**CHAPTER I**

**INTRODUCTION**

This chapter copes with background, statement of the problem, objective of the study, significance of the study, scope of the study, and definition of terms.

1. **Background**

Language learning strategies are defined as specific methods or techniques used by individual learners to facilitate to comprehension, retention, retrieval and application of information for language learning and acquisition (Oxford, 1990). The study of language learning strategies has sought to identify patterns of strategy use that are indicative of successful language learning. In the field of language learning research, the learning startegy has been a notable area of growth in recent years. However, not much has been reported on the range and types of language learning strategy has been done so far in the Indonesian setting. Considering that learning is actually processing information, the most important elements of these process are perception, attention, memory, and thinking. On the other hand, learning is the management of mental responses to stimuli (Marcela, 2015). It is undeniable that some learners do better than others in learning an L2. This indicates that individual learner variables influence learning outcomes. Identification and classification of such learner variables, which help to demonstrate the importance of individual differences in L2 learning, have been undertaken (for example, Altman, 1980; Larsen-Freeman and Long, 1991; Skehan, 1989 as referred to in Ellis, 1994). However, Ellis (1994) argues that because of vague, overlapping constructs referred to in the studies and problematic terms chosen for labeling different factors, it is difficult to synthesize the results of those studies.

It is undenibale that some learners do better than others in learning an English Foreign Language. This indicates that individual learner variable influence learning outcomes. Identification and classification and classification of such learner variables, which help to demonstrate the importance of individual differences in learning English, have been undertaken (for example, Altman, 1980; Larsen-Freeman and Long, 1991; Skehan, 1989 as referred to in Ellis, 1994). However, Ellis (1994) argues that because of vague, overlapping constructs referred to in the studies and problematic terms chosen for labeling different factors, it is difficult to synthesize the results of those studies.

Despite the inconclusive identification and classification of individual learner variables, researchers (for example, Altman, 1980; Ellis, 1994; Larsen-Freeman and Long, 1991; Skehan, 1989) agree to acknowledge that learner strategies, the big umbrella under which language learning strategies stand, are among the learner variables that influence learning outcomes. As Ellis (1994) points out, learner strategies are one of the three interrelating variables used to construct a framework for investigating individual differences. The framework, shown in Figure 1.1 below, has three sets of variables. The first set consists of individual learner differences, which are of three main types: beliefs about language learning, affective states, and general factors. The second consists of learner strategies and the third concerns language learning outcomes, which can be considered in terms of overall L2 proficiency, achievement with regard to L2 performance on particular task, and rate of acquisition.

Figure 1.1. A framework for investigating individual learners differences (Ellis, 1994)

1. Individual learner differences

* Beliefs about language learning
* Affective states
* General factors

Learning processes and mechanisms

1. Learner strategies (3) language learning outcomes

* On proficiency
* On achievement
* On rate of acquisition

The three of variables are interrelated to one another. With regard to the interrelationships between learner strategies and individual learner differences, as well as between learner strategies and language learning outcomes, the strategies that students employ can be influenced by individual learner difference variables, and can also have effects on them. For instance, students’ affective state, which is one of the individual learner difference factors, influences the students’ strategy use, in the sense that when they are anxious about practicing speaking in the L2, for example, they could choose and employ one of the effective strategies (Oxford, 1990) that works best for their situation. They could employ the strategy ‘using laughter, using music, or using progressive relaxation, deep breathing, or meditation’ (Oxford, 1990) or a combination of these strategies, to manage their effective state. The students’ strategy choice, which indicates their strategy use patterns, can be influenced by their individual learner differences. At the same time, the use of these strategies could have an effect on the students’ affective state is managed, and their anxiety lowers.

The interrelation between learner strategies and language learning outcome is similarly reciprocal. Students’ strategy use can be influenced by their L2 proficiency, which is one of the indicators of language learning outcomes, and can also have an effect on their L2 proficiency level. For example, students with high L2 proficiency may select and use the compensation strategy ‘using a circumlocution or synonym’, instead of ‘switching to the mother tongue’ (Oxford, 1990) when they do not know an L2 word in the midst of a conversation practice in L2. The choice and use of the first strategy, which requires better vocabulary and understanding in L2 morphological and syntactical constructions, is obviously influenced by their high level of L2 proficiency. At the same time, the strategy use can also have an effect on their L2 proficiency level, i.e. the increase of L2 proficiency level as the result of practice.

Language learning strategies still have no exact definition. Researchers (for example Brown, 2000; Cohen, 1990; Green and Oxford, 1995; Griffiths, 2008; O’Malley and Chamot, 1990; Oxford, 1990; Rubin, 1975; Stern, 1992; Wenden and Rubin, 1987) define language learning strategies in slightly different ways, causing a debate about whether they are physical or mental, conscious or subconscious, and problem- or goal-triggered. To provide a working definition for this study, however, she has adopted Griffiths’ definition for its ability to accommodate all the debated issues. Griffiths (2008, p. 87) defines learning strategies as “activities consciously chosen by learners for the purpose of regulating their own language learning.”

The definition should provide an initial perspective on language learning strategies, the interest area of this study. What about the L2 learning outcomes from which language learning strategies gain their crucial roles, and on which language learning strategies have an effect? Regarding the L2 outcomes addressed in this study, the researcher narrowed down its coverage, for the depth of the investigation, to the students’ L2 proficiency in a single language skill, i.e. speaking skill. As Brown (2005) points out, from the two main mediums for communication in human language, it is the spoken medium that has primacy. This is supported by the fact that all languages have a spoken form, but many of them do not have a written form; in early childhood, humans learn to communicate in speech rather than in writing; and humans also spend a far longer time communicating in speech than in writing (Brown, 2008). Despite the primacy of speaking skills, in the field of L2 learning, there have been factors constraining the achievement on this specific language skill, such as the lack of opportunities for learners to speak in L2 (Brown, 2008), the examination-oriented teaching and learning process emphasizing more grammar and written language than the development of oral communicative skills (Li, 2007), and the lack of exposure to the target language and culture (Shumin, 2002). Because of these constraints in L2 learning environment, learning strategies could probably offer a pathway to improvement.

Since language learning strategies can have an effect on learning outcomes, including on L2 speaking proficiency, and strategies can be learnt, students should be encouraged and assisted to employ them. One of the ways teachers could help students learn to use them is by providing strategy training, and materials that they can use for the training have been developed (for example, Brown, 1989; Ellis and Sinclair, 1989; Oxford, 1990; Wenden, 1986 and 1991). However, it is undeniable that there are many issues that need clarification before strategy training can be implemented effectively. Such issues include: what strategies and what combinations of strategies need to be taught; how to take into account students’ own preferred strategies; how to convince particular students that strategy training is worthwhile; whether the strategy training is provided as a separate strand in a language program or is fully integrated into the language teaching materials; when the training should be attempted; and whether or not students should be made aware of the strategies they are taught (Ellis, 1994).

There are five researchers concerning strategies done before, those are “language Learning Strategies in Second Language Acquisition by Adult Learners of English in The Indonesian context’ reported by Arifin (2000). ‘The language learning strategies and language styles of beginning and intermediate learners in Indonesian’ by Djiwandono (1998), “Fostering autonomous learning using independent approach based on students’ learning strategies to increase their vocabulary” by Husain (2003. “Motivation and learning strategies of a good learner of English at Senior high School” by Haryanto (1998, and “The English learning strategies of the English education students of FPBS IKIP Ujung Pandang” by Wello et al (1993), and very little study on English learning strategies has been reported by senior secondary schol students learning English in Indonesia. Those previous studies notably concern with six language learning strategies (SILL) as introduced by Oxford, except Haryanto’s study, and this current study confines its study on two learning strategies, i.e., SILL (Oxford) and GLL (Rubin).

The issue where there is a gap in the literature is that little has been attempted to investigate L2 speaking strategies amomg Indonesian EFL tertiary students of studies in the Indonesian context the researcher has just referred to, one investigated strategy use in relation to L2 speaking proficiency and learning styles (Huda, 1998). All the others had a different focus of investigation. Anam (2010) probed strategy use for reading skills in relation to cognitive styles and reading proficiency; Lengkanawati (2004) compared strategy use among foreign language learners with different cultural backgrounds; and Mistar (2001) examined the relationship between language learning strategy use and individual learner differences, i.e. language aptitude, personality traits, attitudes, and motivation.

Language learning strategies are important factors that affect students’ learning. In Indonesia, Senior high school is an important stage in a person’s education. This research examines the English language learning strategy use by senior high school learners in Indonesian context by means of the strategy inventory for language learning. With the development of the research on second language acquisition, more and more attention has been paid to the research on learners differences. English language learning strategies have been increasingly attracting the interest of contemporary educators as they have potential to enhance learning. Learning strategies are claimed to have the principal influence on the rate and level of second language acquisition (Ellis, 1994; Oxford, 1990). Over the years, many researchers have studied and examined the language learning strategies. However, the results of the studies are diffrent and controversial. Most of the research subjects in these studies are students in different colleges and universities. There is little in the literature that focuses on the language learning strategies of students learning English in senior high schools. In Indonesia, senior high school is a very important stage in a person’s life because the study in senior high school determines whether a person can go to have higher education or not and what kind of higher education a person can have. Therefore, the teaching in Indonesia senior high schools is quite different from that in universities or colleges and the students in senior high school have their own peculiar ways of learning.

One line of research in this regard had been how different language leaners manage their learning using different types of language learning strategies. Successful language learners have been identified as those who make use of a wide range of effective language learning strategies in a systematic and organized way. The pedagogical implication of this development has been that less successful language learners can be helped to enhance their language learning through strategy training. The research on language learning strategis have proliferated, investigating a variety of learners in both English as a second language (ESL) and English as a foreign language (EFL) context. Results of these research has successfully contributed to our understanding of the nature, categories, and patterns of strategy use in general, as well as their use in different language skills.

The idea began in 2013 when the researcher supervised students’ extramural activities, the researcher’s administrative responsibilities at that time required the researcher to assist students organize and conduct their out-f-classroom activities.

First, the researcher witnessed the students’ autonomous behavior when the researcher participated in their outside-classroom English speaking as a resource person. The speaking practice was organised by them in English Conversation Club as community at their school. The community members voluntarily and enthusiastically practiced speaking English with one another despite difficulties they were face with. It was the students’ voluntariness and willingness to do such activities that attracted the researcher attention. They did it out of their own desire to regulate their learning, apparently needing no particular instruction or guidance from their teachers. It may be said that they demonstrated autonomous behavior by employing the social strategy ‘cooperating with peers’ (Oxfords, 1990), a conceptual that the researcher was unfamiliar with at that time.

Second, the community at their school organizing committee invited the researcher to join on their community. At their school, the researcher witnessed the students’ strong enthusiasm to practice speaking with the native speakers, an opportunity which did not come very often. The students ‘autonomy through strategy use, ‘practicing naturalistically’ (Oxford, 1990), provided the researcher with food for thought.

Third, both of the school the researcher was requested by the students to help improve their oral English for preparation English competition. The students were the members of a community by their school. At the end, they successfully performed in English competition. What they did was evidently the employment of ‘cooperating with more proficient users of the new language’ (Oxford, 1990) by asking the researcher, their teacher, to work with them. This was another significant experience that helped build up the researcher’s motivation to carry out research on English Foreign language speaking strategies.

Finally, the researcher observed many other occasions when the students used language learning strategies. For example, some students practiced speaking to one another in English when they took a rest under the tree outside after school; one or two students initiated interaction with their teacher in English. The students switched into Indonesian when they did not know an English word in the midst of informal English conversation with their teacher, and some students used gestures to compensate an unknown word. Referring to Oxford’s (1990) strategy taxonomy, the researcher, retrospectively, can see the use of ‘cooperating with peers’, cooperating with more proficient users of the new language’, ‘seeking practice opportunities’, switching to the mother tongue’, and ‘using gestures’ performed by the students as they struggled to learn the language. This observation contributed further to the researcher’s motivation to conduct this research.

In addition to the researcher’s initial observation of the strategic behavior demonstrated by the students, the researcher’s experience in teaching speaking in class play a part in the researcher’s motivation, too. The researcher shared with them the researcher’s own English speaking learning experience. The researcher told them that at the early stage of the researcher’s learning of oral skills, the researcher experienced physical tension as a symptom of anxiety.

Thus, without knowing the concept, the researcher had paid a good deal of attention to the area of language learning strategies from the outset of the researcher’s teaching career. The researcher’s intrinsic motivation to carry out this study is based on researcher’s initial observation of the use of strategies and the students’ strong interest in learning about and exercising them. Then the researcher sought to examine formally the students’ strategy use, how and why they use them. Apart from my inspirational experience of observing students’ strategy use, the researcher was drawn to conduct this study because it would fill a gap in the literature on language learning strategies in the Indonesian context.

Despite the researcher’s motivation to carry out this study, inspired by the expectation of interesting and useful findings, there is a potential for conflict of interest. However, in positioning the researcher itself as an ‘insider’, the researcher constantly bore in mind the importance of validity. There are ways of minimizing the subjectivity of the insider’s perspective to increase validity. For example, at the stage of the data collection in the field, the researcher persisted in requiring the students to answer the questions posed in the speaking learning diaries, and interviews as sincerely and forthrightly as they could.

The researcher experiences teaching English at different college English courses where the reseacher believes that the students come with different cultural background, gender and achievement. Indonesia in general and South Sulawesi in particular are famous to it’s rich in culture including the habit in learning and the way they socialize with people. Oxford (1990) and Griffith (2008) believe that language learning startegies, culture and gender affect language learning achievement. The researcher’s assumption is that those students who can get higher English achievement should employ good language learning strategy and more various strateges to let them stay on that proficiency. However the students themselves who use good language learning strategy are not aware of the strategy that make them stay on that proficiency.

With the official implementation of English education starting at the elementary school level in the Indonesian school system, English language education has become a heated topic in Indonesia, not just in the field of education but also throughout society. Many commentators talk about the pressure parents are under to ensure that their child gets a ‘proper’ English education. Typically parents react to this pressure by mandating outside-of-school English education for their children, regardless of whether any given child enjoys it.

As the pressure to learn English mounts, the language is still treated as a difficult puzze that needs to be mastered rather than as a tool for communication. While the pedagogical pendulum in Indonesia has officially shifted from the traditional Grammar Translation Method to the Communicative Language Teaching Approach, most English language classrooms continue to be places where students are expected to memorize textbooks rather than practice communication. In such classrooms, the teacher is at the center of all that happens, and little room is left for students to become independent or active learners. This situation calls out for what Nunan (1998) refers to as a shift from “teacher-centered practice” to “learner-centered pedagogy.”

It is also crucial to point out the differences in learning between an ESL and EFL context. In an ESL situation, there is a need to use English in an authentic setting for a communicative purpose. Such environment provides and promotes opportunities for language use and therefore generates use of language learning strategies. In other words, an ESL context fits what Krashen would term as a context for language acquisition. In contrast, an EFL setting is where English is learned in the classroom for a limited period of time each week and there is no immediate purpose for using English for communicative functions. Such context, like in Indonesian, for language learning does not encourage or generate language learning strategy use. It is therefore very meaningful to investigate learning startegy use by EFL learners in Indonesian senior high school.

In such a situation as this, much can be learned from carefully studying the strategy of EFL learners in Indonesian secondary school. Armed with such studies, one can look at ways of showing learners how to take control of and be more responsible for their own learning. Through such studies, it is hoped that language learning strategies will play a key role in creating more efficient and successful learning experiences.

One of the earliest researchers in this area, Rubin (1975), defining strategies as "the techniques or devices which a learner may use to acquire knowledge" concluded that successful language learners had a strong desire to communicate, were willing to guess when unsure, and were not afraid of being wrong or appearing foolish. This did not mean that they did not care about correctness, however: good language learners also paid attention to form and meaning in their language. In addition, good language learners practice and monitor their own language and the language of those around them. Rubin noted that the employment of these strategies depended on a number of variables such as target language proficiency, age, situation and cultural differences.

At around the same time as Rubin, Stern (1975) produced a list often language learning strategies. He believed that the good language learner is characterized by a personal learning style or positive learning strategies, an active approach to the learning task, a tolerant and outgoing approach to the target language which is empathetic with its speakers, technical know-how about how to tackle a language, strategies of experimentation and planning with the object of developing the new language into an ordered system with progressive revision, constantly searching for meaning, willingness to practice, willingness to use the language in real communication, critically sensitive self-monitoring in language use and an ability to develop the target language more and more as a separate reference system while learning to think about it.

In our daily activities as teachers, we could find some learners are able to show a good performance in English compared to others, and be able to finish certain EFL tasks faster than the others. Some others can learn English better than the other learners do, whilst, they have been taught by the same teacher, with the same materials, the same school environment, and the same proportionate of time allotment in a class, and even the same parents.

With regards to those questions put forward above, the researcher was interested to look further of what *English* *learning strategies* are adopted by twelve students in Indonesian secondary school. Research into what learners did to learn a language had resulted in the identification of specific strategies and in attempts to classify them in some ways. Whilst, Tan and Tiang (2014) emphasize that the success of English language learning depends on the approach the learners adopt, which would make him exercise specific strategies to help them gain success in learning a foreign language. Rubin (1975), one of the earliest researchers in this field, provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge.” Oxford (1990) defines learning strategies as specific actions taken by learners to make lan­guage learning more effective, more self-directed, and more enjoyable. Her definition, thus, concerns observable behaviors, although it might also include unobservable cognitive actions.

Some researchers described them as unobservable attributes, behaviors, or observable actual steps. In terms of scope, some experts consider that learning strategies include only things related to the internalization of language system, whereas some others think that they also include the broad goal of communica­tive competence (Huda, 1999).

The main purpose of research in learning strategies was to make learning strategies understandable to teachers in order that they can give strategy training to their students. Through which then it was hoped that they could promote and enhance their learning. To come to the objectives of the studies, a wide range of methods of data collection procedure had been used in eliciting data on students’ language learning strategies. Investigators had attempted to use observations, student self-report and diaries (e.g. Rubin, 1981); for they may contain rea­sonably complete records of informant impressions about daily second language interchanges. Observation and interview methods were used by (Chamot & O’Malley, 1990; Naiman et al., 1978); self-report through questionnaires by (Politzer, 1983; Politzer & McGroarty, 1985; Oxford, 1990); and interviews by (Wenden, 1987).

Studies in this field had produced a number of learning strategy taxonomies and the most comprehensive system is the one proposes by Oxford (1990). She proposed a system of learning-strategy classification into two major classes, direct and indirect. These two classes were subdivided into a total of six groups. The direct strategy class covers memory strategies for remembering and retrieving new information, cogni­tive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps in the brain. The indirect is composed of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for cooperating with others in learning process. O'Malley et al. (1985) classify learning strategies into three broad categories: metacognitive, cognitive, and socio-affective.

Oxford (1990) highlights that students used certain language learning strategies since there is a problem to solve, a task to accomplish, an objective to meet, or a goal to attain. She exemplified that, a learner uses one of the reasoning or guessing strategies to better understand a foreign language reading passage. One uses memory strategies because there is something that must be remembered. Affective strategies are used to help the learner relax or gain greater confidence, so that more profitable learning can take place (Oxford, 1990). She further adds that language learning strategies are oriented toward the broad goal of communicative competence. She exemplified that a learner who uses metacognitive strategies may regulate her own cognition and focus, plan, and evaluates her progress as he moved towards communicative competence. Affective strategies develop the self-confidence and perseverance needed for learners to involve themselves actively in language learning, a requirement for attaining communicative competence (Oxford, 1990).

The most general finding among the investigation of language learning strategies was that the use of appropriate language learning strategies leads to improved proficiency or achievement overall or in specific skill areas (Wenden and Rubin 1987; Oxford and Crookall, 1989; O'Malley and Chamot, 1990; Oxford, 1993; and Oxford et al., 1993). They found that the succcess of learning English has positively correlated with the use of appropriate learning strategies. They also reported that learners who adopted learning strategies are more successful than those who do not. These studies also supported the notion that the use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction (Oxford et al., 1993). In this regard, it appears to be extremely important that teachers of a second or a foreign language should learn to identify and comprehend how the strategies of their students are applied in varied language activities.

O'Malley et al. (1985) suggested that the learning strategies of good language learners, once identified and successfully taught to less competent learners, could have considerable potential for enhancing the development of second language skills. Considering these, the researcher would like to suggest that if we, language teachers knew more about what the "successful learners" did, we might be able to teach these strategies to poorer learners to enhance their success records. Thus, this study is based on the idea that "an understanding and awareness of learning strategies on the part of teachers as well as students may provide valuable insights into the process of language learning" (Fleming and Walls, 1998).

With related to English learning, The students usually learn more effectively when they learn through their own initiatives. When their learning styles are matched with appropriate approaches in teaching, then their motivation, performances, and achievements will increase and be enhanced (Brown 1994). The visual learners, for example, prefer to obtain information through visual simulation. Compared with the auditory learners who prefer explanations, lectures, or oral instructions without using any visual aids, for the visual learners, "lectures, conversations, and oral instructions without any visual backup can be very confusing".

We may be familiar with any practitioners who are concerned with language learning strategies such as O’Malley, J.M. and Chamout, A.U., who comes with strategy used by good language learner. There are some learning strategies which are designed to be based on the core items of language acquisition theory; cognitivisim, and constructivism. In our daily activities as teachers, we could find some learners are able to show a good performance in English compared to others, and be able to finish certain EFL tasks faster than the others. Some others can learn English better than the other learners do, whilst, they have been taught by the same teacher, with the same materials, the same school environment, and the same proportionate of time allotment in a class, and even the same parents. In more detail, O’Malley, J.M. and Chamout, A.U. (1990, P.43) explore the learning strategies used in Second Language Acquisition covering any aspects of language learning:

|  |  |  |
| --- | --- | --- |
| **Cognitive Science** | How people learn |  |
|  | Remember and interact |  |
|  | Mental process |  |
| **Cognitive** | Learning process | Knowledge |
| **Psychology** | Perceiving | Concept |
|  | Remember | Skills |
|  | Using language | Attitude |
| **Constructivism** | information build to current structure of knowledge, Understanding, Skill | Jian Piagiet:  Human being understanding the words by constructing models |

Research into what learners do to learn a language has resulted in the identification of specific strategies and in attempts to classify them in some ways. Rubin (1975), one of the earliest researchers in this field, provided a very broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge.” Oxford (1990) defines learning strategies as specific actions taken by learners to make lan­guage learning more effective, more self-directed, and more enjoyable. Her definition, thus, concerns observable behaviors, although it might also include unobservable cognitive actions.

This study attempted to discuss the English learning strategies used by the 12th grade students of Indonesia secondary school and identify their language learning strategies. First of all, some theoretical issues in second language acquisition related to this topic are discussed briefly, and then the method of this study is described succinctly. This section is followed by the discussions on the subjects’ learning strategies and some factors related to the strategies, and the description of the subjects’ language development. Finally, a conclusion and some practical implications are discussed.

This study focuses on learning strategies used by the 12th grade students of Indonesian senior high school in learning process mainly in Indonesian context. The students employ learning strategies to tackle learning condition and therefore the researcher can acquire the target language knowledge. The learning strategies in Indonesian context are affected by two main factors such as: i) internal factor which consists of age, cognitive, affective and personality, and ii) external factors which consists of teachers, materials, and facilities/electronic supports.

1. **Problem Statement**

In spite of the increasing popularity of research on learning strategies since the mid 70s, in the Western and some Asian countries, the issue related to learning strategies as mentioned above is still not a popular research area in Makassar, especially among the senior high school context. There have been hardly found studies on the use of learning strategies of the individual Indonesian senior high school students. In reality, the students do perform many tasks in the classroom. However, they are not asked systematically to describe in detail how they proceed in performing them. Most of the teachers focus upon the results but rarely upon the learning strategies that students use to arrive at the results and they spend comparatively little time talking to learners about their learning. These matters need to be taken into account by Indnesian senior high school teachers because their students need to keep on learning foreign languages, even when they are no longer in a formal classroom setting.

Even though there are many influential variables that could affect EFL learners in learning English in our environment, the focus of this study was directed to the learners’ behavior and thinking process they used during the learning process was going on. Any actions, relating to successful learners used in facilitating their way of learning English in terms of obtaining, retaining, and retrieving information they have had will be the main concern of this study.

1. **Research Questions**

The problems of this study were postulated in detail as follows:

1. What are the students’ perspectives on their language learning strategies in learning English?
2. How do the students use on their language learning strategies in learning English?
3. How do the employed learning strategies impact on their learning performance?
4. **Objective of the Research**

Based on the problems stated previously, the objectives of the study are formulated as follows:

1. To explore the students’ perspectives on their language learning startegies in learning English.
2. To explore the students use on their language learning strategies in learning English.
3. To explore the employed learning strategies impact on their learning performance.
4. **Scope of the Research**

Linguistics is defined as the scientific study of language from which several sub-disciplines emerged in line with the development of language – related studies. Psycholinguistics is one of the sub-disciplines whose objects of study include: (1) How people understand and use language, (2) How people learn language, and (3) How people produce language either oral or written.

Considering that were a large amount of factors that may have influences on learners success in foreign language learning, this study would be focusing on studying the senior secondary school EFL learners learning strategies. The language learning strategies in research would be based on the learners learning style, and to relate them with their success in learning English as a foreign language. The focus of this study would be on process rather than on product.

This research was also proposed to find out any learning strategy that was commonly used by the students from different background; achievement, gender, age and personality. Being able to utilize appropriate language learning strategies in a given situation was one of the many distinctive characteristics of good English language learners. The use of language learning strategies became the score of the study because some experts argue that learning strategies influence the learning achievement (Wello et al, 1993:70). For reasons of rapport as well as ease in data gathering, the senior secondary school students in South Sulawesi are chosen as the subjects of this study.

1. **Significance of the Research**

The result of this study was expected to give theoretical contribution to the research of English learning strategies and provides practical benefits for the development of English language teaching at secondary schools, especially in the context of Makas­sar. It is hoped that the research findings may give valu­able input to the following readers: (1) For the students: by identifying their learning styles they may enhance their own learning strategies that could enhance their success in learning English; and (2) For the teachers and material develop­ers, and text-books writers of English for secondary schools, they may make use the informa­tion from the findings of this research concerning (a) systematical organization of content of materials based on the learners’ learning style and language learning strategies.

The finding of this research was expected to be a reference and recommendation for the development of English language learning strategies in higher education and useful information to cultivate and raise student motivation to learn in order to obtain satisfactory learning outcomes. By exploring the learning strategy, description and deeper understanding of the strategy will be achieved, as a result, particular strategy can be recommended to be used in learning English.

According to Oxford (1990), learning strategies refer to those steps or operations used by learners to facilitate their acquisition, storage, retrieval, and use of information. In order to improve their progress in apprehending, internalizing, and using the second language, people use specific actions, behaviors, steps, or techniques. In this way, people make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation.

1. **Research Assumptions**

This study would be conducted under these assumptions.

* 1. The secondary school EFL learners who are studying English as a foreign language had employed certain language learning strategies as they had been formally studying English since in the fourth grade of elementary school.
  2. It assumed that some successful EFL learners have employed certain strategies more intensive than those who were less successful.
  3. It is assumed that most EFL learners employed language learning strategies outside the classroom differ from one another in accordance with their parents’ socioeconomic status background.