

# CHAPTER I

## INTRODUCTION

### 1.1 Background

The role of language learning strategies (LLS) for students is important; specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, and more efficient can be the best learning strategies. Being aware of the characteristics, techniques, and methods of a good language learner facilitates students' language learning and helps them enhance learning efficiency (Zare, 2012). Contextually, there is a student from a junior high school in Tasikmalaya. His performance during English class is outstanding, he has good English skills. The researcher was also amazed by his creativity outside of school by creating content on his personal social media using the Instagram highlight feature with the title #EnglishWithNajril. With this content he shares his knowledge of the English language, and sometimes gives quizzes to the audience to answer, then he explains. Many young people his age have good English skills but rarely have the creativity to share knowledge like this participant. Additionally, he was chosen as a leader of English club at his school. As a good language learner, this participant may have some special strategies that others could learn from (Nguyen, 2017). English is not the only language that he learn, he also learned Russian and Japanese, but English is his priority. Thus, using narrative analysis and performing O'Malley et al. (1985) about LLS framework with thematic analysis by Braun and Clarke (2012), this study will investigate the student's language learning strategies in learning English.

The intentional behaviors and thoughts that learners engage in during learning can subconsciously help them understand, learn, or remember new information better. Moreover, LLS is carried out by students continuously as steps they consider adequate to support the learning process and understand the materials independently, either individually or with others. Ungureanu and Georgescu (2012) explained that learning strategies for any set of steps, plans, and routines used by the learner to facilitate the acquisition, storage,

and understanding of learned information. Therefore, it is essential to find out the language learning strategies used by successful language learners as it can improve the language skills of the learner better and can inspire other learners.

However, to become a successful learner in learning a foreign language, often people ask about what strategies are applied. Nguyen et al. (2017) argued that a good language learner might have unique strategies from which others could learn. Not all learners realize that what is often done repeatedly is a strategy used that can help the learning process, that is why it is essential to reveal the study habits of a successful learner.

## 1.2 Formulation of The Problems

One research question is addressed in the present study. “What are the student’s language learning strategies in learning English?”

## 3.2 Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides some definitions related to this study, as follows:

- 1) **Language Learning Strategies (LLS)** : Learning attitude carried out by participants in the process of learning English which includes: Metacognitive strategies (planning, prioritizing, self-management, self-evaluation, self-reinforcement), Cognitive strategies (Auditory, note-taking, remembering, contextualization, learning resources) , and Socio-affective strategies (cooperation, ask question, practice).
- 2) **English as Foreign Language (EFL)** : Learn English in a country where English is not the primary language. For example,

students who learn English at one Junior High School in Tasikmalaya.

- 3) Narrative inquiry** : The story of the participant's individual experiences of language learning strategies in learning English.

#### **1.4 Aims of the Research**

This study aims to portray the student's language learning strategies in learning English.

#### **1.5 Significance of the Study**

##### **1) Theoretical contribution**

This study will enrich the literature on LLS in the EFL context especially viewed from O'Malley's theory

##### **2) Practical contribution**

This study can be used as a reference for EFL Learners to conduct LLS to make their learning process more effective.

##### **3) Empirical contribution**

This study will reveal EFL students' learning strategies to become successful language learners.