

**LEARNING STRATEGIES ON READING APPLIED BY HIGH
ACHIEVERS IN GRADE ELEVENTH OF
SMA ISLAM PASURUAN IN THE
ACADEMIC YEAR 2016/2017**

ARTICLE

Presented as a Partial Fulfillment of the Requirements to Obtain
the Sarjana Degree of Education (S.Pd) of English Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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2017





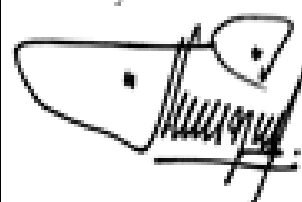
SURAT PERNYATAAN
ARTIKEL SKRIPSI TAHUN 2017

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ABSTRACT

Reading is readers' activity to interact with the text. In reading, the readers should understand the content of the text to get the information in it and to understand what the writer is talking about as well as the writer's purpose in writing the text. That is why; reading seems to be boring activity. So, in this research, the writer needs to find the answer on what strategies applied by the students in learning reading. So, it is formulated into a research question: What are the cognitive learning strategies on reading applied by high achiever in grade eleventh of SMA ISLAM Pasuruan in the academic year 2016/2017? In this research, the writer used qualitative research, that is case study. So, the writer did not use any statistical formula. In this study the writer used interview and questionnaire for collecting the data.

Based on the result of the research, it can be seen that more than half of the high achiever of eleventh grader of SMA ISLAM Pasuruan used their reading learning strategy, especially cognitive strategy, in increasing their reading comprehension ability. Some cognitive strategies applied by the learners are repetition 93.3%, translation 93.3%, grouping 93.3%, keyword 86.7%, recombination 76.7%, auditory representation 76.7%, note taking 66.7%, imagery 66.7%, elaboration 63.3%, deduction 60%5, contextualization 46.7%, inference 50% and transfer 36.7%. In conclusion, based on the result of the research, high achievers' reading comprehension, they apply some cognitive learning strategies. So, high achievers will not only demand the teacher to give them materials, but they can find out the materials by themselves. The last is the suggestion delivered to the teacher. The reading resources are not only from the students' text book and the teacher's materials, but also from internet, television, radio event novel, magazine and newspaper.

Key word: reading, learning, strategy, learning strategy

I. BACKGROUND

In English, there are four skills that should be mastered. One of them is reading. In reading, the readers should understand the content of the text to get the information in it and to understand what the writer is talking about as well as the writer's purpose in writing the text. According to Padma (2008: 5), "Reading is the process of using one's eyes and mind to understand the literal as well as the hidden meaning of what the writer was attempting to convey." The quotation means that reading is the process of understanding the written text by using eyes to recognize the written symbols in the form of words, phrases and sentences as well as using brain or mind to understand the meaning of those written utterances to know what the text is talking about.

Reading becomes an important skill, especially in reading English. Most reading materials nowadays are written in English, for example manual book. If someone buys electronic tool, the manual book that described how to operate the tool is written in English. Here, Pang et. al. (2003: 6) states, "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 listings, instruction

manuals, maps and so on." It means that English is used in some materials. There are newspapers, magazines and novels written in English. Even, the maps and manual books are always written in English.

Thus, as high school students, learning reading in a right way can improve their reading ability of course. It is also done by the students of SMA ISLAM Pasuruan. But, it is faced by the students that learning reading is such a big problem for them. Most students believe that reading is difficult. They do not have rich vocabulary mastery, so they will stuck on difficulties in understanding the meaning of every single word. Even, they do not want to open their dictionary to know the meaning the difficult words.

Paying attention to the problems faced above and relating with the important of reading to be learnt, it is needed to know the learning strategies applied by the students of SMA ISLAM Pasuruan. Brown (2000: 113) defined, "Strategy is specific method of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." Based on the explanations above, it can be concluded that learning strategy is specific method or plans used in the effort to achieve something, in this case is English.

In this way, O'Malley and Chamot (1995: 18) stated, "Strategies that more actively engage the person's mental processes should be more effective in supporting learning." It means that certain learning strategies applied by the students can help them in achieving the materials, especially reading, easily. Besides, it can make the students feel comfortable and enjoy in learning.

There are three kinds of learning strategies. They are metacognitive, cognitive and social affective learning strategies. In this case, the researcher will only focus on cognitive strategies applied by the students in learning reading. Here, Brown and Palincsar in O'Malley and Chamot (1995: 8) wrote, "Cognitive Strategies are more directly related to individual learning task and entail direct manipulation or transformation of the learning materials." It means that cognitive strategies are strategies or the way of learning that come from inside the students. So, it can be more encourage the students in learning.

By these reasons, the researcher would like to know and describe what kinds of learning strategies applied by the students in learning reading. So, this research is conducted under the title "Learning Strategies on Reading Applied by High Achiever in Grade Eleventh of

SMA ISLAM Pasuruan in the Academic Year 2016/2017".

II. METHOD

There were some approaches that could be used to do research. In this research, the writer used qualitative research design. It means that qualitative research describes specific information about behaviors of a certain group. Here, based on the title of the research, the researcher tried to describe the students' learning strategy in learning reading. The group of society analyzed here was high achiever in grade eleventh of SMA ISLAM Pasuruan. There were a lot of types of qualitative research. In this research, the researcher choosed case study as the research type.

This research would be conducted to the high achiever in grade eleventh of SMA ISLAM Pasuruan in academic year 2016/2017. The writer choosen this school because it gives much more attention to the students' English achievement.

As this research belonged to qualitative research, so the sources of the data are the high achievers in grade eleventh of SMA ISLAM Pasuruan. There were two classes for the eleventh graders. In this way, the writer only took one class as the population. It is XI- A class. The reason of taking this class because there were mixed ability students in this class,

but they get better reading scores than the students on XI-B. The researcher used interview and questionnaire to collect the data. Then, the result of questionnaire was analyzed based on the following formula:

$$P = \frac{\sum x}{N} \times 100\%$$

III. FINDINGS AND CONCLUSION

SMA ISLAM Pasuruan is one of recommended Private High School in Pasuruan. It is located at Jalan Abdul Hamid number 98B Karanganyar Gadingrejo, Pasuruan East Java. This school gives its much attention to the students' English development. It can be seen from the school effort to help the students in learning English.

Based on the result of interview and questionnaire, the researcher can take the conclusions that the school gave much attention to the students' English development. It can be seen from the facilities provided by the school in helping the students in learning English.

It shows that the students' effort of learning English, especially reading is high enough. Some cognitive strategies done by the learners are repetition, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer and inference. For some students, learning reading is not only depended to the teacher but also

themselves. They can use their internet data to get the reading materials. In addition, they have their learning partner to encourage them to learn reading.

From the result described in the previous chapter, it can be seen that there were some strategies most applied by the students. The first strategy is repetition. It was 93.3 % students applied it in learning reading. The second strategy is resourcing. It was 93.3 % as well. The next is translation strategies, for 93.3 %. It means that in learning reading, most students like to repeat the materials given in the class, then using another learning sources, like novels, songs and internet. And the last, the students like to use dictionary to translate some difficult words.

Besides, there was also strategy that applied by very few students. It was transferring strategy. There were 36.7 % students applied it. It means that the students were not eager to apply the language knowledge got in class to be practiced. It might be because of the students' encouragement to practice them.

The result of Mp (mean score of percentage) is 64.63%. It means that more than half of the high achiever of eleventh grader of SMA ISLAM Pasuruan used their reading learning strategy, especially cognitive strategy, in increasing their reading comprehension ability.

In short, by doing good strategy, the learners can practice their English well and they can improve their speaking skill as good as possible. Besides, by doing good strategy in learning speaking, the learners can enjoy their speaking activity and can make speaking English as their habit.

Theoretically, the cognitive learning strategies applied by the students in learning reading give significant influence to the students' reading comprehension achievement. Cognitive learning strategies can be rules for the students in learning. So, the learning rhythm can be fluently done by the students. Besides, the strategies are certain method that helps the students to know what to do.

Practically, the cognitive learning strategies applied by the students can be done indirectly. It means that the strategies are not purely rules, but the students can do them indirectly based on their need of learning, for example, note taking or labelling, here, it is needed for the students to underline the difficult words and write down their meaning. It is one of the student's need of learning.

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