

CHAPTER 1

INTRODUCTION

1.1 Research Background

In achieving the goal of increasing student motivation, there needs to be a better effort in choosing and implementing learning strategies by the competencies to be achieved. According to Bialystok and Frohlich (1978), learning strategies have a significant impact on increasing student motivation. This effect has a positive impact on student learning results. Their study, which explored variables of classroom achievement in second language learning, showed that many factors were correlated with language achievement, but only two of them, the aptitude and strategy use, were statistically significant in predicting performance.

As mentioned in the previous paragraph learning strategies have a crucial role in the learning process. Increased proficiency in a foreign or second language can be achieved through effective learning strategies. Learning strategies are the components of a set of materials that include activities that are performed before learning and the learners, who are the participants in the learning procedure that employs the text activity. The students must employ a strategy that strikes a balance between how they applied the material and the method they used (Dick & Carey, 2005). In learning a language, students with learning methodology can improve their learning (Oxford, 1990). O'Malley and Chamot (1995), define learning strategies as particular methods of processing information that improve comprehension, learning, or information

retention. Syafrizal (2000) found that appropriate language learning strategies related to reading influence students reading achievement. Students should have strategies that can assist them in learning a language to be successful in learning a foreign language and good language learners.

Although there have been studies about strategies in language learning, the focus was mostly in teaching strategies. One of the research about teachers strategies in teaching is performed by Antoni (2010). Therefore, it is needed to investigate students learning strategies to understand their perspectives. There are still some students who experience learning difficulties because they cannot adapt their learning to different variations of strategies. In light of this, this research is intended to analyze language learning strategies in reading to see a more specific result. The researcher was interested in learning about language learning strategies in reading for the 11th grade students of high achiever class. The majority of the students in this class, according to the explanation of the English teacher at the school, had stronger English reading skills than students in other classes, as seen by their reading performance in finishing reading assignments. Thus, the researcher chose this class.

The researcher wants to conduct research on language learning strategies in reading performed by 11th grade students of high achiever class. The researcher chose 11th grade students of high achiever students because the students are categorized as high achievers or students whose achievement is higher than their peers. Students who have higher achievement, there is a possibility of having a special learning strategy.

Therefore, the researcher wants to know the learning strategies used by 11th grade students of high achiever class at Senior High School in reading.

1.2 Reasons for Topic Selection

The reason for conducting this research is because knowing students' reading strategies is important. Reading is a very close part of the learning process for senior high school students. By knowing the learning strategies in reading can help students to improve academic achievements.

1.3 Research Questions

Based on the rationale mentioned above, this research addresses the following research question :

What language learning strategies in reading are used by 11th grade students of high achiever class?

1.4 Aims of the Research

Based on the research question mentioned in the previous section, the aims of this research are to investigate language learning strategies in reading used by 11th grade students of high achiever class.

1.5 Contributions of the Research

It is expected that this research gives an important contribution to the learning process. The followings are some contributions of it which has significance :

1. Practically, the final results of this study are expected to help teachers and students with a model of reading strategies that can be implemented in class related to improving English reading skills.
2. Theoretically, the final results of this study are expected to provide an authentic source of pedagogical studies in the field of English language education as a variation of the bibliography to provide more knowledge for the future researcher.

1.6 Clarifications of Relevant Terms

The following key terms are clarified to help readers comprehend the term uses in this thesis:

1. Language Learning Strategies

Language learning strategies (LLS) investigated in this research are those coined by Setiyadi (2016). He suggests that there are three aspects related to LLS that are relevant to discuss in the context of English learners in Indonesia. They are Cognitive, Metacognitive, and Social strategy. This research adopts this theory to discuss.

2. High Achiever Students

The participants in this research are 11th grade students of high achiever class. They are high achiever students in the school who are grouped in one class.