**AN ANALYSIS LANGUAGE LEARNING STRATEGIES IN READING COMPREHENSION AT EIGHT GRADE STUDENTS SMPN 21 PEKANBARU**

**A SKRIPSI**

*Intended to fulfill one of the requirements or the award of Sarjana Degree in English Language Teaching and Education of Faculty Islamic University of Riau*

**By**

**ALDHIRAR ZENDRA PUTERA**

**166311311**

**ENGLISH LANGUAGE EDUCATION**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITAS ISLAM RIAU**

**2020**

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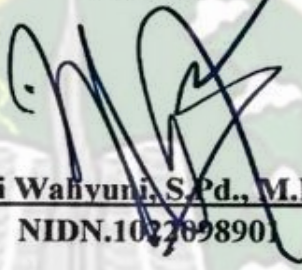**UNIVERSITAS ISLAM RIAU**

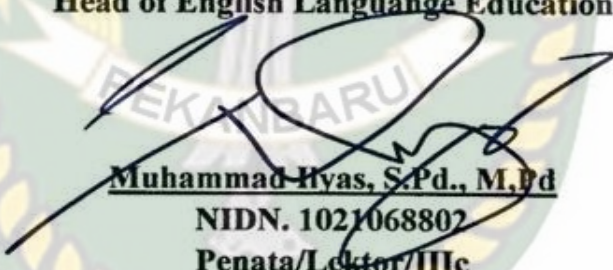**2020**

# THESIS APPROVAL

## AN ANALYSIS LANGUAGE LEARNING STRATEGIES IN READING COMPREHENSION AT EIGHT GRADE STUDENTS SMPN 21 PEKANBARU

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**THESIS**

**AN ANALYSIS LANGUAGE LEARNING STRATEGIES IN READING COMPREHENSION AT EIGHT GRADE STUDENTS SMPN 21 PEKANBARU**

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# LETTER OF NOTICE

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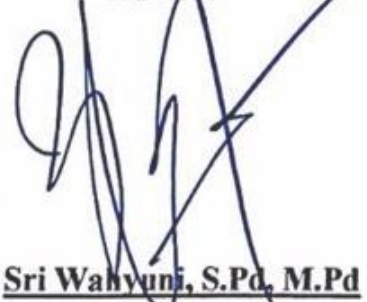Advisor                 : Sri Wahyuni, S.Pd, M.Pd

Has been completely written a thesis which entilted :

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It has been to be examined. This letter is made to be used as it is needed.
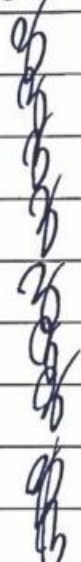
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# THESIS GUIDANCE AGENDA

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| Tittle | : | An Analysis Language Learning Strategies In Reading Comprehension At Eight Grade Students Smpn 21 Pekanbaru |

| No. | Date | Guidance Agenda | Signature |
|---|---|---|---|
| 1 | 16/11/2019 | Revised Title | |
| 2 | 10/12/2019 | Revised Chapter I & II | |
| 3 | 15/12/2019 | Revised Chapter III | |
| 4 | 19/12/2019 | Approved to Join Proposal Seminar | |
| 5 | 10/02/2020 | Join to Seminar | |
| 6 | 04/03/2020 | Revised Chapter I, II & III | |
| 7 | 09/06/2020 | Revised Chapter IV | |
| 8 | 20/07/2020 | Revised Chapter IV & V | |
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# DECLARATION

The researcher is student with the following indentity:

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Certify that this thesis is definitely my own work. I am competely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standarts.

Pekanbaru,     July 2020
The researcher,

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# ACKNOWLEDGEMENT

Alhamdulillahirobbil 'alamin. Praise be to Allah SWT, the Almighty for the mercy and strength so that I could finally finish this thesis entitled "Analysis Language Learning Strategies In Reading Comprehension At Eight Grade Students Smpn 21 Pekanbaru". Invocation and peace go to Muhammad SAW, the Prophet, his family and his disciples. May Allah bless them and give them peace.

In arranging this thesis, the writer has received support, advice, motivation during the process of writing as well. So, the writer would be like to extend the since gratitude and appretiation to:

1. Sri Wahyuni, S.Pd, M.Pd who has been willing to spare support, supervised, and motivation which deeply inspired in finishing this thesis.

2. My family, especially my mom who always support me from beginning until now. Thank you for being the best support system, all thing goes smoothly because of your encourgement.

3. My classmate, friend, and my colleagues that I could not write all the name here. Thank you for always share, inspire and hire me to know the information, support and suggestion during my collage period. May Allah gives success to all of you.

Finally, the writer hopes that this writing will give contributions to the improvement of the English teaching and learning process. However, the writer also realizes that this writing is still far from being perfect. Therefore, all criticisms and suggestions will be appreciated.

# ABSTRACT

***An Analysis Language Learning Strategies In Reading Comprehension At Eight Grade Students SMPN 21 Pekanbaru.***

### Keywords: *Multiple Intelligence, Speaking*

The research is designed to to find out the language learning strategies (LLS) that students used in reading comprehension at eight grade students at SMPN 21 Pekanbaru.

Research methodology of this research was quantitative descriptive by distributing to 80 students at SMPN 21 Pekanbaru. This research focus on three dimensions of language learning strategies such as cognitive, social and metacognitive. The instruments of this research were questionnaire and interview. The questionnaire was adopted from Language Learning Strategies in Reading by Setiyadi consist of 20 items.

The results showed that Language learning strategies (LLS) on reading comprehension of the eight grade students at SMPN 21 Pekabaru 58.8% clasified as social strategies, 23.8% classified as cognitive strategies and the least classified as 17.4% metacognitive strategies. It means that social strategy is common on students' language learning strategies on reading comprehension.

# ABSTRAK

*Analisis Strategi Pembelajaran Bahasa dalam Membaca Pemahaman pada Siswa Kelas VIII SMPN 21 Pekanbaru*

**Kata kunci : Strategi pembelajaran bahasa, membaca pemahaman**

Penelitian ini bertujuan untuk mengetahui strategi pembelajaran bahasa (LLS) yang digunakan siswa dalam membaca pemahaman pada siswa kelas VIII SMPN 21 Pekanbaru.

Penelitian ini adalah deskriptif kuantitatif dengan penyebaran kepada 80 siswa di SMPN 21 Pekanbaru. Fokus penelitian ini pada tiga dimensi strategi pembelajaran bahasa yaitu kognitif, sosial dan metakognitif. Instrumen penelitian berupa angket dan wawancara. Angket yang diadopsi dari Strategi Pembelajaran Bahasa dalam Membaca menurut Setiyadi terdiri dari 20 item.

Hasil penelitian menunjukkan bahwa strategi pembelajaran Bahasa (LLS) pada pemahaman membaca siswa kelas VIII SMPN 21 Pekabaru 58,8% tergolong strategi sosial, 23,8% tergolong strategi kognitif dan paling sedikit 17,4% tergolong strategi metakognitif. Artinya, strategi sosial sama pada strategi pembelajaran bahasa siswa pada pemahaman bacaan.

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# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Problem

Reading is one of four language skills that must be taught to English subject in junior high school. Reading comprehension has become one of the primary curricular concerns in the second and foreign language program. Reading comprehension is considered as one of prominent English skills for learners. In this skill, students are required to catch some implied and stated information from the text by interpreting or analyzing the sentences to really get the answers for the questions (Nurjannah, 2018).

The importance of teaching reading is to build the ability and knowledge of students. In teaching reading, student read the text and tried to get the meaning of word by word and interpreted the meaning based on the context that brought the result of what the students has read. Referring to the Standard English Competency requirements for senior high schools, the students are expected to develop their ability to comprehend short functional texts and essays such as narratives, explanations and discussions in daily life contexts to access knowledge (Varita, 2017).

All students should have learning strategy when they are learning English. The learning strategy is a device in guiding the learners to accelerate their knowledge to master what contents they will learn. The learning strategy also helps the learners understand the specific information from the subject they

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learn besides it can focus their attention on the target they want to achieve. The learning strategy does not come automatically in the students' mind, but it must be studied and trained well. Also, it needs a serious attention to select the learning strategy based on the goal they want to reach. It can be also said that learning strategy plays a very important role to get the content of the subject the students read (Hapsari, 2019).

Every student has a learning style of each students. These styles affect the amount of teacher learning under specific conditions. Some students learn better via listening, but some other students learn better through reading. Different learning styles theories have been offered that describe the preferential styles of students in learning.

In learning process, learning style is used in variety of ways. Each student has his or her own unique learning strength and weakness. It is vital for teachers to deliberately use a variety of learning strategies to reach the students' optimal achievement. The teacher should be aware that the ability and the way of students in studying are different. At the present, the teacher tends to apply one way in teaching that is visual style. For example, the teacher teaches by using board and book, and this is only effective for they whose learning style is visual style. For those who learn better using body movement or work in group this teaching will not be effective. It is obvious, teaching using only one learning style can raise problem (Boneva & Mihova, 2017).

Language learning strategies in junior high school meets some problems. This is known from the results of interviews with English teachers at SMPN 21 Pekanbaru. These problems were described as follows:

First, in every class of junior high school, there are just two until three students who can find the answer of text from reading comprehension. Moreover, even they have studied three years in junior high school; only a few of them can find the answer smoothly. Those facts have been a big question for the researcher to investigate the learning strategies of reading comprehension.

Second, teacher said that it is difficult to find the best way to teach English due to the varios style of learning in students. Moreover, junior high school should have a good material and methodology because of the student learn in learning English still beginner.

Third, student often performs poorly, feels unconfident, and experiences significant anxiety. Sometimes such clashes lead to serious breakdowns in teacher-student interaction. These conflicts may also lead to the dispirited student's outright rejection of the teaching methodology, the teacher, and the subject matter.

Due to this phenomenon, the teachers have to improve the quality of the learning process. The teachers have to be able to arouse the students' motivation and attention towards reading comprehension. The teachers also have to create or select appropriate method and create the atmosphere of learning where the students optimize their own learning according to their own learning styles and learning strategies.

Based on the explanation above, the researcher is interested in carrying out the research entitled "an analysis language learning strategies in reading comprehension at eight grade students at SMPN 21 Pekanbaru".

## 1.2    Identification of the Problem

First, at present the biggest challenges in find the way students faced problem to learning English especially reading comprehension. in every class of junior high school, there are just two until three students who can find the answer of text from reading comprehension. Moreover, even they have studied three years in junior high school; only a few of them can find the answer smoothly. Those facts have been a big question for the researcher to investigate the learning strategies of reading comprehension. Second, teacher said that it is difficult to find the best way to teach English due to the varios style of learning in students. Moreover, junior high school should has a good material and methodology because of the student learn in learning English still beginner. Last, student often performs poorly, feels unconfident, and experiences significant anxiety. Sometimes such clashes lead to serious breakdowns in teacher-student interaction. These conflicts may also lead to the dispirited student's outright rejection of the teaching methodology, the teacher, and the subject matter.

## 1.3    Focus of the Problem

From the background stated, the researcher found the problem. To limit the problem in this research, the researcher focuses the research only focused on

language learning strategies in reading comprehension at eight grade students at SMPN 21 Pekanbaru.

## 1.4 Research Question

Based on the limitation of the problem explained, the researcher formulates the problem of the research as follow: "what are the language learning strategies (LLS) that students used in reading comprehension at eight grade students at SMPN 21 Pekanbaru?"

## 1.5 Objective of the Research

The general objective of the research is to find out the language learning strategies (LLS) that students used in reading comprehension at eight grade students at SMPN 21 Pekanbaru.

## 1.6 Significance of the Research

This research will be hopefully useful for the teacher, students, other researcher and readers. Some of those areas as following:

a. This research is expected to help the process of teaching learning English, especially in language learning strategies.

b. This research is expected to provide the readers and teachers information about the feature of language learning strategies in reading comprehension at eight grade students at SMPN 21 Pekanbaru.

c. This research is expected to motivate the students to improve their reading comprehension.

## 1.7 Definition of the Key Term

In order to avoid misunderstand and misinterpretation about the title of this research, would be better for the writer to define a number of terms used in the research.

### a. Language Learning Strategies

Language learning strategies is a 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 (Scarella & Oxford, 2003).

### b. Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows (Brown, 2016).

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 Relevance Theory

### 2.1.1    Definition of Learning Strategies

One of the most recognized researches on learning strategies was conducted by O' Malley and Chamot in 1990. Their writing documented a model called Cognitive Academic Language Learning Approach (CALLA) that was conducted in culturally and Linguistically Diverse (CLD) settings. CALLA has become one of the most effective models for promoting learning strategies in the classroom. Among learning strategies highlighted are cognitive, metacognitive, and social/affective strategies, which will be detailed later. Other scholars have also focused on specific strategies employed by students when learning learning strategies skills, such as reading, writing, speaking, listening, vocabulary, grammar, and pronunciation as a component of speaking (Gonzalez, 2017).

Learning strategies are related to actions, behaviors, attacks, tactics, and procedures; it is still unclear as to whether strategies are used consciously or unconsciously. That is, there is lack of information regarding whether learning strategies learners apply the strategies deliberately (Szyszka, 2017).

According to Riding & Rayner cited in Kafadar & Tay (2014) learning styles based on learning tradition explain personal differences on learning of model process and for this reason learning styles are closely related with learning

strategies. While strategies can be learned and changed, learning styles remain stable and unchanged characteristics of person.

So, it can be concluded that learning strategies are ways or techniques used to simplify the learning process so that it becomes easier and more efficient. Learning strategies (LS) also defined as behaviours and thoughts that a learner engages in during learning"which are intended to influence the learner's encoding process.

### 2.1.2    Definition of Language Learning Strategies

Language learning strategies (LLS) have received a considerble amount of significance since early 1970s for the crucial role they are playing in language learning. Oxford (2013) defines LLS as specific actions taken by learners to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferrable to new situations. Experts have identified LLS into various classifications. Some of them divide these classifications broader or narrower than the others.

Rose (2015) said language learning strategies is a term referring to the processes and actions that are consciously deployed by language learners to help them to learn or use a language more effectively. They have also been defined as 'thoughts and actions, consciously chosen and operationalized by language learners, to assist them in carrying out a multiplicity of tasks from the very outset of learning to the most advanced levels of target language performance'.

Andrew (2011) given the term language learner strategies, which incorporates strategies used for language learning and language use, is sometimes

used, although the line between the two is ill-defined as moments of second language use can also provide opportunities for learning.

Rustam, Hamra & Weda (2015) language learning strategies are the causes and outcomes of successful language learning. Language learning strategies not only help learners to develop autonomy but also enable them to become good language learners and make language learning faster but effective.

Language learners use language learning strategies as a means to facilitate the acquisition of language and the use of information they receive, store, and recall. However many researcher accomplished many studies in the field og language learning strategies as it will be discussed in the next section.

So, it can be concluded that from experts theories language learning strategies are special techniques used in language learning that are useful for making learning more fun, effective, and efficient. Experts have identified language learning strategies into various classifications. Some of them divide these classifications broader or narrower than the others.

### 2.1.3    Types of Language Learning Strategies

According to Oxford (2013) there are six groups of strategies, three of which are direct and three of which are indirect. Direct and indirect strategies support each other, and  each  strategy group is capable of connecting with and assisting every other strategy group. Direct strategies involve working with the language itself in a variety of specific tasks and situations. Direct strategies include memory strategies for remembering and retrieving new information,

cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps.

Indirect strategies are used for general management of learning, including metacognitive strategies for co-ordination of the learning process, affective strategies for regulating emotions, and social strategies for learning with others. The learner will eventually use both types of strategies as s/he gradually becomes more responsible for her/his learning process.

Experts have identified LLS into various classifications. Some of them divide these classifications broader or narrower than the others, Features of Language Learning Strategies by Oxford: (2013, p. 9): (1) Contribute to the main goal of communicative competence; (2) Allow learners to become more self-directed; (3) Expand the role of teachers; (4) Are problem oriented; (5) Are specific actions taken by the learner; (6) Involve many aspects of the learner, not just the cognitive; (7) Support learning, both directly and indirectly; (8) Are not always observable; (9) Are often conscious; (10) Can be taught; (11) Are flexible; (12) Are influenced by a variety of factors. The following table presents three classifications of language learning strategies proposed by different experts:

**Table 2.1 Experts Classification of language learning strategies**

| Oxford | Dornyei | O'Melly and Chamout |
|---|---|---|
| Memory strategies | Cognitive strategies | Cognitive strategies |
| Cognitive strategies | | |
| Compensation strategies | - | - |
| Metacognitive strategies | Metacognitive strategies | Metacognitive strategies |
| Affective strategies | Affective strategies | Social/affective strategies |
| Social Strategies | Social strategies | |

As it can be seen from the table above, among these variations, Oxford (2013) offers a more comprehensive, systematic and detailed system of LLS. She classifies these strategies into six different categories.

Firstly, memory strategies are strategies that help learners to learn and retrieve new information (Oxford, 2013). Secondly, cognitive strategies are strategies that involve the manipulation or transformation of the learning materials/input (Oxford, 2013). The example of this kind of strategy is repetition, summarizing, using images, etc. (Dornyei, 2015). Thirdly, compensation strategies allow learners to use the language despite their large limitations in knowledge, like inadequacy of grammar and vocabulary (Oxford, 2013).

Next, metacognitive strategies are strategies that aim at analyzing, monitoring, evaluating, planning, and organizing the learning process (Dornyei, 2015). Then affective strategies involve one's engaging in taking control of the emotional (affective) conditions and experiences (Dornyei, 2015). The last, social

strategies are strategies thatb involve interpersonal behaviors to increase the amount of Language Learning communication (Dornyei, 2015).

It can be concluded that there are some opinions of experts in classifying language learning strategies including Oxford which offered that there are several classifications namely memory, cognitive, compensation, metacognitive, affective, and social strategies. Another theory from Dornyei classified cognitive, metacognitive, affective and social. The last, O'Melly and Chamout classified cognitve, metacognitive and social / affective.

### 2.1.4 Indicator of Language Learning Strategies

The dimension of language learning strategies know as classification of language learning strategies. The classification of language learning strategies into two categories is ac know ledged by O' Malley et al cited in Weng et al (2016) who explicitly noted that there are two broad categories of language learning strategies: metacognitive and cognitive, and the social strategy in their study was classified into cognitive strategies. In this study the strategy grouping was based on the factor analyses which showed that social strategies, which were developed following O'Malley et al cited in Weng et al (2016) were separate from the cognitive category. This finding is different from the findings in their study, which grouped social strategies under the cognitive strategies. The findings of this study show that cognitive strategies can be grouped under two subcategories. This category involves, to use Prokop's terms (Ghaemi, 2014) deep level processes and surface level processes.

The first category, deep-level processes, refers to deep level cognitive strategies and the latter, surface-level processes, refers to surface level cognitive strategies in this study. Prokop categorizes repetition, note-taking, auditory representation and resourcing as the examples of strategies categorized in surface level strategies while some strategies in the deep level category are deduction, recombination, and key words (Ghaemi, 2014). Students' approaches to learning into deep, surface and strategic approaches. He elaborates the first two approaches with examples but not the strategic approach (Ghaemi, 2014).

a. **Cognitive category**

The cognitive category is used to classify all cognitive processes. In order to identify what are cognitive processes, it is useful to explain two basic issues: mental representation and mental processing. Mental representation refers to how an event or an experience is represented in the mind (Zhang in Setyadi, 2016). In language learning, mental representation may refer to how some students memorize what they have learned, or experiences in their life by remembering things in their native languages.

It can be concluded that cognitive processes are known from two aspects, namely mental representation and mental processing. These two aspects are then developed into a domain in the cognitive category.

b. **Social category**

The second category is the social category. To explain the concept of this category, it is useful to refer to social psychology. Stratton and Hays in Setyadi

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(2016) defined social psychology as the branch of psychology which is particularly concerned with the nature and form of social interaction and how people come to influence one another's behaviour. Another definition by Statt cited in Setyadi (2016) is that social psychology is the branch of psychology that deals with social life, the behavior of people in groups, and the behaviour of individuals in social settings. As mentioned earlier, social strategies were found in a language learning context and not explored in studies in general education.

Etxebarria, Garay & Romero (2012) social strategies used by student such as asking, cooperating, empathizing and practising. As their name suggests, the main characteristics of these strategies are related to actions carried out with surrounding people: teachers, friends or simply classmates who are studying the same language (target language). Social strategies have principally two characteristics: on the one hand, they encourage feedback and interaction; on the other hand, they are actions carried out with the help of others and are useful for understanding, learning or keeping information.

So, it can be concluded that social category is a natural interaction that occurs between people to influence the attitudes of others. Sociak category also included in the branch of psychology and related to the behavior and social settings.

c. **Metacognitive category**

Metacognition involves processes related to monitoring and evaluating what has been done and planning what to do in acquiring another language.

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Stratton and Hays cited in Setyadi (2016) said that the study of metacognition includes the study of the ways in which people monitor and control their own cognitive activity. Sheinker and Sheinker in Sholatunisa (2016) emphasize that students studying metacognitively may use strategies for self-direction, self-monitoring, self-evaluation, and self-correction. In the current study metacognitive strategies refer to similar strategies introduced by O'Malley et al cited in Weng et al (2016). The metacognitive strategies include self-direction, self-monitoring, self-evaluating and self-correcting.

Furthermore, Setiyadi (2016) reveals that language learning strategies are complex. Many studies have proposed different learning strategies and different ways of grouping similar learning strategies. Nonetheless, the present definition of the language learning classifications has some implications for the teaching and learning of English in an EFL tertiary setting, especially in Indonesia. Language learning strategies are a way of measuring modes of how students from different levels of age and different educational settings.

This research uses the theory proposed by Setiyadi (2016), which is developed by Oxford (2013) in developing language learning strategies. Through the assessment strategy developed in this study, language teachers can provide their students with information on the language learning strategies they are using. The information can be analyzed together with the students to help them recognize how effectively they are learning. Among the available strategy measurements, the Language Learning Strategy Questionnaire (LLSQ), which has been made available.

So, it can be concluded that the dimensions of language learning strategies are divided into three dimensions in this study, namely cognitive, social, and metacognitive.

### 2.1.5 Language Learning Strategies to Improve Reading Comprehension

One of the most efficient and widely applied approaches in studying the learning of individuals is Kolb's learning styles. According to Kolb's theory, learning is a four-level process that includes concrete experience, reflective observation, abstract conceptualization, and active experimentation (Matsuo & Nagata, 2020). This situation is indicative of two dimensions including (a) concrete experience versus abstract thinking (b) reflective observation versus active experimentation. These dimensions constitute four learning styles of divergent, convergent, assimilate, and accommodate (Izadi & Edmolaee 2007).

Convergent individuals are characterized by manipulating objects, logically analyzing beliefs, planning and learning thoughtfully; divergent individuals by reflective observation, cognitive learning considering different aspects of the subject; assimilate individuals by abstract conceptualization, interest in science and applied science; accommodate individuals by concrete experience, group discussion, interest in being with friends of the same age, and interest in humanities and art (Negahi, Nouri & Khoram, 2015). Studies on learning styles have shown that students will have higher academic achievement if they are taught according to their learning and processing styles. The learning style of an individual is examined, and then a suitable teaching style is adopted.

Rahmanpour et al (2009) have shown that learning styles can change over time. Students may also have more than one learning style.

Appropriate learning styles and language learning strategies help the students in learning Engish. Furthermore, Oxford (2013) claimed that learning styles and strategies are the main factors helping determine how language learners learn a second or foreign language. Hence, it seems that learning styles are quite crucial during language learning process. Lee & Horsfall (2010) says that there is positive experiences in accelerated learning, particulary in the aspect of learning styles. Research has identified that people learn in different ways. If one want to learn something more rapidly, the material needs to be presented to him or her in his or her most developed pathway to the brain-his or learning style. According to Kazu (2009), learning styles is important in teaching since they are the education. Education should help raising individuals who are able to look at the world from various perspectives. Individual differences should be taken into consideration in achieving these objectives. To provide the best way of learning to the individuals, learning style should be determined beforehand by considering the differences such as personality, perception, ability and intelligence.

### 2.1.6 Assessing Learning Strategies

Currently, the majority of instruments available for assessing learning strategies focus on the individual's study practices. These instruments are generally used in high school or post-secondary educational or training settings for a number of purposes, including (1) Prediction of academic performance; (2) Counseling students concerning their study practices; (3) Screening or criterion

measures for study skills courses. Some of instruments and scale to asess learning strategies done by Svensson, Carter, Brown & Holtzman. For instance, Svensson found that students learned reading passages by either attending to specific details of the text or by searching for overall meaning. He found that a student's strategy for reading influenced both the amount and type of information recalled from the text (Weinstein, Zimmermann & Palmer, 2000). But, there is no LLS instrument from overseas research that is suitable for measuring LLS in Indonesia (Setiyadi, 2016).

In this research, The LLS instrument used is from Setiyadi (2016) which is able to describe the situation for Indonesian students. There are three dimention of languange learning strategies, namely: cognitive, social, and metacognitive.

### 2.1.7 Reading Comprehension

According to Brown (2014), reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Reading comprehension is thus much more than decoding. Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. Comprehending words, sentences, and entire text involves more than just relying on one's linguistic knowledge.

Harris and Graham (2007) stated that meaning, learning, and pleasure are the ultimate goals of learning to read. reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Moreover Linda (2005) stated that comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. Comprehension results from the mind's ability to make links and ask questions regarding the particular reading event. When individuals read, they apply a range of comprehending strategies to monitor and sustain their meaning.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Wooley, 2011, p.15-16).

Concluding the several view points above, reading comprehension can be defined as ability to understand the meaning of written or printed materials, and get information from it that can be measure with a test.

### 2.1.8    Types of Reading Strategies

Kennedy and Keatley cited in Syafi'I (2015) formulate strategies that can help students read more quickly and effectively include:

a. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.

b. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using

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knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content.

c. Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.

d. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

e. Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

f. In addition, Longwood (2006) suggest the following strategies in reading:

g. First skim: read for the gist, not for details. Guess at meanings, based on the context, and try to get a general idea. Take into account any pictures, titles, subtitles and format.

h. Think about what you already know about the topic. Bringing to mind concepts that may have something to do with what you are reading will help you to understand more.

i. Assume that cognates mean what they look like (although they don't always).

j. Guess. Guessing is good, if it is based on things like the context, what you already know about the topic, the part of speech, etc

k. Skip words you don't understand. (Skipping is good; guessing is good.)

l. Predict and revise your predictions about what is going to occur in the reading. Those types of reading strategies can guide the student to improve their reading skill. But, using sources like English newspaper, magazine journal or other sources also can be categorized as reading strategies.

## 2.2 Relevance Studies

Firstly, Ghufron (2018) conducted research entitled "Language Learning Strategies Used By EFL Fluent Speakers: A Case In Indonesian Context". The results of this study showed that 1) in EFL sepaking class, the 1 st student used cognitive, compensation, and social strategies, the 2nd student used cognitive and affective strategies, the 3 rd student used cognitive, meta-cognitive and social strategies, the 4th student used meta-cognitive and social strategies, the 5 th student used cognitive and affective strategies, and the 6th student used meta-cognitive and social strategies. 2) The students are strongly aware of the learning strategies' benefits to improve their English skills. From the findings, it can be concluded that learning strategies are very useful and helpful in learning English as a foreign language. Learning strategies also bring the students reach the good achievement in improving their speaking skill.

Secondly, Wulandari (2018) conducted research entitled "An Evaluation of Language Learning Strategies Used by English Students". This finding shows

that teachers can actually assess their students' view about their learning strategies. This finding implies that teachers should be aware that students have different preferences to learn so that teachers need to be prepared to conduct variety of teaching strategies in their classrooms as well as emphasing the importance of learners' metacognitive strategies without leaving out the other learning strategies.

Thirdly, Bayoung, Hashim & Yunus (2019) conducted research entitled "Identifying Language Learning Strategies Used by ESL Learners in A Rural Primary School". These findings illuminated that majority of the respondents did not use some speaking strategies listed in the questionnaire when learning the English language. For translation strategies, data collected showed that the respondents used the translation strategies listed in the questionnaire when learning the English language. The findings of this study benefit the language teachers in primary schools in a way that these findings appear to be a good reference for them to be aware of their teaching approaches and to ensure their approaches suit learners' LLSs. Overall, the findings of this study showed that listening and translation strategy supported learners more in their language learning.

Lastly, Wahyuni & Ilyas (2016) entitled "An Investigation of Thai Students' English Language Problems and Their Learning Strategiesat English Study Program of Teacher Training and Education Faculty ofRiau Islamic University". The results of the study revealed that the most serious problem of Thai students in English Language Learning islistening and writing skills

while readingskill is the least problem. Another big probleminvolved being unable to write an essay within limited time and always have a listeningproblem. Beside, the problem least mentioned is unable to understand classroom lectures inEnglish. All Participant reported a high frequency use of strategy on the SILL. Theparticipants reported using social strategies most frequently and metacognitive strategiesleastfrequently but in medium range. The most frequently used strategies involved askinglecture or classmate for helping. Not trying guess if they do not fully understand what isbeing said was the least frequently used.

## 2.3 Conceptual Framework

The study is aim to find out the kind of language learning strategies in reading comprehension. Since in every class of junior high school, there are just two until three students who can find the answer of text from reading comprehension. Moreover, even they have studied three years in junior high school; only a few of them can find the answer smoothly. Those facts have been a big question for the researcher to investigate the learning strategies of reading comprehension. Secondly, teacher said that it is difficult to find the best way to teach English due to the varios style of learning in students. Moreover, junior high school should has a good material and methodology because of the student learn in learning english still beginner. Thirdly, student often performs poorly, feels unconfident, and experiences significant anxiety. Sometimes such clashes lead to serious breakdowns in teacher-student interaction. These conflicts may also lead

to the dispirited student's outright rejection of the teaching methodology, the

teacher, and the subject matter.

<table>
<tr><td>
— Difficultilities to find idea in text by reading<br>
— The problem facing by teacher to find the learning strategies based on good method or material due to various students' style of learning<br>
— Student often performs poorly, feels unconfident, and experiences significant anxiety. Sometimes such clashes lead to serious breakdowns in teacher-student interaction
</td></tr>
</table>

↓

<table>
<tr><td>
Language learning strategies<br>
— Cognitive<br>
— Social<br>
— Metacognitive
</td></tr>
</table>

↓

<table>
<tr><td>
Language learning strategies in learning reading comprehension
</td></tr>
</table>
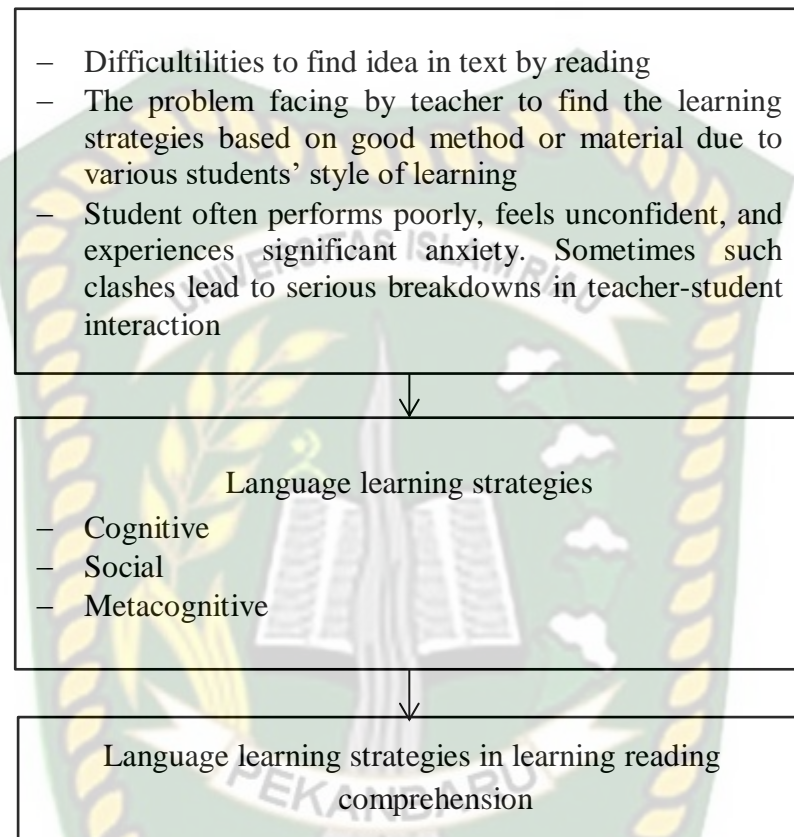
**Figure 2.1 Conseptual Framework (Source: Setiyadi, 2016)**

# CHAPTER III

# RESEARCH METHOD

## 3.1. Research Design

This research was descriptive quantitave approach. It is consisting of one analyzing the one variable to find out the kind of language learning strategies. There are three dimention of languange learning strategies, namely: cognitive, social, and metacognitive by Setiyadi (2016).

## 3.2. Source of Data

This research was conducted at SMPN 21 Pekanbaru. Time location of this research was started from January 2020. The population of this research was eight grade student of SMPN 21 Pekanbaru. The populations of this research were 366 students from ten classes.

**Table 3.1 Population of the research**

| No | Class | Population |
|----|---------|------------|
| 1 | VIII.1 | 40 |
| 2 | VIII.2 | 39 |
| 3 | VIII.3 | 39 |
| 4 | VIII.4 | 39 |
| 5 | VIII.5 | 39 |
| 6 | VIII.6 | 40 |
| 7 | VIII.7 | 40 |
| 8 | VIII.8 | 37 |
| 9 | VIII.9 | 39 |
| 10 | VIII.10 | 38 |
| Total | | 390 |

Sampling technique of this research taken by random sampling. So that, writer use Slovin Formula to take the sample:

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{390}{1 + 390(0.1)^2}$$

$$n = \frac{390}{4.9}$$

n = 79.6 rounded 80 students.

The writer took sampling by made each student's serial number like lottery method. The writer randomly picks numbers, with each number corresponding to each student in order to create the sample. To create a sample this way, the writer must ensure that the numbers were well mixed before selecting the sample population. So that, it got a random as 80 students.

### 3.3. Data Collection Technique

In collecting the data, the researcher have done some steps which are describes as follow:

a. The researcher came to the school and asking permission to teacher.

b. The researcher came to classroom, greeting.

c. The researcher explained the goal of researcher' coming to the classroom.

d. The researcher distributed the questionnaire to the respondents.

e. The researcher gave time to students' in doing that.

f. The researcher collected the questionnaires and analyzes the data.

g. After the researcher collected all questionnaires. Next day, the researcher did interview several students by giving some questions about language learning strategies.

**Table 3.2 Questionnaires Items Distributions**

| No | Language Learning Strategies Dimension | Question Number | Total |
|----|----------------------------------------|-----------------|-------|
| 1. | Cognitive strategies | 1 – 11 | 11 |
| 2. | Metacognitive Strategies | 12 – 17 | 6 |
| 3. | Social Strategies | 18 – 20 | 2 |
| | Total | 20 | |

## 3.4. Data Analysis Technique

Before analysing the data, depend on the data collection technique, the researcher followed the procedures to collect the data which is necessary in the research as follows:

### 3.4.1 Questionnaire

According Arikunto (2016:194) quistionnaire were a number of writen questions that are used to obtain information from respondents in the sense of report about their personality or things knows. The data achieve through questionnaire and it analyze by describing the kind of language learning strategies. To find out kind of language learning strategies, 3 indicators used based on the indicator.

### 3.4.2 Interview

The research took a few students for giving some questions by interview. The researcher asked the students by 3 indicators of language learning strategies.

According to Lexy (2014) interview is a conversation with purpose, usually an interview is done by a person interviewer or more who will be the interview.

**Table 3.3 Questions Sheet**

| No | Questions |
|----|-----------|
| 1 | Do you find unfamilliar English word on reading comprehension? |
| 2 | What is your strategies to understand that? |
| 3 | Have you experience learning reading comprehension by analyzing the patterns? |
| 4 | How is your strategies regarding that? |
| 5 | Have you ever tried reading aloud to understand faster? |
| 6 | Is that effective? |
| 7 | Do you recheck your understanding after reading some complex text? |
| 8 | Give me example! |
| 9 | What is your strategy while you reading than you find trouble in grammar? |

### 3.4.3 Documentation

After data collected, the data was checked, and compared to make necessary interpretation and it associated to their questionnire too. The researcher took the pictures and videos as evidences of documentation. Data collecting in this research, researcher uses documentation technique. Rugaiyah said (2016:23) Documentation, from the origin of the said document, which means written goods. In carrying out the method of documentation, researcher investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries, etc.

## CHAPTER IV

## THE PRESENTATION OF RESEARCH FINDING

### 4.1 Data Presentation

The purpose of this research was to find out the language learning strategies (LLS) that students used in reading comprehension at eight grade students at SMPN 21 Pekanbaru. Based on the result of research conducted at eight grade students of SMPN 21 Pekanbaru through the Language Learning Strategies Questionnaire containing 20 items. The question which was considered as language learning strategies in reading comprehension that adopted from Setyadi (2016).

### a. Questionnaire

### 1. Cognitive Strategies

Cognitive strategies are measured in eleven statements. This dimension consists of statements one through eleven which have the following frequency distribution in table 4.1:

**Table 4.1**
**Cognitive Strategies**

| No | The Statements | Always true | | Usually true | | Somewhat true | | Usually not true | | Never true | |
|----|----------------|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| | | f | % | f | % | f | % | f | % | f | % |
| 1 | To understand unfamiliar English words while I am reading, I guess from available clues | 2 | 2.5 | 43 | 53.8 | 27 | 33.8 | 8 | 10.0 | 0 | 0 |

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**Table 4.1**
**Cognitive Strategies**

| No | The Statements | Always true | | Usually true | | Somewhat true | | Usually not true | | Never true | |
|----|----------------|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| | | f | % | f | % | f | % | f | % | f | % |
| 2 | I learn English by reading English books or magazines | 0 | 0 | 49 | 61.3 | 22 | 27.5 | 6 | 7.5 | 3 | 3.8 |
| 3 | I connect the spellings of English words with similar Indonesian words to understand the meanings | 1 | 1.3 | 34 | 42.5 | 29 | 36.3 | 12 | 15.0 | 4 | 5.0 |
| 4 | I try to understand sentences by analyzing their patterns | 1 | 1.3 | 26 | 32.5 | 25 | 31.3 | 27 | 33.8 | 1 | 1.3 |
| 5 | I try to translate word for word | 1 | 1.3 | 41 | 51.3 | 33 | 41.3 | 5 | 6.3 | 0 | 0 |
| 6 | I try to understand the passage by using my general knowledge and experience | 2 | 2.5 | 18 | 22.5 | 28 | 35.0 | 31 | 38.8 | 1 | 1.3 |
| 7 | I use the key words to understand the whole ideas | 1 | 1.3 | 29 | 36.3 | 22 | 27.5 | 28 | 35.0 | 0 | 0 |
| 8 | I read the passage aloud | 3 | 3.8 | 35 | 43.8 | 33 | 41.3 | 8 | 10.0 | 1 | 1.3 |
| 9 | I take notes to remember the ideas | 0 | 0 | 39 | 48.8 | 26 | 32.5 | 14 | 17.5 | 1 | 1.3 |
| 10 | While I read a text, I try to anticipate the story line | 2 | 2.5 | 26 | 32.5 | 43 | 53.8 | 9 | 11.3 | 0 | 0 |
| 11 | I read a text more for ideas than words | 0 | 0 | 45 | 56.3 | 21 | 26.3 | 14 | 17.5 | 0 | 0 |

Table 4.1 showed that most of item in cognitive strategies is familiar to mayority students. 53.8% students wa susually true about the way to understand unfamiliar English words while reading, they guess from available clues. 61.3% students was usually true about learn English by reading English books or magazines. 42.5% students was usually true about the way they are connect the spellings of English words with similar Indonesian words to understand the meanings. 33.8% students was usually not true about the way they are try to understand sentences by analyzing their patterns. 51.3% students was usually true about try to translate word for word. 38.8% students was usually not true about try to understand the passage by using my general knowledge and experience. 36.3% students was usually true about they use the key words to understand the whole ideas. 43.8% students was usually true about they read the passage aloud. 48.8% students was usually true about they take notes to remember the ideas. 53.8% students was somewhat true about While they read a text, they try to anticipate the story line. 56.3% students was usually true about read a text more for ideas than words.

## 2. Metacognitive Strategies

Metacogntive strategies are measured in six statements. This dimension consists of statements from twelve to seventeen which are displayed as frequency distributions shown in table 4.2:

**Table 4.2**
**Metacognitive Strategies**

| No | The Statements | Always true | | Usually true | | Somewhat true | | Usually not true | | Never true | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | f | % | f | % | f | % | f | % | f | % |
| 12 | I correct my mistakes by rereading the text | 0 | 0 | 37 | 46.3 | 31 | 38.8 | 11 | 13.8 | 1 | 1.3 |
| 13 | I choose a topic or certain materials for my practice | 0 | 0 | 25 | 31.3 | 28 | 35.0 | 22 | 27.5 | 5 | 6.3 |
| 14 | I check and recheck my understanding after reading a passage | 0 | 0 | 31 | 38.8 | 36 | 45.0 | 13 | 16.3 | 0 | 0 |
| 15 | If I cannot understand a reading passage, I try to analyze what difficulty I actually have | 0 | 0 | 25 | 31.3 | 38 | 47.5 | 17 | 21.3 | 0 | 0 |
| 16 | In reading, I pick out key words and repeat them to myself | 0 | 0 | 19 | 23.8 | 30 | 37.5 | 30 | 37.5 | 1 | 1.3 |
| 17 | I try to be aware of which words or grammar rules give me the greatest trouble. In this way I can pay special attention to them while I read and practice | 0 | 0 | 39 | 48.8 | 23 | 28.8 | 17 | 21.3 | 1 | 1.3 |

Table 4.2 showed that most of item in metacognitive strategies questionnaire

is somewhat true to mayority students. 46.3% students was usually true about the

way to correct the mistakes by rereading the text. 35.0% students was somewhat

true about the way to choose a topic or certain materials for their practice. 45.0%

students was somewhat true about the way to check and recheck their

understanding after reading a passage. 47.5% students was somewhat true if they cannot understand a reading passage, they try to analyze what difficulty they actually have. 37.5% students was usually not true in reading, they pick out key words and repeat them to theirselves. 48.8% students was usually true about try to be aware of which words or grammar rules give they the greatest trouble. In this way, they can pay special attention to them while they read and practice.

### 3. Social Strategies

Social strategies are measured in two statements. This dimension consists of eighteen to twenty statements that are displayed as frequency distributions shown in table 4.3:

**Table 4.3**
**Social Strategies**

| No | The Statements | Always true | | Usually true | | Somewhat true | | Usually not true | | Never true | |
|----|----------------|-------------|------|--------------|------|---------------|------|------------------|------|------------|------|
| | | f | % | f | % | f | % | f | % | f | % |
| 18 | I discuss reading passages with my friends | 3 | 3.8 | 38 | 47.5 | 32 | 40.0 | 7 | 8.8 | 0 | 0 |
| 19 | If I do not understand the content of a reading passage, I ask my friends or my teachers for help. | 5 | 6.3 | 46 | 57.5 | 17 | 21.3 | 11 | 13.8 | 1 | 1.3 |
| 20 | I improve my reading skill by reading letters from my friends. | 1 | 1.3 | 51 | 63.8 | 22 | 27.5 | 6 | 7.5 | 0 | 0 |

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Table 4.3 showed that most of item in social strategies questionnaire is usually true to mayority students. 47.5% students was usually true about statements of "discuss reading passages with friends". 57.5% students was usually true if they do not understand the content of a reading passage, they ask their friends or their teachers for help. 63.8% students was usually true to improve they reading skill by reading letters from their friends.

4. **Dimension of Language Learning Strategies**

The most dominant LLS dimensions owned by respondents in this study were analyzed using descriptive statistical analysis on SPSS version 24 which is shown in table 4.4 below:

**Table 4.4**
**Dimension of Language Learning Strategies**

| | LLS Category | | | | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Cognitive Strategies | 19 | 23.8 | 23.8 | 23.8 |
| | Metacognitive Strategies | 14 | 17.5 | 17.5 | 41.3 |
| | Social Strategies | 47 | 58.8 | 58.8 | 100.0 |
| | Total | 80 | 100.0 | 100,0 | |

Based on table 4.4, mayority students has social strategies as their language learning strategies in reading comprehension. It is known that 47 students or 58.8% clasified as social strategies, Cognitive strategies and metacognitive strategies are 19 students (23.8%) and 14 students (17.5%), respectively.

The percentage of students based on Language Learning Strategies dimensions in learning reading comprehension is visualized in Figure 4.1 below:
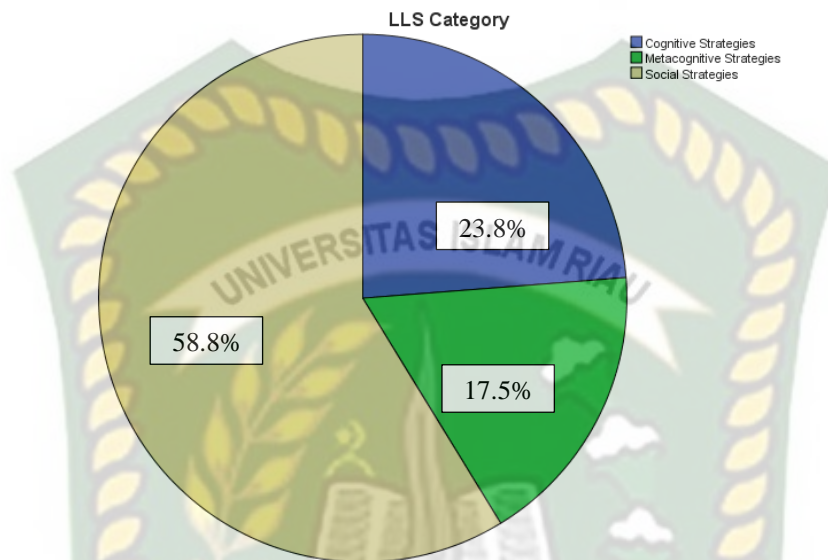


**Figure 4.1 Language Learning Strategies Category**

From the table and figure above that can be concluded most of students is categorized as social strategies (58.8%), and the least is categorized as metacognitive strategies (17.5%). Then, researcher made a short interview to ten top score student. The result showed at figure 4.2.
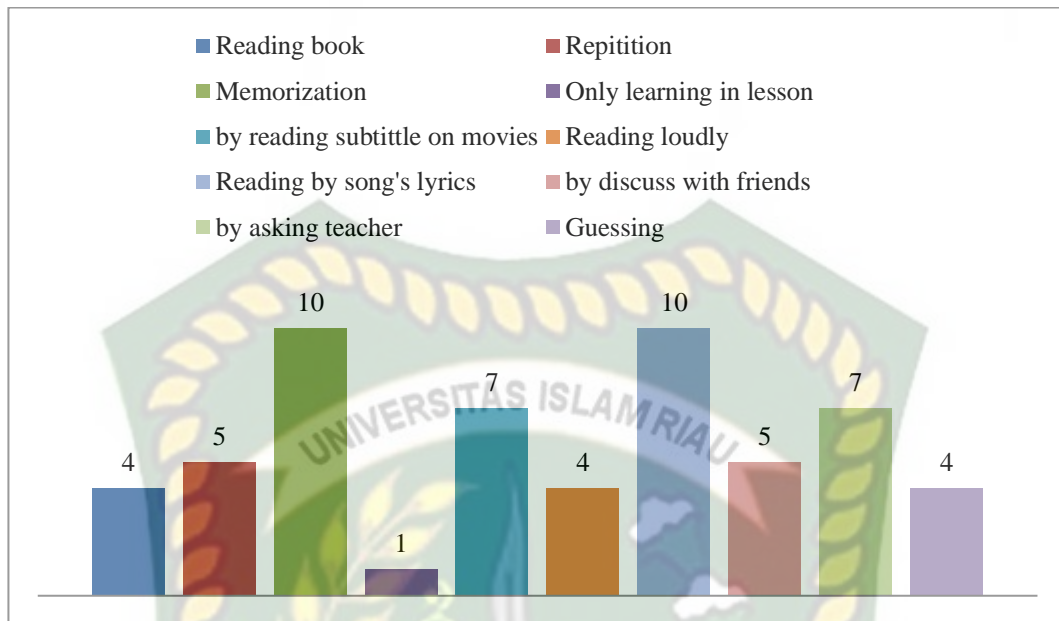
**Figure 4.2**

**Srategies used by student in learning reading comprehension**

Based on interview sessions to ten students, there are identified vary startegies while learning reading comprehension such as reading book twice or more, memorization, reading subtittle on movies, reading by songs' lyrics, asking teacher, repitition, only learning in lesson, reading loudly, discuss with friends and guessing the word. After that, researcher found that there are 3 (three) students have higest score in each language learning strategies categories (Data Presented in Appendix C). Researcher was conducted semi-structured interview to know in depth each categories of language learning strategies most used by students to help their reading comprehension skill. The interview result presented in table 4.5:

**Table 4.5**

**Summary of Interview Sessions**

| The Questions | The Answers |
|---|---|
| Do you find unfamilliar English word on reading comprehension? What is your strategies to understand that? | **Student 1:** I sometimes asking to my friend, if it is imposible to ask my friend such as in examination time, I try to read again to recall my memories. |
| | **Student 2:** Yes, I always find unfamilliar words. My strategies are checking my English notes, checking google or disctionary if it is allowed, the least is I will try to guess what is the word simillar with. |
| | **Student 3:** Yes I am. I usually asking to my sister who help me to understand the English text. I also inspired by practice English based YouTube, games and movies. I reread the subtittle then I memorize what the word pronouced. I always read carefully the subtittle. |
| Have you experience learning reading comprehension by analyzing the patterns? How is your strategies regarding that? | **Student 1:** I try to reread tha topic again and over again. I will see the meaning of the word by find the general idea (ide pokok). The problem is if the words in the text are classified as difficult and intellectual. I usually have a hard time finding similar ideas so I can't analyze the sentence patterns. |
| | **Student 2:** Yes I have. I usually see the style of writing sentences by checking the synonyms of the word, I will ask the teacher if the words that I find are related. I also often see new terms used by young people in social media like Instagram and Twitter to find out what people are talking about by reading the news there. This is very useful to progress my ability to read. |
| | **Student 3:** Yes I have. I love doing this so I can quickly find answers in questions. I have to re-read and focus. The most effective strategy for myself is to focus and repeatedly read to see the pattern. |

**Table 4.5**

**Summary of Interview Sessions**

| The Questions | The Answers |
|---|---|
| Have you ever tried reading aloud to understand faster? Is that effective? | **Student 1:** Yes. If the text to complex, but I prefer to read carefully rather than reading aloud. |
| | **Student 2:** I often do this at home, when I try to practice reading I will do reading aloud. I listened to my own voice while practicing speaking. This helps me learn. Unfortunately, not all my friends like this way, because when studying in class many friends say that "I brag to make myself look fluent". |
| | **Student 3:** Yes I have. But I usually don't do this. I prefer to listen to others who read aloud because it is more effective than if I did it. |
| Do you recheck your understanding after reading some complex text? Give me example! | **Student 1:** I rarely can do it comfortably. I usually do this when I'm alone. If in class I prefer to ask a friend or teacher to check my understanding or confirm my understanding. |
| | **Student 2:** Yes. I always do it and write down a few words that I understand. For example I read about the text about vacation experience. Then I see some new words that I don't understand, so I will write them down and look at the previous sentence. Usually sentences between sentences are interconnected, so I will find an outline of the core of the story. |
| | **Student 3:** Yes, I do this quite often. I usually see examples of text, for example, the narrative text I learn, what the model is, what is told in the text. Then I understood again. If I see something different that I understand from what is written I usually ask the teacher. |

**Table 4.5**

**Summary of Interview Sessions**

| The Questions | The Answers |
|---|---|
| What is your strategy while you reading than you find trouble in grammar? | **Student 1:** I will give highlight the sentences and ask to my teacher |
| | **Student 2:** I try to find the synonym of the words first. If there is no idea about synonym. I will read the previous sentences. It it is still not solve, I will ask to the teacher |
| | **Student 3:** I have personal notes about grammar rules, I will take my notes and check the meaning. If I did not find the solution I will searching to the internet and find the meaning. |

From the table above, there are some interview sessions regarding language learning strategies in reading comprehension. From the result, there were three students have their own strategies in learning. But, it is intersting to know that some students prefer asking to their friend or teacher first rather than find from their experience. Although, there was one student shat usually try to expand their experience at the begining than continue by confirm to their teacher. This result indicated that most of student who have high score in language learning strategies mostly uses social strategies. This interview result was in line with questionnaire result which has been described in the previous section.

## 4.2 The Result Finding

To know the languge learning strategies in reading comprehension there are five option choices "Always true, usually true, somewhat true, usually not true, and never true". Researcher gave score 5, 4, 3, 2 and 1 for each choice. Then the researcher sums each value given to determine the overall score for each strategies. After that researcher used the frequency of

every statement on this formula $P = \frac{F}{N} \times 100\%$. Then, researcher calculated the percentage of each strategies. Finally, researcher use SPSS for analyzing the most categories used by students.

## 4.3 Data Analysis

### a. Questionnaire

### 1. Cognitive Strategies

Cognitive strategies consist of 11 item statements. Researcher analyzing from 1 – 11 statements toward 80 students. 53.8% students was usually true about the way to understand unfamiliar English words while reading, they guess from available clues. 61.3% students was usually true about learn English by reading English books or magazines. 42.5% students was usually true about the way they are connect the spellings of English words with similar Indonesian words to understand the meanings. 33.8% students was usually not true about the way they are try to understand sentences by analyzing their patterns. 51.3% students was usually true about try to translate word for word. 38.8% students was usually not true about try to understand the passage by using my general knowledge and experience. 36.3% students was usually true about they use the key words to understand the whole ideas. 43.8% students was usually true about they read the passage aloud. 48.8% students was usually true about they take notes to remember the ideas. 53.8% students was somewhat true about While they read a text, they try to anticipate the story line. 56.3% students was usually true about read a text more for ideas than words.

## 2. Metacognive Strategies

Metacognitive strategies consist of 6 item statements. Researcher analyzing from 12 – 17 statements toward 80 students. 46.3% students was usually true about the way to correct the mistakes by rereading the text. 35.0% students was somewhat true about the way to choose a topic or certain materials for their practice. 45.0% students was somewhat true about the way to check and recheck their understanding after reading a passage. 47.5% students was somewhat true if they cannot understand a reading passage, they try to analyze what difficulty they actually have. 37.5% students was usually not true in reading, they pick out key words and repeat them to theirselves. 48.8% students was usually true about try to be aware of which words or grammar rules give they the greatest trouble. In this way They can pay special attention to them while they read and practice.

## 3. Social Strategies

Social Strategies consist of 3 item statements. Researcher analyzing from 18-20 statements toward 80 students. 47.5% students was usually true about statements of "discuss reading passages with friends". 57.5% students was usually true if they do not understand the content of a reading passage, they ask their friends or their teachers for help. 63.8% students was usually true to improve they reading skill by reading letters from their friends.

After analzying each dimension, researcher categorizing language learning strategies in frequency and percentage for all sample. There are 47 students (58.8%) categorized as social strategies, 14 students (17.5%)

categorized as metacognitive strategies, and 19 students (23.8%) categorized as cognitive strategies.

This result show that majority students uses social strategies in their language learning strategies. One of the most important functions of the strategies of social language learning in the teaching of a foreign language is to encourage the students to establish communication with people who speak the target language. Among the functions of the social strategies there are such as asking questions in a foreign language, receiving answers, correcting mistakes, establishing cooperation, trying to study feelings and thoughts of people of the targeted culture (Lan and Oxford, 2013). Acording to Etxebarria, Garay & Romero (2012) social strategies that involve activities such as asking, cooperating, empathizing and practising. And this will make the strategies are related to actions carried out with surrounding people: teachers, friends or simply classmates who are studying the same language (target language). So that, this principal can encourage feedback and interaction; on the other hand, they are actions carried out with the help of others and are useful for understanding, learning or keeping information. This is in line with Varisoglu (2016) the teacher plays a very big role to establish communication among the students.

Based on the interview session it is known that majority students used to confirm material in reading to their teacher. Altought in facing problem in grammatical rules, students prefer to asking with teacher first rather than uses metacognitive strategies such as analyzing the pattern. It is in line with

Varisoglu (2016) that state in social strategies, the students perception of their self-esteem plays an important role in the process of achieving success in language teaching as well as in the students adaptation with the language which they learn. Besides, it is possible to develop the skills of cooperation between the students. The students can learn in the easier way when they share their knowledge with a teacher and other students.

Based on questionnaire result, it is know that 63.8% students improve they reading skill by reading letters from their friends. It is line with Saydi (2007:52) state that some of the social strategies which can be used to learn a foreign language are the following: (1) Reaching clarity: Explanation and giving a definition of information that is not understood or not completely understood in the process of language learning, (2) Confirmation of knowledge: Correction, giving a definition - with the help of different sources - of situations, in which the students are not sure and make mistakes, and (3) Cultural sensitivity: The attempts of the students to learn in the process of language learning the feelings and thoughts of their friends who belong to different cultures.

The data analysis indicated that cognitive strategy was the middle major used by the students in this sample. Only 22.5% students try to understand the passage by using their general knowledge and experience. It is indicates that majority students not really use cognitive strategy in their reading activites. Cognitive strategy may include many activities that take place in the brain while the language tasks are at hand. When the students are

using cognitive strategy, they use their mental process while they are learning a language. According to Pratama, Setiyadi & Flora (2015) the product of learning process for each student is different because each student has different cognitive ability and it is never absolutely the same. Each student has different internal ability so that he/she also has differences in processing the information. It may be caused by many factors everyone's have like maturation, self-control and learning experience. The students who are in control of their own reading comprehension become purposeful and active readers.

The least category based on the data analysis was metacognive stategies. Only 23.8% students pick out key words and repeat them to learn in reading comprehension. It is indicates that majority students not really use metacognitive strategy in their reading activites. Wenden and Rubin (2013) cited that metacognitive learning strategies refer to knowledge above cognition or executive control or self-management through such processes as planning, monitoring, and evaluating. They are used to oversee, regulate or self-directed language learning. The goal of this strategy teaches learners how to become purposeful, effective, and independent learners. Learners with metacognitive learning strategies can make plan for their studies. Learners without metacognitive learning strategies are essentially learners without directions and abilities to review their accomplishment, progress, and future learning direction.

From the discussion above, it can be concluded that social strategy is important for the language learners to achieve good competence in reading comprehension. Result of Gonzalez (2017) found that social strategies allow students to develop their interpersonal and social skills through pair and group work activities. By working in this way, teachers promote a low-anxiety environment in which students feel free to share their ideas with peers. The finding of the result of Wulandari (2018) also find that social strategies used by student in mean score 3,6647 or as second strategies that commonly used by students. This is because of the activities in social such as interacting with others, for instance, asking for assistance and explanation or practising English with others. This finding could indicate that students nowadays have realized that they cannot succeed to learn the language in isolation, therefore they have to make efforts to pursue help from others they think can help them or can work out together.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## 5.1 Conclusion

The research is focused to find out the language learning strategies (LLS) that students used in reading comprehension at eight grade students at SMPN 21 Pekanbaru. Analyzing the data is presented in the previous chapter. The conclusion could be described as follow:

Language learning strategies (LLS) on reading comprehension of the eight grade students at SMPN 21 Pekabaru at: 47 students or 58.8% clasified as social strategies, Cognitive strategies and metacognitive strategies are 19 students (23.8%) and 14 students (17.5%), respectively. It means that social strategy is common on students' language learning strategies on reading comprehension.

For interview, there are identified vary startegies while learning reading comprehension such as reading book twice or more, memorization, reading subtittle on movies, reading by songs' lyrics, asking teacher, repitition, only learning in lesson, reading loudly, discuss with friends and guessing the word. But, moslty students indicates that prefer to uses social strategies. All students do agree with prefer asking to their friend or teacher first rather than find from their experience.

## 5.2 Suggestion

Based on the result of analysis and conclusion above, the researcher would like to give suggestion not only for the English teacher, but also for all elements of education:

a. For the Students

Use the information of langauge learning strategies to balanced the LLS domain, it is will help student to be tool for learning reading comprehension. Based on the result, metacognitive is the least aspect using by students. So student can improve this domain. The activities can be done such as looking up the new words, do exercises related with the book, memorization of the words and their meanings, trying to understand the grammar of sentences; trying to translate what is read, highlighting grammar, specific activities and setting up tasks in reading.

b. For the Teacher

The teacher should be considered the dominan stategies commonly uses in the class before decided the learning tools and style in the class. The teacher should find the interesting media in students' point of view to make the class active. Social strategies is related to the social life and environment of students it self. So, it is important to make the class active and living the English language.

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