CHAPTER I

INTRODUCTION

This chapter discuss about background of the research, scope of the research, statement of the problem, objective of the research, and significant of the research.

A. Background of The Research

Humans need to learn language to convey their intension or opinion to others in a community. Their ability to communicate clearly and fluently to other refers to language performance. In order to use language well, we have master the language competence. Language competence covers some skills and components.

The status of English as a foreign language in indonesia seems to have determined how it is treated either in academic or in social life. Although english is stated as a compulsory subject learnt at secondary and tertiary education levels in indonesia(Lauder,2008 cited Haryanti 2018) the portions of time given for Englih lessons are still very limited. Students only learn English for three to four hours each week at secondary schools.

Hence, the students often find it difficult to read and understand majors' related textbooks written in English, there by hinders their opportunities to further learn the language (Lamb, 2002 cited in Haryanti 2018). Moreover, the English exposure provided in-class learning is very limited because the language the language used to teach English at school and university is mostly Bahasa indonesia (lam, 2002; Mustafa,2001 cited in Novera, 2004; Dardjowidjojo, 2003 cited in Mattarima and Hamdan, 2011). Consequently, many students in Indonesia

have very poor English proficiency although they have studied English for years (Mattarima and Hamdan,2011).

Due to the limited English exposure received by the students inside the classroom the practice of out-of-class language learning (OCLL,henceforth) is considered useful to give students more exposure (Marefat and Barbari,2009 cited in Haryanti 2018) and to help them master English better Cotterall and Reinders (2001 cited in Haryanti 2018) mentioned that to acquire good English ability, students are supposed to conduct OCLL to complement in-class learning. To create a succesful OCLL process, students need to use out-of-class language learning strategies(OCLLSs, henceforth that suit their needs.

Out-of-class experiences involve the activities the students do outside the classroom. The activities can be in the form of academic activities, social activities, leisure activities, and part-time jobs activities. These are all out-of-class activities. Among these outof-class activities, out-of-class English learning activities are also employed. Out-of-class English learning activities are the activities which the students employ intentionally and unintentionally to improve their English.

Various different out-of-class activities are available to be chosen by the students. The activities they choose will unavoidably improve their academic performance and their English proficiency. Also, the students' time spent outside the classroom is longer than it is spent in the classroom. Therefore, the students are responsible for choosing the activities they like to do and they feel they need

to do. As such, these activities should be considered as important factors that play a role in the success of the English Department students.

Therefore, out-of-class activities employed by the English Department students need to be studied because of the following reasons: (1) there is an increased demand for English as a foreign language in Indonesia but a simultaneous lack of qualified English teachers. This have caused a rising demand of the English Departments for training qualified English teachers; (2) students show different performance in their academic performance although they are taught by the same lecturers, receive the same materials and the same tasks and assignments; (3) there are probably many successful English students due to their activities to learn English outside their classrooms or informal schooling; (4) students spend more time outside the classroom, so that they have more opportunities to improve their English individually outside; (5) not everything can be learnt in the classroom because of limited time and limited resources available. Students have a lot of opportunities outside the classroom to develop what they have learned in-class; (6) awareness and understanding of the role of students' outof-class activities and out-of-class English learning activities on achievement will allow lecturers to provide optimal learning opportunities for all students.

From the above problems, it is considered necessary to find out what factors cause students' to be disturbed during learning in the classroom. In addition, it is hoped that it will be known what effect it has on learning english in the classroom. Especially in the english language education program Fkip Unkhair Ternate. Based on these problems, researchers are interested in conducting

research with the title **"The Students' Out-of-Class Learning Strategies at English Language Education Study Program of Khairun University".**

B. Scope of the Research

Based on the background, the identification of the problem in the research above is to find out Students' out-of-class learning strategy at fifth semester of English Language Study Program of Khairun Univesity.

C. Statement of the Research

From the background of the research, the problem statement can be formulated as follow:

What are the Students' out-of-class learning strategy at English Education Study Program?

D. Objective of The Research

To find out the Learning strategies are used of English students out-of-class.

E. Significant of The Research

1. Theoretical

From the results of this study, the authors hopes to provide information about students' out-of-class learning strategy and provide knowledge about the benefits of learning outside the classroom.

2. Practical

a. Students'

From this research, the researcher hopes that it can provide information about Students' out-of-class learning strategy and then are motivated when are studying outside the classroom.

b. Researchers

To provide new knowledge and references for forward researchers and provide information to researchers about Students' out-of-class learning strategy so that further research can be better than previous research.