

**READING LEARNING STRATEGIES USED BY ENGLISH
GOOD ACHIEVERS: A CASE STUDY AT EIGHT GRADE
OF SMP N 4 SURAKARTA**



**Submitted as a Partial Fulfilment of Requirements for Getting Bachelor Degree of
Education in English Department**

By :

HETTI WAKHIDATUL NUROHMA

A320150216

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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Written by :

Hetti Wakhidatul Nurohma

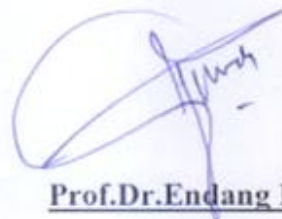
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Approved by Consultant

Faculty of Teacher Training and Education

Universitas Muhammadiyah Surakarta

The Consultant,



Prof.Dr.Endang Fauziati,M.Hum

NIK/NIP.274

ACCEPTANCE

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The Board of Examiners

The Board of Examiners :

1. Prof.Dr.Endang Fauziati, M.Hum

(Examiner I)

2. Mauliy Halwat Hikmat, Ph.D.

(Examiner II)

3. Koesoemo Ratih, Ph.D.

(Examiner III)



Dean,



Prof.Dr.Harun Joko Prayitno, M.Hum

NIP. 1965 04 28 1993 03 1001

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A320150216

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Abstrak

Tujuan dari penelitian ini adalah untuk mendiskripsikan strategi metakognitif, kognitif, dan sosioafektif yang digunakan oleh siswa dan cara pengimplementasiannya dalam praktek. Jenis penelitian ini adalah deskriptif kualitatif dengan menggunakan studi kasus. Sumber data dilakukan melalui *informant* dan *event*. Subjek penelitian ini adalah enam siswa berprestasi di kelas delapan SMPN 4 Surakarta. Peneliti menggunakan data klasifikasi berdasarkan taksonomi O'Malley. Objek penelitian ini difokuskan strategi belajar dari O'Malley yang digunakan oleh siswa-siswi berprestasi untuk memahami pemahaman membaca. Pengumpulan data yang digunakan dalam penelitian ini adalah *open-ended questionnaire* dan *in-depth interview*. Untuk teknik menganalisis data, peneliti menggunakan *data reduction*, *data display*, dan *drawing conclusion/verification*. Peneliti menggunakan *triangulation* untuk memvalidasi data. Hasil dari penelitian ini menunjukkan bahwa hampir semua siswa-siswi yang berprestasi menggunakan strategi belajar O'Malley untuk memahami pemahaman membaca ketika mereka belajar. Penelitian ini menemukan bahwa siswa-siswi yang berprestasi lebih suka menggunakan strategi sosioafektif.

Kata kunci: *learning strategy*, *English good achievers*, strategi metakognitiv, kognitiv, dan sosioafektif

Abstract

The purpose of this study is to describe the metacognitive, cognitive, and socio-affective strategies used by the students and the implementation in practice. The type of this research is case study. The data sources were carried out through informant and event. The subject of this research was six good achievers of eight grade at the eight grade SMPN 4 Surakarta. The researcher used classifying data based on O'Malley taxonomy. The object of this research was O'Malley learning strategies used by good achievers to understand reading comprehension. The data collection techniques used in this research were open-ended questionnaire and in-depth interview. To analyze the data, the researcher used data reduction, data display, and drawing conclusion/verification. The researcher used triangulation to validate the data. The result of this research shows that almost all good achievers used O'Malley's learning strategies to understand reading comprehension when good achievers learning. This research found that good achievers prefer to use socio-affective strategy.

Keywords: learning strategy, English good achievers, metacognitive, cognitive, and socio-affective strategy.

1. INTRODUCTION

Language has an important role in life as the main tool that people use to communicate and connect with others. A Language is a tool in the form of utterances or expressions that mean to be conveyed to others. According to Keraf in Smaradhipa (2005: 1) language is a communication tool that comes from sounds and vocal symbols. While Suwama (2002: 4) defines language as the main tool for communication between humans and others. Moreover, according to Aitchison Jeans (2008: 21) Language is a tool to help understanding others

while doing communication, both communities must understand each other about the use of language. The speaker and the listener must understand each other intentions in the conversation.

There are advantages of language learning for students. Language learning is expected to help students get to know themselves, their own culture, and others. In addition, language learning is expected to help students to express ideas, thoughts, feelings, and relationships in society. Learning many languages is believed to have advantages for students, such as in learning English. English is one of the international languages used by educated people throughout the world. English needs to be mastered for the advancement of life, especially in the field of education. English is no longer something foreign to students. Even today English is a basic need that must be understood by everyone.

Learning English in junior high school serves as a personal development tool for students in the fields of science, technology, and the arts. At the stage of learning English in high school, one of the most important goals targeted by the school is that students can achieve specifically the level of understanding of students' thinking in reading texts, such as understanding implied ideas, understanding the outline of the text, developing ideas for text, etc. Therefore, *Kementerian Pendidikan dan Kebudayaan (KEMENDIKBUD)* issued the *Gerakan Literasi Sekolah (GLS)* as a development character of children according to the rules on *Kementerian Pendidikan dan Kebudayaan* No 21 of 2015. The beginning formation of *GLS (Gerakan Literasi Sekolah)* was carried out symbolically by providing reading package books distributed in many schools as a tool to revive the culture of literacy. Literacy basically refers to the ability to read and write. Literacy is also the ability to listen and speak. Thus, literacy is synonymous with the overall ability of language skills consisting of the ability to listen, speak, read, and write. After the holding of the literacy class movement in junior high schools, the government expects students to grow and develop into intelligent, skilled, personality, and ready to play a role in national development.

The researcher is interested in conducting this research because the researcher hopes that this research can be used as useful information and references on learning and the world of education, especially in the field of English which focuses on reading learning strategies. In addition, the researcher also hopes that this research becomes one of the references for everyone who reads and needs it, especially English teachers and the students who are learning English to improve their reading learning strategy.

The suitability of using a learning strategy is very important to make the students easier in understanding reading, especially in reading comprehension. According to Scarcella and Oxford (1992), the learning strategy is defined as a technique that is able to make the

urge to do the learning process using the right way in accordance with his own suitability. According to O'Malley in Fauziati (2010:154) "learning strategies are classified into three main categories, namely: metacognitive strategy, cognitive strategy, and socio-affective strategy". Each classification strategy has many subcategories which also have their respective functions in each application.

The researcher considers previous research by distinguishing the research, type of research, and data collection techniques. The subject of this research was the six English good achievers of the eight grade at SMP N 4 Surakarta consisting of three men and three female. With this study, the researcher hopes that this research can be useful and develop in Surakarta SMP N 4 to be even better.

The purpose of this research is to describe metacognitive, cognitive, dan socio-affective reading learning strategies used by English good achievers and the implementation in practice.

2. METHOD

The type of the research used was qualitative descriptive research with a case study. "Case studies concern with individuals to whom the researcher observers, interviews, and develop personal relationships" (Nunan in Fauziati, 2009: 257). According to Bogdan and Tailor (Moleong, 2007) explain that qualitative methods produce descriptive data that can take the form of words or writings obtained from a person's observed behavior obtained from a person's behavior that produces descriptive data. "Qualitative data can be generated from individual experience, history, a problem, and is expected to develop a research theory (Creswell, 2003, p.18). In short, the qualitative means something related to the research that explains some aspects such as the quality, value or meaning behind the facts. The results of the research on quality, value or meaning are only expressed and explained through linguistics, language, or words. This research was conducted because it was something that was true. The researcher is intentionally looking at and making data as true as what has been experienced by the person who has been examined.

In this research, qualitative research was also be produced through observation notes, individual experience interview records, and history. The method of this research was a case study. Research case studies or field studies are conducted to study intensively about the background of the problem, ongoing and current event, as well as the interaction of certain social unit environments which are given. So, as a case study, the data collected from various sources that have been agreed upon and targeted and the results of this research only applied to the case under investigation. The data sources that the researcher obtained was from

informant and event. The subject of this research was six good achievers of eight grade in SMPN 4 Surakarta 2019/2020 academic years. The researcher used classifying data based on O'Malley taxonomy. The object of research was focused on the O'Malley learning strategies used by good achievers to understand reading comprehension. There were two techniques of collecting data in this research included an open-ended questionnaire and in-depth interview. Furthermore, to analyze the data, the researcher used data reduction, data display, and drawing conclusion / verification. And the last, the researcher used triangulation to validate the data.

3. FINDING AND DISCUSSION

Based on the open-ended questionnaire and in-depth interview done by the researcher with the good achievers of eight grade in SMP N 4 Surakarta, the researcher collects the data related to answer the researcher problem of this research. It is about learning strategies in reading which deals with O'Malley et al theory including, metacognitive, cognitive, and socio-affective strategies.

3.1 Metacognitive Strategies Used and Realized in Practice

3.1.1 Advance Organizer

Advance Organizer is the strategy that states good achievers make summaries / schemes in additional learning activities. Among the six students, three of them used this kind of learning strategy to support their reading comprehension. They are GA 2, GA 3, and GA 4.

GA 2 used advance organizer strategy by making summaries on their own language in order to make easier (OEQ 2). The student's statement is shown, as follow:

"I always make conclusions, such as in learning tenses and be able to understand short stories." (January, 2019).

3.1.2 Direct Attention

Direct Attention is a process of focusing on the general learning task and learning process task and ignore the irrelevant distractors. Among the six students, five of them used this kind of learning strategy to support their reading comprehension. They are GA 2, GA 3, GA 4, GA 5, and GA 6. GA 2 used direct attention, the student felt the importance of concentration activity to understand his reading comprehension(OEQ 2). The student statement's is shown, as follow :

"I have to be in a quiet place to read or study English so that I can easily focus on what I have learned." (January, 2019).

3.1.3 Selective attention

Selective attention is a manner of process deciding a specific aspect of language input or situational details by giving underline. Among the six students, three of them used this kind of learning strategy to support their reading comprehension. They are GA 4, GA 5, and GA 6. GA 4 used selective attention, the student usually gives underline to difficult words, then, open the dictionary, internet, or ask her teachers (OEQ 4). The student statement's is shown, as follow :

"I ever give an underline at that time, for example the word "pedicab". Then, I also read a story given at that time and I just think that it is a group of unfamiliar words." (January, 2019).

3.1.4 Self Management

Self Management is a particular condition that is used to understand students' reading comprehension. Among the six students, four of them used this kind of learning strategy. They are GA 2, GA 4, GA 5, and GA 6. GA 2 used self-management, the student could understand the reading text quickly when he listened to music (OEQ 2). The student statement's is shown, as follow :

"I usually listen to pop songs to accompany me while I am studying. For example IDM song - Deep side, choosing fire, and etc." (January, 2019).

3.1.5 Functional Planning

Functional planning is explained as planning and a rehearsing linguistic component necessary to carry out an upcoming language task. Among the six students, two of them are used this kind of learning strategy. They are GA 1 and GA 6. GA 6 used functional planning, the student arranged the time for studying by herself after going back from school (OEQ 6). The student statement's is shown, as follow :

"I study at home by myself approximately at 15:00 p.m. / 15:30 p.m. I spend my time by reading books in Bahasa or English when I have a spare time. (January, 2019).

3.1.6 Self Monitoring

Self Monitoring is a way to justify / identify or output correction in reading comprehension done by the students. Among the six students, five of them used this kind of learning strategy. They are GA 1, GA 2, GA 3, GA 4, and GA 5. GA 1 used self monitoring, checking on the results of student's work to convince himself that he had chosen the correct sentences (OEQ 1). The student statement's is shown, as follow :

“For example; in Bahasa Indonesia class, I should check whether the sentence that I arrange is suitable with rules in Bahasa Indonesia.” (January, 2019).

3.1.7 Self-Evaluation

Self Evaluation is an ability of doing self assesment after learning the whole material about reading text. In this case, all of them used this kind of learning strategy. GA 3 used self-evaluation; the student made an activity of giving assesments to their task as a motivation (OEQ 3). The student statement’s is shown, as follow :

“Show when I get such task I do everything U can and also check it in the end”.

(January, 2019).

3.2 Cognitive Strategies Used and the Realized in Practice

3.2.1 Repetition

Repetition is the process of doing activity related to the repetition of reading text so as to get a deeper understanding about the text. Among the six students, five of them used this kind of learning strategy. They are GA 2, GA 3, GA ;4, GA 5, and GA 6.

GA 5 used repetition, the student gave an opinion that reading a text once is not enough (OEQ 5). The student statement’s is shown, as follow :

“I usually do it on multiplechoice because if I only read it once I don't understand.” (January, 2019).

3.2.2 Resourcing

Resoucing is applying the use of other sources when doing learning activity. Among the six students, five of them used this kind of learning strategy. They are GA 2, GA 3, GA 4, GA 5, and GA 6. GA 2 used resourcing, the student always used other sources to find the complete learning materials in internet & google (OEQ 2). The student statement’s is shown, as follow :

“As I do in reading short story entitled “Peterpan”, and also about history. As in the book, there is a history about that place and inventor. Like history about China and biography of Allexander”. (January, 2019)

3.2.3 Translation

Translation is the application of the first language to produce words into the second language which has the same meaning. Among six students, three of them used it to support their comprehension reading. They are GA 2, GA 3, and GA 6. GA 2 used translation, the student usually used Indonesian language, then translate it into English to understand the reading texts (OEQ 2). The student statement's is shown, as follow :

"As I apply in the no smoking sign that means "dilarang merokok", the meaning of rain is "hujan", all about numbers, and etc". (January, 2019).

3.2.4 Grouping

Grouping is a learning process to make a group, such as grouping the texts before understanding the reading text. Among six students, two of them used this kind of learning strategy. They are GA 4 and GA 5. GA 5 used grouping, the students decided the type of text first and read it one by one (OEQ 5). The student statement's is shown, as follow :

"I always put light readings like reading a narrative text because it is fun and easy to understand. (January, 2019).

3.2.5 Note taking

Note taking is taking notes when doing the learning process. Among the six students, four of them used this learning strategy. They are GA 2, GA 3, GA 5, and GA 6.

GA 2 used note taking, the student always took note of the complicated words when he learned English (OEQ 2). The student statement's is shown, as follow :

"As I have done with a few words, they are "besides", "in front of", "mosquito", and etc." (January, 2019)

3.2.6 Deduction

Deduction is an action that can make its own rules in the learning process. Among the six students, four of them used this kind of learning strategy to support their reading comprehension. They are: GA 2, GA 3, GA 4 and GA 6. GA 2 used deduction, the student always applied some rules while understanding text or story in reading comprehension(OEQ 2). The student statement's is shown, as follow :

"I ever do it in some stories like the biography of Jonathan Christy as a badminton player, "Thomas Alva", "Messy" as a soccer player, and etc." (January, 2019)

3.2.7 Recombination

Recombination is the combination of old words with new discovery words. Among the six students, four of them used this kind of learning strategy. They are GA 3, GA 4, GA 5, and GA 6. GA 3 used recombination, the student always made a connection to the understanding of the same topic in the reading text that he had read before (OEQ 3). The student statement's is shown, as follow :

“As I do in the discussion on the text that tells about animal, elephant, tigger, ant, girrafe, mouse, etc.” (January, 2019).

3.2.8 Imagery

Imagery is memorizing words by translating to our first language. Among the six students, four of them used this kind of learning strategy to support their reading comprehension. They are GA 1, GA 3, GA 4, and GA 6. GA 3 used imagery, the student was able to remember if the words are frequently used (OEQ 3). The student statement's is shown, as follow :

“I read a dialog about family in the textbook, I still remember some vocabularies like father, grandmother, uncle, sister, etc.” (January, 2019).

3.2.9 Keyword

A keyword is a group of word that represents the concepts or ideas in the learning process. Among the six students, four of them used this kind of learning strategy. They are GA 2, GA 4, GA 5, and GA 6. GA 2 used keyword, the student used the key of the paragraph to get some information in understanding the reading comprehension text (OEQ 2). The student statement's is shown, as follow :

“I ever find it in some theories or findings and biographies. (January, 2019).

3.2.10 Contextualization

Contextualization is a concept that can understand a learning comprehension by looking at the explanatory understanding around it. In this case, all of the six students used this learning strategy. GA 2 used contextualization, the student always looked at the previous sentences to help him in understanding the reading text (OEQ 2). The student statement's is shown, as follow :

“For example the dialogue that tells about the properties, and also the text that discusses about greeting card.” (January, 2019).

3.2.11 Elaboration

Elaboration is creating an understanding of learning by connecting our previous knowledge with new knowledge discoveries. In this case, all of the six students used this kind of learning strategy. They are GA 1, GA 2, GA 3, GA 4, GA 5, and GA 6.

GA 2 used elaboration, the student usually understood a new text which was related to the other reading texts (OEQ 2). The student statement's is shown, as follow :

“For example in the historical stories, once, I discuss about Chinese life, the story relates to the China history. It discusses the traditional life in China before, And now the story tells about China these days.” (January, 2019).

3.2.12 Transfer

A Transfer is understanding the meaning of a word by interpreting the first language into the second language. Among the six students, three of them used this kind of learning strategy to support their reading strategy. They are GA 3, GA 4, and GA 6.

GA 3 used transfer strategy, the student used this to get a better understanding of the words in a question (OEQ 3). The student statement's is shown, as follow :

“ Like pencilcase it means kotak pensil”. (January, 2019).

3.2.13 Inferencing

Inferencing is assuming the contents of the sentence to do an understanding during the learning process. Among the six students, four of them used this kind of learning strategy to support their reading comprehension. They are GA 3, GA 4, GA 5, and GA 6. GA 3 used inferencing strategy, the student always expected but he read again to find out what it was referred to (OEQ 3). The students statement's is shown, as follow :

“I often do it in a conversation group ”. (January, 2019).

3.3 Socio-Affective Strategies Used and the Realized in Practice

3.3.1 Cooperation

Cooperation is conducting a group activities to carry out the reading learning process. Among the six students, three of them used this kind of learning strategy to support their reading comprehension. They are GA 3, GA 4, and GA 6. GA 3 used cooperation, the student always made a learning group in order to get a deeper

understanding of learning activities (OEQ 3). The student statement's as shown, as follow :

" I usually do a learning group in studying English at school as if there is a task."
(January, 2019).

3.3.2 Question for Clarification

Question for Clarification is asking questions to others who have a better ability in mastering the reading comprehension. In this case, all of the students used this learning strategy to support their reading comprehension. They are GA 1, GA 2, GA 3, GA 4, GA 5, and GA 6. GA 2 used question for clarification, the student always asked her friends when it was difficult to understand (OEQ 2). The student statemen is shown, as follow :

"First, I ask my friends about the meaning of the text and understanding the text"
(January, 2019).

3.4 Discussion

In this part, the researcher discussed the current research finding compared with the result of the research finding of the previous study. This study found that the subject of the research used the three learning strategy namely metacognitive strategy, cognitive strategy, and socio-affective strategy. This result was in line with the findings of the research conducted by Pratama (2015) and Choiriyah (2016). Pratama (2015) and Choiriyah (2016) found that most of good achievers used cognitive strategy, metacognitive strategy, and socio-affective strategy. Otherwise, the number of frequencies on their research findings were different from one another. The previous research done by Khasanah (2014) found that most of the good achievers used reading learning strategies that consisted of cognitive and metacognitive, but in the Khasanah's finding, there was no socio-affective strategy; it is not relevant. This was supported by Khodabandehlou (2012). Khodabandehleu (2012) found that the students applied metacognitive strategies believed could make students more active by being self-directed. Another previous study conducted by Furdini (2014), found that cognitive strategies and affective strategies were mostly used by people who were excel than memory and social strategies. It was also supported by the research conducted by Yusuf (2018) who found cognitive, metacognitive, and social strategies.

The results of the current study revealed that the frequency in this study had more results than previous research. The application of the learning strategy to the reading comprehension used by six good achievers was 69% metacognitive strategy, cognitive strategy 68%, and socio-effective staretgy 75%. It meant that students learned more by

increasing interaction in a more empathetic understanding with the help and direction of others to increase their self-confidence. This research was mostly involved in interaction with others than self-study. The second strategies used by the students were metacognitive strategies. It involved having an independent learning process because this process would increase the students' curiosity through the cognitive process in their brain. This strategy was used to oversee, organize or learn languages independently of themselves. Moreover, cognitive strategies were used by the students. It meant the students involved the brain or thinking activities in the process of learning languages. This strategy mostly involved the learning assignments and learners activities directly by using their own thoughts for direct manipulation with the material. The results of this study were also found on Pratama's finding (2015), In Pratama's finding, the results revealed that from the research of 30 students, that 15 students used cognitive strategies, 9 students used metacognitive strategy, and 6 students used socio-affective. This means, the strategy mostly involved the learning assignments and learners activities directly by using their own thoughts for direct manipulation with the material and they used their brain or thinking activities too. The students used the target language reference material or media such as the internet to learn. This research was in line with the finding by Choiriyah (2016). In Choiriyah's finding, she found that 12 strategies used by good achiever included 4 metacognitive strategies, 6 cognitive strategies, and 2 socio-affective strategies. The result of Choiriyah's findings showed, she was preferred to used socio-affective strategy, where the students used all subcategories in socio-affective strategies. It meant that the students improved the interaction and understanding in developing the confidence and perseverance needed during the learning process. The aspect involved was that the students were more cooperative and active to ask a clarification question for their teachers or friends and more interacts with other people in order to assist learning. In metacognitive strategy Kondenbahdenleu (2012) and Khasanah's (2014) almost had the same findings that the students mostly used metacognitive strategies which were believed to make students more active by being independent. While Fourdini (2014) classified learning strategies into two categories, those were direct and indirect strategy based on her findings. The direct strategy included memory (2.4), cognitive (3.0), and compensation (2.8) and on indirect strategies included metacognitive (2.8), affective (3.0), and social (2.9) that the students used their thinking more and the activeness of their own learning methods to produce reading comprehension rather than relying on memory and social activities such as asking with the surrounding environment when understanding. This was the same as Yusuf's research (2018) which applied memory, cognitive, compensation, metacognitive, and social strategy. The different between Fourdini (2014) and Yusuf (2018)

research finding was that in Fourdini (2014) found the most strategies used by the students, namely cognitive strategy (18.80% & 30.81%) while in Yusuf's research (2018) found that the lowest strategy applied by students was a social strategy (1.77% & 14.03%).

4. CONCLUSION

The researcher gives conclusion for the research finding that is found. After describing and analyzing data, the researcher gets the conclusion of reading learning strategies that used by six good achievers at SMPN 4 Surakarta. Based on open-ended questionnaire and in-depth interview at SMPN 4 Surakarta in this study the researcher concluded that from some learning strategy students prefer the socio-affective strategies. The Socio-affective strategy is used by six good achievers in understanding reading comprehension as much as 75%. The Socioaffective strategy includes cooperation and question for clarification. Socio-affective strategy implementation makes students more able to increase interaction and understanding that is more empathetic and develops students' confidence and perseverance needed when conducting the learning process. So, the students are easier to exchange knowledge with others.

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