CHAPTER I
INTRODUCTION

A. Background of the Study

English is a tool for interacting orally and verbally. The capability to communicate in a full sense is the capability to speak, namely the capability to understand or produce oral or written texts which are manifested in four language skills involve listening, writing, speaking, and reading. These four skills must be understood because they are very important to use in social life. Thus, English subjects are focused at developing these skills so that graduates are capable to interact and communicate in English at a definite level of literacy.

English learning in SMP / MTs is directed so that learners can extend the functional level of interacting verbally and orally to complete everyday difficulties. Nowadays, there are many obstacles experienced by students in learning English, many of which find it difficult to understand the structure of the language and only memorize the vocabulary. So far the government has made a kind of national education standard that has the aim of guaranteeing and controlling the quality of education in accordance with the National Education Standards (PP 19: 2005). One of the national education standards is the Content Standard (SI). SI is a material and minimum level of competence to achieve minimum learning mastery standard. SI in junior high school for English subjects has been designed based on the level of literacy of junior high school students, namely functional. In learning English, all learning activities are student-centered and still integrate 4 language skills. The implementation of learning English through two types of cycles, namely, the oral cycle (listening and speaking) and the written cycle (reading and writing) because English is very important and learning strategy is the big success factor of this study, so the researcher does the research about learning strategy.

In classroom learning, each activity cycle is arranged based on four stages that must be taken by the teacher, namely building basic knowledge (Building Knowledge of the Field, BKOF). It refers to the stage of exploration and

introduction of the topic to be discussed. For example, If the theme was chosen is transportation, the teacher and the students are involved in that conversation. At this stage, the students are trained in listening and speaking skills. The students are invited to chat on how to order a taxi or flight ticket by telephone. In short, the students' experiences and knowledge of the topic are explored as much as possible. This exploration is more or less in line with the concept of activating student schemes. The second stage is Modeling (Modeling of text, MOT). This stage is the stage of exposure to the text of the conversation, for example text ordering a taxi. At this stage the skills that are trained are reading, especially reading short texts such as food menus in restaurants, how to turn on the gas stove, how to cook fried rice, and so on. The third Group work or (Joint Construction of Text, JCOT). From the collaboration of the four stages, it is expected to appear as a result of cooperation. They are assumed to be able to do that after passing the previous two stages above. For example, if in the previous stage the students talk about fried rice, then, they learn to make yellow rice recipes. The last stage is Independent Construction of Text (ICOT); this is the highest stage in mastering the language, namely the ability to produce a monologue text independently such as how he makes fried noodles as his favorite food. At this stage, the students are also expected to be able to produce written text, such as the noodle menu. At this stage, text sharing is expected to occur by displaying the text and discussing it in class. This is intended as part of a positive attitude, and mutual respect for peer writing.

One of the factors that influence the success of learning English is aptitude. Many scholars say that the factor that distinguish the success of people in mastering a foreign language is the presence of language talent. They argue that language talent is a result of birth that is difficult to change. Some of them are Politzer (1969), Hatfield (1965), and Yeni Komshian (1965) in separate experiments have proven that language talent can be formed and improved through practice. While Carroll develops a talent test to predict language learning skills using the following criteria, they are the ability to recognize phonetic

codes, grammatical sensitivity, memory ability, ability to learn languages Inductively. This test is given to those who have never studied a foreign language and the results show that talent influences one's success in learning languages. Even though the ability to master English due to the peoples' talent is not the only determining factor in the success of language learning, the students who want to learn a foreign language or English need to have other factors that support the success of learning English, namely motivation and opportunity.

Motivation is an impulse in someone who drives the person to do something. This encouragement is based on the goals to be achieved. If the goal is clear and interesting, then that person will have a strong motivation to do anything to achieve it. For example, a swimmer who aims to win a race will be motivated to spend hours to practice. The same thing will apply also to learning foreign languages or English. Many teachers agree that the students who want to learn seriously will be successful learners, no matter what textbooks they used, who the teacher is, or the method applied. In mastering language, Gardner and Lambert (1959) distinguish motivation in two types, namely integrative motivation and instrumental motivation. Integrative motivation is the motivation that is driven by the desire of students to integrate with the culture and language they learn. Usually, this motivation is owned by the students who have a strong desire to learn the language in depth. While instrumental motivation is motivation based on the hope that by mastering a foreign language or English, someone can achieve something such as a better position or job. So, in this case, language is a tool to achieve certain goals. From the two types of motivation above, according to Gardner and Lambert (1959), integrative motivation guarantees the success of mastering a foreign language or English. This is because integrative motivation relates to the individuals who have a positive attitude while learning a language, so he is willing to do anything to be able to master the language. This type of person actively practices and does not depend only on books or teachers. They always look for opportunities to be able to listen to foreign languages or English through broadcasts on radio or television and are

not shy or embarrassed to try to use that language in conversation. For them, learning a foreign language is not a difficult thing because they like it. Thus, ability to mastery English because motivation is an important factor so that you are proficient in English. It is the best and is not hindered by age, conditions, and place.

The last factor is an opportunity. It includes all learning activities both inside and outside the classroom, where the students actively practice using the language they are learning. Given the ultimate goal of language learning is to use language to communicate, then the opportunity to practice is an absolute thing that is not only created by the teacher but also must be sought by the students. The method to communicate actively is the communicative approach that emerged in the early 1970s. In the learning activities, this approach makes the students actively participate, many of the students get assignments from the teachers that must be completed in small groups or in pairs using the language being studied. Usually, active students will be more advanced than students who are reluctant to practice.

All of the factors above relate to the language learning strategy. O'Malley et al. (1985:582-584) divide language learning strategies into three main subcategories, they are metacognitive strategies, cognitive strategies, and socio-affective strategies.

The researcher is interested in doing the research about learning strategies because she wants her study to be used as a reference in increasing the readers' knowledge and give a positive contribution to teaching and learning grammar activity. The researcher focuses on good achiever and chooses the students of SMP N 4 Surakarta to be her subjects. The reason why the researcher chooses SMP N 4 Surakarta for her research was that this school was the third best school in Surakarta. Besides that, the national exam scores in this school were ranked as the top 3 in Surakarta. SMP N 4 Surakarta is also a pilot of international standard schools (RSBI) where there is a teaching activity which used bilingual or integrated with English. Therefore, the students' abilities in English are

undoubted. Moreover, in this school, there was a literacy activity where the students have to learn English in the first thirty minutes every morning. This is certainly one of the school's efforts to improve the students' English skills. From several skills and mastery in English, the researcher is interested in observing grammar because grammar is very important in English. Moreover, wrong sentence structure can cause different meanings. In addition, many people ignore grammar when composing a sentence.

Based on the explanation above, the researcher did the research entitled "GRAMMAR LEARNING STRATEGIES USED BY ENGLISH GOOD ACHIEVERS: A CASE STUDY AT SEVENTH GRADE OF SMP N 4 SURAKARTA".

B. Problem Statement

The problem statement of the research is "what are grammar learning strategies used by the English good achievers of SMP N 4 Surakarta?"

Based on this research problem the writer raised some research questions as follows:

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

C. Objectives of the Study

The purposes of this study are:

1. to elaborate grammar learning strategies used by the English good achievers at SMP N 4 Surakarta,
2. to describe metacognitive strategies used by the students and how to apply them into practice.

3. to describe cognitive strategies used by the students and how to apply them into practice.
4. to describe socio affective strategies used by the students and how to apply them into practice.

D. Limitation of the Study

The researcher limits the research in order to find out what is learning strategy used by the students to learn English grammar. Specifically, the researcher investigates the six good achievers. They are three male and three female students of SMP N 4 Surakarta. The researcher tries to describe the learning strategies used by students proposed by O Malley taxonomy.

E. Significances of the Study

1. Theoretically, this study is expected to give positive information and be used as additional references to the teaching and learning strategy in English grammar.
2. Practically, this research could give the significant information for all people who needed, especially for students of English Department and English teacher in order to increase their knowledge in analyzing grammar learning strategy.