

CHAPTER I

INTRODUCTION

A. Background of the Study

English as international language has a significance role in the process of global communications. English has been used in communication both orally and written. Communicating in English becomes a main order for the globalization era. People learn English as a foreign language as their needed. Many obstacles occur when the learner learn English intensively. As a target language, learner must be able to transfer their knowledge from their mother tongue into English. The acquisition process of English must be done by the learner as the goal of learning target language. Based on that fact, the government has regulated that English become a compulsory subject in the school.

English as subject matter in school has four skill: listening, speaking, Reading and writing each skill has their own difficulties because every part needs exposure to make it better. It's the challenge to develop the students' ability in mastering English as a foreign language. Tarone and Yule (1989: 87) state that what the teacher can offer is guidance and practical assistance, as an experienced informant, on how to approach the 'native', how to prepare the elicitation procedures in advance, how to identify a particular local social event, and, in general, provision of the kind of support that enables the learners to create their own learning experiences (Tarone and Yule, 1989: 98). That statement means

students need to develop their experience in learning the target language as one of positive stimulus.

In developing students' ability, they have to get stimulus in each part. Listening as first part in learning a language has important role. Students need to get much more exposure to stimulate their speaking ability. One type of framework can be based on what has been described in listening comprehension... the voice of the speaker's (Brown and Yule, 1983: 76). That means students have to have deep attention with what they have heard. By this way, students are expected to get information and how to pronounce it. In the teaching learning process students can get examples from the teacher as one of material source. Almost all students like listening to music and watching movie than it. It's better to drill their listening ability so they can imitate how native speaker said.

Speaking as the second part has correlation with the process of listening, students can adapt pronunciation and intonation as they ever heard. The further discussion of speaking, speaking as a process of produce idea orally and understandable. In this process teacher might be able to gain access to at least some native speaker communication and tape-record these communications approximate those delineated in a language text being used (Tarone and Yule, 1989:52). In this section students have to gain information how native produce word in order in right intonation and pronunciation.

As one of the four skills, writing has higher difficulties, how the process of writing need more concentration. Students have to be able to communicate their

idea with text and the text should be writing interesting enough. Students have to know the steps of writing, how the text can be interesting. Written products are often the result of thinking, drafting, and revising procedures that require specialized skill that not every speaker develops naturally (Brown, 1994: 335). It implies that students have to past steps to write high quality text or written product. The teacher has to explain how students arrange the idea and organize them coherently so it develops into good written text.

Reading as one of important factor which influence the product of writing has its own difficulties. The difficulties in building students reading habit has faced by the teacher. Wu and Hu (2007: 14) stated that reading is the most important one of the four basic skills, but it is not easy in mastering this skill. Wu and Hu (2007: 15) said that two major factors affecting reading comprehension as schema and vocabulary. They also said that another factor is motivation. Teacher challenge in developing students' reading habit is how provide an interesting reading material and how to make reading class is not monotonous. Almost students think that reading is an unexciting part in studying English, because they hard to find the meaning of vocabularies and they have to read a long written text. Occasionally, the teacher providing almost same reading material those students have ever read before. It makes students less motivation in reading the text. The problem they are also faced when they find unfamiliar vocabularies. They have to open the dictionary and recognizing the grammar which is used. Almost all students face that problem when they want to build their reading habit.

The four skills of learning English are used to assist students in mastering English. Developing students' ability in mastering English, students need a good condition in their environment, treatment and strategy. Moreover, many students believe that if they simply spend a good deal of time studying, they will be successful. Successful learners do work hard, but they realize that how they study is more important than how much time they spend considerable time reading a book many times before an examination. The students also require having special strategy and intense learning in mastering in studying English as a foreign language as their self approach.

In conducting high quality of learning outcomes, students must provide good learning habit. Foremost, learning is process of acquiring knowledge can be viewed on a continuum from basic to complex (Dembo, 2004: 38). According to Anderson and Krathwohl (2001: 65), there are two type of learning; rote learning and meaningful learning. According to Mayer in Anderson and Kartwohl (2001: 65), rote learning is consistent with the view of learning as knowledge acquisition, in which students seek to add new information to their memories. Meaningful learning is recognized as an important educational goal. According to Brown in Anderson and Kartwohl (2001: 65), meaningful learning requires that instructions go beyond the simple presentation of factual knowledge and that assessment tasks require more of students than simply recall or recognition of factual knowledge. Meanwhile Ausubel (2010: 35) rote learning is a process in which the material is learned arbitrarily and verbatim. In rote learning, the students learn through repetition without trying to make sense of the material. On the other hand,

material learned in a meaningful way is acquired in a non- arbitrary and a non verbatim fashion. The students in meaningful learning attempt to make sense of the information so that it will be stored in LTM (long term memory) and retrieved when it is needed. In language learning (ILL) reflects a move towards more learner-centered approaches viewing learners as individuals with needs and rights, who can develop and exercise responsibility for their learning. An important outgrowth of this perspective has been the range of means developed to raise learners' awareness and knowledge of themselves, their learning needs and preferences, their beliefs and motivation and the strategies they use to develop target language (TL) competence.

Within the reports of learners, independent language learning was not defined as a specific setting, or philosophy, or set of learner attributes. Rather, the essence of independent language learning involved constructing and assuming control of a personally meaningful and effective interface between themselves, their attributes and needs, and the features of the learning context (Hurd and Lewis, 2008: 7).

Independent language learning according to this view is based around learners as active agents who evaluate the potential affordances within their environments and then create, select and make use of tasks, experiences, and interlocutors in keeping with their needs, preferences, and goals as learners. Independent language learning (ILL) reflects a move towards more learner-centered approaches viewing learners as individuals have needs and rights, who can develop and exercise responsibility for their learning. In language learning, students have to acquire the meaningful learning to recognizing language deeply but also providing good learning strategies to assisting increasing the outcome of learning.

To learn English, students need strategies. Learning strategies will help students understand the materials learned. There are many strategies which can be used in learning process. According to Riding (2002: 79) learning strategies are formed as part of a response within the individual to meet the demands of the environment. Learning strategies may thus be seen as cognitive tools which for the individual are particularly helpful for successfully completing a specific task. This approach leads to the concept of strategic learner. Learning strategies are significant for students to expanding their interest to learn foreign language. According to Fauziati (2010:150) language learning strategy is simply refers to an individual's approach to complete a task. It is an individual approach in learning that appropriate with their learning style. There is no good or bad strategy, all of them are neutral.

Language learning strategies are commonly defined as the operations or processes which are consciously selected and employed by the learner to learn the TL or facilitate a language task. Strategies offer a set of options from which learners consciously select in real time, taking into account changes occurring in the environment, in order to optimize their chances of success in achieving their goals in learning and using the TL. Students must draw on knowledge of themselves as learners, of the learning task and of appropriate strategies to use in a given context, in order to develop a meaningful interface with the learning environment. Strategy is useful for learner if it suits well with the learners' task, fits with the learners' learning style, and links it with another relevant strategy. When the students do the process of finding the idea or a concept, they have done

the metacognition process. According to Beng and Ching (2008: 168), metacognition is one very important factor in learning in school or every day setting, especially when students are expected to engage in high levels of thinking in order to understand complicated and abstract concept. Fedderholdt (1997: 151) argues that learners who are capable of appropriately using various LLS can improve his language skills in a better way. It explicates that finding the suitable LLS has significant point in learning process.

In comprehending a text, the learners need special treatment and strategy. Since reading is an active learning; the learners have to understanding the word or text and work out with the thought inside. The teachers have to guide the learner and using strategy in process of working out reading in developing their reading skill. Language learning strategy is simply refers to an individual's approach to complete a task (Fauziati, 2010:150). It is an individual approach in learning that appropriate with their learning style. There is no good or bad strategy, all of them are neutral. A strategy is useful for learner if it suits well with the learners' task, fits with the learners' learning style, and links it with another relevant strategy. When the students do the process of finding the idea or a concept, they have done the metacognition process.

According to Beng and Ching (2008: 168), metacognition is one very important factor in learning in school or every day setting, especially when students are expected to engage in high levels of thinking in order to understand complicated and abstract concept. Strategies in increasing reading skill need more than just know the meaning but also understanding the concept inside. Based on

the explanation, readings need special strategy to acquire the thought of the concept. In fact, the students automatically transfer their reading strategy in reading their native language into the foreign language. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language. The students must adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. It helps the students develop a set of reading strategies and match appropriate strategies to each reading situation.

Based on the reasonable explanation, this research is conducted at Senior High School Batik 2 Surakarta. The reason of conducting research at Senior High School Batik 2 Surakarta is clarified in this paragraph. Officially Senior high school Batik 2 Surakarta have held on 2nd May 1990, it can be shown by SK No: 1989/103/1/1989. As the first chief person was Drs. Suwanto from 1990 until two years later. Right now, the chief person in Senior High School Batik 2 Surakarta is Drs. Suwanto. Now it has four classes for tenth grade, four classes for eleventh grade, and three classes for twelfth grade. The English teacher in Senior High School Batik 2 Surakarta is five people. Each class consists of 40 students, so the total eleventh grade students are 120 students. The students' English capability of Senior High School Batik 2 Surakarta is good enough. It proves by their English

Score which the rate is 80. But, almost the students of Senior High School Batik 2 Surakarta face the difficulties in developing their reading skill, just a few of them that can get a good score in reading skill. From that condition, the writer decides to do the investigation about students' learning strategies in developing reading skill.

B. Problem Statements

1. What are the types of learning strategies used by the students of the eleventh grade of Senior High School Batik 2 Surakarta in developing reading skill?
2. What are the similarities and the differences of learning strategies among students of eleventh grade students of Senior High school Batik 2 Surakarta?
3. What is the pedagogical implication of learning strategy being applied in developing reading skill of students of the eleventh grade of Senior High School Batik 2 Surakarta?

C. Objectives of the Study

1. To describe the types of learning strategies used by the students of the eleventh grade of Senior High School Batik 2 Surakarta which result in developing reading skill.
2. To describe the differences of learning strategies among students of eleventh grade students of Senior High school Batik 2 Surakarta.

3. To describe the pedagogical implication of learning strategy being applied in developing reading skill of students of the eleventh grade of Senior High School Batik 2 Surakarta.

D. Benefits of the Study

After having done the study, the writer demands the benefits of the study to be useful for:

1. The English Teachers

They are expected to know and can do the pedagogical implication of learning strategies used by the students of the eleventh grade of Senior High School Batik 2 Surakarta which result in developing reading skill.

2. The Students

They are expected to motivate themselves build up good learning strategies regarding to their English competence especially on reading skill.

3. The researcher

The writer is expected to have a beneficial experience and increase the knowledge.

E. Thesis Organization

This thesis consists of five chapters. In chapter one, the writer presents the introduction, consisting of background of the study, statements of the problems, objectives of the study, significances of the study, and definition of the key terms.

In chapter two, the researcher describes underlying theory and previous studies.

In chapter three, it is about methods of the research, setting of the Research, subjects of the research, Design of the Research, Procedure of the Research, including procedure of collecting data, Instruments of the research, technique of data collection, and techniques of data analysis.

In chapter four, it explains the research analysis. The researcher will discuss about the research finding.

In chapter five, it is about conclusions, pedagogical implication and suggestions. It consists of the conclusion of the study, pedagogical implication of the study and some suggestion for further study.