

CHAPTER 1

INTRODUCTION

A. Background of the study

Language is very important for human being. Language is a tool of communication used by the people around the world. They cannot live without it. According to Richard (1998: 134) language is human system of communication that uses arbitrary signals, such as voice, sounds, gestures, or written symbols. English is a part of language and it became foreign language because it is an international language. As an international language, English has been used as a medium of communication either spoken or written communication. Now, many people are interesting to learn English. In order to be able to communicate in English, people have to acquire it informally or formally in English courses or in schools. English becomes a second language when it is learned by Indonesian. English is a target language that people must learn. The obstacles of learning English are differences between English as a target language and learners' mother tongue.

According to Ellis (2000: 3) in Fauziati (2009: 75) "second language acquisition is the way in which people speak a language other than their mother tongue, inside or outside of a classroom; and second language acquisition is the study of this". Most of Indonesian learn English inside a classroom. It can be seen from the number of education institution which prefer to put English into their subject than their mother tongue. Theoretically, many students can learn English

as long as they are provided well learning environment, a good time to learn, reinforce environment, effective method of teaching learning process, the material in learning and they have wise teachers that know what the students needed.

In conducting high quality of learning outcomes, students must provide good learning habit. Foremost, learning is process of acquiring knowledge can be viewed on a continuum from basic to complex (Dembo, 2004: 38). According to Anderson and Krathwohl (2001: 65), there are two type of learning; rote learning and meaningful learning. According to Mayer in Anderson and Kartwohl (2001: 65), rote learning is consistent with the view of learning as knowledge acquisition, in which students seek to add new information to their memories. Meaningful learning is recognized as an important educational goal. According to Brown in Anderson and Kartwohl (2001: 65), meaningful learning requires that instructions go beyond the simple presentation of factual knowledge and that assessment tasks require more of students than simply recall or recognition of factual knowledge. Meanwhile Ausubel in Fauziati (2009: 35) rote learning is a process in which the material is learned arbitrarily and verbatim. In rote learning, the students learn through repetition without trying to make sense of the material. On the other hand, material learned in a meaningful way is acquired in a non- arbitrary and a non verbatim fashion. The students in meaningful learning attempt to make sense of the information so that it will be stored in LTM (long term memory) and retrieved when it is needed. In language learning (ILL) reflects a move towards more learner-centered approaches viewing learners as individuals with needs and rights, who can develop and exercise responsibility for their learning. An important

outgrowth of this perspective has been the range of means developed to raise learners' awareness and knowledge of themselves, their learning needs and preferences, their beliefs and motivation and the strategies they use to develop target language (TL) competence.

Within the reports of learners, independent language learning was not defined as a specific setting, or philosophy, or set of learner attributes. Rather, the essence of independent language learning involved constructing and assuming control of a personally meaningful and effective interface between themselves, their attributes and needs, and the features of the learning context (Hurd and Lewis, 2008: 7).

Independent language learning according to this view is based around learners as active agents who evaluate the potential affordances within their environments and then create, select and make use of tasks, experiences, and interlocutors in keeping with their needs, preferences, and goals as learners. Independent language learning (ILL) reflects a move towards more learner-centered approaches viewing learners as individuals have needs and rights, who can develop and exercise responsibility for their learning. In language learning, students have to acquire the meaningful learning to recognizing language deeply but also providing good learning strategies to assisting increasing the outcome of learning.

Learning English is one of the activities done in many teaching learning process. It is not easy for every people to learn and teach English well. There are many difficulties found in understanding English. Learning English means studying a foreign language. In Indonesia, English is not the first language, but it becomes the second language studied by people. They learn it because it is an international language, people should learn and master it to get better

communication when they speak to foreign people. By mastering English they will get easy to communicate with many people from many different countries because English is learned in every country. Mastering English also means avoiding misunderstanding. Therefore learning English is the most important thing to do.

Learning English is one of the activities done in many teaching learning processes. It is not easy for every people to learn and teach English very well. There are many difficulties found in understanding English. Learning English means studying a foreign language. According Brown (1997: 7) learning is acquiring or getting knowledge of a subject or a skill by studying, experience or instruction. Krasen (in Fauziati, 2002: 149) explains clearly definition of learning. It is conscious process which results in separate system of simple grammar rules, knowledge about the second language.

To learn English, students need strategies. According to Oxford (1990) informs that 'strategy' comes from the Greek word 'Strategia' which means generalship or the get of war. Strategy meant the management of the troops, ships, or aircraft in a war situation. Oxford (1992: 18) state that strategies are tools for the self-directed involvement necessary for developing communicative ability. Chamot (2005: 112) state that strategies are the procedures making easier to learn something, especially language learning. Gagne (in Brown: 2009) state that strategies are one's internal ability to think solve problems and make decisions. So, strategies are tactics done by students to make more flexibility in thinking and to develop their continue skills by using a good and correct language. All

language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom since language classroom is like To learn English, students need strategies of learning that will help student to understand the learning material. There are many strategies which can be used in learning process.

According to Riding (2002: 79)

Learning strategies are formed as part of a response with the individual to meet the demands of the environment. Learning strategies may thus been seen as cognitive tools which for the individual are particularly helpful for successfully completing a specific task. This approach leads to the concept of the strategic learner.

According to Wenden (1991: 18) learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so. Oxford (1987: 78) state that learning strategies are specific actions taken by the learner to make learning, easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations. So, the students need strategy to make easy to learn about English. From the phenomenon above based on O'Malley and Chamot (1990: 42) learning strategy as a cognitive learning. Oxford (1989) learning strategies are behaviors or action which learners use to make language learning more successful, self-direct and enjoyable. According to Cohen (1998: 5) language learning strategies are processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about the language.

There are four skills which should be mastered in learning and teaching English, namely; speaking skill, reading skill, listening skill, and writing skill. Speaking is a crucial part of second language or learning. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal language. Human like reading. They are get information from reading such as book, newspaper, or many information from it. According to Fauziati (2008) listening is the language skill that is used more fluently. Writing is the act of forming letters, making marks or flat surface of some kind. It is more than producing words. Those skills should be equal each other to get good result in mastering English. Sometimes, in many cases there are many difficulties from learners to balance their skills.

To measure the four skills which should be mastered in learning and teaching English used a test. Generally, both testing and teaching are so closely interrelated it is virtually impossible to work in either field without being constantly concerned with the other. Test may be constructed primarily as a means of assessing the student's performance in the language. Test is geared to the teaching that has taken place, whereas in latter case the teaching is often geared largely to the test. A test which sets out to measure students' performances as fairly as possible without in any way setting traps for them can be effectively used to motivate them. Test will provide the students with an opportunity to show their ability to perform certain tasks in the language.

As we know that many colleges emphasize that students are obligated to follow Test of English for International Communication (TOEIC). ETS

(Educational Testing Service) began developing the TOEIC test in 1978 as a way of measuring the communicative ability of business people. The TOEIC (the Test of English for International communication) has been used internationally as a standard assessment of English-language proficiency. Their intention was that the test assess everyday English as used in a working environment be easy to administer, allow large numbers of test takers to participate in a minimum of time, require no specific preparation.

TOEIC is the test of English for international communication. The TOEIC test is also a proficiency test for people whose native language is not English, but it test proficiency at all levels from beginning to advance. The TOEIC has been developed by linguist, language experts, and staff to evaluate the English language skills of nonactive speakers of English in the field of business. The aim of this test to measure the ability English language such as vocabulary and grammar.

TOEIC is used as the requirement to graduate from college and it is important to find job in some companies. According to Barron (1990: 145) TOEIC is used by government agencies, multinational corporations, and international organizations to ascertain the English-language capabilities of employees and prospective employees. TOEIC is a test of an individual's ability to use and understand English in an academic setting designed and administered by Educational Testing Service. Furthermore, there are two sections on the TOEIC test that is listening comprehension and reading. According in Lougheed (1964: 3), TOEIC has been used in internationally as a standard assessment of English-

language proficiency. According to ETS (Educational Testing Service) (1989: 235) TOEIC test is to evaluate the English language skills of nonnative speakers of English in the field business. The scores are used as an independent measure of proficiency and can be helpful in identifying personal capable of handling language-specific responsibilities, in placing personnel in language-training programs, and in promoting personnel to positions where reliable linguistic standards are met. Language-training programs use the TOEIC to establish language-training goals and to assess students' progress in overall English ability.

The TOEIC test consists of two sections. The first section is Listening Comprehension (100 multiple-choice questions) is show to measure the students ability in interpret and understand conversation in English. The second section is Reading (100 multiple-choice questions) is show to measure the students ability understand of story telling and know how the ways structure in English. The content of the TOEIC test is not specialized; the vocabulary and content are familiar to those individuals who use English in daily activities.

The low of TOEIC score influenced many mistakes in teaching learning process. There are three important component in teaching learning process are students, teachers and teaching method. In fact, the teaching method always used traditional system. Traditional teaching will be held in traditional classes. This method believe that teachers who know about anything and give the order to stripes knowledge for the students. Students have difficulties to do the TOEIC test. They fell anxious, worry, and have less self-confidence to do the matters.

Muhammadiyah University of Surakarta is one of Privates University based on the Islamic principle located in Surakarta. The location of Muhammadiyah of Surakarta is very strategic. It can be found in the downtown of Surakarta. In fact, most people choose Muhammadiyah University of Surakarta to her/his studied because it is one of the famous private universities in Surakarta. In Muhammadiyah University of Surakarta we not only study about general knowledge but also Islamic principle. There are many faculty that we can get from this university such as teacher training and education, health, economic, psychology, law, and technical faculty. TOEIC is held by LC (Language Center). LC (Language Center) is a language center of Muhammadiyah University. All of students of Muhammadiyah University must follow the activity of LC. They must finish the TOEIC test if they want to graduate from this University. We know that English is the second language and it is important since English is an international language. There are four important components in English: listening, speaking, writing, and reading. Meanwhile not many students consider about it. They still confuse, shy to practice, and have limited vocabulary. They also have less motivation to learn English. In fact, students still confuse when they are ordered to make some reason in this task.

The writer chooses students' of Economy Faculty because she thought that they are having high achievement, active and creativite in the learning. Economy is one of the faculties in Muhammadiyah University. Students are expected to serve the public market regional or international market. They need international language to communicate to other people. There are some problems to get high

TOEIC score because the students are anxious and have low confidence to do the TOEIC test. However, good score of TOEIC test is influenced by the different person, strategy, and background of knowledge. Different person has different way and strategy to solve the problem of TOEIC test. The writer find out that there are a lot of students who used some strategies to improve their English ability in order to get best score of TOEIC test. She belongs to high achiever because she got 700 in TOEIC test. One of the strategies used by her/his is by preparing times to study and memorizing the materials before doing exercise. She usually makes some important notes in her books when she found any difficult vocabulary to help her for improving her English ability. As the result, she gets the best score in TOEIC test. Based on the background above, it can be concluded that the writer is eager to know the strategies used by students of Economy Faculty, Muhammadiyah University of Surakarta to achieve high score of TOEIC test.

B. Problem Statement

Based on the background of the above problems, it is necessary to do a descriptive study on the strategy used by the Economy faculty students of Muhammadiyah University to achieve the high score of TOEIC. The problems are formulated as follows:

1. What are the types of learning strategies used by the Economy students of Muhammadiyah University, Surakarta to achieve high score of TOEIC test?
2. What is the dominant learning strategy used by Economy students of Muhammadiyah University, Surakarta to achieve high score of TOEIC test?

3. Why strategies are used by Economy students of Muhammadiyah University, Surakarta to achieve high score of TOEIC test?

C. Objective of the study

In line with what has been stated in the problems of statements, this research try to describe the strategy used by the Economy Faculty students of Muhammadiyah University to achieve high score of TOEIC. The objectives of the research are as follows:

1. to describe the types of learning strategies used by the Economy students students of Muhammadiyah University of Surakarta to acieve high score of TOEIC test.
2. to find out the dominant learning strategy used by the Economy students of Muhammadiyah University, Surakarta to achieve high score of TOEIC test.
3. to find out the reason of Economy students of Muhammadiyah University, Surakarta used the strategies to achieve high score of TOEIC test.

D. Limitation of the Study

In this research, the writer only limits the research on learning strategies that are used by the Economy Faculty students of Muhammadiyah University Surakarta to achieve high score of TOEIC. The respondents are three students of this faculty. The scope of the study attempted to evaluate the type of learning strategy, the dominant learning strategy, the differences and similarities of the learning strategy, and the pedagogical implication toward the TEFL.

E. Significant of the Study

After having done the study, the writer demands the significance of the study to be useful, as follows:

1. Theoretical Significant

In this study, the writer hopes that it increase the theories of learning strategies, particularly in the learning strategies on TOEIC test. The result of this study can also be helpful to add reader's knowledge and insight especially in learning strategy to achieve high score in TOEIC test.

2. Practical Significant

a. The English teachers

They are expected to develop and improves the variant of the TOEIC learning strategies.

b. The students

They are expected to motivate themselves to build up good learning strategies regarding to their English competence especially on TOEIC test.

c. The professional readers

The findings of this study is hopefully can be used by the readers and other researcher as the basic consideration to do further research.

d. The researcher

The writer is expected to have a beneficial experience and increase the knowledge.