

CHAPTER I

INTRODUCTION

A. Background of Study

English as an international language which by communication all over the world. It is used in many fields of life such as in education, tourisms, politics, technology, and low business, etc. English also has a very crucial position and becomes more popular since it is as foreign language in Indonesia, it has been studied thought from elementary school to university.

Nowadays, English language is the most one language in this world that used many people to communicative with everyone from other country because English is an international language and universal language. Then it way to connect people language from different background of their country. English is very important and useful for our life to understand each other who have different cultures.

Before we know English well, people need learn about it and learn other language is not easy for some people, people can get many knowledge from books, internet or school in learning for making easier. An approach is need in learning English which strategies and techniques included, attendances of education school for learning and teaching activities, signing that awareness of human being highly and importance of learning process. Nevertheless, learning is not only got from education school. Someone learning process just can be executed when he is residing at home or

anywhere and anyone have the right to learn anything in this life, As Allah said in holy Qur'an Al-Mujaadilah verse 11 as follows:

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَأَفْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ^ط
 وَإِذَا قِيلَ ائْذُنُوا فَاذْذُنُوا يُرَفِّعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ^ج
 وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

The verses above God will boosts of human's level that strive for knowledge. It implicitly shows the importance of learning, with the human able through the true life and for getting the good result then need some strategies or steps use in learning language especially.

Language learning is a crucial issue that promotes somebody's success. It has different ways from learning most other subjects because of its social and communicative nature. Thus, person with charming language ability will perform better in his environment. Considering that fact, the needs of foreign language mastery have spread over the world that make language learning is an obligation for those who want to convey their idea properly and communicative even socialize well. Because of its significance, many studies have been conducted to find the ways or strategies out that may be able to foster acceleration of language learning.

Language learning strategies is important variable that can affect the performance of the learners (O'Malley & Chamot, 1990: Oxford, 1989, 2003). Other than that language learning strategies have been regarded as a crucial variable in

influencing academic achievement (Hakan, Aydin & Bulent 2015) or language proficiency (Fazeli: 2012; Kiram et al., 2014).

“Furthermore, strategies usage in language learning will successfully work to accelerate the accomplishment. In educational world, it is well-known with the term LLS’ (Language Learning Strategies). It is a set of skills applied to respond to the particular learning situation and to manage their learning in appropriate way” (Oxford: 1998, p.1).

According to Williams and Burden (1976, p.46), in studies of successful and unsuccessful learners conducted by Nisbet and Shucksmith, “people who succeed in learning have developed a range of strategies from which they are able to select those that are the most appropriate for a particular problem, to adapt them flexibility for the needs of the specific situation, and to monitor their level of success”. It means that learning will effectively make sense when a learner employs certain strategy by considering his needs toward related circumstances. Therefore, an effective chosen strategy for one will probably be ineffective to another.

This fact happens for the distinction being extinct in the learners, called individual differences that influence language acquisition in various instructional contexts (Gage and Berliner: 1984, p.523). They go on claiming that individual differences themselves, such as interest, self-concept, age, and gender hold very essential role in supporting someone’s success in learning in a foreign language that similarly contribute whether language learning will be picked up quickly or not. “One aspect of such difference considered to be necessary for further discussion is gender.

Gender has been a discussion topic among linguists since the late seventies”. Gender has been a discussion topic among linguistics since the last seventies (Holmes and Megarhof: 2003, p.91). In the consideration that gender differences, which are socially and culturally constructed, have become an interesting phenomenon in contemporary society, many researchers and language education practitioners conduct study dealing with this case by correlating it to other aspect (Mahmud, 2010 and Reis, 1995). Although gender is typically a significant factor in other disciplines in particular in educational and psychological research, gender has only received sporadic attention in the studies of language learning strategies. Gender an important factor affecting the choice of LLS in second language learning and is said to have “a profound effect on strategy choice” of learners (Oxford & Nyikos 1989, p. 294). Males and females learn differently from each other (Ebel, 1999; Cavanaugh, 2002, as cited in Tatarinceva, 2009).

Among the factors that could affect language learning strategies, gender is considered important factor (Gu, 2002). This was also agreed by Zoghy, Kazemi and Kalani (2013), in which gender is a crucial affective factor that plays specific role in second language acquisition.

Considering the explanation above, this study is conducted to an analysis on language learning strategies based on gender in learning English. There was previous study written by Manprit Kaur and Mohamed Amin Embi (2011) the title is “*The Relationship between Language Learning Strategies and Gender among Primary School*”. The subjects are this study were 60 students consisting 30 male and 30

female from two classes primary. The data was in of quantitative data. The instruments for collecting data were a survey questionnaire, include a background information questionnaire and a bilingual Language Strategy Use Questionnaire adapted from Language Strategy Use Inventory by Cohen, Oxford and Chi (2002). The result of this research show that female students use more strategies than male students in learning a language.

The similarity between the writer's research and this previous research is about gender on language learning strategies. And the differences between the writer's research and this previous research are this study focused on language learning strategies in reading skill. Whereas the writer's research this study focused on language learning strategies based on gender in learning English.

Another previous was conducted by Kartika Indah Permata (2013), the thesis entitle "*A Comparative Study of Gender on Language Learning Strategies Preference*". This study applying quantitative research. The subjects of this research were 121 students consisting 41 males and 80 females freshman of English department in STAIN Salatiga. The instruments for collecting data using the adapted SILL (Strategy Inventory for Language Learning) version 7.0 specialized for second a foreign language learners. The results show that there is no significant difference between males and females on LLS preference, either in overall strategies use or in each strategy.

The similarity between the writer's and this previous research are about a gender on language learning strategies, and using the adapted SILL (Strategy

Inventory for Language Learning) version 7.0 specialized for second a foreign language learner. And the differences between the writer's research and this previous research are this result show that there is no significant between male and female students on language learning strategies in learning English. Whereas the writer's research this study has a significant between male and female students on language learning strategies.

In this study, the writer choose the eighth grade of SMP NEGERI 2 Takisung as the respondent. The researcher choose at SMP NEGERI 2 Takisung because this school the students used more strategies. The writer does research at the eight grade students because they are heterogeneous, overall students used of language learning strategies in learning English and based on observation. This study also important to analysis kind of learning strategies based on gender used by the eight grade. In this grade, there are two classes they are class VIIIA and VIIIB. There are only few writers that do research in this school whereas if there are many writers do research it will be a perfect thing for this school, especially in learning process in this school.

So in this study, a research want to analysis language learning strategies based on gender, the writer take a specific theme for the research entitled "*A Gender Analysis on Language Learning Strategies Used by Students in Learning English at SMPN 2 Takisung*".

B. Limitation Problem

The problem this research is particularly focused on probing used language learning strategies based on gender consisting between male and female students of grade eighth SMPN 2 Takisung.

C. Research Questions

With regards to the previous section, this study aims to examine the process of learning English as a foreign language especially from the learners point of view. In order to reach this goal, this study seeks to answer the following questions :

1. What are the most frequently strategies used by male students of the eighth grade in learning English ?
2. What are the most frequently strategies used by female students of the eighth grade in learning English ?
3. Is there a significant different score between male and female students on language learning strategies in learning English ?

D. Objective of Study

1. To identify the most frequently language learning strategies used by male students of the eighth grade in learning English.
2. To identify the most frequently language learning strategies used by female students of the eighth grade in learning English.
3. To identify a significant different score between male and female students on language learning strategies in learning English.

E. Significance of Study

The result of this study hopefully can give some benefits not only theoretically but also practically go to;

1. Teacher educators

Theoretically, teacher educators may add variety concepts of horizon of learning strategy used by English learners as a foreign language. Practically, teacher educators may practice the concepts and understanding related to learning strategy of understanding the learners better.

2. Students

Theoretically, students understand kinds of learning strategy in learning English in order to accelerate and enhance their comprehension. Practically, the benefits for the students may practice the concepts for understanding learning English to get satisfaction result.

3. Other researchers

Theoretically, it is as input or comparison of different types of learning strategies in learning English as a foreign language. Practically, other researchers may practice or choose variety of strategies to learn and develop, explore, criticize, and examine other aspects related to the kinds of learning strategies.

F. Definition of Key Term

In order to make the readers get easier in understanding this study, here the researcher will give the definition of some key terms that important to be understood as the following:

1. Gender

Gender is the term to describe socially constructed categories based on sex (Coates:1987:4). Most society operate in terms of two genders, male and female. Otherwise, sex is refers to a biological distinction that differentiate binary class, man and woman (Graddol and Swan 2003:11). Hence, gender is employed to clarity the case in this discussion.

2. Language Learning Strategies

Individual differences have driven the distinction for the students regarding the learning and how to accomplish with it. these also turn into strategies they take to master language. According to Oxford (1998:1) and O'Malley and Chamot (1990:15), language learning strategies –shortened with LLS-are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

G. Hypothesis

- H₀ (Null Hypothesis) : is that “there is no significance different score between male and female students on language learning strategies in learning English used by the eighth grade students at SMPN 2 Takisung”.
- H_a (Alternative Hypothesis) : is that “there is significance different score between male and female students on language learning strategies in learning English used by the eighth grade students at SMPN 2 Takisung”.