

ABSTRACT

A COMPARATIVE STUDY AMONG THE GROUPS LANGUAGE LEARNERS' STRATEGIES IN STUDENTS' READING COMPREHENSION AT THE SECOND YEAR OF SMAN 1 NATAR LAMPUNG SELATAN

By

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Reading Comprehension is an activity to extract the meaning of written materials with fully understanding. Determining main idea, finding specific information, inference, and reference are common problems that most students face in Reading. Actually everyone has the same chance to learn a language, however, some students approach the language learning task in more successful way than others. The different success of foreign/second language learners creates a need to examine in detail what strategies the good learners employ.

This research is designed to know the significant difference in using learning strategies among the groups of learners on students' reading comprehension of narrative text and the types of learning strategies successful readers, mediocre readers and non successful readers employ most frequently in comprehending narrative text. Three learning strategy systems were used, namely cognitive, metacognitive, and social. In this research the writer used ex-post facto design. The data was taken by using questionnaire and reading test.

The research finding shows that successful readers, mediocre readers and non successful readers used similar learning strategies; they employed all of the three strategies investigated. But the differences occur in the mean and the sequence of using those strategies. Successful readers apply cognitive strategies more frequently than metacognitive and social strategy, mediocre readers apply social strategies more frequent than cognitive and metacognitive strategy and non successful readers mostly apply social strategy to comprehend narrative text.