I.INTRODUCTION

This chapter discusses certain points: introduction deals with background of the problem, research questions, objectives, uses, scope and definition of term.

1.1 Background of the Problem

Language learners have their own learning strategy in learning a languange. Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while nonobservable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation and plan, and select appropriate skills to understand, learn, or remember new input presented in the language classroom.

According to Fedderholdt (1997:1) in Somadayo (2011), the language learner capability of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Lessard-Clouston (1997:3) in Somadayo (2011) states that language learning strategies contribute to the

development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies that foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. The language teachers need to help the students to develop their communicative competence and also help them to approach the learning strategies that is appropriate for them. As Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence."

Specifically, language learning strategies play important roles in one of receptive skills i.e reading skill. According to Podek and Saracho (in Rofi'uddi and Zuhdi, 2001:31) reading is a process to get meaning from printed form. Not only to get meaning but reading also to get knowledge from what they have read in the text, it is important for students to have a good reading comprehension. Without comprehension, reading would be meaningless. As Nutall (1982:167) in Somadayo (2011) states, the purpose of reading is a part of reading comprehension process, the readers get the message or meaning from the text they have read, the message or the meaning could be information, knowledge, and expression of happiness or sadness.

It was argued (May, 2001) that what a reader need to focus on is not only every single word in the text but also the semantics of the text. Meanwhile, many language learners mistakenly think that the purpose of reading is only to learn

new vocabulary. As a result, they only pay attention to correct pronunciation of each word. Consequently, these learners cannot see the very purpose of reading as a result of stumbling and mumbling over the isolated words in sentences (May, 2001; Alvermann & Phelps, 1998). Many language learners do not read for the purpose of understanding the writer's message, because they have developed a wrong concept of reading.

It is important for the students to know the learning strategies that appropriate for them when they read a text because the strategies that they use in comprehending the message in reading will determine their achievement in reading. Some experts suggest that even the strategies are common; it does not imply that they are all useful for all learners and should be taught to foreign language readers because some strategy investigations are coming from learners when they read. Some strategies are found to impede the readers' process to determine meaning (Sutarsyah, 2013:34). It is assumed that the students who used good strategies will be able to answer the reading test items and to comprehend the received message well. In other words, using an appropriate learning strategy might result in the success of study particularly in reading.

However, students achievement in reading particularly in senior high school is not satisfactory. Based on the researcher pre-observation, it was found that students' reading ability is still low. The learners got difficulty in getting the idea from the text they have read. Besides, their limited vocabulary is also the reason why they do not easily understand the message. The problems which might hinder the

students to learn in reading English might be also because of their unawareness of the learning strategies used by them. This problem may lead the students into failure in comprehending the text they have read. It means that by having appropriate learning strategies, learners can be successful in reading comprehension and if they use inappropriate learning strategies they can be unsuccessful in reading comprehension.

From the statement above, the writer would like to solve the problem by having an observation to know whether there is any significant difference between successful and unsuccessful readers in using different strategies. The writer also want to know what learning strategies do the students use in their reading comprehension. The writer also want to encourage the students to use the learning strategy used by successful readers in order to help them gain better comprehension. Finally, it will increase the possibility of the students to improve their comprehension of reading text and become a successful readers.

1.2 Research Question

The writer formulates the research question as follows:

1. Is there any significant difference between successful and unsuccessful readers in using different strategies?

1.3 Objectives

In relation to the research question, the objective of the research as follows:

1. To find out whether there is any significant difference between successful and
   unsuccessful readers in using different strategies.

1.4 Uses

The findings of the research may be beneficial not only theoretically but also
practically:

1. Theoretically, the result of the research are expected to support the previous
   studies and theories related to theories in this research.
2. Practically, the findings of the research hopefully could be used as a reference
   in consideration for English teachers to support the learners on applying
   learning strategies optimally by their own way in learning reading.

1.5 Scope

This research was quantitative in nature. The independent variable was learning
strategies. The learning strategy in this research was called skill-based categories,
this learning strategy measurement covered cognitive, metacognitive and social
strategy. Meanwhile, the dependent variable was learners' reading ability. The
focused of this research whether there is any significant difference between
successful and unsuccessful readers in using different strategies. This research
also intended to answer which strategies mostly used by the students in their
reading. This research was conducted at the second grade students of SMA Negeri
1 Gedong Tataan which consists of 32 students in each classes in academic year

2014/2015. The researcher determined the sample by using purposive random sampling and chosen 8 students from each classes to be the sample, so there were 64 students (25% of the population) that became the sample of this research. The measurement of learners' learning strategies was based on the questionnaire proposed by Setiyadi called Language Learning Strategies Questionnaire (LLSQ)**.**

1.6 Definition of Terms

1. Language Learning Strategy is a term that refers to particular thoughts or behaviours used in the purpose of attaining learning objectives independently.

2. Skill-based categories is learners' use of language learning strategies when learners learn a foreign language and to identify effective learning strategies for each language skill.

3. Cognitive strategy is process of learning in which people use their brain in order to acquire foreign language.

4. Metacognitive strategy is the study in which people monitor and control their cognitive strategy.

5. Social strategy is concerned with the nature and form of social interaction and how people come to influence one another's behaviour.

6. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning.

7. Reading comprehension is the ability to read text, process it and understand its meaning.

8. Successful readers are readers who have good preparation before the class is started, know how to solve their problem in reading, and they also achieve above average-grades.

9. Unsuccessful readers are readers who carelessly prepared, do not know how to solve their problem in reading, and they they earn low average-grades.