**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, research questions, objective, significance, and scope of the research.

1. **Background**

Mastering English in Indonesia is not easy because English is not the people`s mother tongue and they do not use it in their daily life. Many researchers try to find out what makes learners successful at learning a foreign language, and why some people are more effective at learning than others. It can be only answered by investigating the learning strategies they use (Williams & Burden, 1997). By investigating learning strategies, one can find the effective way in learning a foreign language and also help students to increase their English ability. Therefore, the use of language learning strategies appropriately can make students easier in mastering English and increase their ability in learning a language. Green (1995) says that active use of strategies helps learners attain higher proficiency. So it is very important for a teacher or lecturer to introduce language learning strategies to the students.

Furthermore, language learning strategies are very necessary to support language learning in order to encourage the learners to be active and to get themselves to be directly involved in their learning process, in which those two aspects are very important in developing communicative competence. Oxford (1990) defines language learning strategies as “specific action that learners choose in order to make their learning to be easier, faster, enjoyable, more self-directed, more effective and more transferrable to new situation”.

Language learning according to Oxford (1990) can be categorized into two main categories. They are direct strategies and indirect strategies. Direct strategies cover three subcategories of strategies. They are memory strategies, cognitive strategies and compensation strategies. The indirect strategies also cover three subcategories of language learning strategy. They are metacognitive strategies, affective strategies and social strategies.

At school, language learning strategies are generally not included in the curriculum as one of the materials that students have to learn in the classroom and very rarely the English teachers try to explain these to their students. As the result, the understanding of students about what language learning strategies is, what the categories are and which one that they occupy or better to occupy is very low. Even the students who have a high score in English subject, they never know what kind of strategy that they occupy in order to help them to learn English.

In connection with that, the researcher was conduct a research at one of senior high schools in Makassar, namely SMAN 3 Makassar. After doing observation, the researcher found that teachers in SMAN 3 Makassar conduct some strategies in teaching English, such as lecturing, presentation, simulation, role play, discussion and group work. All the students in the classroom are conducting the same process that the teacher ask to do in learning process, but some students show that they are more easy to acquire the language than others. According to O`Malley (1990) to acquire a language, language learners will have to apply learning strategies in their learning process. The more language learning strategies they know, choose, and apply, the easier it will be for them to acquire the target language successfully. This statement is strengthened by Thompson (2005) who claims that learning strategies are needed as a method to deal with cognitive skills in order to get a better achievement

Regarding to the descriptions above, the researcher assumes that the differences of students’ learning achievements are influenced by students’ learning strategies that they used in learning English. That is the reason why the researcher is interested to conduct a research at SMAN 3 Makassar under the title “Language learning strategies used by high, medium, and low achievers of English at SMAN 3 Makassar”, to investigate the language learning strategies used by the students.

1. **Research Questions**

Based on the description above, the research questions can be formulated as the following questions:

1. What are the language learning strategies used by the high, medium and low achievers of English at SMAN 3 Makassar?
2. Are there any differences among high, medium and low achievers of English in using language learning strategies at SMAN 3 Makassar?
3. Is there any significant correlation between students` achievement and their language learning strategies in learning English at SMAN 3 Makassar?
4. **Objectives of the Research**

In accordance with the given research questions above, the objectives of the research are stated as follows:

1. To find out the learning strategies used by the high, medium and low achievers of English at SMAN 3 Makassar
2. To investigate the differences among high, medium and low achievers of English in using language learning strategies at SMAN 3 Makassar
3. To find out whether or not there is a significant correlation between students` achievement (high, medium and low) and their language learning strategies in learning English at SMAN 3 Makassar
4. **Significance of the Research**

The results of this research was expected to have positive contribution for the development of second or foreign language teaching and learning especially for students and teachers as mention as follows:

1. It was expected to be useful information for the students that they could overtly know the language learning strategies that they use in their language learning and be aware about its contribution to their success in learning language.
2. It was expected to be useful information for the teachers in order that they could understand about how their students actually learn. As the result, they could choose an appropriate method and adjust their teaching technique and material to meet the way their students tend to learn.
3. **Scope of the Research**

To avoid the research broadening, it is very important to make limitation of some issues as follows:

1. By discipline, this research refers to learning strategies under the discipline of linguistics, where learning strategies consists of two types, a) direct strategy, those are memory, cognitive, and compensation strategies, and b) indirect strategy, those are metacognitive, affective, and social strategies.
2. By content, this research investigated the learning strategies used by high, medium and low achievers of English at SMAN 3 Makassar and the differences among high, medium and low achievers of in using language learning strategies and also the correlation between achievement and language learning strategies in learning English