

I. INTRODUCTION

This chapter discuss about introduction of the research that is used in this study such as; background of the problem, formulation of the problems, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

English teaching has been conducted in every school in Indonesia. It starts from elementary school to university level as a compulsory subject. In order to come to the objectives of English learning effectively, various learning strategies are needed by the students. Since different learners may use different learning strategies, they need to be aware of choosing appropriate and effective strategies in order to be able to successfully learn English and to easily face several tasks given. The success or failure in English learning is affected by the learning strategies used by students. As Rubin (1975:41) states:

The different success of second or foreign language suggests a need to examine in detail what strategies successful language learners employ. An indication is given of what these strategies might consist of and a list of several widely recognized good learner strategies are given. Teachers can improve their performance by paying more attention to learner strategies already seen as productive.

The statement stated above means that language learning strategies used are crucial aspect for learners in English learning because the success of learning a foreign language may depends on what and how learning strategy used by

learners. The learners can develop their language skills in a better way if they have a capability in using a wide variety in language strategies. The more frequent students use a greater variety and number of learning strategies, the more proficient they would be. Thus, it is essential to know the strategies students have in language learning.

Specifically, language learning strategies play important roles in one of receptive skills i.e listening skill. According to Griffiee (1986), listening can be considered as the first step in learning a language. Besides that, McIntosh (1979:65) stated that listening is one of the most important and fundamental of the four skills in language learning because listening gives the students information from which to complete the learners' knowledge in using English. The strategies employed by the students in comprehending the message in listening will determine how the students achieve the objectives. It is assumed that the students who use good strategies will be able to answer the listening test items and to comprehend the received message well. In other words, using an appropriate learning strategy might result in the success of study particularly in listening. Moreover, it can be assumed that in some cases using appropriate learning strategy has correlation towards students' listening achievement. Even so, many students of all ages seem relatively uninformed about effective learning strategies (Barnett, 2001; Pintrich & De Groot, 1990; Prawat, 1989; Schommer, 1994a).

As indicated by Cohen (2000), many researchers in the field of second and foreign language (L2) listening agree on the idea that listeners do not often utilize these strategies to handle listening tasks in an effective way. It can be assumed that the

learners may be not aware of what and how the strategies they have to use in facing several tasks, especially in listening skill.

Based on the researcher pre- observation, it was found that students' has a very limited knowledge of learning strategy. Most of them had no idea of what learning strategy is and how can it be applied trough out their studies even though they are using it unconsciously. This assumption is in line with theory of Chamot et al that learning strategy is some classified habits of people's natural behavior in learning.

This present study focuses on learning strategies used by successful and unsuccessful learners. Successful learners then can be defined as the learners who have good preparation before the class is started, a great curiosity on what is being learned, and they also achieve above average- grades. Meanwhile unsuccessful learners are often carelessly prepared, are forced to attend the class, and they earn low average grades. Concerning the fact above, the researcher would like to evidence and to classify the students learning strategies used in by the second grade of SMAN 14 Bandar Lampung and analyze the difference of listening skills among successful and unsuccessful learners in using language learning strategies, and the use of their different learning strategies will characterize their achievement.

The writer chooses senior high school students because they have more capability in understanding how they learn so the research will be more reliable. Furthermore, by identifying learners' strategies and analyze the difference of listening skills among successful and unsuccessful users in using language learning strategies, it may give information of learners' learning strategies in

language learning, especially in listening process. This research will also give the information of which learning strategies is the most effective in listening learning process. The teacher then will be able to make a positive effort to prevent or reduce the students' problem which is related to the learning strategies traits especially in mastering listening subject.

Therefore, this research attempts to investigate whether there is any significant difference between successful and unsuccessful learners in using different learning strategies in English listening comprehension ability at the second year students of SMA Negeri 14 Bandar Lampung.

1.2. Formulation of the Problems

Based on the identification of the problem above, the researcher formulates the problem as follow

1. Is there any significant difference between successful and unsuccessful learners in using different learning strategies in English listening comprehension ability?
2. Which learning strategy is the most effective in students' listening ability?
3. What type of language learning strategies do the learners use most frequently in listening skill at the second year of SMA N 14 Bandar Lampung?

1.3. Objective of the Research

The objectives of this research are:

- 1.3.1 To find out whether there is any significant difference between successful and unsuccessful learners in using different learning strategies in English listening comprehension ability.
- 1.3.2 To find out which learning strategy that is most effective in students' listening ability.
- 1.3.3 To explore learning strategies most frequently used by the students in listening at the second year students of SMA Negeri 14 Bandar Lampung.

1.4. Significance of the Research

The significances of this research are:

Theoretically, this present research can be used to:

1. Verify and contribute the previous studies and theories related to theories in this research
2. Be used as a reference for further research

Practically, this present research can be used to:

1. Encourage English teachers and learners in applying learning strategies in their learning process, especially in listening.
2. Persuade learners to use appropriate and effective strategies in listening comprehension.
3. Build learners' habit of applying appropriate learning strategies in completing their language tasks.

1.5. Scope of the Research

This research is quantitative in nature. The independent variable is learning strategies. There are three major learning strategies that were investigated namely cognitive, metacognitive, and social strategies. Meanwhile, the dependent variable is learners' listening ability. The focus of this research covers the identification of learning strategies used by the students and their achievement in listening ability. This research also intends to answer which strategies mostly used by the students in their listening and which is the most effective. This research was conducted at the second grade students of SMA Negeri 14 Bandar Lampung which consists of 36 students in academic year 2013/2014. The researcher determined the sample by using simple random sampling and chose one class by using lottery as the sample. The measurement of learners' learning strategies is based on the questionnaire proposed by Setiyadi called Language Learning Strategies Questionnaire (LLSQ). The students' listening comprehension was measured by narrative text of listening test.

1.6. Definition of Terms

Based on the description above, the researcher provides several definitions of terms that can occur often during the research. The term below will guide the reader in reading and understanding the thesis.

Language Learning Strategy is a term that refers to particular thoughts and behaviors used in the purpose of attaining learning objectives independently.

Cognitive strategy

It deals with all activities that take place in the brain in order to acquire a foreign language.

Metacognitive strategy

It refers to the study of the ways in which people monitor and control their own cognitive strategy.

Social strategy

It is concerned with the nature and form of social interaction and how people come to influence one another's behavior.

Listening is an active skill requiring listeners to deal with a variety of complicated tasks, such as discriminating between sounds and interpreting stress and intonation.

Listening Skill is the ability to grasp general ideas and to comprehend information from a spoken passage we hear.

Successful learners is a group of students which categorized by their high achievement in listening ability (upper group from the median score).

Un-successful learners is a group of students which categorized by their low achievement in listening ability (lower group from the median score).