CHAPTER I

INTRODUCTION

This chapter presents such topic as background of the study, statement of the problems, and purpose of the study, significance of the study, scope and limitation, and definition of the key terms. Each section is presented as follows.

1.1. Background of the Study

According to Brown (2007: 1) learning English, whether as a second language or foreign language, is such a complex and long duty. The learning English is not only understanding and memorizing the grammar rules and some vocabulary words but also using the ideas and concepts in daily physical activities in four basic of English skills. Thus, learning English as a foreign language cannot be managed in a short time. Foreign language students need to learn English deeper because it is not their habit to use English daily. Therefore, learning a foreign language needs some appropriate strategies to make students understand the contents, meanings, ideas and concepts of English.

Learning strategy is made to help students develop and use skills necessary to acquire, store, and express content. Basically, it focuses on “how to learn something that is aimed at understanding the material”. The differences of using kinds of strategy in each student depend on their goal, need and preference. Those are affected of several factors. According to Brown (2007), those factors are divided into two
types: internal and external factors. The internal factors consist of age, personality, language aptitude, intrinsic motivation, attitudes, and intelligences. The external factors are education, culture, learning style, extrinsic motivation, and technology.

In recent education era, there is a new way to get a good education in a short time. It is well-known as acceleration program. The acceleration program that is particularly offered by formal junior and senior public school is intended to help students finish their study faster. By joining the acceleration program, they can finish their study in two years instead of three.

Not all schools in Indonesia have the acceleration program. It is due to certain factors such as the curriculum standard of the acceleration program. The curriculum standard is needed to provide the teacher with a direction in teaching. In fact, schools with the acceleration program develop their own curriculum. Because there is no curriculum standard for the acceleration program, automatically teacher and students must have appropriate strategies to deal with the program.

In addition, acceleration students are admitted as special students. This because the acceleration students are gifted; they have better competencies, creativities, intelligences and interests in academic or non-academic zones than regular students. According to Parsons (2001: 129) giftedness is a category in special education that defines individuals who give an evidence of high-performance capability in certain areas. The acceleration students are hoped to fulfill the characteristic of the gifted; such as (1) high ability, including high intelligence, (2) high creativity or ideas, and (3) high task commitment.
There are previous studies that concern about learning strategies used by acceleration students. Lestari (2008) investigated the using of learning strategy used by tenth grade students of acceleration class at SMAN 3 Malang in academic year of 2006-2007. The subjects of the study consisted of 30 students in acceleration class. They were given the Likert Scale on the research. The result was the most dominant learning strategies used among three strategies employed by gifted students in learning English were Cognitive strategy with the mean score of 79.7 which was appropriate with their intellectual characteristics. The mean score of Meta-cognitive strategy was 73.8 and Socio-affective strategy was 68.6 which were in the average of usage. Moreover, Hartatik (2008) conducted a study of the learning strategies employed by high achiever students of English department at University of Muhammadiyah Malang. The result was the high achiever students used all of learning strategies in learning English skills. Besides, factors affecting the high achiever students in choosing learning strategies were internal and external factors. So, the high achiever students used various strategies based on their characteristics. From previous researches above, both of researches are explained that every students use difference strategy in order to reach their own goal, based on their own need.

Based on the description, researcher is interested in conducting a study on the learning strategy used by acceleration students in SMAN 1 Purwosari because of some reasons. Firstly, the acceleration class has been carried out for three years at SMAN 1 Purwosari. Only a few students can be accepted in this class. In first year, only 14 students are registered in the program. In the second year, only 17 students are registered in the program. Now, 19 students are registered in the program.
Secondly, the students who are registered in the acceleration class have better competence than those who are accepted in regular classes. Thirdly, no researcher has conducted a study in this class. So, it is very important to conduct a research on learning strategies used by tenth grade students and factors affecting them in choosing learning strategy at SMAN 1 Purwosari.

### 1.2 Statements of the Problems

Based on the background of the study above, the research problems are formulated as follows:

1. What strategies do the tenth grade acceleration students used in learning English at SMAN1 Purwosari?
2. What strategy is dominantly used by the tenth grade acceleration students in learning English at SMAN 1 Purwosari?
3. What factors affect the tenth grade acceleration students in choosing the learning strategies they use in learning English at SMAN 1 Purwosari?

### 1.3 Research Objectives

As revealed by research problems, the purpose of the study can be stated as follows:

1. To describe strategies used by the tenth grade acceleration students in learning English at SMAN 1 Purwosari.
2. To explain the strategy dominantly used by the tenth grade acceleration students in learning English at SMAN 1 Purwosari.
3. To describe the factors which affect the tenth grade acceleration students in choosing the strategies in learning English at SMAN 1 Purwosari.

1.4 Scope and Limitation

This research focuses on the learning strategies used by students of SMAN 1 Purwosari. The researcher limits the focus of this research to tenth grade acceleration students at SMAN 1 Purwosari. The tenth grade of acceleration class now is only one class which consists of 19 students.

1.5 Significance of the Study

The result of the study is expected to provide useful information for school, especially for English teachers, students, and further researchers.

For English teachers, the result of research is expected to make a short description about students’ strategy in learning English. By knowing the students’ strategy in the acceleration class, the teachers can easily and precisely determine the suitable teaching techniques, and methods.

For students, especially for acceleration students, it is hoped that they get the knowledge about learning strategies, and then they can determine a suitable learning strategy in acquiring English subject, because the acceleration class has heavier duty in learning all of subjects than regular classes.

For further researchers, it can be used as a reference in conducting a similar research related to learning strategy used by students. Moreover, it is better when further researchers can do a research in other “special” classes or students.
1.6 Definition of the Key Terms

In order to avoid misunderstanding, there are several key terms related to the study that must be clarified as follows:

- *Language learning strategies* are commonly defined as the operations or processes which are consciously selected and employed by the learner to learn the target language or facilitate a language task (White, 2008: 9).

- *Acceleration students* are educating gifted students by placing them in grade levels ahead of their peers in one or more academic subjects (Parson, 2001: 132).