

CHAPTER I

INTRODUCTION

In this chapter, the author explains the background underlying the research topic, problem, objectives, and scope and limitations. Each component is designed to provide a clear and comprehensive explanation of the direction and context of the research conducted.

1.1 Background of The Study

English is a global language extensively utilized across different nations, including Indonesia. In the era of Industry 4.0, marked by technological advancements and a growing demand for skills, its impact on education in Indonesia is substantial. English plays a vital role in the 4.0 era, as it is an international language used in global communication in various fields, including technology and business. In the 4.0 era, English language skills are becoming increasingly important, as many resources and information in technology, business and science are delivered in English (Mampuono, 2022). As a Z generation, young people use English daily, especially in industrial work, which requires us to master English.

In Indonesia, the use of foreign languages is increasingly widespread and is favored by schools and various international-level programs (Wijana, 2018). In the independent curriculum, English is a compulsory subject at various levels of Indonesian education, ranging from SD to SMP and SMA to college students. According to Piaget's theory, a theory developed by Jean Piaget in 1936, students in the concrete operational stage have logical thinking that can be replaced with intuitive thinking through the application of concrete examples (Rahmawati, 2022).

However, Indonesia's English Proficiency Index (EPI) is still relatively low compared to other Asian countries. Indonesia is ranked fourteenth. Although the score in 2021 increased from 453 to 466, Indonesia has not moved out of the 'low' category, along with countries such as Nepal, Pakistan and Colombia (Mariska, 2021). Nowadays, in 2023 Indonesia is still in the low category in Asians, which is ranked 79th (EPI, 2023). Thus, appropriate

learning strategies are needed for successful language learning.

Indonesians learn English in various ways depending on their creativity and learning resources. The progress of learning English Indonesian depends on the extent of differences and similarities between the language of students and the English language (Izzan, 2008). Indonesian learners have a very short time to learn English, so they must use several methods, such as utilizing technology through applications and websites that are already available or learning by attending English courses. The development of taxonomy integration combined with teaching styles, different teaching strategies and electronic media can help the teaching and learning process (Franzoni, 2009). In addition, the effective use of multimedia must pay attention to the design and use of multimedia itself (Zheng & Zhou, 2006). On the other side, using L1 as a medium of instruction can be very helpful for learners because they understand complex sentences more quickly, but using L1 can also be an obstacle to improving students' English learning skills. Learners exposed to standard instruction procedures achieve varying degrees of success in language learning. The concept of language acquisition as the spontaneous development of language even in the absence of instruction has shifted researchers' attention away from methods and products of language teaching and toward processes in language learning known as language learning strategies (Öztürk, M., & Çakıroğlu, Ü., 2021).

Language Learning Strategies (LLS) are parts of larger systems that are included in learning and acquiring a second or a foreign language (Warahmah, Ras and Nababan, 2018). Using the most effective strategies to gain knowledge and skills to learn the English language successfully is essential. On the contrary, in Indonesian context, mainly for EFL program, students are not well familiar with learning strategies and dependent on their lecturers (Aunurrahman; et al, 2013). Most learners use English to communicate and learn it naturally without knowing the right language learning strategies. Learners employ specific strategies and styles (Wahyudin and Rido, 2020). The awareness of learning strategies is advantageous for learners as it can help them acquire the knowledge better (Nakatani, 2005). Applying language learning strategies is a method for second language learners to make it easier to learn a

new language. However, language learning strategies are human thoughts and actions used consciously to reach the learning goal. (Chamot, 2004). Therefore, language learning strategies are not only about the method and unique acts but also about thoughts and actions with the characteristics of consciousness (Chamot, 2004).

The language learning strategies used affect learners' success in learning a language. In addition, studies on second or foreign language acquisition have suggested that success in learning a language depends on how much the learner's efforts or strategies contribute and his active involvement in learning and using the target language (Marwan, 2016). Appropriate language learning strategies are oriented toward the broad goal of communicative competence (Oxford, 1990). Language learners are capable of using a wide variety of language strategies appropriately and can improve their language skills in a better way. On the other hand, the level of failure that occurs to some students in learning English can be caused by several factors, such as family background, environment, economy and culture (Fedderholdt, 1997)

Language learning strategies of undergraduate EFL students show that metacognition has been the most frequently used strategy, followed by social and compensation strategies. In contrast, affective strategies are the least used by students (Wahyudin, 2020). Language learning strategies of undergraduate EFL students show that metacognitive strategies are the most frequently used, followed by social and compensation strategies. In contrast, affective strategies have become the least used by students. In addition, Language Learning Strategies (LLS) have also been carried out (Fatimah, 2020), that an analysis of language learning strategies used by EFL student teachers at the English language education program in Universitas Negeri Padang, the result showed all international student teachers employed all strategies as the high level with the most frequently used is metacognitive strategy and the latest frequently used is affective strategy. Currently, the author aims to analyses the English language learning strategies used by English language education study program students at Universitas Pendidikan Ganesha. To date, the implementation of language learning strategies used by English language education students with different

achievements has not been discussed. Moreover, SILL's adaptation to technology has not been done yet. Researchers have not found the implementation of language learning strategies used by English language education students with different semester levels at Universitas Pendidikan Ganesha.

So far, research on language learning strategies is mostly in higher education context and the use of the most popular language strategies to the least used ones. The gap between previous research and this study is that there is a lack of research focusing on the application of modern technology in English language learning, and previous studies have only discussed traditional methods without integrating new technological advancements.

Therefore, using language strategies for learning English is essential and a basis for considering how far students' success level is produced, with several factors that can affect the learners, including age, gender, GPA, semester, and motivation. Besides that, English has always been a course for developing speaking, reading, writing, and listening skills.

1.2 Identification of the Problem

Learning English in this era is an obligation for all students because it follows the times, and Indonesian education is increasingly advanced. Learners are expected to master foreign languages, especially English. However, it is not proportional to the facilities and resources provided by educational institutions because many students in high school, junior high school and even in universities still do not master English well due to limited learning opportunities and the learning methods used are too monotonous so that students feel bored and have no interest in learning English. At the college level, especially students majoring in English education mostly have difficulty learning various materials because most students do not know how to use the appropriate language strategies according to several factors, including age, gender, GPA, semester and motivation of the students and to know what appropriate strategies can be used. Therefore, the research Language Learning Strategies used by English

Language Education Study Program Students of Universitas Pendidikan Ganesha is the right solution for that problem.

1.3 Limitation of the Study

Due to the limited time and resources in this study, the authors focus only on the strategies used to learn the English language. The information presented is only based on data from S1 English language education program students at Universitas Pendidikan Ganesha in the academic year 2021 - 2023.

1.4 Research Questions

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

1. What are language learning strategies used by English Language Education Study Program Students?
2. What are the factors that affect the learner's choice of strategies?

1.5 Objectives of the Study

Based on the research questions formulated by the author, the objectives of this study are as follows:

1. This research aims to describe the language learning strategies are used by English Language Education Study Program Students.
2. This study also aims to describe the factors that affect the learner's choice strategies.

1.6 Significances of the Study

The results of this research are expected to be useful theoretically and practically:

1.6.1 Theoretical Significance

Theoretically, this research can be useful for adding references in language learning strategies, especially English. It is also expected to increase student knowledge and help in the future.

1.6.2 Practical Significance

Practically, this study was conducted to contribute valuable contributions to students and other researchers.

1. For the Students

This research is expected to be useful for students to find out what the appropriate language learning strategies used and expected to build their awareness of language learning strategies.

2. For the Education Institutions

This research is expected to be useful for education institutions to develop and refine the English curriculum.

3. For other Researchers

This research is expected to be useful for further researchers who want to research the same thing but with different subjects and can also be a literature review.

