

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

In education, learning is a process by individuals to get knowledges, experiences, and skills through learn from teachers or lecturers in the school or university. The teachers or the lecturers are giving knowledge and the learners accept it. It will continue which is done consciously by individuals to find out or investigate a number of impression from discussion, asking, answering which have been studied. Through learning, individuals can change their personality, habits, perceptions and increase their knowledge, skills and others abilities.

Learning also has function to make people more intelligent than the people who do not learn. As one of the holy Qur'an stated in the al-Ghasyiah, verses 17-20 :

أَفَلَا يَنْظُرُونَ إِلَى الْآيَاتِ كَيْفَ خُلِقَتْ ﴿١٧﴾ وَإِلَى السَّمَاءِ كَيْفَ رُفِعَتْ ﴿١٨﴾

وَإِلَى الْجِبَالِ كَيْفَ نُصِبَتْ ﴿١٩﴾ وَإِلَى الْأَرْضِ كَيْفَ سُطِحَتْ ﴿٢٠﴾

Based on the verses above, Allah has stated that every human instructed his servant to learn anything that useful for them by anyone in everywhere. Besides

that, the knowledge and the language includes skills must be always developed by individuals especially by language learners.

Learning process not only can take place in formal situation such as in the school, university or in the course but also learning can take place in informal situation such as learning English through watching movie, listening the music, reading novel or magazine that contains English language. Learning process become an important situation and giving significant impact for individuals to change their personality, increase knowledge for making them to be a better person.

According Lyle E. Bourne and JR Brouce R Ekstrand, learning is a relatively permanent change in behaviour traceable to experience and practice (Cohen,1998) learning is also the process by everyone for acquiring knowledge news, or modifying existing, knowledge, behaviours, skills, values or preferences and may involve synthesizing different types of information.

In learning the students need strategies to make learning process easier, faster and more enjoyable for understanding the new information and solve the problems. The learners who used the strategies are different with the learners who don't used the strategies in learning, they often learn passively, slowly and fail in the learning process.

Strategies can we defined as an action, a way or technique taken by individuals for achieving a particular end, goals, planned design for controlling and manipulating of certain information. The strategies are also some procedures

that individuals used in learning for making, accepting, and reviewing the information. Strategies that we want to use certainly need to plan, to monitor and also to evaluate.

Learning strategies are specific ways taken by individuals who help them to facilitate in learning process to be more effective. Learning without strategies might run slowly not effective and bored. But not all of the strategies can we use in our learning, we have to know the appropriate strategies for us that really can help us to mastery the learning subject easily.

Richards and Platt (1992) defined language learning strategies as intentional behaviour which helps learners understand and remember new information. While according to Platt and Schmidt (2002) language learning strategies are ways the learners to acquire and use the language more effectively and correctly. And Rubin (1981) states that language learning strategies are some techniques or devices that a learner may use for acquiring the language.

According to Cohen (2003) stated that learning language strategies (LLS) are so important as kind of process "learning language and teaching" for two reasons: the first is the person can investigate the metacognitive, cognitive, social and affective process involved in language learning by investigating the strategy use of second language learners, the second is less successful language learners can be assisted to be better language learners through effective strategy instruction.

This research is about language learning strategies, it is important to study because by knowing language learning strategies, it will be useful for language learners to help them in the learning process for making the learning process easier, faster for mastering the language well.

Difficulties in learning English process are often found, because the language is a foreign language for us, not the first or the second language for students. Every person has difficulties in learning the language. The kinds of difficulties faced by language learners are different from each other. That is why it is needed to use strategies in learning. Every difficulty has a solution, to overcome the difficulties in learning the language we must be aware of the difficulties we face and look for the strategies that help us to reduce and relieve the difficulties. Hence, this research wants to investigate the difficulties the lecturers face when they act as a language learner in learning English language, thus by knowing the causes the research wants to find the ways to overcome the difficulties.

The researcher is interested to conduct this research because based on the researcher's experiences when learned in this department she met that English lecturers have many techniques or strategies they use in delivering their lessons, they have the best quality in teaching English. They master English well and some of them got a scholarship to continue their study in a doctorate. Their success in learning the language might depend on the strategies they used, whether when in junior high school, senior high school, undergraduate degree or master degree. Then, the researcher is also curious whether the lecturers may have difficulties when

they were learned English before they became lecturers. That is why the researcher interest to choose this topic as her research.

The researcher conducted the research in Antasari State Islamic University Banjarmasin at English Education Department Tarbiyah and Teachers Training Faculty which located on Ahmad Yani street 4,5 70235 East Banjarmasin, Banjarmasin City, South Kalimantan.

In some previous study, the researcher got the similar research with her research. They research are also about language learning strategies. The first research is conducted by Lailatul Rohmalia, the title is “*A study of English Language Learning at Eight Grade Students in MTsN Piliat Popongan*”. The result of her study are the students used are two subcategories of metacognitive strategy namely, directed attention and selective attention; five subcategories of cognitivestrategy namely, note taking, keyword, imagery, repetition, and resourcing; and two subcategories of social affective strategy namely, question for clarification and cooperation.

The second research is conducted by Rafiatul Mahmudah, the title is “*Students’ strategies in Learning English at Al-Falah Boarding School For Girls School*”. The result of her research are : 1. The students use three strategies to learn English. Those strategies are: metacognitive strategy, cognitive strategy, and socio/affective strategy, 2. The common strategy used by the students there are: in metacognitive strategy is early planning and self management, in cognitive strategy is grouping, and in socio/affective is asking for clarification, 3. Many of the

students choose socio/affective strategy because, they said that if they discussing with their friend, it can be easier to understand the course.

Based on the background informations above, the researcher is interested to make research entitle “**Language Learning Strategies of English Education Department’s Lecturers at Antasari State Islamic University Banjarmasin.**”

### **B. Research Questions**

Based on the reasons of the research above, the researcher would like to formulate the main problems as follows:

1. What kinds of language learning strategies used by English Education Department’s lecturers ?
2. What were the difficulties the lecturers face in learning English language?

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

Based on the problems statement above, this study intended to :

1. To find out the kinds of language learning strategies used by English Education Department’s lectures.
2. To investigate the difficulties the lecturers faced in learning English language.

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

The result of this research are expected to contribute to the field as follows:

1. Through this thesis, the researcher can enlarge and enrich her knowledge of English Education as a candidate of English teacher.
2. Giving informations to readers about learning language strategies used by English Education Department's lecturers.
3. Giving valuable spirit for another student of English Education Department to increase their learning in English.
4. It will serve information, consideration and input for English Education Department in increasing educational quality establishing conditions to support students' learning.
5. Providing informations for other researchers who want to conduct the research which is closely related to the object of this research.

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

To avoid any misinterpretation toward the title in this research, the researcher will clarify the tittle as follows:

1. Learning Language Strategies (LLS)

Language Learning Strategies (LLS) are specific procedures or techniques, actions, steps taken by language learners to enhance their own learning.