

## **I. INTRODUCTION**

This chapter discusses the background of the research that was used in this study such as the reasons for conducting the research, formulation of the problems, objective of the research, uses of the research, scope of the research, and definition of terms.

### **1.1 Background of the Problems**

Teaching English is very important in Indonesia because it is the first foreign language that taught from junior high school to university as an obligatory subject. Nowadays, English has also been taught at the fourth year of some elementary schools. Among the four language skills (listening, speaking, writing, and reading), reading is one of the language skills that is becoming the primary skill in the teaching learning process. It is written in the Competence-Based Curriculum (2004) that English teachings are carried out in order to make the learners able to use English both in their productive and receptive communicative activities, namely reading, speaking, listening, and writing. Yet the stress is mainly on reading skill.

The strategies employed by the students in comprehending reading text would significantly determine how the students achieve the objectives. It is assumed that the students who used good strategies might 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.

Learning strategies are the factor that can influence the success of learning. 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”. Communicative competence is one of aspects that language learning strategies give great contribution to students’ ability improvement and self-confidence. The use of inappropriate strategies in learning leads to the less successful language learner. Rubin (1978:23) states that good language learners use more and better learning strategies than poor language learners do. Having a good strategy system is the best way to be a successful language learner in learning reading.

Based on Anggraini’s (2007) research conducted in SMAN 1 Kota Gajah Lampung Tengah, it was found out that most students faced difficulties in comprehending or understanding reading material because of their lack of vocabulary. They preferred opening a dictionary when they found difficult words to promote their comprehension.

The student’s inability in reading is also stated by Simanjuntak (1989:9). She says that many EFL students may be fluent readers in their native languages, but they often cannot transfer this skill into reading an English text. When reading, students tend to focus on the word rather than on the entire text. They try to open the dictionary to comprehend the text.

Obviously, learning strategy becomes an important aspect for the students in order to be 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, can find easy in their learning and get success, particularly in reading.

Rubin in Wenden and Rubin (1987:15) stated that some students are more successful than others in learning a second or foreign language. It was that some of this success can be attributed to particular sets of cognitive behavior which learners engage in. It is assumed that the students who use good strategies are able to answer the reading test items well. In other words, using appropriate learning strategy may result in the success of reading.

Effective learning strategies that might be used is metacognitive learning strategies. According to Brown and Palincsar as quoted in Wenden and Rubin (1990) metacognitive learning strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place, and self-evaluation of learning after the learning activity. In addition, Oxford (1990) says that metacognitive learning strategies used by the learners to control their own cognition, that is to coordinate the learning process by using functions such as centering, arranging, planning and evaluating.

Furthermore, students with metacognitive learning strategies try to understand themselves who are aware and responsible of their own reading development. As O'Malley and Chamot (1990) stated that the metacognitive strategies develop an

understanding of students as learners of their individual attitudes and motivation toward the different aspects of the target language.

Based on the description above, the researcher assumes that metacognitive learning strategies lead the students to have self managements in their reading comprehension. Referring to the importance of these strategies and their influence on students' success, it is necessary to investigate if there is significant correlation between metacognitive learning strategies and students' reading comprehension in SMAN 7 Bandar Lampung. It is also necessary to find out how frequent students have applied each of metacognitive learning strategies in their learning reading. Therefore, the researcher conducted the research dealing the correlation between metacognitive learning strategies and students' reading comprehension.

## **1.2 Formulation of the Problems**

Based on the identification of the problem above, the researcher formulates the problem as follow:

1. Is there any significant correlation between metacognitive learning strategies and students' reading comprehension?
2. How frequent do the students apply each of metacognitive learning strategies in their learning reading?

## **1.3 Objective of the Research**

The objectives of this research are:

1. To investigate whether there is significant correlation between metcognitive learning strategies and students' reading comprehension.

2. To find out how frequent do the students have applied each of metacognitive learning strategies in their learning reading.

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

1. Theoretical Uses

The study presented here attempts to evaluate and to extend findings from previous research to the context of English foreign language learners in Indonesia.

2. Practically Uses

To give information to English teachers about metacognitive learning strategies, and their importance or contribution to students' reading comprehension.

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

This research was quantitative co-relation study. It was conducted at the first grade students of SMAN 7 Bandar Lampung which consists of 30-40 students in academic year 2012/2013. The researcher determined the sample by using simple random sampling and chose one class by using lottery as the sample. This study was specially aimed as investigating whether metacognitive learning strategies significantly correlated with students' reading comprehension. The measurement of metacognitive learning strategies knowledge was based on SILL (Oxford: 1990) described in chapter III. The students' reading comprehension was measured by narrative text of reading test.

## 1.6 Definition of Terms

In this research, there are several definition of terms that should be considered well as follow:

1. **Learning strategies** is tricks to learners how to help them remember things better or to do tasks more efficiently.
2. **Metacognitive strategies** is executive processes that direct cognitive processes and lead to efficient use of cognitive strategies.
3. **Reading** is an interactive process between reader and a text which leads to automatist. It means that readers should find the passage to get the information.
4. **Reading comprehension** refers to an activity of understanding printed text through making sense a written text by relating written language to what we already know and to what we want to know.
5. **Narrative text** is one of the texts that contains a series of events that is created in a constructive format that describes a sequence of fictional or non-fictional events. The purpose of narrative text is to amuse the readers with actual or imaginary experiences in difference ways.