

## Teaching Reading Comprehension at English Department Students of IKIP Mataram

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**Abstrak:** penelitian ini berkaitan dengan analisa strategi pemahaman membaca mahasiswa Jurusan Bahasa Inggris IKIP Mataram. Penelitian ini diharapkan bermanfaat bagi pendidikan dan pengembangan bahan ajar mengenai pemahaman membaca siswa untuk menjadi guru bahasa Inggris yang baik. Penelitian ini menggunakan metode deskriptif kuantitatif untuk mendapatkan dan menganalisa data; dan subjek penelitian adalah dua puluh siswa. Data dikumpulkan melalui observasi dan wawancara. Akibatnya, dalam strategi kognitif ada 19 siswa mencari sumber, 6 siswa meringkas, 4 siswa menterjemahkan. 1 siswa membuat kelompok, 1 siswa membuat perumpamaan dan 1 siswa merepresentasikan pendengaran, dan sisanya tidak mengerjakan strategi sama sekali. Strategi metacognitif atau strategi afektif terdiri dari tujuh bagian; 5 siswa mengerjakan evaluasi diri, 4 siswa mengerjakan kemajuan pelaksanaan, dan 3 siswa mengerjakan pengawasan diri dan sisanya tidak mengerjakan strategi sama sekali. Strategi sosial dan strategi afektif terdiri dari dua jenis strategi pembelajaran; pertanyaan untuk klarifikasi dan kerjasama. Terdapat 12 siswa yang mengerjakan bagian kerjasama dan 2 siswa mengerjakan pertanyaan untuk klarifikasi. Jadi evaluasi diri yang dominan digunakan sebagai sub-kategori strategi kognitif, dan kerjasama dominan digunakan sebagai sosial atau afektif. Hal ini berarti bahwa sebagian besar siswa masih perlu strategi yang lebih untuk mendapatkan pemahaman yang baik dalam pemahaman membaca untuk memecahkan masalah yang mereka hadapi dalam proses belajar membacanya.

**Abstract:** It deals with reading comprehension strategies analysis of English Department students of IKIP Mataram. It's hoped benefit for education and materials development regarding reading comprehension and students to be good English teachers. It used descriptive qualitative method to get and analyze the data; and the subjects of the study were twenty students. The data collected through observation and interview. As the result, in cognitive strategies there were 19 students employed *resourcing*, 6 students employed *summarizing*, 4 students employed *translation*. 1 student employed *grouping*, 1 student employed *imagery* and 1 student employed *auditory representation*, and the rest did not employ any strategies. Meta-cognitive strategies consist of seven parts; 5 students employed *self-evaluation*, 4 students employed *advanced organizer*, and 3 students employed *self-monitoring* and the rest did not employ those strategies at all. Social or affective strategies consist of two kinds of learning strategies; question for clarification and cooperation. There were 12 students employed *cooperation* and 2 students employed *question for clarification*. So *self-evaluation* was dominantly used as a sub-category of meta-cognitive strategies, *resourcing* was the most dominantly used as sub-categories of cognitive strategies, and *cooperation* was dominantly used as social or affective strategies. It means that most of the students still need more strategies to obtain good understanding in reading comprehension in order to solve the problems they face in their learning reading process.

**Key Words:** *Learning Strategies, Cognitive, Metacognitive, Social or Affective Strategies.*

### Introduction

The idea of conducting this research rose from the phenomenon that many of the English learners and also the lecturers are not fully pay attention to the reading comprehension learning strategies and its aspect of English as their target language; meanwhile, they are expected to be an expert teachers. Since they will be English

teachers, therefore they must master all English skills, particularly reading comprehension and English materials.

Reading comprehension is one of the English skills that are taught at school. Being able to read and comprehend the English materials well is the main purpose of learning English. Reading is not only a source of information and a pleasurable

activity, but also a means of consolidating ones" knowledge of a language. In other words, reading activity can bring many benefits for students such as to get information, pleasure and knowledge. As an expert teacher to be, of course the English department students must know the strategies of learning reading well.

Reading is one of the English language skills which are considered important for students" growth as an individual in many aspects of life. Nunan (2003: 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Every day we cannot avoid of reading activity. We read newspaper, report, message, book, notes, and many other writings. Hence, students are taught reading skills at school or university. Since, the students will know how English is actually used in printed and written forms.

According to Rivers (1981: 259) the most important activity in any language classes is reading. Reading is not only a source of information and a pleasurable activity, but also a means of consolidating ones" knowledge of a language. In other words, reading activity can bring many benefits for students such as to get information, pleasure and knowledge.

In relation with the illustration above, it can be said that language learning strategy plays an important role in learning a second language (Chamot, 2005: 112-130).

O'Malley and Chamot (1990: 99) classify the learning strategies into metacognitive strategies, cognitive strategies and affective strategies. In other side, almost all learning strategies categorized by Oxford

(1990: 109) either direct strategies-memory, cognitive, and affective and social strategies are employed by successful learners. These strategies are important in language learning strategies. A teacher who teaches reading comprehension in private University in Mataram also told that some of his students sometimes find some difficulties in learning of reading. It means that those students do not apply minimally the three of learning strategies like; cognitive strategies, meta-cognitive strategies and social or affective or mediation mentioned above in developing their reading skill. And the way learners use those strategies will influence the way they can develop their reading skill. Hence, this illustration brings the researcher to investigate the learning strategies used by fourth semester students of IKIP Mataram in reading comprehension in order to develop their reading skill.

Thus it is intended to find out kinds of Cognitive Strategies, Metacognitive Strategies, and Social/affective Strategies which are employed by the fourth semester students of English Department of IKIP Mataram in reading class.

### **Research Methods**

The research applied descriptive qualitative approach. Subjects of the research are twenty students of FPBS IKIP Mataram especially at the fourth semesters consisting of twelve male and eight female students. The instruments used are observation and interview. The techniques used to collect the data are classroom observation and interview.

The observation employed to know all the phenomena that happen in the

classroom when a student employs/applies their learning strategies. The observation employed to focused on the way students employs the three learning strategies like metacognitive strategies, cognitive strategies and social/ affective strategies in the classrom (see tables: 2,3 and 4). And the interview will be done after classroom observation finished to support the observation data to validate the complement and the result of the research.

After the data obtained had been transcribed into transcription sheets, the researcher analyzed them using language learning strategies proposed by O'Malley et al. The purpose of using O'Malley's learning strategies was to find the types learning strategies employed by university students in their extensive reading class. After that, the writer determined which data were relevant to the research questions. Then, the researcher displayed the findings in the form of interview cheecklist and gave the conclusion after all data had been analyzed on the next chapter. The description were represented in the qualitative narrative passage. The narrative passage was to convey the findings and conclusion of the study by describing the types of learning strategies employed by university students in extensive reading class.

**Discussions**

**Kinds of Cognitive Strategies employed by the Fourth Semester Students of FPBS IKIP Mataram in Reading Class**

Cognitive strategy is a learning strategy that involves mental manipulation or transformation of materials or tasks and is intended to enhance comprehension, acquisi-

tion, or retention. Cognitive strategies can also be stated the strategies which directly affect language kearning. In this case the strategies are: recourcing, repetition, grouping, deduction, imagery, auditory representation, key word method, elaboration, transfer, infferencing, note taking, summarizing, recombination, and translation.

Learner	Resourcing	Repetition	Grouping	Deduction	Imagery	Auditory	Key word	Elaboration	Transfer	Inferencing	Note taking	Summarizing	Recombinati	Translation	Transfer
1	√		√		√		√	√		√	√	√	√	√	√
2	√										√	√		√	
3															
4	√													√	
5	√										√			√	
6	√														
7	√										√	√		√	
8	√														
9	√													√	
10	√														
11	√														
12	√											√		√	
13	√													√	
14	√										√			√	
15	√													√	
16	√														
17	√														
18	√														
19	√														
20	√										√	√		√	
<b>Total</b>	19		1		1	1	1	1		1	6	5		1	1

**Learning Strategies classification by (O' Malley and Chamot: 1990)**

Note:

The use of Resourcing=19 students

Grouping=1 student

- Imagery = 1 student
- Auditory = 1 student
- Key words= 1 student
- Elaboration =1 student
- Inferencing = 1 student
- Note taking= 6 students
- Summarizing=5 students
- Translation =11 students

The table showed that the most dominant learning strategies employed by the students in their reading class is *resourcing*, this strategy is employed by nineteen students, then followed by *translation*, it is employed by eleven students, then *note taking* as a part of cognitive strategies which employed by six students, five students employed *summarizing* in their learning process, furthermore, *grouping, imagery, auditory representation, key word method, elaboration* and *inferencing* each of them employed by one students in their reading class, meanwhile no one from the number of students observed employed *repetition, deduction, transfer, and recombination* in their learning process especially in reading class. Here is further illustration about the use of cognitive strategies by university students' of IKIP Mataram in their reading class based on table above.

**Kinds of Meta-Cognitive employed by the Fourth Semester Students of FPBS IKIP Mataram in Reading Class.**

Metacognitive strategies is a cluster learning strategies which involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. This

learning strategy is proposed by O'Malley and there are also some division of these strategies namely; *advance organizers, directed attention, functional planning, selective attention, self management, self monitoring and self evaluation.*

Dealing with the learning strategy illustrated above, in this case the students who study English especially in reading are expected to master the learning strategies in order to improve their knowledge in reading.

The researcher analyzed the types of learning strategies which are employed by the students of FPBS IKIP Mataram in Metacognitive strategies, and there were twenty students who were observed in this case. The result of observation and interview can be seen on table.

Learner	Advance	Directed	Functional	Selective attention	Self-	Self-	Self -
1	√					√	
2						√	
3							
4							√
5	√						√
6							√
7							√
8							
9							
10							
11							
12							
13							
14							√
15							
16							
17							
18							
19	√						√
20							

Total	3					2	6
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**Learning Strategies Classification (O’ Malley and Chamot: 1990)**

Note:

- The use of Advance Organizer = 3 students
- Self-monitoring = 2 students
- Self-evaluation = 6 students

The table showed that the most dominant learning strategies which belong to meta-cognitive strategies employed by the students’ of IKIP Mataram in reading class is *Self- Evaluation* it was employed by six students, then followed by *Advance Organizer*, it was employed by three students in their reading class and the last is *Self-Monitoring*, it was employed by two students, finally the rest of the students did not employ any of the meta-cognitive strategies like shown on table 3 above. Here is further illustration about the use of Meta-cognitive learning strategies of the students’ of FPBS IKIP Mataram in reading class.

**Kinds of Social or Affective Strategies employed by the Fourth Semester Students of FPBS IKIP Mataram in reading Class**

Social and affective or social mediation strategies involve interacting with another person to assist learning or using affective control to assist a learning task. These strategies is divided into two sub-part named *question for clarification* means eliciting from a teacher or peer additional explanations, rephrasing, examples or verification then the last one is *cooperation* means working together with one or more

peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral written performance.

In this section the researcher analyzed two kinds of strategies belongs to social or affective strategies employed by the the students based on the result of observation and interview in reading class of B Class, the number of students involved in this analysis were twenty students.

Learners	Question for clarification	Cooperation
1		
2		
3		√
4		
5	√	
6		√
7	√	√
8		√
9		√
10		√
11		√
12	√	√
13		√
14		√
15		√
16	√	
17		√
18	√	
19		√
20		√
<b>Total</b>	<b>5</b>	<b>14</b>

**Learning strategies classification (O’ Malley et, all., and Chamot: 1990)**

Note: The use of:

- Question for clarification =5 students
- Corporation = 14 students

The table above showed that the most dominant learning strategies which belong to social or affective or mediation strategies employed by the students of FPBS IKIP Matram in reading class is *Cooperation*, it used by fourteen students and five students used *Question for clarification*.

### Conclusion

Based on the findings of this research, some of students of FPBS IKIP Mataram in their reading class dominantly employed *self-evaluation* as sub-categories of meta-cognitive strategies, because by having *self-evaluation* in learning, they believe that they can control their ability and achievement in reading comprehension skill. Then, the effectiveness or the successful of their reading skill also depend on their own self-evaluation. Yet, the fact, that there were only some of them aware of this strategy.

To suspend their learning, some of students of FPBS IKIP Mataram also employed the Cognitive strategies. The most dominant sub-categories of cognitive strategies employed by students were *resourcing*. *Resourcing* means using references, or other materials such as dictionaries, encyclopedias, or textbooks. They employed this strategy in order to enlarge their knowledge about new information that they found in the reading passage within the process of learning reading occurred in reading class. But in this case, they used some variation of dictionaries to suspend their learning like, standard dictionaries; Oxford dictionaries and pocket Oxford dictionaries, then non-standard ones like; a complete dictionaries.

Basically, the choice of using dictionary itself also sometimes significantly has an effect to the learners like; complete dictionaries sometimes give complete explanations about the things which are searched, it is quite different with the non-standard ones.

In interacting process with another person to assist learning or using affective control to assist learning some of students employed *cooperation*. Cooperation here means working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance. Some of them used it in their reading class in order to manage the time during the reading class but some of them used it in order to help them finishing their task given because of lack of knowledge. And the most dominant learning strategies which belong to social or affective or mediation strategies employed by the students was *cooperation*.

Based on the research findings, not all students employed the same learning strategies in their learning process, thus in this case students need some proper learning strategies in some specific subject especially dealing with learning reading process in order to increase their ability and learning achievement.

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