC) and Visual Communication Design (VCD).

1.2 The Identification of the Problem

Based on the background above, the problem identification of the research can be stated as follows:

- a. English proficiency of Indonesian students is very low, and it has been an issue in the education system. Indonesia's English Proficiency Index (EPI) is very low compared to other countries in Asia and the world.
- b. Learning a language should be more fun, independent or autonomous in the 21st century. Students are expected to be more active in learning English by implementing learning strategies, related to learning English language. Language learning strategies that are appropriate will help students improve their English.
- c. There are few studies about LLS for vocational students that deal with LLS for vocational students, especially those aiming to investigate the factors or differences of LLS used by students..

1.3 Limitation of Study

The research is limited to English learning strategies used by students in vocational study programs at the Faculty of Language and Arts, Ganesha University of Education. They are students of Visual Communication Design (VCD) and English for Business and Professional Communication (EBPC) study programs, which are registered in the 2022/2023 academic year.

1.4 Research Questions

Concerning the background of study above, the research questions are:

- a. What are Language learning strategies used by Vocational Student
- b. What are the factors that affect the learner's choice of strategies?

1.5 Research Objectives

Based on the research questions above, the research objectives are:

- a. To describe the English learning strategies used by Vocational Student
- b. To describe the factors that that affect the learner's choice of strategies.

1.6 Research Significances

1.6.1 Theoretical Significances

Theoretically, this study could serve as an additional reference for language learning strategies, especially English. Additionally, this study is expected to contribute to expanding knowledge about learners' strategies toward parties.

1.6.2 Practical Significance

- a. For researchers: This research is expected to be useful as a reference for future researchers who want to analyze similar

research.

- b. For lecturers: This research can be useful for lecturers to develop learning strategies that suit the needs of vocational students in acquiring effective English language skills and can find practical applications of this research in their classrooms. They can discover effective strategies to help students learn English. The results of this study can provide teachers with new teaching methods or approaches to accommodate students' different learning styles and abilities. It can also raise awareness about the importance of tailoring teaching methods to each student's needs.
- c. For students: Students learning English as a second language can find the results of this study to be a useful source of information in improving and enhancing their English learning strategies for success in the vocational education environment. This research can help students understand how to optimize their learning process, identify their strengths and weaknesses, and make informed decisions about their study habits. It can highlight the importance of independent learning and the role of motivation in language acquisition.