CHAPTER I

INTRODUCTION

A. Background of the Study

Learning is an activity that always encloses to students. It can not be separated from their daily activities. However, learning sometimes seems as unexciting activity for some of students. The lack of understanding about why they should learn something new makes them have low motivation to do it. It can also be seen in foreign language learning. According to Cohen (1998:4) "foreign language is the language that is being learned, not spoken in the local community".

There are a lot of foreign languages in the world. Foreign language that be meant in this study is English. Since it becomes international language, willing or unwilling, learners should be mastered it to avoid misunderstanding when they are find any materials using this language in their learning process. Moreover, it will be very useful for them in non academic situation; such as in real communication with natives. They will get better communication to many foreign people when they are mastering English, because it is also has been taught and learned in many other countries. Hence learning English is the essential point to do and the ability of English should be possessed by students.

Learn the English is not easy for many people, involved Indonesian. Though it has been proposed to be learned from the kindergarten, some of the learners still find many obstacles in understand this language. It is complex and consists of many skills, namely; reading, listening, speaking and writing. These skills have close relation. To learn it, learners need strategies. Strategy is simply refers to "an individual's approach to complete the task" (Fauziati, 2015: 23). Related to Rayner and Riding (2002: 60) "learning strategy is a set of one or more procedures that an individual acquires to facilitate the performance on learning task". Learning strategies will help students to have a good understanding about the materials learned.

From many research, there are a lot of strategies which can be applied in language learning process. According to Oxford (1989) "language learning strategies are behaviors or actions which learners use to make language learning more successful, self-directed and enjoyable". In fact, while the learners find new information or doing assignment in classroom they use learning strategy both consciously or unconsciously. And the using of learning strategies depends on each student. Related to O'Malley and Chamot (1985: 582), "language learning strategies are divided into three main categories; namely: meta-cognitive strategies, cognitive strategies, and socio-affective strategies". Learners who pick the appropriate strategies will be successful to accomplish the tasks.

A good learner should be understood the learning well. In high school level there are many subjects of knowledge have been taught; such as science, social, language, art etc. Moreover, in vocational school which always has specific skill comprehension, it becomes challenge for learner to comprehend those subjects well. There are many obstacles faced by the learners to get those all in balance. Deal with foreign language, here is English, as a part of the set of knowledge which has to be mastered by the students, it also has difficultness. A good English learner must own strategies to achieve or and improve it.

Derived from the exceeding phenomena, the researcher is concern in doing investigation about learning strategies used by the high achiever students in improving English at an Islamic integrated vocational school, SMKIT Smart Informatika Surakarta. The election of the subject of research here is based on its uniqueness. The uniqueness of this school are; 1. It is an Islamic integrated vocational school, 2. It is founded only for selected students who have good achievement from their junior high school but also come from underprivileged family background and/or orphans. Officially SMKIT Smart Informatika Surakarta had held on 20th July 2010, it can be shown by SK No: 197/5294/Dikmen/2010. Right now, the chief person in SMKIT Smart Informatika Surakarta is Mr. M. Ali Mursidi, SE, M.Pd. The school has two classes for each grade; tenth, eleventh, and twelfth. The English teacher in SMKIT Smart Informatika Surakarta are two people, they are; Mrs. Sari Mar

Ati Hamidati Al Asyari, S. Pd.I, and Ms. Sylvia Mustanuri Janah, S. Pd. Total of the students are 174 students. The twelfth grade consists of 54 students, divided into class A and B, 27 boys and 27 girls.

In this work, the researcher investigates the learning strategies used by the students in improving English. There are three high achiever students among the twelfth grade students. They are: AAY (S1), M (S2), and YAW (S3). These three students are classified into the high proficiency students by their English teacher; Ms. Sylvia Mustanuri Janah, S. Pd. Those are passionate learners, although come from poor family background. Moreover, as what has the writer delivered in the previous paragraph, this school is an Islamic integrated vocational school then demand every its pupils become not only smart, religious, but also skillful in informatics engineering (computer and network engineering). Based on that, the researcher decides to make an investigation about learning strategy which is used high achiever students in improving English in SMKIT Smart Informatika Surakarta.

B. Limitation of the Study

In order to make the study feasible, the researcher limits the scope of the study. The researcher focuses on analyzing the learning strategies used by students of SMKIT Smart informatika Surakarta class XII. Those are three students chosen based on the English class who get high achievement in English.

C. Research Question

1. What are the types of learning strategies used?

2. What is the frequency of learning strategies used?

3. What is the most dominant learning strategies used?

D. Objectives of Study

The study aims to:

1. Investigate the types of learning strategies used by the high achiever students in improving English.

2. Analize the frequency of the types of learning strategies used.

3. Find the most dominant learning strategies used.

E. Benefit of the Study

The researcher hopes that the research finding has some advantages:

1. Theoretically

   a. The research finding is expected to be useful for English teacher in their teaching.

   b. The research finding will be applied as reference for other researcher who wants to carry out research in learning strategies of foreign language.

2. Practically

   a. This research will be useful especially for the students of SMKIT Smart Informatika Surakarta in learning English; so that they can understand their English and also can get easier in improving it.

b. The researcher wishes that this research finding may give consideration for the English teachers in the process of teaching and learning, mainly in improving the students' ability.

F. Research Paper Organization

This research contains five chapters. Chapter one is the introduction, it consists of background of research, research question, objectives of study, limitation of research, benefit of study, and research paper organization.

In second chapter, the researcher presents theoretical review which consists of previous study and the underlying theory.

In chapter three, the writer give explanation about the research methods consisting of type of research, subject and object of research, data and data source, method of collecting data, and technique of analyzing data.

In the next section, chapter four, the writer explains about the analysis of the research and followed by the discussion about the research finding.

In the last chapter, the writer explains about the research's conclusion, the pedagogical implication and suggestion for further research.