

CHAPTER I

INTRODUCTION

A. Background of the study

Language is very important in social community. It plays a big role in human life. Language is a means of communication among, although not the only form of communication human being; it is certainly the most important. Our entire elaborate social structure is mediated through language and it is inconceivable that we have constructed so complex social interaction. If we have not had spoken and written language at our disposal.¹

The science and technology that grow very fast lately compels to cope with the movement of modernity. As knowledge and mean for communication, foreign language, mainly English that becomes an international language. Is widely used by people all over the world and it develops together with the progress of the world in any aspect of life. English needed by Indonesian students for some reasons. For instance, by having good English, the students have more opportunities to get jobs. English helps the students to ease communication and relationship. Furthermore, more books of science and technology are written in English.

Education is very important for our live because it can make know about something and everything in the world. Primary English language, it is necessary for moment and future because this language is the world language.

¹Donn Byrne, *English Teaching Perspective* (England: Longman, 1980), 16

Many people learn English because they have moved into target-language community and they need to be to operate successfully within that community. A target-language community is a place where English is the national language – e.g. Britain, Canada, etc. – or where it is one of the main languages of culture and commerce – e.g. India.²

Nowadays, getting best of English would be significant for every single man. This is because the language has significant role for development and acceleration of a nation. By means of English, relation among nations all over in the world could run well. Books related to science and technologies are written in English. This is one of reasons why English is so much noticeable to get taught in school, either formal or non-formal school. Knowing this, Indonesian government makes a decision that English is a subject of a study which is compulsory to get taught from primary school to university grade.

Mastering English could be got from instruction process. The process can be carried out not only in school but also in course or even in study guidance. Although these non-formal institutions take part in mastering English, yet schools as institutions which get mandate from the government do not get lost their functions as facilitators.

The decree of the Ministry of Education and Culture number 0487/4/1992, chapter VIII states that English can be taught as an extra instruction if it is needed by the local community, and if the English

²Jeremy Harmer, *How To Teach English* (New York: Longman, 1994), 11

teacher is available.³ The statement means that English can be taught as an extra instruction if there is English teacher in the school.

Another decree of Ministry of Education and Culture, No 060/U/1993 states that English maybe given to Elementary school students as a local content.⁴ The phenomena have caused many English educators charged with teaching teacher education curriculum and materials development to raise questions about how to best to teach English as a foreign language to the students.

In the complex education world, which aims a successful in its practice, it makes all of the education components try harder to gain the success. Teachers as facilitators have a big influence in order to reach the high quality of education. Besides that it makes the English learning process can run successfully.

Learning fully and usefully means that students are thinking about what is they learn, apply it in real situations or toward further learning, and it continues to learn independently (Marzano in Fauziati, 2001). It means that by learning the students can think about what they learn and apply it in real situation and continue to learn it independently.

As we know that, there any factors in learning English. Success in learning in foreign language, according to Cohen and Dornyei in Fauziati depends on variety of factors such as duration and intensity of the course, the

³ Endang Fauziati, *Teaching English As A Foreign Language (TEFL)*, (Surakarta, Era Pustaka Utama, 2010), 89

⁴ Ibid, 89

characteristics and abilities of the teacher, the appropriateness of the teaching methodology, the quality of the textbook, the size and composition of the learner group, the amount of the natural target language practice opportunities, and the characteristic of the language learner. The factors above particularly focus to the learners characteristics, which influence their language learning achievement. Besides the factors mentioned above, learning strategy that is applied by the students in the English class. There are two kinds of students of English class, the low achievers and high achievers. In this research, the researcher researches the learning strategy that is used by the high achiever students of the English class.

According to Rayner and Riding (2002: 60) "learning strategy as a set of one or more procedures that an individual acquires to facilitate the performance on learning task". A language learner use language learning strategies either consciously or unconsciously when processing new information and performing tasks in language classroom. While, Brown (2000: 113) stated that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. According to O'Malley in Fauziati (2010:154) "learning strategies are classified into three main categories, namely: meta-cognitive strategy, cognitive strategy and socio-affective strategy." Each strategy has many sub-categories. Usually, people who use the suitable strategies will be successful in their task.

Using learning strategy in learning language is very important because of some reasons. First, learning strategies are good indicators for learners in making approach closer for solving tasks or problems encountered during the process of language learning. Second, according to Oxford (1990: 1) "learning strategies are important for language learning because they are tools for active, Self-directed movement, which are essential for developing communicative competence". In conclusion, the learners who use proper learning strategies are going to be successful in learning language.

Language learning strategy is 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".⁵ The quotation means that language-learning strategy is someone's way in organizing and using a certain skill and ability approach to complete a task in school as well as in non-academic settings.

Skilled teachers, therefore, can teach the students how to learn, making them aware of language learning strategy and able to use them to enhance their own learning. Since the amount of the information processed by the students is high in language classroom, the students use different language learning strategy in performing the tasks and processing the new input, that have a good indicators of how the students approach tasks or problems encountered during the teaching learning process.

⁵ Endang Fauziati. *Introduction methods and approaches in second or foreign Language Teaching*. (Surakarta. Era Pustaka Utama, 2009).p 56

Thus, the students give teachers valuable clues about how the students assess the situation, plan, select appropriate skills to understand, learn or remember new input presented in the language classroom.

The teachers who intend to train their students in using language-learning strategy should learn about the students, their interests, motivations, and learning styles. The teacher can learn the language learning strategy already use by the students by observing their behavior in class. Besides, the teachers can also use a short questionnaire to fill in at the beginning of a course to describe themselves and their language learning. The teacher also can have adequate information about the students, their goals, motivations, language learning strategy, and their understanding of the course to be taught.

In this research, the researcher takes 9 (nine) of the high achiever students of the students in the English class. The name of the students are: (Riski Nanda S, Binti Khoiriyah, Sabita Isbanah, M Fithona A, Devi Wahyuni, Nurul Kurnia, Siti Aini F, Syasya Khoirin N, and Zahrotul Badi'ah). The nine students mentioned above are more able in mastering English because they applied some strategies in the English class. Learning strategies are mostly unobservable, though some associated with an observable behavior. Thus, the researcher wants to research the students of the English class from their behavior in learning English as their learning strategies in mastering the four skills of English.

B. The Research of Problem

Based on background above, the researcher is interested to describe the learning strategies used by high achiever students in developing English at MAN Kunir. So the researcher formulates the problem statement or focus of the study as follows:

1. What is the learning strategy used by high achiever students of MAN Kunir in developing listening?
2. What is the learning strategy used by high achiever students of MAN Kunir in developing speaking skill?
3. What is the learning strategy used by high achiever students of MAN Kunir in developing reading skill?
4. What is the learning strategy used by high achiever students of MAN Kunir in developing writing skill?

C. Limitation of the Study

In conducting the research, the writer limits the problem statements that are going to be discussed about learning strategies used to develop the four skills of English; Listening, Speaking, Reading, and Writing skills on high achiever students of MAN Kunir. The type of this research is qualitative research, which aims at describing the subjects, learning strategies in developing the four English skills. The subjects of this research are nine students chosen based on the English class. the subjects uses almost all of the learning strategies proposed by O'Malley and Chamot. However their action

and attention in learning English are S1 uses 12 learning strategies which consists of 5 meta-cognitive strategies; advance organizer, directive attention, selective attention, self-management, self-evaluation, 5 cognitive strategies which consists of repetition, resourcing, imagery, elaboration, and note taking, and one socio-affective strategy that is question for clarification. S2 uses 11 learning strategies which consists of 5 meta-cognitive strategies which consists of repetition, resourcing, directed attention, selective attention, self-management, self monitoring, note taking, and self evaluation. S3 uses 9 learning strategies which consists of 3 meta-cognitive strategies; advance organizer, selective attention, self management, 4 cognitive strategies which consists of repetition, resourcing, imagery, elaboration, and two socio affective strategies which consists of repetition, resourcing, imagery, elaboration, and two socio affective strategies those are cooperation and question for clarification.

D. Objective of the Study

Based on the statements of the problem above, the objective of the study be as following:

1. To describe kind of learning strategies used by high achiever students in developing listening at MAN Kunir.
2. To show the characterization of high achiever students in developing speaking skill at MAN Kunir.

3. To describe the type of learning strategies used by high achiever students in developing reading skill used by high achiever students at MAN Kunir.
4. To describe the type of learning strategy used by high achiever students in developing writing skill at MAN Kunir.

E. Benefit of The Study

This research discusses about The Learning Strategies Used by high achievers students of MAN Kunir in developing English. The benefits of the study are divided into the following:

1. Theoretical

- a. The result of this research can be useful to increase the students' English skill.
- b. The result of this research can be useful towards the teacher in using the appropriate learning strategies in teaching English.
- c. The result of this research can be used by another researcher who will conduct the research about learning strategies in English.

2. Practical

- a. For the researcher, this research is being hoped to increase the knowledge in teaching and learning English in the classroom in order to be a succeed teacher.
- b. For the English teachers, hoped that they will take the benefits from the result of this research in order to increase and enhance

students" language acquisition in relation to learning motivation for the academic and the people about the learning strategies.

- c. For the English Students, this research also enable students to know the effectiveness of strategy training as it would provide some recommendations for further enhancement of language acquisition.
- d. For the other researches, the result of this research can give the additional references in the same study about the learning strategies.

F. Definition of Key Term

After reading, the whole the explanation above, misunderstanding and misinterpreting might appear in this research. To avoid the problem, the writer thinks that it is necessary to define and explains some terms as follows:

1. Learning strategies: Learning strategies my include focusing on selected aspects of new information, analyzing and monitoring information during acquisition, and organizing or elaboration on new information during encoding process, and evaluating the learning when it is completed or assuring oneself, that the learning will be successful as away to allay anxiety. ⁶
2. High achiever student's : a student achieves a high level of success, especially in their English course
3. Developing English : to increase the English's ability

⁶ O'melley, J & A. Chamot. Learning strategies in second language acquisition. Cambridge University 1990.p.43