

CHAPTER I

INTRODUCTION

A. Background of the Research

Language has an important role in life. The main tool that people use to communicate and connect with others is through language. A Language is a tool in the form of utterances or expressions that mean to be conveyed to others. According to Keraf in Smaradhipa (2005: 1) language is a communication tool that comes from sounds and vocal symbols. Suwarna (2002: 4) language is main tool for communication between humans and others. Aitchison Jeans (2008: 21) Language is a tool to help facilitate understanding of others in communication, both communities must understand each other about the usage of language. Both the speaker and the speech act must understand each other about their intentions in the conversation.

There are plenty of benefits of learning languages for students. Language learning is expected to help students to know themselves, their culture, and the culture of others. In addition, language learning is expected to help students to express ideas, thoughts, feelings, and relationships in society. Learning many languages is beleived to have advantages for students, such as in learning English. English is one of the international language used by educated people throughout the world. English needs to be mastered for the advancement of life, especially in the field of education. English is no longer something foreign to students. Even now it is a basic need that must be understood.

In Indonesia, English is not a second language anymore, but if we are smart in that field, we will easily dominate the world because other countries also use English to support the educational process. The benefit of speaking foreign languages is that we will easily communicate so we have a lot of knowledge and conditions to compete in this era of globalization. Therefore,

seriousness is needed in learning English, so students can speak English properly and correctly.

English can be used as a tool to communicate verbally and orally. The GBPP 1994 revision states that "English language lessons must place equal emphasis on all four language skills with the aim of helping students to be able to read, hear, speak, and write in English (Ministry of Education, 2000: 11)". The ability to communicate in the full sense is the ability to speak, namely the ability to understand and/or produce oral texts and/or writing that is realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to understand, respond, and create discourse in social life. Therefore, English subjects are directed at developing these skills so the graduates can improve their understanding of knowledge that they had already learned. It will be conveyed to discourse and communication in English well according to their level.

Learning English in junior high school serves a personal development tool for students in the fields of science, technology, and the arts. At the stage of learning English in middle school, students will be targeted so that they can achieve specifically the level of understanding of students' thinking in reading texts, such as understanding implied ideas, understanding the outline of the text, developing ideas for text, and etc. After completing their studies, they are expected to grow and develop into individuals who are intelligent, skilled, personable and ready to play a role in national development.

When learning English, there are several factors that play a role in the learning process so that it is expected to support success in learning English. According to Cohen and Dornyei in Fauziati (2004: 170) the success in learning English is also related to several factors such as duration and intensity. Of course the achievement of learning English is also influenced by a number of factors that will help the success of learning, such as frequency of time and the length of the learning process, teacher characteristics and abilities, accuracy of teaching methodology, quality of textbooks, size and

composition of student groups, number targeting opportunities natural for language practices, and the characteristics of language learners.

In addition, motivation has been recognized by the teacher as one of the factors or key that influence the success of learners in the second language learning process. "Motivation is needed to start and continue" the long and often tiring process" of SLL and other individual factors generally 'presupposing' a form of motivation" (Dörnyei, 1998: 117). "It is possible for a teacher to influence student motivation in a positive way while other determinants such as intelligence, talent, and age are less susceptible to the influence of a teacher and the ablest students will not succeed without motivation, while high motivation, on the other hand, can cover shortcomings in learning abilities and conditions" (Dörnyei, 1998). So it means to be able to learn a second language does not have to be among smart students, but students who have less intelligence can also learn it. In addition to being supported by several factors above, the using of appropriate strategies can also influence the success of the process of learning English. Diligent students will be more successful in learning English.

According to Brown (2000: 7) states "learning is acquiring or gaining knowledge of the subject or question with learning, experience, or instruction". It means learning is a process of increasing the knowledge that will be obtained by everyone who does it. People who do the learning process will be one step ahead of those who don't. Learning cannot be done instantly, because it must take part in the process stage. While the right strategy commonly referred to as a learning strategy is the main factor to support students' success in learning a foreign language. Learning strategies are important tools to help smooth the process of learning a foreign language. If the strategy used is correct, the learning objectives will also be obtained in accordance with the plan or expectations. According to O'Malley in Fauziati (2015: 26) "learning strategies are classified into three main categories, namely: meta-cognitive strategies, cognitive strategies, and social-affective strategies". Each classification strategy has many subcategories. For

successful English classes, all students who learn English must master all four English skills, especially reading skills.

Reading is the main thing that must be mastered by students in learning English because it can train our brain to learn to understand a problem such as learning to understand reading texts. According to Kennedy (1981: 5), “reading is an activity that can involve sound, understanding, and each understanding contains a meaning”. Understanding reading is an important thing for the readers to have. The readers will get an understanding activity because when understanding activity is done, the brain will be able to interpret the message or idea to be conveyed by the author. This is a process that contains our brain working positively and actively.

The reading process doesn't work easily. There are stages of micro and macro reading. Several stages must be considered by the readers. In the beginning, D.H Brown (2004) states that the reader must start using a reading that has a light stage of understanding and then to a heavy stage. The mind of the readers can be fully used to understand reading so the content of the reading conveyed accordingly. The process of understanding occurs because our mind is able to treat us, then the idea will definitely be used in daily activities. When the readers think about the reading process, the readers' understanding can be different, depending on the level of individual understanding. The students who often read will be easier for themselves to find the right strategy to use. According to O'Malley (1990: 188) the students who are diligent in learning because they get encouragement from themselves will be able to know the right learning strategy for themselves. Using the right strategy will make it easier for the students to understand discourse and shorten time in understanding reading.

The suitability of using learning strategy is very important to use to easy students in understanding reading, especially in reading comprehension. According to the previous studies, each student has their own way of learning. Especially good achievers have been able to know the types of learning strategy and can adapt the learning strategy application according to their

learning needs. They also have a balanced way of learning between awareness and sensitivity of learning that is done alone, intelligence on how to think, and supporting environment factors.

Then, the researcher has conducted research at SMP 4 Surakarta because it is one of the favorite schools that gets the highest score in national exams. This school is ranked second in the SMP / MTS LATUNAS (Computer Based National Examination Practice) in Solo in the 2017-2018 academic year based on the Surakarta City Education Office which has an average rating of 74.88. These students at SMP 4 Surakarta have a high interest in reading, especially in class VIIID. This school is a school that applies literacy activities that are carried out before the beginning of learning begins. Literacy activities are applied for 15 to 20 minutes. In each corner of the class has a mini library that provides many reading books in the form of knowledge books and story books in English and Indonesian. With literacy activities every day, the students have been able to practice how to understand the various texts contained in the book.

So, based on describing above, the researcher conducts research with entitled "Reading Learning Strategies Used by English Good Achiever: A Case Study At Eight Grade Of SMP N 4 Surakarta".

B. Limitation of the Study

Based on the background of the study, the researcher limits the research, as follow :

a. Subject Limitation

The researcher focuses on the eight grade students of SMP N 4 Surakarta who have a good achievement in English. Based on their english score was 80. In this study, the researcher involves six students that consist of three male students and three female students.

b. Object Limitation

In this study, the researcher focuses on the used of learning strategies in reading comprehension skill. The focused on narrative text essay questions using O'Malley's theory.

C. Problem Statement

What are reading skill strategy used by english good achievers of SMP N 4 Surakarta?

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

1. What are the metacognitive reading strategies used by the students and how are these strategies realized in practice?
2. What are the cognitive reading learning strategies used by the students and how are these strategies realized in practice?
3. What are the socio-affective reading learning strategies used by the students and how are these strategies realized in practice?

D. Objectives of the Study

Based on statements of the problem above, the objectives of the study are explained, as follow :

1. to describe the metacognitive strategies used by the students and how to apply it into a practice,
2. to describe the cognitive strategies used by the students and how to apply it into a practice, and
3. to describe the socio-affective strategies used by the students and how to apply it into a practice.

E. Significance of the Research

This study is expected to give some advantages for English teachers, the students, and other researchers. There are theoreticall and practical benefits :

1. Theoretically, the result of this study is expected to give information to others about the students' learning strategies in reading comprehension and can be useful for others who want to conduct a research in some subject.

2. Practical benefit

- a. For the teachers, the result of this study will be useful to make it easier for teachers to find appropriate reading strategies for junior high school students
- b. For the students, the result of this study will help the students to find reading learning strategies that are suitable for use in learning English reading skill.