CHAPTER I

INTRODUCTIONS

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

A.   Background of The Study

According to Setiawati (2018, p.31), learning is a process of strategy carried out deliberately to change attitudes and behavior in different situations before the individual is in a learning situation and after carrying out similar and continuous actions. Meanwhile, according to Abidi and Yahiji (2024, p.22), learning is a process designed by teachers to develop students' creativity, which can improve their thinking abilities, as well as their ability to build new knowledge to improve learning mastery. According to Sinaga and Oktaviani (2020) in learning English, especially speaking, listening, reading and writing skills, teachers must be ready to prepare good plans in the teaching process, this can be a strategy that can motivate students in the learning process.

One of the learning strategies that teachers use in the learning process to support language skills is language learning. According to Arisman (2020), language learning is closely related to learning conditions and interest in learning, through good learning conditions and high interest in learning, learning outcomes will improve which has an impact on a person's learning ability. Learning

strategies are applied by students to improve their learning. Appropriate language learning strategies result in increased proficiency and greater self-confidence. According to Hapsari (2019, p.59), these behaviors and thought processes can help second language learners accelerate their learning of the target language, the teacher's knowledge of these strategies will help language learners overcome problems in the learning process.

Language Learning Strategies are a collection of procedural techniques that students can use to retrieve comprehensive information from foreign dialects. Therefore, it is recommended that the determination and use of dialect learning procedures should consider several components such as age, ability and insight, attitude and inspiration. Learning strategies are one of the key elements of independent learning, which enable students to plan, monitor, and organize their learning Hayat et al. (2020, p.2). Meanwhile, according to Kölemen (2021), the study of language learning strategies has opened an important door in the study of language learning and has developed over time and seems to continue because of the cumulative aspect of scientific research which aims to present an examination of the landscape of language learning strategies and show the important role of academics in exploring factors in language learning strategies.

One type of LLS is direct language learning strategy research. According to Kastur et al. (2020, p.165), direct language learning is strategy learning used to improve student learning outcomes as indicated by the student learning category.

According to Dignath and Veenman (2020), teachers can use direct strategies to activate SRL by providing a learning environment that encourages students to organize their own learning. In addition to knowledge of metacognitive strategies, students must learn how to benefit from using certain strategies, thus building motivation to use other strategies, such as memory tasks, will vary depending on whether their teacher is low or high in their propensity to suggest strategic activities during learning and cognitive strategies are considered learning activities that aim to influence the way the learner processes information.

Direct langauge learning strategies are strategies of the newly learned language. It benefits learners by assisting learners in storing and recovering information when needed. The strategies also aid learners in understanding and use the new knowledge. Direct strategies necessitate digesting the newly learned language in the mind. It helps students store and retrieve information as needed, sub-strategies in direct language learning strategies include by Memory Strategies, Cognitive Strategies, Compensation Strategies (Hasram, 2021, p.31).

Direct language learning consists of various subcategories. The Memory Strategy organizes several words based on their meanings, utilizes visual connections, and employs mechanical memorization techniques. The Cognitive Strategy focuses on practicing in a natural context with clear communication aims, incorporating diverse methods that help to comprehend texts more easily and quickly, highlighting key information. The Compensation Strategy involves using synonyms or explaining concepts (Chilkiewicz, 2015).

Several studied show data presentation and data analysis, this research was conducted to analyze and classify the types of students. Direct language learning strategies in teaching English. The collected research is classified. By Alfiani, V (2019), with the title "*An Analysis of Students' Language Learning Strategies in Learning English at Mts Ummatan Wasathan Pesantren Teknologi Riau*", Researchers concluded that students at the MTS Ummatan Teknologi Wasathan Riau Islamic Boarding School Class 8, concluded that the results of the highest number of memory strategies were 16.42%, compensation strategies 6.35%, and cognitive strategies 5.50%.

The second Putri (2023), entitled "An Analysis of Direct Language Learning Strategies in Writing Skill Used by English Education Department Students". Researchers concluded that students English education department at the Padang State University. The result memory strategies were the most predominant with a score of 3.73. These strategies enable students to memorize words efficiently. Compensation strategies achieved a score of 3.65. Lastly, Cognitive strategies secured a score of 3.38.

Different from the two researchers above who showed that memory strategies were used more often by students. Based on the findings (Kartikasari et al., 2015) with the title *"Language Learning Strategies in Learning English"* They found that, compensation Strategy 3.59 is the most strategies used by students FKIP UNTAN Pontianak, then the second is cognitive Strategy 3.38 and the lowest score is memory Strategy 2.71.

After the researcher conducted pre-observation at SMP Negeri 23 OKU, the researcher found that two English teachers at the school had taught using direct language learning strategies as one of the English language teaching. According to one English teacher, the direct language learning strategy can provide detailed explanations to all students with the aim of developing skills and knowledge through practice and teaching. According to another English teacher at the school, there are several students who understand the material very easily if taught using a direct language learning strategy because these students like learning using the lecture strategy. There are also some students who are not interested in the lecture strategy but prefer to learn using audio-visual because it makes it easier for students to remember all the lessons and there are also students who prefer learning by discussion as a learning strategy, but according to the English teacher's explanation. At SMPN 23 OKU students still have difficulty choosing direct language learning strategies to use as learning strategies. Therefore, based on initial observations and problem formulation, researchers are interested in conducting research with the title "An Analysis of Direct Language Learning Strategies of The Ninth Grade of SMPN 23 OKU". Researchers will analyze the direct language learning strategies that are most often used by ninth grade students in learning English at SMPN 23 OKU.

B.   Problem of The Study

    1. Limitation of The Study

This research will be focus to "Analysis of Direct Language Learning Strategies of The Ninth Grade of SMPN 23 OKU". According to Seng et al. (2023, p.328), there are two types of learning strategies include by Direct Language Learning Strategies and Indirect Language Learning Strategies. In Direct Language Learning Strategies there three types, namely Memory Strategies, Cognitive Strategies, and Compensation Strategies. Meanwhile, in Indirect Language Learning Strategies there are three types, namely Metacognitive Strategies, Affective Strategies, and Social Strategies. But in this research, the research will be focus on Direct Language Learning Strategies such as ; Memory Strategies, Cognitive Strategies, and Compensation.

    2. Formulation of The Problem

Related to the limitation above, the formulation of the problem is : What are The Most Direct Strategies Used by Ninth Grade Students of SMPN 23 OKU ?

C.   Objective of The Study

Related to the formulation above, the research made one objectives of this research namely to find the most direct strategies used by ninth grade students at SMPN 23 OKU.

D. Significances of The Study

The significances of the research is expected to useful to :

1. The Teachers

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

2. The Students

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

3. Other Researchers

The results of this research are expected to serve as a reference for further research, adding information related to the direct language learning strategies.