LEARNING STRATEGIES USED BY ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL BATIK 2 SURAKARTA IN DEVELOPING READING SKILL

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APPROVAL

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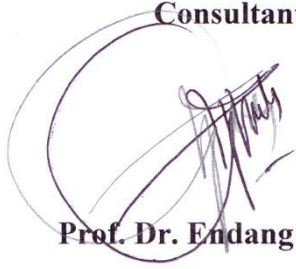
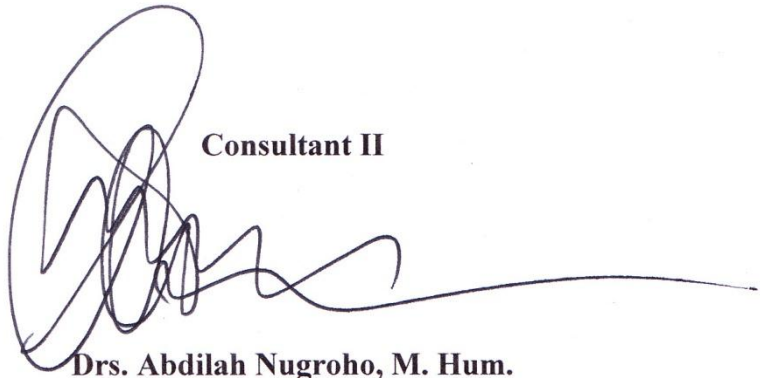Written by:

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ABSTRACT

Dewi, Etika K. "Learning Strategies Used by Eleventh Grade Students of Senior High School Batik 2 Surakarta in Developing Reading Skill". Thesis. English Department, Graduate School, Muhammadiyah University, Surakarta. 2014.

The objectives of the research is to describe the types of learning strategies used by the students, to describe the differences of learning strategies among students, to describe the pedagogical implication of the dominant learning strategy being applied in developing reading skill of students of the eleventh grade of Senior High School Batik 2 Surakarta.

The research was conducted in Senior High School Batik 2 Surakarta, from December 2013 to February 2014. It is case study research. The object of this research was three eleventh grade students of Senior High School Batik 2 Surakarta.

The data of this research were collected from several techniques including observation, interview, and document analysis. In analyzing qualitative data, the researcher conducted method of triangulation to examine the data from interview with the result of observation, source of triangulation to examine the information with the document, and the last is theory of triangulation, it is to know the relation among the theories that used in this research toward the data research.

First subject of this research used six strategies of meta-cognitive strategies, nine strategies of cognitive strategies and two strategies of socio-affective strategies in developing her reading skill. Second subject used five strategies of meta-cognitive strategies, seven strategies of cognitive strategies and two strategies of socio- affective strategies in developing his reading skill. Third subject employed five meta-cognitive strategies, six cognitive strategies and two strategies of socio-affective strategies in developing reading skill.

The three subjects have almost significant differences in using cognitive strategies; the first subject is the only subject that uses translation, imagery and elaboration strategies. And the third subject is the only subject that uses deduction strategies. An auditory representation strategy is used by second and third subject. For meta-cognitive strategies, only first subject who use functional planning and directed attention. Selective attention is only used by second subject. And delayed production is used by second and third subject.

Keywords: Learning strategy and developing reading skill

A. Introduction

English as international language has a significance role in the process of global communications. English has been used in communication both orally and written. Communicating in English becomes a main order for the globalization era. People learn English as a foreign language as their needed. Many obstacles occur when the learner learn English intensively. As a target language, learner must be able to transfer their knowledge from their mother tongue into English. The acquisition process of English must be done by the learner as the goal of learning target language. Based on that fact, the government has regulated that English become a compulsory subject in the school.

The four skills of learning English are used to assist students in mastering English. Developing students' ability in mastering English, students need a good condition in their environment, treatment and strategy. Moreover, many students believe that if they simply spend a good deal of time studying, they will be successful. Successful learners do work hard, but they realize that how they study is more important than how much time they spend considerable time reading a book many times before an examination. The students also require having special strategy and intense learning in mastering in studying English as a foreign language as their self approach.

According to Beng and Ching (2008: 168), metacognition is one very important factor in learning in school or every day setting, especially when students are expected to engage in high levels of thinking in order to understand

complicated and abstract concept. Strategies in increasing reading skill need more than just know the meaning but also understanding the concept inside. Based on the explanation, readings need special strategy to acquire the thought of the concept. In fact, the students automatically transfer their reading strategy in reading their native language into the foreign language. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language. The students must adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. It helps the students develop a set of reading strategies and match appropriate strategies to each reading situation. Based on the reason explanation, this research is conducted at Senior High School Batik 2 Surakarta.

B. Underlying Theory

As research construct, the theory help the researcher in understanding the significance information. In this section, the writer presents the theory dealing with the topic that are languages learning strategy (LLs), LLs in second language acquisition (SLA), classification of LLs, and reading skill.

1. Language Learning Strategy (LLs)

Learning strategies are seen as particularly important in the enhancement of learner autonomy because the use or adaption of appropriate strategies allows

learners to take more responsibility for their own learning (Dickinson, 1987: 89). Language Learning Strategies (LLS) have been investigated from different perspectives. Studies in this realm have usually investigated different aspects of learning strategies as perceived by teachers and by learners. According to Fauziati (2010:150) LLS is simply refers to an individual's approach to complete a task. It is an individual approach in learning that appropriate with their learning style. There is no good or bad strategy, all of them are neutral. A strategy is useful for learner if it suits well with the learners' task, fits with the learners' learning style, and links it with another relevant strategy. This is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non academic settings. Learning strategies accordingly, influence the learning outcomes, the rate of acquisition and the level of achievement (Ellis, 1994: 36). That statements mean the learner require personal approach in acquire and learning L2. Thus, language learning strategy is the strategies that use the foreign language learners to acquire information and be able in using the foreign language that appropriate with their learning style.

2. LLS in Second Language Acquisition

Since people concern on how the learner acquiring and learning second language (L2), process of learning is important. Each of learners has different learning strategies in process of learning L2. Learning strategies as a good indicator of how learners approach tasks or problem that encountered on the process of learning L2. According to Fedderholdt (1997:1), the language learner

capable of using a wide variety of language learning strategies appropriately can improve his language skills in a better way. That argument means learner can improve their target language learning by using a wide variety of learning strategies.

The aspect of LLs that help the learner in learning L2 is meta-cognitive, cognitive, and socio-affective strategies (O'Malley, 1990:582). Meta-cognitive strategies can help learners in improving organization of learning time, self monitoring and self organization. Cognitive strategies will help the learners in using previous knowledge to help solve new problems. Socio-affective can help the learner sin improving their speaking skill. The three aspect of language learning strategies will hell help the learner in building up their autonomy whereby they can take control of their own L2 learning.

According to Lessard- Clouston (1997:3) state language learning strategies contribute to the development of the communicative competence of the students. That statement means LLs as the broad concept that is used to refer to all strategies foreign language learners. It uses in learning the target language and communicative competence as the goals of second language acquisition. The important of language learning strategies in help learners acquiring and learning L2 or foreign language require LLs as behavior in learning. Thus, LLs as the part of second or foreign language learning has important role in help the learner acquiring and learning L2 or foreign language.

3. Classification of O'Malley's Taxonomy

According to O'Malley (1990: 582) divided LLS into three main sub categories, namely: meta-cognitive, cognitive, and socio-affective strategies.

1) Meta-cognitive Strategy

Information-processing theory uses meta-cognitive to indicate an "executive" function. The strategies which involve planning for learning, thinking about learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main meta-cognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self- management, functional planning, self monitoring, delayed production, self evaluation (O'Malley et al., 1990:582-584).

a) Advance Organizers

It defines as a process of making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.

b) Directed Attention

It is a manner of deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.

c) Selective Attention

It is a manner of deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.

d) Self-Management

It describes as a process of understanding the conditions that help one learn and arranging for the presence of those conditions.

e) Functional Planning

It defines as a planning for and rehearsing linguistic components necessary to carry out an upcoming language task.

f) Self Monitoring

It describes a correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or the people who are present.

g) Delayed Production

It is consciously deciding to postpone speaking in order to learn initially through listening comprehension.

h) Self Evaluation

It defines as a process of checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.

2) Cognitive Strategies

Its' limited to specific learning tasks and they involve more direct manipulation of the learning material itself. In cognitive strategies there are repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, inference.

a) Repetition

It is a process of imitating a language model; include overt practice and silent rehearsal.

b) Resourcing

It defines as a process of using target language reference materials.

c) Translation

It describes of using the first language as a base for understanding and/or producing the second language.

d) Grouping

It is process of reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes.

e) Note Taking

It defines as a process of writing down the main idea, important points, the outline, or summary of information presented orally or in writing.

f) Deduction

It describes consciously applying rules to produce or understand the second language.

g) Recombination

It defines as a process of constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

h) Imagery

It is a process of relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations.

i) Auditory Representation

It defines as a process of retention of the sound or a similar sound for a word, phrases, or longer language sequence.

j) Key Word

It is the process of remembering a new word in the second language by

- ✓ Identifying a familiar word in the first language that sounds like or otherwise resembles the new word
- ✓ Generating easily recalled images of some relationship between the new word and the familiar word.

k) Contextualization

It is the process of placing a word or phrase in a meaningful language sequence.

l) Elaboration

It is the process relating new information to other concepts in memory.

m) Transfer

It describes of using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.

n) Inference

It is process of using available information to guess meanings of new items, predict outcomes, or fill in missing information.

3) Socio-affective

Its' have to do with social mediating activities and interacting with others.

a) Cooperation

It is working with one or more peers to obtain feedback, pool information, or model a language activity.

b) Question of Clarification

It is asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.

C. Research Method

This chapter discusses type of research, object and subject of research, data and source of data, technique of collecting data, and technique of analyzing data.

1. Type of the Research

Type of this research is case study. According to Azwar (2007:8) the aim of this study is to learn intensively the background, last status, and interaction in our which happen in individual, group, organization, or community. A case study is in-depth study because it investigates many variables in small sample.

2. Subject of the Research

The subject of this study is three eleventh grade students of senior high school Batik 2 Surakarta who have highest score in reading. The students who get the highest score in reading skills are Danik Setyorini, Ridwan Rafi Pangestu and Crownikov Deswan Brahmananda.

3. Data Source

The data of the research were reading score and information obtaining from interview regarding to students' behavior in learning reading. The information of this research was derived from English teacher and three students who get highest score in reading.

The data were taken from interview and document and questionnaire.

4. Data

The data obtained were classified to answer the research problems. The data findings are displayed in this order: (1) types of learning strategies used by the eleventh grade students of Senior High School Batik 2 Surakarta in developing reading skill, (2) similarities and differences of learning strategy used by eleventh grade students of Senior High School Batik 2 Surakarta in developing reading skill, (3) The pedagogical implication of the dominant learning strategy being applied in developing reading skill used by eleventh grade students of Senior High School Batik 2 Surakarta in developing reading skill.

This study designs a research procedure to obtain the final result which covers the steps from collecting data analysis to conduct the study. The steps are as follows:

1. Providing the open-ended questionnaire for the subjects to find out the students opinion toward the using of learning strategy in developing reading skill, conducting interview with the subjects

2. Constructing a list of the data in the form of questionnaire and asking for the students. It is perception and opinion in using learning strategy to achieve high Score

3. Collecting all of the data

4. Identifying and classifying the data based on its characteristic

5. Constructing statistical calculation of the classified data in accordance with the category of each classification

6. Analyzing the findings by relating them to the theoretical context of the study

7. Drawing a conclusion and proposing some suggestions and implications

D. Result

Based on research finding of this research, it revealed that the three eleventh grade students of Senior High School Batik2 Surakarta employ the three aspects of LLs by O'Malley. This current research reveals that students of Senior High School Batik 2 Surakarta used language learning strategies proposed by O'Malley. The three students used almost all three aspects of learning strategies that is proposed by O'Malley. They used meta-cognitive strategies, cognitive strategies and socio-affective strategies, but there is difference quantity of strategies each student.

First subject of this research used six strategies of meta-cognitive strategies, nine strategies of cognitive strategies and two strategies of socio-affective strategies. She is disposed to use cognitive strategies. She learns English by learning reading text in her English book, motivating herself to improve her English knowledge, also using their knowledge background.

Second subject used five strategies of meta-cognitive strategies, seven strategies of cognitive strategies and two strategies of socio- affective strategies. He employs almost balance between meta-cognitive strategies and cognitive strategies. He learns English by motivating himself to improve his English by following English course that help him to understand more quickly about English.

Third subject employed five meta-cognitive strategies, six cognitive strategies and two strategies of socio-affective strategies. He employs almost same both meta-cognitive strategies and cognitive strategies. He improves his English by

gain knowledge of English. He also listens to teacher explanation and tries to remember.

This current research reveals that each student has their own type of learning strategies and from the analysis can be concluded that average percentage of meta- cognitive is 22, 22%. The average percentage of cognitive strategies is 30, 55% and the least usage of cognitive strategies is the third subject. For socio-affective strategies the three subjects used same quantity of socio-affective strategies and the average percentage is 8, 33%. Thus the researcher concludes that this current research finding is compatible with O'Malley theory of language learning strategies. According to O'Malley (1990: 582) divided LLS into three main sub categories, namely: meta-cognitive, cognitive, and socio-affective strategies.

The three subject use difference amount of learning strategies; the first subject uses 17 learning strategies; the second subject uses 14 learning strategies and third strategies uses 13 learning strategies. First subject of this research used six strategies of meta-cognitive strategies, nine strategies of cognitive strategies and two strategies of socio-affective strategies. Second subject used five strategies of meta-cognitive strategies, seven strategies of cognitive strategies and two strategies of socio- affective strategies. Third subject employed five meta-cognitive strategies, six cognitive strategies and two strategies of socio-affective strategies.

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