LEARNING STRATEGIES ON READING APPLIED BY HIGH ACHIEVERS OF THIRD GRADE STUDENTS OF ENGLISH DEPARTMENT AT UNIVERSITY OF NUSANTARA PGRI KEDIRI IN ACADEMIC YEAR 2014/2015

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Department Examination Committee of
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Kediri, August 18, 2015

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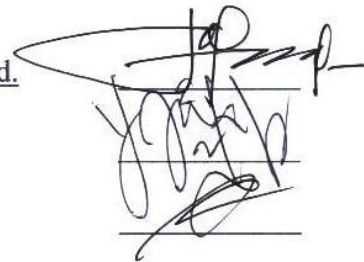**DWIKI ADE MULYANTAMA**
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Approved and Accepted by all its qualification
By the Examination Committee of
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Kediri, August 18, 2015

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ABSTRACT

Reading is an important skill or action. In reading activity, students usually face some problems (decoding and comprehending). In fact, they should understand the information when they read, so that, they can be success in reading. Learning strategies is one of the factors which can influence the students' success in learning something and to be high achiever. In this research, the writer only identified on learning strategies in reading. He found two third grade students of English Department at University of Nusantara PGRI Kediri, who fulfilled the criterias of a high achiever, especially in reading field. So that, it was known: 1) the kinds of learning strategies on reading applied by high achievers, 2) the most frequent strategy used by them, and 3) the reason of using the most frequent strategy. This research is a case study and use qualitative approach. In collecting the data, the writer became full observer and used questionnaire as quantitative data, and documentation and interview as qualitative data. To analyzing the quantitative data, the writer totalized the score of each strategy from questionnaire results. While the qualitative data, he used three steps (data reduction, data display, and conclusion drawing/verification) to analyze the results of documentation and interview. This research was conducted in six months. From this research, there are three points that can be discovered: 1) There are six learning strategies are used by high achievers, and have good effects in reading. 2) Compensation Strategy is the strategy which is the most frequently used by high achievers in solving the problems of reading. 3) High achievers students have different reasons in applying learning strategies when they get problems, it is because of interest and urgent time.

Key words: learning strategies, reading, high achievers

I. Introduction

Reading is one of the important skills in learning language because reading can be included into both receptive and productive skill. According to Anderson (2005), reading is classified into receptive skill because people can receive an information by doing it. But the reading complex process also requires the speaking skill, so that people are able to pronounce when they read the words. Beside that, reading is also a basic life skill a person may ever acquire and person's success or failure in reading affects the opportunities for personal fulfillment and job success, and also for student's academic growth. It is strenghtened by Teixeira (2012:1), who states:

> Reading is a key language skill that has long had a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas communicated by people in different locations and eras, giving them the opportunity to broaden their horizons and deepen their knowledge of the world.

Globalization era makes written text even more varying in language, and it can give readers or students some problems in interpreting printed or written verbal symbols. In Gagen's opinion (2007), students have problems in reading because they lack specific skills necessary for proficient reading.

These problems are incorrect approach to reading / not processing print phonetically, gaps in foundational skills & knowledge necessary for proficient phonologic processing, difficulty with complex code, and gaps in advanced skills. While Scholten (1997), stated that common causes of reading problems are divided into decoding problems and comprehension problems.

In this case, it should be better if students know the way to help them to master the reading skill. Learning strategies is one of the factors which can influence the students' success in learning something and to be high achiever in reading. Bainbridge (2015) states "High achievers are those who achieve a goal. In school, a high achiever would be a student who gets high marks, good grades". Then, Kingore (2004) also mentions many characteristics of a high achiever, and some of them are interested to learn, attentive, responding with interest and opinions, enjoying school often, and getting A's.

From those criterias mentioned above, the writer found two students who fulfilled it when he did preliminary study. In third grade of English Departement at University of Nusantara PGRI (UNP) Kediri, there are two students who always get good score in reading starting from first semester until

fourth semester. They always get score of reading better than the other students. Both of them also had an experience in joinning national debate in Sarangan. For preparing debate, they read many materials related their debate. In campus environment, they also often used English in communicating with their lecturer. They were also attentive, it was proven when I talked to them, they had good respon.

From the background explained above and to make the problem easy to be discussed deeply, the writer limit reading in comprehending problem. It means the problem about how the students comprehend the content of reading. The aspects were focused on vocabularies, context, and sentence structures. While the students that were observed are two of third grade English department students at University of Nusantara PGRI Kediri who had high achievements in reading. They are Tatik Mustikawati and Yuni Kristanti. So, the learning strategies the writer limit were the learning strategies in reading. Oxford (1990) mentions six learning strategies on reading, involve memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. He wanted to know: 1) the kinds of learning strategies on reading applied by high achievers, 2) the most frequent strategy used by them, and 3) the reason of using the most frequent strategy.

II. Method

This research was carried out in University of Nusantara PGRI Kediri, and conducted in December 2014 until May 2015. This research is a case study and use qualitative approach. In collecting the data, the writer became full observer and used two types of data. They are quantitative data and qualitative data.

In quantitative data, the writer used questionnaire. The writer used closed ended questionnaire. In closed ended questions used multiple choices consists of 18 items questions. For making questionnaire, the writer noted some indicators of learning strategies on reading. There are some indicators of each strategy used in questionnaire of the research: Memory Strategy (creating mental linkages, applying image and sounds, and employing action), Cognitive Strategy (practicing, and creating structure for input and output), Compensation Strategy (guessing intellegently), Metacognitive Strategy (centering their learning, arranging and planning their learning, and evaluating their learning), Affective Strategy (lowering their anxiety, encouraging

theirselves, and taking their emotional temperature), Social Strategy (asking questions, cooperating with others, and empathizing with others).

In qualitative data, the writer used documentation and interview. Documentation was gained from students' journal or students' diary. The data were taken from students' record about their activities when they learn reading. While interview, the writer chose semistructured interview to get the data, and asked the students about the reason of applying the most frequently used strategy.

To analyzing the quantitative data, the data was gained from the total score of the students's questionnaire about the language learning strategies. The apects that were calculated in questionnaire are about the student's learning strategies in reading.

The writer used closed ended questionnaire type and it had 18 items. All questions are in multiple choices and each question contains of five options ("Always" is scored 5, "Often" is scored 4, "Sometimes" is scored 3, "Seldom" is scored 2, and "Never" is scored 1). The writer wanted respondents to choose the option that they like based on the reality. This is table of counting the total score of questionnaire results:

Table 2.1
Total Score of the Questionnaire as follow:

Name of Strategies	Question Number	Total of Scores
Memory Strategies	1+2+3	$n1$
Cognitive Strategies	4+5+6	$n2$
Compensation Strategies	7+8+9	$n3$
Metacognitive Strategies	10+11+12	$n4$
Affective Strategies	13+14+15	$n5$
Social Strategies	16+17+18	$n6$
TOTAL (N)		

The most frequent strategies can be shown as follow: $\frac{n}{N} \times 100\%$

While the qualitative data, he used three steps (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. He described the finding from students' journal and interview which were not clear yet in previous step.

III. Findings

A. Kinds of Learning Strategies on Reading

Both Tatik and Yuni used six learning strategies in reading. Those are memory, cognitive, compensation, metacognitive, affective, and social. It

can be found from questionnaire given to subjects and journal which they wrote.

The kinds of learning strategies that Tatik used also can be seen from student's journal. Tatik wrote, "Today is the first of April 2015, I start reading novel... I am planning to read the whole story in one month". Tatik likes reading novel, and always plans her reading. It can be said that she used cognitive strategy, and metacognitive strategy. From the interview result, she said, "*Ketika saya menemui kata sulit, saya menebaknya berdasarkan konteks* (when I find difficult words, I will guess it based on context)". She used compensation strategy by guessing based on context when she gets difficulties in reading novel. Beside that, she also used memory strategy because she review what she read in the novel. She wrote in her journal, "This novel telling about terrifying holiday thriller... This novel is telling about two young teenegers decide to take a road trip across the US".

The kinds of learning strategies that Yuni used also can be seen from student's journal. She wrote,

> I love it because it is a romantic novel... article is written by Phrophesor, so the language that being used was

really difficult... I underline each difficult vocabulary and then I look for the meaning in the dictionary...

She practiced her reading skill by reading novel or article, grouped the difficult words by underlining them, and then looked for the meaning in her dictionary. It means that she used cognitive and memory strategy. In journal, she also wrote, "I try to understand the difficult word by understanding its meaning through context...". It can be said that she also used compensation strategy, likes guessing the meaning based on context. The last, she also used metacognitive strategy, she monitors herself when she got difficulties in learning or doing exercises. It can be seen in her journal, "It really help me in understanding the novel that I read... I found myself really working hard to understand it... I think this way is helping me a lot".

B. The Most Frequent Strategy

Following are the percentage of using each strategy based on the results of questionnaire:

Diagram 3.1
Kinds of Learning Strategies

■ Tatik Mustikawati   ■ Yuni Kristanti
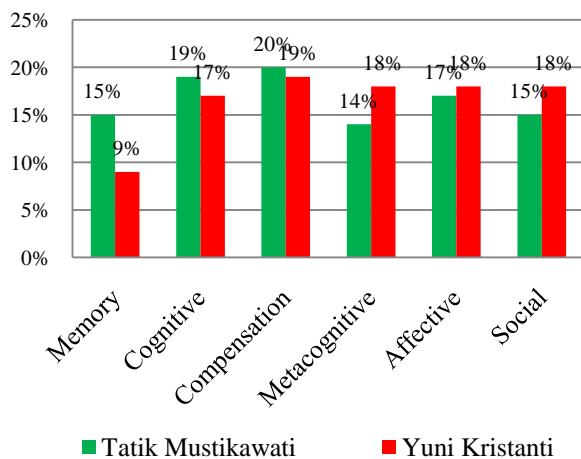
Based on chart above it can be shown that a percentage score of subjects' answer to the questionnaire represent in each strategy.

Tatik Mustikawati, the highest average is Compensation Strategy with a value of 20%. The second sequence is occupied by Cognitive Strategy with a value of 19%. The third one is Affective Strategy with a value of 17%. The next sequence with same percentage 15% are occupied by Memory Strategy and Social Strategy. The last is Metacognive with a value of 14%. While, the data gained from students journal, Tatik used Cognitive Strategy, Metacognitive Strategy, Compensation Strategy, and Memory Strategy in same frequency. From the results above, it can be concluded that Tatik used compensation as the most frequent strategy.

Yuni Kristanti, Compensation Strategy also become the highest average with a value of 19%. Metacognitive Strategy, Affective Strategy, and Social Strategy have same value of 18%. The next sequence with a value of 17% and 9% are occupied by Cognitive Strategy and Memory Strategy. In addition, the results of student journal, Yuni used Cognitive Strategy more than Memory, Compensation, and Metacognitive. Because in translating difficult words, she often opens dictionary. There are different results between questionnaire and student's journal. When the writer confirmed it through interview, she explained that actually she likes opening dictionary, but because she often forgets to bring dictionary, so that she use guessing more when getting difficult words.

C. Reason of Using the Most Frequent Strategies

From interviewing Tatik, the writer knew that even though Tatik often brings dictionary, she prefer guessing the meaning of difficult words than opening dictionary. When she was asked about the reason, she answered "*Karena di dalam kamus itu terkadang artinya tidak cocok dengan apa yang dimaksudkan dalam teks atau bacaan tersebut. Bahkan terkadang ada beberapa kata yang*

tidak ada di dalam kamus (Because in dictionary, the meaning is sometimes not appropriate with the word in the text. Even, there are some words that cannot be found in the dictionary)". It can be said that according her, the words in dictionary are sometimes not appropriate with the meaning that should be. There are also some words that cannot be found in dictionary. Besides she said that, she also stated,

> *Saya tidak mau bergantung dengan kamus. Mungkin kalau saya memang sudah tidak bisa menebak dan sulit memahami konteks, baru saya membuka kamus. Dan tentunya tetap mengira-ngira mana makna yang cocok dengan konteks yang dimaksud* (She does not want to rely with dictionary. Only if she has given up, she will open her dictionary, of course by looking the context too).

The topic of reading is also important in guessing the meaning of difficult words. She always pays attention the topic when she guesses the words.

Different from Tatik, Yuni guesses the meaning if she does not bring dictionary or she is forbidden to open dictionary. It was gained from her journal and interviewing her. In her journal, she wrote, "We are not allowed to use handphone or even dictionary... So, I try to understand the difficult word by understanding

its meaning through context...". She also often forgets to bring dictionary, so that she chose to guess when she gets difficulties in reading. It can be seen from her answer in interview, "*Tapi kalau membawa kamus sih, saya sering lupa. Jadi kalau dalam keadaan terpepet, ya saya mencoba menebak walaupun tanpa kamus* (I often forget to bring dictionary. So that, I will try to guess without dictionary if I am in trapped condition". Nevertheless, she guesses the difficult words by paying attention the context of text. She said in interview,

> *Tapi tetap memperhatikan konteks dalam teks karena biasanya walaupun katanya sama, bisa berbeda makna kalau berbeda konteks. Judul dan tema dalam bacaan juga terkadang saya jadikan acuan* (But keep paying attention to the context of text because usually although the words are same, it can have different meanings in different contexts. Sometimes, I also use title and theme in reading to be clues).

According to her, each word has different meaning based on the context. She also uses some clues, such as title and theme.

IV. Discussion

Based on the result of data, the writer interprets that there are six

learning strategies on reading used by both Tatik and Yuni as high achievers. They are Memory Strategy, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy, Affective Strategy, and Social Strategy. This result is the same with opinion by Oxford (1990) that mentioned those six learning strategies can be used and applied on reading. And Tseng (2005) also stated that all language learners use language learning strategies in the learning process, so they can achieve the goal.

Based on the research, both Tatik and Yuni as high achievers used Compensation Strategy as the most frequent strategy. It is same with Dhanapala (2007), who got the result that in Japan which English is taught and learned as an foreign language, the learners used compensation as the most frequent strategies.

Based on the results, Tatik and Yuni as high achievers used compensation strategy more than other strategies to solve the comprehending problem in reading. The reasons of using this strategy are varies. It depend on theirselves. Sometimes, they use compensation strategy because they like this strategy. But the other reason is because of compulsion, such as they forget to bring dictionary or forbidden to open dictionary in certain situation.

Nevertheless, this strategy can solve their problem in reading. Rajabi, Rezaei, and Afshari (2013) also stated that Compensation strategy can improve comprehension as well as efficiency in reading. By using compensation strategies, students will improve their reading performance and will be better readers. Moreover, related to compensation strategies, Rokni and Niknaqsh (2013) said that clues can be regarded as a working factor in the way that a learner comprehends a reading passage and context clues can greatly influences reading comprehension of EFL learners.

V. Conclusion

There are three points concluded by the writer from research findings and discussion in previous chapter. The first is about the kinds of learning strategies used by high achievers in reading. Tatik and Yuni as high achievers used six kinds of learning strategies. They are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. So, it can be concluded that these strategies are good and effective to be used by students in reading. The second is about the most frequent strategy that used by Tatik and Yuni, that is compensation strategy. On the

other words, Compensation Strategy is the strategy which is the most frequently used by high achievers in reading. The last is about Tatik and Yuni's reasons of using compensation as the most frequent strategy. From their different reasons, it can be concluded that each high achiever student has different way to get success in reading. Although their strategies are same, they have varies reasons in applying it, for example because of interest or compulsion.

Based on three conclusion above, students should be aware the benefit of having learning strategies during they are learning English, especially in reading. By knowing that Compensation Strategy is the most frequent strategy used, the lecturers or teachers can use teaching strategies that appropriate with this strategy, for example: in reading exercise, students are given two passages with different contexts, but using same words or phrases in some parts of passages. So, students are able to differenciate the meaning of word when they guess it in a passage.

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