

CHAPTER I

INTRODUCTION

1.1 Background of the problem

Learning is an activity or process of gaining knowledge or skill by studying practicing being taught or experiencing something. The main assumption problem in learning a language is the students have difficulties in applying information and choosing the appropriate strategies to process information that will enhance their comprehension learning or retention of the information. It means that students do not have correct learning patterns or strategies to be applied in learning a language.

English generally has been learned by the students since they were in the basic level education. When students learnt English they are directed to master four language skills; listening speaking reading and writing. It will be difficult for students if they do not know the ways to make learning become effective with the appropriate strategies. Learning strategies are the thoughts and actions students engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners.

The intent of learning strategies instruction is to help all students become better language learners. When students begin to understand their own learning process and can exert some control over these processes, they tend to take more responsibility for their own learning. This self-knowledge and skill in regulating one's own learning is a characteristic of successful learners, including successful language learners. Research with both first and

second language learners is revealing some of the ways of thinking that guide and assist an individual's attempts to learn more effectively.

Students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or confidence in their own learning ability. That is, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. Students who expect to be successful at a learning task generally are successful, and each successful learning experience increases motivation.

One study that investigated differences between more and less effective language learners focused on listening comprehension (O'Malley, Chamot, and Kupper, 1989). Significant differences in strategy use were found between effective and less effective listeners in three major areas. Effective listeners (1) monitored their comprehension by continually asking themselves if what they were hearing made sense; (2) related new information to their prior knowledge by recalling relevant personal experiences or things they had studied; and (3) made inferences about unknown words or information.

These studies indicate that task difficulty and level of language proficiency have a major effect on the strategies that students use. For example, some strategies used by beginning level effective language learners are used less often by the same learners when they reach intermediate level classes, probably because they have had to develop new strategies to meet the requirements of more challenging language tasks. In addition, the difficulty of the task seems to be related to whether students even try to use learning strategies. For example, if a task is relatively easy, students can perform it much as they would in their native language, without conscious attention to strategies. On the other hand, if the task is much too difficult, even effective learning strategies cannot overcome the learner's lack of knowledge and or language proficiency.

In conclusions strategic differences between successful and unsuccessful language learners suggest that explicit knowledge about the characteristics of a task and about appropriate strategies for the task's completion are major determiners of language learning effectiveness. When students do not understand a task (what they are supposed to do) and cannot choose an appropriate strategy to help them understand and complete the task, they seem to fall back on a largely implicit approach to learning in which they use habitual or preferred strategies without analyzing the requirements of the particular task. If successful language learners know how to use learning strategies to assist their language performance, can teachers help less effective language learners by teaching them how to use some of the same effective strategies?.

Based on the explanation and problem by of Thai students above the researcher is interested in conducting a research the title :

AN ANALYSIS OF ENGLISH LEARNING STRATEGIES USED BY THAI STUDENTS: A CASE STUDY AT ENGLISH STUDY PROGRAM OF FKIP UIR PEKANBARU.

1.2 Setting of the Problem

As foreign learners, Thai students usually face some problems during their study in Universitas Islam Riau. There are some problems faced by Thai students who study in Teacher Training and Education Faculty of Universitas Islam Riau.

Firstly, they get problem to follow the classroom activities because they are not really familiar with Indonesia language which is used as classroom language. This problems always faced by the students, especially for the first and second year student who do not know about Indonesia language very well.

Secondly, all learning materials are also written in speaking ability. So, the students also get difficulties to understand the text book.

The last, the students get problems to communicate with other students who mostly Indonesian people. Sometimes, misunderstanding appears in their communication process.

In this case, how the Thai students solve their problems and what learning strategies are used needs to be studied.

1.3 Limitation of the Problem

This study is limited only to identify the language learning strategies which are frequently used by Thai students in Teachers Training and Education Faculty at Universitas Islam Riau.

1.4 Formulation of the Problem

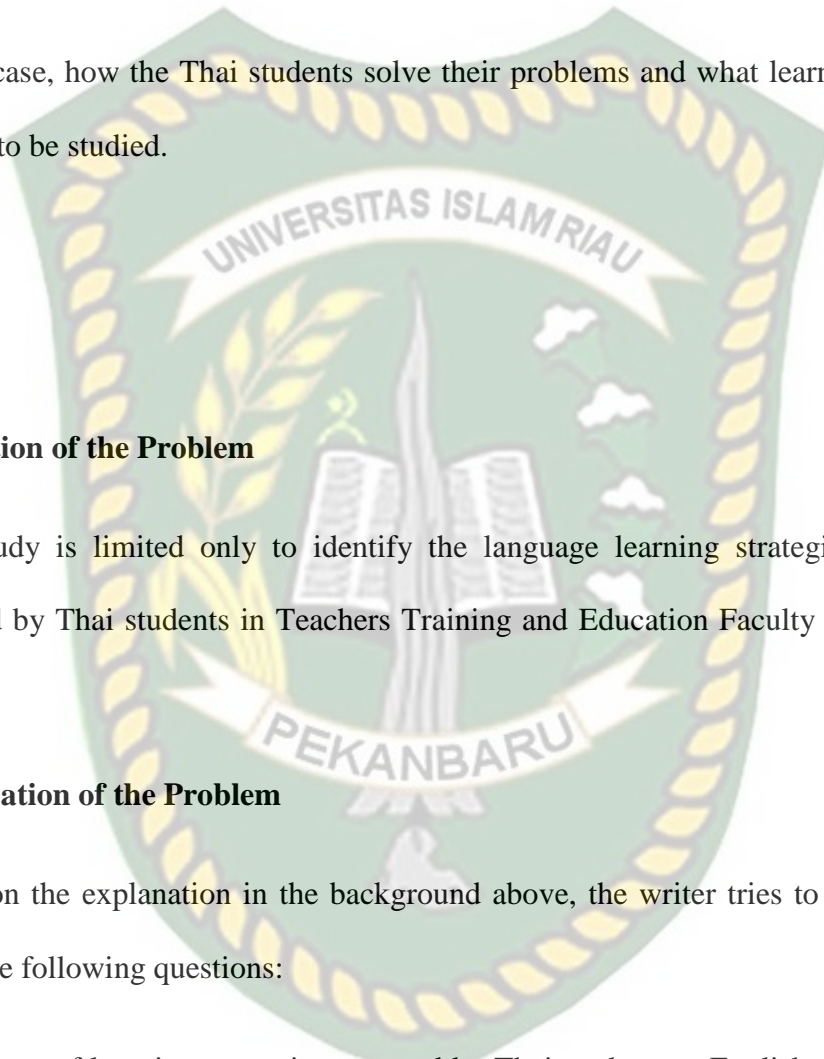
Based on the explanation in the background above, the writer tries to formulate the research into the following questions:

1. What types of learning strategies are used by Thai students at English study program of FKIP UIR PEKANBARU?

1.5 Objective of the Research

The Objective of the Research is to find out types of Learning Strategies used by Thai students of FKIP UIR.

1.6 Significance of the Research



The result of this study is expected to give contribution to:

1. Students : To enrich their understanding about some types of learning strategies.
2. Teachers : To give information to the teachers about some learning strategies used by Thai students.
3. Researcher : To get valuable information about what types of language learning strategies used by Thai students during their study in Universitas Islam Riau.

1.7 Definition of the Key Terms

To make clear and avoid understanding the terms in this paper. some key words are described in the following information:

1.7.1 A Study

A study is according to Hasibuan (2009:10), means that learning about certain subject or find out a subject in detail in order to discover new information or finding. In this study, study is to find out kind language learning strategies used by Thai students at FKIP UIR.

1.7.2 Learning Strategies

Learning strategies are various ways that learners use to make sense of their learning, Wenden (1987).

