

**FACTORS AND LEARNING STRATEGIES USED
BY STUDENTS IN ENGLISH LANGUAGE ACQUISITION
(A CASE IN INDONESIAN CONTEXT)**

A THESIS

Submitted in Partial Fulfillment of the Requirements for a Bachelor's Degree
in English Education



By :

M. AN' IEM FALAHUDDIN
SN. 2518009

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2023**

**FACTORS AND LEARNING STRATEGIES USED
BY STUDENTS IN ENGLISH LANGUAGE ACQUISITION
(A CASE IN INDONESIAN CONTEXT)**

A THESIS

Submitted in Partial Fulfillment of the Requirements for a Bachelor's Degree
in English Education



By :

M. AN'IEM FALAHUDDIN
SN. 2518009

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2023**

LEMBAR PERNYATAAN KEASLIAN KARYA ILMIAH

Yang bertandatangan di bawah ini:

Nama : M. An'iem Falahuddin

NIM : 2518009

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Factors and Learning Strategies Used by Students in English Language Acquisition (A Case in Indonesian Context)”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 18 April 2023

Yang menyatakan,



M. AN' IEM FALAHUDDIN
NIM. 2518009

Chubbi Millatina Rokhuma, M.Pd.
Banyurip Ageng Gg.3C, Pekalongan Selatan,
Kota Pekalongan

NOTA PEMBIMBING

Lamp : 2 (Dua) Eksemplar
Hal : Naskah Skripsi
Sdr. M. An'iem Falahuddin

Kepada Yth.
Dekan FTIK UIN K.H. Abdurrahman
Wahid Pekalongan
c.q. Ketua Program Studi TBIG
di PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : M. An'iem Falahuddin
NIM : 2518009
Prodi : FTIK/Tadris Bahasa Inggris
Judul : Factors and Learning Strategies Used by Students in English Language Acquisition (A Case in Indonesian Context)

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

Pekalongan, 05 April 2023

Pembimbing



Chubbi Millatina Rokhuma, M.Pd.
NIP. 19900507 201503 2 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan KM. 5 Rowolaku, Kajen, Kab. Pekalongan Kode Pos 51161
www.ftik.uingsdur.ac.id | Email: ftik@uingsdur.ac.id

APPROVAL SHEET

The dean of Faculty of Education and Teacher Training K.H. Abdurrahman Wahid State Islamic University Pekalongan approved this thesis by:

NAME : M. AN'IEM FALAHUDDIN
SN : 2518009
TITLE : FACTORS AND LEARNING STRATEGIES USED BY STUDENTS IN ENGLISH LANGUAGE ACQUISITION (A CASE IN INDONESIAN CONTEXT)

Has been established through an examination held on Tuesday, 13th April 2023, and accepted in partial fulfillment of requirements for the Degree of Sarjana Pendidikan (S. Pd.)

The Examiners

Examiner I

Ahmad Burhanuddin, M.A.
NIP. 19851215 201503 1 004

Examiner II

Fachri Ali, M.Pd.
NIP. 19890101 202012 1 013

Pekalongan, 18 April 2023

Assigned by

The Dean of FTIK Pekalongan



Dr. H. M. Sugeng Sholehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes reality and getting many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First and foremost my beloved family. Through this writing, I would like to say the gratitude to my parents Mr. Ahmad Said and Mrs. Qomariah. With your supports, pray and unconditional love I am able to finish this thesis. To my little sister Sofa Naela Karima and little brothers M. Riski Suhaili and M. Kafana Kafin, though sometimes you are annoying, I am always thankful to have you.
2. Second, I would like to say my gratitude to my supervisor, Mrs. Chubbi Millatina Rokhuma, M.Pd. Thank you for supervising my thesis and letting me to experience this incredible journey in our department.
3. Third, not forget to mention my gratitude to my fellows English Education Department'18 students.
4. Last but not least, I would like to extend my gratitude to every single person who contributed toward my thesis. I apologize for not mentioning one by one, but I am very grateful for your help and support.

MOTTO

“Life never gets easier, you just get stronger. Never wish life were easier, wish that you were better.”

(M. An'iem Falahuddin)

“I'm proud to be the part of English Education Department. Think Big, Act Big, and Grow Big”

(M. An'iem Falahuddin)

ABSTRACT

English is considered a foreign language in Indonesia. For Indonesians, especially students, English is often a scary ghost because it is a foreign language. This study aims to search factors influencing students in acquiring English language and to decide the strategies used by students in acquiring English language. This study employs a qualitative methodology. The research design used in this study is narrative inquiry with participants from 3 English language students from a university in Pekalongan, consisting of male and female aged around 18-25 years old. The researcher used interviews to obtain data. The data analysis technique used in this research is from Miles, Huberman, & Saldana. The contribution of this study is to find out the factors and learning strategies in English language acquisition. The findings show that during acquiring English, students face internal factors such as motivation, age, and learning strategies. There are also external factors that they encounter such as formal presentation, first language, and environment. In addition, students also use learning strategies which are cognitive methods, metacognitive methods, and social and emotional methods. And the role of these factors and learning strategies on English language acquisition is that students find a way that suits them for English language acquisition, students can find solutions to the problems they face during the process, and this improves students' ability to communicate.

Keywords: *factors, learning strategies, English language acquisition*

ABSTRAK

Bahasa Inggris dianggap sebagai bahasa asing di Indonesia. Bagi masyarakat Indonesia, khususnya pelajar, bahasa Inggris sering kali menjadi hantu yang menakutkan karena merupakan bahasa asing. Penelitian ini bertujuan untuk mencari faktor-faktor yang mempengaruhi siswa dalam mempelajari bahasa Inggris dan menentukan strategi yang digunakan siswa dalam mempelajari bahasa Inggris. Penelitian ini menggunakan metodologi kualitatif. Desain penelitian yang digunakan dalam penelitian ini adalah inkuiri naratif dengan partisipan 3 orang mahasiswa bahasa Inggris dari sebuah universitas di Pekalongan, yang terdiri dari laki-laki dan perempuan yang berusia sekitar 18-25 tahun. Peneliti menggunakan wawancara untuk mendapatkan data. Teknik analisis data yang digunakan dalam penelitian ini adalah dari Miles, Huberman, & Saldana. Kontribusi dari penelitian ini adalah untuk mengetahui faktor-faktor dan strategi pembelajaran dalam pemerolehan bahasa Inggris. Temuan menunjukkan bahwa selama memperoleh bahasa Inggris, siswa menghadapi faktor internal seperti motivasi, usia, dan strategi belajar. Ada juga faktor eksternal yang mereka hadapi seperti presentasi formal, bahasa pertama, dan lingkungan. Selain itu, siswa juga menggunakan strategi belajar yaitu metode kognitif, metode metakognitif, dan metode sosial dan emosional. Dan peran dari faktor-faktor dan strategi belajar tersebut terhadap pemerolehan bahasa Inggris adalah mahasiswa menemukan cara yang sesuai dengan mereka untuk pemerolehan bahasa Inggris, mahasiswa dapat menemukan solusi dari masalah yang mereka hadapi selama proses tersebut, dan hal ini meningkatkan kemampuan mahasiswa dalam berkomunikasi.

Kata kunci: faktor, strategi pembelajaran, pemerolehan bahasa Inggris

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Factors and Learning Strategies Used by Students in English Language Acquisition (A Case in Indonesian Context)”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurahman Wahid to fulfil one of the requirements of Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurahman Wahid. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The rector of UIN K.H. Abdurahman Wahid and the dean of Education and Teacher Training Faculty
2. The head of English Education Department and Teachers’ Training Faculty of UIN K.H. Abdurahman Wahid
3. Chubbi Millatina Rokhuma, M.Pd. as my supervisor who has given me suggestion, guidance and time in writing this research proposal.
4. All lecturers of English Education Department, UIN K.H. Abdurahman Wahid
5. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this research proposal.
6. My dearest friends who fight through the journey together since the very beginning.

Pekalongan, April 05 2023

Writer

TABLE OF CONTENTS

| | |
|--|-------------|
| COVER | i |
| LEMBAR PERNYATAAN KEASLIAN KARYA ILMIAH | ii |
| NOTA PEMBIMBING | iii |
| APPROVAL SHEET | iv |
| ACKNOWLEDGEMENT | v |
| MOTTO | vi |
| ABSTRACT | vii |
| ABSTRAK | viii |
| PREFACE | ix |
| TABLE OF CONTENTS | x |
| CHAPTER I INTRODUCTION | 1 |
| 1.1 Background | 1 |
| 1.2 Formulation of the Problems | 2 |
| 1.3 Operational Definitions | 2 |
| 1.4 Aims of the Study..... | 3 |
| 1.5 Significances of the Study | 3 |
| CHAPTER II THEORETICAL REVIEW | 4 |
| 2.1 Literature Review | 4 |
| 2.1.1 Learning Strategies..... | 4 |
| 2.1.2 Factors in SLA | 5 |
| 2.2 Previous Study | 7 |
| 2.3 Conceptual Framework | 10 |
| CHAPTER III: RESEARCH PROCEDURE | 11 |
| 3.1 Research Design..... | 11 |
| 3.2 Setting and Participants | 11 |
| 3.3 Data Collection..... | 12 |
| 3.4 Data Analysis | 12 |
| 3.5 Research Steps | 13 |
| 3.6 Research Schedule..... | 14 |

| | |
|---|-----------|
| CHAPTER IV RESULT AND DISCUSSION | 15 |
| 4.1 Result | 15 |
| 4.1.1 Factors in English Language Acquisition | 14 |
| 4.1.2 Learning Strategy | 23 |
| 4.2 Discussion | 27 |
| 4.2.1 Factors in English Language Acquisition | 27 |
| 4.2.2 Learning Strategy | 31 |
| CHAPTER V CONCLUSION | 33 |
| 5.1 Summary of the Findings | 33 |
| 5.2 Recommendation..... | 33 |
| REFERENCES | |
| ENCLOSURE | |
| CURRICULUM VITAE | |

CHAPTER I

INTRODUCTION

1.1 Background

English is regarded as a foreign language in Indonesia. For Indonesians, especially students, English is frequently a terrifying phantom because it is a foreign language. As stated by Misbah, Mohamad, Yunus, and Ya'acob (2017), 166 students claim that learning English is difficult and that difficulties is caused by some factors. To effectively communicate with others, we need a large vocabulary and solid grammar abilities. Megawati (2016) performed study on 65 Muhammadiyah University Sidoarjo students. The findings indicated that the study participants had a range of issues in learning English. This occurs as a result of varying degrees of proficiency with the English language.

In studying English as a foreign language, pupils frequently run some issues including judgement that English is a challenging subject, little support for English usage in society or at home, limited knowledge of terminology and availability of reading materials, and lack of motivation and desire to learn English (Normazidah, 2012).

This explanation is dependent on a number of circumstances, both internal and external. According to the research conducted by Sari (2019), poor cognitive levels, lack of aptitude for English courses, lack of interest in learning, and lack of drive to learn are some of the variables that affect these

individuals' ability to learn English as a foreign language. They attend classes and complete tasks purely out of responsibility and to earn excellent grades, not to learn English as a second language, which is now a crucial skill. Beside that, environment and opportunities for using English outside of the classroom are two external elements that also can influence students' English language acquisition. It is because language is a matter of habit. The more frequently it is utilized, the more smoothly its users will be able to communicate.

The researcher also encountered the same thing on a campus in Pekalongan. According to a study by Astuti (2019) on 25 students majoring in English, it shows that some of them have not been good enough at mastering English. This can be seen from their lack of speaking and writing ability. Some of them often make mistakes. They said that their English language acquisition ability which was still quite low was influenced by many factors in pronunciation, writing, and grammar. Based on the problems described above, the researcher is interested to explore the detail information about it by conducting a study entitled " Factors and Learning Strategies Used by Students in English Language Acquisition (A Case in Indonesian Context)".

1.2 Formulation of the Problems

Based on the background above, the formulations of the problem in this research are:

1. What are factors influencing students in acquiring English language?
2. What are the strategies used by students in acquiring English language?

1.3 Operational Definitions

To prevent misunderstandings regarding the terminologies used in this study, the researcher offers the following definitions:

1. A foreign language: a language that linguists have mastered, typically via formal schooling, but that is not regarded as their language from a sociocultural perspective (Linguistic Dictionary, 2001).
2. Language acquisition: the process that people acquire the capacity to record, generate, and employ words for comprehension and communication (Weli Sundari, 2018).

1.4 Aims of the Study

This research has two main goals, they are:

1. To investigate factors influencing students in acquiring English language
2. To explore the learning strategies used by students in acquiring English language

1.5 Significances of the Study

1. Theoretical Use: This study will contribute to Ellis' (1997) theory and support other theories that are related to the students' language acquisition.
2. Practical Use: This study can be used as a discourse to provide an overview of students in evaluating their English language acquisition process.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Finally, the researcher found out the factors that influence students and the learning strategies they need in English language acquisition. There are two factors found, namely internal factors and external factors. Internal factors that affect students include motivation, age, and learning strategy, while external factors that affect students include formal presentation, first language, and environment. Besides, the learning strategies used by students are cognitive methods (such as analysis), metacognitive methods (such as evaluation), and social and emotional methods (such as asking friends).

In addition, the researcher also found the role of these factors and learning strategies on English language acquisition, among others; students find a way that suits them for English language acquisition, students can find solutions to the problems they face during the process, and this improves students' ability to communicate.

5.2 Recommendation

The researcher would like to make some recommendations for future research in order to investigate factors and learning strategies of English language acquisition more thoroughly by recruiting more participants and examining how these factors can affect students and learning strategies that are

appropriate or successful for their English language acquisition. Additionally, only university students are the intended audience for this study; future studies may focus on students in elementary, junior high, and senior high schools.

REFERENCES

- Asher, J. J., & García, R. 1969. The optimal age to learn a foreign language. *The Modern Language Journal*, 53(5), 334-341.
- Astuti, E. S. (2019). Faktor-faktor yang mempengaruhi speaking performance mahasiswa jurusan pendidikan bahasa inggris. *Paradigma: Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya*, 25(2), 27-33.
- Clandinin, D. J., & Caine, V. (2013). *Narrative inquiry*. In *Reviewing qualitative research in the social sciences* (pp. 166-179). Routledge.
- Cohen, Andrew D., & Alastair Henry. 2019. *Focus on the Language Learner*. Routledge.
- Dejonckheere, M., & Vaughn, L. M. 2019. *Semistructured interviewing in primary care research: a balance of relationship and rigour*. *Family Medicine and Community Health*, 2. <https://doi.org/10.1136/fmch-2018-000057>
- Dulay, H., Burt, M., & Krashen, S. 1982. *Language two*. New York: Oxford University Press.
- Ellis, Rod. 1986. *Understanding second language Acquisition*. New York: Oxford University Press
- Ellis, Rod. 1994. *The Study of Second Language Acquisition*. Oxford University Press.
- Ellis, Rod. 1997. *Second Language Acquisition*. Oxford : Oxford University Press
- Gardner, R. C., & Lambert, W. E. 1972. *Attitudes and motivation in second language learning*.
- Grimm, Shelby. 2020. *Language Learning from the Developmental and Neurocognitive Perspective: An Examination of the Impact of Music on Second Language Acquisition*. The Honors College at Murray State's Digital Commons.
- Holmberg, Johannes. 2019. *English as a Second Language Acquisition through Social Media Usage*. Dalarna University – SE 791 88 Falun.
- Kridalaksana, H. 2001. *Kamus Linguistik Edisi Ketiga*. Jakarta: Gramedia Pustaka Utama.

- Loewen, S., & Sato, M. (2018). *Interaction and Instructed Second Language Acquisition*. Cambridge University Press.
- Mawadda. 2022. *Faktor dan Metode Pemerolehan Bahasa Kedua Peserta Didik di MTs Hasyim Asyari Kelas VII D Kota Batu*.
- Megawati, F. 2016. *Kesulitan mahasiswa dalam mencapai pembelajaran Bahasa Inggris secara efektif*. PEDAGOGIA: Jurnal pendidikan, 5(2), 147-156.
- Miles, Matthew B., Huberman, A. M., & Saldana, J. 2014. *Qualitative data Analysis "a methods sourcebook."* United States of Amerika: SAGE Publications.
- Misbah, N. H., Mohamad, M., Yunus, M. M., & Ya'acob, A. (2017). Identifying the factors contributing to students' difficulties in the English language learning. *Creative Education*, 8(13), 1999-2008.
- Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya Offset.
- Normazidah, C. M., Koo, Y. L., & Hazita, A. (2012). *Exploring English language learning and teaching in Malaysia*. GEMA Online™ Journal of Language Studies, 12(1), 35-55
- Oyama, S. 1976. A sensitive period for the acquisition of a nonnative phonological system. *Journal of Psycholinguistic Research*, 5(3), 261–283. <https://doi.org/10.1007/BF01067377>
- Sari, I. (2019). *Kesulitan mahasiswa dalam pembelajaran Bahasa Inggris*. *Jumant*, 11(1), 81-98.
- Sundari, W. (2018). *Pemerolehan Bahasa*. Dalam *Jurnal Warna*, 2(1).