

LEARNING STRATEGIES APPLIED BY TENTH GRADE STUDENTS IN READING COMPREHENSION

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ABSTRACT

The objectives of this study were: (1) To investigate what learning strategies used by tenth grade students in reading comprehension, (2) To investigate the learning strategies are frequently used by tenth grade students in reading comprehension. The method of this research was a descriptive quantitative. This research was conducted at MAN 1 Kota Kediri. The subject of this research was the tenth-grade students of MAN 1 Kota Kediri, the sample was X-IPS 4 consists of 31 students. To collect the data, the researcher used questionnaire. The instrument of this research was Language Learning Strategy Questionnaire (LLSQ) consisted of 20 items. This research used purposive sampling technique. The result of data analysis showed that direct and indirect strategies are used by the students in reading comprehension. Metacognitive strategies are the most frequently used by the students with an average 3.8, followed by cognitive and social strategies with average 3.7 and 3.5. It means that metacognitive strategy is common on tenth grade students' learning strategies in reading comprehension.

KEYWORDS: *Reading, Reading Comprehension, Learning Strategies*

INTRODUCTION

Reading is one of the language skills that are important and should be mastered for academic success because reading is basic to learn English. When students learn the second language in developing reading skill, of course they face many difficulties. Moreover, reading is composed of micro and macro skill. They can be separated each other because they are the tool to measure student's reading skill. In reading process, people should use background knowledge and experience to reconstruct the writers' idea. Especially in unfamiliar text, background and experience is the most helpful for reader. If people have prior knowledge of the topic and use it to help them predict what might be in the text, they can understand easily.

Reading and comprehension are intimately connected because comprehension is the core of reading. Reading comprehension skills refer to the process of interaction between the reader and the text in which the emphasis is on mastering the content of the reading in order to get in-depth knowledge and understanding of what is read. Reading comprehension is an understanding of the meaning or purpose of reading as represented in writing. This definition emphasizes two important aspects of reading: the language itself and the graphic symbols of writing that display information in reading form (Anderson, 2019).

Learning is the process of collecting information through learning. According to Oxford (1990:4) learning is the process of conscious knowledge about language rule, not only about conversational fluency that is acquired from formal teaching. This process helps learners to be able to learn properly. Becoming an outstanding student is a dream as well as something to be proud of not only by the students themselves, but also by the people around them. To be able to make it happen, need a learning process. In the process of learning, it is possible to find people who can learn things very quickly and well. On the other hand, some people may have some problem with understanding things quickly.

Learning strategy is simply referred to an individual's approach to complete a assignment. This is "the way students organize and use a particular set with skills to learn content and complete others tasks more effectively and efficient I n school as well as in non-academic settings" (Schumaker and Deshlesr in Fauziati, 1992: 56). The quotations means that the learning strategies come from someone to whish organize and use specific skill and ability approach to accomplish the task in school as well as in non-academic settings.

From the explanation above, using learning strategy in learning language is very important because of some reasons. First, learning strategies are good indicators for learners in making approach closer for solving tasks or problems encountered during the process of language learning. Second, learning strategies are specific actions taken by the learner to make learning easier, faster, enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990, P.8).

1.0 Reading

Reading is constant process of guessing, and what one brings to text is often more important than what one find in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. This is best achieved through a global approach to the text. According to Caroline T. Linse (2005), reading is a set of skills that involves making sense and deriving meaning from the printed word. In the other words, reading is process to gain information that the writer wants to express from the text.

1.0.1 Reading Comprehension

Reading comprehension is the ability to gain information from the texts for the purpose to know the whole information deeply. So that it will force the readers to read the whole texts to gain the covert information. However, comprehension is a highly complex cognitive process

involving the intentional interaction between the reader and the text to create meaning. In other words, comprehension doesn't just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read (David Chard, 2008)..

1.0.2 Learning Strategies

Learning strategies are the way used by learners to improve their learning. Through learning strategies, learners can control their own learning by improving language skills, increasing the motivation in the learning process and also their confidence (Shi, 2017). Oxford (1990) explained that the word 'strategy' comes from the term 'strategia'. It is an ancient Greek term which is mostly used for war that means generalship or the art of war. The word strategies influences to any setting, including education. The term learning strategy in this study is a strategy used by high achieving students to make reading comprehension easier, faster, and more effective.

Learning strategy has the possible way that the learners employ during the process of learning both in the classroom and out of classroom. Learning strategies were also help the students understand and get the new information when they employed as well as possible as stated by O'Malley and Chamot (1990:1)" learning strategy as a special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". Oxford (2003) divided learning strategies in reading into direct and indirect strategies. Direct strategies are divided into some strategies; they are memory strategies, cognitive strategies, and compensation strategies. indirect strategies also divided into metacognitive strategies, affective strategies, and social strategies.

METHOD

In this research, the researchers used descriptive quantitative in conducting this research. The researcher want to investigate learning strategies applied by tenth grade students in reading comprehension and to identify the categories of learning strategies are frequently used by tenth grade students in reading comprehension. Then, the population was the first grade students of MAN 1 Kota Kediri while the sample was 31 participants. The instrument of this research is questionnaire. The questionnaire was used as modified questionnaire developed by Setiyadi (2016). The questionnaire modified was Language Learning Strategies Strategies Questionnaire (LLSQ). The data was analyzed using SPSS Program package after collecting the data, the researcher would classify the score of the students. In classifying the students' learning strategies there are five classifications adopted by oxford (1990) which has used as the following.

Table 2.1
Language Learning Strategies Category

Level	Responses	Score
High	Always or almost used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4

Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

FINDINGS AND DISCUSSION

3.0 FINDINGS

3.1.1 Learning Strategies are Applied by Students in Reading Comprehension at MAN Kota Kediri

Based on the questionnaires distributed, the researcher found that the students used direct and indirect strategies in reading comprehension. In direct, students used cognitive strategies and indirect they are metacognitive strategies and social strategies.

Table 3.1 Cognitive Strategies

No	The Statements	Mean	Frequency
1	To understand unfamiliar English words while I am reading, I guess from available clues	3.8	High
2	I learn English by reading books or magazines	3.6	High
3	I connect the spellings of English words with similar Indonesian words to understand the meanings	3.7	High
4	I try to understand sentences by analyzing their patterns	3.8	High
5	I try to translate word for word	4.0	High
6	I try to understand the passage by using my general knowledge and experience	3.9	High
7	I use the key words to understand the whole ideas	4.1	High
8	I read the passage aloud	3.1	Medium
9	I take notes to remember the ideas	3.2	Medium
10	While I read a text, I try to anticipate the story line	3.7	High
11	I read a text more for ideas than words	3.5	High

Table 3.2 Metacognitive Strategies

No	The Statements	Mean	Frequency
12	I correct my mistakes by rereading the text	4.0	High

13	I choose a topic or certain materials for my practice	3.9	High
14	I check and recheck my understanding after reading a passage	3.8	High
15	If I cannot understand a reading passage, I try to analyze what difficulty I actually have	3.8	High
16	In reading, I pick out key words and repeat them to myself	3.6	High
17	I try to be aware of which words or grammar rules give me the greatest trouble. In this way I can pay special attention to them while I read and practice	3.9	High

Table 3.3 Social Strategies

No	The Statements	Mean	Frequency
18	I discuss reading passages with my friends	3.4	High
19	If I do not understand the content of a reading passage, I ask my friends or my teacher for help	3.6	High
20	I improve my reading skill by reading letters from my friends	3.6	High

3.1.2 Learning Strategies are Frequently Used by Tenth Grade Students in Reading Comprehension at MAN 1 Kota Kediri

The most frequency use of Language Learning Strategies owned by respondents in this study were analysed using descriptive statistical analysis on SPSS version 24 which is shown in table below:

Table 3.4 Frequency of use LLS

Learning Strategy	Mean	Frequency
Cognitive Strategies	3.7	High
Metacognitive Strategies	3.8	High
Social Strategies	3.5	High

The average use of the three learning strategies categories is illustrated in Table 4.4. Based on the result above, the most frequently used of three strategies categories by tenth grade students in reading comprehension is metacognitive strategies with the average 3.8, followed by cognitive

strategies as the second preferred strategies with an average 3.7, and the last is social strategies with an average 3.5. The cognitive strategies are categorized as direct strategies. the use of indirect strategies, including metacognitive and social strategies. it can be concluded that students employ both direct and indirect strategies in reading comprehension.

3.1 DISCUSSION

Based on the findings, it was shown that the students used direct and indirect strategies in reading comprehension. Students use cognitive strategies for direct and in indirect they are metacognitive strategies and social strategies. In cognitive strategies, I use the key words to understand the whole idea with the average 4.1. Its means that this strategy is almost always used by students. I read the passage aloud is the strategy that is sometimes used by students with a mean of 3.1. I correct my mistakes by rereading the text is the strategy with high frequency of use in metacognitive strategies. The learners' average score for the use of these strategies as 4.0. I pick out key words and repeat them to myself, were the next moderately used strategy category with lower frequency of use. The average score of these strategies was 3.6. If I do not understand to the content of a reading passage, I ask my friends or my teacher and I improve my reading skills by reading letters from my friends were the most frequently used category in social strategies with a mean of 3.6. Then, I discuss reading passage with my friends being the most rarely used with a mean of 3.4.

The data analysis shows that the most frequently used of learning strategies by the students is metacognitive strategies. The data analysis shows that an average 3.8 classified as metacognitive strategies, followed by cognitive strategies with an average 3.7 and the last social strategies with an average 3.5. It is indicated that majority students not really use social strategies in their reading activities. Three of the learning strategies categories are same on high category.

CONCLUSION

In conclusion, the researcher conclude that the students used direct and indirect learning strategies in reading comprehension. Cognitive is used for direct strategies and for indirect they are metacognitive and social strategies. Metacognitive are the most frequently used of learning strategies with an average 3.8. It means that metacognitive strategies are common on students' language learning strategies in reading comprehension. Language learning strategy is the foundation of every learner to achieve ultimate success in language learning. To improve a student's learning strategy, more practice is needed on how to use the learning strategy itself. In addition, students must also realize their learning strategies for the learning process to be effective.

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