

I. INTRODUCTION

This chapter describes the background of the problem which includes the reasons for conducting the research and the suitable method which is needed to increase the learners' reading comprehension. This chapter also describes the formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

The teaching of English has been implemented in every school in Indonesia. It starts from elementary school to university level. Thus, we are accustomed to learning formal English at school. In order to learn English more effectively, the learners need strategies. Unluckily, most of the learners do not use the strategies effectively so that they sometimes find the difficulty in learning process.

In English learning, learners may have various learning strategies. Different learner may use different learning strategies. Learners need to be aware of choosing appropriate and effective strategies so that they can successfully learn English. The success or failure in English learning is

affected by the learning strategies used by learners. As Rubin (1975:41) states:

The different success of second or foreign language suggests a need to examine in detail what strategies successful language learners employ. An indication is given of what these strategies might consist of and a list of several widely recognized good learner strategies are given. Teachers can improve their performance by paying more attention to learner strategies already seen as productive.

The statement stated above means that language learning strategies used are crucial aspect for learners in English learning because the success of learning a foreign language may depends on what and how learning strategy used by learners.

In general, language learning strategy training has been considered as an effort of teachers in helping learners to attentively recognize the significance of language learning strategies they applied and to effectively use more appropriate learning strategies in English learning. As Holland and Shortall (1997) in Brown (2005:15) conclude that the concept of learning strategy training is founded on the belief that “teachers may best serve their learners by helping them develop their approach to learning”.

Specifically, language learning strategies play important roles in one of receptive skills i.e reading skill. In language classes, learners are reluctant to read and they use a very limited repertoire of learning strategies. To have successful reading comprehension strategies, a good reader should effectively practice some processes such as relating the text to his/her own experience, summarizing information, concluding, and raising questions

about the text (Allen, 2003; Keer and Vahereage, 2005). Thus, by training appropriate learning strategies to learners, there may be a positive impact toward learners' reading comprehension. Song (1998) reports that strategy training is effective in enhancing EFL reading in which the effectiveness of the training varies with L2 reading proficiency.

O' Malley and Chamot (1996) had an overview of learning strategy training and found that more effective learners differed from less effective ones in their use of strategies. Supporting O' Malley and Chamot's overview, Wenden (1991: 15) in Brown (2005 : 12) states 'In effect, successful or expert or intelligent learners have learned how to learn. They have acquired the learning strategies and the knowledge about learning'. It means that the instruction of using effective learning strategies is necessary to control their learning process before they become independent in their learning approach. Learners need the right strategic knowledge in order to become autonomous in their learning process.

As a matter of fact, the researcher found that a half of the second grade learners in SMPN 1 Metro still found difficulties in comprehending a text or answering the questions of the text. Some learners have already had basic skill in reading but they often struggle to comprehend the text. The researcher assumes that the students failed to use strategies for comprehending the text. The researcher found that one skill that should be increased is reading comprehension. In this case, the researcher assumes

that it would be good for them to work independently, even when they are away from their teacher in order to be more self-directed learners. It is also supported by Epridiana (2011) who found that students had difficulty in comprehending the reading text because they use improper strategy.

Based on the explanation above, the researcher conducted a research concerning learning strategy training in EFL reading specifically in comprehending narrative and recount text. Since both of texts are stated in School Based Curriculum (KTSP), it is important for the learners to comprehend texts successfully. Metacognitive strategy training will be the focus of this study since by training metacognitive learning strategy, learners are expected to become self-directed learners and get the success of their study. This present study aims to find out whether metacognitive learning strategies training significantly increase learners' reading comprehension.

1.2 Research Problem

Based on the background above, the writer would like to formulate the problem as follow:

1. What is the effect of the strategy training to the use of strategies on learners in SMPN 1 Metro?

2. What metacognitive learning strategies do the learners use most after the training?
3. Is there any significant difference between learners' reading comprehension before and after the training of metacognitive learning strategy?

1.3 Objective of the Research

The objectives of this present study were to find out:

1. What the effect of the strategy training to the use of learning strategies on learners at SMPN 1 Metro
2. What metacognitive learning strategies mostly used by the learners after the training.
3. Whether there is a significant difference between learners' reading comprehension before and after the training of metacognitive learning strategy.

1.4 Significance of the Research

The significances of this research are:

Theoretically, this present research can be used to:

1. Verify and contribute the previous studies and theories related to theories in this research
2. Be used as a reference for further research

Practically, this present research can be used to:

1. Give English teachers an insight about the importance of applying learning strategies training toward their learners.
2. Encourage English teachers and learners in applying learning strategies in their learning process, especially in reading.
3. Persuade learners to use appropriate and effective strategies in reading comprehension.
4. Build learners' habit of applying appropriate learning strategies in completing their language tasks.
5. Give learners a chance to be more independent learners.

1.5 Scope of the Research

This research is a combination between qualitative and quantitative research which was conducted by administrating the pre-test and post-test to analyze the increase of the learners' reading comprehension after being trained the metacognitive learning strategies in reading. The present study of metacognitive learning strategy training was focused on reading skill. The aim of this study is to find out whether there is significant increase on learners' reading comprehension after being trained the metacognitive learning strategy in reading.

The training was conducted by secondary learners in high school education. The reason for choosing junior high school students as the subject of this research was because of their beginning position which still

needs much attention. The learning strategies was trained under metacognitive learning strategy classification, i.e. 'planning', 'managing', 'monitoring', 'evaluating'. The strategy instructional method used in this training is the Cognitive Academic Language Learning Approach or CALLA proposed by Chamot & O' Malley. CALLA has five recursive steps, i.e. preparation, presentation, practice, evaluation, expansion.

1.6 Definition of Terms

Definition of terms aims at avoiding misunderstanding about the terms in the research. The definitions of term are:

Learning Strategy is a term that refers to particular thoughts and behaviors used in the purpose of attaining learning objectives independently.

Metacognitive Strategy is the learning strategy which plays function as the decision maker of one's learning.

Learning Strategy Training is an instruction which focuses on the learning strategies to be used frequently by learners in improving their particular performance.

Metacognitive Learning Strategy Training is an instruction on the metacognitive learning strategies *which consist of planning strategy, managing strategy, monitoring strategy, and evaluating strategy*, to be used frequently by learners in improving learners' particular performance.

Reading Comprehension is an active process to gain the meaning of current information by relating readers' background knowledge to the information provided on printed text.