JOURNAL

A STUDY ON READING LEARNING STRATEGIES
USED BY THE SEVENTH GRADE STUDENT OF SMPN 2
GURAH IN ACADEMIC YEAR 2015/2016

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A STUDY ON READING LEARNING STRATEGIES
USED BY THE SEVENTH GRADE STUDENT OF SMPN 2
GURAH IN ACADEMIC YEAR 2015/2016

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ABSTRACT

Reading is an activity that should be developed by students. Reading covers two skills, they are micro and macro skills. These skills can help students to learn types of text. To solve the problems in reading, they need to employ learning strategies that are appropriate with them. This research aims at answering the following questions : (1) What kinds of reading learning strategies that is often used by seventh grade students of SMPN 2 Gurah in academic year 2015/2016, (2) How do the seventh grade students of SMPN 2 Gurah in academic year 2015/2016 apply the learning strategy in reading.

The research design used is qualitative research in which the researcher is the key instrument. It describes the learning strategies in reading applied by a student at the seventh grade of *SMPN 1 Gurah*. The subject of this research is one female student at seventh grade of *SMPN 1 Gurah*. The techniques of collecting data in this research were observation, interview, and documentation.

The learning strategies applied by the student in learning topic and main idea were cognitive strategies included practicing naturalistically, getting idea quickly, and highlighting. Compensation strategies included guessing intelligently. Metacognitive strategies included paying attention, seeking practice opportunities, and monitoring progress. Affective strategies included rewarding herself and discussing feeling with someone else. Social strategies included asking questions and cooperating with others. In learning vocabulary, the subject applied memory strategies there were placing new words into a context and remembered new words. In cognitive strategies included practicing using repeating and translating difficult words. Metacognitive strategies there were paying attention and setting goals and objectives. In affective strategies were used music and jokes, rewarding herself, and discussing with someone else. In social strategies were asking questions.

From the result, the researcher concluded that the learning strategies of reading are often used were cognitive and social strategies. The strategies used in cognitive were practicing and translating. In social strategies, she used asking questions and cooperating with others.

Keywords : learning, learning strategies, reading.

I. INTRODUCTION

Reading is an active and interactive process to get or understand ideas, which are symbolized by a written or printed language as a piece of communication and uses background knowledge and experience to accomplish specific goals. Reading is the basic skill that should be mastered by learners in acquiring language because it can help the learners to be successful in their education. Reading is very important for everyone especially for the student. Pang et al (2003:6) state that reading enables us to gain new knowledge, enjoy literature and do everyday things that are part and parcel of modern life, such as reading the newspapers, job listing, instruction manuals, maps and so on. This means that reading is an important skill for the students because it can help them to increase their knowledge and get information from the books they read.

Learning reading is very important because reading has relation with writing and speaking. In learning reading the students

should master vocabulary, understanding the meaning of the text, identifying the purpose, and analyzing vocabulary. In order to master them very well, the students need strategies. Learning strategy can improve the reading skill or reading comprehension. So, learning strategy make students easy in study reading. Learning strategies according to Richards and Platt (1992:209) are intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information.

Oxford (1990) mentions there are six learning strategies on reading which involve memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy.

In fact, according to the researcher observation when she did teaching practice in SMPN 2 Gurah for three months, the the activity teaching learning reading in this school is boring. When the teacher thought reading, usually the students feel sleepy and confused because they didn't know what the teacher

said, bacause they were lack of vocabulary. They are also unable to summarize a text. So, to improve their reading skill and to make better reading comprehension they need strategies in learning reading.

In SMPN 2 Gurah, especially in class VII B there are some seventh grade students that have good comprehension in reading and more active among the other class. They are more easily understand and comprehend if they were given reading assignment. One of them has the best ability and got good score in reading.

From the explanation above, the researcher is interested in done the research in the learning strategies used in learning reading about understanding topic, to get main ideas, and analyzing vocabulary of descriptive text. While the student that was observed is one student of class VII B in SMPN 2 Gurah. She wanted to know: 1) what kinds of reading learning strategies that is often used, 2) how do the seventh grade student apply the learning strategy in reading.

II. RESEARCH METHOD

This research was carried out in SMPN 2 Gurah, and conducted in

May 2016 until October 2016. This research is a case study and uses descriptive qualitative research. In collecting the data, the researcher as data collector, she used observation, interview, and documentation. The researcher observed the students during teaching-learning activity in the classroom. Observation was used to collect the data about what learning strategy the student used in reading, and also about which learning strategy mostly used by the student in reading. Interview was used to support the data from observation. The researcher prepared list of questions for interview. For documentation was gained from students' learning process in the classroom. The data were taken from students' record about their activities when they learn reading.

Technique of analyzing data she used four steps data collection, data reduction, describing data/data display, and conclusion drawing. In data collection, the researcher collect the data. In reducing the data, she separated and took the only important things from the result of collecting data. To display the data, she made brief description from the data that had been reduced. The last

step, she concluded what data gained.

III. FINDINGS AND DISCUSSIONS

A. Topic and Main Ideas

The descriptions of how the subject applied each type of learning strategies in understanding topic and also to get main ideas. She used direct and indirect strategies.

1. Direct strategies

In direct strategies, she applied cognitive strategies, there were practicing naturalistically, for example she tried to read various text of descriptive text in English and when she read, she took some note about topic and main ideas or important information she found in the text. She applied strategies in receiving and sending by getting idea quickly, she could get the topic by read the title of the text and get main idea by read the first sentence of each paragraph, so she did not need to read the entire text to know that. In creating structure for input and output by highlighting, she highlighted when she found important information in the text that could support the topic and main ideas. In compensation strategies, the strategy used was guessing intelligently by using

linguistic clues when she identified the text based on the structure.

2. Indirect strategies

In indirect strategy, she applied metacognitive strategies, the strategies appropriate were centering learning by paying attention when she paid attention in her teacher's explanation about descriptive text. In arranging and planning by setting goals and objectives and seeking practice opportunities, she always seeking practice opportunity to learn English, before the class got started she usually read book to understand the materials especially material about descriptive text. She also read magazine and funny story if she had spare time. In evaluating learning by self monitoring and self evaluating, she always monitor her progress in understanding the text by looked at the score she gave from her teacher and she tried to read various texts and identified the topic and main ideas used in the text to know her understanding in learning topic and main ideas.

In affective strategies, there were encouraging herself by rewarding herself when she could understand the text, she felt proud and thought that she could do it

easily. In taking emotional temperature by discussing feeling with someone else, sometimes she discussed with her friend or her classmate.

In social strategies, the strategies that appropiate were asking questions by asking clarification or verification and asking for correction when she asked to her teacher about the answer of the questions based on the text she read. The next strategy was cooperating with others through made small group to discussed together when they have difficulties and sharing their knowledge.

B. Vocabulary

Learning reading in vocabulary, she used direct and indirect strategies.

1. Direct strategies

In direct strategy she used were memory strategies by creating mental linkages through placing new word into a context, if she got new word directly used into a context and she would remember new words that has been though at her class. She applied images and sounds using keyword to remembered new words. For example she made small notes that

content of difficult words that she often found when she read. She always bought small notes everywhere she went.

She used cognitive strategies by practicing using repeating when she repeated what her teacher pronounces to the difficult words and she would repeat it by herself until she could understand and remember it well. She also used resource and analyzing and reasoning by translating when she wanted to know about the text she read, and found difficult words and she did not understand the meaning. She looked up her dictionary to help her to found the meaning.

2. Indirect strategies

In indirect strategies, she applied some strategies. The first, she applied metacognitive strategies by centering learning through paying attention when the teacher pronoun the words or sentences. Then she arranging and planning learning by setting goals and objectives when she had a plan to memorize at least ten vocabularies in a week.

In affective strategies, she used lowering anxiety by using music and using jokes when she learn vocabulary. She listening music

because the lyric of music can enriched her vocabulary and music also made her felt relax and also read funny story when she felt bored to read, funny story also can enriched her vocabulary. She applied encouraging herself by rewarding herself when she felt happy because she could memorize or found the meaning of words, so it made her easy to understand the text. The strategies that appropriate to applied in her learning also taking emotional temperature by discussing with someone else when she discussed about the vocabularies with her friends to looked up the meaning.

The last strategies she applied were social strategies, included asking questions by asking for clarification or verification. Elsa is a brave student, at her class she was an active learner. When she found difficulties in understanding the vocabulary and also if there were a mistake when she pronounces some words she tried to ask her teacher for correction or clarification.

IV. CONCLUSION

Based on the research result, the researcher concluds that learning

strategies used by the subject were direct and indirect strategies. In learning topic and main idea she used direct strategies and indirect strategies. In direct strategies, the subject applied cognitive strategies, there were practicing naturalistically, getting idea quickly, and highlighting. In compensation strategies, the strategy used was guessing intelligently by using linguistic clues. In indirect strategies, the subject applied metacognitive strategies there were paying attention, seeking practice opportunities, and monitoring progress. In affective, the strategies used were rewarding herself and discussing feeling with someone else. In Social strategies there were asking questions and cooperating with others.

In learning Vocabulary she used direct strategies and indirect strategies. In direct strategies, the subject applied memory strategies there were placing new words into a context and remembered new words. In cognitive strategies, she used practicing using repeating and translating difficult words. In indirect strategies, the subject applied metacognitive strategies there were

paying attention and setting goals and objectives. In affective strategies she used music and jokes, rewarding herself, and discussing with someone else. The last strategies she applied social strategies there was asking questions.

Based on the conclusion above, the students should know and apply what the learning strategies suitable with them and they enjoy the learning process in order to they can understand the materials easily. Knowing strategies that had been applied by the student, the teacher can give some assignment that can improve the students's learning strategies such as the teacher ask to the students to read funny story or various texts related to the subject, memorize some vocabulary in a week and discussed diffucult materials with their friends.

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