

## CHAPTER I

### INTRODUCTION

This chapter contains of the background of the study, research questions, objectives of the study, significances of study, and key terms uses in this research.

#### A. Background of Study

As human we require to learn many things whether it's science, religious or social. In social knowledge for example, English has become one of the most studied and use language in the world. In Indonesia, although English is foreign language. Yet, it is really important to learn especially for students in university as provision to communicate using global language. As Allah explains in Surah Al-Baqarah verse 31-33. Here Allah give lessons to Prophet Adam about the names of nature, and confirms that Allah is all-knowing. In addition to knowledge about natural names and religion, we are also entitled to obtain scientific and social knowledge.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ {٣١} قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ {٣٢} قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَاءِ هَٰؤُلَاءِ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ الْغَيْبِ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا كُنْتُمْ

تَكْتُمُونَ {٣٣}

In teaching and learning a language that is not origin or a mother tongue, it certainly needs effort to create effective process of learning.

In teaching and learning process the power of the teacher and students must be equal because they have materials to be constructed and result in the form of knowledge (Freire, 1970). However the knowledge construction between teacher and students would not run well if only the teacher who make an effort solely to engage the students in learning process (Tanjung, 2018). Students require to be active in engaging through making use of the strategies in learning the subject. Students should be aware, know and create the learning strategies they use that appropriate with their needs, and the teacher should encourage the use of the strategies so that can transform English classroom into communicative practice.

The word strategy comes from the ancient Greek word *strategia* which means steps or actions taken for the purpose of winning a war. The warlike meaning *strategia* has fallen away, but the control and goal-directedness remain in the modern version of the word (Oxford, 1990). In Education Field it called learning strategies. It considers as one of the important factors to make a success teaching and learning process. According to Lee (2010) learning strategy is learning skills, learning-to-learn skill, thinking skill, problem skill or, in other words the methods which learner use to intake, store and retrieve during the learning process. Furthermore, Oxford (1999) mention about language learning strategies (LLS) which are the behaviors or actions learners use to make language

learning more successful, self-directed and enjoyable. He also comprised six categories and classified them into direct and indirect strategies.

In using Language Learning Strategies (LLS), of course it is different from each students to others. Because students have different level of performance and achievement. Students who can actively participate in the classroom activities, have high motivation and enthusiasm usually have a good academic achievement or known as high achiever students. The learning strategies also can be influence by other factors, such as difference learning style, age and gender. Gender issues in relation to English language teaching, have been investigate previously (Mahmud, 2010; Roohani & Zarei, 2013; Viriya & Sapsirin, 2014). In the recent research by Mahmud (2018) in tittle *exploring Students' learning strategies and gender difference in English language teaching* conducted in one of senior high school in Makassar. The result shows that both female and male students use different strategies. Female students use cognitive, compensation and affective strategies more often compared to male students, whereas male students use memory, metacognitive and social strategies more often in learning English. The differences of the use of the language learning is influence by nation of gender difference in communication.

Other researches that focus on the Language Learning Strategies already conducted such as Oktaviyanti (2017) who focused on students' learning strategies and teacher's characteristics. Setiyadi, Sukirlan, &

Mahpul (2016) who focused on students' learning strategies for the four skill in English and the last, research by Tanjung (2018) who focused on language learning strategies and its relation with student's age. Considering previous studies the researcher is interested to examine the students' language learning strategies who have good academic achievement and the gender difference in learning English in one of the universities in Banjarmasin.

In UIN Antasari Banjarmasin there are a program of language learning consist of Arabic and English. The purpose of this program is to help students in improving students language skill, thus students not only master national language but also international languages.

The students who require to join this program are the new students from across faculties in UIN Antasari Banjarmasin. The placement of the classes considerate by a pre-test held when students first enroll to the university. They divided into classes based on the rank or score they get from the pre-test. Commonly, the students who have high score will be place in group 1 and 2. Based on that case the researcher want to conduct a research about the language learning strategies that students use because in that group contain with students that from different faculties and major who have a good achievement in English with the title **“HIGH ACHIEVER STUDENTS’ LANGUAGE LEARNING STRATEGIES (LLS) IN LEARNING ENGLISH AS A FOREIGN LANGUAGE”**

## **B. Research Question**

Based on the background of study, the researcher formulate the main problems which are:

1. What are the students' Language Learning Strategies (LLS) frequently used by High Achiever Students in learning English as the foreign language based on the gender?
2. What is the most Language learning Strategies (LLS) used by students in learning English as the foreign language?

## **C. Objective of Study**

1. To find out the students' Language Learning Strategies (LLS) frequently used by High Achievers Students in learning English as the foreign language based on the gender.
2. To know the most of Language learning Strategies (LLS) used by students in learning English as the foreign language?

## **D. Significances of Study**

The result of the research is expected to give contributions to the students in *Language Development Center (UPB) UIN Antasari Banjarmasin* both theoretically and practically.

1. Theoretically: This study is expected to identify high achievers students' language learning strategies in learning English in accordance to the Stren's Theories about language learning.

2. Practically:

a. For the Students

By knowing the students; language learning strategies, the researchers hope that students it helps students in maximizing and expand their use of language learning. They have and will improve their English skill.

b. For the teacher

As the information of how students have and use different strategies in learning English, thus teacher can provide and create many different activity in classroom

c. For the other researchers who conducted the relevant study

It can be used as a source of information for other researchers who are interested in conducting advanced research or the relevant research.

## **E. Definition of Key Terms**

1. Language Learning Strategies : refers to behaviors or actions that students use in learning English in UPB (*English Development Center*) UIN Antasari
2. High Achiever : refers to students who have good academic achievement in learning English.