

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Language can not be separated from human beings because they usually use language as their communication. They can do some activities, express emotions, receive information, and learn something by using language. Without language, living in the world is very boring because nothing could be taught and developed by people. But, that condition does not happen in the world. People have mastered mother tongue since they were infants. It is very easy because their brain was still empty, so everything would be absorbed well. There are a lot of foreign languages in the world. According to Cohen (1998: 4) “foreign language is the language that is being learned, not spoken in the local community”. But, there is a foreign language that should be mastered by all people beside their mother tongue. It is an international language.

English as an international language should be mastered by all people in the world beside their mother tongue. But, learning English is complex because it consists of many skills, namely: listening, reading, speaking, and writing. Each of them has a close relation. For a lot of people, learning English is very difficult. Special strategies in learning English are very important to master English well.

According to Gagne (in Brown: 2009) “strategies are one’s internal ability to think, solve problems and make decisions”. Each person has own strategies to learn something, especially learning English.

Rayner and Riding (2002: 60) stated “learning strategy as a set of one or more procedures that an individual acquires to facilitate the performance on learning task”. Using learning strategies depends on each individual. Actually, all language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Based on Oxford (1989) “language learning strategies are behaviors or actions which learners use to make language learning more successful, self-direct and enjoyable”. Related to O'Malley and Chamot (1985: 582-584) “learning strategies are classified into three main categories, namely: metacognitive strategies, cognitive strategies, and social affective strategies”. Each classification strategy has many sub-categories. Usually people who use the suitable strategies, they will be successful in finishing their task. When learners learn English, they have to attend the all skills in English itself.

Using learning strategy in learning language is very important because we can catch some advantages there. First, learning strategies are good indicators for learners in making an approach closer for solving tasks or problems encountered during the process of language learning. Second, related to Oxford (1990: 1) “learning strategies are important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative

competence”. Third, “using learning strategies help the learners understand well and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher” said Lessard-Clouston, 1997:3. In conclusion, the learners who use learning strategies are going to be successful in learning language.

English ability can be realized in the spoken and written form. Usually people who mastered English only show their production, like speaking and writing. Therefore, in mastering English ability, learners should have ability in reading and listening to support their writing and speaking. The all English skills are very important to achieve. So, using many strategies in teaching of all English skills would make the learners understand well.

In the junior high school, English is taught generally which consists of speaking skill, listening skill, reading skill, and writing skill. One of the junior high school is SMP N 2 Wonosari Klaten. It is one of junior high schools in Central Java, especially in Klaten. That school has eighteen classes; each grade consists of six classes. Its English teacher is Mr. Sarwanto. He usually gives exercises to the students to improve their English ability.

According to the writer’s observation in all second grade classes of SMP N 2 Wonosari Klaten knew that there were a lot of students who used some strategies to improve their English ability in order to get the best score in English subject. The writer gets three students who belong to a high (HLD), a middle (PJ), and a low English achievers (ANS). They use their own strategies in

finishing English exercise from the teacher. For example: HLD from class 2A. She belongs to high achiever because she gets score 100 in English exercise. One of the strategies used by her is using the preparing times that are given by the teacher to study and memorize the materials before doing exercise. She usually makes some important notes in her book when the teacher explains in her class to help her in improving English ability. So, as the result, she gets the best mark of all second year students in SMP N 2 Wonosari Klaten.

Based on phenomenon above, the writer is interested to observe the learning strategies used by a high, a middle, and a low English achievers at SMP N 2 Wonosari, Klaten more detail. So, the writer conducts a research entitled: **Learning Strategies Used by A High, A Middle, and A Low English Achievers: A Case Study at SMP N 2 Wonosari Klaten.**

## **B. Problem Statement**

Based on background of study above, the writer is interested to observe and classify the learning strategies used a high, a middle, and a low English achievers of SMP N 2 Wonosari, Klaten to improve their English ability. So, the writer formulates the problem statement as the following:

1. What are the learning strategies used the high achiever (HLD) of SMP N 2 Wonosari Klaten to improve her English ability?
2. What are the learning strategies used by the middle achiever (PJ) of SMP N 2 Wonosari Klaten to improve her English ability?

3. What are the learning strategies used by the low achiever (ANS) of SMP N 2 Wonosari Klaten to improve her English ability?
4. What are the similarities and differences of the learning strategies used by the three subjects?
5. What are the effects of various learning strategies used on the English achievement?

### **C. Objective of the Study**

The objectives of the study in this research are:

1. to know the learning strategies used by the high achiever (HLD) of SMP N 2 Wonosari Klaten to improve their English ability,
2. to know the learning strategies used by the middle achiever (PJ) of SMP N 2 Wonosari Klaten to improve their English ability,
3. to know the learning strategies used by the low achiever (ANS) of SMP N 2 Wonosari Klaten to improve their English ability,
4. to know the similarities and differences of learning strategies used by the three subjects, and
5. to know the effects of various learning strategies used on the English achievement.

#### **D. Limitation of the Study**

Based on the classification of learning strategies proposed by O'Malley and Chamot, there are three kinds of students, namely: high achiever, middle achiever, and low English achievers. So, the writer limits her subject only three students of all classes in SMP N 2 Wonosari Klaten. They are:

1. A high English achiever (HLD) is student who gets the highest mark in English subject of the all second year students of SMP N 2 Wonosari Klaten,
2. A middle English achiever (PJ) is someone who gets middle mark in English subject of the all second year student of SMP N 2 Wonosari Klaten, and
3. A low English achiever (ANS) is someone who gets the lowest mark in English subject of the all second year students of SMP N 2 Wonosari Klaten.

#### **E. Benefit of the Study**

1. Theoretical Benefit
  - a. The result of the research can be used as the reference for those who want to conduct a research in learning strategies of foreign language, especially English.

- b. The result of the research can be useful for English teacher in their teaching English.

## 2. Practical benefit

- a. This research will be useful especially for the second year students of SMP N 2 Wonosari Klaten who learn English.
- b. This research will give consideration for the English teachers in their teaching learning process.

## **F. Research Paper Organization**

The writer organizes the paper as follow: Chapter I is Introduction. It consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization. Chapter II is underlying theory. It contains of previous study, theoretical review. Chapter III is research method. It discusses about type of research, subject of the study, object of the study, method of collecting data and technique for analyzing data. Chapter IV is research finding and discussion, then chapter V consists of conclusion and suggestion.