

LANGUAGE LEARNING STRATEGIES APPLIED BY SENIOR HIGH SCHOOL STUDENTS

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Abstract

This study was at investigated the language learning strategies applied by successful and unsuccessful students at SMAN 4 Palangka Raya. This study is mixed research. Mixed method research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem. The findings show that the successful students could get the highest score they applied some language learning strategies for reading such as; memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy. Meanwhile, the unsuccessful students got the lowest score in comprehending report text because they could not apply their learning strategies accurately.

Keywords: *language learning strategy, successful student, unsuccessful students*

INTRODUCTION

In this chapter the writer explains about background of the study, problems of the study, the objectives of the study, significant of the study, limitation of study, definition of key terms, framework of discussion, and frame of thinking.

As one of the language skills, reading is important aspect in reading English. In reading the student should be able to read, detect, and select the right cues from concepts or meaning. Besides that the purpose of reading is to recognize word meaning, phrases sentence structure, and discourse analysis.¹ It could be taken conclusion that the purpose of reading is the

¹Endang Fauziah, *Teaching of English as a Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002, P. 138.

students should understand about the meaning of the text that was read by them.

In senior high school such as SMAN 4 Palangka Raya, English lesson is taught and one of material that given by the teacher to the students the eleventh grade. The teacher often gives material by using reading or writing.

Oxford defines learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.²

Based on the background of the study above, the problems of the study are formulated as follows:

1. What are the language learning strategies applied by the successful students at SMAN 4 Palangka Raya?
2. What are the language learning strategies applied by the unsuccessful students at SMAN 4 Palangka Raya?
- 3.

The writer hopes that this research has significance in the language learning strategies, especially in comprehending report text for the eleventh grade students. There are two kinds of significance. Theoretically, this study gives information about the language learning strategies by the eleventh grade students at SMAN 4 Palangka Raya. This study also to give contribution as the material for the other researchers and as the library references. Practically, this study has two significances: first, this study gives for the teacher information about the students' ability in reading English text so that they can improve their teaching strategy in helping their students.

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about the nature of reading, the level of reading, problems in reading comprehension, the teaching English at SMAN 4 Palangka Raya, Language learning strategies, and the previous related of study.

The Nature of Reading

1. Reading

² Oxford, Rebecca L, *Language Learning Strategies*, New York: Newbury House Publishers, 1990.p.8.

According to Fauziati reading is a process of decoding written symbols, working from smaller units (individual letters) to large ones.³ Meanwhile in oxford dictionary explained that reading is the action of person who reads, another opinion is stated by Nurhadi and Roekhan, and they stated that reading is process done to achieve the message, information, or case in the text.⁴

2. Reading Comprehension

Carrel in Brown defines that reading comprehension is seen as an interactive process between the text and the reader's prior knowledge, is shown trough practical classroom application.⁵

3. Type of reading comprehension

According to Burns, type of reading comprehension divided into two classes, literal comprehension and Higher-order comprehension. Higher-order comprehension includes interpretive, critical, and creative comprehension

a. Literal comprehension

The basic of literal comprehension is state information. The specific, explicitly stated parts of a paragraph or passage that contain the basic information are the details on which main ideas, cause and effect relationships, inference, and so on that built.

b. Interpretive reading

Interpretive reading is reading between the lines of making inferences. It is the process of deriving ideas that are implied rather than directly state.

c. Critical reading

Critical reading is evaluating written material-comparing the idea discovered in the materials with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness.

d. Creative reading

Creative reading involves going beyond the material presented by author. To go beyond the material in the text, readers must make use of their background schemata, combining this prior knowledge with ideas

³ Ibid, p.136

⁴ Nurhadi and Roekhan, *Dimensi-dimensi pengajaran dalam bahasa kedua*, Bandung: Sinar Baru, 1990, p.191.

⁵ H. Douglas Brown, *teching by Principles an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, Inc. 2000, p. 306.

from the text to produce a new response based on, but not completely dictated by the text. Creative readers must be skilled in the following areas.⁶

4. Problems in reading comprehension

According to Gebhard there are some problems in reading, they are:

a. The “ I want reading faster” problem

Some students want to read faster but they do not know increase their reading speed. Some of them complain that they read too slowly, one reason is because the material is too difficult

b. The “vocabulary building” problems

It is not just beginner who needs to work constantly on building vocabulary. Some students have problems in comprehending the content of reading material because they limited vocabulary.

c. The “background knowledge” problem

Students’ ability to comprehend the content of reading material depends on their knowledge about the topic of the reading selection

d. The “getting students to read” problem

It is sometimes difficult to get students to read in and out of class. Students, young and old are not always motivated to read.⁷

5. Reading Test

Here the writer chooses multiple choices as her examination for the students at SMAN 4 Palangka Raya. According to Richard R. day and Jeong Suk Park, multiple choice formats give the students some possible answers. Students might be able to check the text to see if any of the choices are specifically discussed, and then make a choice.⁸

Language Learning Strategies

1. The Nature of Language learning strategies

Language learning strategies are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills.

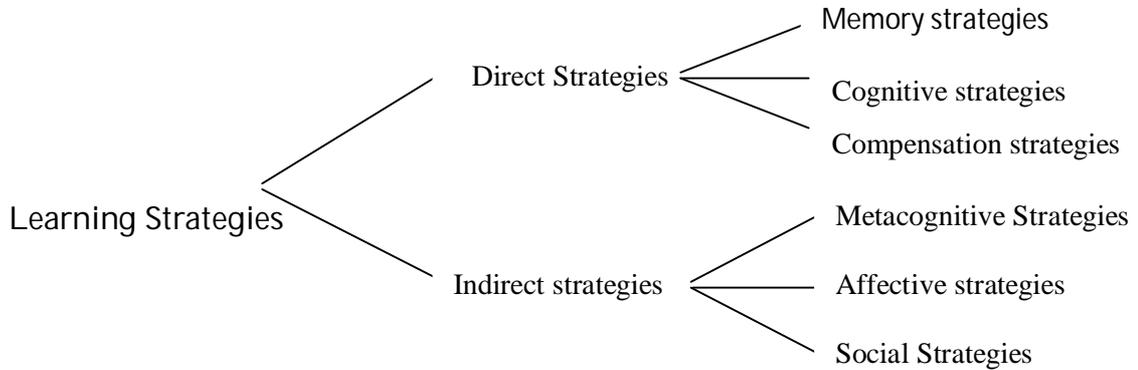
⁶ Paul C, Burns and Friends, *Teaching Reading Today’s Elementary Schools*, Boston: Houghton Mifflin Company. P.207.

⁷ Jerry G. Gebhard, *Teaching English as a Foreign Language*, America: The University of Michigan Press, 1996, p.209.

⁸ Day, Richard R, and park Jeong Suk, *Developing Reading Comprehension questions’ Reading in a Foreign Language*, volume, 2005, p.67.

2. Kinds of Language Learning strategies in Reading

Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups.



Previous Studies

In order to provide strong foundation, some related studies are listed as follows: The first researcher was Niah Handayani (The Islamic State Institute Of Palangka Raya, 2010), who conducted an action research entitled “language learning strategy applied by successful students in English of second year at MAN Model of Palangka Raya” as the previous of the study. The result of her study discussed that were had different in playing their strategies in English

The fourth Researcher was Rahmadi Nirwanto is entitled “The language Learning Strategies as Employed by the successful students of the English education study program of IAIN Palangka Raya in writing Course”. This research showed that, the successful students of the English education study program of IAIN Palangka Raya in writing courses used the strategies: memory, cognitive, metacognitive, compensation, affective and social strategies.

RESEARCH METHOD

In this chapter the writer explains about the time and place of the study, approach and type of the study, subject and object of the study, data collecting procedures, Endorsement of data, and data analysis procedure. The study was conducted for two months at SMAN 4 Palangka Raya. It is on Jln.Sisingamangaraja III, Palangka Raya, Central Kalimantan on April to Mei 2016.

In this study is mixed research. Mixed method research design is a

procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem.⁹ To find out the students’ score in comprehending report text, the writer used quantitative approach. The writer divided the student’s score into two categories, low score (successful students) and high score (unsuccessful students) after giving the test. While, to know and describe the strategies used by the successful and unsuccessful students, the writer used qualitative approach.

The subject of this study was the eleventh grade students of SMAN 4 of Palangka Raya. The numbers of the subject were 391 students.

1. Sample : XI-IPS 4 and XI-IPS 2 were selected used purposive sampling.

Data Collecting Techniques

To collect the data, the writer used some techniques, such as; test administration, questionnaire distribution, interview, and documentation.

1. Test

The first instrument is test, it is used to obtain the students’ reading skill and to categorize the students score into successful and unsuccessful students.

2. Questionnaire

This technique applied to accomplish the data about the language learning strategies in comprehending report text applied by the second year students at SMAN 4 of Palangkaraya. The questionnaire consist of 30 items. They got five answers’ option: always(SS), often (S), usually (CS), seldom (KD), never (TP).

3. Interview

The interview was conducted to get data about the students’ language learning strategies in comprehending report text. Interview was used to get information of the main study. The writer asked their language learning strategies and knows their reason why they use that strategy.

4. Documentation

⁹ Creswell, J. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4thed.). Upper Saddle River, NJ: Pearson Education.

Documentation is every written material or film.¹⁰ This technique is used to collect the data, which is related to the research. It was used to support the data through documents or writings that relation with this study. The data taken from some cases as follows:

- a. The amount, the name, and the students' registration number of the second year students at SMAN 4 of Palangka Raya.
- b. The syllabus of English subject and Score of the Student.

FINDINGS AND DISCUSSION

Result of the study

In collecting data, test, questionnaire, interview, and documentation were used. In this research was used a questioning test in order to know the students' ability and to classify the students into successful or unsuccessful students. After knowing the students ability and classifying the students into the successful and unsuccessful students, the writer gave the students language learning's' interviewed the successful and unsuccessful students to know their learning strategies.

1. Test

Based on the test, the writer would expose data finding from the result of test was presented by the following table.

¹⁰Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, p. 216.

Table 4.1 The description of score class XI-IPS 4

No	Code	Succesfull	Unsuccesfull
1	X1	70	
2	X2		53
3	X3		66
4	X4		66
5	X5		53
6	X6		46
7	X7		56
8	X8		66
9	X9		56
10	X10		63
11	X11		40
12	X12	70	
13	X13		60
14	X14		56
15	X15		56
16	X16		56
17	X17		63
18	X18		56
19	X19		60
20	X20	70	

21	X21		56
22	X22		66
23	X23		60
24	X24		53
25	X25		56
26	X26		56
27	X27		56
28	X28		53
29	X29		66
30	X30		63
31	X31		56
32	X32		60
33	X33		60
34	X34		60
35	X35		50
36	X36	80	
37	X37		66
38	X38		36
39	X39		66
40	X40		66
41	X41		66

From the table above, it can be seen that 4 students get high score (succesfull) and 37 students

get low score (unsuccessful).

The data finding from the result of test at XI- IPS 2 was presented by the following table:

Table 4.2. The description of score class XI-IPS 2

No	Code	Successful	Unsuccessful
1	Y1		66
2	Y2	70	
3	Y3	70	
4	Y4	73	
5	Y5	73	
6	Y6	73	
7	Y7		60
8	Y8		56
9	Y9	70	
10	Y10	73	
11	Y11		60
12	Y12	76	
13	Y13		60
14	Y14	56	
15	Y15	33	
16	Y16		66
17	Y17		66
18	Y18	-	-

19	Y19		66
20	Y20	73	
21	Y21		66
22	Y22		56
23	Y23		43
24	Y24	33	
25	Y25		50
26	Y26	-	-
27	Y27		60
28	Y28	73	
29	Y29	76	
30	Y30	76	
31	Y31	80	
32	Y32	-	-
33	Y33		53
34	Y34		46
35	Y35		33
36	Y36		26
37	Y37	13	
38	Y38		66
39	Y39		63
40	Y40		66
41	Y41	73	
42	Y42		60
43	Y43	-	-

From the table above, it can be seen that 14 students got high score (successful) and 29 students got low score (unsuccessful).

In this study, the writer only took the successful and the unsuccessful students to answer the interview to know their strategies in reading. From every class the writer has chosen four students who got high score and four students who got low score.

2. Result of the Questionnaire

Based on the questionnaire, the writer would expose data findings from the result of questionnaire was presented by the following table:

Table 4.3. The result of percentage Questionnaire

No	STATEMENT	INTERVAL ANSWER				
		SS (5)	S (4)	CS (3)	KD (2)	TP (1)
MEMORI STRATEGI						
1	I think of relationship between what I already know and new things I learn in English	1.2 %	9.5%	29.5 %	50.0 %	9.5 %
2	I use new English words in a sentence so I can remember them	3.6 %	7.1 %	32.1 %	50.0 %	7.1 %
3	I use flashcards to remember new English words	3.6 %	10.7 %	29.8 %	47.6 %	8.3 %
4	I physically act out new English words	3.6 %	14.3 %	27.4 %	34.5 %	20.2 %
5	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign	7.1 %	11.9 %	28.6 %	40.5 %	11.9 %
COGNITIVE STRATEGIES						
6	I try to talk like native English speaker	4.8 %	15.5 %	29.8 %	44.0 %	6.0 %
7	I watch English language TV shows spoken in English or go to movies spoken in English	11.9 %	9.5 %	34.5 %	38.1 %	6.0 %
8	I read for pleasure in English	3.6 %	16.7 %	47.6 %	27.4 %	4.8 %
9	I try to find patterns in English	3.6 %	7.1 %	27.4 %	50.0 %	11.9 %

10	I find the meaning of an English word by dividing it into parts that I understand	6.0 %	7.1 %	34.5 %	36.9 %	15.5 %
COMPENTATION STRATEGIES						
11	To understand unfamiliar English words, I make guesses	6.0 %	14.3 %	26.2 %	41.7 %	11.9 %
12	When I can't think of a word during a conversation in English, I use gestures	2.4 %	11.9 %	29.8 %	36.9 %	19.0 %
13	I make up new words if I do not know the right ones in English	4.8 %	8.3 %	32.1 %	33.3 %	21.4 %
14	I try to guess what the other person will say next in English	2.4 %	15.5 %	27.4 %	32.1 %	22.6 %
15	If I can't think of an english word, I use a word or phrase that means the same thing	7.1 %	14.3 %	20.2 %	32.1 %	26.2 %
METACOGNITIVE STRATEGIES						
16	I notice my english mistakes and use that information to help me do better.	6.0 %	11.9 %	31.0 %	33.3 %	17.9 %
17	I pay attention when someone is speaking English	-	11.9 %	23.8 %	46.4 %	17.9 %
18	I try to find out how to be a better learner of English	3.6 %	13.1 %	23.8 %	44.8 %	15.5 %
19	I look for people I can talk to in English	4.8 %	14.3 %	20.2 %	41.7 %	19.0 %
20	I have clear goals for improving my english skills	6.0 %	10.7 %	29.8 %	41.7 %	11.9 %
AFFECTIVE STRATEGIES						
21	I think about my progress in learning English	8.3 %	14.3 %	29.8 %	38.1 %	9.5 %
22	I try to relax whenever I feel afraid of using English	4.8 %	13.1 %	33.3 %	39.3 %	9.5 %
23	I encourage myself to speak english even when I am afraid of making a mistake	1.2 %	7.1 %	36.9 %	45.2 %	9.5 %
24	I give myself a reward or treat when I do well in English	4.8 %	10.7 %	20.2 %	50.0 %	14.3 %

25	I talk to someone else about how I feel when I am learning English	8.3 %	7.1 %	29.8 %	36.9 %	17.9 %
SOCIAL STRATEGIES						
26	If I do not understand something in english, I ask the other person to slow down or say it again	7.1 %	11.9 %	22.6 %	47.6 %	10.7 %
27	I ask english speakers to correct me when I talk	-	11.9 %	29.8 %	47.6 %	10.7 %
28	I practice english with other students	3.6 %	7.1 %	27.4 %	48.8 %	13.1 %
29	I ask for help from english speakers	2.4 %	13.1 %	23.8 %	42.9 %	17.9 %
30	I try to learn about the culture of english speakers.	2.4 %	11.9 %	10.7 %	35.7 %	39.3 %

3. The result of interview

The Successful Students by their Language Learning Strategies

NO	Students	Strategies used by the students
1.	X1	Repeat reading (memory strategy), made a summary (Cognitive strategy), asked using English (Compensation strategy), comparing the ability with others (affective strategy), ask friends to correct the English comprehension (Social strategy)
2.	X12	Repeat reading (memory strategy), made a summary (cognitive strategy)
3.	X20	Repeat reading (memory strategy), asked using English language (metacognitive strategy)
4.	X36	Repeat reading (memory strategy), for remembering new words in the English language, he made it in the form of sentences (cognitive strategy), compare the understanding of the English language with others (affective strategy)
5.	Y6	Repeat reading (memory strategy), made a summary (cognitive strategy)
6.	Y10	Reading newspaper or magazine in English (memory strategy), repeat reading (memory strategy)

- | | | |
|----|-----|---|
| 7. | Y20 | Repeat reading (memory strategy), asking using English language (compensation strategy), using English language in dialogue with friends (metacognitive strategy), compare the ability in English with other (affective strategy) |
| 8. | Y31 | Repeat reading (memory strategy) |

Based on the table above, it could be seen there were some strategies used by the successful students in comprehending report text. The table below shown the strategies used and the number of students used its:

Table 4.5. The Language Learning Strategies applied by successful students and the number of students applied its

NO	Strategy	Number	Student
1	Memory strategy	8 students	All of
2	Cognitive strategy	4 students	X1, X12, X36, Y6
3	Compensation strategy	2 students	X1, Y20
4	Metacognitive strategy	3 students	X1, X20, Y20
5	Effective strategy	2 students	X1, X36
6	Social strategy	1 student	X1

Finally, the successful students could get the highest score because they can recognize and apply their strategies correctly and carefully.

Table 4.6. The Unsuccessful Students by their Language Learning Strategies

NO	Students	Strategies used by the students
1.	X2	Repeat reading (memory strategy)
2.	X6	Repeat reading (memory strategy)
3.	X24	Repeat reading (memory strategy)
4.	X38	Repeat reading (memory strategy)
5.	Y14	Repeat reading (memory strategy)

6.	Y15	Repeat reading (memory strategy), could understand the reading quickly if there is an image (memory strategy), made a summary (cognitive strategy)
7.	Y24	Reading english newspaper or magazine (memory strategy), repeat reading (memory strategy), for remembering new words tried to made it in a sentence (cognitive strategy)
8.	Y37	Repeat reading (memory strategy), asked using English (Compensation strategy), dialogue with friends using English (metacognitive strategy), express the English language in written form (Social strategy)

Based on the table above, it could be seen the strategies used by the unsuccessful students in comprehending report text. The table shown the strategies used and the number of students used its.

Table 4.7. The Language Learning Strategies applied by unsuccessful students and the number of students applied its

NO	Strategy	Number	Student
1	Memory strategy	8 students	X2, X6, X24, X38, Y14, Y15, Y24, Y37
2	Cognitive strategy	2 students	Y15, Y24
3	Compensation strategy	1 students	Y37
4	Metacognitive strategy	1 students	Y37
5	Effective strategy	0 student	-
6	Social strategy	1 students	Y37

Based on the result of interview, the unsuccessful students are lack of learning strategy, used inappropriate strategy for them, and had no other strategy in order to make them easy and enjoy in comprehending

DISCUSSION

Based on the result findings above, the successful students could get the highest score by applying their learning strategies. They had kinds of language learning strategies, such as: memory strategy 100 % of the usage (reading English newspaper and English magazine, repeat reading). Cognitive strategy 50 % of the usage (made a summary, made word in the form of sentence). Compensation strategy 25 % of the usage (asked using English). Metacognitive strategy 37,5 % of the usage (tried using English in dialogue with friends). Affective strategy 25% of the usage (compare the ability in English with others). Social strategy 12,5 % of the usage (aks friends to correct the English comprehension).

In other hand, the unsuccessful students also had learning strategies, but they could not apply it. The unsuccessful students got the lowest score because they could not apply their learning strategies accurately. Although, they got the lowest score, but they also had the language learning strategy, such as using memory strategy 100 % of the usage (reading English magazine and English newspaper, repeat readings if he did not understand the contents of the text and could understand the reading quickly if there is an image). Cognitive strategy 25 % of the usage (for remembering new words, tried to made it in a sentence, made a summary for easy reading in understanding the content of the English language). Compensation strategy 12,5% of the usage (asked using English). Metacognitive strategy 12,5 % of the usage (dialogue with friends using the English language, making its own schedule for studying English). Affective strategy 0 % of the usage (compare the ability with others). Social strategy 12,5 % of the usage (ask a friend or someone else to proofread the English language comprehension).

CONCLUSION

1. The successful students could get the highest score they applied some language learning strategies for reading such as; memory strategy (reading English newspaper and English magazine, repeat reading). Cognitive strategy (made a summary, made words in the form of sentence). Compensation strategy (asked using English). Metacognitive strategy (tried using English in dialogue with friends). Affective strategy (compare the ability in English with others). Social strategy (aks friends to correct the English comprehension).
2. The unsuccessful students got the lowest score in comprehending report text because they could not apply their learning strategies accurately. Although, they got the lowest score, but they also had the language learning strategy, such as: memory strategy (reading English magazine and English newspaper, repeat readings if he did not understand the contents of the text and could understand the reading quickly if there is an image). Cognitive strategy (for remembering

new words, tried to make it in a sentence, made a summary for easy reading in understanding the content of the English language). Compensation strategy (asked using English). Metacognitive strategy (dialogue with friends using the English language, making its own schedule for studying English). Affective strategy (compare the ability with others). Social strategy (ask a friend or someone else to proofread the English language comprehension).

SUGGESTION

1. For the English teacher

The teacher is suggested to increase their knowledge about it and motivate them to learn spritely. The teacher also should increase the techniques of teaching that can motivate the students to give more attention to the teacher explanations.

2. For the students

They should apply the suitable, variety and correct strategies. Then, they should always try to increase their skill by practicing in every day. So, it is expected that the students are able to explore their skills maximally and really know about some language learning strategies especially the application in usage it.

3. For the future researcher

Finally, the writer suggests for other researchers who were interested in researching about language learning strategy to make the similar researches in other language skills, such as learning for writing, listening, and speaking.

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