

**STUDENTS' STRATEGIES IN READING SKILL: A SURVEY STUDY
AT EIGHT GRADE STUDENTS OF SMPN 21 MATARAM IN ACADEMIC
YEAR 2017/2018**



A JOURNAL

**Submitted as a Partial Fulfilment of the Requirements for the Sarjana Degree in
English Department Faculty of Teacher Training and Education University of
Mataram**

By

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UNIVERSITY OF MATARAM
2017**

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RATIFICATION

A journal entitled “**Students’ Strategies in Reading Skill: A Survey Study at Eight Grade Students of SMPN 21 Mataram in Academic Year 2017/2018**” by Neneng Wulandari (E1D110048) has been approved by the board of consultants as the requirement to achieve *Sarjana Pendidikan* (S.Pd) Degree in English Education Program Faculty of Teacher Training and Education Mataram University.

Mataram, September 2017

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Abstract

This thesis entitled “Students’ Strategies in Reading Skill: A Survey Study at Eight Grade Students of SMPN 21 Mataram in Academic Year 2017/2018”. The study is aimed at finding out the students’ strategy in reading skill at the eight grade students of SMPN 21 Mataram. 39 students were selected by using Purposive Sampling Technique (PST) as sample of the research. To collect the data, the researcher used questionnaire. The participants were examined through Strategy Inventory for Language Learning (SILL) questionnaire 7.0 versions as the measurement instrument to check the learning strategy preference. The data were processed and analyzed using Likert Scale and Index Formula for percentage (%) to get the most and the least strategy used by the students. For the most frequently used strategies by the eight grade students was metacognitive strategy (85%) and cognitive strategy (80%). In term of motivation the students have strong motivation in learning English. The thing that distinguished the way the students used the strategy was in term of the time they began to learn English.

Key words: *Students’ Reading Strategies, Strategy Inventory for Language Learning (SILL 7.0).*

“Students’ Strategies in Reading Skill: A Survey Study at Eight Grade Students of SMPN 21 Mataram in Academic Year 2017/2018”

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Abstrak

Tesis ini berjudul "Strategi Siswa dalam Keterampilan Membaca: Studi Survei pada Siswa Kelas Delapan SMPN 21 Mataram Tahun Akademik 2017/2018". Penelitian ini bertujuan untuk mengetahui strategi siswa dalam keterampilan membaca pada siswa kelas delapan SMPN 21 Mataram. 39 siswa dipilih dengan menggunakan Purposive Sampling Technique (PST) sebagai sampel penelitian. Untuk mengumpulkan data, peneliti menggunakan kuesioner. Peserta diperiksa melalui daftar pertanyaan Strategi Inventory for Language Learning (SILL) 7.0 sebagai instrumen pengukuran untuk memeriksa preferensi strategi pembelajaran. Data diolah dan dianalisis dengan menggunakan Skala Likert dan Formula Indeks untuk persentase (%) untuk mendapatkan strategi paling banyak dan paling sedikit yang digunakan oleh siswa. Untuk strategi yang paling sering digunakan oleh siswa kelas delapan adalah strategi metakognitif (85%) dan strategi kognitif (80%). Dalam hal motivasi siswa memiliki motivasi belajar bahasa Inggris yang kuat. Hal yang membedakan cara siswa menggunakan strategi tersebut adalah dalam hal waktu mereka mulai belajar bahasa Inggris.

I. INTRODUCTION

Everybody knows that language cannot be taken apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students' social and emotional development. It can support them in learning all subject matters. English is one of international languages. This language is used all over the world. As a result, Indonesian government has decided English as a foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high schools and universities in Indonesia.

In learning language, there are four skills that should be mastered by students, such as listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Reading is one of language skills which is very important to be learnt by students. Through this activity, students can improve their own language and experience. They will get information and ideas which they need to know.

Students have different strategies to improve their Reading ability in English text. Most of them usually got them from their previous English teacher or few of them create them by themselves. As a result students' achievement in reading comprehension varies among them, it tends to be unsatisfactory.

Reading is a means of understanding messages in particular texts. Many researchers agree that the use of various genres of written language can make students more interested in learning. With regards to it, I asked the students of SMPN 21 Mataram about their feeling in learning English. Most of them answered that they felt bored in learning English; because of they don't have particular strategies that have made them feel comfortable to do reading. From those problems, I am interested in conducting study entitles "The Students' Strategies in Reading Skill: A Survey Study at Eight Grade Students of SMPN 21 Mataram in Academic Year 2017/2018.

1.1. Research Question

This research concerns with the following question: What are the students' strategies in reading English passages?

1.2. Purpose of the Study

The aim of this study is to know the strategies used by the students in reading English passages.

II. REVIEW OF LITERATURES

Reading is one of the four language skills. It is the first direct communication of students to acquire their language development. After years of listening and speaking, students further go to school where for the first time they learn to read before writing. Reading is a process which is done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which are influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader (Tarigan, 2008).

Weinstein and Mayer (1986 p.315) proposed learning strategies as “behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner’s encoding process”. Strategy is the special thought or behaviors that individual use to help them comprehend, learn or certain new information. O’Malley & Chamot (1990:1) learning strategy is specification taken by the learner to make learning process easier, faster enjoyable, self-direct and more effective.

III. RESEARCH METHODOLOGY

3.1. Research Design

The design of this study is a survey study.

3.2. Population and Sample of the Study

The population of this study was all of the eight grade students of SMPN 21 Mataram in academic year 2017/2018. In this study, the researcher used purposive sampling. According to Arikunto (2006:134), “if the population of the students is less than a hundred, it is better to take all the population as the sample, but if the number of population is more than a hundred it is suggested to take 10-15 % or 20 – 25% or more.”

In this study the researchers chooses class VIII B & VIII C as a sample which consists of 39 students because they are the smarter one than others.

3.3. Method of Collecting Data

The data was collected through questionnaire. The researcher gave questionnaire to students in order to find out which strategy was used by the students in reading text. The questionnaire was adopted from Oxford's learning strategy (SILL version 7.0). The questionnaire contains some questions related to learning strategy. In that questionnaire, there are several answers to be answered by the students. These answers are divided into categories which are "yes or no". Both categories were selected to obtain accurate data related to habit made by students.

3.4. Data Analysis

In analyzing data, the researcher uses descriptive qualitative method. After the data were collected, the result was tabulated by using percentage. Both the statements "yes" and "no" questions in each item were percentages to find out the result by using the formula of percentages correction as follows:

$$P = \frac{f}{N} \times 100$$

Where:

P = Percentage

F = frequency

N= number of students

(Sugiyono, 2014: 43)

IV. FINDINGS AND DISCUSSION

4.1 Research Findings

In this section the researcher elaborated the data gathered from questionnaire.

4.1.1 The Result of Questionnaire

The results of the data collection about the students' strategies in reading skill are displayed in table 4.1.1.

The description of the data taken from questionnaire is presented in the table which describes the number of students' strategies in reading skill below:

Table 4.1.1. The Number of Students Using Language Learning Strategies

No	Strategy Category	Statements	Y	N
1	Memory Strategy	I think of relationships between when I already know and new things I learn in English.	23	16
2		I use new English words in a sentence so I can remember them.	31	8
3		I connect the sound of a new English word and image or picture of a situation in which the might be used.	18	21
4		I remember a new English word by making a mental picture of a situation in which the word might be used.	19	20
5		I use rhymes to remember new English words.	14	25
6		I use flashcards to remember new English words.	8	31
7		I physically act out new English words.	20	19
8		I review English lessons often.	25	14
9		I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	25	14
10	Cognitive Strategy	I say or write new English words several times.	30	9
11		I try to talk like native English speakers.	13	26
12		I practice the sounds of English.	31	8
13		I use the English words I know in different ways.	30	9
14		I start conversations in English.	18	21
15		I watch English language TV shows spoken in English or go to movies spoken in English.	15	24
16		I read for pleasure in English.	17	22
17		I write notes, messages, letters, or reports in English.	24	15
18		I first skim an English passage (read over the passage quickly) then go back and read carefully.	25	14
19		I look for words in my own language that are similar to new words in English.	21	18
20		I try to find patterns in English.	21	18
21		I find the meaning 'of an English word by dividing into parts that I understand.	20	19
22		I try not to translate word-for-word.	18	21
23		I make summaries of information that I hear or read in English.	21	18
24	Compensation Strategy	To understand unfamiliar English words, I make guesses.	15	24
25		When I can't think of a word during a conversation in English, I use gestures.	18	21

No	Strategy Category	Statements	Y	N
26		I make up new words if I do not know the right ones in English.	21	18
27		I read English without looking up every new word.	9	30
28		I try to guess what the other person will say next in English.	22	17
29		If I can't think of an English word, I use a word or phrase that means the same things.	25	14
30	Metacognitive Strategy	I try to find as many ways as I can to use my English.	28	11
31		I notice my English mistakes and use that information to help me do better.	33	6
32		I pay attention when someone is speaking English.	32	7
33		I try to find out how to be a better learner of English.	29	10
34		I plan my schedule so I have enough time to study English.	21	18
35		I look for people I can talk to in English.	22	17
36		I look to opportunities to read as much as possible in English.	24	15
37		I have clear goals for improving my English skills.	24	5
38		I think about my progress in learning English.	26	13
39	Affective Strategy	I try to relax whenever I feel afraid of using English.	24	15
40		I encourage myself to speak English even when I am afraid of making a mistake.	25	14
41		I give myself a reward or treat when I do well in English.	17	22
42		I notice if I am tense or nervous when I am studying English.	29	10
43		I write down my feelings in a language learning diary.	15	24
44		I talk to someone else about how I feel when I am learning English.	15	24
45	Social Strategy	If I do not understand something in English, I ask the other person to slow down or say it again.	29	10
46		I ask English speakers to correct me when I talk.	19	20
47		I practice my English with other students.	28	11
48		I ask for help from English speakers.	8	31
49		I ask questions in English.	25	14
50		I try to learn about the culture of English speakers.	12	27

Y = Yes; N = No

The questionnaires were administrated to 39 students of SMPN 21 Mataram in class students. It was consisted of 50 statements that divided into 6 learning strategies

category, which are memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy. Each number of questionnaires was written in English language and Indonesian language to avoid any misinterpretation and to ease the respondents in completing the questionnaire. After obtaining the data from the questionnaire, the data was calculated. The researcher used questionnaire in order to collect the data of the SILL. The result was analyzed using Likert Scale and was scored using Index Formula for percentage (%) to get the result of analysis appropriately. In this section, average, total percentage, and scale for the overall learning strategy used in the SILL were presented to show the general picture of learning strategy used by the VIII B & C students. Next, percentage for the six categories and all the strategy items in the SILL were also presented to determine learning used by individual so that the result is able to show the students learning strategy.

4.1.2 Strategy Used by Individual Students

The averages of the results were listed below from the most frequently preferred strategies to the least frequently preferred ones in each group by percentage each items:

Table. 4.1.2. Percentage used of questionnaire items.

No	Strategy Category	Statements	Y	N
1	Memory Strategy	I think of relationships between when I already know and new things I learn in English.	60%	40%
2		I use new English words in a sentence so I can remember them.	76%	24%
3		I connect the sound of a new English word and an image or picture of a situation in which the word might be used.	46%	54%
4		I remember a new English word by making a mental picture of a situation in which the word might be used.	49%	51%
5		I use rhymes to remember new English words.	36%	64%
6		I use flashcards to remember new English words.	20%	80%
7		I physically act out new English words.	51%	49%
8		I review English lessons often.	64%	36%
9		I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	64%	36%

No	Strategy Category	Statements	Y	N
10	Cognitive Strategy	I say or write new English words several times.	76%	24%
11		I try to talk like native English speakers.	33%	67%
12		I practice the sounds of English.	80%	20%
13		I use the English words I know in different ways.	77%	23%
14		I start conversations in English.	46%	54%
15		I watch English language TV shows spoken in English or go to movies spoken in English.	39%	61%
16		I read for pleasure in English.	44%	56%
17		I write notes, messages, letters, or reports in English.	61%	39%
18		I first skim an English passage (read over the passage quickly) then go back and read carefully.	65%	35%
19		I look for words in my own language that are similar to new words in English.	54%	46%
20		I try to find patterns in English.	54%	46%
21		I find the meaning 'of an English word by dividing into parts that I understand.	51%	49%
22		I try not to translate word-for-word.	46%	54%
23		I make summaries of information that I hear or read in English.	21%	18%
24	Compensation Strategy	To understand unfamiliar English words, I make guesses.	62%	38%
25		When I can't think of a word during a conversation in English, I use gestures.	46%	54%
26		I make up new words if I do not know the right ones in English.	54%	46%
27		I read English without looking up every new word.	23%	77%
28		I try to guess what the other person will say next in English.	56%	44%
29		If I can't think of an English word, I use a word or phrase that means the same things.	64%	36%
30	Metacognitive Strategy	I try to find as many ways as I can to use my English.	71%	29%
31		I notice my English mistakes and use that information to help me do better.	85%	15%
32		I pay attention when someone is speaking English.	82%	18%
33		I try to find out how to be a better learner of English.	74%	26%
34		I plan my schedule so I have enough time to study English.	53%	47%
35		I look for people I can talk to in English.	56%	44%

No	Strategy Category	Statements	Y	N
36		I look to opportunities to read as much as possible in English.	61%	49%
37		I have clear goals for improving my English skills.	61%	39%
38		I think about my progress in learning English.	67%	33%
39	Affective Strategy	I try to relax whenever I feel afraid of using English.	61%	39%
40		I encourage myself to speak English even when I am afraid of making a mistake.	64%	36%
41		I give myself a reward or treat when I do well in English.	43%	57%
42		I notice if I am tense or nervous when I am studying English.	74%	26%
43		I write down my feelings in a language learning diary.	38%	62%
44		I talk to someone else about how I feel when I am learning English.	38%	62%
45		Social Strategy	If I do not understand something in English, I ask the other person to slow down or say it again.	74%
46	I ask English speakers to correct me when I talk.		49%	51%
47	I practice my English with other students.		72%	28%
48	I ask for help from English speakers.		20%	80%
49	I ask questions in English.		64%	36%
50	I try to learn about the culture of English speakers.		31%	69%

The table 4.1.2 above displayed the percentage used of all items in questionnaire. There were some findings that have been obtained. The frequently strategy used among items was item number 31 with 85% (33 students) of students chose yes, 15% (6 students) chose no for this strategy.

4.2 Discussion

Based on the result from students' questionnaire there are 6 strategies that were used by eight grade students of SMPN 21 Mataram. The first one is memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy and social strategy.

Metacognitive strategy from indirect strategy appeared is the most frequently strategy used in reading skill of eight grade students at SMPN 21

Mataram in item number 31 (I notice my English mistakes and use that information to help me do better) with 85% of used and chosen by 33 students. Metacognitive strategy is, such as overviewing, organizing, paying attention, setting, goals and objectives, considering the purpose, self monitoring, and so on, can help students become an effective learner in learning the language. By using this strategy the learner would have good attention in learning and would caused the students to have skill and to be more focused and they will got more benefits and knowledge during learning process. An explanation about why metacognitive become the most preferred strategies because it allows the learners to overview the lesson, to pay attention in the classroom and to self-monitoring and self-evaluating the language learning.

Second strategy that is frequently used by the student is cognitive strategy in item number 12 (I practice the sounds of English) with 80% of used and chosen by 31 students. Cognitive strategy is strategy allow the language learn to doing manipulate or transformed the words and phrases by analyzing or summarizing. This strategy is one of direct strategy from the questionnaire.

The third strategy used by the students is memory strategy from direct strategy in item number 2 (I used new English words in a sentence so I can remember them) with 76% of used and chosen by 30 students. Memory strategy are creating mental linkages, applying images and sounds, reviewing well, and employing action.

The fourth strategy used by the students is affective strategy from indirect strategy in item number 42 (I notice if I am tense or nervous when I am studying English) with 74% of used and chosen by 29 students. In this strategy allows the learners to encouraging their self, lowering anxiety, and their emotional temperature.

The fifth strategy used by the students is social strategy from indirect strategy in item number 45 (if I do not understand something in English, I ask the other person to slow down or say it again) with 74% of used and chosen by 29 students. In this strategy learners are free learn with others in learning language.

Compensation strategy from direct strategy appeared to be the least strategy used by the students with in item number 24 (to understand unfamiliar English words, I make guesses) with 62% of used and chosen by 24 students. The reason why this strategy appeared to be least strategy used by the student because in this strategy learners have to guessing intelligently, overcoming limitations in speaking and writing, switching the mother tongue using mine or gesture, selecting the topic, etc, thus makes the learners uncomfortable in using this strategy.

Therefore, in this research the students used metacognitive strategy more than cognitive strategy. The students more use metacognitive strategy because the students were more interested in learning English if they use this strategy.

V. CONCLUSION

Based on data collection and data analysis obtained from the students' questionnaire, it can be concluded that there are 6 strategies used by eight grade students of SMPN 21 Mataram: memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. Metacognitive strategy appeared to be the most frequently strategy used by the students, followed by cognitive strategy, and compensation strategy is the last strategy used by the students.

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