

CHAPTER I

INTRODUCTION

A. Background of the Study

Teachers have a guide for teaching in their own classroom. It is guided by the curriculum that can be explored from its principles and experiments with techniques. Nunan (1988: 10) stated that curriculum has at least three phases, namely a planning phase, an implementation phase, and evaluation phase. While it is realized that few teachers design their own syllabuses. They interpret and modify their syllabuses in the process of teaching/learning process. They find out the students who had learned whether they had failed or succeed to learn in relation to what had been planned.

Teachers evaluate the result of students learning in the class by testing or examination. Indonesia has the national examination to evaluate the result of students learning in school. Indonesia has implemented the national exam system since 2003. National Exam is a standardised evaluation system of primary and secondary education in Indonesia and the equation of quality of education levels among the areas that are conducted by the Center for Educational Assessment, the Department of Culture and Education.

English subject is one of the subjects in national exam. In our country, English is the second language, but in 2013 curriculum, it is only as the additional subject in schools. But then English subject is included in national exam. So, it makes the students anxious. In the national exam, students must do all of the English items in 120 minutes.

As we know, the students should study hard to prepare the national exam especially English. Many students feel that English is a difficult subject. So, to be successful in mastering English, they need special strategy. Strategies are those specific 'attacks' that we make on a given problem.

Anthony (1972: 5) stated that strategy is a technique that is used to get the goal. Exactly, each student has different strategy to learn English.

To upgrade their English skills, students apply various learning strategies. English learning strategies are an intentional behavior and skill used by the learners during learning English to help them understand, learn, or remember new information. Learning strategies are procedures undertaken by the learner, in order to make their own language learning as effective as possible.

Language learning strategy 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, 2010: 150). The quotation means that language learning strategy is someone's way in organizing and using a certain skill and ability to complete a task in school as well as in non academic settings.

O'Malley (1990: 89-90) states that:

Focusing on selected aspects of new information, analyzing, and monitoring information during the encoding process, evaluating, the learning when it is completed, or assuring oneself that the learning will be successful as a way to all any anxiety.

The strategies have to be learned in exactly the same way. Students apply their own strategies to master it. Learning is a process, which is consciously selected by the learner. The element of choice is important here because this is what gives strategies its special character.

The English subject must be mastered in four competencies, namely speaking, reading, listening, and writing. But, in the national examination the material are tested only listening, writing, and reading abilities. However, since in the form of multiple choice questions, then on the competence of this writing students faced in formulating sentences into good structure in accordance with the standard rules. They learn English for facing national examination. In reality, it shows that most students still have difficulties in

learning English to upgrade their English for facing national examination, especially in mastering the three skills in that test. There are many materials to learn in listening, writing, and reading competence.

In this research the researcher takes SMK Muhammadiyah 1 Sukoharjo as the place to be observed. Because there are kinds of majors, in which the students has difference strategy to learn English according to each major. But the researcher takes the research only from two majors that are very different characteristic of learning; those are software engineering and motorcycle engineering. The researcher researches the learning strategy that is used by two high achiever students of English class in each two majors chosen. From those students the researcher can find the differences specific characteristic of learning strategy between that two majors.

All aspects of learning strategies especially English subject in SMK MUHAMMADIYAH 1 SUKOHARJO are investigated by the researcher in this research, under the title **“Learning Strategies Used By Twelfth Year Students To Upgrade Their English For Facing National Examination of SMK Muhammadiyah 1 Sukoharjo Academic year 2015-2016”**.

B. Problem of the Study

Based on the background of the study above, the problems of research focuses on: “What are learning strategies used by twelfth year students of SMK Muhammadiyah 1 Sukoharjo to upgrade their English for facing the national examination academic year 2015-2016?”

C. Objective of the Study

Based on the problem statement, the objective of the study is to describe the English learning strategies by twelfth year students of SMK Muhammadiyah 1 Sukoharjo to upgrade their English for facing the national examination academic year 2015-2016 in each competence tested.

D. Scope of the Study

In order to focus on the core of the research the researcher needs to limit the board problem areas. In this study the researcher limits the problem only on learning strategies used by four high achiever students including two students of software engineering and the rest are student of motorcycle engineering to upgrade their English for facing national examination of SMK Muhammadiyah 1 Sukoharjo 2015-2016.

E. Significance of the Study

1. Theoretically:

This research will give contribution for other researchers who are interested in analyzing and investigating the learning strategies for English subject.

2. Practically:

- a. The finding of this research is useful for the Twelfth year students to upgrade their English for facing national examination.
- b. It also can give consideration for the teachers who teach English subject for Twelfth year students at SMK Muhammadiyah 1 Sukoharjo.

F. Research Paper Organization

The organization of research paper is given in order to make the reader understand the content of the paper, as follows:

Chapter I is introduction which consists of, background of the study, problem of the study, objective of the study, scope of the study, significance of the study, and research paper organization.

Chapter II is review of related Literature. It contains review of previous study and underlying theory that finds some related studied which deal with notion of language learning, notion of strategy, notion of learning strategy, and the last is classification of learning strategies.

Chapter III is research method. In this chapter the researcher presents type of the research, object of the study, subject of the study, data and source of data, techniques of data collection, technique for analyzing data.

Chapter IV is research finding and discussion. In this chapter the researcher shows the implementations of learning strategy used by twelfth year students of SMK Muhammadiyah 1 Sukoharjo for facing the national examination. At this occasion she also discusses the finding of the research.

Chapter V is conclusion and suggestion. In this chapter the researcher draws the conclusion and proposes the suggestion taken from the result of the research.