

CHAPTER I

INTRODUCTION

This chapter presents the background of the research, statement of the research problem, Objectives of research, the significance of the research, scope limitation of the research, and definition of a key term.

A. Background Of Research

Reading is one of the four skills that must be mastered in Learning English as a second/foreign language, and reading is also the first thing for L2 learners to master because of the important effects of reading itself. Particularly for learners with the aim of enriching their knowledge and gathering information (Pangestika, 2018). Woolley (2011: 5) defined reading as the process of making meaning from text which is the goal and to gain an information overall understanding of what is described in the text. Reading can be considered one of the basic ways of acquiring information in our society and for academic purposes in particular. As Nutall (1982:167) in Somadayo (2011) states, the purpose of reading is a part of the reading comprehension process, the readers get the message or meaning from the text they have read, the message or the meaning could be information, knowledge, and expression of happiness or sadness. It plays a vital role because it is one of the most frequently used language skills in everyday life by reading.

The main target in reading is the learner's reading comprehension competence to understand the content as used in written material. Specifically, language learning strategies play important roles in acquiring reading skills. As

Nutall (1982:167) in Somadayo (2011) stated the purpose of reading is a part of the reading comprehension process, the readers get the message or meaning from the text they have read. The message or the meaning could be information, knowledge, and expression of happiness or sadness. The goal of reading comprehension is to gain an understanding of the entire text content rather than getting the meaning of a word or sentence (Woolley, 2011). For further the learners have to gain meaning from the text while at the same time they have to construct a situation model of the understanding related to the text passage with their background knowledge. Reading comprehension skills are important for a learner to become an effective reader (Grabe & Stoller, 2002). According to Grabe and Stoller (2002), as cited in Roehl and Shiue (2013), reading comprehension skill is “important for students to become effective reader”. Therefore, students’ understanding of the whole meaning of the texts can lead them to be an effective-readers. Without comprehension, the reading activity is only reading and follows the text from left to right without any understanding and as a result, words on the page have no meaning. Thus, the learner needs a reading strategy, especially in reading comprehension.

Learning strategy is considered important for the learner in acquiring, producing, and comprehending the new language. Learning strategy is defined as the conscious thoughts and actions that learners take in order to achieve a learning goal (Chamot, 2004: 14). Learning reading strategies indicate how readers conceive a task, what textual cues they attend to, and how they make a sense of what they read, and what they do when they do not understand (Block,1986). But learning reading comprehension is not an easy activity to do every learner can do

because reading comprehension is complicated. Many students have difficulties in comprehending the reading process and have to attempt and spend more effort understanding the meaning of the text. Because of these straits, students feel under pressure and apathetic to read English text. As a result of difficulties then appear feeling of laziness to learn, then awareness of the importance of reading comprehension is lost, and one prefers not to improve the ability. Therefore, every learner must have their own learning strategy to help them improve their understanding of learning material.

Because of the problem above, the learners need a strategy for effective learning reading comprehension. Present-day, many learners still find it difficult to just recognize what strategies are suitable to use. Learning strategy can be said as a tactic carried out by students to achieve maximum learning outcomes. According to Scarcella and Oxford (in Rebecca, 2003) learning strategies are defined as “specific actions, behaviors, steps, or techniques such as giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning”. Learning strategies applied by students are believed to be able to overcome difficulties in learning, especially in understanding the contents of reading text. Learning strategies are also believed to influence the success or failure of the learner in learning. That is why it can be said that every learner must have their own learning strategy to improve their understanding of learning material.

There are three main categories of L2 learning strategies classified by O'malley and Chamot (1990) can be referred to as effective strategies used to learn reading comprehension. O'Malley and Chamot's (1990) classification emerged

from interviews with experts and novices and theoretical analyses of reading comprehension and problem-solving. And language learning strategies are differentiated into three primary categories cognitive, meta-cognitive, and affective or social strategies.

In their opinion, meta-cognitive strategies involve “knowing about learning and controlling learning through planning (including advance organizers, directed attention, functional planning, selective attention, and self-management), monitoring (checking, verifying, or correcting one’s comprehension or performance in the course of language task) and evaluating the learning activity (checking the outcomes of one’s own language learning against a standard after it has been completed)”. Cognitive strategies involve the manipulation or transformation of the material to be learned, such as resourcing, repetition, grouping, deduction, imagery, auditory representation, keyword method, elaboration, transfer, inferencing, note-taking, summarizing, recombination and translation. And Social/affective strategies mainly involve the learner in communicative interaction with another person, for example, when collaborating with peers in problem-solving exercises.

There are several related studies that were done. The first was conducted by Alfadeni (2013) also conducted a study under the title " Language Learning Strategy in English Reading Comprehension Used by Successful and Unsuccessful Learners at College ". The study focused on what the language learning strategy used by successful or unsuccessful in college in English reading comprehension and the factor that influenced the learner using the strategy. Moreover, a study

conducted by Devi Apsari Saraswati (2015) from the University of Nusantara PGRI Kediri under the title “ Learning Strategies In Reading Comprehension Applied By A Successful Learner Of the Second Grade Students Of Acceleration Class in SMA Negri 1 Kediri Academic Year 2014/2015. The study focus on what are the learning strategies applied by the successful learner in acceleration class and how the learner applies the strategies. Then research was conducted by Shella Arini (2018) from the university Islamic state of Sunan Ampel Surabaya under the title ”Metacognitive Reading Strategies Used By Fifth Semester Of English Teacher Education Department Student In Academic Year 2015/2016. The study focus on what are the Metacognitive reading strategies used by the fifth semester of English teacher education department students in the academic year 2015-2016 in comprehending the reading text.

Some previous studies proved that the need for language learning strategies was important in helping the learners. As Oxford (2000) states that language learning is used by learners to complete speaking, reading, vocabulary, listening, or writing activities presented in language lessons. In order to investigate whether learners have achieved maximum reading comprehension results, the researchers conduct pre-observation activities in the learning process and their scores at Sayyid Ali Rahmatullah Tulungagung State Islamic University. It was discovered that the learner has a high score among the classmate and it was stable. The score doesn't go up or down drastically after taking several exams, this learner was good at solving problems in exams. The learner could find an important aspect of difficulties in some aspects of reading comprehension, for example, identifying key

ideas, identifying specific information, finding references, conclusions, and Understanding vocabulary.

From the issues that have been investigated by previous research. The researchers wanted to know how learners' strategies and how their strategies affected their reading English comprehension within the scope of two learning strategies proposed by O'Malley and Chamot (1990). This research involved 4th-semester students, faculty of Tarbiyah, and teacher of the English Education Department, Sayyid Ali Rahmatullah Tulungagung state Islamic University 2021-2022. Also, this research is expected to contribute to some teaching and learning reading comprehension activities that can be adjusted and adopted by learners, teachers, or researchers in the future.

B. Formulation of Research Problems

Based on the background of the study that had been explained, the research question can be formulated as:

1. What are the strategies of a learner in comprehending the reading passage?
2. How do the strategies affect to learners' English reading comprehension?

C. Purpose of Study

Based on the statement of a research problem, the purposes of this study are:

1. To know the strategies of the learner in comprehending the reading passage.

2. To investigate how the strategies affect the learners in reading English comprehension.

D. Significance of Research

This research gives some significance to several different components, theoretically and practically. Theoretically, this research has contributed to further explaining the learning strategies classified by O'Malley And Chamot (1990) towards English reading comprehension.

This research is expected to provide some benefits for understanding reading English comprehension. Especially against the problems faced by learners in order to better improve learning achievement and the effectiveness of the learning process.

E. Scope and Limitation of the Research

The scope of this research focuses on Learners in their learning activities in learning to read and understand English. In this study, researchers involved learning strategies classified by O'Malley and Chamot (1990). and its relation to the learning reading English comprehension activity.

F. Definitions Of Key Term

1. Learner

Learner in here which means L2 is A person's second language or L2 is a language that is not the native language (first language or L1) of the speaker, but is learned later (usually as a foreign language, but it can be another language used in the speaker's home country).

2. Learning Strategies

According to Scarcella and Oxford (in Rebecca, 2003), learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning”

3. Metacognitive strategies

Metacognitive strategies are skills that may require planning, monitoring, or evaluating the success of learning activities (O'Malley & Chamot, 1990). Metacognitive is a strategy used to control the learning process. Metacognitive is Done while away, being, and after reading

4. Cognitive strategies

Williams and Burden state that cognitive strategies are mental processes. directly related to the processing of learning information, such as acquisition, storage, and use of information (1997, p.148). Cognitive strategies are a strategy used to help with the process of thinking and solving problems.

5. Socio-Affective strategies

Socio-affective strategies are the way we get information by Communicating or interacting with others. Socio-affective strategies are strategies that are related to social mediation activities and interacting with others (Hardan, 2013).

6. Reading comprehension

Reading comprehension is a process of understanding the meaning of the text. Woolley (2011) mentions that reading comprehension is “the process of making meaning from the text”. The reader uses knowledge, skills, and strategies to determine the meaning. So, it means reading is one of the skills which has to be mastered, because, by reading, the students can understand what the writer informs to the reader.

7. Effect of the strategy?

Strategies have the effect of helping students interact with text, helping them understand the author's goals and the logical sequence of the text, providing clues for them to deduce the meaning of unknown words from context, and guiding them to get the main idea.