COMPARATIVE STUDY OF DIRECT AND INDIRECT LEARNING STRATEGIES TO STUDENTS' READING COMPREHENSION: A STUDY AT SMKN 1 CENTRAL PRAYA ACADEMIC YEAR 2016/2017

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ABSTRACT

The study set to describe a comparative role of direct and indirect learning strategies to students' reading comprehension at SMKN Central Praya. There were three research questions which were proposed for the study. First, the most and the least frequently of learning strategies used by the students. Second was the relation of direct and indirect learning strategies to students' reading comprehension. Third were the more effective strategies between direct and indirect learning strategies to students' reading comprehension. The quantitative research approach with multiple regressions statistics analysis was employed. The study employed modified SILL (Strategy Inventory of Learning Strategy) and reading comprehension national examination like test as instruments. The result showed that the most frequently used learning strategy was social strategy with mean 3.276 and the least was memory strategy with mean 2.855. It was found that both direct and indirect learning strategies simultaneously had significant relation to students reading comprehension with variation (F) score 3.786 with Sig 0.007. Direct and indirect learning strategies contributed of 10.1 % to students' reading comprehension. Furthermore, with t score 3.373 with Sig 0.001, indirect learning strategies (metacognitive and social learning strategies) was found to be more effective than direct learning strategies to students' reading comprehension.

Key Words: *Direct Learning Strategy, Indirect Learning Strategies, modified SILL (Strategy Inventory of Learning Strategy), Reading comprehension.*

ABSTRAK

Penelitian ini bertujuan untuk membandingkan fungsi strategi pembelajaran langsung dan tidak langsung terhadap pemahaman membaca siswa di SMKN 1 Praya Tengah. Dalam penelitian ini, ada tiga permasalahan yang diketengahkan. Pertama, strategi pembelajaran apakah yang lebih sering digunakan dan jarang digunakan oleh siswa? Kedua, apakah ada hubungan antara strategi pembelajaran langsung dan tidak langsung terhadap pemahaman membaca siswa? Ketiga, strategi pembelajaran manakah yang lebih efektif ? apakah strategi langsung atau tidak langsung untuk pemahaman membaca siswa? Penelitian kuantitatif ini menggunakan multiple regression atau regresi majemuk. Penelitian ini menggunakan instrument SILL (Strategy Inventory of Learning Strategy) yang telah dimodifikasi dan layaknya soal Ujian Nasional Bahasa Inggris

yang dikumpulkan dari naskah soal sebelumnya. Dari penelitian ini, didapatkan hasil 1) strategi pembelajaran yang paling sering digunakan adalah strategi social dengan rerata 3,276 dan yang paling jarang digunakan adalah strategi memori dengan rerata 2,855, 2) ditemukan bahwa penggunaan strategi pembelajaran langsung dan tidak langsung berpengaruh secara signifikan terhadap pemahaman membaca siswa dengan nilai F 3,786 dan level signifikansi 0,007, 3) strategi pembelajaran langsung dan tidak langsung berkontribusi 10,1% untuk pemahaman membaca siswa dimana dengan nilai t 3,373 dan level signifikansi 0,001, strategi pembelajaran tidak langsung (metacognitif dan sosial) ditemukan lebih efektif mempengaruhi pemahaman membaca siswa dibandingkan strategi pembelajaran langsung.

Kata Kunci*: Strategi Pembelajaran Langsung, Strategi Pembelajaran Tidak Langsung, SILL yang dimodifikasi, Pemahaman Membaca.*

INTRODUCTION

Reading is recognized as the most important language skill. As Anderson, Herbert and Wilkinson (1985) claimed that reading skill is basic and essential to individual success in educational and social life. Here, the ability to read and comprehend determines students' success in every aspect of their lives. However, reading has become the most troublesome skills to be taught. Various schools report to have problem with this skill. Although this skill has been the main focus of English curriculum in Indonesia, many schools have failed to attain the national standard passing grade, especially in reading comprehension.These reading failure can be minimized if the students aware of using particular learning strategies. Beaver (2012) stated that successfulness in developing reading skills are relayed on the instructional methods and learning strategies. Whereas, Oxford (2003) claimed that individual learning strategies contribute to second or foreign language that student learn regardless the methodology employed in the classroom. Similarly, Oxford (1999) stated that successful language learner employs wider learning strategies to arm them with their learning. In this case, the role of learning strategies seems to be significant in determining successfulness of second or foreign language learning. Learning strategies are central component to link between competence and process. Moreover, Vann and Abraham (1990) characterized good learners as learners who are able to utilize wide range of learning strategies to assist their learning. From the previous researches, it can be concluded that learning strategies may effects learning language in generals including learning to comprehend reading text in national examination.

Oxford (1990) has divided language learning strategies into direct and indirect learning strategies. Direct learning strategies require mental processing and direct use of the target language. The direct strategies are classified into three; they are memory, cognitive and compensation strategies. The purpose of using the memory strategies is to store and retrieve new information. Cognitive strategies are used to help learners to comprehend and produce language with reasoning, summarizing, etc. In addition, compensation strategies are utilized to fill the gap of learner particular limitation in getting their messages through, such as asking for repetition (De Arauz, 2009).

In the other hand, indirect strategies support and manage learning without involving the target language (Oxford, 1990). It is divided into three subsections. They are metacognitive, affective and social strategies. Metacognitive strategies allow learner to take control of their own knowledge to center, planning and evaluating. In this sense, learners are able to link the old and new knowledge. Affective strategies deal with emotion, attitude and value. Social strategies are using learners' social skills by interacting with other people.

From direct and indirect learning strategies, this study only focuses on two out of three subsections for each strategy. Within direct strategies, the memory and cognitive strategies are chosen due to their close relation to micro skills of reading comprehensions. Brown (2001) classified sevens micro skills of reading comprehensions. Two of them stated that learners should be able to retain chunk of different lengths in short-term memory and recognize that a particular meaning which could be expressed in different grammatical forms. Here, the memory and cognitive strategies are assumed to take central role in reading comprehensions. Moreover within indirect learning strategies, metacognitive and social strategies are selected due to its relation to macro skills of reading comprehensions. According to the Canadian Language Benchmark, there are seven macro skills of reading, one of them represents the concept of metacognitive strategies such as forming described events or ideas, infer links and connection between events, and detect relation such main idea, given information, new information and exemplification.

Furthermore, reading comprehension is defined as a flexible, ongoing and constructive process to attend overall understanding from the text instead of gaining meaning from isolated word (Woolley, 2011). In this sense, reading comprehension is a complex cognitive process which requires learners to interact with the text (Alyousef, 2006). In order to comprehend reading, there are many skills component that the learners should obtain within their learning. They are automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, synthesis and evaluation skills or strategies and metacognitive knowledge and monitoring skills (Grabe, 1991). In this case, employing learning strategies which is dedicated to macro and micro skills of reading will be more beneficial rather than employing isolated reading strategies. Indeed, many researchers conducted in reading comprehensions are related to the utilization of reading strategies as a tool to achieve comprehension (Zare and Otham, 2013; Qanwal: 2014). However, Phakiti (2006) and Shewer (2016) investigation found that particular learning strategies predict particular skills. Phakiti (2006) reports that cognitive strategies (which is consisted of comprehending, retrieval and memory strategies) and metacognitive strategies (which is consisted of planning, monitoring and evaluating) do have positive correlation to reading comprehension test. Whereas, Shewer (2016) study shows that affective learning strategy predicts reading and listening skills. Thus, Phakiti and Shewer investigation are beneficial for primary prediction of learning strategies utilization within reading skills.

In many years experience of teaching in this vocational school, reading rises mostly above mentioned problems. In addition, learning strategies are things that are existed but not being acknowledged consciously by the learner nor the teacher. Therefore, bringing the idea for students to be aware of their learning strategies and its utilization may help their reading problems.

Thus, this study is conducted to investigate the role of direct and indirect learning strategies toward students' reading comprehension. Direct learning strategies will be focused on memory and cognitive strategies, whereas indirect learning strategies will be focused on metacognitive and social strategies. The study is conducted as ex-post facto research. This is a preliminary study to open the horizon of both learner and teacher at SMKN I Central Praya to the advantage of rising awareness of learning strategies to assists their learning, especially to comprehend reading in national exam like test. In order to obtain the research goal, it uses quantitative approach mainly descriptive statistics and inferential statistics with multiple regressions analysis.

RESEARCH QUESTIONS

1. Which are the most and the least to be used by the students in SMKN 1 Central Praya?
2. Is there any significant relation of direct and indirect learning strategies to reading comprehension?
3. What is more effective between direct and indirect learning strategies to influence students reading comprehension?

A. REVIEW OF RELATED STUDY

Learning Strategies

A Study Conducted by Ali Simsek and Jale Balaban from Anadolu University Turkey published by Contemporary Educational Technology 2010 entitled Learning Strategies of Successful and Unsuccessful University Students concerning that the purpose of this study was to assess the most commonly used learning strategies of undergraduate students and how these strategies were related to their academic performance. The results

overall imply that certain strategies contribute to student performance more than other strategies, and majority of university students are aware of this situation. In general, a positive and significant correlation was found between the use of learning strategies and the level of academic performance. The more the learning strategies used, the higher the student performance was. However, the students did not prefer or employ all strategies equally.

Cho and Ahn (2003), indicate that when students employ more strategies, they are likely to be more successful. This result is also thought to be in line with the results of McWhaw and Abrami (2001), concluding that students with higher level interest tend to use more strategies.

Furthermore, another research based learning strategies have been conducted by Fewell (2010) in Japan. Here, he wants to compare the relation of language learning strategies utilization and English proficiency in Japanese EFL University Students. In this case, the study examines English proficiency level and the selection of language learning strategies (henceforth, LLS) utilization in two group of EFL learners. This sample group will offer more uniformity with a number of shared characteristics, including similarities in educational backgrounds.The groups are from English and Business Major.

The research is conducted in Okinawa community whichcan also be described as a quasi-ESL/EFL language environment with a varying degree of language influence, depending on individual contact with the local English-speaking population. Under this study, Oxford (1990) Strategy Inventory of Language Learning (SILL) is utilized to assess students learning strategy utilization. In SILL, there are six strategies which are known to be involved with target language. The questionnaires consist of 50 items which can be rate at one to five Lickert

Scale from strongly agree to strongly disagree. SILL scores average 3.5 – 5.0 are considered as using high strategy. Moreover, 2.5-3.4 are considered as using medium strategy. Score 1.0-2.4 are considered as using low strategy. There are six types of section in SILL which represent six strategies. They are:

a. Section A is designated to Memory Strategy (Remembering Effectively)
b. Section B is designated to Cognitive Strategy (Using mental Process)
c. Section C is designated to Compensation (Compensation for missing knowledge)
d. Section D is designated to Metacognitive (Organizing and Evaluating)
e. Section E is designated to Affective (Managing Emotion)
f. Section F is designated to Social (Learning with Other)

The SILL questionnaires are administrated in Japanese translation. Furthermore, the student computerized English Proficiency test is given and a brief background questionnaire. In general, from both English and Business major showed that the result of their English proficiency test increased, whereas the result of the SILL score decreased. The first result was found in English major that the 25% top score gained was found that their English increased whereas; the SILL score was low in 2.9 scale. In contrary to the 25% of the bottom score who English proficiency decreased but the SILL score was high in the scale of 3.5. For the top 25% group student of English major, compensation strategies were the most used by the student, followed by cognitive strategies and the least used was memory strategies. However, in the bottom 25% group of students used metacognitive strategies as the most preferable strategies which followed by compensation and social strategies. In addition, affective strategy was the least to be used. In Business major group, the top and the bottom 25% score showed almost even SILL scores. In Business major, the 25% top score used cognitive strategies followed by compensation strategies, whereas; the 25% bottom score used compensation strategies as the most preferable, followed by cognitive strategies. To summary, the general finding showed that there was a little positive correlation between learning strategies to English proficiency. Indeed, Fewel study was in contrast to the other studies, however this study was beneficial as an example of the utilization of SILL as tool of assessing learning strategies.

Moreover, Shawer (2016) compare the distinction in language learning strategies utilization between preservice teachers of English as foreign language and Arabic as second language. In addition, this study also tries to investigate the relationship between language strategies employment and language performance (academic performance and four language skills). It employs language learning strategies questionnaires which developed by Oxford, achievement and proficiency test scores, and multiple regression analysis. The result shows that both group use similar six language learning strategies. The six strategies predict different academic achievement and four language skills. It has been investigated that memory and mognitive strategies predict neither academic achievement nor four language skills. Compensation strategies predict listening performance, whereas metacognitve strategies predict academic achievement and writing performance. Affective strategies predict reading and listening performance, whereas social strategies predict writing and speaking performance.

These previous study has been inspired my study in pursuing the relationship of direct and indirect learning strategies to reading comprehensions. Indeed, the study of Simsek and Balaban (2010), Cho and Ahn (2003), McWhaw and Abrami (2001) showed that learning strategies contributes to students success in their learning the claimed that learning strategy contributes to learner's success in teaching and learning foreign language. However, Fewel study showed that the correlation of learning strategies and English proficiency was in contrast to the other results. Thus, learning strategies had low impact in students' English proficiency. Indeed, the results of learning strategies inspection varied from one to another researches. However, the study intends to investigate the correlation of direct and indirect learning strategies to students reading comprehension in SMKN 1 Central Praya. The previous researches shed a light of the importance of learning strategies regardless of the instability of its results.

Indeed, not many researchers have been conducted to inspect the correlation of direct and indirect learning strategies to reading comprehension. However, Shewer finding gave some insight to the probability of affective learning strategies predict reading performance. This result shows that learning strategies are beneficial to reading comprehension. The Strategy Inventor of Language Learning (SILL) survey is utilized as an instrument to identify the subject of study learning strategies utilization. Under this study, the SILL is adapted and translated into Bahasa Indonesia. Moreover, multiple regressions are utilized to gain the data from more than two variables.

Learning strategies and Reading Comprehensions

Phakiti (2006) conducted a research on Modeling cognitive and metacognitive strategies and their relationship to EFL readingtest performance showed that cognitive and metacognitive strategies had positive relation to students reading comprehensions. Indeed, Phakiti did not use Oxford learning strategies taxonomy, but the research indicated natural connection of cognitive and metacognitive strategies to EFL students reading performance in Thailand. Within this study, Phakiti examined the nature of cognitive strategies (comprehending, retrieval and memory strategy) and metacognitive strategies (planning, monitoring and evaluating strategy) and their direct and indirect relation to EFL reading test performance. First, the result showed that memory and retrieval strategies facilitate reading performance via comprehending strategy. Second, monitoring strategies performed anexecutive function on memory strategies, whereasevaluating strategies regulated retrieval strategies. Third, planning strategies did not directly regulate cognitive strategies but it regulated via monitoring andevaluating strategies. Fourth, only comprehending strategies were found to directly influence EFL reading performance. Moreover, Tavakoli (2014) found positive strong correlation of students' metacognitive strategy awareness to reading comprehension achievement in Iranian EFL students. In this study, Tavakoli used MANOVA to examine this relation.

All of those previous researches are reviewed in order to obtain a clear picture of the relation of particular learning strategies to reading comprehensions. Indeed, it is rarely found the study of direct and indirect learning strategies correlate with reading comprehension. However, these researches have opened possibility that particular learning strategies had positive correlation to reading comprehensions. In this case, the restriction of particular strategy choice within direct and indirect learning strategies regarding this study is not without any

foundation. Thus, all of the previous research is beneficial to locate a framework of this study.
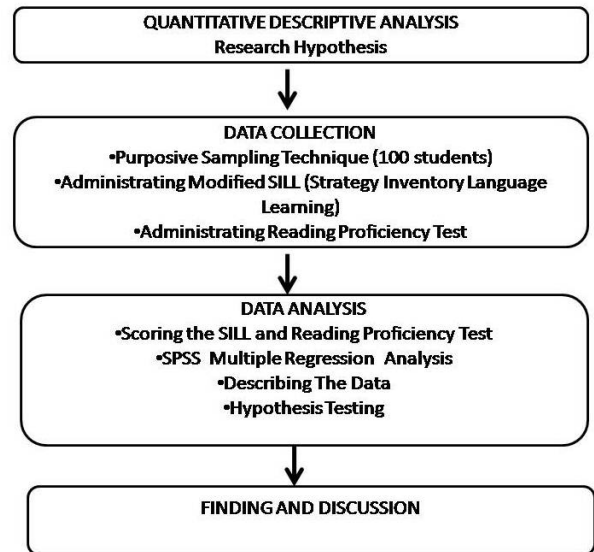
Research Hypothesis

1. $H^0 : \mu X1 = [\mu Y1] = 0$
   $H^1 : \mu X1 \neq [\mu Y1] \neq 0$
   : There is no significant relation of direct learning strategies to reading comprehension.
   : There is significant relation of direct learning strategies to reading comprehensions

2. $H^0 : \mu X2 = [\mu Y2] = 0$
   : There is no significant relation of indirect learning strategies to reading comprehensions.: There is significant difference of indirect learning to reading comprehension
   $H^1 : \mu X2 \neq [\mu Y2] \neq 0$

RESEARCH METHODOLOGY

This research used quantitative approach which used numerical type data.The multiple regression analysis is used to fit the requirement of more than two independent variables. The research population is the students at SMKN Central 1 Praya in the academic year 2016/2017 which is consisted of around 398 students. Here, the research intends to make generalization of four learning strategies correlate to students' reading comprehensions. Thus, in order to make a generalization which can be repeated the sample must appropriate.

According to Tabbachnik and Fidell (1996), a special formula was created to number the proper sample correlate to their independent variables. The formula is as follows:

n > 50 + 8.m. Here, n equals to the sample and m is the total number of independent variables. In this research the total sample should be more than 82 in order to make a good generalization. Therefore, to fit the total population and the requirement of multiple regressions, 100 samples is selected. The research design is enclosed as follows.

QUANTITATIVE DESCRIPTIVE ANALYSIS
Research Hypothesis

DATA COLLECTION
•Purposive Sampling Technique (100 students)
•Administrating Modified SILL (Strategy Inventory Language Learning)
•Administrating Reading Proficiency Test

DATA ANALYSIS
•Scoring the SILL and Reading Proficiency Test
•SPSS Multiple Regression Analysis
•Describing The Data
•Hypothesis Testing

FINDING AND DISCUSSION

Research Instrument

The two instruments used are modified learning strategies questionnaire (Modified SILL) and one reading proficiency test (English National Examination test like).

FINDING

The Most and the Least Frequently Used Learning Strategies by the Students at SMKN 1 Central Praya

Table. 1 Descriptive Statistics of Learning Strategies to Reading Comprehension

Descriptive Statistics			
	Mean	Std. Deviation	N
Reading Comprehensions	62.46	14.652	100
Memory Strategy	2.855	.6637	100
Cognitive Strategy	2.874	.6240	100
Metacognitive Strategy	3.233	.6868	100
Social Strategy	3.276	.9044	100

According to the table the most frequently used learning strategies was social strategies with 3.276 mean Then, metacognitive strategy mean score was 3.233. Next was cognitive strategy with 2.874 mean score. The least used was memory strategy with 2. 855 mean score. In

this sense, the social strategy which is connected to mainly cooperating with the other individual to achieve learning goals was the most used from all of the other strategies.

The Relationship between Learning Strategies to Students Reading Comprehension

Table 2. ANOVA of Learning Strategies

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2922.201	4	730.550	3.786	.007[b]
	Residual	18332.639	95	192.975		
	Total	21254.840	99			
a. Dependent Variable: Reading Comprehensions						
b. Predictors: (Constant), Social Strategy , Memory Strategy, Metacognitive Strategy , Cognitive Strategy						

The table shows that the F value of regression is 3.786 with Sig value 0.007. In order to understand the statistical significant of learning strategies to students reading comprehension, the F table should be recognized through examining the df (degree of freedom). Here, the df 1 is 4, df 2 is 95. In statistics, there are two ways to interpret whether the F test score significantly correlate to dependent variables. First, if F test score is smaller than or equal to F table score, the p value is bigger than alpha score (F test $\leq$ F table, Sig/p value > 0.05) then it can be concluded that H0 is accepted. Moreover, if the F test is bigger than the F table and p value is smaller than alpha (F test > F table and p value < 0.05) then, it can be interpreted that H0 is rejected. In this case, the F table from df1-4, and df2-95 is 2.4675. Thus, it can be concluded that F test 3.786 is bigger than F table 2.4675, and p value 0.007 is smaller than 0.05. Therefore, it can be concluded that there is significant relation of direct and indirect learning strategies to students

reading comprehension at SMKN 1 Central Praya. In other words, the regressions model can be used to predict students reading comprehension score.

Table 3 Model Summary of Learning Strategies

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.371[a]	.137	.101	13.892	1.558
a. Predictors: (Constant), Social Strategy , Memory Strategy, Metacognitive Strategy , Cognitive Strategy					
b. Dependent Variable: Reading Comprehensions					

Table 3 presents the result of coefficient of determination or known as R Square. According to the data the R square is 0.137or the value is 13.7%. Here, it means that only 13.7% independent variables influence dependent variables. In other words, only 13.7% direct and indirect learning strategies correlate to students reading comprehensions. Meanwhile, 86.3 % students reading comprehension is related to the other variables. However, in this case, the adjusted R (or the adjusted value of coefficient of determination) is selected in order to minimize variables bias due to multiple independent variables existence. Thus, only 10.1% of direct and indirect learning strategies influence students reading comprehension. However, 89.9% is the other variables correlate to students reading comprehension. It can be concluded that learning strategies have a little relation to students reading comprehensions' in SMK N 1 Central Praya.

Indirect Learning Strategies as the More Effective Learning Strategies for Students' Reading Comprehension

Table 4 Direct and Indirect Learning Strategies Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N
Reading Comprehension	62.46	14.652	100
Direct Learning Strategies	2.8666	.56699	100
Indirect Learning Strategies	3.2502	.67578	100

The descriptive data shows that the mean of reading comprehension is 62.64. The direct learning strategies mean average is 2.8666. The indirect learning strategies mean score is 3.2502. Here, indirect learning strategies mean average is bigger than direct learning strategies. It indicates more students use indirect learning strategies to deal with their reading comprehension.

In addition, to understand the partial relation among two variables in this sense, the relation of direct learning strategies to reading comprehension and indirect learning strategies the t-test is administrated. Table 5 shows the result.

Table 5 Direct and Indirect Learning Strategies Coefficient table

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.763	7.800		5.098	.000
	Direct Learning Strategies	-1.861	3.047	-.072	-.611	.543
	Indirect Learning Strategies	8.624	2.557	.398	3.373	.001
a. Dependent Variable: Reading Comprehension						

Similar mechanism was done to get the result, first to obtain t table score of 5% one tiled from degree of freedom 97 (100-2-1) which is 1.6603. Thus, the direct learning strategies shows to have -0611 t score with Sig 0.543. In this case, it can be concluded that direct strategies t score is smaller with Sig value is bigger than alpha 0.05. It means, direct learning strategies do not have any significant relation to students reading comprehension. Moreover, for indirect learning strategies the t-test score is 3.373 with Sig 0.001. It can be interpreted that indirect learning strategies t-test score is bigger than the t table with Sig value is smaller than 0.05. Then, indirect learning strategies have significant relation to students reading comprehension.

To summarize, indirect learning strategies are more effective than direct learning strategies to students reading comprehension at SMKN 1 Central Praya.

CONCLUSION

After conducting the data analysis, the study conclusion can be drawn as follows:

1. The most frequently used strategy by the students is social strategy with mean 3.276 and the least frequently used strategy is memory strategy with 2.822 mean score.
2. There is a significant correlation of direct and indirect learning strategies to students reading comprehensions at SMKN 1 Central Praya.
3. Indirect strategies have more influence to students' reading comprehension than that of the direct learning strategies. The indirect learning strategies predict reading comprehensions.

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