LEARNING STRATEGIES IN READING SKILL APPLIED BY A VOCATIONAL STUDENT AT SMK MUHAMMADIYAH 1 KEDIRI IN ACADEMIC YEAR 2014/2015

THESIS

By:
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NPM 11.1.01.08.0007

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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APPROVAL PAGE

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Approved by the Advisors to be proposed to the English Department Examination Committee of University of Nusantara PGRI Kediri

Kediri, September 02nd, 2015

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ABSTRACT

There are many factors which influence the success of learning reading skill. One of them is learning strategies employed by a student. This research investigated learning strategies in reading applied by a vocational student of SMK Muhammadiyah 1 Kediri. It aimed at identifying what strategy applied by the student and how the student applied that learning strategies in learning reading. This research was carried out in SMK Muhammadiyah 1 Kediri in Academic Year 2014/2015. The researcher chose one female student on first year class of SMK Muhammadiyah 1 Kediri who fulfilled the criterias of a successful learner, especially in reading. This research is a case study and use qualitative approach. Two main instruments were employed to collect data; observation and interview. There are three points that can be discovered from this research. 1) Word meaning, part of speech, generic structure, functional text, tenses, and subject-verb agreement are aspect that the student learn when read the text 2) Preparing note book and dictionary, checking the progress, determine own strategy and focusing on the task are metacognitive strategies used by student 3) Rereading resourcing, scanning the important information of the text, guessing the meaning, and note taking are cognitive strategies which are the most frequently used by student in reading activity. Based on the findings above, the good learning strategy is when the student can develop reading effectively. By knowing that Cognitive Strategy is the most frequent strategy used by student, the English teachers also can use teaching strategies that are appropriate with those strategies.

Key words: Reading, Learning Strategies, Cognitive strategy, Metacognitive strategy, Vocational student
I. INTRODUCTION

There are four skills to learn in English; namely speaking, reading, writing, and listening. Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know. Moreover, they will be able to know what they do not know before. According to Ontario (2003; 19) “Comprehension is the reason for reading”. It means that reading is to know and understanding the text when they read. They should achieve the goal of reading that is comprehension.

Reading is the cornerstone of a child’s success in school and consequently through life. Without the ability to read effectively, opportunities for personal fulfillment and job success inevitably will be lost (Anderson, Heibert ,Scott and Wilkinson, 1985:1). It should be better if they know the way to help them to master the reading skill. Oxford (1990:1) defines learning strategies as steps taken by learners to enhance their own learning. In line with Oxford, O’Malley &Chamot (1990:1) define learning strategies as special ways of processing information that enhance comprehension, learning, or retention of the information. It can be concluded that learning strategies influence the students’ success in learning something.

From some explanations mentioned above, it should be better if they know the way to help them to master the reading skill. Oxford (1990:1) defines learning strategies as steps taken by learners to enhance their own learning. In line with Oxford, O’Malley &Chamot (1990:1) define learning strategies as special ways of processing information that enhance comprehension, learning, or retention of the information. It can be concluded that learning strategies influence the students’ success in learning something.

II. METHOD

This research was carried out in SMK Muhammadiyah 1 Kediri, and conducted in December 2014 until May 2015. The sample was one of female student on first year class of SMK Muhammadiyah 1 Kediri. This research is a case study and use qualitative approach. Cresswell (2003:18) states:

A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed. with an intent of developing a theory or pattern) or advocacy/participatory perspectives (i.e., political, issue-oriented, collaborative. or change oriented) or both. It also uses
strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended, emerging data with the primary intent of developing themes from the data.

Based on the explanations above, the researcher decided to use qualitative approach in this research.

According to Creswell (2007:73), case study research is a qualitative approach in which the investigator explores a bounded system (case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (for example, observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. A case study can be considered a methodology, strategy of inquiry, or research strategy. It involves the study of an issue through specific cases. In case studies emphasis is placed on the exploration and description. “Case studies can be used for descriptive, explanatory, or exploratory purposes” Yin in Vargas-Hernández (2006:127)

Based on the explanations above, the researcher decided to use qualitative approach in this research. This approach was chosen because in the process of the data analysis, the researcher found all the data about the learning strategies used and analyzed it descriptively to get the result in the end of the research. In collecting the data, the writer became full observer.

In qualitative data, the writer used documentation and interview. Documentation was gained from studentworksheet or student note book. The data were taken from student record about her activities when she learns reading. While interview, the writer asked the student about the reason of applying the most frequently used strategy.

In analyzing the data, the researcher used Miles & Huberman (1994:10) which consists of three procedures: (data reduction, data display, and conclusion drawing/verification) to analyze it. In reducing the data, the writer separated and took the only important things from the result of collecting data. To display the data, the writer made brief description from the data that had been reduced. The last step, the writer concluded what data gained.

III. RESEARCH FINDINGS AND CONCLUSION

A. RESEARCH FINDINGS

The researcher collected the data about learning strategy, firstly, through observation. From the observation, the researcher found that the student always pay attention while the English teacher presenting the material. She was an active
student in the class. She also focused on every task given by the teacher, and in doing the task; she always looks up the dictionary if she found some difficult words and tried to guessing the meaning. Moreover, she always gets the good score in English.

Secondly, to get the deeper data, the researcher held structured interview with the participant. There are three aspects that students used in learning strategies in reading, such as: vocabulary, content, and grammar. Below are explanations:

1. Learning Strategies in Vocabulary
   a) Words Meaning.

   In words meaning, she discovered new words from any sources, such as watching movie, listening to the music, short story, and textbooks. The strategy was by watching movie subtitle. But, it gave little contribution for her vocabulary, because if she didn’t know the meaning, she just guessed the difficult meaning and she would look for in the dictionary if that meaning was interesting for her.

   b) Part of Speech

   Strategy used by the student in part of speech is using a dictionary. If she found difficult meaning of verb, noun, and adjective words, she prefer used dictionary, and guess the meaning. She explained that when reading the passage if she didn’t know the meaning, she tried to guess the meaning and look for the difficult meaning in the dictionary latter.

2. Learning strategies in content
   a) In generic structure

   She used rereading strategy to understand the content. She tended to convince herself by rereading the parts that she had not understood yet. She is more careful in reading since she used the strategy to find the meaning of the text more than once. So, she can fully understand of what she read and determine which one orientation, complication, and resolution.

   b) Functional text

   Learning strategy used by the student was predicting and scanning. She predicted what the text is about after she read the title. It is a kind of previewing. It helps her to predict what the text will be about. Then, she used scanning strategy to get important information of the text by giving underline of some important word based on questions.

3. Learning strategies in grammar:
   a) Tenses

   She always applies the correct rule of grammar to help her comprehend the text. She thought that use correct rule of grammar, she can more confident to do the task. When she read a text, she can know what sentence structure in the text by analyzed the pattern of sentence
b) Subject-verb Agreement

In this case, the researcher found little information about student learning strategy, because the student lacks of knowledge about grammar but she paid more attention in learning grammar because she thought limited grammar cause problem in reading. To learn subject-verb agreement, she used correct rule of grammar by looked her note book. Also, she always remember this sentence on her mind “Singular subjects need singular verbs; plural subjects need plural verbs”, it help a lot when she found subject-verb agreement on the text.

The result of this research is the student used both of metacognitive and cognitive strategies. Also, it was found that the metacognitive used by the student are planning, monitoring, evaluating and self-management. Students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions (O’Malley and Chamot, 1990:8). Then the cognitive strategy used by student is repetition, resourcing, note taking, and inferencing. So, the student used various strategies in learning reading. According to (Oxford 1990:8) Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more transferable to new situations. In other word, the student used various strategies to make learning easier, faster, and more enjoyable.

B. CONCLUSION

From the finding above, the researcher concluded that both cognitive and metacognitive strategy are used by the student in reading.

First, metacognitive strategies are used by the student in reading. The student always plans her reading by seeking for resources as reference. She also monitors her progress in doing by looked at student’s worksheet and the score that gave by her teacher. In evaluating, she always assesses how well he has accomplished the learning task, like how many number of exercises she can do and not, also determine her own strategy to make easy her study. For self – management, focusing on the task and serious in doing the task are always done by student.

Second, Cognitive strategies used by student are repetition, resourcing, note taking, and inferencing. In repetition, she can fully understand of what she read if she used this strategy. Then resourcing, this strategy helps her to find the meaning of difficult words. In order to remember a new word and grammar, note taking strategy was employed by student. The last strategy is inferencing, she used guesses
the meaning of a word by relating it with the provided information in the text. So, it can be concluded that this strategy is good and effective to the student in reading.
IV. BIBLIOGRAPHY


