CHAPTER I

INTRODUCTION

A. Background of the Study

People are social creature. In this life, people have to interact to communicate each other in order to fulfill their need by language. Language has a big role in human life because people can express feeling, take and give some information and learn something. In modern era, people not only have to master mother tongue but also foreign language. There are many foreign languages in the world. One of them that should be mastered by people is English. English is one of international language that is used by many different countries to communicate. So, people should learn and master English in order to communicate to foreign people easily.

In English language, there are integrated skills to be mastered such as: speaking, listening, reading and writing. Those skills have close relation and should be equal each other to get good result in mastering English. Haycraft states (1978:8) that there are various skills in mastering of language: respective skill, listening (understanding the spoken language), reading (understanding the written language), and productive skills-speaking and writing. In fact, some of people face many difficulties in balancing those skills. That is way, every person needs suitable strategies to help them mastering English.

Hornby (1995:11) states that strategy as a process of planning something or carrying a plan in a skillful way. Exactly, each person has different learning strategy. Learning strategies are the way conducted by the learner to gain, increase the learning consciously in order to make it easier to understand. According to O'Malley in Fauziati (2010: 153) "learning strategies are classified into three main categories, namely: meta-cognitive strategies, cognitive strategies and social affective strategies". Each classification strategy has many sub-categories. Usually, people who use the suitable strategies, they will be successful in finishing their task. When learners learn English, they have to attend the all skills in English itself.

Reading is one of the language skills that are important and should be mastered for academic success because reading is basic to learn English. According to Kennedy (1981: 5),

> Reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, and on the basis of past experience, understands and interpret its meaning. In reading from books, it is usually necessary to recognize, understand and interpret several words in a series.

Based on the statement above, reading is ability to know the implicit or explicit meaning from printed and written text. In reading process, people should use background knowledge and experience to reconstruct the writers' idea. Especially in unfamiliar text, background and experience is the most helpful for reader. If people have prior knowledge of the topic and use it to help them predict what might be in the text, they can understand easily.

When students learn the second language in developing reading skill, they face many difficulties. Moreover, reading is composed of micro and macro skill. They can be separated each other because they are the tool to measure student's reading skill. Munby (1978) states that:

> Specifies an extensive list of nineteen reading micro skills such as understanding conceptual meaning, distinguishing the main ideas from supporting details, skimming, basic relations between parts of text through lexical cohesion devices, and extracting salient point to summarize. Accessed from http://practicalenglishatcerp.blogspot.com/2011/09/macro-and-micro-skills-munby.htmlvv.

Because of many skills in reading that have to be mastered by students, the students need strategies to make reading easier and more interesting to learn.

Learning strategies is important for second language learners especially to master reading subject. Based on the experience of the researcher, each student has different reading ability. To get ability in reading, learners have different strategies to develop their own skill in learning consciously or unconsciously. Usually, learners who have higher ability use more strategies and the learners who have lower ability use less strategy in learning. It is proved by five previous studies of this research. All of the previous studies show that high ability students use more strategies in learning. But from the observation, the researcher finds the difference. Not all of learners who have higher ability use more strategies. Based on the explanation above, the researcher wants to analyze detail of learning strategies used by high mid, and low achiever of English to develop reading

skill. So, the researcher will conduct a research entitled **"LEARNING STRATEGIES USED BY HIGH, MID AND LOW ACHIEVERS OF ENGLISH TO DEVELOP READING SKILL: A CASE STUDY AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA".**

B. Limitation of the Study

In this research, the writer focuses on analyzing the learning strategies used by three students of English Education Department in Muhammadiyah University of Surakarta. The writer only focuses on three students because she wants to compare between one of students to another students. The three students are follows:

1. A student who has high mark in reading subject (H).

2. A student who has middle mark in reading subject (M).

3. A student who has low mark in reading subject (L).

C. Problem Statements

Based on the background of the study, the writer states the following problems:

1. What are strategies used by the three students who have high, middle and low mark in reading to develop their vocabulary at the fourth semester students?

2. What are strategies used by the three students who have high, middle and low mark in reading to develop their pronunciation at the fourth semester students?

3. What are strategies used by the three students who have high, middle and low mark in reading to develop their understanding of implicit information at the fourth semester students of English Education Department?

D. Objectives of the Study

The objectives of the research could be formulated as follow:

1. To find out the learning strategies used by the three students who have high, middle and low mark in reading to develop their vocabulary at the fourth semester students.

2. To find out the learning strategies used by the three students who have high, middle and low mark in reading to develop their pronunciation at the fourth semester students.

3. To find out learning strategies used by the three students who have high, middle and low mark in reading to develop their understanding of implicit information at the fourth semester students of English Education Department.

E. Benefits of the Study

The writer expects that the finding of this research will give some benefits for English teachers, English students and other researchers. There are theoretical benefits and practical benefits as follows:

1. Theoretical Benefits

    a. From this research, it is expected that the result of this research can give a contribution to the language teaching and learning generally.

b. The finding of this research hopefully can serve as a reference for other researchers who carry out similar researches.

2. Practical Benefits

a. The result of the study hopefully can gives consideration for the English teachers at Muhammadiyah University of Surakarta in improving reading skill of students.

b. For the student, the result of this research will help the students to improve their skill in reading English and learning English interestingly.

F. Research Paper Organization

The writer divides this research paper into five chapters.

Chapter I is introduction that consists of background of the study, limitation of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It contains review of previous study and some related theory, which deals with notion of strategy, notion of learning strategy, classification of language learning strategy, notion of reading, component of reading and reading skill.

Chapter III presents research method. In this chapter the writer presents the subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is analysis and discussion. In this chapter the writer shows the implementation of learning strategies used by the second semester

students in English Department of Muhammadiyah University of Surakarta in reading learning. At this occasion, she also discusses the finding of the research.

Chapter V is conclusion and suggestion. In this chapter the writer will draw conclusion and propose the suggestion.