

## **I. INTRODUCTION**

This chapter presents background of the problem, research questions, objectives, uses, scope, and definition of terms, clarified as the followings.

### **1.1. Background of the Problem**

Learning strategies are needed in order to learn more effectively in learning process. Wenden (1990) stated that language learning strategy refers to language learning behaviors that learners actually engage in to learn and regulate the learning of second or foreign language. She also points out that a learner who uses learning strategy becomes more effective learner. Unfortunately, based on my experiences, most of learners did not use the strategies effectively in learning, so that sometimes learners found the difficulty in the learning process. Especially in learning reading, as one of complex skills in learning English as a foreign language, the learners need some strategies to help them master the skill. As Fedderholdt (1997:1) mentions that the language learners who are capable of using a wide variety of language learning strategies appropriately can improve his/her language skills in better way. However, each learner had various learning strategies. Different learner used different learning strategies. Though the diversity of learning strategies used appears in learning English reading, it was definitely stated that learners needed to be aware of choosing appropriate and effective

strategies so that learners could successfully learn this. The success or failure in learning English reading may be caused from the learning strategies which are used by learners.

In addition, there are three main categories of language learning strategies that can be used in learning English reading: cognitive, metacognitive, and social (Setiyadi, 2011). The cognitive processes include all activities related to mental processing. In relation to language learning strategies, the cognitive category may include all activities that take place in the brain in order to acquire a foreign language (Setiyadi, 2011). However, Wenden and Rubin (1990) quoted that metacognitive learning strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self-evaluation of learning after the learning activity. Furthermore, Stratton and Hays (1988) define social psychology as the branch of psychology which is particularly concerned with the nature and form of social interaction and how people come to influence one another's behavior.

Not only learning strategies, but also learning styles are needed to be considered. Learning styles usually influence the learning process. Learning style is the way in which a person learns and gains knowledge or skills. It is commonly recognized that people learn and process information in very different ways. Moreover based on my experiences, not all the teachers considered about their learners' learning styles. The researcher interviewed one of English teacher about how the learning process at SMAN 3 Bandar Lampung are. She said that the students were not

interesting with learning reading. They did not like to read a lot. However, when the teacher gave them a reading task, they found the difficulty with this. Then, the researcher realized from informal interview that the teacher was lack of awareness of her students learning styles in learning. The teachers usually taught the learners in a common way, for example they only explain the materials by reading the book or writing the explanation on the whiteboard. In addition, some teachers only used the techniques based on their styles without considering their learners' styles in processing the knowledge in learning process. However, the learning process sometimes was not effective. Since the learners has their own unique and styles in learning and processing the knowledge in learning process, so that it is important for the teachers to consider what the learners' styles in learning are.

Learning styles can be very helpful and beneficial to the learners in becoming more focused and attentive learners that will increase educational process. There are three kinds of learning styles: visual, auditory, and kinesthetic. Visual learners learn by interpreting charts, graph, and pictures, auditory learners tend to attain information by discussing and listening, and kinesthetic learners are more accepting learning based on behavior such as touch, feel, see, and listen (DePorter and Hernacky, 1999). No learning style is either better or worse than another, since each style has similar intelligence range. However, every learner with different learning styles will use different strategies in learning English reading as a foreign language. His/her style influence the preference of learning strategies use in learning English reading. Gavin Reid (2005) stated that some visual learners learn best by reading texts or writing down notes from what they read,

some auditory learners prefer to learn by hearing what they want to learn, and some kinesthetic learners prefer to learn by moving and doing.

Based on the description above, the researcher assumed that using language learning strategies was important for learners in learning English reading, because the successful of learning English reading as a foreign language might depend on what and how learning strategies applied by learners. Besides, in learning reading the learners usually used different strategies for example cognitive, metacognitive, or social strategy. Some learners used cognitive strategy such as summarize to understand what they had read, some learners used metacognitive strategy such as recheck their understanding by reading again what they had read, then the other learners used social strategy such as read task by discussing with their friends. Then, every learner had different learning styles in learning English as foreign language, for example learners preferred to learn something through listening, some others liked to learn something through reading, and the others liked to move and do something to learn new things. It was important for the teachers to consider what learning styles that the learners belonged to so that it could help them chose appropriate techniques based on their styles and the learning process would be more effective. Referring to these, this present study was aimed at finding out learners' learning styles and the strategies used by learners with different learning styles in learning English reading as EFL at the first grade of SMAN 3 Bandar Lampung.

## **1.2. Research Questions**

Based on the background above, the writer decided to formulate the research questions as follows:

1. What are learners' learning styles in learning English reading at the first grade of SMAN 3 Bandar Lampung?
2. How do the learners with different learning styles use learning strategies in learning English reading as EFL at the first grade of SMAN 3 Bandar Lampung?

## **1.3. Objectives**

The objectives of this present study were to:

1. Find out learners' learning styles in learning English reading at the first grade of SMAN 3 Bandar Lampung.
2. Find out the strategies used by learners with different learning styles in learning English reading as EFL at the first grade of SMAN 3 Bandar Lampung.

## **1.4. Uses**

The uses of this research were:

1. Theoretically, this present research can be used to evaluate and to extend finding from previous research and be used as a reference for further research of learning styles and learning strategies.
2. Practically, this present research can be used to give English teachers a consideration about the importance of applying proper learning strategies

based on their learners' learning styles, especially in receptive skill (reading).

### **1.5. Scope**

This research was a quantitative study. It was conducted at the first grade learners of SMAN 3 Bandar Lampung which consisted of 32 learners in academic year 2014/2015. The researcher determined the sample by using simple random sampling and chose one class by using lottery as the sample. The learners received two kinds of questionnaire. The first questionnaire was about learning styles to find out the learners' learning style in learning English as foreign language. In this study, the researcher only focused on learning styles based on DePorter and Hernacky (1999). The styles were visual style, auditory style, and kinesthetic style. After that, the learners received the second questionnaire of reading learning strategies to find out the learners' learning strategies in learning English reading as an EFL. The researcher only focused on three kinds of learning strategies based on Setiyadi (2011). They were cognitive, metacognitive, or social strategy. This present study was aimed at finding out learners' learning styles and the strategies used by learners with different learning styles in learning English reading as EFL at the first grade of SMAN 3 Bandar Lampung.

### **1.6. Definition of Terms**

In this research, there are several definitions of terms that should be considered well as follows:

- a) **Learning Strategy** refers to the learners' actions, skills, or tools to help them remember things better or to do tasks more efficiently.

- b) **Cognitive strategy** may include all activities that take place in the brain in order to acquire a foreign language (Setiyadi, 2011).
- c) **Metacognitive strategy** is learning strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place and self-evaluation of learning after the learning activity (Wenden and Rubin, 1990).
- d) **Social strategy** defines social psychology as the branch of psychology which is particularly concerned with the nature and form of social interaction (Stratton and Hays, 1988).
- e) **Learning style** is the way in which a person learns and gains knowledge or skills in all knowledge.
- f) **Visual style** is a style which learners effectively learn by reading, seeing something, interpreting charts, graph, and pictures.
- g) **Auditory style** is a style which learners tend to attain information by discussing and listening.
- h) **Kinesthetic style** is a style which learners learn more towards accepting learning based on behavior such as touch, feel, see, and listen.
- i) **Reading** is an interactive process between reader and a text which leads to automatist. It means that readers should find the passage to get the information.