CHAPTER I

INTRODUCTION

A. Background of Study

The twenty-first century is the rapid development and advancement of technology, so it generates an era namely Industrial Revolution 4.0. This Transformation of the era has given a tremendous impact on human life, such as the way of people study, work, live, and interact which is before that people should meet each other, but now they can do their activities virtually, as according to (Fonna, 2019) Industrial Revolution 4.0 is the shifting era from the older era to the new era where the all entities which are involved, are connected and it works simultaneously for real-time based on the utilizing of internet and Cyber-Physical System (CPS). In the framework of education, this shifting demands students to be adaptive to technology. When students are capable of commanding the technology then students are able to encounter the demands of the era. Therefore, students also must master any foreign language to help students face the demands of the era.

Mastering any foreign language is important because Language is one of the components to support the success of the era. It does just not depend on the mastering of technology to determine weathers the country success or not, but also mastering a foreign language has a benefit to know the culture, knowledge, and etc from other countries (Utomo, 2019). Hence the mastering any foreign language will be helpful for students in this era, especially English Language.

The English language has become an international language, and it has an important place in the International realm for communication between countries.

In consequence, the English language is used as a second language in many countries. In Indonesia English Language become a formally subject to be learned from the Primary level until the tertiary level. However, the students in Indonesia are still lack in English language, even English language has been studied for several years, based on English Proficiency Index (EPI) that reported by English First (EF), Indonesia is Placed 80th out of 112 countries (English First, 2021). In the fact of process of learning the English language, not all students can simply understand and achieve their goal of learning English. there is a way for each student in acquiring learning, the way is learning strategy. By implementing and applying learning strategy can help student and teacher for the effectiveness of teaching and learning in class, and also it can set the goal to obtain the achievement in English proficiency (Yustitiasari et al., 2020). However, from the statement before stated "there is a way for each student" it means that one learning strategy can not be applied for all students because it depends on the students themselves, their characteristic, and their background. So, the different strategies are used by students to learn English considering the appropriate strategies will help students what they have to learn.

According to O'Malley learning strategy is specific action such as: focusing on selected aspects of new information, analyzing and monitoring information during acquisition, organizing or elaborating on new information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will be successful as a way to allay anxiety that is done by the students. Thus, it has an affective or conceptual basis that can influence the students learning of simple tasks, such as learning vocabulary or items in a list, or

complex tasks, such as language comprehension or language production. Learning strategy is differentiated by three categories Metacognitive Strategies, Cognitive strategies, and Social affective Strategies.

Based on the explanation that the researcher had been explained above, the researcher was interested, and conducting the research at SMK PGRI 1 Kota Kediri by tittle "A Study on English Language Learning Strategies Toward Students' English Achievement" the researcher wants to know what kind of learning strategies that are used by students in SMK PGRI 1 Kota Kediri, and the influence learning strategies toward students' achievement.

In Conclusion, the learning strategy is a crusial part of learning, learning strategy will help students improve their English communicative competence, so the students can acquire English easily and effectively. Moreover, it can make students English proficiency achievement better. In line with the purpose of vocational high school that vocational high school students are prepared with skill and education to face for working field. In addition, English is equipped to students to fit students out with communication competences in their daily life to cope with the globalization era that mastering any foreign language or English Language will help students cope the Industrial Revolution 4.0.

B. Problem Statement

Based on the background of study, the researcher wants to study about the learning strategies that were used by students and conducted research at SMK PGRI 1 Kota. The problem of this study can be formulated in the following question bellow:

1. What are the language learning strategies used by students in learning English language at SMK PGRI 1 Kota Kedir?

2. How are the English Achievement of students SMK PGRI 1 Kota Kediri?

3. What the language learning strategies do mostly influence the students achievement?

C. Research Objective

1. To know the dominant language learning strategies that are used, and the frequency level of used language learning strategies by students at SMK PGRI 1 Kota Kediri in learning English Language.

2. To know English Achievement of students at SMK PGRI 1 Kota Kediri in learning English language.

3. To know the role of Language Learning Strategies for students achievement.

D. Significance of the Research

By knowing the result of this research study, the researcher expect that this research can give contribution.

1. For Students

   For theoretically, students know and understand kinds of learning strategy in learning English, so students can choose the suitable learning strategy in order to understanding English effectively and easily

2. For teacher

   By knowing the learning strategy that used by students, teacher can use an appropriate approach, material, method that applied in teaching learning English, so the process of teaching learning can run effectively.

E. Scope of the Research

The Researcher focus on students learning strategies that they use in learning English language as second language and the students' English achievement at SMK PGRI 1 Kota Kediri.