**CHAPTER I**

**INTRODUCTION**

This first chapter gives information about background of the research, research questions, the objectives of the research, the significances of the research and the scopes of the research.

1. **Background**

As we know that English language is learned as one of subjects in the school as foreign language in Indonesia. To teach a foreign language of course takes a lot of time to learn and maybe a little bit complex to the students. Learning a foreign language in fact, it will be influenced by habit in their first language. This matter will be occurred in the classroom, so teachers need to offer and apply challenging and new strategies in their teaching activities.

To improve the English skills, language learners need to know, master, and create the language learning strategies. Knowing the types of language learning strategies will give the student same alternative in learning strategies that mostly appropriate to use. Fedderholt (2006) argues that successful language learners make use of different types of learning strategies. Indeed, learning strategies can make a powerful impact to the outcome of language learning. Zainil (2005) in Azmi (2012) also states that nowadays, researchers as well English language teacher believe that the strategies play a major role in learning English because the learner attention is not on structural devices anymore but on developing communicative competence. Teaching English as a foreign language must play a very crucial role to help the language learner to improve the language skills.

Language learning strategies can be said as specific ways or techniques that students use in order to improve progress in developing L2 / foreign language skills. According to Rubin and Thomson (1982); O'Malley and Chamot, (1990), Ellis (1994), when learning a foreign language, learners use a number of different strategies serving as a tool that helps learners to independently master the effectiveness of foreign language learning. The term "strategy" is differently defined in some literatures. Oxford (1990) defines language learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, and more transferrable to new situations of language learning and use. O'Malley and Chamot (1990) believe that these are special ways of processing information that enhance comprehension, learning, or retention of the information.

Language learning strategies allow students to get responsibility for their own progress. In some instances, learner training that involves teaching of individual learning styles has been successful but this depends on language skills O'Malley and Chamot (1990). According to Oxford (1990) states that in order to create an effective learning training, there should be a clear focus on specific strategies, opportunities to practice these strategies, and a way of showing learners how to transmit these strategies to new situations.

As has been described above that learning a foreign language in this study is English language. It is divided into four skills namely listening, speaking, reading, and writing. Like other skills, in reading as one of receptive skill and speaking as one of productive skill, the students need guidance from the teacher both in recognizing and use the strategies. They need steps and way to use the strategies. But, the strategies cannot be applied well if there is no strong drive from the student. In fact, there are many findings show that the students’ participation always determines the success or the failure of the language learning. It may imply that the main purpose of the teaching English in the class is to enable or to help the student to learn independently by using the kinds of learning strategies.

Language learning strategies may exist in all level of education. A student begins to learn reading and speaking in English from the elementary school, it means that they begin to use learning strategies taught by the teacher. Repetition, imitation, memorization, using chart and games are typical learning strategies used in this level of learning. It is basically the same when the students learn reading and speaking in higher level. The student must learn and to be familiar with the more complicated sentences.

Numerous empirical researches have shown that a significant effect on the extent of strategy used by male and female language students. Thus, can be a reason for the difference in electing the learning strategy. The differences between male and female students and language learning strategies (LLS) has attracted the attention of some researchers in second language (L2) learning or foreign language learning. Ehrman and Oxford (1989) ; Oxford (1990), Wharton (2000) and many researchers, in general, their studies support an association the differences between male and female language students and LLS.

Based on the illustration above, it is important to set a descriptive study to know the types of learning strategies used by male and female students in reading and speaking. Therefore the the researcher would like to conduct a research. The focus of the study is the title: **“A Study of the Language Learning Strategies in Reading and Speaking Used by Male and Female Students of SMA Negeri 1 Tinggimoncong”.**

1. **Research Questions**

The research questions of differences between male and female students in the use of language learning strategy especially in reading and speaking students are:

1. What language learning strategies are frequently used by male and female students of SMA Negeri 1 Tinggimoncong?
2. Is there any significant difference between male and female students in the use of language learning strategies in SMA Negeri 1 Tinggimoncong?
3. How do male and female students of SMA Negeri 1 Tinggimoncong implement their language learning strategy in reading and speaking?
4. **Research Objectives**

The purposed of this study are to investigate the learning strategies used by different between male and female especially the reading and speaking learning strategies of students in SMA Negeri 1 Tinggimoncong. As indicated in the problem statement, the objectives of this study are:

1. To find out the language learning strategies frequently used by male and female students in SMA Negeri 1 Tinggimoncong.
2. To ascertain the differences between male and female in the use of language learning strategies in SMA Negeri 1 Tinggimoncong.
3. To investigate the ways of male and female students of SMA Negeri 1 Tinggimoncong implement their strategy in reading and speaking.
4. **Significances of the Research**

Theoretically, the result of this research is intended to give useful information for those who are interested in the research concerning in how the language learning strategies in reading and speaking are used by male and female learners in ELT process. This research also offer information concerning the SMA Negeri 1 Tinggimoncong students’ in the use of language learning strategies which helpful in designing the teaching and learning strategies in language subject

Practically, the result of the research is useful for English teachers to know and to help the students in using language learning strategies especially in reading and speaking. Also, it could help students improve their performances in learning process. The result of the research also may help students have a better understanding of their own language learning strategies particularly in reading and speaking. Therefore they could employ learning strategies effectively.

1. **Scopes of the Research**

 The researcher is limited some points to focus on the process of conducting this research, they are:

1. By discipline this research deals with the educational psychology and applied linguistics.
2. By content, it reveals the frequency of the use language learning strategies in reading and speaking by male and female students in their ELT process. It is also going to know the differences between male and female students in the use of language learning strategies in reading and speaking strategies.
3. By activity, in the research, first, the researcher gives SILL modified questionnaire by Oxford (1990) to students. The questionnaire is given to get the frequency of language learning strategies are used by male and female students and to know the differences between male and female students in the use of language and learning strategies. The random samples are applied in this research. Second, after analyzing the result questionnaire data, the researcher take purposive samples to gain the ways of male and female students of SMA Negeri 1 Tinggimoncong implement their strategy in reading and speaking. The samples are the students in grade XI and the research location is at SMA Negeri 1 Tiggimoncong where the researcher works as an English teacher.