

**LEARNING STRATEGIES IN READING COMPREHENSION APPLIED BY
A SUCCESSFUL LEARNER OF THE SECOND GRADE STUDENTS OF
ACCELERATION CLASS IN SMA NEGERI 1 KEDIRI ACADEMIC YEAR
2014/2015**

SKRIPSI

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:
DEVI APSARI SARASWATI
NPM 11.1.01.08.0046

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

APPROVAL PAGE

SKRIPSI

By:
DEVI APSARI SARASWATI
NPM 11.1.01.08.0046

ENTITLED:

**LEARNING STRATEGIES IN READING COMPREHENSION APPLIED
BY A SUCCESSFUL LEARNER OF THE SECOND GRADE STUDENTS
OF ACCELERATION CLASS IN SMA NEGERI 1 KEDIRI ACADEMIC
YEAR 2014/2015**

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

Kediri, August 12th, 2015

The Advisors,

Advisor I



SULISTYANI, M.Pd.
NIDN. 0701056803

Advisor II



Drs. ABD. RAHMAN, M.Pd.
NIDN.

APPROVAL SHEET

SKRIPSI

By:
DEVI APSARI SARASWATI
NPM 11.1.01.08.0046

ENTITLED:

**LEARNING STRATEGIES IN READING COMPREHENSION APPLIED
BY A SUCCESSFUL LEARNER OF THE SECOND GRADE STUDENTS
OF ACCELERATION CLASS IN SMA NEGERI 1 KEDIRI ACADEMIC
YEAR 2014/2015**

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

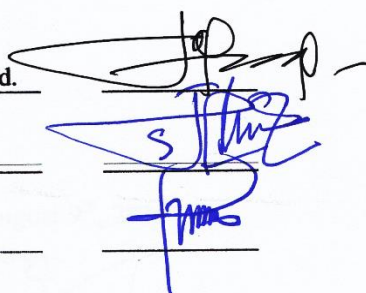
Kediri, August 22nd, 2015

Board of Examiners,

Chairman : Drs. SETYA ADI SANCAYA, M.Pd.

First Examiner : SULISTYANI, M.Pd.

Second Examiner : Drs. ABD. RAHMAN, M.Pd.



The Dean of the Faculty of Teacher Training
and Education
University of Nusantara PGRI Kediri



Drs. Hj. Sri Panca Setyawati, M.Pd
NIDN.0716046202

Learning Strategies in Reading Comprehension Applied by a Successful Learner of the Second Grade Students of Acceleration Class in SMA Negeri 1 Kediri Academic Year 2014/2015

Devi Apsari Saraswati
11.1.01.08.0046
FKIP – Pendidikan Bahasa Inggris
devi.saraswati83@gmail.com
Sulistyani, M.Pd. dan Drs. Abd. Rahman, M.Pd.
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

This article is about Learning Strategies in Reading Comprehension Applied by a Successful Learner in Acceleration Class in SMA Negeri 1 Kediri. This study was aimed at finding out (1) what learning strategies are applied by a successful learner in acceleration class at SMAN 1 Kediri, and (2) how the learner applies the learning strategies. The research method was qualitative whose design was case study. This research was carried out through observation, interview, and documents. There was only one student in this research as the participant. From the research method, the researcher found that in cognitive strategy, the successful learner always used resourcing, deduction, imagery, key word method, inferencing, contextualization and elaboration. In meta – cognitive strategy, he used to make plan by seeking for resources as reference, monitor his work by checking his production and his progress in using English while learning reading comprehension whether it made sense or not, and evaluating his work through assessing how well he has accomplished the learning task. In self – management, he focused on the task and was serious in doing the task.

Keywords:

Learning Strategies, Reading Comprehension, Successful Learner of Acceleration Class.

I. INTRODUCTION

Reading is one of the four skills that must be mastered in learning English as Second/Foreign Language. It is defined by Woolley (2011: 15) as the process of making meaning from text in which the goal is to gain an overall understanding of what is described in the text. In doing so, comprehenders have to use such a wide repertoire of language skills as vocabulary, to gain meaning from text while at the same time they use their own background knowledge to construct a situation model of the understandings related to the text passage. It is not an easy activity that all students can do. Many of English language learners failed in their comprehension text since they don't have enough capacity of reading comprehension ability to detect the gist of the text. Therefore, to be a successful learner, they need learning strategy.

Learning strategy is considered important for the students in acquiring, producing and comprehending the new language. Learning strategy is defined as the conscious thoughts and actions that learners take in order to achieve a learning goal (Chamot, 2004: 14). It is an action taken by students to cope with their problem in learning English. Moreover, O'Malley and Chamot (1990: 1) also illustrated learning strategy as special

thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information. It was seen as special ways of processing information that improve comprehension, learning, or retention of the information. Students' learning strategies will affect their learning result, and also their reading comprehension. Good learning strategy makes readers easier to catch the message of a passage.

There are three main categories of L2 Learning Strategies have been identified by O'Malley and Chamot (1990). Their classification emerged from interviews with experts and novices and theoretical analyses of reading comprehension and problem solving which then are differentiated into the three primary categories cognitive, meta-cognitive and affective or social strategies.

Metacognitive strategies (O'Malley and Chamot, 1987) involve executive processes in planning for learning, monitoring one's comprehension and production, and evaluating how well one has achieved a learning objective. Meanwhile, in cognitive strategies, the learner interacts with the material to be learned by manipulating it mentally (as in making mental images or relating new information to previously acquired concepts or skills) or physically (as in

grouping items to be learned in meaningful categories or taking notes on or making summaries of important information to be remembered) (O'Malley and Chamot, 1987).

Some empirical investigations on learning strategies used by successful learners in reading comprehension have been conducted by several researchers. Afdaleni (2013) found there were six language learning strategies used by learners in English reading comprehension: memory, cognitive, compensation, metacognitive, affective and social strategies in which the mostly used by the learners are metacognitive strategy, while the least strategy used was the affective strategy. Moreover, the study of Anggraeny (2011) showed that the most strategies applied by high achievers in reading comprehension are metacognitive strategy and remembering strategy.

This topic is really related to my finding in SMAN 1 Kediri, exactly in acceleration class where I had done my teaching practice. There, I found a male student who used to get high score and it was stable among his classmates. His score didn't rise highly or down extremely after doing 5 reading tests (3 Daily Test, 1 Mid Test, 1 Final Semester Test) whose average score was 92. This student was good in solving exercises about synonym or antonym. He could also catch the

intention of the questions and answer the comprehension questions well. Further, he could answer correctly questions about general information, implied information, details, and specific information in which most of his friends did not understand. Overall, he was able to understand the whole reading comprehension passage.

Due to the fact that research toward this issue is rarely to conduct in University of Nusantara PGRI Kediri, and seeing the fact I found in the research site, I think this study is important to conduct to investigate to what extent a successful learner applies learning strategy in reading comprehension through answering questions about what learning strategies are applied by a successful learner in acceleration class at SMAN 1 Kediri and how the learner applies the learning strategies within the scope of two learning strategies proposed by O'Malley and Chamot (1990), cognitive strategy and metacognitive strategy.

II. METHOD

This is qualitative study which used case study research design and the participant was a second grade student of acceleration class in SMA Negeri 1 Kediri academic year 2014/2015. I carried out this study in SMA Negeri 1 Kediri located at Jl. Veteran No. 1 Kediri and expected that the research result can be a learning model

for other students in common since this is an acceleration class student who smart and certainly has an effective strategy to study.

This research used triangulation technique whose data collection techniques (Sugiyono, 2010: 309) including: observation, interview, and documents. The observation was held to get natural data. Then, I used structured interview which was able to dig a deeper understanding about the research subject or respondent through creating a number of questions which the answer was the needed information to consider what type of learning strategy used by the participant in reading comprehension. Last, to get the data about the subject research, I involved documents in the form of daily tests, mid test, and final test results that belongs to the participant.

In analyzing the data, I used qualitative data analysis by Miles and Huberman (1984: 21) which consists of data reduction, data display, and conclusion drawing. The process of data reduction involves making summary of the data, focusing and choosing the important information of the data, finding the theme pattern, and reducing unimportant information from the data. In reducing the data, I used the types of learning strategy classification by O'Malley and Chamot's

(1990) classification. I put the classification in the table below to make easier in classifying and analysing learning strategies that used by successful learner in reading comprehension:

No.	Types of Learning Strategies	Checklist	
		Yes	No
1.	Cognitive Strategies:		
	a. Repetition b. Resourcing c. Directed physical response d. Translation e. Grouping f. Note – taking g. Deduction h. Recombination i. Imagery j. Key word k. Contextualization l. Elaboration m. Inferencing n. Summarizing		
2.	Metacognitive Strategies		
	a. Planning: 1. Understand the task 2. Organize materials 3. Find resources		
	b. Monitoring 1. Check the		

	progress on the task. 2. Check the comprehension in using the language wheter has been understood or not. 3. Check the production inusing the language.				1. Determine how you learn best. 2. Arrange conditions that help you learn. 3. Seek opportunities for practice. 4. Focussing my attention on the task.		
	c. Evaluating 1. Assess how well I have accomplished the learning task. 2. Assess how well I have used learning strategies. 3. Decide how effective the strategies were. 4. Identify changes I will make the next time you have a similar task to do.						
	d. Self – management						

The next process after data reduction is displaying the data. Here, I displayed the data in the form of narrative report in which a prose account is provided, interspersed with analysis and conclusion. The last process of analyzing the data is drawing conclusion and verification.

III. FINDINGS AND DISCUSSION

First, from the observation, I found that the successful learner was always paying attention while the English teacher presenting the material. He also focused on every task given by the teacher, and in doing reading comprehension task, he used to look up the dictionary if he found any difficult words. More, he never postponed doing any reading comprehension task in class.

Second, through the structured interview, I got data about the successful learner in his daily study activity that only some of cognitive strategies were always applied him such as resourcing, deduction, imagery, key word method, inferencing, and elaboration. In comprehending the text, the successful learner applied resourcing through looking up the dictionary whenever he found any difficult words, and determined which one is the appropriate meaning. He also applied the correct rules of grammar like past tense or present tense to increase his comprehending toward the text. Imagery was applied by him through visualizing the information or the explanation in the text. He also used to relate new words in English to words in Indonesian which sounds alike to help him get the meaning of the words. In inferencing, he used to guess the meaning of a word by relating it with the provided information in the text. Moreover, he also applied contextualization to get the possible meaning of new words in the text contextually. At last, elaboration was applied by him to help him understand the text through relating his background knowledge and new information in the text to catch the meaning.

Then, in meta – cognitive strategy, he used to make plan by seeking for

resources as reference, monitor his work by checking his production and his progress in using English while learning reading comprehension whether it made sense or not, and evaluating his work through assessing how well he has accomplished the learning task. In self – management, he focused on the task and was serious in doing the task.

For planning, the successful learner, sometimes, understood what his goal was by reading a text, but he used to make preparation like seeking sources as reference. Here, the successful learner used to prepare dictionary before he did his reading comprehension task and also read articles on the internet. In monitoring himself, sometimes, he checked his progress in doing and using English. He also used to checked whether his English made sense or not when answering reading question. In evaluating his works, the successful learner always assessed how well he has accomplished the learning task through seeing from how many number he could do. Sometimes, he also assessed how well he has used learning strategy in doing reading comprehension task. For self – management, though he did not have any certain strategy for learning reading comprehension, but sometimes he arranged good condition time schedule to study so he could study optimally. He used to focus

his attention to the task, and did his tasks seriously. Sometimes he sought opportunity to learn reading comprehension, but oftenly he learned reading comprehension and enriched his vocabulary and understanding through games by reading the directions in the game and understood it.

Overall, both cognitive and metacognitive strategies classification from O'Malley and Chamot (1990) were applied by the successful learner when learning reading comprehension but, only some of those sub – types which were always applied by him in his daily study activity. Those sub – types were applied to help him increase his understanding toward the text, to measure how well he used English, and how far his progress in doing reading comprehension task. Having seen this result, I had a thought that in order to be a successful reader, students have to read a lot because practice makes perfect, and for teacher, giving students assignment to read and summarize authentic material will be very fruitful to build their reading habits, enrich their vocabulary, and broader their knowledge.

IV. BIBLIOGRAPHY

- Afdaleni. 2013. Language Learning Strategy in English Reading Comprehension Used by Successful and Unsuccessful Learners at College. *International Review of Social Sciences and Humanities*, 5 (2), 193-202. Retrieved November 1, 2014.
- Chamot, A. U. 2004. Issues in Language Learning Strategy Research and Teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), 14 – 26. Retrieved October 22, 2014.
- Miles, M. B., & Huberman, A. M. 1984. *Qualitative Data Analysis: A Sourcebook of New Methods*. California: SAGE Publications Inc.
- O'Malley, J. M. & Chamot, A. U. 1990. Learning Strategies in Second Language Acquisition. In *Language Learning Strategies and Its Training Model*. 2010. *International Education Studies*, 3(3), pp. 100 – 104.
- Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Woolley, G. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. Springer Science & Business Media B.V. Retrieved November 2, 2014.