

A STUDY ON THE STUDENT'S LEARNING STRATEGIES IN READING COMPREHENSION AT ELEVENTH GRADE OF IPS OF SMA TRI TUNGGAL PULAU BURUNG

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ABSTRACT

The primary purpose of this study was to determine students' learning strategies in reading comprehension. This research was conducted at the eleventh grade of IPS of SMA Tri Tunggal Pulau Burung. This type of research is descriptive and uses total sampling techniques in determining research samples. This study's population was 53 students, and researchers took 30 students from them to be sampled in this study. Data collecting techniques use questionnaires from the questionnaire to find out the strategy in reading it. Then, this research shows that the value of students strategies in reading is 102.13 mean values with result of cognitive strategies 37.93 % at **Low** category, metacognitive strategies 33.5 % at **Low** category, socio-affective strategies 33.2 % at **Low** category. From this study, it can be concluded that the students learning strategies in reading comprehension at the eleventh grade of IPS of Tri Tunggal Pulau Burung are in a low category. Findings showed that the students use cognitive strategies in reading comprehension at the eleventh grade of IPS of SMA Tri Tunggal Pulau burung.

Key Words: Learning Strategies, Reading Comprehension

INTRODUCTION

The education system's primary purpose in Indonesia is to prepare students to continue their education to a higher level. Therefore, education's meaning is the delivery of knowledge, skills, and information from teachers to students is misguided. It is also supported by Dalyono (1994: 49) states that "study is efforts or activity that have a purpose of making the changes for someone and it involves the behavior change, aptitude, habit, knowledge, and skills."

In the teaching and learning process in the classroom, the strategy is an effective way as the essential determination to achieve a successful purpose, particularly in English education. Furthermore, according to Chamot (2004:1), "Learning strategies are the conscious thoughts and actions learners take to achieve a learning goal." The teacher must use the right strategy at the right time can help them learn the language better. On

the other hand, to make the practical strategies, the students should prepare themselves before doing activities in teaching and learning implementation and monitoring their ability or say with professionalism series thinking. Besides that, they should manage their time to be practical and creative when learning; they must have good ambition in the future. So, they are improving their ability to learn.

Besides speaking, writing, and listening, reading is one skill whose students should master at the end of their learning process. The students will understand and used the right strategies in reading. To master reading skills, the strategy is one of the meaningful ways to increase students ' reading ability. Moreover, the strategies are concepts that are useful to increase reading ability. The students try to speed up reading not to understand every word but to read as fast as possible for primary or general meaning.

As we know from the description above, strategy's usefulness can help the learners more successful, especially in reading. The circumstance found at the eleventh grade of IPS of SMA Tri Tunggal Pulau Burung shows that the students, unfortunately, had some difficulties in comprehending the reading material. The students had low comprehension of texts. The students first had a problem related to vocabulary mastery, which is an essential aspect of reading a text. Their incapability reflects it in understanding the text because they could not find the meaning of the words. They also had difficulties in finding the main ideas and the topics. Students could not relate the information from one paragraph to another. Sometimes, they just read a text, and when they had to tell about the text, they knew nothing. It means that students did not know exactly how to comprehend texts. Consequently, they got nothing in reading as they found difficulty in grasping the information of texts. Some factors cause that students' inability to comprehend texts as the following.

To know a study on the students learning strategies in reading comprehension, the researcher past conduct research entitled "A study on the students learning strategies in reading comprehension at the eleventh grade of IPS of SMA Tri Tunggal Pulau Burung.

LITERATURE REVIEW

Learning strategy

Learning strategies have been described by Wenden and Rubin (1987: 19) explain that as "any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, and use of information." There are three classifications of language learning strategies:

1. Cognitive strategies encompass the language learning strategies of identification, grouping, retention, and storage of language material, and the language use strategies of retrieval, rehearsal, and comprehension or production of words, phrases, and other elements of the L2.
2. Meta-cognitive strategies' are those processes that learners consciously use to supervise or manage their language learning.
3. Affective strategies serve to regulate emotions, motivation, and attitudes (for example, strategies for reducing anxiety and self-encouragement).

Reading

It means that reading is a process undertaken and a method used to communicate with you, So we got information or knowledge from the book that we read. According to Crown (2006: 1), "reading comprehension is a highly interactive process that takes place between a reader and a text." Then Amri (2018:64) reading is one of the language proficiencies that plays a significant function in learners' activities since it enables knowledge to be accessed from written or digital references by reading.

The components of reading comprehension can be explained as below:

1. Finding Factual Information.

Factual information requires readers to scan the specific details of the text. There are many types of factual information such as question type reason, purpose, result comparison, means, identity, time, and amount in which most of the answers can be found in the text.

2. Main Idea

The main idea is the main topic that is discussed in a paragraph. Commonly, the main idea takes place in the first sentence of the paragraph and the main idea in the middle and at the end of the paragraph. It will also help the readers understand the idea and its relative significance, as expressed by the author.

3. Finding the Meaning of Certain Word.

It means that the reader could develop his/her guessing ability to the word which is not familiar to him or her by relating the close meaning of the unfamiliar word to the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word. In other words, the students are expected to be able to form and understanding the meaning.

4. References.

In English, as in another language, it will be dummy and boring to have and repeat the same word or phrases every time you use it. Instead of repeating the same word or phrases several times, we can usually refer to it after it has been used. For this purpose, we use reference words. Recognizing reference words and identifying the word to which they refer will have the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as it, she, he, this, etc.

5. Identifying Inferences.

The important thing needed in reading is an understanding. However, the writer does not write out everything; he expects the reader to understand. Writers use language efficiently and recognize what can be inferred from their sentences.

RESEARCH METHOD

This research is descriptive. This research will be conducted at the eleventh grade of IPS of SMA TRI TUNGGAL Pulau Burung, located at Bukit Sari Intan Jaya Sp2 Rstm Street, Pulau Burung, Indragiri Hilir, Provinsi Riau. The time in conducting this research was in 2020.

The population of this research is students at the grade of IPS. The total of students in the eleventh grade of IPS of SMA TRI TUNGGAL Pulau Burung is 53. So, the population in this research is 53 students. To take a sample, the researcher will use

total sampling. According to Arikunto (1992: 104), the sample is partially, or representative of the population studied. The sample in the research is the whole of the population. The sample was taken based on the total population of less than 100. According to Arikunto (1992: 107), when the population of the research subjects is less than 100, then it is better taken entirely into the sample. So the number of samples class 30 students.

In this research, the researcher uses a questionnaire as an instrument guide. To analyze the questionnaire, the researcher will use the Likert scale. A Likert scale will analyze the answer of each item in the instrument. It has interval from positive to negative which are describes as follow:

- A : Always
- O : Often
- S : Sometime
- R : Rarely
- N : Never

Likert scale in positive form is used to analyze quantitative data. The score of each level are as follows:

Always	Score	5
Often	Score	4
Sometime	Score	3
Rarely	Score	2
Never	Score	1

Likert scale in negative form is used to analyze quantitative data. The score of each level are as follows:

Always	Score	1
Often	Score	2
Sometime	Score	3
Rarely	Score	4
Never	Score	5

For the scoring, because in this research, the researcher uses two statement types (Positive and Negative), so the researcher sets the score as follow:

a. Positive statement			b. Negative statement		
Always	Score	5	Always	Score	1
Often	Score	4	Often	Score	2
Sometime	Score	3	Sometime	Score	3
Rarely	Score	2	Rarely	Score	4
Never	Score	1	Never	Score	5

To answers and analyze the data the researcher will use the score of respondent with some formulas bellow:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Percentage

F = Frequency

N = Total

(Ridwan, 2005:89)

Then to know the students strategies on the questionnaire the researcher using the criterion interpretation as follow:

0%-20% = Lowest

21%-40% = Low

41%-60% = Enough

61%-80% = Strong

81%-100% = Strongest

(Riduwan, 2010:15)

FINDINGS AND DISCUSSION

The mean score of students strategies in reading at the eleventh grade of IPS of SMA Tri Tunggal Pulau burung From 30 students, To answered of the respondent to number item of cognitive strategies was 37.93% at Low category, to answered of the respondent to several items of metacognitive strategies was 33.5 % at Low category, and Socio-affective was 33.2 % at low category.

Findings have above shown that the students use cognitive strategies in reading comprehension at the eleventh grade of IPS of SMA Tri Tunggal Pulau burung.

CONCLUSION

Based on the result of this research that was taken from 30 students at the eleventh grade of IPS of SMA TRI TUNGAL Pulau burung. It can be concluded that the result of students strategies in reading is to answer of the respondent to several items of cognitive strategies was 37.93% at Low category, to answered of the respondent to several items of metacognitive strategies was 33.5 % at Low category, and Socio-affective was 33.2 % at low category. Findings showed that the students use cognitive strategies in reading comprehension at the eleventh grade of IPS of SMA Tri Tunggal Pulau burung.

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