

**THE CORRELATION BETWEEN STUDENTS' LANGUAGE LEARNING
STRATEGIES IN READING & THEIR READING COMPREHENSION
AT THE SECOND YEAR OF ENGLISH DEPARTMENT OF THE STATE
UNIVERSITY OF PADANG**

THESIS

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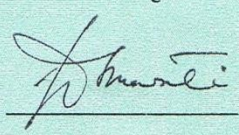
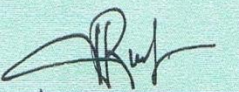
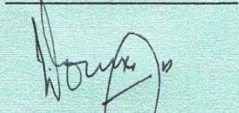
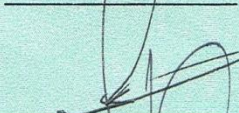
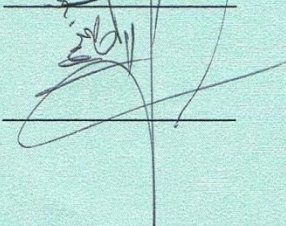
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ABSTRAK

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Tujuan penelitian ini adalah untuk mengidentifikasi penggunaan strategi belajar *reading* oleh mahasiswa Bahasa Inggris tingkat dua Universitas Negeri Padang dan melihat hubungan penggunaan strategi belajar *reading* tersebut dengan *reading comprehension* mereka. Penelitian ini termasuk penelitian korelasi karena penelitian ini melihat tingkat hubungan antara dua variabel yaitu strategi belajar *reading* siswa dengan *reading comprehension* mereka. Populasi penelitian adalah mahasiswa tingkat dua Jurusan Bahasa & Sastra Inggris Universitas Negeri Padang. Teknik pengambilan sampel adalah *simple random sampling*. Instrumen yang digunakan adalah angket untuk melihat strategi belajar *reading* siswa, dan *reading comprehension test* untuk melihat *reading comprehension* siswa, kemudian dianalisis uji normalitas dan uji hipotesis. Dari hasil penelitian didapat strategi belajar *reading* yang paling banyak dipakai siswa adalah *cognitive strategies* dan *affective strategies*. Sedangkan strategi yang paling sedikit digunakan siswa adalah *memory strategies*. Tingkat hubungan antara strategi belajar *reading* siswa dengan pemahaman *reading* mereka sangat positif.

Kata Kunci : Language Learning Strategies in Reading,
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CHAPTER 1

INTRODUCTION

1.1 Background of Research Problem

Learning is a human's effort for having knowledge and skill in order to be a better man. It is expected to change people mind set and the way people act in a better way day by day. It gives the positive effects toward human interaction and their environment through the experience and practice continuously. Generally, people understand the learning process as a process of knowing something that they do not know about before, understand and optimize it by applying it in everyday life.

Learning is an interaction process between stimulus and response. Stimulus is what stimulates the learning process such as thought, feel or other things that can be caught through our sense, whereas response is a reaction that student show while learning. It also can be a thought, feel or action. Effective learning strategies are needed in order to achieve this interaction. Every person has different strategy in learning, that is why there is no approach or method that can be applied a hundred percent success in a class. It might be appropriate to comply with Grenfell and Harris' (1990:10) statement that "Methodology alone can never be a solution to language learning, rather than an aid and suggestion".

Learning strategies are specific action taken by the learners to enhance their own learning. It means that appropriate learning strategies can make the learners learn easier, faster, more enjoyable, more effective, and more transferrable to a new situation. All of them will be seen in their proficiency and greater self-confidence in learning. The problem is most students do not know

which language learning strategies appropriate with them. The preliminary study was done by interviewing twenty second year students of English Department of State University of Padang (Taken by the writer at September 20, 2013). The kind of interview used was a half-structured interview, which means that the questions given were designed first, and the other questions were designed by the needs at that time. The result showed that four students do not know what language learning strategies are, seven students admitted that they know what language learning strategies appropriate with them, and the rest admitted that they know the term “language learning strategies” but do not know what strategies that appropriate with them. It is also seen from the result of reading test that eleven students who do not know much about language learning strategies got mark under 70. In conclusion, language learning strategies do not apply yet here.

One of the important language skills is reading. It plays more important role in almost all aspects of life. Reading is a comprehending process in order to achieve educational purposes in learning. For instance, there are many sources coming from books, articles and journals that students can get the information from them, and all of them support the educational goals. Besides, reading is also a cognitive process where the readers need to comprehend what they read. Reading is not just as simple as sounding the words we see. It is a kind of activity which requires the skills in making sense and deriving the meaning from the printed words. The process of reading itself means the interaction between a reader and the text. During reading, the readers need to get the point of what the author wants them to understand because the readers cannot ask the owner of words to explain what she/he means directly.

There was a test that was given to twenty second year of English Department on State University of Padang. Eleven students got under 70 and they were interviewed after all. As mentioned before, interview result showed that there are four students do not understand about what language learning strategies are. Nine students admitted that they know the term “language learning strategies” but do not know what strategies that appropriate with them, and the rest admitted they know about language learning strategies and some strategies that maybe appropriate with them, such as memory strategies and cognitive strategies.

Based on the problem above, the writer interested to see whether there is a correlation between students’ language learning strategies in reading and their reading comprehension or not. That is why this research is conducted.

1.2 Identification of the Problem

Based on the problem above, it can be seen that students who get low mark in reading test are also those who do not optimize the language learning strategies in reading. Regarding to language learning strategies in reading and reading comprehension, there are some points that can be caught from it. First, there is a correlation between language learning strategies in reading and reading comprehension. Second, there are some effects of implementing one of strategies in reading. Third, there are some problems in implementing Language Learning Strategies in reading. The last one, what strategy mostly used in reading.

1.3 Limitation of Research Problem

Based on the identification of problem mentioned above, the problems that will be found in this thesis are limited to the correlation between students' language learning strategies in reading and their reading comprehension, and to find out the strategies that mostly used by students in learning reading.

1.4 Formulation of Research Problem

- a. What strategies are mostly used by students in learning reading?
- b. Is there a significant correlation between students' language learning strategies in reading and their reading comprehension?

1.5 Purpose of the Research

- a. To find out the strategies that are mostly used by students in learning reading.
- b. To find out whether there is a correlation between students' language learning strategies in reading and their reading comprehension, or not.

1.6 Significance of the Research

This study theoretically contributes to the learning process specifically for the students who want to comprehend their reading ability. Since every person has a different strategy in learning, it is expected to be useful for students to understand more about their learning strategies in reading, so that they can develop the reading strategies not only in reading class but also for all kinds of reading. On the teachers' part, exploring and getting to know the strategies that

the students' employ would provide a better understanding of students' learning process and help them make the learning process more effective and fruitful.

Practically, the result of this research is expected to give contribution for some people who focus their study in reading comprehension and students' language learning strategy in reading. It may be useful for them to use this study as a reference to conduct another related research.

1.7 Definition of Key Terms

a. Language Learning Strategies in Reading

Language learning strategies in reading are specific action taken by the learner to make reading easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.

b. Reading Comprehension

Reading comprehension is a cognitive process which involves the intentional interaction between the reader and the text to catch the meaning of what is read.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Language Learning Strategies in Reading

2.1.1 Definition of Language Learning Strategies in Reading

In order to reach the term Language Learning Strategies in Reading, it is important to understand about language learning strategies first. There are various definitions of Language Learning Strategies that the experts proposed. Wenden and Rubin (1987) define learning strategies as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information.” It means that learning strategies are some ways to do to catch the information from others. It can be some steps, it can be a planning or it can be a daily activity. Not too different with O’Malley and Chamot (1990:1) who illustrate learning strategies as “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information.” O’Malley and Chamot just use “special thoughts or behavior” to draw a way that the learners will do in order to get the information, where Wenden and Rubin are prefer to draw it in details. But both of them have the same purpose to be caught, which is to get the information.

Cohen (1990) also says that “learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language.” Cohen draws a learning strategy as a process, and that process is chosen by the learners

themselves. It will help them to master a new language that they are studying about. It is actually true if the learning strategy itself is a process, since it cannot be applied just once or twice. The learners need to perform it as a habitual, though. Oxford (1990:1) defines language learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.” It is in line with what Cohen said before. However, it emphasizes more on the action that the learners may choose. It also may depend on the learners’ age, learning style, gender, background knowledge, etc.

According to Byrnes (1998:178) reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The next presents letters, words, sentences, and paragraph that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. Dutcher (1990) also adds that reading is the process of constructing meaning through the dynamic interaction among the readers’ existing knowledge, the information suggested by the written language, and the context of reading situation. It can be concluded that language learning strategies in reading are the specific actions (any sets of operations, steps, plans, and routines) that the learners take in learning reading to facilitate the obtaining, storage, retrieval, and use of information in order to make learning reading easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to a new language that resulting good comprehension while reading.

2.1.2 Classification of Language Learning Strategies in Reading

2.1.2.1 O'Malley's Classifications

O'Malley et al (1985:582-584) divide language learning strategies into three main subcategories; Metacognitive Strategies, Cognitive Strategies, and Socioaffective Strategies which all of them can be applied in reading and other skills.

The first classification is *Metacognitive Strategies*. Metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, seductive attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation.

Cognitive Strategies is the second classification. They are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

The last one is *Socioaffective Strategies*. They involve interaction with another person. They are generally considered to be applicable to various tasks. Questioning for clarification, cooperation with others to solve a problem, rephrasing, and self-talk are some examples of socioaffective strategies.

O'Malley adds together the direct strategies and indirect strategies, whereas metacognitive and socioaffective strategies are those that include into indirect strategies. Therefore, cognitive strategies are those that can be classified as direct strategies. Actually it is good for the learners to know both strategies, so that they can distinguish them properly and apply them in learning.

2.1.2.2 Rubin's Classifications

Rubin & Wenden (1987:23-27) have classified the language learning strategies into three main types. Rubin draws three main types which contribute directly and indirectly to language learning.

The first classification is *Learning Strategies*. This type contributes directly to language learning and consists of two categories; Cognitive Learning Strategies and Metacognitive Learning Strategies.

Cognitive Learning Strategies (CLS) refers to the steps or processes used in learning or problem solving tasks which require direct analysis, transformation, or synthesis of learning materials. Rubin clarifies six main CLS that contribute directly to language learning; Clarification/Verification, Guessing/Inductive, Inferencing, Deductive Reasoning, Practice, Memorization, and Monitoring.

Metacognitive Learning Strategies (MLS) are used to control or supervise language learning. They involve variety of processes as planning, prioritizing, setting goals, and self-management.

Communication Strategies is the second category of Learning Strategies. They are not directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying

what the speaker intended. Speakers use communication strategies when misunderstanding happened.

The last one is *Social Strategies*. Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language.

Unlike from O'Malley's classification, Rubin combines the cognitive and metacognitive strategies into one category which is called learning strategy. Both of them are directly used in learning. Another difference with O'Malley's classification is the communicative strategies. Rubin creates in mainly for speaking; it is used if misunderstanding happened in speaking. After all, the social strategies of O'Malley's classification and Rubin's classification have the same purpose.

Rubin also has three main categories of language learning strategies; Learning Strategies, Communication Strategies and Social Strategies. Communication strategies can be dealt with reading since they are especially used in the process of participating in a conversation and getting meaning across the conversation or clarifying what the speaker intended. As the result, there are only two main categories of Rubin that can be applied in reading; Learning Strategies and Social Strategies.

2.1.2.3 Oxford's Classifications

Oxford (1990:17) divides language learning strategies into two main categories; Direct Strategies and Indirect Strategies, which is further branched into six subcategories. (See appendix A)

Direct strategies are those behaviors that directly involve the use of the target language, which directly facilitates language learning. Oxford describes the direct strategies are like the performers who play on the stage, whereas the indirect strategies resemble the performance director. While the performers work on the stage, they also work with the performance director who is responsible for the organization, guidance, checking, correction, and encouragement of the performers. If the performers perform well on the stage, it means that the performance directors succeed in handling the performance and vice versa. In short, both of them work hand in hand and they are inseparable.

Direct Strategies itself have three subcategories; Memory, Cognitive, and Compensation Strategies. Oxford and Crookall (1989:404) define *Memory Strategies* as “techniques specifically tailored to help the learner store new information in memory and retrieve it later”. These strategies are effective use in vocabulary learning since they focus on storage and retrieval the new information.

Memory strategies have four points. The first one is creating mental linkages, which are the most basic, and the foundation of more complex memory strategies. They involve grouping, associating/elaborating, and placing new words into context. Next is applying images and sounds which are useful for remembering the new expression that has been read. They involve using imagery, semantic mapping, using keywords, and representing sounds in memory. Another

one is reviewing well which has a goal for remembering new words in the target language. It needs to review in different intervals, starting with the close interval and then increasingly far apart. Structured reviewing is included here. The last one is employing action, which involves using physical response/sensation, using mechanical techniques, and using memory strategies retrieval.

The next type of direct strategies is *Cognitive Strategies*. They are skills that involve manipulation and transformation of the language in some direct ways. These strategies also have four points. The first one is practicing which involve repeating, recognizing and using formulas and patterns, and practicing naturalistically. Next is receiving and sending messages, which involve getting the idea quickly, and using resources for receiving and sending messages. The third one is analyzing and reasoning that require the learners to use their logical thinking to understand, and use the grammar rules and vocabulary of the language that they learnt. This strategy involves reasoning deductively, analyzing expression, analyzing contrastively (across languages), translating, and transferring. The last one is creating structure for input and output, which help learners to show their understanding clearly and prepare for using the language in other skills. This strategy involves taking notes, summarizing, and highlighting.

The last one from direct strategies is *Compensation Strategies*. These strategies help students either comprehend or produce their target language even though there is still limitation in knowledge. They aim to make up students' grammar error and selection of the suitable vocabulary. When the pupils are confronted with unknown expression, they are demanded to infer them. Moreover, when they find all unknown words, they need to make use of variety clues to

guess the meaning. Compensation strategies consist of guessing intelligently in reading which is aimed to avoid students' belief that if they do not understand every single word of their reading materials, they cannot comprehend it. This strategy involves using linguistic clues and using other clues.

Another type of Oxford's classification is the director performance; Indirect Strategies. These strategies also consist of three main subcategories; Metacognitive, Affective, and Social Strategies.

We come to the first subcategories, *Metacognitive Strategies*. They are defined as behaviors used for centering, arranging, planning, and evaluating one's learning. These 'beyond the cognitive' strategies are used to provide executive control over the learning process. These strategies provide a way to coordinate with their own learning process. Metacognitive strategies consist of three points. The first one is centering the learning, which helps students to converge their attention and energies on language tasks, activities, skills, or materials. This strategy consists of overviewing and linking with already known material, and paying attention. Next is arranging and planning the learning, which is aimed to help students in organizing and planning in order to get a better learning. It involves six strategies; (a) finding out about language learning, (b) organizing, (c) setting goals and objectives, (d) identifying the purpose of a language task, (e) planning for a language task, and (f) seeking practice opportunities. The last one is evaluating the learning, which helps students in checking their language performance. It involves self-monitoring and self-evaluating.

The next type is *Affective Strategies*. These techniques are like self-reinforcement and positive self-talk that help learners gain better control over their

emotions, attitudes, and motivations related to the language learning. Understanding how to control emotion is a better way to gain the effectiveness of learning process. Affective strategies consist of three main points. First is ‘lowering anxiety’ which involves (a) using progressive relaxation, deep breathing, or meditation, (b) using music, and (c) using laughter. Next is ‘encouraging yourself’ which involves making positive statement, taking risks wisely, and rewarding yourself. The last one is taking the emotional temperature, which involves listening to your body, using checklist, writing a language-learning diary, and discussing your feelings with someone else.

Social Strategies are the last one of these subcategories of indirect strategies. As we all agree that language is the most important means of communication. Therefore, they enable to make pupils socialize among them by asking questions, empathizing with others even cooperate one another. Social strategies consist of three points. First is asking questions, which involve asking for clarification/verification. Next is cooperating with others, which consist of cooperating with peers, and cooperating with proficient users of the new language. The last one is empathizing with others, which involves developing cultural understanding, and becoming aware of others’ thoughts and feelings.

Oxford’s classification is not that different with other classification as mentioned. Instead, Oxford’s classification overlaps the O’Malley’s classification to a great extends. For example, the Cognitive Strategies category in O’Malley’s classification seems to cover both Cognitive and Memory Strategies in Oxford’s classification. Moreover, while O’Malley puts socioaffective strategies in one category, Oxford deals with them as two separate categories. However, Oxford

divides the Language Learning Strategies into two main categories direct and indirect strategies, so that students can clearly recognize the strategy that they prefer to use clearly.

2.1.2.4 Stern's Classification

Stern (1992:262-266) proposes five categories of language learning strategies; management and planning strategies, cognitive strategies, communicative-experiential strategies, interpersonal strategies and affective strategies.

The first category is *Management and Planning Strategies*. These strategies are related with students' intention to manage their own learning. They can develop their own program in learning; here the teacher has a role as adviser and sources. He proposes that the students must do this following list:

- a) Decide what commitment to make to language learning.
- b) Set himself reasonable goals.
- c) Decide on an appropriate methodology, select appropriate resources, and monitor progress.
- d) Evaluate his achievement in the light of previously determined goals and expectations.

Stern (1992:263)

The second type is *Cognitive Strategies*. They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. Some of the cognitive strategies are clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring.

Communicative-Experiential Strategies are the third category of Stern's classification. These strategies aim to avoid interrupting the flow communication

in order to make conversation keep going. Communication strategies used are circumlocution, gesturing, paraphrase, or asking for repetition and explanation.

Forth is *Interpersonal Strategies*. They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target language.

Affective Strategies is the last category of Stern's classification. These strategies are about the feeling of strangeness. It can be evoked by the foreign language. For example, L2 learners may have negative feelings about native speakers of L2. Therefore, the learners are motivated to create associations of positive effect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise.

Here, Stern's classification also overlaps with Oxford's classification itself. The difference is just in their way to classify them. While Oxford divides them into two main categories; direct and indirect strategies, which are followed by six subcategories, Stern proposes them immediately into five main categories. For illustrated, Stern's classification takes all of direct strategies as steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. Some of the cognitive strategies are clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring. Whereas Oxford classifies them into three subcategories, such as memorization is included into memory strategies,

analysis, deductive reasoning, practicing, etc are included into cognitive strategies, and guessing/inductive is included into compensation strategies.

On the other hand, Stern's third classification, Communicative-Experiential Strategies is overlapped with Rubin's classification. Therefore, it cannot be applied in reading. Communicative-Experiential Strategies is mainly designed for speaking; since its purpose is to avoid the interruption of communication flow so that the conversation keeps going.

Therefore, for this research, the writer takes the Oxford's classification as an indicator to classify the students' language learning strategies and adapt SILL (Strategy Inventory for Language Learning) to reveals students' strategy used in reading. SILL is a kind of questionnaire designed by Rebecca L. Oxford used for gathering information about how the learners as the students of second/foreign language learning that language. Since SILL is used for all aspects of skills, the writer will select the questions that suitable with reading skill and provided with other questions. Two experts will check off the validity of this questionnaire first.

2.2 Reading Comprehension

Reading is one of the important skills that the learners need to be mastered in, because it gives more chance to increase their knowledge. Not only in language learning but also in others subject learning. Nation (2009:49) states that reading is a source of learning and a source of enjoyment that can be a goal in its own right and a way of reaching other goals. So if the learners have a good ability in reading and comprehend that they read, they will feel enjoy while reading, then it makes them easier in learning anything. Nation (2009:49) also adds, "As

learners gain skill and fluency in reading, their enjoyment can increase”. Therefore, if a reader has attained the level “reading enjoyment”, she/he will get easy to learn anything, because reading is a main tool to continue study. Brown & Abeywickrama (2010:224) also states that reading is the most essential skill for success in all educational contexts, which remains a skill of paramount importance as the readers create assessment of general language ability.

Byrnes (1998:178) proposes that reading is an interactive process that goes on between the reader and the text and resulting in comprehension. The text presents letters, words, sentences, and paragraph that encode the meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. Leipzig (2001) adds that reading is a various process involving word recognition, comprehension, fluency, and motivation; the learners learn how to integrate these various processes to make meaning from the text that they read. So, reading is not only about decoding what is printed, but also is comprehending what the readers read and understand every main point of the paragraph.

According to National Reading Panel (2000), comprehension is a complex cognitive process involving the intentional interaction between the reader and the text to create meaning. Comprehension does not just happen. It needs process, efforts, and practicing in order to be able to catch the meaning of what is read automatically. Sharpe (2002:304-309) states that the readers comprehend in reading if they can comply with these points; previewing, reading for main ideas, using context for vocabulary, scanning for details, making inferences, identifying exceptions, and referring to the passage.

Reading is not a passive process. The readers need to link the information that they have from the text with their knowledge. Good readers do not only comprehend the printed words, but also have to understand the implied meaning of the text that they read. Krueger (2002) proposes that comprehension is an active process and the reader must interact and be engaged with the text in order to work well. Lenz (2005) also adds that reading comprehension is the ability of constructing meaning from the text. The process of comprehending involves decoding the writers' message. Therefore, the students must have some knowledge in order to get the meaning from words, sentences, and paragraphs.

Based on the discussion above, it can be concluded that reading comprehension has the following indicators; (a) identifying topic and main idea, (b) understand the details, (c) referring to the passage, (d) understand implied meaning, (e) inferring meaning, (f) identifying exceptions, and (g) guessing meaning. All of them can be used in reading skill in order to understand reading text and applicable for reading subject, reading textbook and any reading materials.

2.3 The Relationship between Language Learning Strategies in Reading & Reading Comprehension

Language learning strategies in reading are tools to support the learners in reading. Oxford (1990:8) says it is a specific action taken by the learners to make reading easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations. For example, a learner automatically uses the memory strategies when he reads a passage that forces him to remember

something. In addition, affective strategies are used to help the learner relax or increase greater confidence, so that learning that is more profitable can take place.

Chamot (2004:1) says that learning strategies are techniques for understanding, remembering, and using information and skills. It can be said that learning strategies are one of the ways to teach students how to learn reading effectively and efficiently. She also adds that learning strategy can help students by (a) showing them techniques of “how to learn reading”, (b) developing their independence and confidence as learners, (c) increasing their academic motivation by helping them become more successful in school, and (d) developing their awareness of their own thinking and learning process.

Even the Language Learning Strategies can be applied for the all skills, but still reading comprehension is important than others. It is obvious because the ability in comprehending reading makes the learners easier in learning anything. As Nation (2009:49) says that reading are a source of learning and a source of enjoyment. It can be a goal in its own right and a way of reaching other goals. It explains that a good ability in reading can make the learners more effectively in learning reading. Language learning strategies in reading are one way to make students be better in reading.

2.4 Previous Related Finding

Many researchers have done the studies dealing with language learning strategies since 1975. The first researcher who did this study is Rubin. Rubin (1975) was doing research focusing on strategies of successful learners. She stated

that such strategies could be made available to the students who cannot get their successful in learning English yet, so that they could increase their success rate.

After Rubin's finding, some researchers have been doing their research dealing with language learning strategies. One of them who succeed in research is Rebecca L. Oxford. She did her research started in 1990. Oxford (1990) found that each person has different strategy while learning, and it is influenced by some factors. Those are motivation, gender, learners' proficiency level, age, career orientation, and learning style.

The Iranians, Fahimeh Marefat & Fatemeh Barbari (2009) did their research entitled "The Relationship between Out-of-Class Language Learning Strategy Use and Reading Comprehension Ability at Allameh Tabatabaai University of Iran". This study examines the potential inter-relationship between three language learning strategies (Formal, Functional, and Monitoring), proficiency level, and reading comprehension ability in a foreign language. They used Questionnaire on Learning Strategies, Reading Comprehension Test, and Nelson Test as the instruments. This study found that students mostly used the monitoring strategies that indicate they pay more attention to the use of linguistic forms and modify language response the most. The analysis of learners' language learning strategies shows that the students of the high level of proficiency mostly used reading activities, and students of the middle and lower level of proficiency used listening activities more often. This result indicates that they use more receptive skills than productive one. For further research, they suggest that a range of issues and themes relevant to language learning strategies could be explored via research, including language learning inside and outside self-access center. They

also add that to extend the domain of the research, interview and observation can be used to help explain the process of the research.

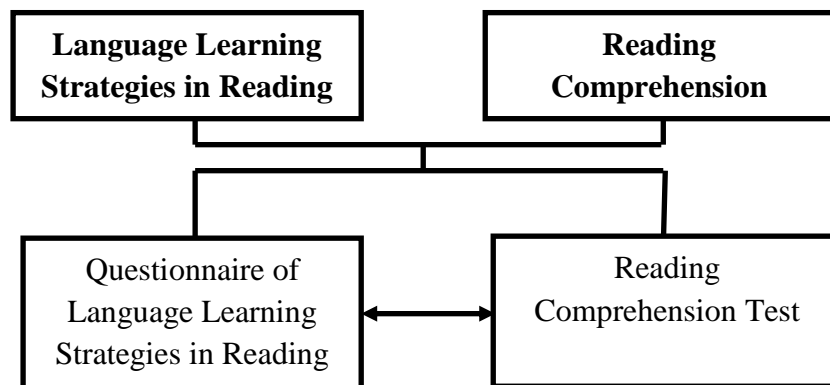
The researcher in Turkey did recent study dealing with language learning strategies; it is entitled “Turkish EFL Learners’ Language Learning Strategy Employment at University Level” by Salim Razi (2012) at Language Teaching Department students of Canakkale Onsekiz Mart University, Turkey. This research is aimed to investigate the preferences of language learning strategies by English Language Teaching Department students. The result of this research shows that compensation and metacognitive strategies are two strategies most common used by students, whereas affective strategies were the least one. The researcher indicates that two strategies appear the most because the students have high participations in all language skill and they tend to manage their own learning. Affective be the least because they do not experience anxiety in speaking with English. Since He did the research Language Learning Strategy in general, He suggests to do the extend research in each skill for a better result.

Another finding is from Mohammad Reza Ahmadi Gilani et al (2012) that entitled “Impacts of Learning Reading Strategy on Students’ Reading Comprehension Proficiency”. The finding indicates that learning reading strategies have a positive effect on the English reading comprehension proficiency.

2.5 Conceptual Framework

This study started from doing the questionnaire of language learning strategies in reading in order to reveal the strategies that students used while learning reading, and then the result of the questionnaire was scored, and the

reliability of the questionnaire was tested by using Cronbach Alpha formula. Second, the reading comprehension test was applied, after that the result of the reading comprehension test was scored, and the reliability of the test was tested by using Kuder Richardson (KR-20) formula. The last one, the score of questionnaire and reading test will be analyzed by using the Pearson Product Moment based on Z-score. The description will be cleared as the diagram below:



2.6 Hypothesis

There are two-statistic hypotheses for this research. First, H_0 indicates that there is no correlation between language-learning strategies in reading and reading comprehension. Second, H_1 indicates that there is a correlation between language-learning strategies in reading and reading comprehension.

CHAPTER 5

CONCLUSSIONS & SUGGESTIONS

5.1 Conclusion

As mentioned in Chapter 1, the purpose of this research was; first, to find out what learning strategies in reading that are mostly used by the students at the second year of English Department of the State University of Padang. Second, to see if there is a correlation between students' language learning strategies in reading and their reading comprehension, or not. This research was done by two instruments; questionnaire, which represented students' language learning strategies in reading, and reading comprehension test, which represented students' reading comprehension.

Based on the result of this research, the writer can conclude that first; there are some learning strategies in reading that are mostly used by students. There are cognitive and affective strategies that students are mostly used in learning reading. And then, memory strategies are the least used one by the learners.

Second, there is a significant correlation between language learning strategies in reading and reading comprehension, which language learning strategies in reading contribute 79,4% toward reading comprehension. It means that if they understand about language learning strategies in reading and its benefit toward their achievement in reading comprehension, they can improve their learning strategies in reading. Improving language learning strategies in reading can help the learners attain their reading comprehension even better. The more students develop their learning strategies in reading, the more they can comprehend their reading materials.

5.2 Suggestion

Based on the research findings, discussions, and limitation of the research, the writer gives numbers of suggestions. First, it is suggested that the lecturers consider students' language learning strategies and help them improving their learning strategies. For the beginning, it can be identified by doing observation, language diaries, questionnaire, and interview.

Second, it is suggested that the lecturers can incorporate language learning strategies into their teaching methods and approaches and make the learners use learning strategies as frequently as possible and apply them in language learning. By doing so, the learning process inside and outside of the classroom can be increased.

Third, The learners need to increase their level of learning strategies in the level of "always used" in order to get a better impact in language learning. It can be realized by the cooperation of the lecturers and students in learning process.

Forth, it is suggested for the next researchers to do the research in other skills; listening, speaking, and writing and compare it with the result of reading. Also, do the research by considering some factors that influence language learning strategies, such as age, gender, environment, learning style, etc.

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