

## THE INFLUENCE OF LANGUAGE LEARNING STRATEGIES TOWARDS READING COMPREHENSION

M. Fauzan Pratama, Ag. Bambang Setiyadi, Flora  
Muhammadfauzan92@gmail.com

### Abstract

Tujuan penelitian ini adalah untuk mengetahui jenis strategi pembelajaran bahasa yang digunakan siswa dalam pemahaman membaca dan untuk mengetahui pengaruh penggunaan strategi pembelajaran bahasa terhadap pemahaman membaca. Penelitian ini dilakukan kepada 30 siswa di kelas X.9 di SMAN 14 Bandar Lampung. Peneliti memberikan kuesioner strategi pembelajaran bahasa dan tes pemahaman membaca. Hasil penelitian menunjukkan bahwa ada 15 siswa yang menggunakan strategi kognitif, sementara ada 9 siswa yang menggunakan strategi metakognitif dan strategi sosial yang 6 siswa. Kemudian, hasil dari *One-Way ANOVA* menunjukkan bahwa F untuk strategi kognitif adalah 37,18 dengan  $p = 0,000$ , F untuk strategi metakognitif adalah 15,75 dengan  $p = 0,000$ , dan F untuk strategi sosial adalah 5.97 dengan  $p = .001$ . Hasil tersebut berarti bahwa  $H_1$  diterima, sehingga strategi kognitif, metakognitif, dan sosial secara statistik signifikan untuk pemahaman membaca.

The aims of this research were to find out the type of language learning strategy that was used by students in reading comprehension and to find out the influence of using language learning strategies toward reading comprehension. This research was conducted to 30 students in class X.9 at SMAN 14 Bandar Lampung. Questionnaire of language learning strategies and reading comprehension test were given as the instruments. The results showed that there were 15 students who used cognitive strategy, while there were 9 students who used metacognitive strategy and social strategy were 6 students. Then, the result of *One-Way ANOVA* showed that F for cognitive strategy was 37.18 with  $p = .000$ , F for metacognitive strategy was 15.75 with  $p = .000$ , and F for social strategy was 5.97 with  $p = .001$ . The results mean that  $H_1$  was accepted, so that the cognitive, metacognitive, and social strategies were statistically significant to reading comprehension.

**Keywords:** language learning strategies, influence, reading comprehension

## INTRODUCTION

English in Indonesia is generally taught as a foreign language. The term ‘foreign language’ in the field of language teaching is different from the ‘second language’. Foreign language is a language that is not used as a communication tool in a particular country where the language is taught. While second language is a language that is not the primary language but become one of the languages used in general in a country. In Indonesia, the policy of teaching English as a foreign language change over time and change of policies that most influence economic and political.

On the contrary there are some problems of learning English in Indonesia. Someone cannot read a book in a language unless he/she knows that particular language. If a learner’s knowledge of English is poor, then his/her reading will be poor, and naturally also his/her reading comprehension.

Based on pre-observation at SMAN 14 Bandar Lampung, it was found out that the problems of students in learning foreign language, especially in English was their understanding of reading texts in English. It was because their lack of experience in learning English and their low motivation to learn it. The teachers usually only taught the foreign language by memorizing the meaning of words from the dictionary used by the students. The lack of understanding in learning a foreign language caused the students not to be motivated to learn English even further. They did not know what they should do to comprehend reading texts in English.

But if the learners are trying to know how to learn, how to use specific strategies, and how to make good study habits as a routine practice, they will improve the likelihood of success. As Rubin (1975: 41) stated that the different success of second or foreign language suggests a need to examine in detail what strategies successful language learners employ. An indication is given of what these strategies might consist of and list of several widely recognized good learner strategies are given. Teachers can improve their performance by paying more attention to learner strategies already seen as productive.

The statement above implies that the different success of language learning among learners may be caused by the difference in maximizing the use of language learning strategies. In other words, language learning strategy is very important in learning process especially in reading because the success or failure of learning a foreign language may depends on what and how learning strategy was used by the learners.

Nuttal (1985) showed that there are five essential components of reading that learners must be taught of in order to learn to read. Teachers can help the learners to comprehend the reading texts by systematically practicing these five components of reading skills, they are: 1. determining the main idea, 2. identifying specific information, 3. inference, 4. reference, and 5. vocabulary. Obviously, learning strategy becomes an important thing for the students in order to be independent language learners. Students should know how to learn well by using specific appropriate language learning strategies and to make a good

reading habit. So that good learning strategies will be helpful in the students language learning and they will get success particularly in reading.

Basically, there are three major categories of language learning strategies, they are: cognitive, metacognitive, and social (Setiyadi, 2011). Referring to the discussion, the researcher wanted to find out whether the learners have used the three major categories of strategies in their learning reading, and also to determine whether the language learning strategies give significant influence towards students' reading comprehension.

## **RESEARCH METHODS**

This research was a quantitative study. The design of this research was *ex post facto* in order to find out the variable relationships. The population of this research was the first grade students of SMAN 14 Bandar Lampung in academic year 2014/2015. In determining the sample, the researcher used purposive sampling. In collecting data, a questionnaire of learning strategies and reading test were given.

In analyzing the data, the researcher used *One-Way Anova*. *One-Way Anova* is used to compare three sets of data (or more) and the third data derived from the same sample. There are three kinds of learning strategies; cognitive, metacognitive, and social strategies. The mean of those three kinds of strategies were compared to the students' reading comprehension in order to determine whether each main influence and the interaction influence were statically significant.

Furthermore, from the questionnaire test, the researcher got three kinds of data of the learners which used cognitive strategy, metacognitive strategy, and social strategy in learning reading. Then, from the tryout reading test, the researcher got the students' reading comprehension. The learners were classified into those three kinds of learning strategies in reading based on their highest score of questionnaire answers and the students' comprehension were got by their score of tryout test.

## **RESULT AND DISCUSSION**

In the current research, there were some analyses carried out by the researcher. The following section will elaborate the results of the study.

### **Result of Try Out**

The reading test consisted of 50 items in multiple choice questions of reading comprehension. The questions of the test were taken from the students' handbook used in their school based on school-based curriculum. The reading test was analyzed by using Spearman Brown Formula to measure its reliability. From the analysis, the result of the computation was 0,99(see appendix 6). By considering the criteria of reliable test, it was concluded that the test had high reliability.

### **Result of the Research**

A series of analysis on the result of reading test and responses of questionnaire of language learning strategies was undertaken. The finding is discussed below.

### **Reading Test**

Having computed the result of reading test, it was found out that the highest score obtained was 90, while the lowest score was 50 out of 30 students. The average score was 67,00(see appendix 8). It can be seen that there were 8 students or

26,6% students got the lowest score. Most of students got score 61-70 (46,6%), the average score of the students test was 67,00.

### **Language Learning Strategy Questionnaire**

The questionnaire given to the students was adapted from Language Learning Strategy Questionnaire (LLSQ) based on Setiyadi (2011). This questionnaire was conducted to find out students' language learning strategies in reading. In the LLSQ learners were provided with 20 items. There were three kinds of strategies in LLSQ, namely: cognitive strategy, metacognitive strategy, and social strategy.

The reliability analysis applied in this research was Cronbach's Alpha Correlation. The correlation coefficient of this analysis ranged from 0 to 1. The higher the correlation coefficient is, the more reliable the questionnaire will be. Having analyzed the items of questionnaire, the researcher found out that the questionnaire had high coefficient, the reliability coefficient of questionnaire was 0.753(see appendix 9). It meant that the questionnaire could be used to investigate the students' language learning strategies in reading comprehension.

### **Language Learning Strategy Used by Students**

This research was basically focused on three learning strategies in reading, they were: metacognitive, cognitive, and social strategy. Having analyzed the students responses to the questionnaire of learning strategies, the researcher inferred that cognitive strategy was the most frequent strategy used by the students in comprehending the reading text. The results showed that there were 15 students who used cognivite strategy with the mean of this score was 38.87 which relatively "mostly used". While there were 9 students who used metacognitive strategy with the mean scores was 20.97 and social strategy were 6 students with

the means score was 9.97 which meant relatively “sometimes used”(Appendix 10).

### **The Influence of Language Learning Strategies towards Reading Comprehension**

The second objective of this research was to describe the influence of language learning strategies towards reading comprehension. To provide a meaningful explanation of this scientific question, the researcher compared the means of cognitive, metacognitive and social strategies with the reading achievement by using *One-Way ANOVA*.

**Table 1. The Result of *One-Way ANOVA***

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
cognitive strategy	Between Groups	842.689	5	168.538	37.185	.000
	Within Groups	108.778	24	4.532		
	Total	951.467	29			
metacognitive strategy	Between Groups	259.556	5	51.911	15.748	.000
	Within Groups	79.111	24	3.296		
	Total	338.667	29			
social strategy	Between Groups	69.556	5	13.911	5.968	.001
	Within Groups	55.944	24	2.331		
	Total	125.500	29			

The result showed that F for cognitive strategy was 37.18 with  $p = .000$ , F for metacognitive strategy was 15.75 with  $p = .000$ , and F for social strategy was 5.97 with  $p = .001$ . The results meant that  $H_1$  were accepted, so that the cognitive, metacognitive, and social strategies were statistically significant to the students' reading comprehension ( $p < 0.05$ ).

### **Discussion of Findings**

Having gained the data of the research, the series of analyses on the results of language learning strategies questionnaire were undertaken. Since the amount of information to be processed by language learners is high in language classroom especially in foreign language, the 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 the language learners approach tasks or problems encountered during the process of language learning. The learners used their senses to take in information or knowledge they seemed to have preferences in how they learnt best. In order to help the learners learn, teachers needed to teach as many of these preferences as possible. Teachers could incorporate these learning strategies in their curriculum activities so that learners were able to succeed in their classes.

The data analysis indicates that cognitive strategy was most frequently used by the language learners. Cognitive strategy may include many activities that take place in the brain while the language tasks are at hand. When the students are using cognitive strategy, they use their mental process while they are learning a language.

Then, the second strategy mostly used by the students was metacognitive strategy. However, Wenden and Rubin (1990) cited that metacognitive learning strategies refer to knowledge above cognition or executive control or self-management through such processes as planning, monitoring, and evaluating. They are used to oversee, regulate or self-directed language learning. The goal of this strategy



teaches learners how to become purposeful, effective, and independent learners. Learners with metacognitive learning strategies can make plan for their studies. Learners without metacognitive learning strategies are essentially learners without directions and abilities to review their accomplishment, progress, and future learning direction.

The last, social strategy was the third frequent language learning strategy used by the students. The students preferred to ask other people than to learn by themselves. It indicates that the students tend to learn with their peers or consult with their teacher when they found some difficulties or problems in comprehending the reading text. They asked other people to check their own notes to achieve the goals of learning. As stated by Oxford (1990), social strategy are those that involve other individuals in the learning process and refer to cooperation with peers, questioning, asking for correction, and feedback. Students have a discussion with their peers (cooperation), help the other friends, giving praise to other, disturb the other or to consult the teacher (question for clarification) and a student may ask another individual for feedback about his/her reading responses.

From the discussion above, it can be concluded that cognitive strategy is important for the language learners to achieve good competence in reading comprehension. The product of learning process for each student is different because each student has different cognitive ability and it is never absolutely the same. Each student has different internal ability so that he/she also has differences in processing the information. It may be caused by many factors everyone's have

like maturation, self control and learning experience. The learners who are in control of their own reading comprehension become purposeful and active readers.

All the language learning strategies are principally worthy since they could help students to be successful learners. The problem is that how they will utilize those strategies in the effort of assisting themselves in learning English, especially in reading. Fedderholdt (1998) suggested an opinion, that successful language learners make use of different types of language learning strategies. The fact tells us that in order to be a good language learner the students should be creative in combining various efforts to solve the problem they face in their learning. The use of appropriate strategies will bring satisfying learning outcomes for the learner as well as more probability of successful language learning. especially for this case, in learning English reading comprehension.

## **CONCLUSION**

Considering the result of language learning strategy that is used by most language learners in reading comprehension and the influences of using language learning strategies towards reading comprehension, it can be inferred that cognitive strategy is most frequently used by the language learners than metacognitive and social strategy. Then, there were significant influences of using cognitive, metacognitive, and social strategy towards reading comprehension skills. The researcher recommend the language teachers to introduce the types of language learning strategies to their students in order to help the students to get better achievement in comprehending the reading text

Since this research was conducted with limited amount of students, the writer suggest the other researchers who want to point out remaining issues to be explored by future research in identifying students' language learning strategies and its influence in reading comprehension should be conducted with bigger amount of sample and covers all proficiency level in order to get more data validity. It may be more valuable and effective if the instrument of the research is not only a questionnaire.

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