CHAPTER I
INTRODUCTION

A. Background of the Study

Listening is one of the four language skills that has a big role in communication, because by mastering it, the people can transfer the recorded messages into oral speech. In listening section, what the native speakers speak is not important, but the comprehending of the important information that they have spoken. According to Clark and Clark (in Fauziati, 2010: 04), “comprehension as the mental process by which listener take in the sounds uttered by a speaker and use them to construct an interpretation of what they think of the speaker intended to convey”.

When the students learn the second language especially the listening skill, the students still have some difficulties, such as in interpret longer oral messages although they understand them one by one they have difficulty putting them together in order to carry out the entire set. And they also have difficulties to write and identify the keywords, so they can not understand what the important information, although the key words are repeated. Because of their difficulties, most of the students think that listening is the difficult material. At this time, the role of the teacher is important. The teacher must has the strategies to improve the students’ listening competence because the success of the lessons is depend on the teacher’s strategies using a variety of teaching method.
Some students of SMA N 1 Mojolaban still have some difficulties in the listening class. Some of them get a bad score in listening test; sometimes most of them get score under the standardized. So, they must face the remedial test. But, although they have got remedial test, they still get a bad score.

This condition is caused many factors, they are: internal factor and external factor. The internal factor appears from the students themselves. Some of them do not understand the materials in listening test, they have limited vocabularies so they can not transferring the important information into oral speech, they also can not find the key word from the information that they have heard. And the external factor are caused from the facilities in their school, in SMA N 1 Mojolaban still have limited facilities in the teaching listening process, there is not language laboratory, so their listening class is held in the large class. This condition can not support the students’ listening process.

The teachers also have some problems in teaching listening. The teacher can not manage the students in large class. The teacher uses traditional method in teaching listening. The teacher reads some materials then the students are asked to listen, and then the students are asked to answer the questions based on the text that they have heard. This condition is not effective to the teacher. They must have an extra energy to do their job. They must repeat more than once in delivery the listening materials.
Based on the reason above, the writer wants to analyze a research entitled

*Learning Strategies in Listening Used by the First Year Students of SMA N 1 Mojolaban in 2010/2011 Academic Year.*

B. Problem of the Study

Based on the background of the study, the writer takes the problems of the study are:

1. What are the strategies used by the learner in learning listening?
2. What are the strength and the weakness of the strategies used by the learner in learning listening?

C. Objective of the Study

Based on the formulation of the study mentioned above, the objectives of the study are:

1. To describe the strategies used by the learner in learning listening.
2. To identify the strength and the weakness of the strategies used by the learner in learning listening.

D. Limitation of the Study

In this research, the writer limits her research on the strategies used by the learner in learning listening. And the subject are the first year students of *SMA N 1 Mojolaban* in 2010/2011 academic year.
E. Benefit of the Study

The writer hopes that this research has two benefits in the study of English, especially in teaching listening. There are two kinds of benefit in this research, they are:

1. Theoretical benefit

The study will give contribution to the strategies of learning English, especially in listening to overcome specific difficulties problems..

2. Practical benefit

It is expected that this study can:

a. help the students in learning listening,

b. help the teacher in solving their problem or the difficulties in listening class,

c. give information to the readers about the teacher’s strategies in teaching listening, and

d. can be used as reference for other researchers who want to conduct research about teaching listening.

F. Research Paper Outline

This research paper is divided into five chapters.

Chapter I is introduction. It consists of background of the study, problem statement, objective of the study, limitation of the study, and benefit of the study.
Chapter II is review related theory which relates to previous study, and theoretical review which presents notion of strategy, learning strategies, notion of listening, kinds of listening, listening processes, learning listening, procedures of learning listening, classroom activities in learning listening, the problems in learning listening, and listening strategies.

Chapter III is research method which deals with type of the research, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is data analysis and discussion. The data analysis present 1) the strategies used by the learner in learning listening, and 2) the strength and the weakness of the strategies used by the learner in learning listening.

Chapter V is conclusion and suggestion.