

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents several points namely background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and thesis organization.

#### **A. Background of the Study**

Language is a tool that used by human for communicating each other to understand the meaning of each message that transferred. People get language from custom, habit, and learning process. To acquire the language skills, they need to involve learning process. According to Brown (1994, p.7) defines that learning is acquiring or getting of knowledge of a subject or a skill by the study, experience, or instruction. It means that learning a language is not a set of easy steps that can be applied in short time. For acquiring a foreign language, some people just are confined in the classroom activities. Actually, they need to develop language skills with more treatment such as interacting with native language user, in order to get the higher level in language mastery. In line, Fauziati (2010, p.2) states that language learning as a term which covers the trajectory from early acquisition through later development and ultimate proficiency. Moreover, language learning is considered as a cognitive skill that needs to be developed and honed through interaction with other users in specific learning environment. The statement above means that language learning is the alternative way that conducted by the students to get the knowledge and experience in language.

To achieve the goal of language learning, of course, the learners need to select the appropriate strategies so it also can anticipate the problems which will be faced. Fauziati (2015, p.23) state that language learning strategy is simply refers to an individual's approach to complete a task. Moreover, Oxford (2002: 362) describes that "specific behavior or thought processes that students use to exchange their own L2 learning". Thus, it can be concluded that language learning strategies (LLS) are the conscious thoughts and actions conducted by the learners in order to achieve a learning goal.

In addition, a strategy is useful for learners if it suits well towards the learner's tasks, appropriate with the learner's learning style, and able to fix the learning problem. According to Oxford (2002, p.362), he stated that the strategies will encourage learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Of course, when the learners apply appropriate language learning strategies, so they can acquire the language skills well.

Furthermore, learning strategies are some actions or techniques which are taken by the learners to help them process and remember some new information concerning the target language. Learning strategies include strategies for identifying the material that need to be learned. Cohen (1998, p.5) states that distinguishing from other material, grouping it for easier learning and formally committing the material to memorize when it. The techniques can be naturally to make themselves understand that new information so that learning can be easier as well as more enjoyable.

English has four skills. Reading is one of those skills which is very important and should be mastered by everyone. Nunan (1998, p.33) describes that reading needs identification and also interpretation processes which require the reader's knowledge about the language structure used in the text and his knowledge about a given topic. It means the activity of reading which is comprehending a text, taking the information provided by the eyes, and relating its information to the subject of the text need the truly more work of brain. While, Grellet (1981, p.3) defines comprehension is the understanding of a written text or extracting the information required from it as efficiently as possible. Reading comprehension is closely related to the ability of a reader to recode the written symbols. In addition, Burns et al (1984, p.148) added that decoding skills are merely a means of understanding the written material. Furthermore, everybody needs thinking deeply to do that. In applying reading comprehension, they often get stuck because of some problems, such as unfamiliar words, their ability in understanding the context, being reluctant, and so forth.

In current era, there are many qualified schools which developed in Indonesia. MTs Negeri 2 Sukoharjo is an Islamic Junior High School that located at Jl. KH. Agus Salim No. 48, Joho, Sukoharjo. This school has the special program which integrated with the requirement of current educational development. Of course, the learners of its program have the good quality and potentially becoming the winning generation. Based on the observation conducted by the researcher in special program class, there were some

differences between students who have high achiever and who have low achiever. In class, students who categorized the high achiever have exactly self-confidence to use English in their social life, smart, and high motivation. In their environments, they also accustomed applying English actively in which unconsciously helped to know it well, vocabulary, for instance. Because of that, they were also motivated to read by them self. It can be seen that the learners in special program are familiar in using English because their school environment supports it and they also are interested to learn it well. In the other hand, the condition is different with students who have low achiever. Usually, they do not have self-confidence to use English. They do not realize that they need English for their lives, they have ignorant about their English score, and so they do not have any motivation to solve it. It happens because in their environment English is not used. Because of the condition, the learners in general have lack ability in reading comprehension.

Based on the description above, the researcher is interested to investigate how the student's way in special program learning the reading comprehension which considered as difficult part in reading skill because it needs more understanding deeply. Thus, she conducted the research entitled "Learning Strategies Used by the Eighth Grade Students of Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension".

#### **B. Limitation of the Study**

In this study, the researcher is quite impossible to reveal all issues because of limited time and knowledge. Therefore, she limits the scope of

research with focused on learning strategies used by high and low achiever students of eighth grade in Special Program of MTs Negeri 2 Sukoharjo in developing reading comprehension. The category of high and low achievers is classified based on their score of reading task by English teacher. In detail explanation, high achiever is the learners who get overrated score of class while low achiever is the learners who get underrated score of class. Based on its classification, it can be known about the certain strategies used by high and lower achievers of special program in developing reading comprehension especially at eight grade of junior high school.

### **C. Problem Statement**

Based on the background of study above, the researcher formulates some problem statements as follows:

1. What are the types of learning strategies used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension?
2. What are learning strategies used by the higher and lower achievers at the eighth students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension?
3. What is the percentage of learning strategies used by the eighth students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension?

4. What are the similarities and differences of learning strategies among the eighth grade students special program at MTs Negeri 2 Sukoharjo in developing their reading comprehension?

#### **D. Objective of the Study**

Based on the problem statement above, the researcher formulates several objective of this study as follows:

1. to describe the types of learning strategies used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension,
2. to describe the learning strategies used by the higher and lower achievers at the eighth students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension,
3. to describe the percentage of learning strategies used by the eighth students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension, and
4. to describe the similarities and differences of learning strategies among the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing their reading comprehension.

#### **E. Benefit of the Study**

The result of this research is expected to contribute theoretically and practically.

## **1. Theoretical Benefit**

In order to get the further information about the research, the researcher has some goals dealing the theoretical benefit of this research, they are as follow:

- a. The result of this research can enrich the knowledge of learning strategy especially in reading comprehension.
- b. The result of this research can be useful reference in using the appropriate learning strategies in teaching reading.
- c. This research can be additional reference about learning strategies in reading issue.

## **2. Practical Benefit**

The researcher wants to give some practical benefits that can be done by others, they are:

- a. This research helps the teacher developing the student's comprehension in reading.
- b. The result of this research helps the students in developing their comprehension in reading.
- c. The result of this research helps the students develop their comprehension to communicate each other.
- d. The result gives the information for the teachers about the learning strategies that used by the students in developing reading comprehension.

## **F. Thesis Organization**

This research is divided into five chapters. Chapter I is introduction. This chapter consists of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is literature review. It consists of (1) previous study which contains several previous researches which deal with learning strategies, the similarity and differences with the current research, then, (2) theoretical review that contains the review of theory about language learning strategies and reading comprehension, (3) theoretical framework.

Chapter III is research method. It contains of: (1) type of research, (2) object of research, (3) subject of research, (4) data and data source, (5) technique of collecting data, (6) data validity, and (7) technique of analyzing data.

Chapter IV tells about the research findings and discussion. Research finding contains the results of research and its analysis as the answer of the problem statement in learning strategies in the developing reading comprehension. Then, discussion contains the review of finding result against the applied theory then comparing with previous studies.

Chapter V is conclusion and suggestion based on the analysis and discussion of the research findings.