ABSTRACT

THE EFFECT OF LEARNING STRATEGIES IN READING
TOWARDS STUDENTS' READING COMPREHENSION
AT THE SECOND GRADE OF SMAN 8
BANDAR LAMPUNG

By

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In English Language Teaching, one of the important skills in English is reading, but most of the students still got difficulty in comprehending the text. 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 language learners creates a need to examine in detail what strategies the good learners employ.

Dealing with the problems, this research aims to find out whether there was significant effect of learning strategies toward students' reading comprehension at the second grade of SMAN 8 Bandar Lampung. Three learning strategy systems were used, namely cognitive, metacognitive, and social. In this research the writer used co-relational of ex-post facto design. The data was taken by using questionnaire and reading test.

The result of the tests showed that there is significant effect of learning strategies in reading toward students' reading comprehension. It has been proven by the regression value (r^2) from the correlation analysis coefficient (r). The result of the regression value is $r^2 = 0.403^2 = .162$. It means that the three strategies gave contribution 16,2% toward students reading comprehension. To know the most frequent strategies employed by the learners, it can be proven by the mean score of each strategy. The mean score of cognitive was 36.7 while the mean score of metacognitive and social were 20.9 and 9.7. It means that the students used cognitive strategy more frequently than metacognitive and social.