

CHAPTER I

INTRODUCTION

In this chapter, the author explains the background of the research topic, research problems, research objectives, and the scope and limitations that have been set. Each of these components aims to provide a clear explanation of the direction and context of the research being conducted.

1.1 Research Background

English is a language that is commonly used in various countries as a language of communication between nations or an international language. Apart from that, using English in a business context is increasingly important in the current era of globalization. This will become increasingly visible in the business communications environment. Unfortunately, learning English in Indonesia is unsuccessful because English proficiency in Indonesia is low. A recent report shows that Indonesia was ranked eightieth in the global English Proficiency Index, decreasing down to sixth place compared to last year's position (Atmowardoyo et al., 2020). Released by education company English First (EF), the EPI report revealed that compared to fellow Asian countries, Indonesia is ranked in Thirteenth place. Even though the overall score increased from 466 to 473, Indonesia hasn't moved from the 'low' category, along with countries such as Nepal, Pakistan, and Colombia.

In language learning, students are expected to be more active and independent in learning by applying language learning strategies (LLS). Using language learning strategies aims to support the achievement of language learning goals to be more effective and efficient (Ayu, 2019). Through effective and interactive learning, it is possible to improve the learning process, one of which is in terms of business communication. In the process of learning English, language learning strategies are used as student facilitators to help initial learning develop English language skills (Hong-Nam & Leavell, 2006). Rubin (1981) was the first to mention that there are several specific strategies that others can learn in good language learning. He classified strategies in terms of processes that may contribute directly to learning, i.e., memory, cognitive, compensation, metacognitive,

affective, and social strategies, and those that may contribute indirectly to learning i.e., creating opportunity to practice and use production tricks.

In the context of English language learning, learning strategies specify specific actions taken by learners to make learning easier, faster, more enjoyable, more independent, and more effective. Implementing good language learning strategies has several specific strategies that other people can learn (Nguyen & Terry, 2017). This language learning strategy helps students become learners who can bring results in increasing language proficiency (Oxford, 2016). Therefore, in improving communication skills in English, learning strategies have an important role because language learning strategies allow students to be actively and independently involved in their own learning process.

Researchers have carried out a number of studies on language learning strategies. The first was in a study of management and engineering students where the data reveals that the English language learning strategies used by management and engineering students are not significantly different (Mandasari & Oktaviani, 2018). Furthermore, research conducted by Hapsari (2019) regarding language learning strategies using the Strategy Inventory for Language Learning (SILL) produced findings in the form of students majoring in English education at the Islamic University of Indonesia getting an average score of 3.43, which also means a medium strategy competency profile. Apart from that, Language Learning Strategies (LLS) have also been carried out, namely to find out students' English learning strategies and determine the strategies most often used by students in the sixth semester of the English FKIP Untan Pontianak study program. Based on the analysis results, it was concluded that sixth semester students with a higher GPA use English language learning strategies (Kartikasari et al., 2015). Atmowardoyo et al., (2020) conducted a study about the language learning strategies used by good language learners in the millennial era. This study has revealed two articles. The first article deals with the information technology (IT) media used by the research participants (Atmowardoyo et al., 2020). The second article deals with the learning strategies used by good language learners in the millennial era (Atmowardoyo et al., 2021).

However, until now, only a few studies about the implementation of language learning strategies used by English at vocational study programs have been conducted. Thus, this study aims to analyze the learning strategies used by students of the English for Business and Professional Communication (D4) study program at Ganesha Education University in different years. For this reason, the use of language strategies in learning English aims to fill knowledge gaps by analyzing considerations regarding the extent of success in the English language skills produced by students. The importance of this research lies in its potential to provide insights into the effectiveness of language learning strategies employed by students in a vocational study program. Understanding which strategies are utilized and how they correlate with varying can inform educators and curriculum developers in optimizing language instruction tailored to the needs of students in similar programs. Additionally, examining the relationship between language learning strategies and academic performance can enhance English language education in vocational settings, ultimately benefiting both students and institutions alike.

1.2 The Identification of the Problem

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

- a. The primary issue highlighted is Indonesia's low proficiency in English, as indicated by its ranking in the global English Proficiency Index.
- b. The implementation of language learning strategies used by English at vocational study programs has not been discussed to analyze the learning strategies used by students of the English for Business and Professional Communication (D4) study program at Ganesha Education University. For this reason, the use of language strategies in learning English aims to fill knowledge gaps by analyzing considerations regarding the extent of success in the English language skills produced by students.

1.3 Limitation of Study

Based on the problem identification above, the research would be limited to the English language learning strategies used by vocational study program students, namely the English study program for business and professional communication at Ganesha Education University.

1.4 Research Questions

Based on the background of this research, the research questions are as follows:

1. What are the language learning strategies used by D4 English for Business and Professional Communication?
2. How are the strategies implemented by D4 English for Business and Professional Communication?

1.5 Research Purposes

Based on the problem formulation above, the objectives of this research are as follows:

1. To identify language learning strategies used by D4 English for Business and Professional Communication Study Program.
2. To describe how are the strategies implemented by D4 English for Business and Professional Communication

1.6 Research Significance

1. Theoretical

Theoretically, this research could be helpful for adding references to language learning strategies, especially English. Additionally, this study is expected to contribute to expanding knowledge about learners' strategies toward parties.

2. Practical

Practically, the benefit of this research for lecturers is that they know which LLS is most commonly used by students so that learning can be directed to the LLS that is most dominantly used by students. Apart from that, this research is also expected to be useful for increasing students' knowledge of LLS. Hopefully, this

research will be helpful for future researchers who want to research the same thing but with different subjects. It can also be used as a literature review

