THE USE OF LEARNING STRATEGIES IN READING COMPREHENSION

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Abstract

Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara siswa yang berhasil dan tidak berhasil dalam menggunakan strategi belajar yang berbeda dalam kemampuan membaca bahasa Inggris. Penelitian ini menggunakan pendekatan kuantitatif dan dilaksanakan di kelas XI dengan total siswa 64 orang. Untuk mengumpulkan data, peneliti memberikan sebuah kuesioner (LLSQ) dan test membaca. Data dianalisis dengan *One way Anova*. Hasil penelitian menunjukkan bahwa (1) tidak ada perbedaan yang signifikan antara siswa yang berhasil dan tidak berhasil dalam menggunakan strategi belajar yang berbeda, (2) sebagian besar siswa menggunakan strategi metakognitif (48.43%), sosial (29.69%), dan kognitif (21.88%). Oleh karena itu, siswa perlu diinformasikan tentang strategi-strategi belajar dan penggunaan yang tepat dalam membaca karena pemilihan strategi belajar adalah salah satu cara siswa dalam meningkatkan kemampuan membaca siswa.

The research was aimed to find out whether or not there was significant difference between successful and unsuccessful learners in using difference learning strategies in reading comprehension. This research was a quantitative study and was conducted to 64 learners in second grade of SMAN 1 Gedong Tataan. In collecting data, the researcher gave a questionnaire (LLSQ) and reading test. The data was analyzed by using One way Anove. The results showed that (1) there was no significant difference between successful and unsuccessful learners in using difference learning strategies, (2) most of students used metacognitive strategy (48.43%), social (29.69%), and cognitive (21.88%). Therefore, the students need to be informed about learning strategies and how to use them appropriately in reading because choosing learning strategies was one of a students' ways in improving their skill in reading.

Keywords: learning strategies, reading comprehension, successful learners

INTRODUCTION

Language learners have their own learning strategy in learning a languange. Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while nonobservable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom.

According to Fedderholdt (1997:1) in Somadayo (2011), the language learner capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. Lessard-Clouston (1997:3) in Somadayo (2011) states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target language and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies. As Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-

directed movement, which is essential for developing communicative competence." Setiyadi (2011:45) says that teachers should introduce learning strategies to their students and provide opportunity for their students to implement the strategies which have been proved to be more effective than other strategies. Learning is the conscious process used by the learners to achieve the objectives, while learning strategy is the steps taken by language learners to enhance any aspect of their language.

Specifically, language learning strategies play important roles in one of receptive skills i.e reading skill. As Nutall (1982:167) in Somadayo (2011) states, the purpose of reading is a part of 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. Along with Nutall, Godman (1967:127) states, reading is an activity to get the meaning or definition which is not only reading the lines, but also reading between the lines and also reading beyond the line. He also states that, reading activity is an active process and not a passive process, it means that the reader must be active in trying to get the meaning from the reading material.

It was argued by May (2001) that what a reader needs to focus on is not only every single word in the text but also the semantics of the text. Meanwhile, many language learners mistakenly think that the purpose of reading is only to learn new vocabulary. As a result, they only pay attention to correct pronunciation of each word. Consequently, these learners cannot see the very purpose of reading as

a result of stumbling and mumbling over the isolated words in sentences (May, 2001; Alvermann & Phelps, 1998). Many language learners do not read for the purpose of understanding the writer's message, because they have developed a wrong concept of reading.

It is important for the students to know the learning strategies that are appropriate for them when they read a text because the strategies that they use in comprehending the message in reading will determine their achievement in reading. However, students achievement in reading particularly in senior high school is not satisfactory. The learners got difficulty in getting the idea from the text they have read. Besides, their limited vocabulary is also the reason why they do not easily understand the message. The problems which might hinder the students to learn in reading English might also because of their unawareness of the learning strategies used by them. This problem may lead the students to the failure in comprehending the text they have read. It means that by having appropriate learning strategies, learners can be successful in reading comprehension and if they use inappropriate learning strategies they can be unsuccessful in reading comprehension.

METHOD

In conducting this research, the researcher used a causal comparative design of ex post facto designs. In collecting the data, the researcher did not apply any treatment or any experiment to subjects. To collect the data, a reading text had been given to the students in order to see the students' reading comprehension

achievement. After that, the researcher gave the Language Learning Strategy Questionnaire (LLSQ) of reading skill to measure learners learning strategies.

The population of the research was the second year students of SMAN 1 Gedong Tataan. The researcher chose the second year students in the second semester of academic year 2014/2015. There are eight classes of the second year students (XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS 1, XI IPS 2, XI IPS 3) and each class consists of 32 students. The class as the sample was taken through purposive random sampling. The researcher chose eight students from each classes to be the sample of this research, so there were 64 students that became the sample (25% of the population).

In constructing the research, the research procedure went through these following steps: 1) determining the subject of the research, 2) determining the try out class of the research, 3) preparing the instruments. 4) conducting try out, 5) administering the questionnaire, 6) administering the reading test, 7) analyzing the data, and 8) making a report and discussion of findings. The hypotheses were analyzed by One Way Anova at the significant level of 0.05 in which the hypothesis is approved if Sig. $< \alpha$.

RESULT AND DISCUSSION

The hypothesis testing is needed in order to know the possible difference between successful and unsuccessful learners in reading comprehension.

H0: There is no significant difference between successful and unsuccessful learners in reading comprehension.

H1: There is a significant difference between successful and unsuccessful learners in reading comprehension.

The hypothesis is analyzed at the significant level of 0.05 in which the hypothesis is approved if Sig. $< \alpha$.

Table 1: Difference between successful and unsuccessful learners in using difference strategies)

**ANOVA**

Strategies

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	,141	1	,141	,269	,606
Within Groups	32,469	62	,524		
Total	32,609	63			

From the table above, it showed that p value is 0.606. It means that the p value was more than the table (p>0.05). Therefore, the researcher assumed that there was no significant difference between successful and unsuccessful learners in using different strategies.

Having analyzed the result of the learners learning strategies questionnaire, the researcher tried to find out the most effective learning strategies used by the learners by looking at mean score. Table 2 below shows the result of the most effective learning strategies that were used by learners in reading comprehension.

Graph 1. The comparison between successful and unsuccessful learners

Estimated Marginal Means of reading
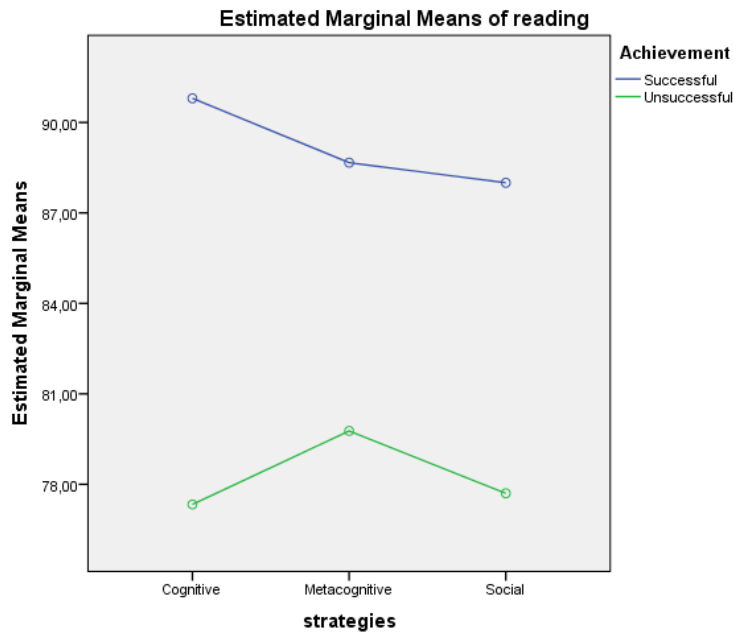
From the graph above it could be seen that successful learners used cognitive strategies when they read a text. While metacognitive strategies is the second strategies used by the successful learners and the last strategies that they used is social strategies. On the other hand, the unsuccessful learners mostly used metacognitive strategies when they read a text. While social strategies is the second strategies used by the unsuccessful learners and last strategies thay they used is cognitive strategies.

In this case the successful learners prefer to use note taking, summarizing, paraphrasing, predicting, analyzing and using context clues in reading. It is supported by Rosenshine (1997) who says that cognitive strategies are useful tools in assisting students with learning problems. A cognitive strategy serves to support the learner as he or she develops internal procedures that enable him/her to perform tasks that are complex. Reading comprehension is an area where

cognitive strategies are important. The use of cognitive strategies can increase the efficiency with which the learner approaches a learning task. These academic tasks can include, but are not limited to, remembering and applying information from course content, constructing sentences and paragraphs, editing written work, paraphrasing, and classifying information to be learned. So, when students want to comprehend the text well they need to be aware of their cognitive strategies.

After find out that there was no significant difference between successful and unsuccessful learners in using learning strategies, this research tried to identify the type of learning strategies used by the learners in reading comprehension. Based on the result of language learning strategies questionnaire that was computed by using descriptive statistic frequency analysis on SPSS 20, the result as follows:

Table 2. The Frequency of Learning Strategies Questionnaire

Learning Strategies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cognitive	14	21,88	21,88	21,88
	Metacognitve	31	48,43	48,43	70,31
	Social	19	29,69	29,69	100
	Total	64	100,0	100,0	

Based on table 2 above it can be seen that there were 14 students (21,88%) who used cognitive strategy, 31 students (48,43%) used metacognitve strategy, and 19 students (29,69%) used social strategy. It can be concluded that the type of language learning strategies mostly used by the learners is metacognitive strategies.

CONCLUSION

The present research leads the researcher to come to the final conclusion that there was no significant difference between successful and unsuccessful learners in using different strategies (cognitive, metacognitive, social). Meanwhile, most of successful learners in learning reading comprehension applied cognitive learning strategies. Therefore, there was an implication for the language learning strategies in reading comprehension. That was because the learning strategies were considered to be one of the ways in improving the learners' reading comprehension achievement.

In order to help the successful language learners to be more successful learners, the teacher can motivate them to evaluate their weakness in reading comprehension. The teacher can introduce cognitive strategies to the unsuccessful learners to help them gain better comprehension when they read a text. Hopefully the unsuccessful learners can increase their ability in reading comprehension and make them become the successful one. In addition, it is also suggested to further researchers of learning strategies in reading may conduct deep investigation on the process of learning strategies using bigger sample and covering all proficiency level in order to get more valid data. It may be more valuable if the instrument used are not only a questionnaire and reading test. The other researchers can use interviews, observations, and other instruments.

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