

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and thesis organization.

#### **A. Background of the Study**

Fromkin stated that, “English has been called the lingua franca of the world” (1990: 259). As a lingua franca, it can be inferred that English is an international language used in every sector of life globally, such as politics, education, science, tourism, business, and many other ventures which interest them. The fact that English is used as an international language, it is a tool of communication that plays an important role in the international communication and make it becomes very important to be mastered. In order to be mastered in English, people have to acquire it informally or formally. English becomes a second language when it is learned by Indonesia. English also becomes one of the compulsory subjects which is learnt and taught of all education levels at schools in Indonesia. It means that the students should be mastered four integrated skills in English that cannot be separated, namely listening, speaking, reading, and writing. Each skill has their own difficulties because every part needs exposure to make it better.

Ellis (2000: 3) in Fauziati (2009: 75), state that second language acquisition is the way in which people speak a language other than that their

mother tongue, inside or outside of a classroom; and second language acquisition is the study of this. In Indonesia, English becomes a second language that is learned by most of Indonesian. It is proved that English becomes one of the compulsory subjects which is learnt and taught of all education levels at schools in Indonesia. It means that the students should be mastered four integrated skills in English that cannot be separated, namely listening, speaking, reading, and writing. Each skill has their own difficulties because every part needs exposure to make it better.

One of the activities done in many teaching learning process is learning English. For every people, it is not easy to learn English well especially for Indonesian that only use it as a second language. There are many difficulties face by the students when they learn English as a foreign language. According to Brown (1997: 7) learning is acquiring or getting knowledge of a subject or a skill by studying, experience or instruction.

According to Cohen and Dornyei (in Fauziati, 2004: 170) depends on variety of factors such as duration and intensity of the course, the characteristic and abilities of the teacher, the appropriateness of the teaching methodology, the quality of the textbook, the size and composition of the learner group, the amount of the natural target language practice opportunities, and the characteristic of the language learner. Theoretically, the students can learn English and get high quality of learning as long as they are provided well learning environment, reinforce environment, a good time, effective method, a clear material, and they have wise teachers that know and

understand what they needed. However, the students also should provide their own good learning habit. In fact, there are many factors which may influence the opportunity for the learners to acquire the language, such as internal factors are including how the students did it and what they do, while the external factor is strategy used by the students. What they do with the language means that the students' effort to acquire English as a second language. The factors above focus to the learners' characteristics which influence their language learning achievement.

Students need strategies to learn English. According to Oxford (1987: 78), 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. Chamot (2005: 112) state that strategies are the produces making easier to learn something, especially language learning. Oxford (1992: 18) state that strategies are tools for self-directed involvement necessary for developing communicative ability. So, learning strategies are person approaches to learning and using information. It is one of the main factors that help determine how and how well the students learn English as a foreign language.

According to Mayer (in Witrock, 1986: 45), learning strategies as behaviors and thoughts that learning engages in during learning and that are intended to influence the learner's encoding process. It is simply refers to an individual approach to complete a task. Schumaker and Deshler (in Fauziati, 1992: 56) state that an individual approach is the way of organizing and using

a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings. Learning strategies are used and selected by the students to help them understand information and solve problems. Students who do not know or use good learning strategies, as a consequence they often learn passively then fail in school. When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning.

Nowadays, there are many things that usually occur at school, such as the teaching-learning process which is un-effective, the material which is difficult, the male students' score and the female students' score which are different, and so on. One of factors that often occur is the difference score between male and female students. The difference here means that the male students' score is not as good as the female students'.

Insan Cendekia Al Mujtaba Junior High School is a boarding school that separate the class based on gender. The male students have their own class and so do the female students. Insan Cendekia Al Mujtaba Junior High School has twelve classes, namely: class seven consists of two male classes and two female classes, class eight consists of two male classes and two female classes, and class nine consists of two male classes and two female classes. This separation make the writer easily analyzes the differences between male and female, and the English progress between male and female in learning English.

Based on the previous research, the writer found that almost those researches used qualitative research. Moreover, most of them focussed to identify the significant differences between gender and their achievement in learning English. Here, the position of this research is to complete the previous study in describing the type and dominant learning strategies used by male and female students. This research also identify the similarities and the differences of learning strategies used by male and female students. So that, it make the description clearer with it.

Based on pre-observation that had been conducted at Insan Cendekia Al Mujtaba Junior High School, the writer found the different score between male and female students. Female students always get better score of the average and they are more active than male students. In fact, both of them get the same external supporters such as material, books, process of learning, and many more. The phenomenon above make the writer suggests that the difference score between male and female is caused by the difference learning strategies used by male and female students that they had chosen to learn and understand English as a foreign language. As a consequence, male students learn more passively, get worse score than the female, then fail at school.

Based on the explanation above, the writer is interested in observing learning strategies of English used by male and female students in Insan Cendekia Al Mujtaba Junior High School. The researcher focused on the eight grade of male and female students. The researcher wants to research the

students of the English class from their behavior in learning English as their learning strategies.

## **B. Limitation of the Study**

Based on background of the study above, the writer limits her research on the learning strategies of English used by male and female students of Insan Cendekia Al Mujtaba Junior High School in 2015/2016 academic year.

## **C. Problem Statement**

What are the learning strategies of English used by male and female of Insan Cendekia Al Mujtaba Junior High School?

It can be formulated to the research questions as follows:

1. What are type of learning strategies used by female students?
2. What are dominant learning strategies used by female students?
3. What are type of learning strategies used by male students?
4. What are dominant learning strategies used by male students?
5. What are the similarities of learning strategies used between male and female students?
6. What are the differences of learning strategies used between male and female students?

## **D. Objective of the Study**

The objective of the study is that the writer intends:

Generally, it purposes to describe learning strategies of English used by male and female students of Insan Cendekia Al Mujtaba Junior High School.

Specially it is to describe:

1. the type of learning strategies used by female students
2. the dominant learning strategies used by female students
3. the type of learning strategies used by male studentst
4. the dominant learning strategies used by male students
5. the similarities of learning strategies used between male and female students
6. the differences of learning strategies used between male and female students

#### **E. Significance of the Study**

This study will be useful for:

1. Theoretical Significant

The result of this study can give some inputs and give some perspectives about learning strategies to other researchers who intend to analyze and conduct the learning strategies of English used by male and female students.

2. Practical Significant

- a. The readers

It will give some information, knowledge, and large information to the readers about the learning strategies of English used by male and

female students at the eight grade of Insan Cendekia Al Mujtaba Junior High School.

b. The students

It will motivate the male and female students to correctly select English learning strategies.

c. The researcher

The writer can find and increase the theories of the English learning strategies used by male and female students.

## **F. Thesis Organization**

Thesis organization is given to the readers so that they can easily understand the content of the research. In this research, the writer organizes it into five chapters.

Chapter I is an introduction that consists of several parts, namely: background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and thesis organization.

Chapter II is review of related literature that consists of previous study and underlying theories that consists of language learning strategies, language learning strategy and second language acquisition, and the classification / taxonomy language learning strategies.

Chapter III tells about the methodology of this research which consists of type of the research, subject of the study, object of the study,



data and data source, data validity, method of collecting data, and technique for analyzing data.

Chapter IV are research finding and discussion about English learning strategies used by male and female students of Insan Cendekia Al Mujtaba Junior High School.

Chapter V deals with conclusion, pedagogical implication, suggestion.