

**A DESCRIPTIVE STUDY ON LEARNING STRATEGIES IN  
READING USED BY THE STUDENTS OF SMP N 2  
KEBAKKRAMAT 2019/2020 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor  
Degree of Education in English Department**

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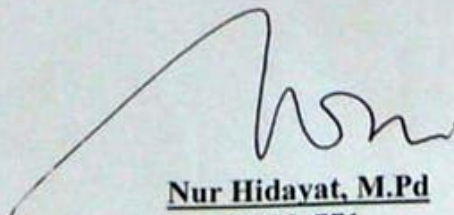
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**Abstrak**

Penelitian adalah penelitian tentang strategi belajar, khususnya membaca yang diaplikasikan oleh siswa SMP N 2 Kebakkramat tahun ajaran 2019/2020. Tujuan penelitian ini adalah (1) untuk mengemukakan strategi belajar membaca yang digunakan oleh siswa yang berkemampuan baik dalam Bahasa Inggris, (2) untuk mengemukakan strategi belajar membaca yang digunakan oleh siswa yang berkemampuan sedang dalam Bahasa Inggris, dan (3) untuk mengemukakan strategi belajar membaca yang digunakan oleh siswa yang berkemampuan rendah dalam Bahasa Inggris. Jenis penelitian ini adalah deskriptif kualitatif. Subjek dalam penelitian ini adalah siswa kelas VIII G SMP N 2 Kebakkramat. Data dikumpulkan melalui observasi, interview, dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa siswa yang memiliki kemampuan baik, sedang, dan rendah dalam Bahasa Inggris menggunakan strategi belajar yang diklasifikasikan oleh O'Malley dan Chamot, yaitu metakognitif, kognitif, dan sosial-afektif. Siswa yang berkemampuan baik dalam Bahasa Inggris menggunakan sebelas strategi belajar. Siswa yang berkemampuan sedang dalam Bahasa Inggris menggunakan delapan strategi belajar. Siswa yang berkemampuan rendah dalam Bahasa Inggris menggunakan empat strategi belajar.

**Kata Kunci** : membaca, strategi belajar, O'Malley dan Chamot

**Abstract**

The research is a study of learning strategies, especially reading which is applied by students of SMP N 2 Kebakkramat in 2019/2020 academic year. The objectives of this study are (1) to find out learning strategies applied by English good achiever students in reading, (2) to find out learning strategies applied by English middle achiever students in reading, and (3) to find out learning strategies applied by English low achiever students in reading,. This type of research is descriptive qualitative. The subjects in this study were students of class VIII G of SMP N 2 Kebakkramat. Data were collected through observation, interview, and documentation. The results of this study indicate that students who have good, middle, and low ability in English applied learning strategies classified by O'Malley and Chamot, namely metacognitive, cognitive, and socio-affective. Students who have good ability in English applied eleven learning strategies. Students with middle ability in English applied eight learning strategies. Students with low ability in English applied eleven learning strategies.

**Keywords** : reading, learning strategies, O'Malley and Chamot

## **1. INTRODUCTION**

English is an international language that is currently used in various parts of the world. Learning English is a must because English has an important role in various aspects of life. Even though English is not a language that is used daily by Indonesian people, learning and teaching English is an important thing in the education world.

In the world of education in Indonesia today, English has been taught starting from kindergarten, elementary, middle school, high school, even to university level. This is related to the importance of English as a global language. As a foreign language taught to students in Indonesia, there are four skills that must be mastered by the students. Those four skills are listening, speaking, reading, and writing. Those four skills have their own roles in understanding the message conveyed while communicating, especially communicating using English.

One of language skills related to understanding messages or information is reading skills. Reading is very important to do, especially by students. Reading can be said as center of the learning process. In the teaching and learning process, it is impossible to succeed without reading. Reading means to understand the meaning of printed words (Patel and Jain, 2008: 113). Through reading, students can understand the content or material presented in the textbook. Through reading, students also can gain knowledge to improve their academic achievement at school.

Reading can also be interpreted as processing information by readers using information from text. Getting information through reading is not only obtained from books. Sources of reading can also be through newspapers, magazines, tabloids, and others.

For most people, especially students, learning English is not an easy matter. Many difficulties they certainly face in learning English because English is not their daily language. Students' difficulties in mastering reading skills can be overcome by learning.

Especially nowadays, there are many students who can get around their learning difficulties with various strategies. Learning strategy can be said as a tactic carried out by students to achieve maximum learning outcomes. According to Scarcella and Oxford (in Rebecca, 2003) learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning”. Learning strategies applied by students are believed to be able to overcome difficulties in learning, especially in understanding the contents of reading text. Fedderholdt (in Fauziati, 2015: 24) acknowledges that “learners who are capable of appropriately using various language learning strategy can improve their language skills in a better way.” Learning strategies are also believed to influence the success or failure of students in learning. That is why it can be said that each students must have their own learning strategy to improve their understanding in learning material.

## **2. METHOD**

Research method is an overall plan for the orderly presentation of language material and all of which is based upon the selected approach. The type of this study is descriptive qualitative research. In descriptive qualitative, the data collected use interview, documentation, and observation. Interviews were conducted with students who were subjected to this study. Documentation is also done by collecting documents in the form of reading or learning materials and some photos as research evidence. While observation is done by paying attention and seeing the teaching and learning process that is taking place in the classroom. The subjects of the study are 9 students of VIII G of SMP N 2 Kebakkramat. The students grouped into 3 categories: English good achiever, English middle achiever, and English low achiever. The methods for analyzing data of this study were divided in three stages. Those are data reduction, data display, and drawing conclusion.

### **3. FINDINGS AND DISCUSSION**

Finding is the answer to the problem statements that have been formulated before. The research finding is divided into several points as follows; (1) Learning Strategies Applied by English Good Achiever Students, (2) Learning Strategies Applied by English Middle Achiever Students, and (3) Learning Strategies Applied by English Low Achiever Students. Firstly, the researcher grouped the students' score as below:

- English Good Achiever : 55 – 63
- English Middle Achiever : 64 – 72
- English Low Achiever : 73 - 83

#### **3.1 Learning Strategies Applied by English Good Achiever Students**

Each student has a different learning strategy. Learning strategies can be defined as actions taken or applied by learners to achieve maximum learning outcomes. According to O'Malley and Chamot's theory, learning strategies are divided into three categories, namely metacognitive, cognitive, and socio-affective. The study results show that students with English good achievement use metacognitive, cognitive, and socio-affective strategies as their learning strategies. This is relevant to the learning strategies theory proposed by O'Malley and Chamot.

There are eleven learning strategies implemented by students with English good achievement. Those strategies describes briefly below :

- 1) First, all subjects used two subcategories of metacognitive strategies, namely functional planning and self evaluation. Functional planning was done by learning planning that involves the use of resources that can affect learning outcomes. The subjects applied the strategy to anticipate difficulties and to facilitate them in understanding reading material. Self evaluation was done by re-checking learning outcomes after studying or finishing assignment. It was done to minimize errors.
- 2) Second, In cognitive, the subjects applied seven subcategories, including inferencing, resourcing, note taking, repetition, deduction, imagery, and translation. Two subjects of English good achiever applied inferencing. Inferencing means guessing the meaning or conclusion of items. The subjects



predict the meaning of new words or predict conclusion of the text they reading. Then all subjects of English good achiever used resourcing, repetition, and note taking. Resourcing is strategy where learners use target language reference material such as dictionary, textbook, or google translate as a tool in understanding the second language. Note taking is a strategy carried out by recording or writing down information such as main ideas, important points, or new vocabulary meanings taken from the other sources. Repetition is imitating a model, including overt practice and silent rehearsal. Deduction means applying and familiarizing a rule for producing or understanding the second language. Imagery was done where the reader understand a text with language/visual printing objects. Translation is the process of translating or changing the source language called the target language.

- 3) Last, in socio-affective, the subjects applied two subcategories, namely cooperation and question for clarification. Based on interview, only the third subject used cooperation. Cooperation means learning with one or more peers to find solution together. Then, the first subject and the second subject used question for clarification. Question for clarification means asking for clarification from the teacher, native speaker, or someone who is considered smarter in his field for repetition, explanation, or others.

### **3.2 Learning Strategies Applied by English Middle Achiever Students**

Learning strategies applied by students with English middle achievements are not as much as good achiever students. There are eight learning strategies implemented by students with English middle achievement. Those strategies describes briefly below :

- 1) In metacognitive strategy, the second subject of English middle achiever used functional planning and the third subject applied self management as their learning strategies. As stated before, functional planning was done by learning planning that involves the use of resources that can affect learning outcomes. Self management is understanding the conditions that help one learn and

arrange for the presence of those conditions. It means understanding and creating learning situations that help a person learn. The ability to understand the right learning conditions can help learners concentrate and more focus.

- 2) In cognitive strategy, the students with English middle achievement adopted four subcategories. Those are resourcing that used by the second subject and the third subject, note taking that applied by all the subjects, deduction and imagery that applied the second subject. Resourcing means using reference material to develop abilities in mastering English. The subjects applied this strategy when they have problems in interpreting new vocabulary. Note taking is a strategy carried out by recording or writing down information such as main ideas, important points, or new vocabulary meanings taken from the other sources. Deduction means applying and familiarizing a rule for producing or understanding the second language. Imagery was done where the reader understand a text with language/visual printing objects. The subject stated that she was easier to understand the content of the text by imagine.
- 3) In socio-affective, the subjects applied two subcategories, namely cooperation and question for clarification. Cooperation strategy applied by the first subject and the second subject. Cooperation means learning with one or more peers to find solution together. The, question for clarification strategy applied by the second and the third subject. Question for clarification means asking for clarification from the teacher, native speaker, or someone who is considered smarter in his field for repetition, explanation, or others.

### **3.3 Learning Strategies Applied by English Low Achiever Students**

There are eight learning strategies implemented by students with English middle achievement. Those strategies describes briefly below :

- 1) In metacognitive strategy, the subjects used functional planning as their learning strategies. Functional planning used only by the second subject. As stated before, functional planning was done by learning planning that involves the use of resources that can affect learning outcomes. The subject stated that

before starting reading, he brought a dictionary in order to help him understand the text.

- 2) In cognitive strategy, the students with English middle achievement adopted two subcategories. Those are resourcing and imagery. Resourcing strategy used only by the first subject while imagery strategy used by the second subject. Resourcing means using reference material to develop abilities in mastering English. The subjects claimed that to solve the problem when they found difficult sentences to understand was by open dictionary. Imagery is a strategy by imagining the content of the text or story line to interpret the text. The subject explained that he liked to imagine something from the text he was reading.
- 3) In socio-affective, the subject applied only one subcategory, namely question for clarification. Question for clarification means asking for clarification from the teacher, native speaker, or someone who is considered smarter in his field for repetition, explanation, or others. The subject stated that when he couldn't understand the text, he decided to ask to his best friend who had good English skill. Thus, it can be concluded that the subject used question for clarification strategy.

The researcher also combines the findings of this current study with previous studies. There are three previous research findings that become orientation of this current study. The first previous study was conducted by Triana (2012) entitled *Strategies in Reading Used by the Second Year Students of SMA Muhammadiyah 1 Surakarta*. Her study was conducted to describe the learning strategies used by second year student of SMA Muhammadiyah 1 Surakarta who has high, middle, and low mark in English subject to improve their reading ability. The finding showed that three subjects of her study used metacognitive strategy, cognitive strategy, and socio-affective strategy proposed by O'Malley and Chamot to improve reading skill.

The second previous study done by Hesti (2014) entitled *Learning Strategies Used by High Proficiency Students of SMPN 3 Geger in Developing Speaking Skill*. The study was aimed to describe the strategies in improving

speaking skill. The result of her study showed that the subject of her study used almost all of learning strategies classified by O'Malley and Chamot.

The third previous study was done by Rohmalia (2017) entitled *A Study on English Language Learning Strategies at Eighth Grade Students in MTs Filial Popongan 2014/2015 Academic Year*. Her study was proposed to describe the strategies eighth grade students used in English learning at MTs Filial Popongan and to know the advantages of strategies. The study found that the eighth grade students of MTs N Filial Popongan used three main learning strategies by O'Malley and Chamot. They are metacognitive, cognitive, and socio-affective.

Although most of them apply the same learning strategies, but there are also those who apply different strategies. However, the learning strategies that students applied have the same goal, which is to achieve maximum learning outcomes. The researcher also concluded that various learning strategies used by students could influence them in learning reading to be easier. Their learning strategies also claimed as effective strategies for students in mastering reading skills. Students who use more strategies have better achievement than those who use less strategies.

Classification of learning strategies used by the students in reading can be seen in the table below.

Table 1. Classification of Learning Strategies Applied by the Students

Learning Strategies		Categories of Students		
		High	Middle	Low
Metacognitive	Self Evaluation	√		
	Self Management		√	
	Functional Planning	√	√	√
	Delayed Production			
	Self Monitoring			
	Selective Attention			
	Directed Attention			
	Advanced Organizer			
	Imagery	√	√	√
	Contextualization			
	Repetition	√		
	Resourcing	√	√	√
	Grouping			
	Deduction	√	√	

Learning Strategies		Categories of Students		
		High	Middle	Low
Cognitive	Inferencing			
	Keyword			
	Transfer			
	Note Taking	√	√	
	Elaboration			
	Recombination			
	Translation	√		
Socio-affective	Cooperation	√	√	
	Question for Clarification	√	√	√
<b>Total</b>		<b>11</b>	<b>8</b>	<b>4</b>

#### 4. CONCLUSION

After describing research finding and discussion, the researcher draws conclusion. It can be concluded that the learning strategy proposed by O 'Malley and Chamot applied by students of class VIII G of SMP N 2 Kebakkramat is an effective learning strategy in helping them in learning reading. Those are metacognitive, cognitive, and socio-affective. English good achiever students applied eleven learning strategies consisting of two subcategories of metacognitive strategy, seven subcategories of cognitive strategy, and two subcategories of socio-affective strategy. English middle achiever students applied eight learning strategies consisting of two subcategories of metacognitive strategy, four subcategories of cognitive strategy, and two subcategories of socio-affective strategy. Then English low achiever students applied four learning strategies, they are one subcategory of metacognitive strategy, two subcategories of cognitive strategy, and one subcategory of socio-affective strategy.

Based on the explanation above, the researcher also concluded that various learning strategies used by students could influence them in learning reading to be easier. Their learning strategies also claimed as effective strategies for students in mastering reading skills. Students who use more strategies have better achievement than those who use less strategies.

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