

CHAPTER 1

INTRODUCTION

In this chapter, the author describes the background of the research, problem identification, research limitations, research questions, research objectives, and also research significant each component is explained to provide a clear picture of the research topic being carried out.

1.1 Research Background

The development of 21st century skills in Indonesia has affected the use of English in several aspects, one of which is in the aspect of education (Bennett, 2014). The use of English in Indonesia plays a big role, as evidenced by the establishment of English as one of the nine core subjects that need to be taught today (Joynes, 2019). This makes it an obligation for students in Indonesia to master the use of English well which will play an important role. Seeing the importance of using English in the current era, every student strives to achieve success in the English learning process during the learning process, so that they are able to use English in their daily lives. Being one of the foreign languages in Indonesia whose usage patterns are still rarely used in Indonesia, students sometimes find it difficult during the learning process (Samsudin, 2023). To instill success in the use of English, students are required to be more active so that they are able to learn the structure, grammar, and also be able to analyze information conveyed in the use of English during the learning process.

During the process of learning English, for many years and being one of the foreign languages, in fact, people in Indonesia have not been able to master the use of English both in communicating, writing, and also capturing information conveyed in English. According to a global EPI (English Proficiency Index) report, which was released in 2021, Indonesia was ranked fourteenth out of Asian nations (EPI, 2023). Although the overall score went up from 453 to 466, Indonesia, along with nations like Nepal, Pakistan, and Colombia, remained in the "low" category. Then, switching to 2023, Indonesia ranked thirteenth in Asian nations with a score of 473, yet still fell into the low

category. Based on this data, it can be seen that the ability of the Indonesian people to use English is still relatively low.

The difficulty in mastering English faced by Indonesians is affected by the infrequency of English used in daily activities; students tend to use their mother tongue more often during learning activities because they find it difficult to understand information conveyed using full English (Septianasari, 2019). This is the thing that causes the learning process especially In Indonesia, learning English as a foreign language (EFL) makes it challenging for students to interact with native English speakers (Saputra, 2022). Despite the position of the language as a foreign or second language, in language learning, students are expected to be more active in learning by applying language learning strategies. The other difficulties for students during the learning process of English as a foreign language are also affected by factors originating from teachers. The factors can be positive or negative, contingent on the teacher's subject-matter expertise and attitude toward the students and assignment. Learners' motivation to learn can be directly and multiply affected by factors such as the teacher's personality, professional knowledge, enthusiasm, commitment, and professional classroom management skills (Getie, 2020). Other factors may also include a teacher's lesson planning, grasp of the subjects being covered, and teaching/learning strategies are just a few examples of professional factors. Class size, time allotted, student population, and the absence of necessary resources to assist the approach's implementation are examples of practical factors (Marcellino, 2008). Based on this point, using the suitable language learning strategies will help students learn how to study to improve their English.

In addition, while learning English as a foreign language, language learning strategy (LLS) is needed so that students become more interested during the learning process. Language learning strategies is a suitability of language learning methods used by teachers during the learning process of English as a foreign language. The utilization of knowledge that they absorb, store, and recall is made easier for language learners by the application of language learning strategies (Hardan, 2013). Language learning strategies (LLS) is a facility for students in the English learning process that builds students'

enthusiasm for learning in the English learning process.

The LLS classification was developed by Oxford (Cong-Lem, 2019). She divided LLS into two main categories: direct learning strategies and indirect learning strategies. Direct Learning strategies is a language learning strategy involving the language itself, or in other words direct strategies means the students who learn languages directly, or who directly interact with foreign languages, are the focus of direct strategies. While indirect strategy is a learning strategy that does not use a foreign language directly.

Language learning strategies are defined as certain mental and physical behaviors that are performed purposefully and occasionally automatically to improve language learning (Fatimah, 2020). The concept of LLS includes metacognitive, compensation, social, memory, cognitive, and affective strategies.

Based on this classification, some studies on LLS have previously been conducted, such as at Qassim University's in Department of English Language and Translation. This research was conducted with 30 participants who participated in the data collection process. Therefore, the purpose of this study is to examine the LLS used by students at Qassim University's Department of English Language and Translation when learning English as a foreign language. (M. Arinal Rahman, 2022)

A previous study related to LLS was also conducted on students in Bangkok, Thailand. The purpose of this study was to find out which language learning strategies were most commonly used by undergraduates studying English as a foreign language at a public university in Bangkok, Thailand, and any notable variations in the strategy used according to individual differences, such as gender and self-rated English proficiency. 392 Thai undergraduates participated in the study (Charoento, 2017).

In addition, previous study that conducted on Medical Laboratory Technician students in Indonesia, aims to investigate the English learning strategies used by non-EFL students in ESP learning. Specifically, focus on the most common types of strategies and the propensity of non-EFL students to employ these strategies. This study, which involved 37 Medical Laboratory Technician students. (Ibrahim, 2023). This study shows that LLS affects

students' learning style during the learning process.

Some research related to LLS (Language Learning Strategy) also has been conducted, such as research conducted by (Suran RDA, 2016) implemented on students in a Rural Secondary School in Meradong District, and attempts to evaluate students' favored learning strategies. While the research conducted by (NA, 2018). Conducted studies on three-year English degree programs at the University of Algiers 2's English department, involving 56 first- and third-year students in each program. The purpose of this study is to examine the patterns of language learning strategy use by two student groups.

Some of these studies suggest that language learning strategies (LLS) play an important role in the success of learning English as a foreign language. Yet, so far, little attention has been given to the research on using LLS (Language Learning Strategy) by students studying two different foreign languages.

This research analysed the English Language Learning Strategies used by students from non-English foreign language study programs. As we know, English as a foreign language (EFL) is also studied by students who come from non- English majors, one of which is students who come from Japanese Education majors. Students in the Japanese Education Department (JED) at Ganesha University of Education in the 2016/2017 academic year and also students in the 2018/2019 academic year, they only get English courses in the first semester during the learning period with the name of the course 'English Language' where this course is a compulsory course that they get at least once during the lecture period they take. Whereas in the 2019 curriculum, the students in the Japanese Language Education department get another English courses with the name of the course 'English for Tourism'. Within a short period of time to master English learning, students are expected to learn actively so that success in the English learning process can be achieved, and also the process in Japanese learning.

This research conducted to identify and find out the learning strategies and the factors that used by students who come from Japanese Language Education in Universitas Pendidikan Ganesha.

1.2 Identification of the Problem

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

1. In countries where English is as a foreign language like Indonesia, many students fail to master the language even though they have learned English for several years. To improve their students' language abilities, teachers in EFL environments, like Indonesia, frequently use textbook materials (Kristiawan et al., 2022). With the changing times that are developing today require each individual to design an interesting and good language learning strategy, so that the learning process can run well and provide good benefits as well.
2. The students have never received any formal learning about what the effective language learning strategy (LLS) used in English language.
3. There are few researches about LLS dealing with non-English language students, especially aiming at investigating the strategies used by students who study another foreign language during the English learning process.

1.3 Research Limitation

Based on the identification of the problems described above, the focus of this study is to find English Language Strategies (LLS) to students from non-English majors. This research was focused on students from non-English study programs in the Japanese language education department in academic year 2022/2023 at Universitas Pendidikan Ganesha. The writer assumes that there must be several appropriate strategies in English Language Learning for students from non-English majors, so that all of the students and also the teacher knows the language learning strategies used by the other foreign language learners while learning English Language and then the success of learning English can be achieved.

1.4 Research Questions

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

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

1.5 Research Objectives

According to the research questions above, the research objectives are:

1. To describe English Learning Strategies (LLS) used by Japanese Education Study Program
2. To describe the factors that affect the learner's choice of Language Learning Strategy that they use while learning English as a foreign language

1.6 Significance of the Research

The results of this study are expected to provide benefits both in theory and practice as described as follows:

1.6.1 Theoretical Benefits

Theoretically, this research can be useful as additional references in language learning strategies, especially English. In addition, this research is also expected to be useful to increase knowledge about learners' strategies for concerned parties.

1.6.2 Practical Benefits

A. For Lecturer

This research is expected to assist lecturers in determining appropriate strategies for learning the English Language as a foreign language, especially for students who come from non-English majors. The subjects of this research are students who are learning English as a foreign language.

B. For readers and prospective teachers

This research is expected to provide information regarding the importance of choosing a technique in developing strategies for teaching English as a foreign language subject so that the learning process will run in a fun way.

C. For researchers

This research is expected to be able to add information, as well as knowledge in developing strategies to teach English lessons to students from non-English majors who can later be used as provisions as prospective teachers before being assigned.

