

CHAPTER 1

INTRODUCTION

A. Background of Study

English is one of the languages that are most used by people in every country. They usually use it to communicate and share knowledge and information even English is used in all areas like technology and internet. In Indonesia, English roles as compulsory foreign language that must be learned by students form elementary until senior high school. It is even made by government as one of national final test. Beside that, with mastering English students are expected to be able to speak out of their native language and one important thing they can learn many knowledge and skill.

In essence, learning is process of interaction to the all situation all around the individual envirointment. It can be also called as process of guidance to the objectives and doing through experiences, those are seeing, observing, and comprehending about something (Rusman, 2011). Learning is also called as process to get knowledge, skill, attitude, behavior, and values through study, experience, and teaching (Jensen & Nickelsen, 2011: 8). When learning, students do many things like trying, researching, experiment, trial and error, and others as learning activity. In learning activity, students do many activities to achieve the learning objectives for example mastering subject as preparation for the test, memorizing new vocabularies and categorizing them, repairing some goods, doing assignment, developing material or skill that they mastered ever.

For many years, a distinction between people who study English as a foreign language and those who study English as a second or other language, it has been suggested that students of EFL (English as a Foreign Language) tend to be learning so that they can use English when travelling or to communicate with other people, from whatever country, who also speak English.

English as a foreign language is the traditional and modern terms for the use or study of English language by non-native speakers in countries where English is generally not a local medium of communication. Because of this importance, Allah said in the Holy Koran Surat Ibrahim verse 4 as follows :

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

Learning another language gives the learner the ability to step inside the mind and context of that other culture. Without the ability to communicate and understand a culture on its own terms, true access to that culture is barred. It is explained how important to learn languages especially learning English as a foreign language.

Every students have their own learning style and strategy in the way of learning English especially learning English as a foreign language. Over time, students will develop their own learning style and strategy which includes the ways in which they learn and remember information, how they study for tests and how they make the best use of their learning strengths. Many students may not even be aware that they are using these style and strategy as it may have become a natural and automatic process for them. The students' learning strategy is

depending on their learning style in the way of learning a language especially learning English as a foreign language.

Furthermore, each students has a different ways to perceive and acquire information from learning process. The way which students choose in learning process is their learning style and strategy. Supported by Rebecca L. Oxford, one of main factors that help to determine how and how well students learn a second or foreign language which can influence their comprehension in listening, speaking, reading and writing is learning style and strategy.

In Indonesia, English has an important role in education. It is not only a kind of subject that should be known and mastered by students in the classroom, but also is taught in every level education beginning from Elementary School, Junior High School, Senior High School to University or Colleges. Even in some universities, they have English department. In UIN Antasari Banjarmasin, English department has the students who are studying in English Department. Not only Indonesian students, but also some foreign students from other country, they are students from Turkey, Thailand and Tajikistan. The researcher wants to know their style and strategy in learning English as a foreign language. The researcher choose the foreign learners because they are foreign students who studying foreign language in a country where English is not the official or main language and also they may have different ways from other students in learning English as a foreign language.

The data is taken from foreign language learners from Turkey because they are studying at English department of UIN Antasari Banjarmasin, whereas,

foreign students from Thailand and Tajikistan they are from different major at UIN Antasari Banjarmasin. This research just focus to foreign language learners who studying English as a foreign language, so the researcher choose English students from Turkey at English department only for the researcher easy to analyze the data.

The researcher takes reviews of related literature from the other research as comparison. The first review related to the research entitled “Students’ English Learning Style and Learning Strategy of Tenth Graders in SMAN 1 Nalumsari in Academic Year 2014/2015 by Nur Khaffifudin. This research using qualitative method and the result of this research are: The students’ learning style of tenth grader in SMAN 1 Nalumsari in academic year 2014/2015 are visual 42%, auditory 30%, kinesthetic 0% and the rest are mixed learning style, they are 22% with visual and auditory, 3% student with auditory and kinesthetic and 3% other visual and kinesthetic. The learning strategy of students’ English learning style of tenth grader in SMAN 1 Nalumsari in academic year 2014/2015 are related to their English learning style. It is showed by the activities that represent learning strategy. But, some students have their additional activities that are not appropriate with their learning style. The differences between this research and the review research, the researcher analyzed the learning style and strategy of the foreign students, meanwhile the review research analyzed about the learning style and strategy of the local students.

The second review related to the research entitled “The Influence of Learning Style to English Achievement of First Grade Students of SMAN 2

Salatiga in The Academic Year 2009/2010 by Dewi Agustina Munfiati. The result of this research analysis shows there is no influence between students' visual learning styles with their English achievement, but there is any influence between entire students' learning style and their English achievement. The differences between this research and the review research, the researcher want to know the foreign students' learning style and strategy in learning English as a foreign language, meanwhile the review research to know the influence of the students' learning style to English achievement.

Based on the brain ability to absorb, carry on and convey information , students learning style and strategy can be divided into three categories such as, visual, auditory and kinesthetic (VAK). These categories do not make students only have one learning style and strategy but these categories are a guideline to know what dominant learning style and strategy they have.

In teaching and learning process, teachers get difficulty to identify students' learning style and strategy. Because of all students are not able to show and improving their learning style and strategy in learning a foreign language process. Since, learning style and strategy has an important role in learning process, it will be important for educators or teachers to know the variation kind of learning style and strategy can help teachers become aware to students differences brought to the classroom. It is important for teachers to accomodate students' learning style and strategy, thus, all students are able to success in their learning English as a foreign language process by their own learning style and strategy.

Based on the statement above, the researcher intends to conduct a research to get deeper information about learning style and strategy of students from Turkey at English department. The title of this research entitled "An Analysis on Foreign Language Learners from Turkey in the Way of Learning English as a Foreign Language at English Department of UIN Antasari Banjarmasin".

B. Statement of Problem

Based on the background of study above, the problems of this research can be formulated as follows:

1. How is learning style of students from Turkey in learning English as a foreign language at English department of UIN Antasari Banjarmasin?
2. How is learning strategy of students from Turkey in learning English as a foreign language at English department of UIN Antasari Banjarmasin?

C. Objective of Research

Based on the statement of problems above, the objectives of this study are:

1. To know the Turkey students' style in learning English as a foreign language at English department of UIN Antasari Banjarmasin.
2. To know the Turkey students' strategy in learning English as a foreign language at English department of UIN Antasari Banjarmasin.

D. Significance of research

The result of this research is expected to give significance as follow:

1. For the students, they can understand and realize that learning style and strategy in studying English as a foreign language is really important for them. Therefore, they can learn more about how to make their English be better because that is very useful to their English ability for now and future.
2. For the teachers, by knowing their students' learning style and strategy, they can create the instructional process be better in teaching and learning English.
3. For English Department of UIN Antasari, to improve the knowledge and ability in the process of teaching and learning English especially as a foreign language.
4. For the researcher, to enrich her knowledge about English learning style and strategy.

E. Definition of Key Terms

To avoid misunderstanding toward the title that adapted in this research, the researcher hereby feels necessary to describe the terms in regard to the title as follows:

1. Learning

Learning is the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something : the activity of someone who learns (Webster-Meriam, 1828)

2. Foreign Language

English as taught to people whose main language is not English and who live in a country where English is not the official or main language.

3. The way

Method, characteristic, regular, habitual manner or mode of being, behaving, or ability to get along well or perform well (Webster-Meriam, 1828).

4. The Turkey Students

Students from Turkey who are studying at English Department of UIN Antasari Banjarmasin academic year 2016/2017. Located in Jl. A. Yani, Km 4,5 east Banjarmasin, South Borneo where the resercher conducts this research.

5. Learning Style

Learning styles are the general approaches –for example, global or analytic, auditory or visual –that students use in acquiring a new language or in learning any other subject. These styles are “the overall patterns that give general direction to learning behavior” (Cornett, 1983, p. 9).

Learning styles are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua. For example, a person might be more extraverted than introverted, or more closure-oriented than open, or equally visual and auditory but with lesser kinesthetic and tactile involvement. Few if any people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

6. Learning Strategy

Strategies are “make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”

(Oxford 1990, p. 8). Learning strategies can also enable students to become more independent, autonomous, lifelong learners (Allwright, 1990; Little, 1991).