

## **I.INTRODUCTION**

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

Since the function and role of English spread out more and more, it becomes important to be learned. Teaching English as a foreign language is very important in Indonesia. It is taught from elementary school to university as an obligatory subject. It becomes a compulsory subject for most students in order to be able to involve in communication internationally. There are four English skills (listening, speaking, reading, and writing). Reading is one of language skills and it is function obvious becomes the primary skill in the teaching learning process.

Learning English as a foreign language sometimes is found difficult for some people. 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. As Rubin (1975:41) states:

The different success of second or foreign language suggest a need to examine in detail what strategies successful language learners employ. An indication is given of what these strategies might consist of and 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.

Reading is considered as receptive skill, where the learners do not need to produce the language here. But they have to read, think, and do the instructions. In other words the learners have to concentrate on the written materials. This situation consequently will influence the learner's 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 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.

Based on the researcher's experience when she conducted PPL program in SMAN 8 Bandar Lampung, the researcher found that most of the students faced the 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. The researcher found that one skill that should be improved is reading comprehension.

Waqidah (2004) says that in reading, it was found that, the learners might employ different strategies to overcome their difficulties. Some of the learners read aloud, underlined some words, circled phrases or words, etc. however, it seems that the learners practiced their strategies without teacher guidance. Obviously, learning strategy becomes an important thing for the students in order to be an independent language learners. Students should know how to learn well by using specific appropriate learning strategies and to make a good reading habit, so that they, who have good strategies, will find easy in their learning and will get success, particularly in reading.

Based on the previous description, the researcher tried to observe further about strategies employed by learners. There are three major categories of strategies: metacognitive, cognitive, and social. Those are strategies issued by Setiyadi. The researcher wants to find out whether the learners have used the three major categories of strategies in their learning reading, to determine whether the learning strategies give significant effect toward students' reading comprehension and its contribution to their reading comprehension.

## **1.2 Research Problems**

This study defines the problems as follow:

1. What is the most frequent strategies employed by the students in reading?
2. Do learning strategies give significant effect toward students' reading comprehension?

## **1.3 Objective of the Research**

The objective of this research are :

1. To find out the most frequent strategies employed by the students in learning reading.
2. To determine whether learning strategy give significant effect toward students' reading comprehension.

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

The research is aimed to have such uses as follow:

1. Theoretical uses

To verify the previous theories dealing with the theories of reading and learning strategies in reading in English as the Foreign Language.

2. Practical uses

- a. As the information for the readers about learning strategies, and their importance or contribution to students' reading comprehension.
- b. To make the students aware of learning strategy they are probably applying, especially in reading.

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

This quantitative research focused on students' learning strategies in comprehending reading text. 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. The research was implemented in one class, XI IPA of SMA N 8 Bandar Lampung which consisted of 40 students in 2011/2012 academic year. The writer choose this class because they already had enough knowledge of reading comprehension and also experience of learning English in their school before, at least one year.

The measurement of learning strategies knowledge is based on Language Learning Strategy Questionnaire (LLSQ) proposed by Setiyadi (2004). The students' reading comprehension was measured using narrative text reading test.

## **1.6 Definition of Term**

There are some terms used by the writer and to make it clearly, the writer will give some definition as follow:

1. Learning strategy is language learning behaviors learners actually engage in to learn and regulate the learning of the second language (Wenden, 1987:6).
2. Reading comprehension is understanding the meaning of printed materials by answering the questions about it (Smith, 1982: 166).
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. Metacognitive strategy is used to oversee, regulate or self-direct language learning by planning, monitoring, and evaluating their learning activities (Wenden and Rubin, 1987:25).
5. Social strategy are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge (Wenden et al, 1987:27).