CHAPTER I

INTRODUCTION

This chapter presents about research context, research focus, the research objective, the significances of study, the definition of keyterm, and the previous study.

A. Research Context

Learning is a process or effort made by each individual with the ultimate goal is to get changes in the individual's behaviour, skills, positive values, attitudes, and knowledge. Learning is a process that transforms individuals who previously did not know something into individuals who now know something, who previously were unable to become capable, and who previously did not comprehend.

By learning, it is hoped that there will be changes in behavior both in terms of knowledge (cognitive), skills (psychomotor), and also values and attitudes (affective). Changes in behavior, values, attitudes and skills do not just happen, but efforts are needed to achieve these changes in oneself. These changes do not occur at any time, but these changes are permanent and can be saved.[1]

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[1] Meity H. Idris, *Strategi Pembelajaran yang Menyenangkan,* (Jakarta: Luxima, 2015), 3.

Learning, as well as education, are critical components of the human journey. Education cannot be denied as a human need in life.[2] Without education, there will not be such rapid progress as we enjoy today.[3] The presence of education for all people will eradicate poverty of knowledge that shackles. So, education is felt to be a basic thing to take advantage of opportunities and improve people's lives, because the quality of education also affects the level of quality of human resources.[4]

Such is the importance of education to educate the nation's generation, to eradicate the shackles of ignorance, and the lack of education in the community, this is in line with the Government Act regarding the meaning of education. According to Pasal 1 Undang-Undang Nomor 20 Tahun 2003, it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. to have spiritual strength, intelligence, self-control, personality, noble character, as well as the skills needed by himself or herself, society, nation and state.[5] Based on this, education is an effort to develop self-potential to achieve the aspects that the person wants to aim at. Education can equip students with the competencies they command to shape themselves and also contribute to the life around them.

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[2] Munir Yusuf, *Pengantar Ilmu Pendidikan*, (Palopo: Lembaga Penerbit Kampus IAIN Palopo, 2018), 09.

[3] Abdul Rahmat, *Pengantar Pendidikan Teori Konsep dan Aplikasi,* (Jakarta: Ideas Publishing, 2014), 08.

[4] Mariyani and Andarusni Alfasnyur, "Pendidikan Indonesia dan Kesiapannya Menghadapi Bonus Demografi," *Bhineka Tunggal Ika: Kajian Teori dan Praktik Pendidikan PKn* 8, no. 2 (November 15, 2021): 98, https://doi.org/10.36706/jbti.v8i2.15683.

[5] *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.*

Through education, students can gain a lot of knowledge and insight. The more insight they have, the wider the knowledge they will get. One way to gain broad knowledge of knowledge is to learn English, because many scientific texts, books, publications and journals are published in English. This is also because English is the language used by most nations in the world and also as the main language.[6]

English is still considered as an important language to be mastered, mastery of English will facilitate students' opportunities to get a better career in the future. So hence why, learning English is an important thing that is very essential at this time. English language is still considered as an important language in this era, because every people even with different countries and continents are connected and communicate using English.

English is a langause that is spoken internationally. At least English is spoken by a quarter of world's population.[7] This cannot be denied that English is one of the most spoken language in the world that make English become a lingua franca.

Although mastery of English is considered necessary at this era, learning English as a foreign language is still a scourge for most students in Indonesia.[8] Some students who live in a country where English is still a foreign language, will have difficulty to learn it. This is due to differences in structure and words

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[6] Byslina Maduwu, "Pentingnya Pembelajaran Bahasa Inggris di Sekolah," *Jurnal Warta,* 2016.

[7] Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman), 18.

[8] Gunawan Tambunsaribu and Yusniaty Galingging, "Masalah yang Dihadapi Pelajar Bahasa Inggris dalam Memahami Pelajaran Bahasa Inggris," *Dialektika: Jurnal Bahasa, Sastra dan Budaya* 8, no. 1 (June 30, 2021): 31, https://doi.org/10.33541/dia.v8i1.3110.

between the two languages that are not the same. This unequal language structure will cause difficulties and confusion in learning English.

This phenomenon occurs even in the English teaching learning programme which is the ouput of the department will be an English teacher candidate. The learning difficulties in learning English perhaps does not that difficult for those who want to take English as their msjor at the first place. However it will be a big problem for those who do not want or expect to take English as their wanted major.

Based on research conducted in 2014, 87 percent of Indonesian students felt they are wrong in taking major.[9] "Wrong major student" phenomenon happen when a student does not intentionally take a major or wrong in choosing major for his or her education. So, this can affect when she or he learns one or some subject in English course, she or he might be slow in comprehend the material this might also be takes time to comprehend whereas the students who at the first place are passionate in English major they might be immediately understand the material that the lecturers deliver. Hence, this makes a gap between the students who are passionate to those who are not passionate. The wrong major phenomenon will lead students in to confussion in receiving the material because they might not have prepared any preparation before taking

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[9] Amalina Khairunnisa, "Analysis of Suitability Between Professions and Educational Backgrounds (Preliminary Study of Professional Identity)," in *Proceedings of the 4th Asian Education Symposium (AES 2019)* (4th Asian Education Symposium (AES 2019), Manado, Indonesia: Atlantis Press, 2020), 10, https://doi.org/10.2991/assehr.k.200513.003.

the major, they might also be stressed because they are not able to adjust learning process.[10]

However, even if they choose the wrong major, this can be overcome by studying hard. In this case, students who are in the wrong major must know and admit that they are students who are in the wrong major, that way they will know the strategies and motivations for learning English from the beginning, so that the problem of this wrong major will be handled by motivations and learning strategies within himself or herself.

A unique phenomenon about this case is, the students, despite they feel wrong in choosing the college major, they probably face the difficulties and obstacles in the early semester, as time follows they eventually can acquire and develop their English skills, this is accordance with the theory called linguistics ability in which the theory stated that every human in the world has this kind of ability, that is linguistics ability. Language ability is innate in humans, it means that every human is genetically can be able to learn and use language.[11]

As the ability of acquiring language is an ability that is innate by every individual, in language learning, having a strategy according to O'Malley is important, not only as a way to assist in the process of absorbing language acquisition, but also as a way to learn by adjusting techniques, tactics, or methods what the learners like, so that with strategies they can consciously learn what they are learning.[12]

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[10] Rizaldy Ali, "Wrong Majors Phenomenon': A Challenge for Indonesia in Molding Globally Competent Human Resources to Encounter Demographic Dividend," *JKAP (Jurnal Kebijakan Dan Administrasi Publik)* 22, no. 1 (May 25, 2018): 53, https://doi.org/10.22146/jkap.30242.

[11] Stefanie Jannedy, *Language Files,* (Ohio State University Press, 1994), 261.

[12] J. Michael O'Malley, *Learning Strategies in Second Language Acquisition* (Cambridge: Cambridge University Press, 1990), 1.

According to Ortega, strategies are conscious mental and behavioural procedures that people engage in with the aim to gain control over their learning process.[13] To make it more briefly, language learning strategy (LLS) is a strategy in language learning regarding what is needed and actions in order to achieve learning goals, through language learning strategies students choose learning activities they can enjoy the learning process.[14] The application of learning strategies will foster independence in learning and how they sort out how to learn so as to produce effective outputs.

The researcher has interviewed some English students at 4th semester of TBI IAIN Madura, some students revealed that they admit that they are wrong in choosing major for their education. However they also said although they wrong in choosing the major, they still try to comprehend the material despite the material may take more times to be understood. The learning strategy that the student uses is listening to the video of native conversations, the student uses this method in order to understand, imitate, and get used to everyday conversation in English.

Based on the description above, hence the reasearcher interested to study regarding the learning strategies used by wrong major students in learning English, especially 4th semester students of TBI IAIN Madura. Hence, the researcher wants to conduct a research under the title **"The Learning**

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[13] Lourdes Ortega, *Understanding Second Language Acquisition*, *Understanding Language Series* (London: Routledge, 2013), 208.
[14] Dinda Hartina Mega, Asih Santihastuti, and Eka Wahjuningsih, "The Learning Strategies Used by EFL Students in Learning English," *IJEE (Indonesian Journal of English Education)* 6, no. 1 (December 30, 2019): 11, https://doi.org/10.15408/ijee.v6i1.12111.

Strategies Used by Wrong Major Students in Learning Speaking at 4th Semester Students of TBI IAIN Madura"

C. **Research Focus**

According to Creswell, research problems are issues, controvercies or concerns found that lead the researcher to conduct the study further.[15] Therefore, the researcher proposed research problems based on research context as described above, the research problems are:

1. How are the learning strategies used by wrong major students in learning English speaking at 4th semester students of TBI IAIN Madura?

2. What are the wrong major students' problems in learning English speaking at 4th semester students of TBI IAIN Madura?

D. **Research Objective**

John W. Creswell stated on his book that reseacrh objective is statements related to the study that the researcher wants to achieve or the goals of the result of the research.[16] Meaning, the research objective reveals the goals of the result of the study. In this research, the research objectives are:

1. To describe the learning strategies used by wrong major students in learning speaking at 4th semester students of TBI IAIN Madura

2. To find out the wrong major students' problem or obstacle in learning speaking at 4th semester students of TBI IAIN Madura

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[15] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), 59.
[16] Ibid., 111.

E. Significance of Study

      A significance of study is a part of the thesis proposal in which the researcher describes the urgency or the usefullnes of the research, either it can be used theoritically (scientific) or practically (social).[17] So, the significance of study is the explanation of the benefit of research, in which the research can contribute the benefit of research itself for education, instantion, students, lecturers and the researcher. The results of this research are expected to be useful both theoretically and practically.

1. Theoritical Significance

      The results of this study will provide the information and contribution about the learning strategies used by wrong major students as their effort to learn English, so that the lecturers know that every student has his or her own way strategies to learn English speaking skill, especially students who do not intentionally want to take English major at the first place, indeed the strategy in learning English differ from those who have familiar with English material previously.

2. Practical Significance

    a. This research is expected to give reference for students who feel in the wrong direction, that is having learning strategies is very important in order to face all kinds of challenges in the major that is not in accordance with what the students want so that the students can learn and continue in English teaching learning programme.

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[17] *Pedoman Karya Tulis Ilmiah IAIN Madura* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

b. By this research hope the reader can get some contributions on enlargement of knew knowledge.

F. Definition of Key Term

The definition of key terms or operational definitions are needed to be explained in order to avoid misunderstanding and the lack of clarity of meaning[18] hence the definition is important to be explained so that the terms are clear enough to be known by the readers. Therefore, the researcher wants to provide an explanation regarding to the terms used in this study, the terms as follow:

1. Learning Strategy

   Learning strategy refers to strategies or tactics that used by students in order to increase or gain control over their own learning process.

2. Wrong Major Students

   Wrong major students is a student who feels they are wrong in choosing major for her or his study that is English department.

3. English Speaking

   Speaking is oral communication that is used to share the speaker's ideas through the use of a language.

G. Previous Study

Several studies have been conducted regarding learning strategies in learning English speaking skills and the wrong major students phenomenon. Previously, the researcher found the study conducted by Ach Sabit entitled "An

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[1] *Pedoman Karya Tulis Ilmiah IAIN Madura* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

Analysis of the Students' Difficulty in Learning English : A Case Study of Wrong Major Student in Taking English Education at The State Islamic Institute of Madura".[19] This case study research researched about the difficulities faced by a wrong major student, factors caused learning difficulities and how it can affect to his class performance. In that research, stated that the main factor that caused a student had difficulities in learning English is becuase she or he does not have any preparation to learn new material that will be studied, it means it caused from internal factor based on the result of the study, in this case the student does not have any English basic skills so that it can affect further to his or her own learning. So, basic languange skill plays an important role when they are majoring in language department especially English. The similarity of this research is the object of the research, that is the wrong major student.

In the reasearch studied by Dinda Hartina Mega Sartika and others with the title "The Learning Strategies Used By EFL Students In Learning English", which the study aims to focus on the most frequently used strategy by unsuccesful as well as succesfull students in senior high school and the study describes the difference among the strategies which used by them. The participants of the study consisting of 20 succesful students and 20 unsuccesful students with 40 total of participants of tenth grade in SMAN 2 Jember. The study was researched using quantitative research with Strategy Inventory for Language Learning (SILL) questionnaire based on Oxford in order to observe his or her language learning strategy that covers the six categories of learning,

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[19] Ach Sabit, "An Analysis of the Students' Difficulty in Learning English : A Case Study of Wrong Major Student in Taking English Education at The State Islamic Institute of Madura," (Thesis, IAIN Madura, Pamekasan, 2021).

which are cognitive, metacognitive, memory-related, compensatory, affective, and social. The study reveals after the result of statistical process, the metacognitive strategy became the most frequently strategy that used by the succesful students, in addition, metacognitive allows or enable students to have the ability to plan his or her own goal clearly, review, control, and evaluate his or her own learning, meanwhile, the study shows the unsuccesful students tend to use the cognitive strategy in which they tend to choose the strategy which more involve to the activity in the way they think, summarize, memorize and repeat the learning.[20]

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[20] Dinda Hartina Mega, Asih Santihastuti, and Eka Wahjuningsih, "The Learning Strategies Used by EFL Students in Learning English," *IJEE (Indonesian Journal of English Education)* 6, no. 1 (December 30, 2019): 16, https://doi.org/10.15408/ijee.v6i1.12111.