

CHAPTER 1

INTRODUCTION

1.1 Background of The Research

The decision to study abroad is an exhilarating and transformative experience that opens doors to a world of new opportunities, personal growth and academic enrichment. By venturing beyond the borders of their home country, students embark on an extraordinary journey of cultural immersion, global exploration and educational excellence. Over the past two decades, there has been a notable rise in the enrollment of international students in higher education programs within developed nations. According to The Guardian (2014), Australia, the United States of America, the United Kingdom, and France have emerged as the leading destinations for these students.

In this introduction, we'll explore the many benefits of studying abroad, including exposure to multiple perspectives, acquisition of intercultural skills, broadening of academic horizons, and developing independence and resilience. But not all universities have international students because the competition among higher education institutions intensifies, they increasingly depend on brand advertising and high-profile programs to attract and keep students (Elliot & Healy, 2001).

Uniquely, each learning process necessitates the adoption of a distinct manner or strategy to attain its primary learning objective. Human beings engage in various strategies when acquiring a language, some of which prove highly advantageous, while others lack effectiveness. The term 'learning strategies' holds

diverse interpretations, with researchers offering multiple definitions (Brown, 1980).

In the world of lectures, learning strategies are very important, especially in the language section as our communication tool. Language learning strategies refer to the deliberate actions or behaviors employed by individuals learning a language, with the aim of improving their ability to grasp, remember, retain, retrieve, and apply new information effectively (Rigeney, 1978)

Since the 1970s, there has been a notable surge in research exploring language learning strategies due to their crucial roles in the language acquisition process. Numerous researchers concentrate on how learners handle fresh information and the types of strategies employed to comprehend, learn, or recall this information in the context of second or foreign language learning. For instance, Naiman et al. (1978), Rubin (1975), and Stern (1975) highlighted that specific learners achieve better results in learning a second or foreign language, even when exposed to the same teaching methods as others. That is why language learning strategies are important for us as learners because it may help you can help you communicate using a foreign language in learning in an international class.

Based on the explanation given above, researchers are motivated to analyze the language learning strategies used by students in international classes, especially those enrolled in the Jambi University English Language Education Study Program.

1.2 Research Question

From the explanation above, the researcher proposed the following research questions:

1. How are language learning strategies used by students in international class?

1.3 The Research Objective

From the explanation above, the objectives this research is:

1. To determine what language learning strategies that students use to in international class.

1.4 Significances of The Research

The significance of this research is intended for:

1. For future researchers

It is hoped that this research's results can contribute to increasing knowledge in language learning strategies

2. For students

It is hoped that students can have their own language learning strategies

1.5 Definition of Key Terms

- a) Language Learning Strategies

Language learning strategies play a crucial role as they serve as our tools for effective learning in the classroom. Second language (L2)

learning strategies are specific actions behaviors, steps, or techniques that students employ often consciously to improve their own progress in internalizing, storing, retrieving, and using the L2 (Oxford 1990).

b) International Class

International classes are classes in which students exchange between countries. In 2013, the number of international students pursuing higher education worldwide hit a historic peak, surpassing 4.1 million. This marked a significant increase from 2 million in the year 2000, (UNESCO 2016).