

I. INTRODUCTION

1.1 Background of the problem

Almost all learning activities involve the collaboration of two persons, the teacher and the learner. The teacher usually explains the materials as well as facilitates the students in teaching learning process. The teacher is therefore, undoubtedly considered as the one whom the success of learning mostly depends on. However, the students also play a very important role in determining the success itself. The strategies the students are using in learning process will significantly determine how they can achieve the objectives. This is likely the same as what Hamalik (1983) states, that the use of proper (good) strategies is believed to bring the satisfying learning outcomes for the learner. On the other hand, improper strategies will lead into the failure.

As people grow, they learn many things that are very difficult to grasp at first, but eventually becomes so familiar that they are done automatically. Learning is in fact not always easy. It is sometimes confusing, and it does not guarantee the success, particularly in the beginning. But knowing how to learn, how to use specific strategies, and how to make good study habits a routine practice will improve the likelihood of success.

Related to language learning, Rubin (1975) states that even though everyone basically has the same chance to be successful in learning a new language – some students approach the language learning task in more successful ways than other. Therefore, some students will be more successful than other in learning a new language (second or foreign language).

The learning strategies literature assumes that some of this success can be attributed to particular sets of cognitive and meta-cognitive behaviors, which learner engage in. Further it is assumed that successful learners will differ to some extent in the particular set of cognitive process and behaviors, which they use to enable them to be successful. For example, given the same learning environment, the same target language, the same native language, some learners will be more analytic in their approach to the learning task while others will be more intuitive; some learners will prefer to use written materials to deal with foreign language while others will prefer to hear the language. It is assumed that there will be several paths to success depending on the individual learning style.

According to Rubin (1975:41), “everyone learns his first language with a fair degree of success; the reason is that everyone was born with the ability to learn a language”. From this statement, it is known that everyone has the same “inner competence” (Chomsky, 1965 in Larsen and Long, 1991: 114) in acquiring his or her first language. However, the fact shows that there are some people who are more successful than the others. It can be seen from the different competence in using English as a foreign language in our society. Although they have learned English in the same time, they seem to have different competence in English.

This phenomenon might be caused by the learning strategy they use in learning English as foreign language. 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 above implies that the different success of language learning among learners may be caused by the difference in maximizing the use of learning strategies. In other words, the writer assumes that learning strategy is very important in learning process because the success or failure of learning a foreign language may depends on what and how learning strategy used by learners.

As a matter of fact, the writer found when conducted her PPL there about 10 weeks that more than half of the second grade students in SMAN 1 Natar seem to be poor language learners. It might be caused by using improper learning strategy and also the technique used by teacher. They still found difficulties in comprehending a text or answering the questions of the text. It can be seen from their English score which is lower than the “Minimal Complete Criterion (KKM)” of that school which requires the students to score 65 or above. The score indicates that the students failed in using strategies for comprehending the lesson. After the writer conducted her PPL (Program Pengalaman Lapangan) at SMAN 1 Natar, South Lampung. She found that one skill that should be improved is reading comprehension. Beside that, the writer saw that the teacher only feeding up the students with sentences in a text by translating the whole text, she never let her students work by themselves. In this case, the writer thinks that if the students work by themselves, it would be good for them because they will be independent.

It is also supported by Nur Aprilisa (2009) who had conducted research in SMA N 1 Waway Karya, she found that students there had difficulty in comprehending the reading text because the use improper strategy like guessing the meaning and translation strategies. The average score of the students was only 60.

Mandala Sahjaya (2011) also had conducted research in SMAN 5 Bandar Lampung about learning strategy used toward students reading comprehension, he found that in this case the learners of the first year of SMA still have difficulties in comprehending a narrative text, particularly in finding specific information, getting main idea, finding inference and reference. Therefore, the learners must be aware of some strategies in comprehending a narrative text. So, it is clear that learning strategy is very important in learning process because the success or failure of learning a foreign language may depends on what and how learning strategy used by learners.

Based on the previous description, the writer would like to conduct a research concerning the learning strategies used by the students specifically in comprehending narrative text. Because narrative text is stated in School Based Curriculum (KTSP) so, the students should comprehend it successfully. Furthermore, they must know how to be successful learner in comprehending the narrative text by themselves. From this point on, the research deals with the language learners' strategies in reading comprehension of narrative text.

Referring to previous description above about the problem happened in the school when the writer conducted her PPL there, the writer choose SMAN 1 Natar as the subject of the research.

1.2 Research Problems

Based on the research background above, the writer formulates the problems:

1. Is there any significant difference in using learning strategies among the successful readers, mediocre readers and non successful readers on students' reading comprehension of narrative text?

2. What strategy dominantly used by successful readers, mediocre readers and non successful readers in reading comprehension of narrative text?

1.3 Objectives of the Research

Based on the research problems above, the writer has the objectives as follows:

1. To find out is there any difference in using learning strategies among the Successful readers, mediocre readers and non successful readers on students' reading comprehension of narrative text.
2. To find out the learning strategy dominantly used by successful readers, mediocre readers and non successful readers in reading comprehension of narrative text.

1.4 Uses of the Research

This Research aims at having such uses as follows:

Theoretical uses:

1. To verify the previous theories dealing with the theories of this research
2. To be used as a reference for the next researcher who will concentrate on students' learning strategies in other field.

Practical uses

1. As the information to the reader about the effective learning strategies that can be applied in reading comprehension of Narrative text.
2. To enable students to be more independent learners.

1.5 Scope

This quantitative research focused on students' learning strategies in comprehending Narrative text. The learning strategies refer to language learning behaviours learners actually engage in to learn and regulate the learning of the second/foreign language. The language learning strategies that were investigated were learning strategies that directly construct and affect learning (metacognitive and cognitive strategy), and social strategy which indirectly constructs and affects learning.

Then, reading comprehension means getting one's questions answered. While the text used is narrative text because the text is stated in the second grade of senior high school syllabus and it tells about problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. While, in order to add the students' knowledge, the text was taken from students' textbook .

1.6 Definition of Terms

Along the description above, the writer formulates some terms that will be useful in the research. The terms below will guide the reader in reading and understanding the research.

1. Learning strategy : Language learning behaviors learners actually engage in to learn and regulate the learning of the second language (Wenden, 1987: 6).
2. Reading comprehension : Understanding the meaning of printed Materials by answering the questions about it (Smith, 1982: 166).

3. Narrative text : A text which deals with problematic events which lead to to a crisis or turning point of some kind, which in turn finds a resolution (Soeprapto, F.A, 2006: 25).
4. Good learner : A language learner who is able to use a wide variety of language learning strategies appropriately as the equipment to improve her/his language skills (Fedderholdt, 1998).
5. Poor learner : A language learner who needs to improve her/his skills in a second/foreign language through training on strategies evidenced among more successful language learners. (O'Malley in Wenden and Rubin, 1987: 133).
6. Cognitive Strategy : Cognitive strategies are exemplified by inferencing, or guessing meaning from context, and elaboration, or relating new information to other concepts in memory. (O'Malley, 1990: 99).

7. Metacognitive Strategy : Metacognitive strategies are used to oversee, regulate or self-direct language Learning by planning, monitoring, and evaluating their learning activities. (Wenden and Rubin, 1987:25).

8. Social Strategy : Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. (Wenden and Rubin, 1987:27)