

CHAPTER I

INTRODUCTION

In this chapter the writer explains about background of the study, problems of the study, the objectives of the study, significant of the study, limitation of study, definition of key terms, framework of discussion, and frame of thinking.

A. Background of study

Today, English has been the most important foreign language in the world. We can communicate with other people in the world by using English. In Indonesia, English is the foreign language that taught from elementary level to university.

Since English is taught, the government is trying hard to improve the quality of the teaching of English such as providing the training for the English teachers, revising the curriculum and syllabus and supplying all kinds of text books. For students themselves, in order to be good ability in English they are expected to master the four language skills which they are related each, they are speaking, listening, reading and writing.

As one of the language skills, reading is important aspect in reading English. In reading the student should be able to read, detect, and select the right cues from concepts or meaning. Besides that the purpose of reading is to recognize word meaning, phrases sentence structure, and discourse analysis.¹

¹Endang Fauziah, *Teaching of English as a Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002, P. 138.

It could be taken conclusion that the purpose of reading is the students should understand about the meaning of the text that was read by them.

In senior high school such as SMAN 4 Palangka Raya, English lesson is taught and one of material that given by the teacher to the students the eleventh grade. The teacher often gives material by using reading or writing.

Based on the problems above, the students must know some strategies in comprehending report text. As brown states, strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.²

Oxford defines learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.³

Based the explanation above, we can infer that each student has certain tendency and capability in using certain learning strategy. Therefore, the use of various learning strategies can be influenced by their background, experience, and character. In other hand, strategy is useful to students might not be useful for others. Since the students have their own strategy characteristic, they will have different reading strategies are useful and comfortable for them. Seeing of previous phenomena, the writer was

² H.D Brown, *Teaching by principles an Interactive Approach to Language Pedagogy*, Sanfransisco State University, 2001.p.210.

³ Oxford, Rebecca L, *Language Learning Strategies*, New York: Newbury House Publishers, 1990.p.8.

interested in conducting a study entitle: **The language Learning Strategies by the Eleventh Grade Students at SMAN 4 Palangka Raya.**

B. Problem of study

Based on the background of the study above, the problems of the study are formulated as follows:

1. What are the language learning strategies applied by the successful students at SMAN 4 Palangka Raya ?
2. What are the language learning strategies applied by the unsuccessful students at SMAN 4 Palangka Raya ?

C. Objectives of the Study

According to formulation of the problem, the objectives of the study are:

1. To describe the language learning strategies applied by successful students at SMAN 4 Palangka Raya.
2. To describe the language learning strategies applied by unsuccessful students at SMAN 4 Palangka Raya.

D. Significance of the Study

The writer hopes that this research has significance in the language learning strategies, especially in comprehending report text for the eleventh grade students. There are two kinds of significance.

1. Theoretical significance

This study gives information about the language learning strategies by the eleventh grade students at SMAN 4 Palangka Raya. This study also

to give contribution as the material for the other researchers and as the library references.

2. Practical Significance

This study has two significances: first, this study gives for the teacher information about the students' ability in reading English text so that they can improve their teaching strategy in helping their students. Second, this study enables the students to solve their problems in reading.

E. Limitation of the Study

The study is only conducted to identify the language learning strategies by the eleventh grade students at SMAN 4 Palangka Raya in academic year 2015/2016 of second semester.

F. Definition of concept

Definition of concepts based on the title are three, such as: language learning strategies and reading.

1. Language Learning Strategies

Strategies are specific methods of approach a problem or task modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.⁴

Learning strategies are intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, of remember new information.⁵

⁴ H.D Brown, *Teaching by principles*, p. 100.

⁵ Silvia, Arnis. 2010. *The Analysis of Language Learning Strategies (LLSS) Applied by the Learners of the First Grade Acceleration and Regular Class at SMAN 1 Jember in Academic Year 2009/2010*

Language learning strategies are specific actions, behaviors, steps, or techniques students use often consciously to improve their progress in apprehending, internalizing, and using the L2.⁶

2. Reading

Reading is the ability of the readers to comprehend the expression of the content and social relation given in a text by the use of their higher mental process.⁷

3. Successful students

Successful students is the students who got the minimum score (70) or more. In this study, the successful students get score 70-100.

4. Unsuccessful students

Unsuccessful students are the students who got the score less than the minimum score (70). In this study, the unsuccessful student gets score less than 70.

5. Mixing study

A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem.⁸

⁶ <http://www.cal.org/resources/digest/oxford01.htm> (accessed on February 20, 2016)

⁷ Sanggam Siahian, *Issues in Linguistics*, Yogyakarta: graham Ilmu, 2008, p.105.

⁸ Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4thed.). Upper Saddle River, NJ: Pearson Education.

G. Frame of Discussion

The framework of the discussion of this study as follows:

- Chapter I : Introduction, this chapter consists of background of the study, problems of the study, objectives of the study, significances of the study, limitation of study, definition of key terms, and framework of discussion.
- Chapter II : Theoretical review consists of the nature of reading, type of reading comprehension, problems in reading comprehension, teaching English at SMAN 4 Palangka Raya, the nature of language learning strategies, previous of related study, and framework of thinking.
- Chapter III : Research method, this chapter consist of the time and place of the study, approach and type of the study, subject and object of the study, data collecting procedures, Endorsement of data, and Data analysis procedure.
- Chapter IV : Result of the study and discussion, this chapter consist of result of the study, result of test, result of questionnaire, result of interview, and discussion.
- Chapter V : Closing, this chapter consists of Conclusion and suggestion

H. FRAMEWORK OF THINKING

Reading is very complex process it requires a high level of muscular coordination sustained effort and concentration. However, reading is more than just a visual task. Not only the reader see and identify the symbol in front

of him but also he must interpret what he read in the light of his own background, associate with experience, and project beyond this in term of idea, judgment, application and conclusion

Based on the syllabus for SMA and MAN, the material of report text in the eleventh grade students is taught in first semester. Without having suitable strategies, the students would difficult to comprehending the text well. Furthermore, the successful students had good and appropriate language learning strategies. Whereas, some of unsuccessful students did not have special strategies and they lack of strategies.

Therefore, in order this study could be useful and easy to be understood, the writer made frame of thinking that could be seen as follows:

