

## **CHAPTER I**

### **INTRODUCTION**

This chapter discuss about background of the research, problem of the research, objectives of the research, and significance of the research.

#### **A. Background of the Research**

Learning is a fundamental aspect of human life, it plays a crucial role in one's development throughout life. According to James O, Whitakker in Darsono (2000, p.4) Learning may be defined as the process by which behavior originates or is altered through training or experience. Through learning, a person can gain new knowledge, hone skills, broaden horizons, and explore personal potential. Learning itself is defined as a relatively permanent change in behavior potential as a result of experience or reinforced practice. Learning is a result of the interaction between stimulus and response. Learning is an activity or a process to gain knowledge, improve skills, improve behavior, attitudes, and strengthen personality. In daily human life activities can almost never be separated from learning activities, both when a person carry out activities alone, or in a certain group. Whether we understand it or not, most of the activities in our daily lives are learning activities. Experiences that occur repeatedly give birth to knowledge or a body of knowledge.

According to Daryanto (2009, p.2) learning is an effort process carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. This opinion is almost in line with

the opinion of Suyono and Hariyanto (2014, p.9) learning is a process of behavioral or personal change or changes in a person's cognitive structure based on certain practices or experiences from the results of active interaction with the environment and learning resources around it.

According to M. Ngalim Purwanto (2014, p.85) learning is a change that is internal and relatively stable in behavior through practice or experience that concern the environment and learning resources around it. In the learning process there are many things that must be learned by someone both in terms of education or in terms of non education. One of the most important things to learn in terms of education is learning English. English is an international language spoken in many countries around the world, meaning that is the most commonly used language in global communication, in business, politics, education, and everyday life. By mastering English, people can understand and communicate with other people from different countries and cultures, thus opening up opportunities to expand social and professional networks. It can help someone to broaden someone's horizons and experiences, and make it possible to learn from different perspectives, and open up opportunities to work with people from different backgrounds. In addition, the ability to communicate in English can also help someone in traveling or when living abroad, and can open up opportunities to learn and experience new things first-hand. Furthermore, English can also open up access to various online learning resources such as online courses, webinars, and e-learning platforms. Now many educational institutions and organizations provide

online learning resources in English, allowing someone to learn from anywhere in the world.

According to Liu & Hu (2021) states that “English is an international language used by people to communicate”. In essence, English is the original language of England but has become an international language because it is widely used by more than 53 countries, one of which is Indonesia. In Indonesia itself, English is one of the important subjects that a person learns from elementary school to college level. In learning English, someone must have a good learning strategy to make it easier to master English. Several previous studies have explored the importance of learning strategies as well as the effect of learning strategies in English language learning. The results of these studies have shown that language learning strategies play a crucial role in facilitating or improving the language learning process. Therefore, it is clear that many studies have examined and validate that the efficiency of language learning strategies can help facilitate the language learning process.

According to Oxford (2005, p.8) language learning strategies are certain actions, behaviors, steps, or techniques used by students to improve their own ability to develop foreign language skills. Learning strategy is step in guiding learners to facilitate their process in mastering the content of what they will learn. The students should have good learning strategies when they learn English.

Learning strategies also students who want to learn English well should realize learning strategies are part of their needs. According to O’Malley in Dorynei (2005, p.167) strategies involve specific contemplations or behaviors that

people use to help them understand the learning process. Strategies can make students successful in learning.

After the researcher conducted pre-observation at the school, the researcher found that each student used a different language learning strategy with other students. There are some students who score more than 70 in learning English and there are also some students who score less than 70 in learning English. This happens because some students have strategies and some students do not have strategies in the English learning process. Therefore, based on the pre-observation and statement problem the researcher is interested in conducting a study with the title “An Analysis of English Language Learning Strategies of the Eleventh Grade of SMA Taruna Tunas Bangsa”. The researcher will analyze the language learning strategies used by eleventh grade students in learning English at SMA Taruna Tunas Bangsa.

## **B. Problem of the Research**

### **1. Limitation of the Problem**

This research will focus to “Analysis of Indirect Language Learning strategies of the Eleventh Grade of SMA Taruna Tunas Bangsa”. According to (Asghar et al., 2018; Huang et al., 2011) there are two types in language learning strategies. Namely Direct Strategies, and Indirect Strategies. In Direct strategy, there are three types, namely Memory Strategies, Cognitive Strategies, and Compensation Strategies. Meanwhile, in Indirect Strategies there are three types, namely Metacognitive Strategies, Affective Strategies, and Social Strategies. But

in this research, the researcher focused on Indirect Strategies such as; Metacognitive Strategies, Affective Strategies, and Social Strategies.

## **2. Formulation of the Problem**

Related to the limitation above, the formulation of the problem is:  
What are The Most Indirect Strategies Used by Eleventh Grade students of SMA Taruna Tunas Bangsa?

## **C. Objectives of the Research**

Related to the formulation above, the researcher made one objectives of this research namely to find the most indirect strategies used by eleventh grade students at SMA Taruna Tunas Bangsa.

## **D. Significances of the Reserach**

The significances of the research is expected to usefull to :

### **1. The Teachers**

This research can help teachers understand the language learning strategies used by their students and can help teachers to adjust their teaching techniques to the language learning strategies used by their students so that the language learning process becomes more effective.

### **2. The Students**

This research can help students better know and understand the types of language learning strategies and can help students to make the language learning process more effective.

### **3. Other Researchers**

The results of this research can be used as a reference for future researchers if they want to discuss the same research.