

## **Chapter 1. Introduction**

This chapter presents the study which consists of the background of study concern with the brief outline of the use of Diary as Learning Strategy in English Literary Criticism Subject. Besides that, this chapter also provides research questions, objectives of the research, the significance of the research, the scope of research and the definition of key terms. All the issues are presented in the following sections.

### **Background of study**

In teaching and learning process, teachers and students has become an important means which takes an important role in order to achieve the learning purpose. According to Muhamad (2014, p. 147), teaching process nowadays is focused on the students' participation rather than teacher domination in the classroom. It is known as students centre. It means that, most of the students are involved and participate in the classroom. However, in teaching and learning process mostly they did not give their participate in the classroom. It can be seen by most of students tend to be passive in the classroom during teaching and learning process. Chickering, A.W and Gamson, Z.F. (1987) states that learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. In other words, they must talk about what they learn, write about it, relate it to past experiences, and apply it to their daily lives. Also they have to make what they learn part of themselves. In order to make them use all of it, indeed learning strategies are the best way to earn it.

Every person has their own learning strategies to help them in teaching and learning process. According to Oxford (2003, p. 2) Learning strategies are defined as "specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their

own learning". She proposed a more specific definition of learning strategies which is as specific actions taken by the students to make their learning easier, more enjoyable, more effective, and more transferable to the new situations in the classroom. In order that, when the learners choose the strategy that appropriate with the learning style, this strategy become a useful in teaching and learning process in the classroom. According to Rubin (1975) as cited in Abubakar (2019), learning strategies are a device used by the students to acquire knowledge. It means that the students can have one or more certain strategies to assist them in acquiring the knowledge that they want to learn. On the other hand, learning strategies can be procedures that facilitate a learning task as also confirmed by Grenfell & Harris, 1999 as cited in Chamot (2005, p.112). Strategies are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task. That is why intellectual people need to have learning strategies or a particular way to understand something more structured.

In English Department as one part of this research object, there are several subjects and topics was given by the lecturers. These subjects consist of skill such as listening, reading speaking and writing along with Grammar, Syntax, Prose, and Literary Criticism. Looking at those subject of English, there are some obstacles were encountered during the learning process. For instance, in English Literary Criticism Subject. Based on the researcher's experience and preliminary observation in the classroom there are some of students lack of understanding the material. It caused the lecturer was unable to come to the class and they must learn independently. Beside that, they are lack of motivation to read the material based on the topic discussion. Although, the syllabus and teaching material already given to the students. One of the factors can affects students' failure to demonstrate competent uses of English is lack of interests in learning. In this case, they also lack of motivation. Motivation is an important thing in success or failure in teaching and learning process. Spolsky (1990)

proposed how students are motivated to learn more and more quick than students who are less motivated. Lack of interest and motivation in learning can cause negative impact of achieving success in learning purpose. Based on this case, the students will be understand the material if the lecturer has a learning strategy in teaching and learning process.

Consequently, every student has their own ways to catch and understand the lesson. Therefore, it is necessary for the students to discover several ideas to help them in learning process. One of the ideas is by finding an appropriate learning strategy. Chamot (2005) suggested to use a diary for instructional purposes it can help students develop their own learning processes and strategies. On that ground, this diary can be the learning strategy that can be used by students to write the material that given by the lecturer. This can be a strategy for students to overcome the difficulties when they are trying to write something more structured. This strategy also automatically can help the students understand and remember the material. According to Muhamad. F (2014) "Diary is a kind of writing that contains of some theory, explanation, and ideas or personal opinion related to the topic being read. It is almost similar to resume or summary. Diary is one of the kinds strategies that can be used to enforced students to read the teaching material". Also, this strategy has been applied by the other lecturers who teach Syntax, Psycholinguistics, and other Linguistic courses of English Department in Universitas Negeri Gorontalo.

Furthermore, there are some studies that have been done by some researchers regarding to the use of diary. For example, studies have done by Tuahunse (2018), Venitasari (2008), and Muhamad (2014). Tuahunse (2018) did a study about the use of diary as learning strategy in syntax course. She also wanted to see their opinion regarding the use of diary in classroom and she got a positive result. Venitasari (2008) investigated how the use of diary can help to increase students' writing ability in elementary school in fourth graders of

Kanisius Notoyudan Yogyakarta Elementary School. She did a classroom action research, and this study has confirmed that writing diary can contribute to students' writing ability which consist of writing content, grammar, vocabulary, and punctuation in writing. Muhamad (2014) used diary to increase students' readiness and competencies in learning process. His research discussed about the advantages of students' diary (ID) to overcome the major problems of the inadequate competencies of the students in the learning process.

Nevertheless, this research has different considerations from previous researchers. firstly, this research explores students' perspective about their experience while applying a diary as the learning strategy in English literary criticism subject. Secondly, this research does not involve direct observation in classroom as it was conducted when the subject has been finished, in which the data were taken when students have passed the subject. It means that this research explores students' perspective based on their experiences when using diary as learning strategy in English literary criticism subject.

Therefore, the existence of diary as a learning strategy, students have their own perspective toward the running process of learning. This perspective is the result of the learning environment influence their learning process, and to determine the learning outcomes (Elen and Lowyck, 1990). In the other words, students also has perspective of learning process through their experience. It is support by Dahl (1995, p.124) To understand children's perspectives in school is to gain some insight into how they make sense of and interpret instructional experiences. Additionally, students perspective defined as the process of determining the meaning of what is sensed which is definitely influencing people or students' thought in learning behaviors. On that ground, perspective might become the part of providing information and suggestion directly about the implementation of diary itself.

Moreover, investigating students' perspectives toward the use of diary as learning strategy in English Literary Criticism Subject can give insight in the extent to which the strategy has been successfully implemented and also provides a positive impact for lecturers such as enhancing the effectiveness and creativity in teaching and learning. Then, for students can build their critical thinking in absorption the material, understanding the context of topic discussion, and evaluation their self during teaching and learning process. Likewise, this research will contribute and helpful for the further researchers.

Based on the explanation above, students' perspective can influence the teaching and learning process. Having students' perspectives is important for both lecturer and students, because the student will be easier to learn material if they understand their perspective. By knowing own perspective, the students will know their needs and what teaching media is appropriate for them. If the students have a good perspective about a learning strategy that given by the lecturer, it can lead the lecturer and students to achieve a good result from the teaching and learning process. If they have negative perspective to the learning strategy, then the lecturer should modify or change the strategy in order to achieve the learning purpose.

Therefore, this research is required to be conducted in order to explore students' perspectives toward the use of diary as the learning strategy applied in the classroom. In this case, the researcher carry out a research with the title '*Students' Perspectives Toward The Use of Diary as Learning Strategy in English Literary Criticism Subject.*' This research would be conducted in English Department, Letters and Cultures Faculty, Universitas Negeri Gorontalo.

### **Research Questions**

Since the use of diary at English Department, Universitas Negeri Gorontalo has actually been applied by several lecturers as the learning strategy in the classroom. Furthermore, this study is to see what are the students' perspectives toward the use of diary as learning strategy in

English Literary Criticism Subject . Therefore, the research question of this study is formulated as follows; "What are students' perspectives toward the use of diary as learning strategy in English Literary Criticism Subject?"

### **Objectives of the Research**

Teaching English by using learning strategy can make students more interested and feel more relaxed during teaching and learning process. Using diary as learning strategy in the classroom can make students to be well prepared before come to the class. However, the purpose of this study was to investigate students' perspective toward the use of diary as learning strategy in English Literary Criticism Subject. The result was seen from the outcome of interview section with the students.

### **The Significance of the Research**

In accordance with research questions and research objectives, this research is expect to understand the field of English Teaching, especially about the use of diary as the learning strategy in English Literary Criticism Subject.

#### **Theoretically**

This research was expected to give contribution to explore students and the lecturers knowledge about learning strategy, specifically about the use of diary in the classroom. Then, the students and lecturers can explore more about the use of diary as the learning strategy. Moreover, the research also considered as the reference for those who interested to do a study in the same field.

#### **Practically**

This research aimed to give information to students and lecturers about the implementation of using diary as learning strategy. In addition, this research provided information about the

advantages and the disadvantages of using diary, so the lecturer can use or modify the diary as learning strategy the way that the students like in order to make them comfortable to learn and the learning purpose can be reached effectively. Moreover, further researcher can expand this research as source and reference for them who interested in the same point.

### **The Scope of Research**

By considering the use of learning strategy in teaching and learning process, this research is focused on exploring students' perspective toward the use of of diary as learning strategy in English literary criticism subject. This research was conducted at English Department of Universitas Negeri Gorontalo. The participants of this research are students from class D on sixth semester in academic year 2018/2019 who had enroll English Literary Criticism subject.

### **Definition of Key Terms**

In order to make the readers understood about this research, the researcher provided some key terms, those are:

**Perspective.** According to Ardianto (2007) "Perspective is the way of thinking about something. In simple words, it is our point of view towards people and things".

**Diary.** According to Muhamad. F (2014) "Diary is a kind of writing that contains of some theory, explanation, and ideas or personal opinion related to the topic being read. It is almost similar to resume or summary. Diary is one of the kinds strategies that can be used to enforced students to read the teaching material".

**Learning Strategies.** According to Oxford (1990) "Learning strategies define as some steps taken by students to enhance their own learning".

**English Literary Criticism Subject.** This course introduces the major priciples of Contemporary literary theories when they (students) are utilized into literary criticism. (Syllabus of English Department of Universitas Negeri Gorontalo, 2013).

### **Organization of the Research**

This study consists of five chapters. In the Chapter One, there is background of the study and the reason of why the researcher conducting a study about the students' perspectives toward the use of diary as learning strategy in English Literary Criticism Subject. In this chapter, there is also the research question. Moreover, the research objective shows what the researcher wants to achieve in this study, the scope of the research that shows the focus of the study, and the significances of the study where the researcher hopes that can help the readers in some aspects. Chapter Two reviews the theoretical and related research that stimulate the research question of the study. It reviews some major aspects that focused on some areas such as the concept of perspective, definition of diary, learning strategies, also provides the implementation of diary in English Department Universitas Negeri Gorontalo.

Chapter Three describes the research methodology that used in this study. It describes the research method, the data collection, source of the data, and data analysis. The data findings from the research analysis are presented in the Chapter Four that addresses the research question, the discussion of the study are also presented in this chapter. Finally, Chapter Five concludes the study by summarizing the research finding and outlining the students' perspective toward the use of diary as learning strategy in English Literary Criticism Subject. Moreover, this study offers a recommendation to be considered.