

CHAPTER I

INTRODUCTION

1.1 Background of the study

Learning is a necessity to gain knowledge as much as possible and took some strategies to be able to digest lessons. It is important to observe the best strategies applied into the learning process to reach the goal. According to O'Malley & Chamot (1990), learning strategies are the special thought that people use to help them comprehend, learn, or retrieve new information. Learning strategies can be called as tricks or techniques that help people to learn new materials that they accept. So, learning strategies can help people to gain knowledge that they do not know before. Based on Lee (2010), learning strategies are learning skills, thinking skills, problem skills or the methods which learners use to intake, store, and retrieve during the learning process.

Learning strategies influence the learning motivation and reflect someone's ability to motivate him/herself as well as to measure the knowledge that s/he gained. According to Oxford (1990) learning strategies are classified into two categories, namely: direct strategies and indirect strategies. In direct strategies there are three types of learning strategies, memory strategies that have function to remember and retrieve new information; cognitive strategies that have function to understand and produce the language; and compensatory strategies that have function to use language lack despite of knowledge. In indirect strategies there are also three types of learning strategies, metacognitive strategies that have function

to coordinate the learning process; affective strategies that have function to regulate emotions; and social strategies that have function to learn with others.

This study has an aim to observe learning strategies to English learning used by second semester students of English Department and Indonesian Department based on learning strategies theory that were proposed by Oxford (1990). There are so many ways to learn in learning success. Good learning strategies should be able to tell what was best to do, because a lot of learning strategies are using to support in learning. This study focuses on learning strategies to English learning used by second semester students of English Department and Indonesian Department in Universitas Airlangga. Second semester students can expect which learning strategies can be used by students to facilitate their learning process.

There are several previous studies about learning strategies. Tsan (2008) investigated the language learning strategies used by students at the National Taiwan Normal University – NTNU (ROC) Taipei, Taiwan. She used the theory of language learning strategies of Oxford (1990). This study used purposive sampling, the volunteer participants were 330 undergraduate students, English teaching major (212 people) and non-English teaching major (118 people).

The result of this study was students majoring in English used learning strategies more frequently than students majoring in other subject, metacognitive strategy was the most effective and affective strategy was the least effective strategy used by both groups, there were significant differences among the strategies used between English and non-English education majors.

English education majors appeared to use strategies more than other majors, and the effectiveness of learning strategy used between English and non-English education major students was significantly different.

Another study is conducted by Zhou (2010) who examined the English language learning strategies used by Chinese high school students by way of the Strategy Inventory for language learning. She used Oxford's theory to analyze 150 students from different grades in a senior high school. The result of this study mentioned that the compensation strategies were more frequently used to help students to focus on target language in language practice and reworking of the learning materials, the social strategies were least frequently used, because students were not confining themselves in classroom setting.

The next study was Ranjha, et al. (2013) that used theory of learning strategies by Oxford. This study also used O'Malley and Chamot theory. So, they merge theory of learning strategies from Oxford, O'Malley, and Chamot theory to become their main theory. So, they used double theories. The participants of this study were students from different departments. Strategy Inventory for language learning version 7.0 (ESL/EFL) was modified to collect the data from students and likert scale responses were included in the questionnaire. The result of the study was concluded that the following two strategies are more popular, namely: *talk in English with my friends and teachers* (56.7%) and *I memorize new English words* (56.7%).

It is clear that those three previous studies above mentioned the theory of Oxford, O'Malley and Chamot, and also Rigney about learning strategies while

this study only focused on Oxford's (1990) theory. On the other hand, even though the previous studies also discussed students' learning strategies, this study is different. From the three previous studies above discussed about learning strategies of undergraduate students, senior high school students, and students from different departments. So that, this study examines the learning strategies to English learning used by second semester students of English Department and Indonesian Department in Universitas Airlangga. Although many of studies analyzed the learning strategies, but this study analyzes learning strategies to English learning used by second semester students who still on early level to improve their skills with learning strategies as facilities of their learning process.

This study was conducted to know what learning strategies to English learning that most frequently and least frequently used by second semester students of English Department and Indonesian Department and the data interpretation of learning strategies to English learning that were used by second semester students of English Department and Indonesian Department in Universitas Airlangga.

1.2 Research Questions

Based on the background of the study, there were three questions posed:

1. What are the most frequently and least frequently of learning strategies to English learning used by second semester students between English Department and Indonesian Department in Universitas Airlangga?

1.3 Objectives of the study

Based on the research questions, the objectives of the study would be:

1. To find out the most frequently and least frequently of learning strategies to English learning used by second semester students of English Department and Indonesian Department in Universitas Airlangga.

1.4 Significance of the study

Theoretically, this study hopes to contribute a comprehension of learning strategies in a sense Oxford (1990) theory.

Practically, this study expects to help students and teachers to be aware of learning strategies and conducts to implement the learning strategies that are most frequently used by students and examines the interpretation of learning strategies that are used by second semester students of English Department and Indonesian Department in Universitas Airlangga.

1.5 Definition of Key Terms

1. **Learning:** Based on dictionary, learning is knowledge acquired by systematic study in any field of scholarly application.
2. **Learning Strategies:** Learning strategies are the special thought that people use to help them comprehend, learn, or retrieve new information (O'Malley & Chamot, 1990).

3. **Second Semester Students:** Based on dictionary, second semester students are a person who has second level and formally engage in learning, especially one enrolled in collage.