

**LEARNING STRATEGIES USED IN READING BY THE SECOND YEAR
STUDENTS OF SMP NEGERI 2 SRAGEN
(A CASE STUDY)**



RESEARCH PAPER

Submitted as a Partial Fulfilment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

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2009

CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that is used by everyone to communicate with others who come from different countries. In Indonesia, English is regarded as a foreign language, which has to be taught at many levels of education, from elementary to tertiary.

Learning English involves four basic skills; listening, reading, speaking, and writing. In every subject, students learning activities involve reading. Reading is a process of decoding messages in which students need their own experiences and knowledge. In line with this opinion, Roller (in Aberoid, 1997: 33) argues that background information is the most helpful with moderately unfamiliar text. Relevant background information is more important factor in reading. If the students have prior knowledge of the topic and use it to help them predict what might be in the text, they can understand the text easily. In this case, they can find the main idea and can understand the meaning of the text. A good reading will improve the student ability in gathering ideas to communicate. So, reading is very important for students. The facts show that the textbooks for most science and technologies are written in English. This means that learners are expected to be able to understand English textbooks they are reading. In this case, having higher ability on reading is always needed by learners of English as a foreign language.

Many people feel that English is a difficult subject to be learned. So, to be successful in mastering English someone needs some strategies. Hornby (1995: 11) defines strategy as a process of planning something or carrying a plan in a skillful way. Exactly, each student has different strategy to learn English. To reach a good achievement in reading, the students

need more time to practice their reading anywhere. Reading any English magazine, novel or English text will train them in reading skill. Before teaching-learning process in the class the students prepare and learn at home. So, it can help the student master reading and when they find any difficulty they will ask their teacher. It depends on the style of individual learning strategies.

Language learning strategies include strategies for identifying the material that need to be learned, distinguishing from other materials, grouping it for easier learning, and formally committing the material to memorize when it does not seem to be acquired naturally (Cohen, 1998: 5). Learning strategies are produced by the learner in order to make their own language learning as effective as possible. O'Mally and Chamot (1990: 89-90) state that focusing on selected aspects of new information, analyzing and monitoring information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will succeed as a way to ally anxiety. Thus, the strategies have to be learned in the same way. In learning English, the students have various strategies. They will apply their own strategies as to master it. For example, they pay attention to their teacher's explanation. The other strategy can be memorized. They will memorize the material that has been given by the teacher. The students in this level have a good memorization.

Based on the phenomenon above, the writer is interested to know more deeply about the learning strategies used in reading by the second year student of SMP Negeri 2 Sragen. SMP Negeri 2 Sragen is a favorite junior high school in Sragen. It is called *Sekolah Standar Nasional (SNN)* and the writer chooses class A because it is a favorite class. Based on the writer's experience, each student has different ability in learning English. Many students have good mark in reading and many students have low mark in reading. The writer tries to

describe the learning strategies used in reading by the second year students of SMP Negeri 2 Sragen. Hopefully the result of this research will give information about problem solving to develop reading by the second year students of SMP N 2 Sragen and also give benefit to the education in this country.

B. Problem of the Study

Based on the background of the study, the writer formulates the following problem:

What are the learning strategies used in reading by the second year students of SMP Negeri 2 Sragen?

C. Objective of the Study

The purpose of the study is to describe the strategies in learning reading, specifically to describe the strategies in learning reading used by second year students class A of SMP Negeri 2 Sragen.

D. Limitation of the Study

In this research, the writer limited the study to make the research easier. There are many interesting aspects to study for example listening, reading, vocabulary, speaking, pronunciation, etc. But the writer only focused on learning strategies used in reading by the second year students class A of SMP Negeri 2 Sragen in 2008/2009 academic year 3 students there are Anisa Novia Jayanti, Riris K, Aris are chosen. Anisa Novia Jayanti is a good student that has score 9 in English lesson, she is the cleverest student in her class. Riris K has score 7.5 in English lesson. Aris Aprianto has score 6.5 in English lesson is the lowest score in his class. The writer chose three students because they represent all of the students in this class that has score 6.5-9.

E. Benefit of the Study

There are two benefits of the study, namely:

1. Practical benefit

- a. The result of the research will be useful especially for the second year students of SMP Negeri 2 Sragen in learning English.
- b. The result of this research will be a reflection for the teacher English at SMP Negeri 2 Sragen in teaching reading.
- c. The result of this research gives information about problem solving to develop reading.

2. Theoretical benefit

The research can be used as the reference for those who want to conduct a research in English learning strategies.

F. Research Paper Organization

The organization of research paper is given in order to make the reader understand the content of the paper, as follows:

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

Chapter II presents review of related literature. It contains previous study, some related study that deal with notion of learning, notion of strategy, notion of learning strategy, notion of language learning strategy, notion of reading, strategies of learning reading and theoretical framework.

Chapter III is research method that deals with type of the research, object of the study, subject of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is data analysis and discussion. In this chapter the writer showed the implementations of language learning strategies used in reading by the second year student of SMP Negeri 2 Sragen in mastering reading. She also presents the finding of the research.

Chapter V is conclusion and suggestion. In this chapter the writer presents conclusion and proposes the suggestion.