A. Background of the Research

In Indonesia, English is a foreign language. It is used in English classroom but not in everyday communication. This condition makes English is a difficult subject for Indonesian students. Students have limited time to practice English. Obviously, English requires a lot practices such as other languages. Students should make a real practice by using English in everyday activities in order to master it well.

In learning English, students deal with four skills; namely: reading, writing, listening, and speaking. Reading is considered as an important skill which has to be mastered by the students. There are strong correlations between reading and the other skills of English stated by many expert. It is said that a student who is a good reader is more likely to be better in mastering writing and speaking skill than a student who is a weak reader. Writing is the act of transmitting knowledge in print, and speaking is the act of transmitting knowledge in oral. By reading, students can learn text structures and language that can help them in their own writing; students also get information to share before speaking. Therefore reading plays a major role in writing and speaking skill. Besides that, students who read extensively usually have large vocabulary knowledge and can be able to determine the meaning of unfamiliar words from the context of the text that they read.
Dealing with the importance of reading skill in learning English above, students should pay a good attention to that skill. Students have to improve their proficiency to comprehend English text well, so the reading goals can be reached and a good result can be achieved effectively.

In the fact, most of Indonesian students at any level of education still get many difficulties in comprehending English text. Many students cannot understand clearly all the passages when they read a text. Students also translate the meaning of each sentence only based on the words that they read without seeing the context. In other words, students are not able to read English text with complete comprehension. It also happened in the second grade students of SMA N 5 Purwokerto in the academic year of 2012/2013. Based on the observation, the students’ comprehension proficiency was low. There were many students that could explained the content of the text after they read a text. In answering the essay test the text they seldom made mistakes.

It is realized that students have different preferences in learning. It could be that the students do not use learning strategies in reading comprehension maximally. Learning strategies are the special ways of processing information that enhance comprehension, learning, or retention of the information (O’Malley and Chamot, 1990: 1).

From the explanation above, learning strategies are very important for the students in comprehending of English text. Allwright (In Oxford 2003: 9) told that learning strategies can enable students to become more independent,
autonomous, lifelong learners. Nyikos and Oxford (in oxford, 2003: 8) added that learning strategies make learning quicker and more effective. In this case, the use wide variety of learning strategies in reading comprehension of English text maximally will help the students comprehend the information of the text effectively.

In line with the problem above, it is necessary to know the students’ learning strategies in reading comprehension of English text. That is because learning strategies are significant factor that determine successful language learning, included reading activity. By studying the students’ learning strategies in reading comprehension of English text, it will be known what are the learning strategies used by the students and the dominant strategy that they used in reading comprehension of English text. By knowing that all, it can be decided the further activity or further action to make the students’ have better reading comprehension skill, overcome the comprehension failure and enhance students’ critical thinking in reading comprehension of English text. That is why “A Study of Students’ Learning Strategy in Reading Comprehension of English Text” (A descriptive study of the second grade students of SMA N 5 Purwokerto in the Academic Year of 2012/2013) is chosen as the title of this research.
B. Reason for Choosing Topic

There were two reasons why “Students’ learning strategy in reading comprehension of English text” is chosen as the topic of this research, namely:

1. Reading comprehension is one of the main important elements in English language learning for all students because it provides the basic for a substantial amount of English language learning. When students have good reading comprehension proficiency, their reading skill will be increased. Finally, reading skill will influence the other skills and elements in English.

2. Learning strategies give a big influence to reach successful reading activity. It is because the use wide of varieties of learning strategies in reading comprehension of English text maximally will help the students comprehend the text effectively.

C. Problem of the Research

The problems of the research were stated as follows questions:

1. What learning strategies which are used by the second grade students of SMA N 5 Purwokerto in the academic year 2012/2013 in reading comprehension of English text?

2. What is the dominant learning strategy used by the second grade students of SMA N 5 Purwokerto in academic year 2012/2013 use in reading comprehension of English text?
D. Aim of the Research

The aims of this research were briefly stated as follows:

1. To find out what learning strategies which are used by the second grade students of SMA N 5 Purwokerto in academic year 2012/2013 in reading comprehension of English text.

2. To find out the dominant learning strategy used by the second grade students of SMA N 5 Purwokerto in reading comprehension of English text.

E. Clarification of Term

In order to comprehend toward the main terms in this research, here are the main definitions of the terms of this research.

1. Learning strategy

    Special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. (O’Malley and Chamot, 1990: 1)

2. Reading Comprehension

    Reading comprehension is understand information from a text as effectively as possible (Finochiaro, 1987: 6)
F. Contribution of the Research

It was expected that this research can give significant value to the students, the teachers, and the other researchers.

1. To the students

The students are expected to know the strategies that can be used in reading comprehension of English text, and they can use strategies maximally to comprehend English text effectively. In addition, their reading comprehension of English text proficiency will increase.

2. To the English teacher

Hopefully the English teacher will teach the students with more appropriate methods after knowing the students strategies in comprehending English text, so it will maximize the knowledge that will be received by the students.

3. To other Researchers

It can be a useful source for other researchers to conduct a research with the same topic and can be used as a motivation to develop another better research.