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CHAPTER I INTRODUCTION

A. Background of the Problem

Language Learning Strategies are very important in learning a second or foreign language. It should be acquired by students because it can enhance students' language learning. Language learning strategies are students' conscious actions/behaviors and thoughts aim at facilitating language learning (Dornyei, 2005, p.162). It refers to what learners do to learn a language which contributes to their language achievement. Students can face problems in learning language if they are not able to pick and use appropriate strategy in the process.

Language learning strategies involve not only mental actions but also physical actions. It involves potential improvement in language learning related to the selection of information from the input and the organization and integration of it in terms of learner systems (Gass & Selinker, 2008, p.440). This ability of selecting information from the input is constructed from the behaviors and actions picked by students in learning language. Oxford states that these specific actions, behaviors, steps, or techniques that students do are aimed at improving their own progress in developing skills in a second or foreign language (Gass & Selinker, 2008, p.439).

It clearly means that when students are problematic in their language learning strategies, they will not be able to finish the learning process well and get bad language learning achievement. This beneficial language learning



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strategies are identified by six major groups which consist of *cognitive strategies*, *metacognitive strategies*, *memory-related strategies*, *compensatory strategies*, *affective strategies*, and *social strategies* (Celce-Murcia, 2001, p.363-365).

In the learning process, especially in term of using the language learning strategies, there is difference emerges among students. Some of the students are regarded as good language learners and more successful than others because they are able to choose and use the appropriate strategies. The choice of using certain language learning strategies is influenced by the students' motivation in learning language.

More highly motivated students use a significantly greater range of appropriate strategies than do less motivated learners, it then directly points on the fulfillment of learning purpose which is the key of strategy use (Oxford, 1990, p.13). This concept shows how motivation relates to the language learning strategies that it gives serious contribution on students in activating their language learning strategies which will arrive in the end that is the learning achievement. Furthermore, Yang shows that high motivation and learners' beliefs resulted in the use of strategies, and this in turn, reformed learners' belief and elevated motivation (cited in Nikoopour et al, 2012, p.1278).

Motivation in language learning is the extent which students make choices about goals to pursue and the effort they will devote to that pursuit in the learning (Brown, 2000, p. 72). It naturally has to do with students' desire

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to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities and actions. If they are motivated, they will learn and give some efforts to complete the learning, and if not they won't. Motivation also refers to the intensity of one's impetus to learn, the intensity or motivation of the students to attain the goal could be high or low.

Thus, in the process of teaching and learning English at schools, the teachers have to be aware of the students' learning motivation so they can be encouraged to use appropriate strategies in learning English and complete the learning goal and obtain good achievement. Therefore, it is very important to understand the relationship between students' motivation in learning English and their language learning strategies use.

Senior High School Pembangunan Bagan Sinembah is one of the public schools located in Rokan Hilir Regency. As one of formal educational institutions, this school implies School Based Curriculum (KTSP) as guidance in teaching and learning process. Based on this curriculum, one of the primary subjects taught to the students is English language. This subject is taught twice a week with time allocation ninety minutes in one meeting. The cumulative minimum standard of each student's score in English subject is 75. According to syllabus of BSNP (*Badan Standar Nasional Pendidikan*), the purpose of studying English in Senior High School is students are able to achieve the informational level that is accessing the knowledge by using the language (2006, p.126).

A preliminary study at Senior High School Pembangunan Bagan Sinembah was conducted by interviewing the English teacher, Mrs. Siti Komariah. She explained to the researcher that she already had done many efforts to make the students easily achieve their learning goal and get better achievement in learning English. For example, she had already applied some techniques and approaches in teaching English. Moreover, she also conducted stimulating activities in order to make students involve actively in the learning process. However, some of the students especially the tenth grade of Senior High School Pembangunan Bagan Sinembah were still encountering difficulties and problems in learning English. Therefore, after conducting preliminary study at Senior High School Pembangunan Bagan Sinembah the researcher found the following phenomena:

1. Some of the students have lack ability to manipulate the language material in direct ways.
2. Some of the students have lack ability to identify their preference, learning style and planning for language task.
3. Some of the students have lack ability to link their prior knowledge and the new concept of the material taught.
4. Some of the students have lack ability to use the language effectively.
5. Some of the students have lack ability to choose better emotions while learning English.
6. Some of the students have lack ability to understand the target language along with its culture.

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Based on the phenomena described above, it can be stated that the students are still problematic in choosing and using appropriate language learning strategies while learning English. Therefore, the researcher is interested in conducting a research entitled: *“The Correlation between Students’ Motivation in Learning English and Their Language Learning Strategies at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency”*

B. The Problem

1. Identification of the Problem

Based on the phenomena stated above, it clearly shows that the students are still facing the difficulties in learning English. Concerning to those difficulties, the problems of this research are identified as follows:

- a. Are the students passive in the English learning process?
- b. Are the students keep silent in the English learning process?
- c. Are the students not creative in learning English subject?
- d. Do the students get low achievement in English subject?
- e. Do the students not enjoy learning English subject?

2. Limitation of the Problem

Based on the identification of the problems above, the researcher limits the problem of the research by focusing on the students’ motivation in learning English and their language learning strategies of the tenth grade of Senior High School Pembangunan Bagan Sinembah Rokan Hillir Regency.

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3. Formulation of the Problem

Based on the limitation of the problem, the research questions are formulated in the following questions:

- a. How is the students' motivation in learning English at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency?
- b. How are the students' language learning strategies at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency?
- c. Is there any correlation between students' motivation in learning English and their language learning strategies at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency?

C. The Objectives and the Significance of the Research

1. The Objectives of the Research

Based on the formulation of the problem, the objectives of the research are:

- a. To get information about students' motivation in learning English at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency.
- b. To get information about students' language learning strategies at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency.
- c. To find out the correlation between students' motivation in learning English and their language learning strategies at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency.

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2. The Significance of the Research

- a. Hopefully, these research findings are expected to be very meaningful, especially for the researcher as a novice researcher in terms of learning how to conduct a research.
- b. These research findings are expected to be valuable inputs for both teachers of English and students of the tenth grade at Senior High School Pembangunan Bagan Sinembah Rokan Hilir Regency.
- c. These research findings are also expected to be meaningful, especially for those who are concerned with teaching and learning of English.
- d. Finally, these research findings are expected to be meaningful inputs for both practical and theoretical development of TEFL and TESOL in general.

D. Definition of the Terms

It is necessary to define the terms used in this research in order to avoid misunderstanding and misinterpreting.

1. Correlation

A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2012, p.338). Correlation meant in this research is the correlation between motivation in learning English and language learning strategies.

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2. Motivation

Motivation is the effort, desire and attitude toward learning (Dornyei, 2005, p.68). It activates conscious control on students to try to take advantages as many as possible from many sources they have in order to fulfill the learning goal.

3. Language Learning Strategies

Language learning strategies are some specific actions which he or she takes consciously to help them to learn faster and easier (Leaver, Ehrman & Shekhtman, 2005, p.65). It makes the students become more effective, more self-directed, and more transferable to new situation in learning process of which all of these will automatically give students better achievement.

E. The Reason for Choosing the Title

There are several reasons of choosing this title to be developed in research. This research will be conducted based on the following reasons and considerations:

1. The title of this research is relevant to the researcher's status as a student of English Education Department of State Islamic University Sultan Syarif Kasim Riau.
2. Other previous researchers in this department have never investigated the title of this research yet.
3. The location of the research facilitates the researcher to conduct this research.

4. Based on the preliminary study, the students' motivation in learning English is challenging the researcher to relate it to the students' learning strategies to be investigated since there is a gap between theories and facts found in the field.



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