

I.INTRODUCTION

This chapter introduces the basic problems of the research. It covers the background of the problem, identification of research problems, limitation of the problems, the formulation of research questions, the objectives of research, the uses of research, the scope of research, and definition of Terms. All of the subtopics describe mainly about students' learning strategies and text types in students' reading comprehension.

1.1. Background of the Problems

Reading is a basic life skill. It is one of the important skills for students in learning language besides listening, speaking, and writing. By reading, the reader's knowledge and information will increase. Haycraft (1978:8) states that there are two broad skills in mastering a language: *receptive skill*, i.e. listening (understanding the spoken language) and reading (understanding the written language); and *productive skills*, i.e. speaking and writing. As a receptive skill, reading tends to push the students to get a lot of information from the text.

Based on the statements above, reading can be said as the window of knowledge by which people are able to know much information. By reading people can

get information clearly that can not be derived completely from other skills such as listening, speaking, or writing.

According to the syllabus of School-Based Curriculum (KTSP) 2006, for the 8th Grade of Junior High School, students are expected to learn English from several types of text. It means that the students are required to deal with many texts during the English lesson. In second grade of junior high school at the first semester, there are two text types taught, i.e. descriptive text and recount text.

Unfortunately, not every student is good at reading. Based on the researcher's PPL experience at Second Grade of SMPN 1 Batanghari held on 9th of July to 23rd of September 2012, it was found out that not all students were good at reading. The achievement of students at Junior High School in comprehending a reading text was still far from the objectives stated in the curriculum. In general, the students had difficulty in comprehending main ideas of the passage in long sentences, main topics, and explicit and implicit specific information in the reading text. This condition shows that reading is difficult, not a simple task to do.

It was also found that the average score of the final result of the reading comprehension test was 59.63. It means that the students' average result is still far from the target of KKM requiring the students to reach 70. Obviously, it proves that reading score of the students is very low. In other words, most of students have difficulties to comprehend reading material.

There are two factors that may cause students' difficulty in reading comprehension; linguistic and non-linguistic factors. Linguistic factors include

vocabulary, sentence structure, and rhetorical features. Since language has dual qualities (form and meaning), to make sense of the ideas in a text, the reader must have the ability to analyze and identify the relevant constituents of a sentence before arriving at the main idea. Consequently, if the reader was not able to identify the constituents of a sentence or a text longer than a sentence, he/ she might encounter difficulties in making a critical analysis about the text and the ideas contained in the text.

Non-linguistic factors that may affect the process of making sense of the ideas in the text include, among others, background knowledge, attitude, and motivation. In general, comprehension problems in the frame of reading English texts as a foreign language can be classified into three main categories: first, grammatical, morphological and syntactic; second, lexio-semantic; and third, background knowledge (Suparman. 2007:56-57). However, the researcher also assumes that one of most important factor in reading is the reading strategy used in the reading class. The readers need a more ceative reading strategy and the students should choose an appropriate strategy.

Learning strategies are used by students to help them understand information and solve problems. It is important to the students to increase their reading. Anggraini (2007:48) found that in SMA N 1 Kota Gajah learning strategies gave significant effect on students' reading comprehension achievement. Students who do not know or use good learning strategies often learn passively in the class. Learning strategy instruction focuses on making the students more active learners by

teaching them how to learn and how to use what they have learned to solve problems.

The strategies the learners use in learning process will significantly determine how they can achieve the objective. On the other hand, improper strategies will lead into failure. It means that by having good language learning strategies, learner may be able to make good progress.

Considering the explanations above, learning strategies are supposed to be used to attain goals or to solve the problem (Park. 2010). In other words, it can be said that learning strategy can be used to solve students' problem in reading comprehension.

From the problems above, the researcher chooses SMPN 1 Batanghari because she have taught there. So, she has known the problems and the weakness of students. In brief, she is interested in investigating whether there is correlation between students' learning strategies and text types in their reading comprehension to find out which learning strategy is mostly applied by students in reading. So, the title to this research is "The correlation between students' learning strategies and text types in students' reading comprehension at the second year students of SMPN 1 Batanghari".

1.2. Identification of Research Problems

Based on the background above, the following problems can be identified:

1. Students have difficulty to identify the main idea because they lack understanding about the content and lack skill in finding the main idea in the text.
2. Students have difficulty to categorize information because the students do not understand the contents of the text.
3. Students have difficulty to identify references because it is difficult for them to interpret and determine one linguistic expression from another.
4. Students have difficulty to identify inferences since it is difficult for them to imply from the sentence or passage and conclude it logically.
5. Students have difficulty to understand vocabulary because they have limited vocabulary.
6. Students do not apply learning strategies in reading. It is used by students to help them understand information and solve problems.
7. Students have difficulty to differentiate the characteristics of texts because there are many text types in reading.
8. The students' motivation in learning English is still low. So, it is difficult to improve their English ability.

1.3. Limitation of the Problems

Based on the identification of the problems above, the researcher limits the problem about identifying the main idea, categorizing information, identifying references, inferences, understanding vocabulary, and the learning strategies that is applied in reading. Thus she is very interested in investigating which learning strategy is mostly applied by the students in reading.

1.4. Formulation of Research Questions

Based on the background above, the problems are formulated as follows:

1. Is there any correlation between students' learning strategies and text types in students' reading comprehension at the Second Year of SMPN 1 Batanghari?
2. Which learning strategy is mostly applied by the students in reading?

1.5. Objectives of Research

In line with the formulating of the problems, the objectives of this research are to find out :

1. whether there is correlation between students' learning strategies and text types in students' reading comprehension at the Second Year of SMPN 1 Batanghari.
2. what learning strategy which is mostly applied by the students in reading.

1.6. Uses of Research

Theoretically, this research is expected to support the existing theory on reading comprehension strategies.

Practically, the findings of this research are expected to be beneficial for English teachers concerning how to encourage the learners to use students' learning strategies and text types in students' reading comprehension.

1.7. Scope of the Research

In accordance with the purpose of research, this research focuses only on students' learning strategies and text types in students' reading comprehension at second year of SMPN 1 Batanghari. Furthermore, this research has tried to find out whether there is any correlation between students' learning strategies and text types in students' reading comprehension, and to find out which learning strategy is mostly applied by the students in reading at SMPN 1 Batanghari, especially in second grade. The researcher has chosen just one class as a sample in this research. Then, she limits text types into descriptive and recount text. Whereas, the learning strategies are metacognitive, cognitive and socio-affective strategies.

1.8. Definition of Terms

In order to avoid misunderstanding, definition of terms are provided as follows:

Learning Strategies is a person's approach to learning and using information to help them understand information and solve problems.

Metacognitive Strategy is a part of indirect learning strategies which enable students to control of self-management through such processes as centering, arranging, planning, and evaluating that provide a way for learners to coordinate their own learning process.

Cognitive Strategy is a general method of thinking that improves learning across the variety of subject areas which are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.

Socio-affective Strategy is all activities that related with social-mediating activity and transacting with others which help students learn through interaction with others.

Reading Strategies are techniques or methods readers use to help students comprehend a text better and make their reading successful.

Descriptive Text is the type of the text that describe about something, someone, and place that uses simple present tense.

Recount Text is the type of the text that tell about one story, action, or activity with the aim are to entertaining or informing the reader.

Reading Comprehension is the ability of the students to understanding a text, in identify the main idea, vocabulary, reference, inference, and specific information of the text.