

## **I. INTRODUCTION**

This chapter consists of some informations of introduction of research used in this study. Those are background of the problems, research problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

### **1.1. Background of the Problems**

English in Indonesia is generally taught as a foreign language. The term ‘foreign language’ in the field of language teaching is different from the ‘second language’. Foreign language is a language that is not used as a communication tool in a particular country where the language is taught. While second language is a language that is not the primary language but become one of the languages used in general in a country. In Indonesia, the policy of teaching English as a foreign language changes over time and change of policies that mostly influence economic and political.

On the contrary with the importance of English, there are some problems of learning English in Indonesia. One of the problems is the students could not achieve sufficient results of learning the target language yet. In fact, reading is one of the most important language skills to be achieved. Of course, the students cannot read a book in English unless they have good basic knowledge of English. It means that, if the

students' knowledge of English is poor, then their reading ability will also be poor. As a result, their reading comprehension is also insufficient.

For this reason, the researcher did a pre-observation by interviewing English teachers at SMAN 14 Bandar Lampung. This school was chosen because the class had already studied 1) vocabulary items, 2) grammar, 3) types of the text, etc. During the interview they agreed that the problems of students in learning foreign language, especially in English was their understanding of reading texts in English. It was because their lack of experience in learning English and their low motivation to learn it. The teachers usually only taught the foreign language by memorizing the meaning of word by word. The lack of understanding in learning a foreign language that causes the students have low motivation to learn English. They did not know what they should do to comprehend reading texts in English.

But if the students try to know how to learn, how to use specific strategies, and how to make good study habits as a routine practice they normally will improve this particular language skill. As Rubin (1975: 41) states that the different success of second or foreign language suggest a need to examine in detail what strategies successful language students employ. An indication is given of what these strategies might consist of and list of several widely recognized good student strategies are given. Teachers can improve their performance by paying more attention to student strategies already seen as productive.

The statement above implies that the different success of language learning among students may be caused by the difference in maximizing the use of language learning strategies. In other words, the researcher assumes that language learning strategy is very important in learning process especially in reading because the success or failure of learning a foreign language may depend on what and how learning strategy used by the students.

Naturally, reading is considered as receptive skills, where the students do not need to produce the language here but they have to read, think, and do the instructions. In other words, the students have to concentrate on the written materials. This situation consequently will influence the students' achievement if they have their own preferences and techniques when they are learning. Strategies are needed to make the learning process more effective. The strategies employed by the students in comprehending reading text would significantly determine how the students who used good strategies would be able to answer the reading test items well. In other words, using an appropriate learning strategy might result in the success of study particularly in reading.

Waqidah (2004) says that in reading it was found that the students might employ different strategies to overcome their difficulties. Some of the students read aloud, underlined some words, circled phrases or words, etc. However, it seems that the students practiced their strategies without teacher's guidance. Obviously, learning strategy becomes an important thing for the students in order to be an independent language students. Students should know to learn well by using specific appropriate

language learning strategies and to make a good reading habit. So that those who have good learning strategies, will be helpful in their language learning and will get success in reading.

Basically, there are three major categories of language learning strategies, they are: cognitive, metacognitive, and social (Setiyadi, 2011). Referring to the discussion, the researcher wants to find out whether the students have used the three major categories of strategies in their learning reading and to determine whether the language learning strategies are significantly correlated towards students' reading comprehension.

## **1.2. Research Problems**

Dealing with the issues presented in the background of the problems above, the research problems in this research are as follows:

1. What types of language learning strategy are used by most language students in reading comprehension?
2. Is there any significant correlation of using learning strategies towards reading comprehension?

## **1.3. Objectives of the Research**

The objectives of this study are:

1. To find out the types of language learning strategy are used by most language students in reading comprehension.
2. To find out the correlation of using learning strategies towards reading comprehension.

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

The uses of this research are as follows:

##### **1. Theoretically**

This research is intended to find out whether this research can be used to evaluate and to extend finding from previous research and be used as a reference for further research of language learning strategies and its correlation towards reading comprehension.

##### **2. Practically**

- a. As information for all teachers and students on how language learning strategies affects reading comprehension in learning English.
- b. As information for English students about the appropriate language learning strategies for them in learning reading comprehension.
- c. As information to point out remaining issues to be explored by future research in identifying students' language learning strategies and its correlation towards reading comprehension.

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

This research was conducted on the first grade students of SMAN 14 Bandar Lampung in academic year 2014/2015. First, the students received questionnaire of language learning strategies to find out the correlation of each students' learning strategies towards English reading comprehension. The researcher only focused on three kinds of language learning strategies based on Setiyadi (2011), they were

cognitive, metacognitive, and social strategy. After that, the students received a reading test to find out the students' achievement in learning reading. This study aimed to find out the appropriate of learning strategies used by the students in learning reading comprehension and the correlation of each language learning strategies towards reading comprehension.

### 1.6. Definition of Terms

There are some terms used by the researchers, to make them clear and to avoid misunderstanding, they are:

1. **Learning Strategy** is language behaviors students actually engage in to learn and regulate the learning of the second language (Wenden, 1987: 6).
2. **Metacognitive Strategy** refers to an individual's self-knowledge used to oversee, regulate or self-direct language learning by planning, monitoring, and evaluating their learning activities (Wenden and Rubin, 1987: 25).
3. **Cognitive Strategy** is exemplified by inferencing, or guessing meaning from context, and elaboration, or relating new information to other concepts in memory (O'Malley, 1990:99).
4. **Social Strategy** are those activities students engage in which afford them opportunities to be exposed to and practice their knowledge (Wenden et al, 1987: 27).

5. **Reading comprehension** is the ability to make sense of written or printed symbols to guide recovery information from his/her human memory and subsequently use the written message (Dubin et al, 1985: 27).