

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning strategies are formed as part of a response within the individual to meet the demands of the environment. Learning Strategies may thus be 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 learning (Riding and Ryner, 2002 : 10). Every individual has their own chosen learning strategy which can help them to understand everything.

Scarcella and Oxford (1992:63) defined learning strategies as specific actions, behaviors, steps, or techniques-such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning. Then O'Malley and Chamot (1990:1) defined the learning strategies as the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. Both of those definitions of learning strategies can be replaced by special way chosen by learners to learn something.

According to O'Malley and Chamot (1990: 8), learning strategies clearly can be categorized as:

one of the more important outcomes of these psychological studies was the formulation of learning strategies in an information-processing theoretical model. This model contains an executive, or metacognitive, function in addition to an operative, or cognitive-processing, function. Metacognitive strategies involve thinking about learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed. Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials. Social affective strategies are cooperative learning, which involves peer interaction to achieve a common goal in learning and asking questions for clarification.

Whereas, Oxford (1990) in Yang (2010: 20) categorized language learning strategies into six major categories:

memory strategies, cognitive strategies, comprehension strategies, metacognitive strategies, affective strategies, and social strategies. It can be more classified as Direct and Indirect strategies; Direct strategies include memory, cognitive, and compensation strategies which involve direct learning and use of subject matter, in this case a new language; Indirect strategies fall into metacognitive, affective, and social strategies, which are directly related to learning.

Explicitly, from both explanation about learning strategies from O'Malley and Oxford, learning strategy can be said as a process done by learners to understand the material they want to gain from study. Learning strategy needs to be known by both teacher or student in order to match strategy they will use with their prosperity.

Learning English is an activity that is done in order to learn and to understand English as well theoretically and practically. English is a unique language which has characters that sometimes make the learner must study hard to master it. There are many difficulties usually find by the learner when they are learning English. Those facts make the learner to use strategies in order to make them easy in learning English. The types of learning strategies in learning English are various. Learning strategies is learning processes which are consciously selected by the learner (Cohen, 1998:4). Learning strategies do not emerge automatically, learner must select their own best strategies. The learner has to match the learning strategies with their purpose of learning.

English is an International language that can be used to communicate with other people from around the world. English as a foreign language has some basic skills to be mastered, if someone want to use English actively. These are four basic skills of English as a second or foreign language: Listening skill, Speaking skill, Reading skill and Writing skill. Learner can't only learn a basic language. In mastering a language, learner have to master all of those basic. Learner will not able to speak, if they had never listened before, and if they will not able to write, if they had never read before. This

relationship can be explained and understood clearly. That is one of the reason why the learner need strategies in order to master all of the basic skill of language.

Mostly, in the entire world the activity of learning English is usually done in school. Even if people do not realize that English is also taught through television, radio, magazine, newspaper, and etc. Whereas, the first place to learn specific language is family. Home and the environment become the first place to learn specific whatever is it native language or foreign language. Native language refers to the first language learned by a child, the one is used in the family and community. A second language is learned after native language (Hinkel, 2005: 37). Habitually, people will use the language to communicate with other people. In Indonesia, the position of English is as a foreign language and the concious thought to learn English of Indoseian is still less. By education the awareness of people to learn English increase steadily.

Education has many magnitudes for human life as a field of life that helps people to understand about everything and helps them to be productive human. Becoming productive human will be difficult without prosperity to be it. Based on the education system in Indonesia, the grade's distribution is devided into 5 (five) grades, those are kindergarten/play group, elementary school, junior high school, senior high school, and college. In every grade, English as foreign language has its own special position. In kindergarten/playgroup, English as foreign language still in the level of introdution. Then, in Elementary school, English is taught from the most basic skill. Continuing to the junior high school and senior high school, these two grades tries to make the students to understand English as foreign language. The last grade, college/university students are obligated to use English as foreign language actively. In the last grade, whatever what branch of science that is learned, students must able to use English for communication written and oral.

University is the stage which is like a gateway to get a bright or a dark future. In university, students will get many knowledge and also many

experiences to be in favor of future. In many cases, students are not really respect with their language in use. For example, students do not really understand about the use of English as the international language, which actually English in their real life can help them to get their good job. On the other hand, students do not really get special assistance to use this international language.

From the facts above, the writer wants to conduct a research which the subject is one of a student of Muhammadiyah University of Surakarta namely KRD. He is first year student of master program of mechanical engineering. He graduated from Muhammadiyah University of Surakarta in 2014 from Double Degree program of automotive Engineering that used English in all of the courses. In this case, he has highest score in his class from the first semester, even all of the courses using English as the medium language. He masters all of the basic skills of English, such as speaking skill, listening skill, reading skill, writing skill and little bit understand about structure. From the cases above, the writer is interested in knowing about his strategies in learning English. Herewith, the writer wants to conduct a research entitled **“Learning Strategies Used by a Student of Muhammadiyah University of Surakarta”**.

B. Problem Statement

Based on the background of the study above, the writer states that the problem of the research is what learning strategies are used by KRD to develop his English skills?

C. Objective of the Study

This research is intended to describe the learning strategies used by KRD to develop his English skills.

D. Limitation of the Study

In this research, the writer limits her research in order to know the learning strategies used by a student of Muhammadiyah University of

Surakarta. More specified he is the first year student of master program of Mechanical Engineering, namely KRD. Here, the writer tries to describe the learning strategies used by KRD to develop his English skills on the classification of learning strategies proposed by O'Malley and Chamot.

E. Significance of the Study

The writer really hopes this research has some benefits not only for the writer but also for the other. These are the significance of the study will be distinguished into two significance, as follows:

1. Theoretical Significance
 - a) The result of the research is expected to give information about learning strategies.
 - b) The result of the research can be used as the reference for those who want to conduct a research about the use of learning strategies.
 - c) The result of the research can be used to increase the understanding of learning strategies which can be applicable for other people in learning English.
 - d) Theoretically, by this research the writer tries to find out whether the result of this research is relevant or not to the previous theory. It can be used also for the next research as logical consideration.
2. Practical Significance
 - a) By the result of the research, the subject of the research can know the learning strategies that he uses.
 - b) The result of the research can be used as reference in teaching English effectively.
 - c) The result of this research will be useful for those students who want to know about learning strategies especially students of Muhammadiyah University of Surakarta .
 - d) The result can be used as reference for the next researchers who are interested in conducting researches about learning strategies.

F. Research Paper Organization

The writer organizes this paper in order to make it easier for the reader to understand, as follows:

Chapter I is introduction. This chapter consists of background of the study, problem statement, objective of the study, limitation of the study, significance of study, and research paper organization.

Chapter II is review of related literature. It covers previous studies, the understanding about learning strategy, the importance of learning strategy, and theoretical framework

Chapter III is research method. It consists of type of the research, objective of the data, data and data source, method of collecting data and technique of data analysis.

Chapter IV is the result of the study. It consists of presenting the data and technique fpor analyzing the data.

Chapter V is conclusion and suggestion.