

## **CHAPTER I**

### **INTRODUCTION**

This chapter gives a description of the problem that will be addressed. this section discusses background of study, problems of study, objectives of the study, significance of the study, scope and limitation of the study, hypothesis of the study, and definition of key terms.

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

Language learning has become mandatory or important in the field of education. Because language is a means of communication, both in the form of verbal language and nonverbal language. The language used in everyday life is also a product of the learning outcomes of every human being. Because of the magnitude of the influence of the environment and the adaptive nature of humans themselves. With language, everyone can adapt to the circumstances or the environment around them.

However, every human being is not necessarily adept at using it after being born into the world. But it needs a lot of processes that must be passed, and many factors that influence it. Such as cognitive, psychological, and sociological factors, motivation, talent, and so on, for each student or learner. These factors can also be considered as important factors that influence differences in individual language learning. In addition, not a few studies have been conducted to determine the various factors that influence language learning. By conducting experiments or research in various institutions, especially in educational institutions.

In addition, existing research has found that apart from the factors that influence learning, there are also language learning strategies, especially English. Which also affects the learning process and the model of imparting knowledge to students. Not a few studies show that learning strategies play an important role in the learning process. The role in question is about improving language learning. Furthermore, previous researchers have also conducted many research studies on learning strategies and provided the conclusion that learning strategies play an important role in the acquisition and improvement of language learning. Therefore, there must have been many researchers who have researched and ensured that effective learning strategies can create and guarantee success in learning.

The strategies used by learners affect success in learning a language. It cannot be denied that foreign language learners like us must understand appropriate learning strategies in order to learn the language we are aiming for more effectively and efficiently because language learning is a deliberate and strategic effort (Chamot & O'Malley, 1990). In addition to the importance of learning strategies, it is also necessary to explore and look for what kind of learning strategies are used by each student. Using appropriate learning strategies can enable students to take responsibility for their own learning by increasing learner awareness, and self-understanding. These factors are important because learners need to continue learning for life even when they are no longer in the formal classroom (Oxford, 1990 p. 42).

Based on previous research, it turns out that many students did not maximize learning by using the right strategy. In addition, it is also important

for teachers to make students aware of the effective use of language learning strategies. Which can help students needs by finding the environment that works best for them. Based on the problems and conditions above, researcher conducted a study by the title "Comparative Study In Language Learning Strategies Used by English Department Students".

#### **B. Problems of Study**

1. What are the comparisons of language learning strategies employed by the 4<sup>th</sup> and 6<sup>th</sup> semester English Department students of IAIN Kediri?
2. What are the comparisons of language learning strategies employed by tourism, translation, and literature students at 4<sup>th</sup> and 6<sup>th</sup> semester of English Department students of IAIN Kediri?

#### **C. The Objectives of Study**

1. To describe the comparisons of language learning strategies between the 4<sup>th</sup> and 6<sup>th</sup> semester English Department students of IAIN Kediri.
2. To describe the comparisons of language learning strategies by tourism, translation, and literature students at the 4<sup>th</sup> and 6<sup>th</sup> semester of English Department students of IAIN Kediri.

#### **D. The Significance of The Study**

1. For the Student

The findings from this study will be used to understand the types of language learning strategies in learning English to accelerate and improve self-understanding. It is hoped that students can practically practice the concepts to understand and learn English to get satisfactory results.

## 2. For English Teachers

It is hoped that these findings will be useful for teachers so that they can add insight into various concepts of learning strategies used by learners of English as a foreign language. Teachers and educators can practice concepts and understanding related to learning strategies to understand students better.

## 3. For the Next Researcher

This research will provide some contributions and information for future researchers regarding input or comparison of various types of learning strategies in learning English as a foreign language. Other researchers can practice or use various learning strategies and develop, explore, criticize, and review other aspects related to various types of learning strategies.

### **E. Scope and Limitation of the Study**

The scope of this research is the student's language learning strategy. It is only the students' learning strategy, not the teachers' teaching strategy. Then, the limitation of the study is that it only includes 60 students from 4<sup>th</sup> semester classes A, B, and D and the 60 students from 6<sup>th</sup> semester classes B, D, and E.

### **F. Hypothesis of The Study**

Hypothesis is a statement which is an assumption or conjecture about what we observe in an effort to understand it. The hypothesis is a temporary answer to something being studied. The hypothesis in this study are:

- H0 : There are no comparisons of language learning strategies used between 4<sup>th</sup> and 6<sup>th</sup> semester English Department students of IAIN Kediri.
- H1 : There are comparisons of language learning strategies used between 4<sup>th</sup> and 6<sup>th</sup> semester English Department students of IAIN Kediri.
- H0 : There are no comparisons of language learning strategies used by tourism, translation, and literature students at the 4<sup>th</sup> and 6<sup>th</sup> semester English Department student of IAIN Kediri.
- H1 : There are the comparisons of language learning strategies used by tourism, translation, and literature students at the 4<sup>th</sup> and 6<sup>th</sup> semester English Department student of IAIN Kediri.

## **G. Definition of Key Term**

In order to know the terms used in this research, the researcher defines them as follows:

### **1. Higher Education Students**

Higher education students are the third level of education after they graduate from school. It occurs in universities and colleges of further education and usually includes undergraduate and postgraduate studies.

### **2. Learning Strategy**

According to Solihatin (2013), learning strategies are general components of the material framework and learning procedures that will be applied jointly by teachers and students during the learning process.

### **3. Language Learning Strategy**

Language learning strategies are activities of carrying out plans using variables such as objectives, materials, methods, and tools, as well as evaluation, in order to achieve the goals that have been set.

#### 4. Strategy Inventory for Language Learning (SILL)

This is a structured questionnaire that aims to assess how consistently learners use certain language learning strategies. It provides teachers with profiles of their students' strategies and reveals to learners the types of strategies they use when learning English as a foreign language (Oxford, 1990).