

## **I. INTRODUCTION**

In the purpose of introducing this research, this chapter discusses several points. Those are (1) background of the problem, (2) formulation of the problem, (3) objective of the research, (4) use of the research, (5) scope of the research, and (6) definition of terms.

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

English plays very important role in the world communication. Because of that fact, English has become a compulsory subject in Indonesia, which is learned by elementary school until university. Even though it has become a compulsory subject, the success of English learning in Indonesia is still questionable. Then, language learning is one of the most important needs and it has become an essential component in people's lives. Because of numerous reasons such as studying at an English medium university or living in a foreign country, people all over the world are trying to learn a second, even a third language.

From the early 1970s on some researchers in the field of language strategies have been trying to find out teaching methods, classroom techniques, and instructional materials that will promote better language instruction. However, in spite of all these efforts there has been a growing concern that learners have not progressed as much as it was anticipated. Because there are considerable individual differences

in language learning such as gender, age, social status, motivation, attitude, aptitude, culture, etc.; what works for one learner might not work for another. Therefore, none of the method and technique proved that they can work all the time, in all classes, with all students. As a result, it might be appropriate to comply with Grenfell and Harris' (1999: 10) statement that "Methodology alone can never be a solution to language learning. Rather it is an aid and suggestion".

Having reached this conclusion some other people in the field changed the focus from the language teaching methodology to the language learner and the variables that affect language learning. This shift of the focal point has led to an increase in the number of studies carried out regarding learner characteristics and foreign or second language learning. Language Learning Strategies (LLS) have been one of the most popular aspects researchers have focused on. Some studies have shown that learning strategies refer to the behavior that the students use. Wenden (1987:6) states that learner strategies refer to language learning behaviors that learners actually engage in learn regulate the learning of second language. These language learning behaviors have been called strategies. It means that the strategies are able to change the learners' behavior especially positive behavior. But in the real condition we can see many language students were use passive and accustomed to learning only from the teacher.

The previous research done by Widiono (2007) also found the same problems. Some factors that caused students' difficulties in comprehending the text which he found in his research were: students' lack of vocabulary and grammar, students' interest in the reading text, teachers' disability in guiding and managing their class

and inappropriate reading strategy. In order to minimize the problem above, this research will be focused on how to create situation where the students can engage the reading process.

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. Strategies that can help students read more quickly and effectively include:

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content
- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

Based on researcher's experience when she took the field practice program or PPL at SMPN2 Adiluwih, 2011-2012 she found that one of the problems faced by the students was that they often found difficulty in comprehending the text. They like to be told what to do, and they only do what is clearly essential to get good score even if they will failed to develop useful skills in the learning process. According to Wixson et. al. (1987) reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation. Unfortunately, many students had a lack ability related their existing knowledge, the information from the text and the context of the reading situation because they do not know about the subject or topic of material that they are reading. Then, as the last choice, they ignore learn about the subject in the passage or text.

Based on those explanations, the researcher wanted to find out the effect of learning strategies toward reading achievement of the student in science class. This is very important to be done in order to improve the success of English teaching learning, especially in SMA Negeri 1 Terbanggi Besar. The reason when SMA Negeri 1 Terbanggi Besar was taken in this research because the researcher

graduated from this school and the school represented other school in Lampung Tengah. Hopefully the result of this research can be used to improve the success of English teaching and learning, especially in SMA Negeri 1 Terbanggi Besar.

This study aimed at investigating the individual learning strategies of learners prefer to use and to investigate a relationship between language learning strategies and learning achievement especially in reading comprehension, are they any relation between language strategies which used by the students and the scores they achieve in Bahasa subject especially in reading Bahasa, this research is entitled *The Correlation of Students Learning Strategies in EFL toward Students Reading Achievement in First Language at the Third Year of Senior High School*.

## **1.2. Formulation of the Problem**

Based on the background above, the researcher formulates the problem as follows:

1. Is there any correlation between first language strategy and first Language achievement?
2. Is there any correlation between students' second language learning strategy and students reading achievement in English language learning?
3. Is there any correlation between first language learning achievement and second language learning achievement?

## **1.3. Objective of the Research**

Based on the problem above, the objectives of the research are:

1. To find out the strategies that students use when they are learn foreign language

2. To find out the whether there is correlation between languages learning strategies and first language achievement.
3. To find out the whether there is any difference effect between learning strategies in EFL students' and in First Language achievement.

#### **1.4. Uses of the Research**

The uses of the research are:

1. Theoretically, it can be used to verify the previous research dealing with the theories of learning strategies and used as references for those who will conduct further research.
2. Practically, this research the information to the researcher and English teachers about strategies used by the students in English reading subject. It is expected that the teachers will direct the learners to find their appropriate strategies and to use their own strategies in learning strategies especially in reading comprehension. After knowing the strategies used, it is expected the students will employ the most suitable strategies to face their problem in reading comprehension.

#### **1.5. Scope of the Research**

This quantitative research conducted in class 12 at SMAN 1 Terbanggi Besar, Lampung Tengah. The students of class 12 were chosen because students already learn English as a foreign language for several years and included in pre intermediate level students. The researcher chooses this school because the school represents senior high school which is located in the region and represent as

national standard school. Therefore it is expected that the student have well basically when learned English lesson.

The researcher then classified their learning strategies based on three broad categories: **Cognitive, Metacognitive and Social Strategies**. Having finishing classifying students' language learning strategies, the researcher will analyze the difference of student result based on the strategy that they used to achieve reading comprehension and the correlation with first language achievement based three criteria above.

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

- a. Reading comprehension is a concept of reading as the application of a set of isolated skills such as finding the main ideas, identifying cause and effect relationships, comparing and constructing, and sequencing (National Reading Panel, 2000).
- b. Strategy is defined as 'a plan designed to achieve a particular long-term aim' (Concise Oxford English Dictionary, 2008), or it can be defined as "a detailed plan for achieving success in situations such as war, politics, business, industry or sport, or the skill of planning for such situations" (Cambridge International dictionary of English, 1995).
- c. Language Learning Strategies "Learning Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations" (Oxford, 1990).