

**AN ANALYSIS OF STUDENT LEARNING STRATEGIES USE
BY FEMALES AND MALES STUDENT IN READING
COMPREHENSION AT SMA N 2 KALIANDA**

(A Script)

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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ABSTRACT

AN ANALYSIS OF STUDENT LEARNING STRATEGIES USE BY FEMALES AND MALES STUDENT IN READING COMPREHENSION AT SMA N 2 KALIANDA

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Fiya Sholatunisa

The research aimed at finding out the learning strategy used by male and female learners in English reading. This research was a quantitative study and was conducted to 64 learners in first grade of SMAN 2 Kalianda. Questionnaire (LLSQ) and the reading test were used to collect the data. The data was analyzed by using Independent t-test. The results showed that male students used social strategies most frequently, followed by cognitive and metacognitive. Female students, on the other hand employed cognitive strategies followed by metacognitive and social. This means that gender affects the choice of learning strategies.

There was an implication for learning strategies used by students in reading skill. Thus, by know about what learning strategy most frequently used by male and female students, teacher can decide what teaching technique or method that the most appropriate to be applied in the class in order to give the same opportunities for male and female students to be successful in reading.

Keywords: Learning Strategies, Female and Male

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DEDICATION

By offering my praise and gratitude to Allah S.W.T for His blessing, I'd proudly
dedicate this Script to:

My greatest parents, Muhammad Dinar, S.Pd. and Nurseha, S.Pd.

My beloved sisters and brother: Fedina Mei Tio Tiya, A.Md. Par , Bunga Fitriani
Herlia, S.Si and Fedrial Farhan, S.Si.

My Best Friend Forever (BFF) in happy and sad memories: Rima Priska
Andriyani, Nurul Annisa Pury, Anggreini Khandari, Yuni Apriyani and Dapid
Erwin

My Almamater, Lampung University

MOTTO

Allah does not charge a soul except its capacity

(Q.S. Al-Baqarah : 286)

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Praise is merely rendered to Allah S.W.T for the gracious, mercy, and tremendous blessing so that the writer is able to accomplish this script entitled An Analysis of Student's Learning Strategies Used by Females and Males Students in Reading Comprehension at SMA N 2 Kalianda. This script is submitted as a compulsory fulfillment of the requirements for obtaining S-1 degree of English Study Program at Teacher Training and Education Faculty, Lampung University.

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Finally, the writer realizes that this script still has many weaknesses. Therefore, criticism and suggestions are welcome for its improvement. The writer hopes that this script can be beneficial to the readers or those who want to carry out further research.

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
TITLTE	iii
APPROVAL	iv
ADMISSION	v
LETTER OF DECLARATION	vi
CURRICULUM VITAE	vii
DEDICATION	viii
MOTTO	ix
AKCNOWLEDGEMENTS	x
TABLE OF CONTENTS	xii
LIST OF TABLE	xiv
LIST OF APPENDICES	xv
I. INTRODUCTION	
1.1 Background of the Problem	1
1.2 Identification of the Problem	5
1.3 Limitation of the Problem	5
1.4 Formulation of Research Question	5
1.5 Objectives of the Research	6
1.6 Uses of the Research	6
1.7 Scopes of the Research	7
1.8 Definition of Terms	7
II. LITERATURE REVIEW	
2.1 Review of Previous Research	9
2.2 Review of Related Literature	11
2.2.1 Concept Of Reading Comprehension	11
2.2.2 The Factors Affecting Comprehension	13
2.2.3 Concept of Reading Strategies	15
2.2.4 The component of Reading Comprehension	17
2.2.5 Reading Strategies in Reading Comprehension	19
2.3 Concept of Learning Strategies	22
2.4 Categories of Learning Strategies	23
2.4.1 Cognitive Learning Strategies	24
2.4.2 Metacognitive Strategies	26
2.4.3 Social Strategies	28
2.5 Measurement of Learning Strategy and Reading Comprehension	29
2.6 Concept of Gender	31

2.7 Theoretical Assumption	32
2.8 Hypothesis.....	33
III. RESEARCH METHODS	
3.1 Research Design	34
3.2 Population and Sample of the Research.....	35
3.3 Variable	35
3.4 Research Procedure.....	36
3.5 Instruments.....	37
3.5.1 Criteria of Good Test for Reading Questionnaire.....	40
3.6 Data Analysis	46
3.7 Hypothesis Testing.....	47
IV. RESULT AND DISCUSSION	
4.1 Result of the Research.....	48
4.1.1 Result of Try-Out Test.....	49
4.1.2 Result of the Reading Test Reliability.....	50
4.1.3 Result of Reading Comprehension Test.....	50
4.1.4 The Result of Questionnaire of Learning Strategies.....	52
4.1.5 Hypothesis Testing of the Research.....	53
4.1.6 Learning Strategies Used by Females and Males Students.....	54
4.1.7 Correlation Between Learning Strategies and Females Males...	56
4.2 Discussion	58
V. CONCLUSION AND SUGGESTION	
5.1 Conclusions	65
5.3 Suggestions	66
REFERENCES	70
APPENDICES	73

LIST OF TABLES

	Page
Table 2.1 Strategy Classification of the LLSQ	30
Table 3.1 Strategy Classification of the LLSQ	38
Table 3.2 Specification of the Reading Test	41
Table 3.3 Specification Table of LLSQ	44
Table 4.1 Frequency Distribution of Students Reading Score for Female .	51
Table 4.2 Frequency Distribution of Students Reading Score for Male	51
Table 4.3 Independent T-Test Result of Female and Male Students	53
Table 4.4 Learning Strategy Used by Female and Male Students	54
Table 4.5 Pearson Correlation Matrix (Cognitive Strategy)	56
Table 4.6 Pearson Correlation Matrix (Metacognitive Strategy)	57
Table 4.7 Pearson Correlation Matrix (Social Strategy)	58

LIST OF APPENDICES

	Page
Appendix 1 Questionnaire.....	73
Appendix 2 Reading Try-out Test.....	76
Appendix 3 Reading Comprehension Test	85
Appendix 4 Result of Questionnaire	93
Appendix 5 Reliability of Questionnaire	96
Appendix 6 Upper-Lower Group of Try-out Test.....	98
Appendix 7 Reliability Analysis of Try-out Test.....	102
Appendix 8 Computation of Reliability of Try-out Test	103
Appendix 9 Level of Difficulty and Discrimination Power	104
Appendix 10 Students' Learning Strategy and Students' Score for male...	106
Appendix 11 Students' Learning Strategy and Students' Score for female	107
Appendix 12 Hypothesis Test	109
Appendix 13 Statistical Analysis T-test.....	110
Appendix 14 Correlations.....	111
Appendix 15 Research Schedule.....	112

I. INTRODUCTION

This chapter gives a brief description of the whole content of the research, including background, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, uses of the research, scopes of the research, and definition of term.

1.1 Background of the Problem

Reading is one of the essential skills to be mastered by learners in learning English. Even though it is quite difficult since it has some crucial aspects, such as, determining main idea, finding specific information, reference, inference, and vocabulary. In fact, reading is also valuable for learners to improve their comprehension in a text and beneficial in developing prior knowledge. However, in practical learning reading, reading has been seen a hard nut to crack all along time.

Haycraft (1978: 8) states that there are two broad skills in mastering a language: receptive skill, i.e. reading (understanding the written language) and listening (understanding the spoken language); and productive skills, i.e. speaking and writing.

As a receptive skill, the learners are not required to produce the language. But they have to read, think, and do what the instruction of the reading text is. Moreover, the learner have to understand what the messages of the reading texts mean.

In general, the complexity in reading skill makes it constantly difficult to be mastered. In reading skill it is not only focused on determining the main idea, indentifying specific information, or inference but also focused on improving their vocabulary, insight, or imagination. In accordance with Nuttall (1982: 5-6), one may have difficulties to comprehend a passage because of some problems like unfamiliar code in which the text is expressed, the amount of previous knowledge that the reader brings to the text, the complexity of the concept expressed, and vocabulary size.

Basically, there are many English texts which have good content for learners but sometimes there is a misunderstanding between what the writer of book means and what the learners mean. Having a good ability in reading makes easier for learners to understand what the content of a book is. Besides, there are many learners who still do not know how to understand a text properly. Sometimes, the learners are getting confused and consuming lots of time when they try to translate the text from English into Indonesian. It may occur because they use inappropriate learning strategies.

Unfortunately, some learners are not aware in employing their learning strategies effectively in mastering reading yet. The success of learning reading depends on how the learners use their learning strategies appropriately. Having different learning strategies is something that may be knowledgeable and useful for learning reading in Second Language. Therefore, it cannot be denied that learning strategies give a good result of learners' achievement in learning English. On the other hand, improper strategies will lead into failure. It means that by having appropriate learning strategies, learners can be successful in reading comprehension.

Talking about the strategies used, each student prefers different strategy to another. Recently, some studies indicate that use of strategy vary significantly with factors such as socio-economic group, sex/gender, and ethnicity (Ellis, 1994). In this reseach, the writer takes only one factor, that is gender. The writer divides the students into two groups based on what learning strategies they applied, they are male and female students.

In relation to gender difference there have been numerous studies done in the field of computer and instructional technologies, social network, primary school, science and mathematics education and the use of language (Cava , 2010). In Keeves and Kotte's study (1992), male students were found to be more interested in science than females and they registered physics and chemistry classes more than female students. However, in biology classes, female students were observed to outnumber male students. In another study on primary school second grade students by Kaya, Özabacı and Tezel (2009), there was not any relationship between students' gender and their learning style. Gender also appears to be one

of the important factors in using educational technology and determining the choice in social networks. Lai and Kuo's (2007) study reveals that 91% of the boys appeared to be in favor of CALL (Computer Assisted Language Learning) programs; on the contrary, 57,2% of the girls found it difficult to learn a language via CALL.

In a study of university students learning foreign languages by Oxford and Nyikos(1989), gender was found to have a great impact on strategy choice. Females were found to use certain strategies more frequently than boys. There are also conflicting results with regard to the use of language learning strategies by males or females. While Green and Oxford(1995) in their study of 374 university students found that females used strategies significantly more often than males, in another study by Tran (1988) females were found to use fewer language learning strategies than men. Similarly in a rare study focusing on Turkish setting, Tercanlio lu (2004) reported that males used significantly greater strategies than females.Teh et al. 's (2009) study conducted on 457 students in Malaysia, also supports the general conclusions that female learners use language learning strategies more often than women. In more recent study on learning strategies by Hashemi (2011), females used more frequently affective and compensation strategies when compared to males. Considering the diversity and sometimes conflicting results, there is need for further research, including more variable to be investigated. This study focus on how gender affects students' language learning strategies. The writer means that male and female students have the most often used learning strategy in generally. Since gender related to the use of learning strategies, it is appropriate for the researcher to conduct a research wich is entitled

“An Analysis of Student Learning Strategies Use by Female and Male Students in Reading Comprehension”.

1.2 Identification of the Problem

Based on the researcher’s pre-observation, several problems was identified:

- 1) The students reading comprehension is still low
- 2) The students find difficulties to understand the meaning of the words
- 3) The teacher cannot choose the appropriate strategies that can be used in teaching learning process
- 4) The student are not aware in employing their learning strategies

1.3 Limitation of the problem

In line with identification of problems, the researcher limits the problems into, students’:

- 1) Gender
- 2) Learning strategy
- 3) Reading comprehension

1.4 Formulation of the Research Question

In accordance with the problem of background above, the following problems was formulated as follows:

In general, what types of learning strategies are mostly used by female and male EFL learners in reading comprehension?

1.5 Objective of the Research

Referring to the formulation of the research problem above, the objective of this research was:

To determine the types kind of learning strategies which are mostly used by female and male EFL learners in reading comprehension.

1.6 Uses of the Research

The uses of this research were:

1. Theoretically, the result of this research was supposed to support the previous theories about types of learning strategies mostly used by female and male learners in learning reading.
2. Practically, the result of the research hopefully could be used as a reference in consideration for English teachers to support the learners on applying learning strategies optimally by their own way in learning reading

.1.7 Scopes of The Research

This research was conducted at SMAN 2 Kalianda. The subject of this research was the first grade students in 2014/2015 academic year. This research will indentified language learners' learning strategies that were mostly used by female and male learners in reading comprehension. As we know that the learning strategies are divided into three categories (O'Malley et. al.: 1985), namely metacognitive strategies, cognitive strategies, and social strategies. It was assumed that the success of learning reading depends on the learning strategies applied by the learners themselves.

1.8 Definition of Terms

Some definitions used in this research are needed in order to have perception crucial the ideas of the terms as follows:

- 1) Reading comprehension is the act of understanding the text while are reading. It is not only read what the words written in the paper but it is expected to construct meaning of the text.
- 2) Learning Strategy is sets of a way of technique to achieve a learning goal by learners in the process of gaining knowledge.
- 3) Gender is the relationship between the biological sex and behavior.
- 4) Analysis

This is the end of this chapter. In this chapter, several things have been discussed consisting of the background of problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, uses of the research, scopes of the research, and the definition of terms.

II. LITERATURE REVIEW

This chapter discusses the concept covered in this research. The concepts, which come from experts' and previous researchers' theories, underlie the assumption formulated here, and are expected to conduct correctly to the finding of this research.

2.1 Review of Previous Research

The writer is interested in reviewing the previous study related to learning strategies in reading, female and male.

First, improving students reading comprehension ability by using make a match technique at the X grade students of SMA Negeri 3 Mojokerto, conducted by Hayati (2014). She was student of English Education Study Program Faculty of Language and Arts Education at Lampung University 2013. In has graduating paper, she analyzed that there was an improvement in the reading comprehension used make a match technique. The target population of has study was the X grade students of SMP Negeri 3 Mojokerto. The writer used three kinds of instrument in collecting the data, they were reading text question test in order to measure the students' reading comprehension achievement, the questionnaire list in order to get the feedback and investigated the problem faced by the students during the implementation of make a match technique, and observation sheet of students' reading comprehension activities in order to observe all the activities of the students during making a match

technique implemented. It is used to measure the students reading comprehension achievement. The finding of this research, there is a significant improving between reading comprehensions after by make a match technique.

The second previous study is dealing with the correlation between learning strategies and students' successful and unsuccessful to find the main idea in a reading test, a study of second - year students at SMA AL-Qautsar, conducted by Anggreini Khandari (2015). This graduating paper is conducted to find out the level of reading comprehension and significant correlation between the students reading comprehension and their ability to find main idea in a reading comprehension. The target population of this study was the second year students of SMA Al-Qautsar, which cover 40 students. The instrument that was used by the writer was questionnaire. It is used to measure the students reading comprehension. Beside, used questionnaire, the writer also used a test of reading. The finding of this research that there is a significant correlation between learning strategies and students' ability to find the main idea in a reading.

And the last, a research correlation learning strategies with female and male 254 junior college students majoring in English was done by Pisa (2006). He found that female and male tend to have 'functional practice strategies' and 'social affective strategies'. By implementing this strategy, female and male like to ask questions to other persons, or in other words, they communicate more with their surrounding, in this case, we are talking about communicating with teacher. Therefore, by having those strategies in communicating, female and male get benefit in this case than introvert does.

Although many researches, as mentioned before, have made a lot of endeavors to the study, it is not surprising that the results of so many experiments are unclear, and that any conclusions can only be viewed as tendencies, not absolutes. More new findings are expected to come up with further development in the learning strategies research area, and to put them into teaching practice of second language in order to the rapid development of second language teaching. So by looking the previous study above, the writer will make further investigation about female and male in this reading case.

2.2 Review of Related Literature

2.2.1 Reading Comprehension

Reading is an important skill that must be understood by learners. By reading, the learners can improve their knowledge whenever and wherever they are. For example, reading newspaper, reading magazine, reading international journal and so on.

On the other hand, Goodman (1973b: 180) in Sutarsyah (2013: 6) defines that reading is not a process of combining individual letters into words, and string of words into sentences, from which meanings spring automatically. Moreover, Goodman (1971) views that reading is a “psycholinguistic guessing game” in which the reader reconstructs a message that has been encoded by a writer as a graphic display. He describes it as a cyclical process of sampling, predicting, testing, and confirming. Nuttall (1982: 1) states that reading means getting out of the text as nearly as possible to the message.

Further, reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction (Alfassi, 2000 in Zare& Othman, 2013). Reading has been defined as an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response (Walker, 2000 in Zare& Othman, 2013). Moreover, McWhorter (1989:212) in Sari (2010:8) states that reading is a way of taking new ideas and identifying information to be learned. It means that when someone is reading a text, he may find new things that he has not known yet. And he may also find information that will help him in learning something. In this case, his knowledge will certainly be better than before.

Meanwhile, Pressley (2002) emphasizes the fact that comprehension is an active process between the reader and a text, a process that is both 'intentional and thoughtful'. Comprehension studies employing pre-reading instruction in world meanings have been both female and male in accomplishing a significant effect (Venezky, 1977: 611).

Therefore, in comprehending a text, the reader takes his new information from the text being read to his previous knowledge and store in his mind. Reading the words of a composition is a simple thing, but comprehension is the important point for the reader. Reading the words is useless if the reader does not comprehend what is being read.

In line with the explanation above, it can be concluded that reading comprehension is an active act of a process in understanding what the purpose of

the text is, reading can be media between an author and reader to communicate indirectly through a written text and reading can support the readers to find out something new as their knowledge.

2.2.2 The Factors Affecting Comprehension

Reviewing the factors that affect comprehension is important in relation to identifying the students' reading problems. According to Harris and Smith (1986:227-231) in Sutarsyah (2013:35), mention seven major factors that can affect a learner to comprehend a text. The following factors are explained as follows:

1. Background Knowledge

Background knowledge plays a very important role to understand a text. If a learner does not know or never experience about the topic discussed in the text, he will have a problem to understand the text and will not be able to predict the end of the story. Presenting background information relates to the topic to be learned help learners learn from text regardless of how that background information is presented or how specific or general it is (Hayes & Tierney, 1982 in Venezky, 1977: 612). Consequently, a learner must have enough background knowledge on the topic that enables him or her to bring personal meaning to the feeling of the story. It is obvious that not all learners can comprehend a text in exactly the same way because everyone has different background knowledge.

2. Language Abilities

The second factor is the ability to analyze the language as a mean to extend ideas of the writer. In other words, comprehension depends on the reader's knowledge about the language. Some examples of language ability are word meaning or semantic, word recognition, syntax and so on.

3. Critical Thinking

The third factor is the ability of the learners to think. Having background knowledge and language ability is not enough. The learners should develop their critical thinking and critical reading. In this case, the learner's intellectual development is important to understand a text. Comprehension depends on the learner's past experience to employ in critical thinking about the content in the text. Besides, based on Thorndike's work in Venezky (1977) he observes that thinking ability of a learner is to be able to recognize his or her own mistakes in comprehending a text.

4. Affection

Comprehension is related to the learner's ability to understand his own emotion. The most easily recognized affective factor is reader's interest, a condition of curiosity to know something. If the text does not interest the learners, they do not have curiosity to read the text. The other affective factors are motivation, attitudes, beliefs, and feeling.

5. Reading Purposes

A reader will also have a problem when he or she does not have particular purpose in mind. The purpose should come from his own intention and not from somebody

else's purpose. For example, the teacher will not produce a good results of reading; and he will wander aimlessly through the story passively processing words, unless the reader can be motivated to arouse his interest to the topic.

6. Clarity of the Text

The sixth factor is clarity of the text. The text should be in accordance with the reader's proficiency level, that is, the text is not too difficult or complicated to be read. It should also contain selected words that convey meaning into a coherent whole.

7. Physical Condition

The last factor is about physical condition of reading. This includes proper lighting and room temperature and well-rested learner. This factor affects learner's performance in comprehending text and the process of reading. For example, the text cannot be read if there is lacking of lighting.

Ultimately, it is obvious that the result of comprehension depends on those factors. Hence, in reading, a learner and teacher should pay attention to these factors since these factors can really help them to comprehend an English text.

2.2.3 Concept of Reading Strategies

Reading strategies are a way of gaining invaluable insights into the nature of the reading comprehension (Stevenson, Schoonen&Glopper, 2003 as cited in Alsheikh&Mokhtari, 2011:151). Reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension (Zare, 2012; May, 2001; Walker, 2000 as cited in Zare& Othman,

2013:188). Moreover, reading strategies are defined (Baker & Boonkit, 2004 as cited in Zare & Othman, 2013:188) as “techniques and methods readers use to make their reading”.

On the other hand, reading strategies have been defined by Cohen (1990) as mental processes that readers consciously select to use to complete reading tasks. In accordance with the work of Zhou and Zhao (2014), Cohen also lists 10 subcategories of reading strategies: classification of purpose, organization of text, reading for meaning, focusing on major content, parsimonious use of a dictionary, judicious use of content, ongoing summaries, making prediction, seeking for markers of cohesion and strategies for managing strategies.

Wenden and Rubin (1987: 52-54) identify seven reading strategies that are used by good learners. The summary of these strategies is presented below:

1. Flow-charts and hierarchical summaries. When reading, a learner makes a summary by making a chart that can explain the structure of ideas in the text with its components.
2. Titles. Before reading, a learner is given the title of the text and thinks about the title as a means of building schemata.
3. Embedded headings. The role of embedded heading is used to build advance organizer which is helpful for a learner before he start reading. It can also improve a delayed recall.
4. Pre-reading questions. This strategy can focus a learner’s attention towards the topic of the text.

5. Story specific schema from general schema. In this strategy, a learner brainstorms a general problem solving schema for a short story and sets general questions derived from this schema.
6. Imagery. This ability to use image is needed in reading. A learner with high imagery is able to recall and recognize more items of information from a text than low imagery.
7. Perspective. A learner reads a story from a particular perspective which is important to that perspective. This can also build related schemata that can help him read a text.

In summary, reading strategies are the techniques and methods learners used to make their reading successful that learners consciously select to use to complete reading tasks successfully through a cognitive activity.

2.2.4 The Components of Reading Comprehension

In comprehending an English text, the learners need explicit strategies to use during the process of reading in order to support them with gaining, using, remembering information and making some questions from a text. Hence, in reading there are five components of reading comprehension which help the learners comprehending an English text by making some questions about a text, they are:

1. Determining main idea

Main idea is the most important piece of information the author wants the readers to know about the concept of that paragraph. The main idea is also the most general statement the writer makes about the topic. McWhorter (1986: 32) states

that the main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about.

2. Finding the specific information or part of text

It is only scanning or looking for the relevant part(s) and ignoring the irrelevant. It is very useful when the readers know exactly what they are looking for in a text since they have a very specific goal in mind and supporting the main idea. McWhother (1986: 36) cites that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistic and question.

3. Finding reference

In accordance with Latulippe (1986: 20) in Sari (2010), references are words or phrases used either before or after the references in the reading material. It means that, such words are used, they are signal to the readers find the meaning elsewhere in the text.

4. Finding inference

According to Nuttall (1982: 11), inference is a way of guessing and predicting about something unknown based on available facts and information. Inference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another.

5. Understanding vocabulary

Vocabulary is the stock of word used by the people or even person. Vocabulary is essential for everyone who wants to speak or to produce utterance for reading. To deal with most of the reading skills, it is necessary to assume that the reader's vocabulary is adequate (Nuttall, 1982:65). But, too much attention to vocabulary can have a harmful effect on the learners' reading habit. If he keeps stopping to look up new words in the text, it may actually make him a less effective reader.

Above all, reading comprehension is about getting main idea, specific information, inference, reference, and understanding vocabulary.

2.2.5 Reading Strategies in Reading Comprehension

Reading comprehension strategies are the basic concern and are seen as comprehension processes that enable learners to construct meaning from the text most effectively. In other words, reading strategies show how the learners tackle a reading task, how they interpret their reading and what they do when they do not comprehend. In accordance with Brantmeier (2002: 1) summarizes that the strategies may involve skimming, scanning, guessing, recognizing cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating main ideas from supporting ideas.

To find the five components of reading comprehension (main idea, specific information or part of the text, reference, inference, and vocabulary), there are some reading strategies might help the learners to comprehend an English text.

They are:

1. Skimming and Scanning

According to Nuttal (1982:34), by skimming the readers are glancing rapidly through a text to determine its gist or main idea. Meanwhile, scanning means glancing rapidly through a text either to search for a specific piece of information. Actually, skimming and scanning are not a strategy in reading comprehension but they are a skill involving flexibility of technique (Nuttal, 1982:31).

There are many techniques that can be used when skimming. Some learners perhaps read the first and last paragraphs using headings, summarizes and other organizers as they move down the page. They might read the title, subtitles, and subheading of a text. Skimming is very useful when the learners are determining main idea of a text. On the other hand, scanning involves moving learner eyes quickly down the page seeking specific words and phrases. Scanning is also used when the learners first find a resource to determine whether it will answer your questions. When scanning, the learners or readers look for the author's use of organizers such as numbers, letters, steps, date, or the words, first, second, or next.

2. Guessing

Guessing is the most common strategy. By using information, the learners assigned a meaning to the unknown word or phrase. However the learners are encouraged to use this strategy in order to follow the author's idea. Instead of guessing wildly, readers will predict or hypothesize because anticipation which they bring to a text (Smith, 1979 in Sutarsyah, 2013).

3. Prediction

According to Nuttall (1982:11), the reader's sense and experience helps him or her to predict what the writer is likely to say next. Besides, she states that the

strategy is so useful to make the learners aware of it so that they can use it to tackle difficult text.

4. Interpreting Reference

To cope with reference, the learners must be able to recognize that it is the reference word that is causing the problem; since words like *it* and *this* are so common, the first step is to make the learners aware of the potential difficulties by drawing attention to them.

5. Inference from Context

To infer meaning from context, powerful aid to comprehension can be given to the learners. Inferring meaning is a way the learners all have to some degree in L1 (Nuttall, 1982:70). According to Nuttall (1982), there are some ways to infer meaning from the text. She suggests that one of way of beginning will be with sentences containing nonsense words. It is easy to show the learners that some kind of understanding is possible even in such cases. So, the learners will soon realize that they can get a good deal of information from the sentence even though the learners do not really understand it. Besides, Nuttall suggests the second step might be to get learners to suggest what range of words could be used to complete unfulfilled sentence. In this way, the learners will begin to recognize that the possibilities are not limitless.

6. Activating Background Knowledge

In accordance with Cerrell (1983) in Sutarsyah (2013) asserts that the ability to understand texts is based not only on the reader's linguistic knowledge, but also

on his general knowledge of the world and the extent to which that knowledge is activated during the mental process of reading. To activate learners' background knowledge, a teacher may ask the learners before giving a text to be read by the learners. The questions should be relevant with what a text will be given.

7. Opening Dictionary

When finding difficulty in reading, some learners stop for a moment to find out the meaning of unknown words. Sutarsyah (2013:211) states that in using this strategy, the learners basically use a dictionary when reading. They stop reading when they find difficulty and then open a dictionary to get the meaning of the difficulty words.

2.3 Concept of Learning Strategies

Learning strategies are specific actions taken by a learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation (Oxford, 1990: 8). Besides, Chamot (2004: 1) defines learning strategies as the thoughts and actions that individual use to accomplish a learning. It means that a learning strategy is a way which is used by learner in order to acquire, accomplish and gather information effectively during teaching-learning process.

Wenden and Rubin (1987:19) cite that learning strategies include any set of operations, steps, plans, routines used by the learners to facilitate the obtaining, storage, retrieval and use of information. Furthermore, learning strategies also constitute the steps or actions consciously selected by learners either to improve

the learning of the second language, the use of it or both (Cohen, 1998:3). They include strategies for identifying the material that needs to be learned; distinguishing from other material if needed, grouping it for easier learning; repeatedly engaging oneself in contact with the material; and formally committing to memory when it does not seem to be acquired naturally.

In summary, learning strategies are a set of operations, plans or steps used by learners to get and improve their aim in acquiring, accomplishing and gathering information during teaching-learning process.

2.4 Categories of Learning Strategies

Two basic categories of strategies can be distinguished in language learning: learning strategies and communication strategies. In accordance with Brown (1980:83) in Suparman (2010:51), a learning strategy is a method of perceiving and storing particular items for later recall. Besides, learning strategies are strategies which contribute to the development of the language system which the learner constructs and affects directly (Rubin, 1987). By contrast, a communication strategy is a method of achieving communication, of encoding or expressing meaning in a language.

The classification of language learning strategies has been reviewed by Wenden (as cited in Setiyadi, 2011, pp. 18-19). She classifies language learning strategies into two broad categories. The first category, cognitive strategies, involves selecting information from incoming data, comprehending and storing the information, and retrieving the information. The second category, which is called

self-management strategies or metacognitive strategies, involves planning, monitoring and evaluating.

In addition, language learning strategies have also been proposed by O'Malley et al. (1985) in Setiyadi (2011), who consider psychologically based issues in their classifications. In O'Malley et al.'s study (1985) the classification consists of three categories, namely: metacognitive strategies, cognitive strategies, and social strategies (as cited in Setiyadi, 2011, p. 15-16). Another study that uses psychological based consideration similar to O'Malley et al.'s study is Oxford and Nyikos's (1990a:15-47). In their study, language learning strategies are categorized into *direct strategies* and *indirect strategies*. The direct strategies are subdivided into *memory strategies*, *cognitive strategies*, and *compensation strategies*. The indirect strategies are subdivided into *metacognitive strategies*, *affective strategies*, and *social strategies*.

Even though the above classifications can facilitate this research, a more detailed and systematic strategy taxonomy is still needed. The researcher considers to use O'Malley et al.'s language learning strategies classification, namely: metacognitive strategies, cognitive strategies, and social strategies in this research since their classification seems more detailed and systematic.

2.4.1 Cognitive Learning Strategies

Cognitive strategies are more limited to specific learning task and they involve more manipulation directly of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are

among the most important in cognitive strategies (O'Malley's, 1985, as cited in Hismanoglu, 2000).

Meanwhile, Rubin (1981) in Wenden and Rubin (1987:23-25), cognitive strategies refer to the steps or operations used in learning or problem-solving that require direct analysis. Rubin identifies six general strategies which may contribute directly to language learning:

1. Clarification or verification refers to those strategies which learners use to verify or clarify their misunderstanding of the new language.
2. Guessing or inductive inferencing refers to strategies which use previously obtained linguistic or conceptual knowledge to derive explicit hypotheses about the linguistic form, semantic meaning or speaker's intention. The learners can use what they know about their own or a second language to infer meaning. Furthermore, they may use their first language as a basis for understanding and/or producing the second language but they must also recognize the limits of using this knowledge as a source of inferencing.
3. Deductive reasoning is a problem-solving strategy in which the learner looks for and uses general rules in approaching the foreign or second language. The difference between inductive and deductive reasoning is that in inductive reasoning the learner is looking for a specific meaning or specific rule whereas in deductive reasoning the learner is looking for and using more general rules. The process is used to find organization and patterns that make sense to the learner in order to obtain and store

information about a language in an organized and retrievable (to the specific learner) fashion.

4. Practice refers to strategies which contribute to the storage and retrieval of language while focusing on accuracy of usage. Practice involves strategies such as: repetition, rehearsal, experimentation, application of rules, imitation, and attention to detail.
5. Memorization also refers to strategies which focus on the storage and retrieval of language. However, in the case of memorization, attention is paid to the storage and retrieval process. The goal of these strategies is organization.
6. Monitoring refers to strategies in which the learner notices errors, observes how a message is received and interpreted by the addressees, and then decides what to do about it. The monitoring process appears to be a combination of cognitive and metacognitive strategies.

2.4.2 Metacognitive Strategies

Metacognitive is relatively a new concept, but the skills to which it refers have been recognized (Brown, 1980 as cited in Suparman, 2011). Metacognitive strategies are used to oversee, regulate or self-direct language learning. In O'Malley & Chamot's study (1985) in Setiyadi (2012), metacognitive strategies have more process that are classified under planning, monitoring, and evaluation. Moreover, metacognitive is linked to monitoring and control of our thinking. In accordance with Wenden (1987), examines how learner regulate their learning by planning, monitoring and evaluating their learning activities. Specifically, Wenden focused on what the learners know about various aspects of their

language learning and how this influences their choice of strategies. Furthermore, Wenden (1982, 1987) identifies 5 areas of metacognitive knowledge: (1) the language (2) student proficiency (3) outcome of student's learning endeavors (4) the student's role in the language learning process, and (5) how best to approach the task of language learning.

Furthermore, in accordance with Brown (1980: 456) in Sutarsyah (2013: 25-26) classifies metacognitive activities:

- 1) clarify the purpose of reading, that is, understanding the task demands, both explicit and implicit;
- 2) identifying the aspects of a message that are important;
- 3) allocation attention so that the concentration can be focused on the major content area rather than trivial;
- 4) monitoring ongoing activities to determine whether comprehension is occurring;
- 5) engaging in review and self-interrogation to determine whether goals are being achieved;
- 6) taking corrective action when failures in comprehension are detected;
- 7) covering from disruptions and distractions – and many more deliberate, planful activities that reader reading an efficient information-gathering activity.

Dewey (1933) and Thorndike (1917) recognize that reading incorporates what we can call metacognitive activities such as planning, checking, evaluating,

understanding, monitoring and reasoning (as cited in Alsheikh, 2011). Meanwhile, Brown and Palinscar's view (1982) in Wenden and Rubin (1987), metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place, and self-evaluation of learning after the learning activity.

In addition, Stratton and Hays (1989) in Setiyadi (2011:29) cite that the study of metacognition includes the study of the ways in which people monitor and control their own cognitive activity. Moreover, Sheinker and Sheinker (1989) in Setiyadi (2011:29) emphasize that students studying metacognitively may use strategies for self-direction, self-monitoring, self-evaluation, and self-correction.

In short, it can be stated that metacognitive is a term to express executive function strategies which require planning what to do in acquiring another language, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed.

2.4.3 Social Strategies

Social strategies are often called as a social mediation, the strategies under this category are asking question, cooperating with other, and empathizing with others (Setiyadi, 2012). Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge (Wenden& Rubin, 1987).

Wong-Fillmore (1976) in Wenden and Rubin (1987) identifies two social strategies: join a group and act as if you understand what is going on, even if you

do not, and count on your friends for help. These strategies contribute only indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language.

Wenden and Rubin (1987) also makes a list other activities which may contribute indirectly to learning, all of them under the rubric: “creates opportunity for practice”. The list includes: creates situation with natives in order to verify or test or practice; initiates conversation with student or teacher or native speaker; answer to self; questions to other students; spends extra time in language lab; listens to television or radio, attends movies or parties or uses advertisement, reads extra books often first in native language, then in target language; and identifies learning preferences and selects leaning situations accordingly.

2.5 Measurement of Learning Strategy and Reading Comprehension

Language Learning Strategy Questionnaire (LLSQ) for reading skill will be used by the researcher to measure learners learning strategies. A set of questionnaire will be given by the researcher in order to know the leaners’ learning strategies in studying English especially in reading skill. The researcher will use Setiyadi’s questionnaire (1999) in Setiyadi (2011) because it has been arranged into three classification of learning strategies and supported by O’Malley’s classification, namely, cognitive strategies, metacognitive strategies, and social strategies. LLSQ has determined in which item designed to measure the three strategies. Moreover, the classification of the language is based on theories of skill-based learning strategies in which these strategies cover four areas of the language skills:

speaking, listening, reading, and writing. Even though, the questionnaire covers four areas of the language skill in English, in this research, the researcher will focus on reading skill only. Each area in the questionnaire consists of 20 items.

The items have a numerical value, for example:

1 = Never or almost never true of me

2 = Usually not true of me

3 = Somewhat true of me

4 = Usually true of me

5 = Always or almost always true of me

Table 2.1 Strategy Classification of the LLSQ

Strategies	Reading
Cognitive	Item no.1 – 11
Metacognitive	Item no. 12 – 17
Social	Item no. 18 – 20

(Setiyadi, 1999)

Furthermore, a reading test will be given in order to know students' reading achievement in comprehending text and see how many students who pass the standard scoring criteria. After distributing the questionnaire and giving a reading test, the data will be gathered and computed through Statistical Package for Social Sciences (SPSS).

2.6 Concept of Gender

According to *Psychology Dictionary*(2014) gender refers to the attitudes, feelings, and behaviors that a given culture associates with a person's biological sex. Behavior that is compatible with cultural expectations is referred to as gender-normative; behaviors that are viewed as incompatible with these expectations constitute gender non-conformity. In the general sense, the notions "sex" and "gender" are perceived to be synonymous and in some studies they are used interchangeably. The definition of *sex* and *gender* in *Collins Cobuild English Dictionary* (1995) is as follows:

Sex:(excluding other meanings) 1- The two *sexes* are the two groups, male and female, into which people and animals are divided according to the function of they have in producing young.

2-The *sex* of a person or animal is their characteristics of being either a male or female.

Gender: 1- A person's *gender* is the fact that they are male or female. 2-you can refer to all male and female people as a particular *gender*. 3-In grammar, the gender of a noun, pronoun or adjective is whether it is masculine, feminine or neuter.

In this research, the term gender is used following this conceptualization of gender which is composed of culturally constructed male identity and female identity, not the biological differences between males and females.

2.7 Theoretical Assumption

In this research, the researcher wants to determine the most frequent learning strategies employed by the female and male learners in reading. From the literature review before, it can be assumed that learning strategies are essential factors that can influence students' reading comprehension and the strategies have positive role toward reading comprehension. Obviously, having a good strategy is the best way to be successful language learner in learning reading especially.

In term of the learning strategies, i.e. cognitive learning strategy, the researcher sees that this strategy seems effective and the most frequent strategy employed by learners in reading comprehension. Since reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction (Alfassi, 2000 in Zare& Othman, 2013).

Since this research will identify the

comparison of learning strategies between female learners and male learners, the researcher makes some assumptions about what the good learners are. Certainly, the successful learners are passed the standard criteria of English subject scoring. Moreover, the learners effectively use their prior knowledge about the topic of the text during reading time. While reading a text, the learners enable to build their critical thinking about what will happen and give some comments to the text itself.

2.8 Hypothesis

H₀: Cognitive learning strategies are not more frequently used by female learners in reading comprehension.

H₁: Cognitive learning strategies are more frequently used by male learners in reading comprehension.

This chapter consists of some theories which provide the information on review of previous research, reading comprehension, reading strategies in reading comprehension, concepts of learning strategy, categories of learning strategies, how to measure learning strategy, concept of gender, theoretical assumption and hypothesis.

III. RESEARCH METHOD

This chapter presents the explanation about procedures which are taken in this research in order to find out the answer to the research question. This chapter includes research design, population and sample, instruments, research procedure, data analysis, and hypothesis testing.

3.1 Research Design

The design of this research is an inferential statistic analysis, a quantitative study. In collecting the data, the researcher was not apply any treatment or any experiment to subjects. In conducting this research, the researcher will used a causal comparative design of ex post facto designs.

In accordance with Setiyadi (2006), there are two types of ex post facto research design, “*co-relational study involves one group and causal comparative study involves two groups.*” Since two groups which are still orientated to cause-effect relationship between the variable will be compared in this research, *causal-comparative study* is used by the following formula

$$X \longrightarrow Y$$

Where :

X : Gender (female and male) Y : Learning Strategies

To collect the research data, a reading text will be given to the students in order to see the students' reading comprehension achievement. After that, the researcher gave a questionnaire in order to know which learning strategy is employed by the

students in comprehending a reading text. Henceforth, the output from questionnaire is correlated with the score of students' reading test.

3.2 Population and Sample of the Research

The population of this research is the first grade of senior high school students at SMAN 2 Kalianda in 2015/2016 academic year. There are 8 classes consisting of 28 to 40 students in each class at the first grade. The sample of this research is one class that is taken by the researcher by using theoretical sampling (purposive sampling).

The reason of choosing the first year students as the sample because the researcher wants to know how far the first year students have mastered reading skill after graduating from junior high school and it is assumed that they have better performance compared with when they were in junior high school.

3.3 Variable

In this research, the writer organized two variables; they were learning strategies and reading comprehension. The dependent variable was the variable which the researcher observes and measures to determine the effect of independent variable. On the other hand, the independent variable is the major variable which the writer wants to investigate. It is the variable which is selected; manipulated and measured by the writer (Hatch&farhady, 1982:15).

From the explanation above, the writer determines the variable as follows:

1. Learning strategies as independent variable
2. Learners reading achievement as dependent variable

3.4 Research Procedure

The procedures of collecting the data are as follows:

1. Selecting instrument materials

The instruments in this research are reading test and questionnaire. The instrument materials (a reading test) are chosen from the students' textbook and authentic materials. The selection process considers materials that have been taught to the students and the students' interest. For the questionnaire, the researcher considers the classification of learning strategy and will use Language Learning Strategy Questionnaire (LLSQ).

2. Determining the sample of the research

The sample of the research is determined through simple random sampling technique with the assumption that every class has the same ability.

3. Determining research instruments

In this research, the researcher will use LLSQ (Language Learning Strategy Questionnaire) as an instrument to collect data. For LLSQ, it is administered as the means to gain data of the learners' frequency of using learning strategy since LLSQ categorizes learning strategy into three main classifications, i.e. cognitive strategies, metacognitive strategies, and social strategies. LLSQ has been

specified into four language skills. However, LLSQ in reading will be used in this research since the concern of this research is reading skill.

4. Administering the reading test

The researcher conducts try out test in order to find out whether the test items that will be used in the research are good or not, based on the validity, reability, level of difficulty, and discriminating power. Moreover, the reading test is as a consideration to divide the learners into two groups that are female learners and male learners.

5. Analyzing the data

This step is to find out the students' reading comprehension achievement and gather output students' questionnaire. The data will be computed through the statistical package for social sciences (SPSS).

6. Making the report of the findings

3.5 Instruments

In collecting the data, the researcher will use the following technique:

1. Questionnaire

It is a list of some statements that will be answered by the learners to find out which learners' learning strategies are used. The research will use close-ended questionnaire where the answer is limited (Setiyadi, 2006: 54).

In accordance with Setiyadi (2011), the questionnaire that were given to the students were adapted from “Language Learning Strategy Questionnaire” which is modeled to discover of learning strategies employed by the learners. Whereas, the researcher will use Language Learning Strategy Questionnaire for reading skill only.

In order to know the learners’ learning strategies in studying English especially in reading skill, the researcher gave a set of questionnaire to the learners. The researcher used Setiyadi’s questionnaire (2011) because it has been arranged into three classifications of learning strategies, namely, cognitive strategies, metacognitive strategies, and social strategies. Each strategy has a numerical value, for example:

1 = Never or almost never true of me

2 = Usually not true of me

3 = Somewhat true of me

4 = Usually true of me

5 = Always or almost always true of me

Table 3.1 Strategy Classification of the LLSQ

Strategies	Reading
Cognitive	Item no.1 – 11
Metacognitive	Item no. 12 – 17
Social	Item no. 18 – 20

(Setiyadi, 1999)

The learners’ preferences or choices on the item selected indicate their group, whether they belong to cognitive, metacognitive, or social groups. For example:

items 1 – 11 refer to cognitive, and then the total scores on the group will be divided into 11. Items 12 – 17 refer to metacognitive, then the total scores on the group will be divided into 6. Items 18 – 20 refer to social, then the total scores on the group will be divided into 3. The data accumulated from the questionnaire are used to analyze the most frequent strategies employed by the learners.

Furthermore, the researcher analyzed the comparison between female and male learners by using the questionnaire of learning strategies, students' reading comprehension test, and Pearson product moment.

2. Reading Test

It is a designated of question of objective test to measure the students' reading comprehension. Reading test will be given in order to know the students' reading achievement in comprehending text and see how many students who pass the standard scoring criteria. As Hatch and Farhady (1982: 250) cite that a test can be said valid if it measures the object to be measured and it is suitable with the criteria. The researcher will use multiple choices in reading text.

The result of the reading test is used to determine the female learners and male learners in which the category in specifying them is based on "the magnitude of the gain" in reading test (Setiyadi, 1999: 117). Then, the learners are divided into three similarly sized groups, they are the highest third group, the middle third group and the lower third group.

3.5.1 Criteria of Good Test for Reading Questionnaire

The research instruments tried to measure the quality in terms of validity, reliability, level of difficulty, and discrimination power. Here are some elements tested:

1. Validity of the test

A test is valid if it measures what its purpose to measure (Anderson: 1975 in Arikunto, 2007:65). According to Hatch and Farhady (1982: 251), there are four basic types of validity: face validity, content validity, construct validity, and empirical or criterion-related validity. To measure whether the test has good validity or not, the researcher will analyze its content validity and construct validity since the other two are considered to be less needed. Face validity only concerns with the layout of the test. Meanwhile, criterion-related validity concerns with measuring the success in the future, as in replacement test.

Content validity is obtained by choosing the texts relevant with curriculum for the first grade of senior high school while construct validity focuses on the relationship between indicators in curriculum within the test. The focus of content validity is on adequacy of the sample and not simply on the appearance of the text (Hatch &Farhady, 1982:251). Content validity is proposed to know how the test items are good reflection of what will be covered.

The construct validity measures whether the construction has already in line with the objective of learning (Hatch and Farhady, 1982:251). It is a representative of the material from the subject. Nuttal (1985) in Sari (2010) states that the relation validity of the instrument refers to construct validity in which the question

represents five of sort of reading skills, i.e. determining main idea, finding the detail information, reference, inference, and vocabulary. Skills of reading in the test are a part of the construct validity and the item numbers are a part of content validity.

Table 3.2 Specification of the Reading Test

No	Reading Skills	Item Numbers	Total Items	Percentage
1	Identify main idea	1, 6, 11, 16, 21, 26, 31, 36,	8	20%
2	Finding specific information	2, 7, 12, 14, 22, 27, 32, 37	8	20%
3	Inference	3, 10, 13, 15, 23, 28, 33, 39	8	20%
4	Reference	5, 8, 17, 19, 24, 29, 35, 40	8	20%
5	Vocabulary	4, 9, 18, 20, 25, 30, 34, 38,	8	20%
Total			40 items	100 %

2. Reliability of the Test

Reliability refers to the consistency of the scores obtained and how consistent they are for each individual from one administration of the instrument to another. As Anderson (1975) in Arikunto (2007) cites that a reliable measures in one that provides consistent and stable indication of characteristic being investigated. A test will not be a good parameter if the test is not reliable or constant.

Obviously, there are three basic methods for calculating reliability from an examination of consistency of the test. They are split-half method, Kuder-Richardson Formula 20, and Kuder Richardson Formula 21.

In this research, the researcher used split-half method to estimate the reliability of the test to make sure whether the test is appropriate for testing or not. In using the split-half method, the researcher classified the test items into two similar parts

(usually the odd- numbered items and the even-numbered items). By splitting the test into two similar parts, it is supposed as if the whole tests had been taken twice. The correlation between those two parts encountered the reliability of the half test by using Pearson Product Moment (Henning, 1987:60). After the researcher has obtained the reliability of the half test, the researcher used Spearman Brown's Prophecy Formula (Hatch &Farhady, 1982:246) to find out the reliability of the test.

To measure the correlation coefficient of the reliability between odd and even number, the researcher used Pearson Product Moment (Henning, 1987:60) in the following formula:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}}$$

r_{xy} : the correlation coefficient of reliability between odd and even number

N : the number of students who take part in the test

X : the total number of odd number items

Y : the total number of even number items

X^2 : the square of X

Y^2 : the square of Y

x : the total score of odd number items

y : the total score of even number items

(Henning, 1987:60)

After getting the reliability of half test, the researcher used Spearman Brown's Prophecy formula (Hatch & Farhady, 1982: 246) to find out the reliability of the whole test as follows:

$$rk = \frac{2 \cdot rl}{1 + rl}$$

(Hatch & Farhady, 1982:247)

rk = The reliability of the test

rl = The reliability of half the test

The criteria area:

0.00 – 0.19	Very low reliability
0.20 – 0.39	Low reliability
0.40 – 0.59	Average reliability
0.60 – 0.79	High reliability
0.80 – 1.00	Very high reliability

3. The Validity of the Questionnaire

Validity refers to the extent to which the test measure what is intended to measure.

According to Hatch and Farhady (1982), there are least two validity should be fulfilled; content and construct validity. Since the questionnaire was adopted from LLSQ constructed by Setiyadi, the researcher consider that the construct validity of the questionnaire has been standardized. Therefore, the researcher measured the

content validity only. The following table described the aspects of learning strategies used by the L2 students based in reading skill developed by Setiyadi.

Table 3.3. Specification Table of LLSQ

Aspects of Questionnaire	Number of items
Cognitive strategies	1-11
Metacognitive strategies	12-17
Social strategies	18-20

It can be seen from the table above that all the aspect of learning strategies in reading skill relate to the theories of learning strategies classification (*cognitive, metacognitive, and social strategies*).

4. Reliability of the Questionnaire

To know the reliability of the questionnaire, the researcher used Cronbach's alpha reliability which is counted based on the correlation between each item of learning strategy scale and range of 0 to 1. According to Setiyadi (2006: 190-191), the higher alpha is, the more reliable the questionnaire will be. The researcher considers the reliability of the questionnaire with the alpha 0,70.

5. Level of Difficulty

Level of difficulty may be defined as the proportion of the examinees that marked the item correctly. Generally, level of difficulty is the percentage of students that correctly answer the item. It is calculated by the following formula:

$$LD = \frac{U+L}{N}$$

Notes:

LD : the level of difficulty

U : the number of upper group who answer correctly

L : the number of lower group who answer correctly

N : the total number of students in upper and lower groups

(Arikunto, 2007)

The criteria of the difficulty lever are:

< 0.30 = difficult

0.30 – 0.70 = average

> 0.70 = easy

6. The Discrimination Power

Discrimination power is the ability of the item to differentiate between the students who have high ability and those who have low ability. To find out the discrimination power, the researcher will use the following formula. The formula of the discrimination power is:

$$D = \frac{U - L}{\frac{1}{2}N}$$

Notes:

D : discrimination power

U : the number of students from the upper who answer correctly

L : the number of students from the lower who answer correctly

N : the number of the students

The criteria are:

DP = 0.00 – 0.19 = poor

DP = 0.20 – 0.39 = satisfactory

DP = 0.40 – 0.69 = good

DP = 0.70 – 1.00 = excellent

DP = negative / minus (-), all is poor

(Arikunto, 2007: 221)

7. Scoring System

In scoring the students' result of the test, the researcher used Arikunto's formula (2007: 271). And then, the highest score is 100.

$$S = 100 \times \frac{R}{N}$$

Where:

S = The score of the test

R = The right answer

N = The total of the items

3.6 Data Analysis

The data of the research are statistically analyzed. Causal comparative study used to analyze the data of the students' frequency of using learning strategies in

relation to reading comprehension, i.e. questionnaire. Moreover, this research used Language Learning Strategy Questionnaire (Setiyadi, 1999) and be counted on Likert Scale (Setiyadi, 2006). Meanwhile, independent group t-test also be used to examine the result of reading comprehension. The data are computed through the Stastical Package for Social Sciences (SPSS).

3.7 Hypothesis Testing

H₀: Cognitive learning strategies are not frequently used by female learners in reading comprehension.

H₁: Cognitive learning strategies are frequently used by male learners in reading comprehension.

Statistical Testing

Independent-samples T-Test

The hypothesis is analyzed at the significant level of 0.05 in which the hypothesis is approved if Sig. < .

V. CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the result of the research and also the suggestion from the researcher to the other researchers and English teachers who want to conduct the research relating to language learning strategies and students' reading comprehension.

5.1 Conclusions

1. The present research leads the researcher to come to the final conclusion that there was no significant difference of the total number of female students who used metacognitive and social strategy. Meanwhile, the only strategy that had a significant difference among the three types of learning strategies used by female students was cognitive strategy.
2. Most of male learners in learning reading comprehension applied social learning strategies. Meanwhile, the number of male students used metacognitive learning strategies was the lowest number among the three types of learning strategies used by male students in English reading comprehension.
3. Female learners who used social strategy have the highest mean score of reading comprehension with the score 78.18. While male learners who have the highest mean score of reading comprehension were the learners who used metacognitive strategy, with the mean score of reading 77.50.
4. There was an implication for the language learning strategies in reading comprehension. It was that the learners need to be informed about the language

learning strategies in reading comprehension and in using appropriate language learning strategies in reading comprehension. That was because the learning strategies were considered to be one of the ways in improving the learners' reading comprehension achievement.

5.2 Suggestions

Based on the conclusions above, the researcher would like to give some suggestions the first year students of SMA Negeri 2 Kalianda, Lampung Selatan as follows:

1. Learners or Readers

For the female learners who mostly use cognitive strategies, the researcher suggests that they have to apply them constantly in comprehending English texts in order to get a better result as time goes by. Moreover, it sounds good if they can simultaneously use both metacognitive and social strategies as frequent as in using cognitive strategies. It is expected that the learners can integrate them in a time until the learners can master reading comprehension. The female learners should open their mind related with what strategies the other learners employ in order to make them to be more success in reading. So hopefully the female learners would like to think to employ the metacognitive and social strategies to make them better in comprehending an English text. The metacognitive strategies that might be used by the female learners are:

- Clarifying the purpose of reading, that is, understanding the task demands, both explicit and implicit;

- Monitoring of comprehension;
- Evaluating learning after an activity is completed.

Meanwhile, the social strategies that might be used by the female learners are:

- Discussing the difficulties with their friend;
- Asking their teacher or their friends about their problem in reading;
- Reading the reading material from the teacher on other sources in order to improve their reading.

For the male learners who mostly used social strategy, the researcher recommends how the female ones manage their reading strategy in reading. They can observe what the female learners do in the comprehending the text. From this point on, the female learners used cognitive strategy frequently than the other types of learning strategies. So, the researcher suggests the male learners to apply cognitive strategies in order to improve their skill in comprehending the text. The term cognitive strategies that might be employed by the less successful learners are:

- Implementing of using background knowledge for solving a problem;
- Creating the opinion related with the text;
- Opening the dictionary when they find the unfamiliar word;
- Guessing the meaning of unknown words or sentences.

2. Teachers

The teachers can help female and male learners to be success in their reading comprehension and assist the good students to be more successful learners.

The teacher can convey the strategy application used by female and male learners to the less successful ones; and train them those kinds of strategies (implementing of using background knowledge for solving a problem; creating the opinion related with the text; opening the dictionary when they find the unfamiliar word; guessing the meaning of unknown words or sentences). That is believed to make the unsuccessful female and male learners to be success in reading comprehension.

Moreover, in order to help the successful female and male language learners to be more successful learners; the teacher can motivate them to evaluate their weakness in reading comprehension. After that the teacher may suggest the learners to overcome their problem by practicing or elaborating the strategies. In this case, the successful female students have been frequently using metacognitive strategy. Therefore, it does not matter if the successful female learners try to employ and elaborate cognitive and social strategies. While the successful male learners who have been frequently used social strategy try to employ and elaborate cognitive and metacognitive strategies. So, it would be better if the learners try to employ and elaborate those kinds of strategies to make them to be more successful female and male learners.

3. Further researchers

The researcher suggests the further researchers as follows:

- a) This research was limited by the use of two classes and short-time period. Therefore, further researchers concerning with learning strategies should try to

investigate with randomized subjects and it should be conducted in a longer- time period to get more reliable on the result of the research.

b) It is also suggested to further researchers to use more instruments to measure the frequency and the correlation of learning strategies toward learners' reading comprehension, such as observation, protocol analysis, and learners' diary.

c) The researcher recommends further researchers of learning strategies in reading to conduct deep investigation on the process of learning strategies by adding more than two variables, like motivation, linguistic components, and non-linguistic factors.

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