# LEARNING STRATEGIES APPLIED BY TENTH GRADE STUDENTS IN READING COMPREHENSION AT MAN 1 KOTA KEDIRI

## SKRIPSI

Presented as a Partial Fulfillment of the Requirement the
Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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**2023**

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**ENTITLED:**

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Kediri, July 26th, 2023

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Kediri, July 26th, 2023

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1. The Skripsi is never collected to any institute of higher education for academic degree.

2. The Skripsi is totally independent of my work and not the result of plagiarism from the work of others.

Kediri, 26$^{th}$ of July 2023

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# MOTTO AND DEDICATION

MOTTO :

*Create your own destiny.*

DEDICATION :

*My beloved parents who give me support, love and pray all time for me to be successful person.*

# ABSTRACT

**M. Badrus Kustyanto:** Learning Strategies Applied by Tenth Grade Students in Reading Comprehension at MAN 1 Kota Kediri, Skripsi, English Language Education Department, The Faculty of Teacher Training and Education, Nusantara PGRI Kediri University, 2023.

Keywords: Reading Comprehension, Learning Strategies.

The objectives of this study were: (1) To investigate what learning strategies used by tenth grade students in reading comprehension, (2) To investigate the learning strategies are frequently used by tenth grade students in reading comprehension.

The method of this research was a descriptive quantitative. This research was conducted at MAN 1 Kota Kediri. The subject of this research was the tenth-grade students of MAN 1 Kota Kediri, the sample was X-IPS 4 consists of 31 students. To collect the data, the researcher used questionnaire. The instrument of this research was Language Learning Strategy Questionnaire (LLSQ) consisted of 20 items. This research used purposive sampling technique.

The result of data analysis showed that direct and indirect strategies are used by the students in reading comprehension. Metacognitive strategies are the most frequently used by the students with an average 3.8, followed by cognitive and social strategies with average 3.7 and 3.5. It means that metacognitive strategy is common on tenth grade students' learning strategies in reading comprehension.

# ACKNOWLEDGEMENT

Be grateful to Allah SWT the Almighty who has been giving blessing and mercies so the researcher is able to finish this Skripsi as a partial fulfilment of requirements for Sarjana Degree well.

This skripsi entitle "Learning Strategies Applied by Tenth Grade Students in Reading Comprehension at MAN 1 Kota Kediri". The researcher realizes that this skripsi is far from perfect and has many weaknesses, thus he needs critic and suggestion better.

Therefore, he would like to express her gratitude:

1. Dr. Zainal Afandi, M.Pd as the Rector of University of Nusantara PGRI Kediri.

2. Dr. Mumun Nurmilawati, M.Pd as the Dekan of Faculty of Teacher Training and Education of University of Nusantara PGRI Kediri.

3. Khoiriyah, M.Pd as the head of English Education Department of University of Nusantara PGRI Kediri.

4. Khoiriyah, M.Pd as the first advisor who has many valuable hours to give guidance, suggestion and correction.

5. Mahendra Puji Permana A, M.Pd as the first advisor who has many valuable hours to give guidance, suggestion and correction.

6. All lecturers of English Education Department who have given valuable knowledge given all this time at the teacher training and education faculty of Nusantara PGRI Kediri University.

7. The researcher's beloved parents who always pray all the time for finishing thesis and their greatest support, love and impression.

Kediri, 26<sup>th</sup> July, 2023

M. Badrus Kustyanto

19.1.01.08.0055

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# CHAPTER I

# INTRODUCTION

This chapter present background of the research, scope of the research, research problems, objective of the research, significance of the research, and definition of key terms.

## A. Background of the research

English is taught in the curriculum of the education institution of society, from elementary school to universities. The complex of education world, which aims a successful in its practice, it makes all of the education components try harder to gain the success. Teacher as a facilitator have a big influence in order to reach the high quality of education. Besides that, it makes English run process can run successfully. On the other hand, students' learning strategies also affect their learning success. Learning fully and usefully means that students are thinking about what is they learned apply it in real situations or toward further learning, and it continues to learn independently (Marzano in Fauziati, 2001).

In learning English, students deal with four skills, namely: reading, writing, listening, and speaking. Reading is one of the language skills that are important and should be mastered for academic success because reading is basic to learn English. When students learn the second language in developing reading skill, of course they face many difficulties. Moreover, reading is composed of micro and macro skill. They can be separated each other because they are the tool to measure student's reading skill. In reading process, people should use background knowledge and

experience to reconstruct the writers' idea. Especially in unfamiliar text, background and experience is the most helpful for reader. If people have prior knowledge of the topic and use it to help them predict what might be in the text, they can understand easily.

Reading and comprehension are intimately connected because comprehension is the core of reading. Reading comprehension skills refer to the process of interaction between the reader and the text in which the emphasis is on mastering the content of the reading in order to get in-depth knowledge and understanding of what is read. Reading comprehension is an understanding of the meaning or purpose of reading as represented in writing. This definition emphasizes two important aspects of reading: the language itself and the graphic symbols of writing that display information in reading form (Anderson, 2019).

Learning is the process of collecting information through learning. According to oxford (1990:4) learning is the process of conscious knowledge about language rule, not only about conversational fluency that is acquired from formal teaching. This process helps learners to be able to learn properly. Becoming an outstanding student is a dream as well as something to be proud of not only by the students themselves, but also by the people around them. To be able to make it happen, need a learning process. In the process of learning, it is possible to find people who can learn things very quickly and well. On the other hand, some people may have some problem with understanding things quickly.

Learning strategy is simply referred to an individual's approach to complete a assignment. This is "the way students organize and use a particular set with skills

to learn content and complete others tasks more effectively and efficient I n school as well as in non-academic settings" (Schumaker and Deshlesr in Fauziati, 1992: 56). The quotations means that the learning strategies come from someone to whish organize and use specific skill and ability approach to accomplish the task in school as well as in non-academic settings.

Most of Indonesian students at any level of education still get many difficulties in comprehending English text. Many students cannot understand clearly all the passages when they read a text. Students also translate the meaning of each sentence only based on the words that they read without seeing the context. In other words, students are not able to read English text with complete comprehension. It is realized that students have different preferences in learning. It could be that the students do not use learning strategies in reading comprehension maximally. Learning strategies are the special ways of processing information that enhance comprehension, learning, or retention of the information (O'Malley and Chamot, 1990: 1)

From the explanation above, using learning strategy in learning language is very important because of some reasons. First, learning strategies are good indicators for learners in making approach closer for solving tasks or problems encountered during the process of language learning. Second, learning strategies are specific actions taken by the learner to make learning easier, faster, enjoyable, more self-directed, more effective, and more transferable to new situations (Oxford, 1990, P.8).

In this study, researcher investigated the learning strategies applied by tenth grade students in reading comprehension at MAN 1 Kota Kediri. These strategies relate to find out what is the strategies that the most used by tenth grade students in reading comprehension and the last, the researcher hopes that this research can be used as a reference in other studies.

## B. Scope of the research

In this study, the researcher focuses on direct and indirect strategies. In direct strategies that is cognitive strategies, and indirect they are metacognitive strategies and social strategies. The subject in this research is tenth grade students MAN 1 Kota Kediri. This research will be carried out in MAN 1 Kota Kediri.

## C. Research Problems

In order to focus, the researcher formulates the problems of the research as the following:

1. What learning strategies are applied by tenth grade students in reading comprehension at MAN 1 Kota Kediri?

2. What learning strategies are frequently used by tenth grade students in reading comprehension at MAN 1 Kota Kediri?

**D. Objective of the research**

Based on the research problems above, the objectives of this research are:

1. To know kinds of learning strategies used by tenth grade students in reading comprehension at MAN 1 Kota Kediri.

2. To know the most dominant learning strategies used by tenth grade students in reading comprehension at MAN 1 Kota Kediri.

**E. Significance of the research**

This research discusses about learning strategies applied by tenth grade students in reading comprehension at MAN 1 Kota Kediri. The benefits of the study are divided into the following:

1. Theoretical

   a. The result of this research can be useful to increase the students' reading comprehension.

   b. The result of this research can be used by another researcher who will conduct the research about learning strategies in reading comprehension.

2. Practical

   a. For the researcher, this research is being hoped to increase the knowledge in teaching and learning English in the classroom in order to be a succeed teacher.

   b. For the English students, this research also enables students to know the learning strategies are appropriate for students to use in improving reading comprehension.

c. For English teachers, hoped that they will take the benefits from the result of the research.

**F. Definition of key terms**

There are two key terms contained in this research, the first is learning strategies and the second is reading. A brief review of the definition of the terms is will be presented as follow:

1. Learning strategies

Learning strategies is the steps that students take to improve their own learning. Strategy is very important for language learning because it is a tool for active engagement and self-direction, which is important for developing communicative competence. The right language learning strategy results in a greater increase in proficiency and self-confidence (Rebecca L Oxford. 1990).

2. Reading Comprehension

Reading comprehension is an activity that we do to get information and meaning, through this activity we are not only read the text but also required the idea of the text according Weir and Singhal in Seken (2004) "Reading Comprehension basically an interactive process of meaning making between the reader and the author through the text".

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