CHAPTER I
INTRODUCTION

A. Background of the Study

The orientation of teaching and learning has changed from old-style one - which concern on teachers' role and teaching technique - to the involving students in the teaching learning activities. Which the major attention is how the students can maximize their personal ways to get a better experience in language learning. A suitable language learning strategy will impact to their language competence and their confidence in learning process. some researches prove that language learners which use their own strategy in their learning have better outcome than who don't. Students that apply the strategies understand what supposed to do to carry some assignment, they become students who are focused on learning inside or outside classroom.

LLSs or Language Learning Strategies is the way used by students to learn about and to ease their learning. LLSs has several strategies so the students can choose which are suitable with their selves, so the learning become faster and more enjoyable. There are several classifications in language learning strategies, namely, socio-affective strategy, metacognitive strategy, cognitive strategy, memory strategy and the last, compensation strategy. In the other words, Language learning strategies (LLSs) are defined as tactics or actions which self-directed and successful language learners select to use during their language learning process so that they can achieve their learning goals faster, more easily, and enjoyably (Oxford, 1990, p.8).

This study focused on socio-affective strategies because it has important position to improve students learning, as (Horwitz: 2001, p.21) stated that to discuss about foreign language leaning with reliable finding, they have to consider the emotion of the learners because it has correlation to the students academical results. In this research, socio-affective strategies covered how the students used

the strategies which was matched with the surrounding conditions to solve their matters and how they organized affect, manner and dignity in learning English whereas promoting themselves in the process of improving language learning. There are a lot of types in socio-affective strategy in Language learning, so, the researcher tried to find out the most often used and most advantageous types for improving English achievement in the level of junior high school. Due to the reasons above, the researcher makes this research under the tittle "Socio-affective strategies used by good students to improve their English achievement: A case study at SMP Muhammadiyah 4 Sambi Boyolali"

B. Limitation of the Study

Related to the background of the study above, the research limited by Socio-affective strategies used by good students to improve their English achievement. The subjects are the good students in class 8A, SMP Muhammadiyah 4 Sambi Boyolali on period 2019, the subjects are determined by looking at their achievement in English Learning which they already experienced on how to learn English and they have a good impact in their English achieving. So, the result may be a good example and relievable for the other students who want to be successful in learning English.

C. Problem Statement

According to the background of the study and the focus of the study, the researcher has research questions as below:

1. What are the types of Socio-affective strategies used good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali?
2. What are the preference types of socio-affective strategies which used by good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali?

D. Objective of the Study

Based on the problem statement above, the objectives of the study are

1. To describe the types of Socio-affective strategies used by good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali.
2. To describe the preference types of socio-affective strategies which used by good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali.

E. Significance of the Study

From this research, the researcher hoped that the readers get some significances. The possible significances in this research are:

1. For the English Department
   This study can be reference and the additional knowledge for those who want to involve the teaching English.
2. For Teachers
   This study can be reference about good strategies can be used for their students to improve their English achievement.
3. For Students
   This study can be used as reference and knowledge for preparing themselves to learn English.
4. For the researchers
   This study can be used as reference while conducting the research.

F. Research Paper Organization

The researcher divides this research paper into five chapters and the organization is as follows:

Chapter I is introduction that consists of background of the study, limitation of the study, problem statements, objectives of the study, significances of the study, and research paper organization.

Chapter II is review of related literature. It contains review of previous studies and some related theories.

Chapter III is research method. In this chapter, the researcher presents the research type, the subject of the study, object of the study, place, time of the research, data and data source, technique for collecting data, trustworthiness and technique for analysing the data.

Chapter IV is analysis and discussion. In this chapter, the researcher shows the types of Socio-affective strategies used by good students to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali and the students' preference types of socio-affective which is used to improve their English achievement in SMP Muhammadiyah 4 Sambi Boyolali. At this occasion, the researcher also discusses the finding of the research.

Chapter V is conclusion, pedagogical implication and suggestion. In this chapter the researcher concludes all what he found in this research