

CHAPTER I

INTRODUCTION

A. Research Background

Language learning strategies especially in listening are important. The strategies help learners to achieve their goals in learning a language. Through the strategies, a stimulus for each individual in encouraging themselves to learn a language which then provides a response in the learning activities (Fatimah and Sari, 2018).

The use of language learning strategies used by students generally prioritizes 4 abilities, namely the ability to listen, speak, read, and write. Mastering each ability is very important and no ability is more important than the others. The language learning strategy makes learners become independent and responsible in improving their English language skills. Some of the strategies they perform are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Empirically, there are already a number of learners who have been able to achieve quite good achievements because they were informed about the appropriate English learning strategies they implement (Uzer, 2020).

Although some empirical data state that language learning strategies are important, there are still many learners who do not understand how to learn on their own. Some problems then arise related to students' low ability in English which are influenced by several factors, namely lack of knowledge of English, lack of student vocabulary, and lack of students' English communication practices. The occurrence of the covid-19 pandemic has made the learning activities even worse. This makes student activities very limited and students also have not found the right learning strategy for themselves. In fact, it turns out that teachers find it hard to deal with students who experience learning difficulties (Safitri, 2018).

There are some ways of language learning strategies in listening that can be done by students, namely by listening to the context, using English subtitles when watching videos, taking notes on new vocabulary, and practicing to listen English speakers directly. Nevertheless, Putri (2016) states that many students have not mastered English skills well, especially listening learning skills. For example, students still find difficulties to understand teacher explanations and instructions, or when answering questions based on stories they have read. This situation makes students tend to be passive when learning takes place. Therefore, there are still many students who do not understand a good way of learning for themselves. Purnaningsih (2017) argues that learning English requires a creative approach to make students more active and engaged in learning. Regarding the importance of English teaching approaches to support students in the learning process, there has been some research investigating what teachers have done and what schools have given to the students. Sutari (2017) argues that teaching and learning strategies need to be designed and determined by the teacher when going and when carrying out learning. With this understanding, the teacher can determine a suitable strategy and in accordance with the form of the material.

However, knowing from the student's point of view is also important. One of them is knowing the learning strategies they usually do. Knowing the learning strategies from the student's point of view can support them in learning and they become aware of why they have to do with their choices in learning. Learning strategies play a very important role in creating a more effective learning so as to be able to make students interested. Junaidah (2015) says that teaching strategies and methods are one of the components in the learning system. By using learning strategies, it will be easier to determine information and manage the lesson step by step which will be carried out effectively. One of the language learning strategies carried out by students is language strategy in learning listening skills.

Based on the explanation above, knowing student's learning strategies is important to be able to support student success. Therefore, the researcher wants to investigate learning strategies carried out by students, especially in listening skills. Listening is important for high school students because it has an impact on understanding teaching materials, communication skills, language development, concentration, and good social attitudes. Through the development of good listening skills, students can improve their learning quality and prepare themselves for future challenges. This research will be conducted at a high school which has an english club of students are excellent in English. All English skills are trained in the club. The members are also trained to prepare themselves to take part in competitions. English students who join the English Club in the school are involved in this research. From the research it is hoped that the learning strategies implemented by excellent students can be used as reference or information that is able to inform students who are having problems because they do not know their own learning strategies and are able to inform all students in the school and students of other schools about English learning strategies especially in listening.

B. Reason of Topic Selection

Students who join the English Club in the school are involved in this research. They are categorized as outstanding students. This becomes one of the important factors to investigate their language learning strategy in listening. Therefore, this research is crucially to be conducted to investigate the language learning strategies in listening performed by fast learners and is expected to give additional reference in the teaching and learning process.

C. Research Question

Based on the background of the problem described in the previous part, the formulation of the problem posed is "What language learning

strategies in listening are performed by students joining a high school English Club ?".

D. Aim of the Research

This research aims to investigate the language learning strategies in listening carried out by students who are members of a high school English club.

E. Contributions of the Research

In line with the objective of this research, the benefits expected to obtain by this research can be described as follows:

1. Theoretical Contribution

This research is expected to increase knowledge and insight, as well as provide information for students, teachers and other schools involved in listening learning strategies.

2. Practical Contribution

For teachers, this research is expected to be a consideration for selecting appropriate teaching strategies in order to be able to support students' interest in learning. Moreover, it is expected that the results of this research can add an input for teachers in making learning materials.

F. Clarifications of Relevant Terms

1. Language Learning Strategies

The language learning strategies discussed in this research are those coined by Setiyadi (2016) that consist of metacognitive strategies, cognitive strategies and social strategies. With these strategies, it is hoped that it can overcome difficulties in learning listening.

2. High School English Club

The english club involved in this research is the one managed by a state senior high school in Purwokerto. Students who are members of this club are categorized as have a willingness to learn english fast

learners and high achievers, especially in the field of English, because they are often prepared to take a part in competitions.

Achievements such as, 2nd place in English debate competition ECP 2023, 1st place in speech contest English Festival 2022, bronze medal in ASCIENCO 5 in English, 2nd place in Quicky Macky E-fun 2023

