

AN ANALYSIS THE STUDENT LEARNING STRATEGIES ON READING CLASSROOM

¹Shofiyatul Huriyah, ²Olvi Imelda

¹²*English Education Study Program University Baturaja*

*Olviimelda00@gmail.com

Abstract

Reading is one of the main aspects of English language skills and strategies for learning to read are students' ways or techniques that are consistent in responding to and using stimuli in the context of learning. This research is about the analysis of students' reading learning strategies in the first semester of Class VIII MTS Negeri 1 OKU. In this study, the research worker used a qualitative descriptive analysis methodology. The researcher used random sampling technique. Researchers took 1 representative from each class VIII as a sample of 12 people. In collecting data, researchers used two kinds of instruments, namely interviews and observations. Researchers used three stages, namely planning, conducting observations, and drawing conclusions. Compiling information using observation methods and field notes. Data analysis was carried out on student activities and student learning outcomes, while field notes were only as supporting data to record events during the learning process. The results of this study indicate the achievement of student activities from the first observation of 77.3 to 95.2 in the second observation. Meanwhile, the implementation of student activities increased from 95.8% to 100%. During the observation, the researcher also found that most of the students' reading learning strategies used the SQ3R strategy. In addition, several other students used skimming strategies in reading them. SQ3R is an abbreviation of Survey (read briefly), Question (ask), Reading (read), Recite (answer), and Review (review).

Keywords - Student, Learning Strategies, Reading Classroom

Introduction

Reading is one of the skills that must be mastered in learning English as Second/Foreign Language. It is outlined by Woolley (2011: 15) because the method of creating that means from text within which the goal is to achieve associate overall understanding of what's delineate within the text. In keeping with Laddo (2017), reading is one in every of the language skills that's vital for kids to find out. Because through this activity, students will improve their own language and knowledge. They're going to get info and ideas they have to grasp. Additionally, they're going to be able to ascertain what they didn't grasp beforehand. By reading, folks will get a great deal of data. Reading makes somebody smarter and a lot of inventive as explicit. Specially, acquisition methods play necessary roles in one in every of receptive skills i.e. reading skills. According to Dean (2013) Reading is the process of getting information from the written text; from the writer to the reader. All the purpose of reading is to get a message or meaning from the text read which can be in the form of information, knowledge, and expression of happiness or unhappiness. Then Amri (2018:64) reading is one in all the language proficiencies that plays a major perform in learners' activities since it allows information to be accessed from written or digital references by reading.

Furthermore, Some empirical investigations on learning strategies used by successful learners in reading comprehension have been conducted by several researchers. According to Hardan (2013) Learning method can be a term that refers to the techniques and maneuvers used by learners in active language

activities. Afdaleni (2013) found there have been six learning ways employed by learners in English reading comprehension: memory, cognitive, compensation, metacognitive, emotional and social ways within which the largely employed by the learners as metacognitive strategy, whereas the smallest amount strategy used was the emotional strategy. Rubin as cited in Zare (2012) classified learning ways that which in step with processes which give either directly or indirectly to learning. Direct ways embody metacognitive and psychological feature ways and indirect ways embody communicative and social ways.

While the which means of reading methods is that the planned and specific actions that facilitate readers translate print to which means. Ways that improve deciphered and reading comprehension skills profit each student, however square measure for starting readers, troubled readers, and English Learners. According to Yousefian (2015) the use of reading methods creates simple, joyful and active scanning atmosphere that assist the scholars in grasping the which means of the text they read. Reading strategies become fundamental instrument in learning as Guvenc (2017) states “the higher the students’ awareness about strategy usage, the better they choose strategies fit their learning style.” Bolukbas defines (2013) reading method is a method of psychological features used by readers in 3 stages, namely pre-reading, whole reading, and post-reading to own a higher understanding of the text. The use of reading strategies is to ensure that the readers fully comprehend the accurate gist of the text. Working with group can make students more active (Anggeraini & Nilawijaya, 2021)

The explanation of this analysis is to search out whether there's a major distinction between students World Health Organization square measure productive and unsuccessful in mistreatment totally different learning methods in English reading skills. Here the author conducts analysis on MTS N 1 OKU. It focuses on the methods students use in learning to reading within the classroom. This course was elite supported the standard of reading teaching, because it could be a specialist in reading skills. There square measure many studies that are conducted relating to this analysis. One in every of that was conducted by Nazurity and friends (2019) with the title "Learning methods in Reading: The Case of Indonesian Language Education Student Teachers". During this study, it had been explained that the author targeted on analyzing English reading methods. Whereas this analysis focuses on students' reading methods within the classroom. This analysis and former analysis square measure connected as a result of they each specialize in strategy.

Methodology

This analysis belongs to the sort of qualitative descriptive analysis. Perry (2005) as cited in (Dewi et al., 2019) qualitative analysis is characterized by the description of its information. This is often as a result of the author analyzed the information descriptively and therefore the presentation of the result was in variety of clarification of words which might be supported by data bestowed within the type of diagram. The article of the analysis is said to students' reading ability, students' learning ways in reading at school, students' barriers to reading and therefore the efforts created by academics to enhance students' reading skills ways. The place of this analysis is at MTS N1 OKU. The population in this study were eighth grade English students at

MTS N 1 OKU. This analysis uses random sampling technique. Researchers chose random sampling because sampling from the population was done randomly without looking at the strata in the population. Because the number of subjects in this study was only five English students, these students had to be taken as a sample and given the name of the data source.

There are two information collection techniques used, namely observation and interview techniques. The interview was conducted on November 9, 2021, and the observations were carried out twice, namely the first observation was carried out on November 15, 2021, while the second observation was carried out on November 22, 2021, with an allocation of 1 x 40 minutes each. Observation techniques can be in the form of gathering information through association observations in the midst of notes about the state or behavior of the target object. While the interview technique can be in the form of gathering information through an oral association question and answer method that takes place in one direction, meaning that the question comes from the questioner and therefore the answer unit is given by the respondent therefore the answer unit given by the respondent.

1. Observation

students were observed by researchers using observation. In this case, the researcher analyzed all activities in the classroom during the teaching and learning process. In compiling field observations, the researcher observed students during the teaching and learning process. In the observation phase, the researcher observed students how students learned in class about reading and what strategies students used in class during the lesson from opening to closing. In this case, the researcher observed what the students did regarding the students' strategies in learning to read in the classroom. This was used to investigate the teaching and learning process of English in the classroom. It records the English learning process carried out by the students. Observation is one of the important data collection in qualitative research. Observation is seeing directly an object of research in the learning process. In observation, research observes student learning activities in class because it

can support this research to see students' strategies when reading in class.

2. Interview

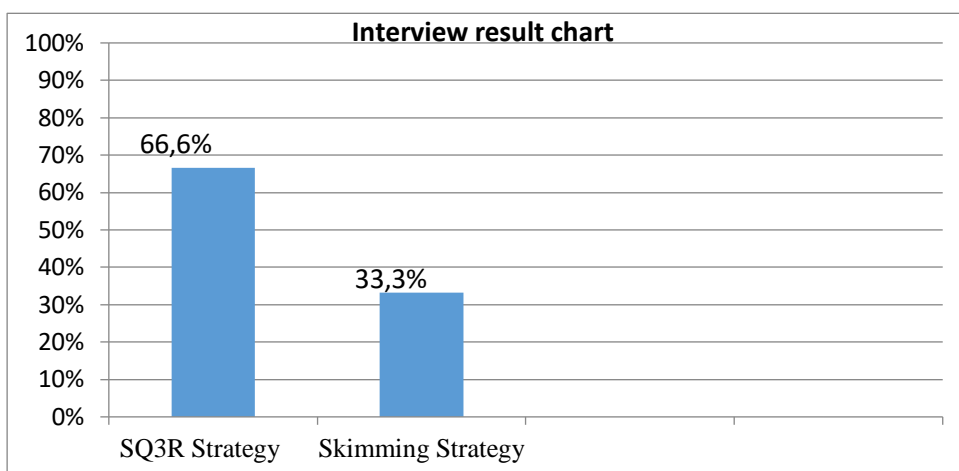
Interviews are usually like communication between the researcher and the participants, which involve the transfer of knowledge to the questioner. There are various types of interviews, namely (a) unstructured interviews. In this type, the interviewer conducts an interview without a systematic question plan, (b) a structured interview. Interviews conducted using a set of questions that had been prepared previously, (c) semi-structured interviews. The interviewer uses a set of questions developed to obtain specific information. Interviews are conducted to obtain additional information in response to interesting or important answers that arise unexpectedly from the planned questions. In this case the researcher uses structured interviews.

Interviews were conducted with students of MTs Negeri 1 OKU. The Interview was carried out after the learning process was completed. This interview will be conducted to obtain verbal responses from the participants. The function of the interview in this study is to cross-check the data and ensure that the data from the observations are truly valid. The researcher used 2 questions in the interview test and made once observations.

Finding and Discussions

After the research data was collected from each respondent, the researcher obtained interviews and class observations with eighth grade English students from MTS N 1 OKU which aims to find out what strategies students use in learning to read in the classroom. The researcher interviewed 12 English students who represented from every class. Based on the results of interviews and observations made by researchers, initial data on learning outcomes in the classroom can be obtained as follows (1) From a total of 12 students, 66.6% or 8 people use the SQ3R strategy in reading (2) Proven as much as 33.3% or 4 other students use skimming strategies or methods in reading (3) Students still have many difficulties in interpreting the reading because of lack of vocabulary knowledge.

DIAGRAM I



After conducting interviews, the researcher then tested the strategies used by students by conducting class observations, observations were made 2 times. At the observation stage, observation I and observation II consisted of 2 meetings. The time allocation used for each meeting is 2 x 40 minutes. The implementation of learning to find the main sentence through reading includes initial activities, core activities and final activities according to the plan. While the activities of observation I and observation II on student activities carried out simultaneously with the learning process. In this activity, the results of observations of student activities in learning to read in class were obtained.

The results of observations in observation I obtained that the implementation of student activities in observation I was 95% and the achievement value of student activities was 77.3. Based on the results of the calculation of the observation data above, it can be seen that the implementation of student activities in learning has reached the "very good" criteria. So that researchers need to maintain or even improve the implementation that has been achieved and correct deficiencies for the future implementation of student activities in observation II is 100% and the achievement value of student activities is 95.2. Based on the results of the calculation of the observation data above, it can be seen that the learning implementation score has reached the predetermined success criteria, namely > 80%. The

percentage obtained from student activity scores is included in the "very good" category because the deficiencies in the previous observations have been resolved and do not recur. In line with that, the criteria for assessing the implementation of student activities are also "very good". After conducting two meetings on observation I and observation II, researchers and observers consisting of class teachers and peers discussed and exchanged information about what was encountered during the learning process.

In learning to read, Suyatno (2009:67) explains that SQ3R is a reading strategy that can develop students' metacognition, namely by assigning students to read the subject carefully, carefully, with syntax. This strategy was developed by Robinson (in Saffat, 2009: 125), saying that this strategy is a popular reading technique that is specifically made as a textbook reading technique which consists of five stages, namely Survey Question Read Recite Review. In the survey stage, students read the entire text in the LKS briefly. Then the question stage provides opportunities for students to create and write down questions that arise after students conduct a survey. According to Nur (2000) survey activities and questions can be used as the first step in organizing a material. The next stage is read where students read the text on the LKS to find out the answers to the questions that have been made. Then students do the act of reciting, namely students answer questions in writing without opening any notes. De Porter (2000) suggests that taking notes can activate memory, without taking notes and repeatedly students can only remember a small part of the material that has been delivered. Logging helps to effectively retrieve information easily and can recall it which is stored back if needed. In reviews, they are given the opportunity to come to the front of the class to completely repeat the answers to the questions that have been made. Then continued discussion, for students it is still difficult because they formulate the concepts that have been obtained in the previous stage in the form of new understanding. De Porter et al (2000) reiterate

that concepts in other ways can make the brain treat information differently from previous information. So that repeating this activity can help the brain move information from short-term to long-term students.

According to Robinson in Shah (1995), the SQ3R method is a strategy to study the text actively and leads directly to the essence or main content that is implied and stated in the text of a material. The application of this method can improve learning outcomes because this method has the following advantages: This method has clear steps so that it understands the material text, make it easier for students to become active learners and are directed directly to the essence and so that students can understand and remember the material in a longer period of time in the subject matter. This method can increase student activity and involvement during the activity. The purpose of the SQ3R method itself is to increase the reader's interaction with the reading material he reads. It can also make the reader search for all the information to answer questions about the content of the reading. This method can also help readers to create a frame of mind so that they can understand what they are reading. For more details will be presented in the following diagram.

DIAGRAM 2

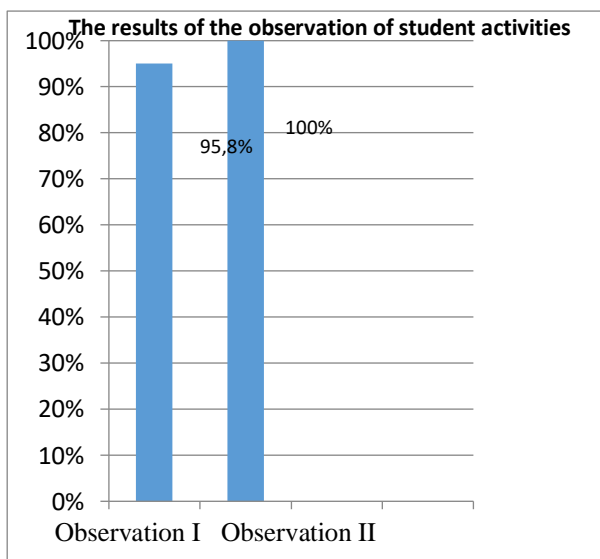
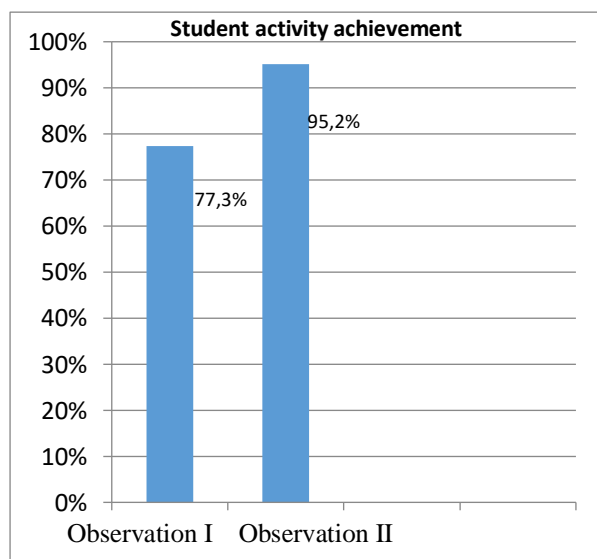


DIAGRAM 3



The application of the SQ3R strategy can improve the reading skills of grade VIII MTS N 1 OKU students. The steps for implementing the SQ3R strategy began with a survey of reading titles and pictures shown by the teacher (survey). Followed by compiling questions related to reading to make it easier to find the main sentence of a paragraph (question). The next step is to read the reading text to answer the questions that have been made previously (read) and close the reading text to retell the contents of the text read (recite). The last step is to review the reading text to see the answer with the main sentence that has been found, (review). In the implementation of learning, it is known that students' activities in implementing the SQ3R strategy are to improve students' reading skills which have been going well as expected. This is indicated by an increase in the implementation of student activities, namely 95.8% in the first observation to 100% in the second observation, and the achievement of student activities increased from 77.3 in the first observation to 95.2 in the second observation. This significant increase is because students have carried out learning with improvements that have been planned in previous observations and carried out the suggestions that have been given by the observer well, so that the obstacles that arise during learning in the first observation can be resolved well on the second observation.

References

- Afdaleni. (2013). Language learning strategy in English reading comprehension used by successful and unsuccessful learners at college. *International Review of Social Sciences and Humanities*, 5(2), 193-202. Retrieved November 1, 2014.
- Amri, S. (2018). Contribution of reading interest and guessing words meaning in context mastery toward reading comprehension. *J-SHMIC: Journal of English for Academic*,

5(1), 63-80.
[https://doi.org/10.25299/jshmic.2018.vol5\(1\).1053](https://doi.org/10.25299/jshmic.2018.vol5(1).1053)

- Anggeraini, Y., & Nilawijaya, R. (2021). The Impact of Motivation and Collaborative Learning on Academic Achievement. *Jurnal Pendidikan Progresif*, 11(2), 235-245.
- Bolukbas, F. (2013). The effect of reading strategies on reading comprehension in teaching Turkish as a foreign language. *Educational Research and Reviews*, 8 (21), 2147-2154.
- Dean, G. (2013). Teaching reading in the secondary schools, 2nd ed. London: David Fulton.
- Dewi, M. W., Hernawan, K. F., & Apsari, Y. (2019). Thematic progression in students' descriptive texts. *PROJECT (Professional Journal of English Education)*.
<https://doi.org/10.22460/project.v2i2.p227-233>
- Guvenc, G. (2017). The effect of awareness raising about using cognitive strategies in foreign language teaching on students' development of reading comprehension skills. *EDP Sciences*.
<https://doi.org/10.1051/shsconf/20173701048>.
- Hardan, A. (2013). Language learning strategies: A general overview. *Procedia Social and Behavioral Sciences*, 1712-1726.
- Laddo. (2017). The important of reading. [Online]. Available: <http://www.squido0.com/the-importance-of-reading> [13 November 2007]
- Shaffat, Idri. (2009). Optimized learning strategy. Jakarta: Pustaka.
- Yousefian, V. (2015). Reading strategies used by Iranian EFL learners while reading academic text. *The Journal of Applied Linguistics*. 8 (17), 192 - 204.
- Zare, P. (2012). Language learning strategies among EFL/ESL learners: A review of literature. *International Journal of Humanities and Social Science*, 162- 169.