

## CHAPTER I

### INTRODUCTION

#### A. Background of the study

Language is a part of culture. It is human behavior. Language can be acquired habit of systematic vocal activity representing meanings coming from human experience. All people in the world need language as a means of communication, especially English. English can be very useful and important for a society. It can be more easier for people to conduct international relationship with all nations around the world, if they have a good mastery on English.

In the globalization era when people face a challenge in various fields, English becomes the most important language in the world. It is widely used for keeping up with the developing of modern technology and science of various countries.

Nowadays, English is taught and learned from elementary schools to universities. English learning cannot be separated from four skills, those are listening, writing, reading, and speaking. In Indonesia, English has been taught as an important foreign language in order to development of the science, technology and art.

As an international language, English has gained its popularity all over the world, including Indonesia. In the past English was only taught as secondary schools. In current years, however, the teaching English of is expanding into primary or elementary school setting.

The decree of the Ministry of Education and Culture number 0487/4/1992, chapter VIII states that English can be taught as an extra instruction if it is needed by the local community, and if the English teacher is available (Fauziati, 2010:89).

The statement means that English can be taught as an extra instruction if there is English teacher in the school.

Another decree of Ministry of Education and Culture, No 060/U/1993 states that English maybe given to Elementary school students as a local content. (Fauziati, 2010: 89). The phenomena have caused many English educators charged with teaching teacher education curriculum and materials development to raise questions about how to best to teach English as a foreign language to the students.

In the complex education world, which aims a successful in its practice, it makes all of the education components try harder to gain the success. Teachers as facilitators have a big influence in order to reach the high quality of education. Besides that it makes the English learning process can run successfully.

Learning fully and usefully means that students are thinking about what is they learn, apply it in real situations or toward further learning, and it continues to learn independently (Marzano in Fauziati, 2001). It means that by learning the students can think about what they learn and apply it in real situation and continue to learn it independently.

As we know that there any factors in learning English. Success in learning in foreign language, according to Cohen and Dornyei in Fauziati (2004: 170) depends on variety of factors such as duration and intensity of the course, the characteristics and abilities of the teacher, the appropriateness of the teaching methodology, the quality of the textbook, the size and composition of the learner group, the amount of the natural target language practice opportunities, and the characteristic of the language learner. The factors above particularly focus to the learners' characteristics which influence their language learning achievement. Besides the factors mentioned above, learning strategy that is applied by the students in the English class. There are two kinds of

students of English class, the low achievers and high achievers. In this research, the researcher researches the learning strategy that is used by the high achiever students of the English class.

Language learning strategy is simply refers to an individual's approach to complete a task. This is "an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in nonacademic settings" (Schumaker and Deshler in Fauziati, 1992: 56). The quotation means that language learning strategy is someone's way in organizing and using a certain skill and ability approach to complete a task in school as well as in non academic settings.

Skilled teachers, therefore, can teach the students how to learn, making them aware of language learning strategy and able to use them to enhance their own learning. Since the amount of the information processed by the students is high in language classroom, the students use different language learning strategy in performing the tasks and processing the new input, that have a good indicators of how the students approach tasks or problems encountered during the teaching learning process.

Thus, the students give teachers valuable clues about how the students assess the situation, plan, select appropriate skills to so as to understand, learn or remember new input presented in the language classroom.

The teachers who intend to train their students in using language learning strategy should learn about the students, their interests, motivations, and learning styles. The teacher can learn the language learning strategy already use by the students by observing their behavior in class. Besides, the teachers can also use a short questionnaire to fill in at the beginning of a course to describe themselves and their language learning. The teacher also can have adequate information about the students,

their goals, motivations, language learning strategy, and their understanding of the course to be taught.

In this research, the researcher take 3 (three) of the high achiever students of the 32 students in the English class. The name of the students are: Dodik Wajarwanto, Ninik Purwandari, and Della Miranti. The three students mentioned above are more able in mastering English because they applied some strategies in the English class. Learning strategies are mostly unobservable, though some associated with an observable behavior. Thus, the researcher wants to research the students of the English class from their behavior in learning English as their learning strategies in mastering the four skills of English.

Some previous similar researches have been taken to ensure the position of this research.

Ching-Yi Chang works (2007) entitle, "A Study of Language Learning Strategies Used by College EFL Learners in Taiwan", the study was designed to investigate the influence of gender and major on college EFL learning strategy use in Taiwan. Shirley Sharmini Rajamoney (2008) In her research, A Study on The Use of Language Learning Strategies After Strategy Among Form Four ESL Students, in this research, she conducts the research in the case study. Marcela Kozmonová (2008) Language Learning Strategies and Their Training in a Primary English Class is the title for this research. As for the classification of language learning strategies itself, Oxford divides them into two major classes: direct and indirect according to how they involve the target language. Erla Edvardsdóttir (2010) This research, Popular and Useful Learning Strategies in Language Acquisition Among Teenagers, studies about three vocabulary learning strategies and try to discover if any of them (guessing for textual context, asking the teacher or using a bilingual dictionary) are (a) more popular and (b) more

useful in first language reading and second language acquisition amongst teenagers.

Lorraine Cleeton (2000) The title of the research was Individual Differences in Learning Strategies and External Representation. There are two parts to this research and the first part endeavoured to investigate the effects of teaching and instruction in the use of learning strategies on list learning performance. In the fourth experiment the Cognitive Styles Analysis was included.

Ya-Ching Chang (2010) The study was conducted to investigate Taiwanese junior high school students' perceptions of their teachers' teaching styles and the students' own use of learning strategies and to determine if there was a significant relationship between perceived teaching style and learning strategy

Rae L. Lan (2005) The results provide implications for both theory and pedagogy. For example, to facilitate children's English language learning, teachers need to further understand the importance of vocabulary learning. Woven into regular language instruction, teachers should also start teaching students how to use both vocabulary learning strategies and general learning strategies. The goal is to help students develop strategies for effective and enjoyable learning so that they will be better equipped to cope with the challenges of language learning.

Rui Ma (2011) This research project will use a combination of quantitative and qualitative methods ("mixed-methods" research) to examine academic English listening and speaking strategy use patterns of non-native English speaking (NNES) graduate students and also to investigate those students' relevant metacognitive thinking<sup>1</sup> and its impact on their strategy use.

Hind Aljuaid (2010) The aim of this study is to investigate the pattern of language learning strategies use among a group of Saudi Arabian English-major university students using Oxford's (1990) Strategy Inventory for Language Learning (SILL). The study also investigates the frequency of strategy use among these students (i.e. what are the most frequently used and least frequently used strategies among this

group of Saudi Arabian learners learning English as a foreign language?). The results of this study showed that this group of students used learning strategies with high to medium frequency, and that the highest rank was for metacognitive strategies while the lowest was for memory strategies. The findings of the present study suggest a number of implications for Saudi EFL instruction at the University in which the study was conducted. The findings of this research will also contribute to the knowledge base of language learning strategy research in the Arab region. Intakhab Alam Khan (2013) The research entitled *Speaking Skills and Teaching Strategies: The Case of an EFL Classroom*. The issue of falling standards of English in KSA in particular in the past is very much due to the curricular aims and objectives of English language Education. The main cause for the students learning difficulties and poor achievement especially in speaking skill is that teachers themselves have a very limited exposure of reasons of difficulties and appropriate instructional strategies. In the whole previous studies above, the researchers only focus on the one English skill. Meanwhile in this research, the researcher focuses on the four English skills, so that it can be more complex and interesting.

#### B. The Research of Problem

Based on background above, the researcher is interested to describe the learning strategies used by high achiever students in developing English at SMPN 1 DOLOPO. So the researcher formulates the problem statement or focus of the study as follows:

1. What are learning strategies used by high achiever students of SMPN 1 Dolopo in developing listening?
2. What is the learning strategies used by high achiever students of SMPN 1 Dolopo in developing speaking skill?

3. What is the learning strategies used by high achiever students of SMPN 1 Dolopo in developing reading skill?
4. What is the learning strategy used by high achiever students of SMPN 1 Dolopo in developing writing skill?

#### D. Limitation of the Study

In conducting the research, the writer limits the problem statements that are going to be discussed about learning strategies used to develop the four skills of English; Listening, Speaking, Reading, and Writing skills on high achiever students of SMPN 1 Dolopo. The type of this research is qualitative research which aims at describing the subjects' learning strategies in developing the four English skills. The subjects of this research are three students chosen based on the English class. The subjects use almost all of the learning strategies proposed by O'Malley and Chamot strategies which consists of 5 metacognitive strategies; advance organizer, directive attention, selective attention, self-management, self-evaluation, 5 cognitive strategies which consists of repetition, resourcing, imagery, elaboration, and note taking, and one socio-affective strategy that is question for clarification. S2 uses 11 learning strategies which consists of 5 metacognitive strategies which consists of repetition, resourcing, directed attention, selective attention, self-management, self monitoring, note taking, and self evaluation. S3 uses 9 learning strategies which consists of 3 metacognitive strategies; advance organizer, selective attention, self management, 4 cognitive strategies which consists of repetition, resourcing, imagery, elaboration, and two socio affective strategies which consists of repetition, resourcing, imagery, elaboration, and two socio affective strategies those are cooperation and question for clarification.

#### D. Objective of the Study

Based on the statements of the problem above, the objective of the study be as following:

1. To describe kind of learning strategies used by high achiever students in developing listening at SMPN 1 Dolopo.
2. To show the characterization of high achiever students in developing speaking skill at SMPN 1 Dolopo.
3. To describe the type of learning strategies used by high achiver students in developing reading skill used by high achiver students at SMPN 1 Dolopo.
4. To describe the type of learning strategy used by high achiever students in developing writing skill at SMPN 1 Dolopo.

#### E. Benefit of the Study

This research discusses about The Learning Strategies Used by high achievers Students of SMPN 1 Dolopo in Developing English. The benefits of the study are divided into the following:

##### 1. Theoretical

- a. The result of this research can be useful to increase the students" English skill.
- b. The result of this research can be useful towards the teacher in using the appropriate learning strategies in teaching English.
- c. The result of this research can be used by another researcher who will conduct the research about learning strategies in English.

##### 2. Practical

- a. For the researcher, this research is being hoped to increase the knowledge in teaching and learning English in the classroom in order to be a succeed teacher.

- b. For the English teachers, hoped that they will take the benefits from the result of this research in order to increase and enhance students' language acquisition in relation to learning motivation for the academic and the people about the learning strategies.
- c. For the English Students, this research also enable students to know the effectiveness of strategy training as it would provide some recommendations for further enhancement of language acquisition.
- d. For the other researches, the result of this research can give the additional references in the same study about the learning strategies.

#### F. Research Paper Organization

This research consists of five chapters; chapter I is an introduction which consists of six parts. They are: background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and the research paper organization. Chapter II is underlying theory which discusses about the previous study, the notion of learning strategies, and other theories that related to the research. Chapter III tells about the methodology of this research that consists of type of research, object of the study, subject of the study, research location, research procedure, and method of collecting data and technique for analyzing data. Chapter IV states about the process of learning strategies used by the students in developing English, the of learning strategies used by the students in developing English and the student's appreciations of learning strategies used by the students in developing English. Chapter V is conclusion and suggestion.