

I. INTRODUCTION

This chapter presents background of the problem, research questions, objectives, uses, scope, and definition of terms, clarified as the followings.

1.1. Background of the Problem

Listening is an important skill in foreign language communication. Among four language skills, Listening skill is employed most frequently in communication. Therefore, strategies for listening and the ability to use them effectively contribute significantly to language learning achievement. In learning listening, the use of strategies is important to help the learner enhance their understanding. Fedderholdt (1997:1) mentions in Hismanoglu (2000), the language learner who is capable of using a wide variety of language learning strategies appropriately can improve not only his/her language skills in better way, but also his/her achievement.

Listening is a complex active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what is gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. This is because listening is a hard process, when someone tries to concentrate to

hear word by word, especially when she or he tries to listen from the native speaker, they must concentrate on the different sounds of pronunciations and the meaning of the words then try to speak about what they have heard. Moreover, listening is a complex language skill because it is an invisible mental process. It is an active process of interpretation in which listeners match what they hear and what they know.

Furthermore, listening is an important part of foreign language learning process, and it has also been defined as a kind of process during which listeners construct meaning from oral input (Bentley & Bacon, 1996). Listening means the process of understanding speech in a second or foreign language. It is the perception of information and stimuli received through the ears (Richards, Platt, & Platt, 1992). For foreign language learners, it may easily cause confusion and misunderstanding if they cannot comprehend what people intend to express.

In the learning process there are variety of factors that affect listening achievement of the students. According to Yan (2006), experts classify the factors into linguistic factors and non-linguistic ones. For Linguistic factors, they include pronunciation, vocabulary, pattern drills, while the psychological and cultural factors are the non-linguistic ones. For example, for pronunciation, many people who come from different countries speak English as their second language, and they have particular English accent influenced by their mother tongue which is hard for other people to imitate.

Based on the writer's experience in MAN 1 Bandar Lampung, students used different strategies to achieve the learning competence. However, the writer usually found that the teacher did not care with the students' strategies in learning listening. Many teachers still ignored the students' strategies in learning process. For example, they only play the audio device and asked the students to listen and answer the questions without telling the steps or strategies that the students could use in doing the listening practice. They lacked of awareness about the importance of exploring learning strategies for better learning achievement.

Strategies are the thoughts and behaviors that learners used to help them comprehend, learn, or retain information (O'Mally & Chamot, 1990). Moreover, learning strategies are needed in order to learn more effective in learning process, but sometimes learners find the difficulty in the learning process because they do not use suitable strategies in learning. Besides, the success or failure in learning English listening may be caused of the learning strategies which are used by learners. Therefore, using language learning strategies is crucial for learners in learning English listening because the success of learning English listening may depend on what and how learning strategies applied by learners.

Furthermore, in learning English listening, each learner may have various learning strategies. Different learners may use different learning strategies. Although the diversity of learning strategies used appears in learning English listening, it is definitely stated that learners need to be aware of choosing appropriate and effective strategies so that they can successfully learn listening. Wenden (1990)

states that language learning strategy refers to language learning behaviors that learners actually engage in to learn and regulate the learning of second or foreign language. She also points out that a learner who uses learning strategy becomes more effective learner.

There are three main categories of language learning strategies; cognitive, metacognitive, and social (Setiyadi, 2011). The cognitive strategy includes all activities related to mental processing. The cognitive category may include all activities that take place in the brain in order to acquire a foreign language. This category may include intelligent guessing, looking for patterns from sentences, inferencing, association, summarizing, grouping in the mind, deducting, imagery, and other mental processes. Metacognitive learning strategy which includes thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self-evaluation of learning after the learning activity. Oxford (1990) says that metacognitive learning strategies are used by learners to control their own cognition, that is for coordinating the learning process by using functions such as centering, arranging, planning, and evaluating. The third strategy is social which includes the activities related to social interaction and how people come to influence one another's behavior.

Based on the description above, the writer assumes that an emphasis on listening comprehension, as well as the application of listening strategies will help students to capitalize on the language input they receive, and to achieve a greater success in language learning. Learning strategies are useful tools for students because they

open up more reliable and less frustrating routes to language learning success. Referring to the discussion, the present study aims to find out the types of learning strategies used by the students in learning listening and the influence of the use of learning strategies toward students' achievements in listening.

1.2. Research Questions

Based on the background above, the writer decides to formulate the research questions as follows:

1. What types of learning strategies are used by most students at second grade of MAN 1 Bandar Lampung in learning listening?
2. Is there any influence of the use of learning strategies to listening achievement at second grade of MAN 1 Bandar Lampung?

1.3. Objectives

The objectives of this present study are:

1. To find out the types of learning strategies used by most students at second grade of MAN 1 Bandar Lampung in learning listening.
2. To find out the influence of the use of learning strategies to listening achievement at second grade of MAN 1 Bandar Lampung.

1.4. Uses

The uses of this research are:

1. Theoretically, this present research can be used to evaluate and to extend finding from previous research and be used as a reference for further research of learning strategies in learning listening.
2. Practically, this present research can be used to give English teachers a consideration about the importance of applying proper learning strategies in learning listening to help the students in improving their achievement.

1.5. Scope

This research was conducted in the second grade of MAN 1 Bandar Lampung in academic year 2014/2015. The writer only focused on the three categories of learning strategies proposed by Setiyadi (2011) cognitive, metacognitive, or social strategy. The learners were given the first questionnaire of listening learning strategies to find out the students' learning strategies in learning English listening. After that, the learners were given a listening test to find out the students' achievement in learning listening. The aim of this present study was to find out the types of learning strategies used by the students in learning listening and the influence of the use of learning strategies toward students' achievements in listening.

1.6. Definition of Terms

- a) **Listening:** It is an important part of foreign language learning process, and it has also been defined as an active process during which listeners construct meaning from oral input (Bentley and Bacon, 1996).
- b) **Learning Strategy:** It refers to the learners' actions, skills, or tools to help them remember things better or to do tasks more efficiently (Setiadi 2011).
- c) **Cognitive strategy:** The cognitive may include all activities that take place in the brain in order to acquire a foreign language (Setiyadi, 2011).
- d) **Metacognitive strategy:** Wenden and Rubin (1990) say that metacognitive learning strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self-evaluation of learning after the learning activity.
- e) **Social strategy:** Hismanoglu (2000) states that social strategy is related to social-mediating activity and transacting with other.