LEARNING STRATEGIES USED BY THE STUDENTS IN READING CLASS AT SMP N 1 KEBAKKRAMAT IN 2016/2017 ACADEMIC YEAR

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Abstrak


Kata Kunci: strategi belajar, membaca, teori O’Maley dan Chamot

Abstract

This research is about Learning Strategies Used by the Students in Reading Class at SMP N 1 Kebakkramat in 2016/2017 Academic Year. The objectives of this research are to know the learning strategies used by the students of VIIIF class of SMP N 1 Kebakkramat in learning reading and to know the effects of various learning strategies used by the students on the English achievement. The type of this research is descriptive qualitative research. The method of collecting data in this research are observation, interview, and document. The result of this research shows that the students used metacognitive, cognitive, and socio-affective strategies based on O’Maley and Chamot in learning reading. Student who have hidh score applies twelve learning strategies, student who have middle score applies seven learning strategies, and students who have low score applies four learning strategies. The results also shows that by using various learning strategies, the students gets some effects such as made learning became an enjoyable activity, being an effective students, and getting the good score.

Keywords: learning strategies, reading, O’Maley and Chamot theory

1. INTRODUCTION

Reading is far more enjoyable when it is carried out efficiently and seriously. Through reading, students are able to be familiar with many kinds of vocabulary and enrich their vocabulary mastery especially with educational field. By reading, students are able to understand texts written in English, and also can guess the meaning of unfamiliar words
based on the text. The ability to understand is one of the keys for a student’s success in learning.

Basically, learning is viewed as a process of conditioning behavior. Generally, students have many difficulties to learn and to understand English well. So, students should learn and master it to get better knowledge. Students can use various strategy to support their learning. Therefore, learning strategies is the crucial thing to do.

In Junior High School, learning English is obligated to help students to develop their skills competence. Therefore, each student need strategies to learn. Learning strategy can give some advantages there are; can improve the language skills in a better way, can read in English text effectively, and related to Oxford, 2002: 362 (in Fauziati, 2010: 150) “the strategies will make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations.” So, it can be concluded that the students who use learning strategies are going to be successful in learning language. In this research, the writer focuses on the learning process of the students not the teaching process of the teacher.

The reasons of the writer interested in analyzing this topic because the writer found that there are some students have various score in English subject. Some students have high score, some others have middle score, and the rest have low score. So, the writer guesses that the students have different learning strategies so they got different score on English subject. Therefore, the writer wants to know the learning strategies used by the student in reading and to know the effects of various learning strategies used by the students on the English achievement.

2. RESEARCH METHOD
The type of this research is descriptive qualitative research. Gay and Airasian, 2000 (In Journal, 2012: 130) argue that “descriptive data are usually collected by interview, telephone, or observation.” So, to collect the data the writer uses three kinds of instruments those are observation, interview, and documentation. The data source of this research are taken from human, event and document. They are the English teacher, the students who have high, middle, and low score, the event that happened on teaching learning process and strategies that are used by the students to improve their reading comprehension. The technique of data analysis of this research as stated by Miles & Huberman (1994: 10) “qualitative analysis comprises three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.”
3. RESEARCH FINDING AND DISCUSSION

After conducting the research, the researcher draws some results as follows; learning strategies used by the students who have high score, middle score, low score and the effects of various learning strategies used by the students on English achievement.

3.1 Learning Strategies Used by the Students who have High Score

There are many strategies used by the subject in reading class. This research shows that the students who have high score uses some of the metacognitive, cognitive, and socio affective strategies. According to O’Malley & Chamot, metacognitive strategies refer to “higher order executive skills that may entail planning for monitoring or evaluating the success of a learning activity” (1990: 44). It is relevant with the learning strategies used by the students which require planning to organize and to achieve the success of learning. The subjects used four subcategories of metacognitive strategies namely; functional planning, selective attention, advance organizers, and self-evaluation. The subject who was interviewed applied four subcategories of metacognitive strategies like functional planning, selective attention, advance organizers, and self evaluation. Functional planning is one of subcategory of metacognitive strategy that is used by the students who have high score. It means planning for rehearsing linguistics component necessary in order to smooth on upcoming language task. Selective attention it means scanning key words, phrases, sentences or linguistic markers of information. The subject scanned sentences of the text to avoid boredom and to get the keyword of information. Advance organizers is learning strategies where the learners previewing main ideas, previewing concepts of material will be learned. The subject usually makes a concept before starting reading task. And self evaluation is a kind of learning strategies in which the learners check the outcomes of their own learning after reading and doing learning task. Usually the subject corrected their assignment before submit it, they did self evaluation for themselves to make sure that their assignment whether it is correct or not.

They also applied six subcategories of cognitive strategies like resourcing, imagery, deduction, note taking, translation, and inferencing. According to O’Malley & Chamot, cognitive strategies refer to “operate directly on incoming information, manipulating it in ways that enhance learning” (1990: 44). It is also relevant with strategies used by the students where they interact with the material to be learned in direct ways such as summarizing, translating, and note taking. And they also applied socio
affective strategies namely question for clarification and cooperation. Socioaffective refers to “cover either interaction with another person or exercising control over emotional or affective responses to learning” (O’Malley & Chamot, 1990: 45). It is relevant strategies too that used by the students in which interacts with other people in order to assist learning. The subject usually ask to their teacher or friends when got difficulty in learning, its called question for clarification. While cooperation is learning can be done in many ways, can be self study or grouping. The subject likes to learn in group with their friends.

3.2 Learning Strategies Used by the Students who have Middle Score

First, Students who have middle score applied two subcategories of metacognitive strategies namely self-monitoring and repetition. Self monitoring is checking one’s speech of accuracy pronounciation, vocabulary, grammar, or the people who are present. Usually the subject corrected their pronunciations by watching film. By doing it, can monitor to the students in language learning, so that the subject takes self-monitoring of learning strategies. While repetition is strategy in which consciously repeat the knowledge of language to get more understanding. Usually, when the subject had difficulties to understand the meaning, they repeat until gets the right understanding. The subject uses repetition by reading the difficult word until the words internalized in their mind permanently. By doing it, the subjects can understand the word meaning easily. Those strategies used by the subject are relevant with the learning strategies proposed by O’Malley & Chamot.

The second strategies used by the students who have middle score were cognitive strategies. According to O’Malley & Chamot, cognitive strategies refer to “operate directly on incoming information, manipulating it in ways that enhance learning” (1990: 44). It is also relevant strategies used by the students where they interact with the material to be learned in direct ways such as summarizing, translating, and note taking. Students who have middle score applied three subcategories of cognitive strategies like inferencing, note taking, and translation. Inferencing means guessing meanings of news item or predicts outcomes information for drawing conclusion of the text. The subject found the meaning by drawing conclusion of the text that they knew. By doing it, the subject understood the meaning of the text even they did not know the true meaning. Note taking is strategy by writing down the important points, outline, or summary of information in
numerical form or description. Usually the subject takes note to get more information on their note when they study. Translation is strategy that have been translated into a different language in order to understand easily. Usually the subject open dictionary, alfalink and google translate to translate the difficult word that founded in the text. The third strategies used by the students is socio affective strategies namely question for clarification and cooperation. Socio affective strategies refers to “cover either interaction with another person or exercising control over emotional or affective responses to learning” (O’Malley & Chamot, 1990: 45). It is relevant strategies too that used by the students in which interacts with other people in order to assist learning. The subject preferred to ask to their friends when got difficulty in learning than to their teacher. The subject was a person who asked when they was in confused. So, they applied question for clarification of learning strategies. While cooperation it means learning can be done in many ways, can be self study or grouping. This strategy aims to solve problem, obtain feedback, collect information or check the learning task together. The subject liked to learn in group with their friends. Because they felt enjoy when learnt with their friend. But, sometimes students also need times to self study for solving a problem seriously and more focus. From those explanations above, it can be seen that students could learnt in many ways, could by grouping or by self study. So, the subject uses cooperation of learning strategies.

3.3 Learning Strategies Used by the Students who have Low Score,

The writer concludes that the students who have low score also used some of the metacognitive, cognitive, and socio affective strategies. In metacognitive strategies consists of advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, self-evaluation, and delayed production. Students who have low score applied only one subcategories of metacognitive strategies, it is selective attention. Selective attention is strategy that decides to attend to specific aspects of language input in order to cue the retention of it. On the other hand, SA means scanning key words, phrases, sentences or linguistic markers of information. It is relevant with the learning strategies that is used by the subject, they usually read the title of the text at the moment when they determine the topic sentence. By doing it, the subject can minimize the times. They also applied only one subcategories of cognitive strategies, namely note taking. It is strategy by taking note to get more information on their note when studying at school or out of class like home. The subject told that they took note while heard teacher’s
explanation. It can help the subject when they forgot something relating to the materials and also help to understand the text. And the last strategies used by the students is socio-affective. This strategies include cooperation and question for clarification. Student who have low score also applied this strategies, namely question for clarification and cooperation. Question for clarification is an activity in questioning for clarification covers paraphrasing, explanation, verification, examples or the other. The subject preferred to ask to their friends who cleverer than her. Students who have low score asked when they were in confused. While coopetation means learning can be done in many ways, can be self study or grouping. This strategy aims to solve problem, obtain feedback, collect information or check the learning task together. So, it can be concluded that those strategies used by the subject are relevant with the learning strategies proposed by O’Malley & Chamot.

3.4 The Effect of Various Learning Strategies Used by the Students on the English Achievement.

Through the various learning strategies that are used by students, they got some effects such as; made learning became an enjoyable activity, being an effective students, and getting the good score. Every student had an individual’s strategy in learning, so they can select it in order to feel enjoy when they learned, because when they felt enjoy to do something, can stimulate and enrich the knowledge optimally. As stated by Skinner (1957); Brown (1980) that “Learning is thus described as the formation of association between stimuli and responses”. In simple terms, the theory says that learning occurs in the following manner, the learner responds to a stimulus and the response must be active. The subject also becomes an effective student. They are active inside and outside of the classroom. They always try to solve their problem in learning English especially in reading skill, so the subject became easier in memorizing the English materials and in doing task or assignment. And the last, the subject also gets the good score by using various strategies to finish the assignment or examination. Based on the interview and observation, students who have high score uses the most strategies than other subject in learning. In fact, they gets good score in English task. Such as Rifana, she was the only student who gots score 90 in VIIIIF class, she also was the cleverest students. Based on the analysis above, it can be concluded that learning strategies proposed by O’Malley and Chamot that is used by the subject are effective strategies in learning reading. According to Oxford, 2002: 362 (in Fauziati, 2010: 150) “the strategies will make
learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.” So, it can be concluded that each student has their own learning strategies. One student has different strategies to another. The finding of this research shows that students who have high score applies more strategies than middle and low students and the students who have low score applies less strategies. This is same with argument by Keatly & Kennedy (20016) that stated “good learners expect to succeed, fulfill their expectation, and mere motivated; poor learners expect to do poorly, fulfill their expectation and lose the motivation.” Students who wants to success should fulfill their expetation and motivation. Because students that is applied more learning strategies will easier to understand and makes learner increase their reading ability directly. The more strategies used by the students, the success they would be.

4. CONCLUSION

After describing and analizing the data, the writer draws the conclusion of learning strategies used by the students in reading class at SMP N 1 Kebakkramat. The writer concludes that the students apply almost all of the strategies that is proposed by O’Malley & Chamot, namely; metacognitive strategies, cognitive strategies, and socio-affective strategies. All learning strategies which are important to do and to improve the student’s reading skill. Some strategies that is applied in learning are good ways. Although there are students use same strategies in learning, but they have different in the action and concentration to use the strategies. The students who applies more strategies has better mark than student who applies little strategies. The learning strategies used by the students who have high score are 12 strategies. While the learning strategies used by the students who have middle score are 7 strategies. The learning strategies used by the students who have low score are 4 strategies. The writer also concludes that the amount of various learning strategies used by the students influences their achievement in improving English ability. So that, they got some effects such as they made learning became an enjoyable activity, being an effective students, and getting the good score.
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