

**LEARNING STRATEGIES USED BY THE EIGHTH GRADE STUDENTS
OF SPECIAL PROGRAM AT MTs NEGERI 2 SUKOHARJO
IN DEVELOPING READING COMPREHENSION**



**Submitted to Graduate Program of Language Study at Muhammadiyah
University of Surakarta as a Partial Fulfillment of the Requirements
for Getting Master Degree of Language Study in English**

by

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**PROGRAM STUDI MAGISTER PENGKAJIAN BAHASA
SEKOLAH PASCA SARJANA
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

2019

APPROVAL

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PUBLICATION MANUSCRIPT

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Has been examined for all revisions and corrections recommended by the board of examiners on May, 14th, 2019 and certificated to be accepted for submission

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I am hereby confirm article entitled “ **Learning Strategies Used by the Eighth Grade Students of Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension**” is an original and authentic work written by myself and it has satisfied the rules and regulations of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and sources of information have been fully referred and acknowledged accordingly. I confirm that this article has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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Learning Strategies Used by the Eighth Grade Students of Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension

ABSTRACT

This research is aimed at describing (1) type of learning strategies, (2) learning strategies applied by higher and lower achievers, (3) the percentage of learning strategies applied, and (4) similarities and differences of learning strategies used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension.

The type of research is qualitative research. The object is learning strategies. The subject of this study is the eighth grade students of special program at MTs Negeri 2 Sukoharjo. Data collection was conducted by applying document, questionnaire, observation, and interview.

The results showed that: (1) types of learning strategies applied, namely meta-cognitive strategies, cognitive strategies, and socio-affective strategies. (2) The higher achiever students used meta-cognitive strategies (95%) from 8 meta-cognitive strategies and cognitive strategies (90,76%) from 13 cognitive strategies. While the lower achiever students used meta-cognitive strategies (25%) from 8 meta-cognitive strategies, cognitive strategies (12,82%) from 13 cognitive strategies, and socio affective strategies (100%) from 2 socio-affective strategies. (3) In applying learning strategies, overall, all of students used meta-cognitive strategies (63,75%) from 8 meta-cognitive strategies, cognitive strategies (60,51%) from 13 cognitive strategies, and socio affective strategies (51,67%) from 2 socio-affective strategies. Most dominant learning strategy used by all students was meta-cognitive strategy. (4) There were some similarities found in meta-cognitive strategies, the cognitive strategies, while in socio-affective strategies, there was no similarities. The differences were the higher achiever used delayed production and self-evaluation. Besides, there were no students of lower achiever used them. In cognitive strategies, the higher achievers applied repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, keyword, contextualization, elaboration, transfer, and inferencing while the lower achievers used translation, grouping, and note taking. The lower achievers applied socio-affective strategies, while there were no students of higher achiever did that.s

Keywords: Learning Strategies, Special Program, Reading Comprehension

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan (1) jenis strategi pembelajaran, (2) strategi pembelajaran yang diterapkan oleh siswa yang berprestasi lebih tinggi dan lebih rendah, (3) persentase dari penerapan strategi pembelajaran, dan (4) persamaan dan perbedaan strategi pembelajaran yang digunakan oleh siswa kelas delapan program khusus di MTs Negeri 2 Sukoharjo dalam mengembangkan pemahaman membaca.

Jenis penelitian adalah penelitian kualitatif. Objeknya adalah strategi pembelajaran. Subjek penelitiannya adalah siswa kelas 8 program khusus di MTs Negeri 2 Sukoharjo. Pengumpulan data dilakukan dengan menggunakan dokumen, kuesioner, observasi, dan wawancara.

Hasil penelitian menunjukkan: (1) jenis strategi pembelajaran yang diterapkan, yaitu, strategi meta-kognitif, strategi kognitif, dan strategi sosio-afektif. (2) Siswa berprestasi lebih tinggi menggunakan strategi meta-kognitif (95%) dari 8 strategi meta-kognitif dan strategi kognitif (90,76%) dari 13 strategi kognitif. Sementara siswa yang berprestasi lebih rendah menggunakan strategi meta-kognitif (25%) dari 8 strategi meta-kognitif, strategi kognitif (12,82%) dari 13 strategi kognitif, and strategi sosio afektif (100%) dari 2 strategi sosio afektif. (3) Dalam menerapkan strategi belajar, secara keseluruhan, semua siswa menggunakan strategi meta-kognitif (63,75% dari 8 strategi meta-kognitif), strategi kognitif (60,51%) dari 13 strategi kognitif, dan strategi sosio afektif (51,67%) dari 2 strategi sosio afektif. Strategi belajar paling dominan yang digunakan semua siswa adalah strategi meta kognitif. (4) Ada beberapa kesamaan yang ditemukan dalam strategi meta-kognitif, strategi kognitif, sedangkan dalam strategi sosio-afektif, tidak ada kesamaan. Perbedaannya adalah siswa yang berprestasi tinggi menggunakan produksi tertunda dan evaluasi diri. Selain itu tidak ada siswa berprestasi rendah yang menggunakannya. Dalam strategi kognitif, siswa yang berprestasi lebih tinggi menggunakan pengulangan, sumber daya, terjemahan, pengelompokan, pembuatan catatan, deduksi, rekombinasi, citra, kata kunci, kontekstualisasi, elaborasi, transfer, dan penarikan kesimpulan sedangkan siswa yang berprestasi lebih rendah menggunakan terjemahan, pengelompokan, dan pembuatan catatan. Siswa yang berprestasi rendah menggunakan strategi sosio-afektif, sementara tidak ada siswa yang berprestasi lebih tinggi yang menggunakannya.

Kata Kunci: Strategi Pembelajaran, Program Khusus, Pemahaman Membaca

1. INTRODUCTION

English has been considered as a necessary for all people. It has four skills which master by everyone who use it for communication. To acquire the language skills, they need to involve learning process. It means that learning a language is not a set of easy steps that can be applied in short time. For acquiring a foreign language, some people just are confined in the classroom activities. Moreover, language learning is considered as a cognitive skill that needs to be developed and honed through interaction with other users in specific learning environment. Fauziati (2015, p.23) states that language learning strategy is simply refers to an individual's approach to complete a task. Moreover, Oxford (2002, p.362) describes that "specific behavior or thought processes that students use to exchange their own L2 learning". Thus,

it can be concluded that language learning strategies (LLS) are the conscious thoughts and actions conducted by the learners in order to achieve a learning goal. That's why learning strategy is very important to be conducted by students. Besides, it can solve their learning problems during learning process inside or outside class.

O'Malley, et al (1990) in Fauziati (2015) describes a set of learning strategies taxonomy that consists of meta-cognitive, cognitive, and socio affective strategies. These strategies are focused on planning knowledge, encouraging the students mentality in learning through tasks, and assisting the students comprehension of materials. It means the language learning strategies have the crucial role in the student's ability development. There are several previous studies which present how the important of applying learning strategies (Baker & Boonkit (2004), Ernawati (2009), Insyah (2012), Kusumaningtyas (2014), Widayanti (2012), Rifai (2016), and Wahdati (2017). All of these studies show that learning strategies can increase the achievement of students.

Based on the observation conducted by the researcher at special program class in MTs Negeri 2 Sukoharjo, there were some differences between students who have high achiever and who have low achiever. In class, students who categorized the high achiever have self - confidence to use English in their social life, smart, and high motivation. In their environments, they also accustomed using English actively in which unconsciously helped to know it well, vocabulary, for instance.

In the other hand, reading is one of difficult skill in mastering language. Nunan (1998, p.33) describes that reading needs identification and also interpretation processes which require the reader's knowledge about the language structure used in the text and his knowledge about a given topic. It means the activity of reading which is comprehending a text, taking the information provided by the eyes, and relating its information to the subject of the text need the truly more work of brain. The researcher wants to know how the students overcome the challenge of reading comprehension.

This paper is aimed at knowing learning strategies used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension. Related to the aim of this paper, O'Malley (1990) theory is applied to answer various learning strategies used by students. This language learning strategies theory consists of three kinds of strategies namely meta-cognitive, cognitive, and socio affective strategies. First, meta-cognitive strategies refer to learner's thinking about knowledge in learning process, learning preparation, observing learning. This strategies are being self evaluation of learning after all of tasks had been fixed. Second, cognitive

strategies refer to learner's mental transformation of materials, proposed to improve comprehension and mastering something Third, socio-affective strategies refer to social interactions to help learner's understanding about information and important knowledge. It also influences the learner's motivation to attract in learning.

2. RESEARCH METHOD

The type of research is qualitative research categorized into case study. The object is learning strategies. The data is the information of learning strategies which conducted by eighth students in special program from students, teachers, documents and events in class of MTs Negeri 2 Sukoharjo. Data source is taken from event, informant, and documents. Technique of data collection is using document, questionnaire, observation in eight grade class of special program, and interview. In technique for analyzing data applies Miles and Hubberman's interactive model analysis (1984) such as data reduction, data display and verification.

3. FINDINGS AND DISCUSSION

In this part, there are 4 problem statements which are discussed completely. The description can be seen below:

3.1 The Types of Learning Strategies Used by the Eighth Grade Students of Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension

The following is the finding of the research dealing with the types of learning strategies used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo based on O'Malley et al. (1985) in which divided LLS into three main subcategories, namely: meta-cognitive strategies, cognitive strategies, and socio-affective strategies.

3.1.1 Meta-Cognitive Strategies

Meta-cognitive strategies, which involved thinking about (or knowledge of the learning process, planning for learning, monitoring learning while it is taking place, or self - evaluation of learning after the task had been completed. According to the result of the questioner, it can be seen that there is percentage of the students using meta-cognitive strategies in developing reading comprehension. The following is the table of the questionnaire result:

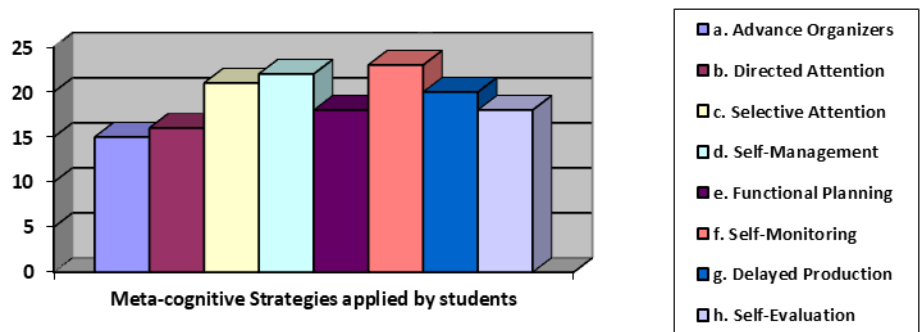
Table 3.1. The result of Meta-Cognitive Strategies

NO	Aspects of Meta-cognitive Strategies	Using	Not using
1	Advance Organizers	15	15
2	Directed Attention	16	14
3	Selective Attention	21	9
4	Self-Management	22	8
5	Functional Planning	18	12
6	Self-Monitoring	23	7
7	Delayed Production	20	10
8	Self-Evaluation	18	12
Overall Sum		153	87

From the table 3.1, it can be seen that the most of students used self-monitoring and self-management in improving reading comprehension. There were 23 students using self-monitoring and 22 students using the self-management strategy. Meanwhile, there were 15 students using in advance organizer and 16 students using directed attention in improving reading comprehension. Overall, there are 153 strategies or 63, 75% of students use meta-cognitive strategies from 8 meta-cognitive strategies and 36,25% of them do not use it.

In addition, the researcher draws the chart to describe this finding

Chart 3.1 Types of meta-cognitive strategies used by the eighth Grade students of special program at MTs Negeri 2 Sukoharjo



The chart shows that there are some students using meta-cognitive strategies. Most of the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension, they use self-monitoring strategy, and on the other hand, the most little is advance strategy. The chart shows that there are 8 strategies of meta-cognitive used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing

reading comprehension, namely advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

3.1.2 Cognitive Strategies

Cognitive strategies, which invoked mental manipulation or transformation of materials or tasks, intended to enhance comprehension, acquisition, or retention. The following is the result of the questionnaire:

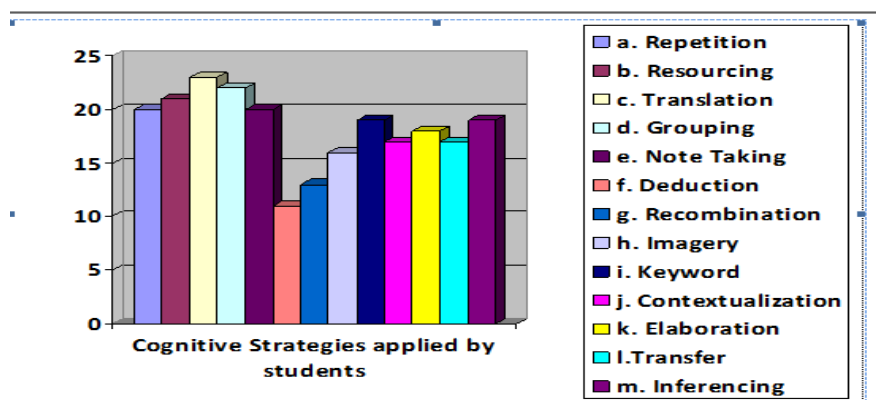
Table 3.2. The result of Cognitive Strategies

NO	Aspects of Cognitive Strategies	Using	Not using
1	Repetition	20	10
2	Resourcing	21	9
3	Translation	23	7
4	Grouping	22	8
5	Note Taking	20	10
6	Deduction	11	19
7	Recombination	13	17
8	Imagery	16	14
9	Keyword	19	11
10	Contextualization	17	13
11	Elaboration	18	12
12	Transfer	17	13
13	Inferencing	19	11
Overall Sum		236	154

Based on the result of cognitive strategies at the table 3.2, it can be seen some aspects of cognitive strategies used by the students. From 30 students, there are 20 students using repetition in improving their reading comprehension, while 10 students not using this strategy. In resourcing, when the learner uses target language reference materials, 21 students use it and 9 students do not use the strategy. The table also can be seen the aspect of translation in which learner uses the first language as a base for understanding and/ or producing the second language. There are 23 students using the strategy and 7 students not using the strategy. In the grouping, in which learner conducts reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes, there are 22 students using the strategy. In note taking, there are 20 students. While in deduction, there were 11 students using the strategy and in recombination, there were 13 students. Overall these strategies, there are 236 strategies or 60,51 % of students use cognitive strategies from 13 cognitive strategies and 39,49% of them do not use these.

In addition, the researcher draws the chart to describe this finding.

Chart 3.2 Types of cognitive strategies used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo



The chart shows that there are some students using cognitive strategies. Most of the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension, they use translation, and on the other hand, the most little is deduction strategy. The chart shows that there are 13 strategies of cognitive applied by the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension, namely, repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, keyword, contextualization, elaboration, transfer, inferencing.

3.1.3 Socio Affective Strategies

Socio-affective strategies in which consisted of using social interactions to assist in the comprehension, learning or retention of information. As well as the mental control over personal affect that interfered with learning. The following is the result of the questionnaire:

Table 3.3. The result of Socio-affective Strategies

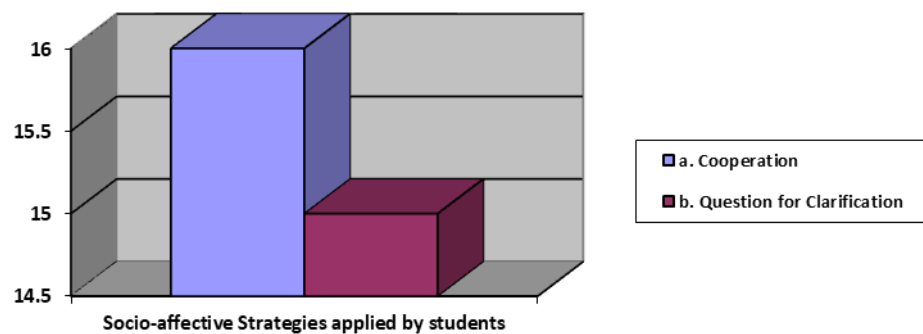
NO	Aspects of Socio-affective Strategies	Using the aspects	Not using the aspect
1	Cooperation	16	14
2	Question for Clarification	15	15
	Overall Sum	31	29

In socio-affective strategies, in the table 3.3, it can be seen that there are some students using socio-affective strategies. The first is cooperation in which 16 students using this strategy. The second is question for clarifications that there are 15 students using

this strategy, while 15 students not using this strategy. Overall, there are 31 strategies or 51,67% of students use socio-affective strategies from 2 socio-affective strategies and 48, 33% of them do not use that. The following is supporting data relating to of each part strategies.

In addition, the researcher draws the chart to describe this finding.

Chart 3.3 Types of socio-affective strategies applied by the eighth grade students of special program at MTs Negeri 2 Sukoharjo



The chart shows that there are some students using socio-affective strategies. Most of the eighth grade students of special program at MTs Negeri 2 Sukoharjo in developing reading comprehension, they use cooperation, and on the other hand, the most little is question and clarification.

The result of strategies used by eighth grade students of special program at MTs Negeri 2 Sukoharjo is similar with several previous researches from Baker and Boonkit (2004), Balestane (2012), Daneme (2008), and Ernawati (2009) which also use O'Malley Taxonomy of Learning Strategy. The difference research is shown by Ghonsooly (2014), Insyah (2012), Rifai (2016), and Wahdati (2017) which applied the theory of Oxford.

Although it can be concluded that there are several similarities such as; the subject of the studies is using similar aspect of notion of learning strategies, characteristics of learning strategies, and implementations of learning strategies. And the other hand, this study enriches and supports the findings after previous study and the theory of learning strategies.

3.2 Learning Strategies Used by the Higher and Lower Achievers at the Eighth Students on Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension

A high achiever is someone who is successful in their studies or their work, usually as a result of their efforts. A low achiever is someone who achieves less than those around them. According to Mrs. P, the students with score more than 90 is categorized by high level, while the students with the score above 80 is categorized by low level. The following is interview with Mrs. P:

“At MTs Negeri 2 Sukoharjo, the students in the special program are divided into two categories, namely higher level and lower level. The students with score more than 90 is categorized by high level, while the students with the score above 80 is categorized by low level”.

(Interview on March, 19th, 2019)

The higher level and lower level students have some strategies in which they study in order they understand in reading. The following is the explanation of higher achiever and lower achiever of learning strategies used by the eighth students of special program at MTs Negeri 2 Sukoharjo:

3.2.1 Learning Strategies Used by Higher Achiever of the Eighth Students on Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension

The following is the higher achiever list based on the document from the observation:

Table 3.4. The list students with high score

No	Participants	Score
1	AAEF	90
2	SIF	91
3	YBD	91
4	FPK	92
5	RDS	93

The table 3.4 shows that there are 5 students getting high score in reading task. AAEF's score is 90, SIF and YBD's is 91, while FPK's score is 92 and RDS' is 93. The following is the questionnaire answers on their learning strategies applied in developing reading comprehension.

Table 3.5. The list students' questionnaire answers with higher achievers

NO	Type of Learning Strategies	Participants									
		AAEF		FPK		RDS		SIF		YBDP	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	Meta-cognitive Strategies										
	a. Advance Organizers	√		√		√		√		√	
	b. Directed Attention	√		√		√		√		√	
	c. Selective Attention	√		√		√		√		√	
	d. Self-Management	√		√		√		√		√	
	e. Functional Planning	√			√	√		√		√	
	f. Self-Monitoring	√			√	√		√		√	
	g. Delayed Production	√		√		√		√		√	
	h. Self-Evaluation	√		√		√		√		√	
2	Cognitive Strategies										
	a. Repetition	√		√		√		√		√	
	b. Resourcing	√		√		√		√		√	
	c. Translation	√		√		√		√		√	
	d. Grouping	√		√		√		√		√	
	e. Note Taking	√		√		√		√		√	
	f. Deduction	√		√		√		√		√	
	g. Recombination	√		√		√		√		√	
	h. Imagery	√			√	√		√		√	
	i. Keyword	√		√		√		√		√	
	j. Contextualization	√		√			√	√		√	
	k. Elaboration	√		√		√		√			√
	l. Transfer	√		√		√			√		√
	m. Inferencing	√		√		√		√			√
3	Socio-affective Strategies										
	a. Cooperation		√		√		√		√		√
	b. Question for Clarification		√		√		√		√		√

According to the questionnaire items of learning strategies used by the students, the finding indicates that in all questionnaire items, the students used different strategies in improving their reading task as they could be seen in table 3.5. Most of the students use meta-cognitive strategies in improving reading task. Among the students, most of them use strategies such as advance organizers, directed attention, selective attention, self-monitoring, delayed production, self-evaluation, while other students do not use self-management, functional planning. In cognitive strategy, all students use repetition, resourcing, translation, grouping, note taking, deduction, and recombination. There are 59 students' strategies that use in improving reading task. There are 5 students' strategies that use imagery, keyword, contextualization, elaboration, transfer, inferencing in improving their reading comprehension.

It can be seen that there are 95% of the higher achievers students use meta-cognitive strategies from 8 meta-cognitive strategies and 5% of them do not use these strategies. Besides, there are 90, 76% the higher achievers students use cognitive strategies from 13 cognitive strategies and 9,24% of them do not use it. Furthermore, there are no higher achiever students use socio-affective strategies. Thus, the type of strategy which being the most dominant learning strategies used by higher achievers is meta-cognitive strategies.

3.2.2 Learning Strategies Used by Lower Achiever of the Eighth Students on Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension

The following is the higher achiever list based on the document from the observation:

Table 3.5. The list students with low score

No	Participants	Score
1	HIH	76
2	ILK	76
3	GNM	80

The table 3.5 shows that there are 3 students getting low score in reading task. HIH and ILK's score is 76, while GNM's score is 80. The following is the questionnaire answers on their learning strategies applied by them in the school.

Table 3.6. The list students' questionnaire answers with lower score

NO	Type of Learning Strategies	Participants					
		GNM		HIH		ILK	
		Yes	No	Yes	No	Yes	No
1	Meta-cognitive Strategies						
	a. Advance Organizers		√		√		√
	b. Directed Attention		√		√		√
	c. Selective Attention	√			√		√
	d. Self-Management		√	√		√	
	e. Functional Planning	√			√		√
	f. Self-Monitoring		√	√		√	
	g. Delayed Production		√		√		√
	h. Self-Evaluation		√		√		√
	Cognitive Strategies						
	a. Repetition		√		√		√
	b. Resourcing		√		√		√
	c. Translation		√		√	√	
	d. Grouping	√			√	√	
	e. Note Taking	√			√	√	
	f. Deduction		√		√		√
	g. Recombination		√		√		√
	h. Imagery		√		√		√
	i. Keyword		√		√		√
	j. Contextualization		√		√		√
	k. Elaboration		√		√		√
	l. Transfer		√		√		√
	m. Inferencing		√		√		√
3	Socio-affective Strategies						
	a. Cooperation	√		√		√	
	b. Question for Clarification	√		√		√	

According to the questionnaire items of learning strategies used by the students, the finding indicates that in all questionnaire items, they used different strategies in improving their reading task as they could be seen in table 3.6. The low achiever students use meta-cognitive strategies in improving reading task. Among the students, most of them do not use advance organizers, directed attention, selective attention, self-monitoring, delayed production, self-evaluation, while other students do not use self-management, functional planning. In cognitive strategy, all students use repetition, resourcing, translation, grouping, note taking, deduction, and recombination. There are 59 students' strategies that used in improving reading task. There are 6 students' strategies that use imagery, keyword, contextualization, elaboration, transfer, inferencing in improving their reading task. Besides, the lowers achievers also applied the socio affective strategies caused they think reading is difficult so they ask someone who can help them.

Based on the analysis of questionnaire, the result shows that 25% of lower achievers use meta-cognitive strategies from 8 meta-cognitive strategies and 75% of them do not use that. Besides, 12,82% of lower achievers use cognitive strategies from 13 cognitive strategies and 87,18% of them do not use these strategies. Furthermore, 100% of lower achievers use socio-affective strategies from 2 socio-affective strategies. Thus, it can be assumed that most dominant learning strategies used by lower achievers in developing reading comprehension is socio-affective strategies.

The result supports with the previous studies conducted by Li-Hua Tang (2016), Pangabea (2017), and Javed and Ali (2018). Moreover, high achievers were reported high strategy users, which means that more use of language strategies can result in high academic achievement of students. In view of this, the researchers suggested a productive means of language learning strategies to enhance their academic performance.

3.3 The Percentage of Learning Strategies Applied by the Eighth Grade Students on Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension

Effective strategy is one of the most important aspects of learning strategies in the classroom. Language high achievers and language low

achievers vary considerably in effective strategy use. From the table 3.1, it can be seen that the most students applied self-monitoring and self-management in improving reading comprehension. There are 23 students' strategies included into self-monitoring and 22 students' strategies included into the self-management strategies. Meanwhile, there were 15 students' strategies categorized in advance organizer and 16 students' strategies categorized in directed attention for improving reading comprehension. In the table 3.1, it can be concluded that, there are 63,75% of all students use meta-cognitive strategies from 8 meta-cognitive strategies, while 36,25% of them do not use these strategies.

Based on the result of cognitive strategies at the table 3.2, it can be seen the students who applied cognitive strategies. From 30 students, there are 20 students use repetition strategy in improving their reading comprehension, while 10 students do not use this strategy. In resourcing, when the learner uses target language reference materials, there are 21 students using the strategy and 9 students do not do the strategy. In the aspect of translation strategy, there are 23 students unseeing the strategy and 7 students not using the strategy. In the grouping, there are 22 students using the strategy. In note taking, there are 20 students using the strategy. In deduction, there were 11 students. In recombination, there are 13 students. In the cognitive strategies, most of students used the translation strategy. There are 23 students used this strategy while 7 students do not use this strategy. Overall, there are 235 strategies or 60,51% of all students use cognitive strategies from 13 cognitive strategies and 39,49 % of them do not use these strategies.

In socio-affective strategies, from the table 3.3, it can be seen that there are some students using socio-affective strategies. The first is cooperation. There were 16 students doing this strategy in which the learner works with one or more peers to obtain feedback, pool information, or model a language activity. The second is question for clarification. There are 15 students using this strategy, while 15 students do not use this strategy. In this strategy, the learner asks a teacher or other native speaker for repetition, paraphrasing, explanation, and/ or examples. Overall, there are 31 strategies or 51,67% of students use socio affective strategies from 2 socio-affective strategies and 48,33 % of them do not use that.

Data and findings dealing with socio-affective strategies are also presented as a result of the observation. When the researcher observed in the classroom, it can be seen that they were active. They ask to their friends or teacher when they have the problem about the reading task.

From the explanation above, it can be concluded that the most dominant type of learning strategies used by all students is meta-cognitive strategy.

3.4 The Similarities and Differences of Learning Strategies among the Eighth Grade Students on Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension.

This part is divided into the similarity and difference learning strategies applied by eighth grade students on special program at this school in developing reading comprehension.

3.4.1 The Similarity of Learning Strategies among the Eighth Grade Students on Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension.

There are some similarities learning strategy used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo between higher achiever and lower achiever in developing their reading comprehension. There are Selective Attention, Self-Management, and Functional Planning used in meta-cognitive strategy. Then, in cognitive strategies, there are similarities in translation, grouping and note taking. While in socio-affective strategies, there is no similarity.

3.4.2 The Difference of Learning Strategies among the Eighth Grade Students on Special Program at MTs Negeri 2 Sukoharjo in Developing Reading Comprehension.

There are some differences learning strategy used by the eighth grade students of special program at MTs Negeri 2 Sukoharjo between higher achiever and lower achiever in developing their reading comprehension.

Some students of higher achiever used meta-cognitive strategies in improving reading task. They used delayed production and self-evaluation in their classroom in improving reading task. Besides there are no students of lower achiever used delayed production and self-evaluation in their classroom in improving reading task.

In cognitive strategies, the higher achiever use repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, keyword, contextualization, elaboration, transfer, and inferencing in improving reading task. It means that all higher students use the strategies of cognitive strategies. For

the lower achiever, they use translation, grouping, and note taking in improving reading task.

Then, there are some students of lower achiever used socio-affective strategies, namely cooperation and question for clarification in improving reading task while there are no students of higher achiever used socio-affective strategies in improving reading comprehension.

4. CONCLUSION

This part is divided into two parts namely conclusion and suggestion. The detail of the description can be seen as below:

4.1 Conclusion

Based on the research finding of the types of learning strategies, the higher and lower achiever of learning strategies, the percentage of learning strategies applied, and the similarities and differences of learning strategies of higher and lower achiever of the eighth grade students special program at MTs Negeri 2 Sukoharjo in developing their reading comprehension, the researcher concludes some important points which can be seen as following:

4.1.1 The Types of Learning Strategies

There are three types of learning strategies applied, namely, meta-cognitive strategies (advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation), cognitive strategies (repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, keyword, contextualization, elaboration, transfer, inferencing) and socio-affective strategies (cooperation and question for clarification).

4.1.2 The Higher and Lower Achievers of Learning Strategies

There are two strategies applied by the higher achievers of eighth grade students of special program at MTs Negeri 2 Sukoharjo namely: meta-cognitive strategies and cognitive strategies. Most dominant learning strategy used by higher achievers is cognitive strategy.

Then, the lower achievers use three learning strategies namely: meta-cognitive strategies, cognitive strategies and socio-affective strategies. The most dominant learning strategies used by lower achievers is socio affective strategies.

4.1.3 The Percentage of Learning Strategies Applied by Eighth Grade Students

The implementation of learning strategies work well in developing reading comprehension; there are 63,75% of students use meta-cognitive strategies from 8 meta-cognitive strategies. Then, there are also 60,51% of students use cognitive strategies from 13 cognitive strategies. The last, there are 51,67% of students use socio-affective strategies from 2 socio-affective strategies. Most dominant learning strategy used by all students is meta-cognitive strategy.

4.1.4 The Similarities and Differences of Learning Strategies among Higher and Lower Achievers

The similarities are in meta-cognitive strategies (selective attention, self-management, and functional planning), in the cognitive strategies, (translation, grouping, and note taking), while in socio-affective strategies, there is no similarity. The difference is that the higher achievers use delayed production and self-evaluation. Besides, there are no students of lower achievers used delayed production and self-evaluation. In cognitive strategies, the higher achievers use repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, keyword, contextualization, elaboration, transfer, and inferencing. For the lower achiever, they use translation, grouping, and note taking. Thus, lower achiever's students use socio-affective strategies, while higher achievers do not use this strategy.

4.2 Suggestion

Based on the result of this research, the researcher provides some crucial suggestions as following:

4.2.1 For the English Teachers

They should know the learning strategies by the students with more understanding about the teaching methods and the use of teaching media in order to maximize the learning result.

4.2.2 For Students

This result should give new insight of learning strategies applied in reading comprehension, and it is expected to enrich information of additional strategies when they face reading problem.

4.2.3 For the Future Researchers

This result of this research should be a reference in developing their further research about learning strategies especially for developing reading comprehension.

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