

CHAPTER I

INTRODUCTION

This chapter covers brief explanation about background of the study, problems of the study, objectives of the study, significance of the study, and definition of key terms.

1.1 Background of The Study

In Indonesia English holds position as a foreign language, because of that fact, Indonesia is categorized into Expanding Circle country. According to Kachru & Nelson (2006, p. 10), expanding circle country consists of countries which use English as an additional language for their own purposes, which include many national and international domains. The Expanding Circle represents the countries where the language is still spreading, mainly for serving the need for an international medium in business and commerce, diplomacy, finance, and other such spheres. English in this circle, however, is also found to have increasing use in internal domains of academia, media and professions such as medicine, engineering, etc. More specifically, English as Foreign Language (EFL) can be defined as language that is not widely used in the learners' immediate social context which might be used for future travel or other cross-cultural communication situations, or studied as a curricular requirement or elective in school. As stated by Harmer (2004, p. 39), English is positioned as EFL because

English is not used as language in daily routines. In these countries, English is only studied formally at schools and institutes. More specifically, in Indonesia's education system English is learned from elementary level until higher education level. In elementary level English is learned as local content subject (*muatan lokal*), while in secondary schools and higher level its position is as one of compulsory subjects. According to Brown (2000), English has four basic skills that can be learned. The skills are listening, speaking, reading and writing which are learned in formal education.

In formal teaching and learning activities, students are learning four basic skills in order to reach learning goals. One of the learning goals is English mastery. In secondary level, one of the English learning goals is asking the students to master the four basic skills mentioned above. Those basic skills are integratively learned. It is in line with The National Curriculum which obligates horizontal organization coherency between core competence (*Kompetensi Inti*) and basic competence (*Kompetensi Dasar*). In other words, they should be developed in integrative way. Furthermore, English learning process in Indonesia including secondary level has been constituted in national curriculum which is called as *Kurikulum 2013*. *Kurikulum 2013* regulates on how is English learned and taught in Indonesia's formal education. Moreover, based on *Kurikulum 2013* in the book of *Kompetensi Dasar SMA/MA* (2013, p. 2), curriculum structure in secondary level English subject is divided into two groups. Those groups are English as compulsory subject (*mata pelajaran wajib*) and English as local content (*peminatan*). English as compulsory subject obliges all students to take

and join this subject in class. Meanwhile, English as local content requires the students to take the class based on their interest and talent. The students' English mastery on those four skills is determined by the teachers by doing some measurement. During English language teaching and learning process, the assessment of students' achievement is done through language testing process. As Harris (1969, p. 3) says that the language testing process has become the principle in educational uses of language test.

"language tests have many uses in educational programs, and quite often the same test will be used for two or more related purposes ... they do indicate six different emphases in measuring students' ability or potential... to measure the extent of students' achievement of the instructional goals".

Harris' argument is also supported by Sadtono (1979, p. 1) who stated "why we give language tests? ... to measure the students' achievement after they learnt language". In order to know the students' achievement towards those four skills, a measurement should be conducted. The measurement of students' achievement in English subject can be done in several ways. Teachers in school usually do the following activities to measure their students' achievement such as assessing them through the quiz, giving daily examination (*ulangan harian*), assessing them through practicing in front of the class, conducting oral and written examination, or having project activity. Based on *Kurikulum 2013*, other effort that can be done by the teacher is assessing the students' psychomotor aspects such as their politeness, their behavior in class, and their active participation in class. In assessing their students; teachers have already had indicators which are used as standards. At the end, those standards can be used as tools to measure their students' achievement in learning English. In relation to that, by knowing

students' achievement not only teachers but also students even people are often bounded in stereotype.

In language learning, there is a widely-known stereotype called as woman superiority in learning language. Based on study that was conducted by Farhady & Eisenstein (1982) female participants significantly outperformed male participants on a listening comprehension test. Another study which was conducted by Baker et al. (1995) found in countries such as Thailand, where the single-sex sector is small and selective, stated that girls do better academically in single-sex schools. It means that female students tend to be outperforming male students in academic field, whether it is in single-sex school or co-ed systems. Younger & Warrington as cited in Smyth (2010) reported mixed results in relation to actual achievement levels and varying perceptions across the case-study schools of the value of single-sex schooling, related in part to teacher commitment to the concept. They suggest that single-sex classes have the potential to raise the achievement of both boys and girls and to have a positive influence on learning climate but only if "developed within gender relational contexts". The trigger of the stereotype can be caused by some factors, and one of the factors is learning strategies.

In order to get an optimum achievement in language learning especially English, there are many factors that influence the results. One of them is learning strategies. The core theory that is used by the writer in this aspect is idea of learning strategies proposed by Oxford (1990). Oxford (1990) divides learning strategies into two main types namely direct strategies and indirect strategies.

Direct strategies consists of three types namely memory strategies, cognitive strategies and compensation strategies. Meanwhile, indirect strategies also divided into three types which are metacognitive, affective and social strategies.

The previous research which was conducted by Farhady & Eisenstein (1982) mainly emphasized on the gender stereotype only without explaining trigger of the stereotype. That research took place in English speaking country.

Other previous studies were also conducted by Iranian researchers in 2013 and 2014. The first previous study was conducted by Zoghi et al. (2013), their study focused on the effect of gender in students' achievement and the second previous study was conducted by Akbar et al. (2014) which focused on the learning strategies used by EFL learners in Al Azad University. The gap within this current research, this study is conducted in Indonesia, the country which English holds position as a foreign language (EFL) and this study take different level of education. The researcher wants to find out whether the stereotype is still applicable or not in the current setting.

There are variations in school system. One of them is a gender-based school. Single-gender school system is not a new thing in our education system.

In Indonesia, the establishment of single-gender school started during the Dutch-colonialism era. Single-gender school was being a trend in the past. Today, the number of Single-gender school is rarely found in Indonesia comparing to Co-Education school system (co-ed). Mostly the school uses religion bases as the basic reason. Another fact that supports the single-gender school system as the object of the study is many Education leaders-English speaking countries like:

New Zealand, Australia, United States of America, and United Kingdom are applying this kind of school system. In Asia region, there are countries that also apply this kind of school system, for example: Malaysia, Singapore, India, South Korea, and Japan. The schools in those countries show satisfying results in the academic achievement. (Smith, 1998, Nemoto, 1999 & Park et al., 2010) Implicitly, by conducting research in this kind of school, we may discover satisfying result which can contribute to the betterment of education in Indonesia, especially for the betterment and development of single-gender school in Indonesia. Another reason regarding to selection of single-gender education system as the object of the study is, the study on education field which is use this kind of school in Indonesia is still limited and need to be improved because most of previous studies in Indonesia involved co-ed system schools. Also, this research is conducted in single-gender school in order to minimize the gender bias, since the male and female students are separated in different classes and are taught by teachers with the same gender. By conducting this research, we also may accurately discover learning strategies which are used by male students and female students since students are separated into different classes based on their genders. This study hopefully can help teachers apply suitable teaching strategies when they teach male and female students by knowing students' learning strategies preference. The application of the impact is delimited for single-gender school only, since the learning strategies preference might be similar seen from the students' genders. Hence, based on those astonishing fact mentioned above are considered as hidden uniqueness and also are being triggers for the writer to

conduct the study. This study is delimited only in students' achievement in English subject and the learning strategies used by the high achievers from X grade in English subject at Single-Gender schools MA At-Taraqqie Putra and MA At-Taraqqie Putri Malang. The consideration in selecting the grade X as the participants was the grade had applied the newest curriculum namely *Kurikulum 2013*. This study also is conducted due to the needs of specific information about appropriate teaching strategies seen from the learning strategies used by different genders of single-gender school students.

Regarding to the reasons which are stated above the writer wants to conduct a research entitled "The Students' Achievement among Different Genders and Learning Strategies at M.A. At-Taraqqie Putra and M.A. At-Taraqqie Putri Malang". The research aimed at knowing the students' achievement and learning strategies used by the best score achiever in English. The number of participants in this study is one male student from the boys' school and two female students from girls' school. It uses the 1st term of English final examination score on academic year 2015/2016 as the parameter.

1.2 Problem of The Study

After knowing the background that has been stated above, there is problem that can be found as stated below:

What are learning strategies which are used by high achiever seen from different genders?

1.3 Objective of The Study

Based on the statement of the problem, this study tries to answer the question stated in the previous sub-chapter. Therefore, the answer can be formulated below:

To know the students' achievement on English based on different gender and learning strategies which are used by the high achievers

1.4 Significance of The Study

This study is expected to bring positive impact to related parties as stated below:

1. For Teacher

This research hopefully will be used as reference for the teacher in selecting their teaching strategies in teaching language, especially English. So they will get maximum achievement in their teaching process.

2. For Policy Maker

This research results hopefully will be a consideration to resurrect the Single-sex education school in Indonesia.

3. For Future Researcher

This research hopefully can be used as reference for the future researcher if they are interested in conducting the research in gender and education.

1.5 Definition of Key terms

In order to avoid ambiguity, misunderstanding, and misinterpretation, it is necessary to present the definition of key terms used in this study.

1.5.1 Students' Achievement

Students' Achievement can be defined as the result of student's academic performance that is measured by English final examination test.

1.5.2 Learning Strategies

Learning strategies can be defined as techniques, approaches, or actions by students to facilitate learning which are easily done to make changes and contributing to the ultimate goal of learning, the idea refers to Oxford (1990) idea on learning strategies which is also divided the strategies into two main types namely direct strategies and indirect strategies.

1.5.3 Gender

Gender can be defined as physical condition of being male students or female students at MA At-Taraqqie Malang.

1.5.4 High Achiever

This term refers to three highest achievements of English final examination score which are possessed by three students they are one male student from language and literature class on boys school and two female students (one from language and literature class and one from social sciences class), which are the representative of girls school.