THE STUDENTS' LANGUAGE LEARNING STRATEGIES IN ENGLISH FOREIGN LANGUAGE (EFL) READING

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Abstrak: Penelitian ini bertujuan untuk menggambarkan frekuensi penggunaan strategi pembelajaran bahasa yang digunakan oleh mahasiswa saat membaca text berbahasa inggris. Partisipan dalam penelitian ini adalah mahasiswa semester lima yang kuliah di program studi bahasa inggris Fakultas Keguruan dan Ilmu Pendidikan di Universitas Tanjungpura angkatan 2013/2014. Didalam penelitian ini, data diperoleh melalui angket dan interview untuk mendapatkan informasi yang lebih dalam dan akurat. Data penelitian dianalisis menggunakan perhitungan rata-rata yang kemudian dikategorikan menjadi kategori tinggi, sedang, dan rendah. Menurut hasil penelitian dapat diketahui bahwa penggunaan strategi belajar pada saat membaca text berbahasa inggris tergolong kedalam kategori sedang. Selain itu, data menunjukan strategi metacognitive sebagai strategi yang paling sering digunakan dengan mean score 3,6 yang kemudian diikuti oleh strategi belajar lainnya yang meliputi: strategi cognitive (3.5), strategi compensation (3.4), strategi social (3.1), strategi affective (3.0), and strategi memory (2.9).

Kata kunci: Strategi Pembelajaran Bahasa, EFL, dan Membaca

Abstract: This research aims to describe the frequency of language learning strategies used by students in EFL reading. The participants in this research are the fifth semester students of English Study Program of Teacher Training and Education Faculty (FKIP) Tanjungpura University in Academic Year 2013/2014. The data were derived through questionnaire and interview for getting deeper and sharper information. The data was analyzed by using mean score calculation which is followed by ranking every category into high user, medium user, and low user. The finding reveals that it puts the students in overall at medium category user. Also, the result highlights metacognitive strategy as the most frequent strategy used with average 3.6, and followed respectively by cognitive (3.5), compensation (3.4), social (3.1), affective (3.0), and memory strategy (2.9).

Key Words: Language Learning Strategies, EFL, and Reading

Based on Oxford (2003), English as foreign language is a language studied in an environment where the language is not a primary language for daily communication. It is only influenced by restricted area and usually caused by sufficient amount of exposure that students obtain. For example: the students from

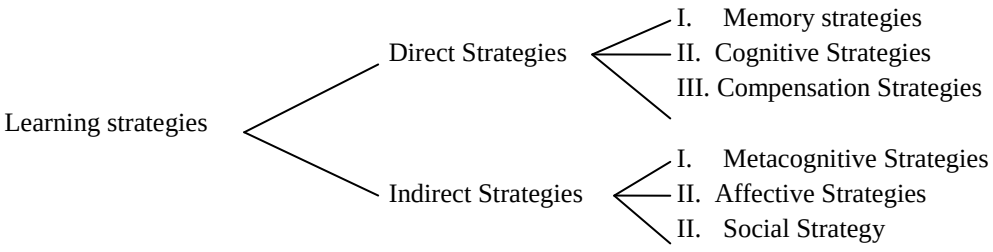
English program are only insisted to read English books in classroom. Only in classroom, students are surrounded by a lot of people (lectures and other students) who read English books as their exposure at the same time will trigger them to use the language. As soon as students are out of the classroom, they are no longer receiving sufficient English stimulant. As the consequence, they tend to be back to read their first language books.

Since students in Indonesia are foreign learners, they have not received exposure as much as learners who live in English speaking country or even as learners who use English as the second language. According to Bektas-Cetinkaya (2012), the most noticeable lack of students who use English as foreign language is their lack of exposure of oral input from the native speakers. Here, reading is suggested to compensate this limitation. It plays important role in providing students new information and ideas in which at the same time may enrich their new vocabularies.

To help students achieve the reading succes, certain learning strategies needs to be employed because it will affect student's learning success as well. Their language learning strategies assist them to manage, monitor, and evaluate their learning. The more students involve the learning strategies the bigger the experience they have in reading. Chamot (2004) defined learning strategies as conscious thoughts and actions that student take in order to achieve a learning goal. She thinks that strategic students have ability to arrange or choose the strategies that best for their task demand and learning. According to Hismanoglu (2000) in Stern (1992) all language learning students use language learning strategies either consciously or unconsciously when learning take place and perform tasks in language classroom. Hence, students attempt to find quickest or easiest way to do what is required that is using language learning strategies.

Oxford (1990) explained that language learning stategies are grouped into two classes (direct and indirect strategies) with 3 categories for each class. The first strategy is direct strategies which directly involve the target language learning. Oxford (1990, p.37) delivered; "all direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do the processing differently for different purposes". The second strategy is indirect strategies because they are indirectly involved in supporting language learning. It plays role in managing learner's learning (metacognitive) regulating learner's emotion (affective), and socializing with other learners (social). In order to be understood easier, Oxford (1990) illustrated the division in diagram as follow:

Diagram 1. Language Learning Strategies Division



However, not all students are able to use language learning strategies properly during reading. The common example can be seen at the student's effort when translating a text. During reading, some students may hard to understand the words in one sentence. Even, when they understand the meaning of each sentence they still get frustrated to link those sentences to understand the text as a whole. This is because the students have inappropriate strategies in reading, or they may not use the strategies effectively

To cope with these condition, the researcher conducted this research in order to introduce the importance of language learning strategies for the students. The students should be able to use appropriate strategies. They should know and understand their own learning process in order they would take more responsibility to achieve successful language learning process. In addition, the students must realize that they have to start using appropriate language learning strategy based on what they are learning. As the consequences, they knew that language learning strategies they use could affect their language achievement.

As English is not the First Language (L1) for the students, the presence of language learning strategy plays a significant role to help them. Certain strategies used by students are important to avoid using inappropriate language learning strategy because somehow they are unconsciously focus too much on translating their L1 into English (Sheu, Wang, & Hsu, 2013; and Oxford, 1990). In other words, this must be avoided as some students are unaware that they are using ineffective learning strategy which leads to their failure to achieve the goal of their study.

Method

A descriptive study was used in this research to describe the frequency of language learning strategies used by the students in EFL reading. The participants in this research were the fifth semester students of English Study Program of Teacher Training and Education Faculty (FKIP) Tanjungpura University in Academic Year 2013/2014 who study English as a foreign language. To collect the data, the researcher distributed the questions through 50-items questionnaire. The questionnaire was adopted from Strategy Inventory for Language Learning (SILL) that wasoriginally introduced by Oxford (1990). The strategy has been used by many researchers in recent years (Cabaysa & Baetiong, 2010; Du, 2012; Kitakawa, 2008; Nikoopour, Farsani, & Neishabouri, 2011; Sheu, Wang, & Hsu, 2010) to discover students learning strategy. In order to gather deeper data, the researcher used interview or face to face discussion between the researcher and the individual. Interviewer is defined by HarrelL and Bradley (2009) as discussions usually done in one-on-one between an interviewer and an individual, meant to gather information on a specific set of topics.

Finally, the researcher used mean score calculation to know what strategy was frequently employed by the students. The researcher analyzed the percentage of each option by using a formula adopted from sugiyono, (2004). The scale provided the range of mean score into three levels: low frequency of language learning strategy use, medium frequency of language learning strategy use and high frequency of language learning strategy use. 1.0 to 2.4 indicated low

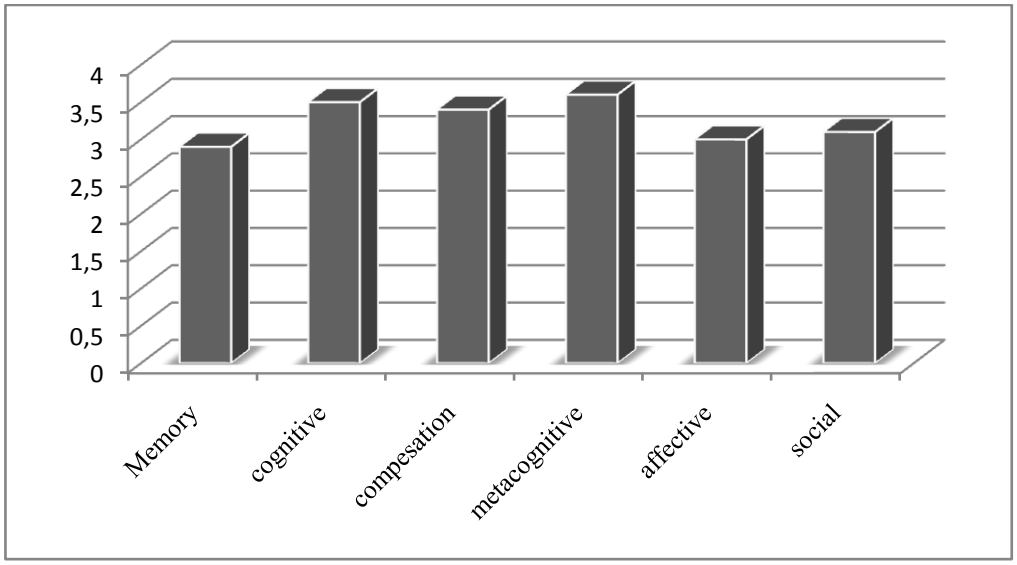
frequency of language learning strategy use, 2.5 to 3.4 indicated medium frequency of language learning strategy use, and 3.5 to 5.0 indicated high frequency of language learning strategies use

Result and Discussion

A. Result

a) Overall Students Language Learning Strategies in Reading

The questionnaire (SILL) consisted of 50 items. Each item represented a statement of strategy which the students used in reading English. SILL questionnaires were divided into 6 parts, the first part was used to know students frequency in using memory strategies in EFL reading. The second part was used to know students' frequency in using cognitive strategies. Meanwhile, in the third part was used to know the students frequency in using compensation strategies in EFL reading. The fourth part of the questionnaire was willing to know students frequency in using metacognitive strategies and was followed by affective strategies in the fifth part. In order to know the students frequency in using social strategies in EFL reading, the researcher used the sixth part of questionnaire.



The Students' Frequency of Language learning Strategies in EFL Reading

Figure 1 illustrated the students' frequency of language learning strategies in EFL reading. According to the result above, the highest score from language learning strategy which was used by students' category of all, with an average score of 3.6 was the one related to metacognitive strategies. Cognitive strategies ranked the second with average score of 3.5. The third rank was placed by compensation strategies with an average score of 3.4. Meanwhile, in the fourth and the fifth ranks were respectively placed by social strategies with a mean score of 3.1 and affective strategies with a mean score of 3.0. Finally, the lowest score or the sixth rank was taken by memory strategies with a mean score of 2.9.

b) Analysis on Frequencies of Students Language Learning Strategies In EFL Reading

1) Questionnaire result

To see the frequency of each student's language learning strategies in EFL reading, the researcher tried to show the result of the student's answer that can be seen in appendix.

In this research, the researcher calculated the questionnaire item to know the most and the least frequents strategies used by the students in reading English. The result data of total score and mean score of SILL questionnaire can be seen below:

Category	No	Statement	Mean
Memory Strategies	1	I place the new words in a group with other words that are similar in some ways. For example: Ice, cold, cool, hot, and warm (they are associated to temperature)	2.7
	2	I associate the sound of the new word with the sound of a familiar word. For example: When I read the word "pencil case" I automatically understand it has something to do with pencil.	2,9
	3	I put the new word that I have read in a sentence so I can remember it.	3.3
	4	I use imagery to help me remember the words from text.	3.0
	5	I use semantic mapping or brainstorming to show	2.4
	6	I use keywords to remember new English words from the text.	3.0
	7	I use rhymes to memorize the vocabulary. For example: goat, coat, boat.	2.6
	8	I review often the words to easier me in comprehending the text.	3.5
	9	I practice the words that I have read.	3.2
	10	I use flashcards to remember new English words from the text.	3.3
Cognitive Strategies	**11**	**I read the reading passage several times until I understand it.**	**4.0**
	12	I focus on pattern of some expressions in reading text to be used in conversation.	3.7
	13	I read newspaper, magazine, or novel mostly in English	2.7
	14	I skim the reading passage first to get the main idea, then I go back and read it more carefully.	3.8
	15	I use printed resources such as dictionary to help me find the words meaning from the text.	3.9
	16	I find the meaning of a word by dividing the word into word class which I understand.	3.5
	17	I find the meaning of a word from the text by looking for similarities between English and my own language. For example: glass (English), gelas (ind). table(eng), table (ind)	3.4
	18	I try to understand what I have read by translating it word for word into my own language.	3.5
	19	I am careful about transferring words directly from English to	3.2
	20	I take notes about what I have read.	3.4
	21	I make summaries after I read the passage.	3.0
	22	**I underline, circle, and bold the important ideas from what I have read.**	**4.2**

Compensation Strategy	**23**	**When I do not understand all the words I read, I guess the general meaning by using any clue I can find, for example clues from the context or situation.**	**4.0**
	24	I read without looking up every unfamiliar word.	2.8
Metacognitive Strategies	25	Before I read, I think of what I already know about the topic.	3.6
	26	**I only focus on the reading material, instead of other distractions.**	**4.0**
	27	**I try to find out how to be a better reader of English.**	**4.2**
	28	I plan my schedule so I will have enough time to read English text.	3.3
	29	I have clear goals when I read.	3.5
	30	I clearly identify the purpose of the language activity: for instance, in a reading task I might need to read for general idea or specific facts.	3.4
	31	I only read books related to subject that I need.	3.8
	32	I push myself to practice reading in whenever and wherever possible.	3.2
	33	I develop my own understanding, even if sometimes I have to revise my understanding based on new information.	3.6
	34	I reread the texts or books to remedy.	3.3
Affective Strategies	35	I use deep breathing technique to reduce anxiety before reading.	3.0
	36	I enjoy reading while I listen to music.	2.9
	37	I read comic book in English for relief, relaxation, and language practice.	3.0
	38	I encourage myself as I read by saying positive statement such as, " you can do it".	3.7
	39	**I try to guess the meaning of the words from the reading passage, even though it is not always right.**	**4.0**
	40	I give myself a reward when I have done well in my reading.	2.8
	41	I pay attention to physical signs of stress that might affect my reading activity.	3.1
	42	I use checklist each night to note my changing attitudes about my intensive reading.	2.3
	43	I write my feelings in a language learning diaries.	2.6
	44	I talk to someone else about how I feel when I am reading in English.	2.6
Social Strategies	45	I ask for clarification or verification of other friends who comprehend more the reading passage than me.	3.7
	46	I ask other people to verify that I have understood the text correctly	3.5
	47	I work with small group in my reading activity.	2.8
	48	When I find unfamiliar vocabularies, idioms and expressions, I ask for help from English speaker.	2.1
	49	I try to learn about the culture of English speaker through the text.	3.1
	50	I read text, letter, or journal and try to understand the writer's point of view.	3.3

The Frequency of Language Learning Strategies in EFL Reading Per Item

From the table above, it could be noted that item no 22 had the highest score in average by 4.2. This item belonged to cognitive strategy which helped students focused on certain part of text to find the main ideas. Similarly, item no 27 in affective strategy was regarded as the highest since having similar average score by 4.2. This item recognized students preparation before reading such as their well-planned attemp to be a better reader. Other four strategies shared a balance position by 4.0 taken by item no 11, 23, 26, and 39. Item no. 11 showed

another cognitive item which was similar to item no. 26 as another metacognitive item. This seemed like to support the overall result which put metacognitive as the highest category since it shared two items as the highest.

Conversely, item no 48 which asked about students' social role was revealed as the lowest score. Then, it was by affective and memory strategies. Memory stratgies were noticed to share item no. 5 and 7 as the lowest. They were less regarded to contribute in students learning strategies. Surprisingly, students quite seldom to inlvolve self motivation or other affective aspects to help them reas English text. It was proven by the share of the lowest average score by 2.3 for item no. 42, and 2.6 for item no. 43 and 44. This was in line with the overall result which put memory and affective strategies as the least frequent strategies used by the students.

2) Interview Results

In this section, the interviewer asked about students' reading activity and experience both in and out of classroom. During the interview, the interview guideline was used to keep the researcher on the right track. However, it was possible to extend or deepen the questions if the researcher considered it is necessary.

a. Metacognitive Strategy

The interview was started when they were asked about their motivation in reading English. The researcher offered two options for them; whether they read because they enjoyed reading (they read on purpose) or just because they have to. The interview result showed that 2 from 5 interviewees admitted that they had to read in English. In other words, they read English because they considered it as their duty.

As the example, Respondent 1 stated, "mostly because I have to, because actually I don't have any interest in reading especially text book. But, I love reading magazine that contains a lot of picture and fun information that I never know before".

On the other hand there were three respondents stated that they read English both on purpose and as their obligation. Respondent 2 proved that by saying:

> "Sometimes I read English in purposely like if I … I love Agatha Christie novel, so if I found there is a new book about her I will read in purposely. But when I got a homework or assignment from my lecturer so, I will have to read because I have to" (Respondent 2).

There was a similar tendency shown by respondents when they were reading. Their educational background as English students urged them to do their project and assignment in English. This condition, therefore, mad students have to read in English.

Then, after getting respondents answer for the question, the researcher contextually asked the other questions. The researcher asked for

respondent favorite time while reading including students' activities before reading. Based on the interview, the respondents revealed:

> "I love to read at night because lot of disturbance when I read maybe in the afternoon. So, midnight is a perfect time for me to read. … Sometimes, I listen to the music to make me relax first. Sometime, I do listen to the music when I read. …Because I am typical of girl that if I need to read, I need to relax myself first in order If I read academic books so, I can reflect things for me to continue my reading". (*Respondent 2*)

Identical answers were given by those respondents by saying night to dawn as their favorite time for reading English. As a situation where people were not doing any activity, all respondents agree that reading at night or dawn was effective enough to avoid noisy or disturbance which might break their concentration. Interestingly, one respondent (respondent 4) did not have the same answer of why he/she prefers to read English at night. He answered:

> "At late night. I read book when I am watching TV. I read some articles before I go to sleep. … it (reading) makes me sleepy. After I read it then I will sleep. Because I have insomnia so I read some books to make me sleep". (*Respondent 4*)

Based on the interview, reading helped him sleep that means implicitly reading was good too for his psychology. Respondents also had similar preference regarding with the activities they do before reading. The respondents like to equip themselves with tools that might help them to remember important points when reading like highlighter, pen, or dictionary. Some other respondents, meanwhile, were also interested in listening to music, watching TV, or taking a breath that will help them to relax and get their concentration fully.

b. Affective Strategies

Other various answers were obtained by the researcher during the question related to affective strategies. Students who enjoyed reading in English noticed it as a challenge and joyful.

> "Because, it trains my brain and it challenges me to understand what I read and give me more high quality. It is because I can read something that is not everyone can do that". (*Respondent 1)*

However, some respondents see reading English negatively by stating it was as a hard stuff and it increased their level of stress.

> "I don't know, because it is not easy to understand and take long time, so I can not enjoy it". *(Respondent 3)*

Learners must have very individual reason of why they did not enjoy reading in English. Their difficulties and lack of some knowledge during reading periodically impeded their pleasure in reading. When the

respondents were asked about their obstacles most of them answers lack of vocabulary including word mastery, phrases, or idioms as their biggest enemy. Some students also considered English grammar as their difficulties when reading in English.

"vocabulary and than structure also can be the obstacles". *(Respondent 1)*

> "New vocabulary, sometimes if we read novel, there are a lot of structures that we don't understand". *(Respondent 2)*

To overcome the situation there were some efforts made by the respondents.

> "I just take a breath and then make tea or I eat snack first and then I continue my reading." *(respondent 2)*
>
> "Just keep reading and telling positive statement". *(Respondent 3)*
>
> "It is very important because when I get bored so my brain gets stuck and I cannot continue my reading. That is why I need to relax myself first". *(Respondent 2)*

c. Social Srategies

Besides relaxation, the researcher also saw the role of social context in giving assistance to the respondents. The interview results showed us that people who played role for the most are friends.

> *Respondent 1* state "Just like explaining, maybe we cannot understand what we read. So we discuss it together".
> "In discussion form. If we got text from our lecturer and I get confused so, I will ask to my friends and we will make more discussion about what is the text about". *(Respondent 2)*

The role of friends or classmate is considered important. Mostly respondents ask for their peer opinion in a discussion when facing difficulties in reading. However, although in a small number, lecturer assistance is useful too to provide respondents tips and tricks of how to read effectively.

d. Cognitive Strategies

Other strategies that respondents might employ were to keep reading despite facing dificulties in comprehending one text. This strategy was the most common among the respondents before looking up dictionary when they really got stucked. The result indicated that they tended to avoid looking up dictionary since it took longer time and potentially bothered they concentration. Only respondent 1 who directly opened dictionary when having a problem with unfamiliar vocabulary. They preferred to keep reading or to skip some parts they think unnecessary.

"I just keep going on or sometimes if it is really hard I need to open my dictionary. But I prefer to open my online dictionary because if I open printed dictionary it will take long time". *(Respondent 2)*

e. Memory Strategy

In this part, the respondents were asked about their effort to memorize new words. 4 from 5 respondents have similar strategy to remember new words. They argued that they put the new words into sentences, then repeated the sentences frequently. Here is one of the example.

"I make it into a sentence or mention it again and again". *(Respondent 2)*

When they were asked about their difficulty in memorizing new vocabulary they had different answers.

"So many vocabulary that I never heard before so it makes me forget the words. I have known this word before but I forget". *(Respondent 1)*

"Maybe spelling, if it is hard to spell, I sometimes easily forget". *(Respondent 4)*

f. Compensation Strategy

When they were asked about guessing specifically, all respondents could be considered to have positive perspective on it. All respondents noticed that they guessed quite often during their reading. They also provided their own reason to answer this question.

"Because when I try to focus with the hard one, I will get frustrated and I don't want to continue my reading. So, it's better for me to skip it if it is not a really hard part…). (Respondent 2)

Discussion

Concerning the result of data analysis, the finding reports that the overall mean score of learning strategies used in EFL reading of the fifth semester students of English Education Study Program of FKIP Untan Pontianak is 3.3. Based on the Oxford classification (1990), strategies between 2.5 to 3.4 are classified to medium level. Meanwhile, the score that is lower than to 2.5 is stated as low and the score that is higher than 3.5 is stated as high category. Therefore, based on the classification, the participants in this research are overally categorized as medium user. It is indicated that they are aware of language learning strategies, but they do not use learning strategies very frequently.

In order to answer the research question no. 1 *(See Chapter 1)*, it shows that metacognitive as the highest (3.6), then repectively followed by cognitive (3.5), compensation (3.4), social (3.1), affective (3.0), and memory (2.9). It shows

that there is a high awareness of students' planning and evaluation. It also indicates the students do not only involve themselves during reading but also before and after reading.

The similar result, reporting metacognitive strategies as the highest, is also found from several studies overseas. Nikoopour, Farsani, & Neishabouri (2011) noticed that students in Iran preferred to use metacognitive as well. In this strategy, according to their research, students frequently employ all strategies that may help them in organizing and evaluating their language learning. Similarly, the students in that research is also considered less frequent to use memory strategy.

Other studies pointed out similar finding from what the researcher has found. Kitakawa (2008) reveals that memory strategy is used as the least frequent than the other strategies. Differently, students in a research (in Japan) preferred to use cognitive strategies for the most. Metacognitive was only in the third rank in the research.

1. **Memory Strategies**

Based on the finding, the highest mean score is taken by item no. 8 (M=3.5). It means that the students usually like to review the words to ease them comprehending their reading. They prefer to review the words to help them remember or retrieve the words. Secondly, some students agree that placing new words into a context and using flashcard are good strategies when they struggle in remembering the new words (item no. 3 and no. 10 respectively). They sometimes put the new word into a new sentence to help them memorize the words meanwhile other students like to write the new expression to a full sentence on a flashcard. Yet, based on confession by respondent 3 she has tried use flashcard to help her memorize words but she felt that way did not work very well she preferred to make it into a new sentence then repeat it.

Meanwhile, one example of medium category, item no.7 (M=2.6), indicated that students sometimes use rhymes, especially in context to remember new vocabulary that they have read. When they read an article and find the new English word "goat". It sounds like a word they know, boat, so this strategy helps students to remember the new word by the auditory link.

The final point, students rarely use semantic mapping or brainstorming to show words relationship. This was indicated by item no. 6 (M=2.4) that is in low category. In fact, this strategy is good enough to strengthen your memory about the words. It is because by making connection between one word to the other words or from one idea to the others it can create a strong string in your memory.

2. **Cognitive Strategies**

The result in this sub-part (item no. 11-22) presents cognitive strategies as strategies which more direct involve to the learning task. They do translation, repetition, note-taking and others. Once they feel difficult to understand the text, they always read the passage several times until they get what the text says. The students might read the passage more than once in order to read for detail, predict or even take a note.

Students employ certain language learning strategies like skimming or scanning to obtain the idea quickly or using resources to find out the meaning. Additionally, the participants today may choose online or printed dictionary. Discussing about printed dictionary and online dictionary, as acknowledged by Wescheler and Pitts (2000) are about cost, weight, and size. They stated that using dictionary is about how fast, easy and helpful the dictionary can help students. They admitted that online dictionary is faster to use than printed dictionary.

In addition, we should notice to item no. 22 where higher mean score is expressed in this question. The mean score attained 4.2, it means the students always do underline, circle, and bold the important ideas from what they have read. As respondent 1 and 4 stated that they love highlight

However, students do not really often read newspaper, magazine or novel in English language as their strategy in order to assist them to become a better reader. As not the main option, reading novel or article in English basically benefits students to gain more new vocabulary and knowledge. Respondent 1 frankly stated that actually she liked to read novel but sometimes she did not get what the plot was going to because it was kind of hard vocabulary. Hence, she preferred to novel contained short story.

3. Compensation Strategies

Compensation strategy assists the student to fill the gap of missing information due to their lack of vocabulary. This strategy insists guessing skill by linking the words with pervious context or prior knowledge in order to help them understand the main idea of the text. This strategy is being one of the most frequent strategies used by students in English reading. When they do not understand all words they read, they try to guess the general meaning by using any clue: clues from the context or situation. They try not to open dictionary as often as possible when they read.

On the other hand, students only sometimes read the text without looking up every unfamiliar word. In order words, even though they prefer to guess when they are reading but they still need dictionary to make them more confident with the definition. Respondents 1 supported that she tried to guess first but if she was not confident and comfortable to continue her reading, she checked it in her dictionary. It is also stated by respondent 2, sometimes she needed to open her dictionary if she found a really hard vocabulary in her reading.

4. Metacognitive Strategies

Metacognitive strategies involve planning for learning, thinking about learning process, observing of comprehension, correcting mistakes, and evaluating learning when it is completed (Zare, 2012). In metacognitive strategies, the students showed positive response since they become the most frequent LLS used by students in English reading.

In this strategy, students focus on the reading material, instead of other distraction. They always try to provide interesting activity and reading material and reducing distraction. In Addition, students try to find out how to be a better

English reader. They tried to share about the difficulty in reading, ask questions or add knowledge to make them to be more effective reader including try to find way to feel more enjoy in reading English books.

To support this, students usually have particular goal in their mind when they read. Students without aims are like boat without rudders, they do not know what they are going to do so they might never get the destination. The students might read English in order to reach a superior reading proficiency level or to pass reading exam required to pass the subject. It is included how they indentify the purpose of the language activity. For instance, when dealing with an obligation to read English text within few minutes, they need to skim or scan the text to read only for general idea or specific fact

Besides, student usually plan schedule to read in English. This strategy implied comfortable and peaceful setting without too much noise that encourages students to read more effectively (Oxford, 1990). Furthermore, relaxation time should be built in the schedule, because the student can become exhausted with too much reading. They usually only read books related to subject that they need. For example: in order to full fill final project in their campus. They will focus on journal or reading material that related to what the topic brings to their essay or paper.

Due to metacognitive strategies involve correction mistakes, therefore these strategy involve monitoring strategy. The students usually observe the development of their own understanding and revise it if they found new information. The students sometimes reread the text to evaluate or remedy.

5. Affective Strategies

The students use various kinds of affective strategies in their learning process. It is because sometimes it can be frustrating to read in English as Foreign Language. This can arouse feeling of unfamiliarity and confusion. As good English students, they have to be aware to their emotion; try to build positive feeling toward reading books in English as Foreign Language. Hence, some students found use lowering anxiety by using deep breathing technique to reduce anxiety before reading.

On the other hand, some students prefer listening to music in order reduce their anxiety or stress. It can be seen in item no. 36 that attains mean score up to 2.9. Apparently, the students also sometimes read comic or comedy movie in English for relief, relaxation, and language practice. They use laugher technique as a way to lower the discouraged.

Besides, there are a number of students encouraging themselves by making positive statements. They construct positive feeling from this strategy. Interestingly, the students look consciously involve to take risks wisely strategy to make them a better reader despite fear of failure. Deciding to be brave making mistakes in learning process will be supported by other affective strategies like making positive statement and rewarding yourself (oxford, 1990).

Eventually, reading activity will not run effectively if the students have negative feeling like tension, anxiety, fear, and hunger. Hence, students need to pay attention to physical signs of stress that might affect their reading. However,

they are not really familiar with language learning diary and feeling discussion toward reading but actually it is very useful to reduce the students' anxiety toward reading in EFL.

6. Social Strategies

These strategies refer to facilitate language learning through interaction with others (Zare, 2012). As supported by Oxford (2003) she said that language is a form of social behavior, in learning it the students need to involve other people. Employing appropriate social strategies are very important in this process. Namely as asking question, the students insisted to ask for clarification of other friends who comprehend more the reading passage.

There were two alternative strategies students sometimes employ. Some of them sometimes work in small group in their reading activity. This strategy itself involves students' effort to comprehend more the reading by working together. Unfortunately, there were very low mean score in asking for help to proficient English reader like lecturers or native speakers. The total mean score only reached 2.1 meaning the students rarely ask help to the expert one about their reading. Eventually, it is hard to find target language culture as an EFL students. As the consequence, the students only sometimes try to learn about the culture of English speaker through the text.

Conclusion

Regarding the research findings that are showed in previous pages, it can be concluded that the fifth semester students of English Study Program of Teacher Training and Education Faculty (FKIP) Tanjungpura University in Academic Year 2013/2014 use their own language learning strategies in English foreign language reading. They use overall language learning strategies that is ordered in rank: metacognitive strategies, cognitive strategies, compensation strategies, social strategies, affective strategies, memory strategies

From the rank order of language learning strategies, it can be concluded that the most frequent language learning strategies used by students in EFL reading is metacognitive strategy. The students are more interested to use metacognitive strategy that is practically plan, monitor, and evaluate their reading frequently. Unfortunately, they do not really often use memory strategy in their reading. In order they are not really good in storing and retrieving information or new vocabulary to help them in comprehension. As the result, memory strategies are less interesting strategy used by the students.

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