ABSTRACT

THE DIFFERENCE BETWEEN SUCCESSFUL AND UNSUCCESSFUL LEARNERS IN THE USE OF LEARNING STRATEGIES IN LISTENING SKILL

By

MUHAMMAD REZA FEBRIAN

This present study aimed to investigate whether (1) there is any significant difference between successful and unsuccessful learners in using different learning strategies in English listening skill, (2) learning strategy that is most effective in students' listening ability, and (3) learning strategies most frequently used by the students in listening at the second year students of SMA Negeri 14 Bandar Lampung. There are three classifications of learning strategies used in this present study namely metacognitive strategies, cognitive strategies, and social strategies.

This is a quantitative study. The independent variable is learning strategies and the dependent variable is learners' listening skill. The samples of the study were the learners at the second grade of SMA Negeri 14 Bandar Lampung. For the instruments, the researcher used Language Listening Strategy Questionnaire and objective listening test. The data were obtained from both test. *Independent t-test* was used to analyze the data of learners' listening skill and learning strategies.. The hypothesis was computed by SPSS 19 at the significant level of 0.05.

The result showed that (1) there is significant difference between successful and unsuccessful learners in using cognitive and social learning strategies in English listening skill. Yet, this study found that there is no significant difference between successful and unsuccessful learners in using metacognitive in English listening skill (2) The most effective learning strategies can be used by the students in listening ability is metacognitive strategies (3) Social strategy is the type of language learning strategies mostly used by the students in English listening ability. On the metacognitive, it was resulted that t value is 2,254 and its *two tailed significance* showed $p>0.05$ ($p=0.065$). Moreover, on the cognitive table resultedthat t value is 6,215 and its *two tailed significance* showed $p<0.05$ ($p=0.02$). On the social, t value is 3,545 and its *two tailed significance* showed $p<0.05$ ($p=0.02$). The highest mean of students' listening score is achieved in metacognitive learning strategies, both in successful (83,8) and unsuccessful learners (73,67). The present study showed that there are 8 students (22.2%) who use metacognitive strategy, 7 students (19,4%) use cognitive strategy, and 21 students (58,4%) use social strategy.

Keywords : successful learners, unsuccessful learners, learning strategies, listening skill.