

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language or foreign language which has an important role in global communication. Communicating includes understanding and disclosing information, feelings, thoughts, and developing science, technology and culture. Communication skills in terms of discourse skills, cover ability to understand, and can produce oral or written texts that can be realized in four language skills; speaking skills, namely listening, speaking, reading and writing. Therefore, now English subjects are more directed to these skills in order to create graduates who are able to communicate, to discourse, and apply English at functional literacy levels.

Literacy levels have several categories that include performative, functional, informational, and epistemic. First, at the performative level students are able to read, write, listen and speak using the symbols used. Second, at the level of functional students can use language as a daily necessity of life such as reading newspapers. Third, at the Informational level, students are able to access knowledge with language skills. Fourth, epistemic at this level students are able to express knowledge and pour into the target language (Wells, 1987)

English lessons in junior high school are expected so that students can achieve at the level of the functional category, which can communicate both verbally and in writing in daily life. Therefore, English subjects in junior high school aims that students have the following abilities. 1. Students are able to develop competencies in communicating in oral and written form. 2. Students have an awareness of the nature and importance of English in global competition. 3. Students can develop an understanding of the relationship between language and culture. Several abilities are taught to the students in junior high school; they are the ability in discourse, the ability to understand and to produce oral and written texts that are applied in four skills, such as

listening, speaking, reading, and writing. Therefore, they need to apply language learning strategies in English listening.

As a criterion for the success or failure of students in learning is influenced by what strategies are used. Based on (O'Mally & Chamot, 1990) Strategies are the thoughts and behaviors that learners used to help them comprehend, learn, or retain information. Therefore, learning strategies are needed so that the learning process of students is more effective in the learning process, but students sometimes encounter obstacles in the learning process because of the incompatibility of strategies used in learning. In addition, success or failure in learning to listen to English may be influenced by the learning strategies used by students. Therefore, the use of language learning strategies is very important for students in listening to English because the success of learning to listen to English depends on what learning strategies are used by students.

Because learning English is very important, especially in learning strategies for English listening, the researcher observed the strategies for learning to listen to English that are applied in Muhammadiyah 1 Middle School in Surakarta. Muhammadiyah 1 Middle School Surakarta was located on Jalan Flores Number 01 Kampung Baru Pasar Kliwon Surakarta, Central Java. Surakarta Muhammadiyah 1 Junior High School used curriculum K13 in the learning process. The learning process began at 7 am followed by praying and reading the Al-Quran together. The process of learning English, especially in learning listening to English at Muhammadiyah Middle School 1 Surakarta was very pleasant because in the process of learning the teacher used interesting methods. Therefore, in the learning process students could receive learning very well.

Based on the phenomenon above, the researcher was interested to conduct a research entitled **LEARNING STRATEGIES USED BY ENGLISH GOOD ACHIEVER IN LISTENING SKILL : A Case Study in SMP Muhammadiyah 1 Surakarta.**

B. Limitation of the Study

In this study, it was necessary to limit the scope of study only on the Listening Learning Strategy for the learning of English at SMP 1 Muhammadiyah Class VII Special Program 2. In conducting the research, the researcher limited the problems as follows:

1. Object

The object of the study was focused on the learning strategies for the learning listening skill of Junior High School 1 Muhammadiyah Class VII. The study only focused on the three categories based on O'Malley taxonomy; there were cognitive, metacognitive, and social-affective strategies.

2. Subject

The researcher took only 6 students; they were 2 males and 4 females that have good score in English lesson in seventh-grade special program 2 SMP Muhammadiyah 1 Surakarta. The researcher chose the students based on their high achievement in English.

C. Problem Statement

Based on the background of the study, the researcher formulated the problem statement as follow: "What are the Listening Learning Strategies for learning English at SMP 1 Muhammadiyah Class VII Special Program 2?"

From the problem statement above, the researcher formulated the research questions to find out the result of the study as follows:

1. What are the metacognitive listening learning strategies used by students and how are these strategies realized in practice?
2. What are the cognitive listening learning strategies used by students and how are these strategies realized in practice?
3. What are the socio-effective listening learning strategies used by students and how are these strategies realized in practice?

D. Objective of the Study

Based on the problem statement above, the study aimed to describe the Listening Learning Strategy for the learning of English at SMP 1

Muhammadiyah Class VII. This objective of the study was specified into several subsidiary objectives. They are as follows:

1. to describe the metacognitive listening learning strategies used by students and how we can realize these strategies in practice,
2. to describe the cognitive listening learning strategies used by students and how we can these realize strategies in practice, and
3. to describe the socio-affective listening learning strategies used by students and how we can these realize strategies in practice.

E. Significance of the Study

This study was expected to give some theoretical and practical benefits.

1. Theoretical Benefits

This research was expected to increase the scientific discourse, especially about the listening learning strategy for learning English at Junior High School. Moreover, it will add the body of knowledge in the field of Teaching of English as Foreign Language (TEFL).

2. Practical Benefits

The expected advantages from this research were the valuable contributions to the teacher, the students, and other researchers.

a. For the teacher

The result of the research would give information for the teacher regarding to the importance of applying the right learning strategies in listening comprehension to help students improve their performance.

b. For the students

The result of this study would enrich the students' knowledge about the Listening learning strategy for learning English at SMP 1 Muhammadiyah Class VII Special Program 2.