

Language Learning Strategies Used by Intensive Course Students of English Department at IAIN Kediri and the Impacts to Their Academic Performance

CHAPTER I

INTRODUCTION

In this section, the page comprises of background of the study, research problem statements, objectives of the study, significances of the study, scope limitation of the study and definition of key terms.

A. Background of the Study

English subject has been taught since in secondary school to high school even it becomes one of major subjects examined for National Exam yet Indonesian English proficiencies considered extremely low compared to neighbour countries such as Singapore, Malaysia, and Philippine.¹ This retrogression is well explained through history that during colonial period since 16th century, Britain colonized Malaysia which was the first country in South East Asia under Britain colonization in 1786 and then expanded their reign over Singapore, Brueni Darussalam, and Philippines. In accordance with the extent of Britain sovereignty in some South East Asia countries, it influenced the spread of English throughout those countries then in future led

¹ Valentina, J. (2017) Indonesia Falls In 2017 English Proficiency Index. *The Jakarta Post*. Retrieved from <http://Www.Thejakartapost.Com/Life/2017/12/13/Indonesia-Falls-In-2017-English-Proficiency-Index.Html>.

them to be dominant in English compared to the rest of South East Asia countries.

To the worldwide extent of English, the classification is made to describe the circle of English spread which consists of Inner Circle such as the USA, UK, and Australia, Outer Circle which surrounds ex-colonial countries such as Singapore and Malaysia in which English partakes significant roles in many official sectors such as education, government, media and is applied both in formal and informal occasion verbally or literally. Countries such as China, Thailand, and Indonesia belong to Expanding Circle. The Inner Circle countries are the basis of native English language and pattern to refer to, meanwhile, English in Outer Circle countries is considered as a second language in which those countries may have distinct English model of their own and Expanding Circle countries must relate to the Inner Circle countries since English is learned as a foreign language. In consequence that in Indonesia the use of English is still restricted to only a few fields, it ultimately keeps the percentage of Indonesian English proficiencies low.

Since in Indonesia English is seen as foreign language and lack of encouragement from community and other domains applied in everyday life, learning English become huge challenge for the learners that, therefore, require proper strategies depending on learners' need which is necessary to address. Learning strategies denote ideas or accomplishment taken by learners to support them dealing with their tasks and assimilating information

during their learning process.² Chamot (2004) defined that learning strategies are “*mental processing*” which unobservable due to learners think and perform consciously to attain their learning objectives (as cited in Nayan and Krishnasamy, 2017, p. 27). In fact, strategies used by learners may come in various styles either a way in which noticeable such as when learners focus on particular ideas of listening task or unnoticeable, for instance applying note-taking technique while brainstorming ideas of topic for writing. Thus in conducting analysis of this behavior, witnessing the process of learning cannot be sufficient and, therefore, live discussion to learners is preferable and effective way to collect the data (Cohen, 1998; O’Malley & Chamot, 1990; Rubin, 1975; Wenden, 1991 as cited in Chamot, 2004, p. 15). In addition, Oxford (1990) mentions language strategies are selected distinctive approaches to simplify learning to be efficient, “*more enjoyable, more self-directed, more effective, and more transferable*” concerning with learners’ state (as cited in Zare, 2012, p. 164)

Some studies believe that students’ motivation impact students’ progress in language learning. In previous research, Cheng and Chang (2015) assumed that the use of language learning strategies influenced by learners’ motivation. The more students motivated, the more students develop their strategies in learning language which impact their achievement. Furthermore, a study conducted by Nasihah and Cahyono (2017) showed that language learning strategies significantly contributed to learners’ achievement while

²Javed, F. (2017) Impact of Teaching Language Learning Strategies on Learning English as Additional Language. *Language in India* www.languageinindia.com. p. 36.

combining language learning strategies with motivation and writing achievement. Another corresponding study proved that successful learners dominated to apply larger variety of learning strategies to support them attain achievement in learning language compared to unsuccessful learners (Geramia & Baighloub, 2011). Bruen (2001) also approved that

The more proficient, students use a greater number of language learning strategies in a more structured and purposeful manner, and apply them to a wider range of situations and tasks (as cited in Castro and Mail, 2017, p. 75)

Learning and teaching foreign language in Indonesia can meet some diverse challenges depending on demographic, environment or culture, and psychological state which initiative actions from learners and teachers may be suggested. Teachers are expected to be capable of answering English-related questions, have great insight of English in practice, have experience in dealing with learning problems and also are able to encourage students in their learning process. In other hand, good learners will take initiative to figure out inner and outer motivations that may help their language learning stay focused and then elaborate their approaches to facilitate their learning. Each institution or school and also language courses own their styles to help language learning meet accomplishment that similar effort executed by English Department at IAIN Kediri. It has special program namely Intensive Course or IC to support English students have more understanding about English from very basic and also to measure their proficiencies.

In this study, researcher focuses on first semester English students who attend Intensive Course at IAIN Kediri. Considering a number of students come from diverse motivations to take English course which obviously will affect their learning and have different level of English proficiencies, therefore, the use of language learning strategies and Intensive Course program will be the focus of valuable issues in this study to investigate in accordance with the performance produced by learners during their course.

B. RESEARCH PROBLEMS

In regard with the issues in which language strategies and IC program may influence students' academic performance, researcher emerges couple questions to address. The following questions are expected to keep the point of this research focused:

1. What language learning strategies do IC English students of IAIN Kediri use the most to improve their academic performance?
2. How does IC program for the first semester English students succeed to support the improvement of their academic performance?

C. The Objectives of the Study

In term of research problems issued, major purposes of this research conducted are classified as following:

1. To describe strategies IC English students of IAIN Kediri use the most to improve their academic performance.

2. To identify students' perceptions of the effectiveness of IC program for the first semester English students to support the improvement of their academic performance.

D. The Significances of the Study

This study is expected to be a worthwhile for intensive course program evaluation that IC facilitators can consider as an alternative reference to reflect and develop further procedure or materials of intensive course program. For long term benefit, this hopefully can be a comparison of prior course to the present that problems can be investigated. Moreover, for further research related to this issue, researcher expects this study can contribute valuable brief of major topic discussed and recommendation for extended future study.

Thus, this study may give students common overview of several types of strategies in language learning that students may explore. In other hand, researcher puts a huge expectation on this study to be beneficial for English students to employ appropriate strategies to encounter several problems in learning English especially for IC students who are notably beginners to meet their need in improving their English proficiencies.

E. Scope Limitations of the Study

In this study, researcher focuses on Intensive Course students of English department at IAIN Kediri. The sample students of this research are taken from all first semester year 2018 students at IAIN Kediri. The major

object of investigation in this study is language learning strategies used by IC students of English department at IAIN Kediri and how they impact to students' achievement through students' perceptions. In addition, Intensive Course (IC) program is examined to evaluate if it successfully works to support students in improving their English competences.

F. Definition of Key Terms

1. Language Learning Strategies

Language Learning Strategies denotes efforts produced in collaboration with methods, approaches, or techniques in a process of leaning L2 or target language to facilitate learners comprehend the information and language tasks.

2. Intensive Course (IC)

It is a special and compulsory course for first semester students of English Department at IAIN Kediri which aims to support students either investigate or improve their English proficiencies. The program runs on Monday, Tuesday, Thursday, and Friday started at 7.00 am to 10.30 am. In this course, lecturer focuses on teaching one basic skill thoroughly (i.e. Speaking, Listening, Writing, or Reading) for each meeting in a day. The final result of this course does crucially determine students' future courses since if students fail in this course, they are guaranteed unable to select any English-skill-related courses next term.

3. Academic Performance

Academic performance or academic achievement is a set of goals in which student, teacher, or institution is willing to achieve for their short or long-term during educational course. Collective GPA and accomplishment of learning target such as bachelor degrees signifies academic achievement. In this case, students' of intensive course program are expected to be able to acquire learning target namely capable of naming several vocabularies in English, comprehending various grammatical pattern of six tenses in English, and speaking in basic English context. The students' progress of academic performance is evaluated through pre-test, weekly test/ quiz, mid-term test and post-test.