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The Students' Perception and Achievement of English Reading Comprehension Using Cognitive Language Learning Strategy

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Abstract

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This study aimedto analyze: (1) the application of "CLLS" in learning English reading comprehension among the students of year 8 ofthe MTs. Ma'arif Malangbong, (2) their perception toward the application of "CLLS", (3) their achievement on reading comprehension using "CLLS", (4) their problems in using "CLLS", and (5) the solutions to improve their knowledge and skill of using "CLLS". The analysis reveals that: (1) the application of "CLLS" in learning English reading comprehension among the students of year 8 of the MTs. Ma'arif Malangbong has run well, (2) the perception of students of year 8 of the MTs. Ma'arif Malangbong toward the application of "CLLS" was generally positive, only some students who show negative perception, (3) students' achievement on reading comprehension using "CLLS" has generally increased moderately from 69,78 in 2013 to 72,20 in 2014 and to 74,60 that is in 2015, but this research also found that there were three students who had high achievement with negative perception on the application of the "CLLS", (4) students' problems in using "CLLS" involve: unstable emotion, lack of interaction, poor students' understanding, bad perception, the surroundings, lack of vocabulary mastery, lack of grammar knowledge, and lack of media used by teachers, and (5) the solutions to improve students' knowledge and skill of using "CLLS" are: encouraging students to talk to teachers, and friends, (b) suggest students to have more often working in group outside of the schoolhours, (c) give enough explanation of the importance of English lessons, (d) explain that English is not a hard and difficult, (e) motivate students to continuously make serious effort in practicing English by creating better surroundings,(f) guide them to diligently read, (g) provide basic patterns that will be used, and (h) explain something through the media they have.

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INTRODUCTION

Language learning strategies are among the main factors that help determine how and how well our students learn a second or foreign language. Since 2014 when the Communi-cative Language Teaching (CLT) and Task-based Language Teaching are gaining more and more popularity in Indonesia, English teachers of MTs. Ma'arif Malangbong, Garutbegan to introduce Cognitive Language Learning Strategy (CLLS) to their students and asked them to apply it on their English learning process. Today, more and more EFL classroom teachers manage to achieve a balance between form-focused and communication-focused instruction. Learning Strategy is defined as "specific actions, behaviors, steps, or techniques ---such as seeking out conversation partners, or giving oneself encouragement to tackle a difficultlanguage task ---used by students to enhance their own learning" (Scarcella & Oxford, 1992: 63). When the learner consciously chooses strategies that fit his or her learning style and the foreign language task at hand, these strategies become a useful toolkit for active, conscious, and purposeful selfregulation of learning. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social. The application of these all strategies have been found in many countries in which English is a second language ---especially CLLS--- to have positive influene to the students achievement (Adiguzel and Gurses, 2013; Serri, 2012; Shi, 2011; Takallou, 2011; Stephen and Xavier, 2010; Oze and Civelek, 2006).

The students' achievement in learning English is in separable from in influential factors within, either internal or external of the learners. In this case, Sudjanaand Ibrahim (2004: 39) asserted that "the result of learning attained by the students are influenced by two factors, they are internal factor of the students and the factor out of the students themselves or environmental factors". Although the orientation of student's achievement in English consists of: (1) listening; (2) writing; (3) speaking; and (4) reading abilities, the writer in this study focuses only on reading ability among the Students of Year 8 of the MTs. Ma'arif Malangbong. Referring to the achievement theory, the writer assumes that the learning result is influenced by many factors and involved all domains that one relates to each other, more importantly teaching and learning strategy. Based upon the statement about learning intensity and achievement, the writer comprehends that the learning intensities take different role, but they are dominant factors in determining the learning result. As an effort to give a larger explanation of each variable, the writer analyses the student achievement in reading comprehension skill.

Cognitive Language Learning Strategy (CLLS) is the aspect of English teaching-learning "strategy" from psychology of language approachment. It is a technical of teaching-learning in which teacher gives the students strategy to transform the language learning. They are resourcing, repetition, grouping, deduction, imagery, auditory representation, keyword method, elaboration, transfer, inferencing, note taking, recombination, and translation (Liu, 2010: 101).

Michael (1997) identifies that motivation and learning stratgies are the most important aspect to build attitude and behaviour in improving their language learning strategy. The writers believes that since the application of CLLS, the Students of Year 8 of the MTs. Ma'arif Malangbong as students in other years have better motivation to learn English as Foreign Language (EFL) that could build the English classroom atmosphere and achievement much better, but it has not been studied yet as other schools in various countries.

Thus, based on explanation, the writer is interested to (1) to find out the application of "CLLS" in learning English reading comprehension among the studentsof year 8 of the MTs. Ma'arif Malangbong, (2) to find out their perception toward the application of "CLLS" in learning English reading comprehension among them, (3) to view their achievement on reading comprehension using "CLLS", (4) to identifytheir problems in using "CLLS" in learning reading, and (5) to describe

some solutions to improve their knowledge and skill of using "CLLS" in learning reading.

METHODS

The research design propossed by the writer of this study is that EFL students can achieve English reading comprehension ability more easily if English instruction is based on their perceptions. Some scholars advocate that the role of student perceptionsis of great importance in language teaching practice (McCaslin & Good, 1996; Norris-Holt, 2002; Savignon& Wang, 2003). As EFL teachers understand more about students' attitudes and perceptions, they are in a better position to prepare and implement an EFL curriculum and to adopt appropriate teaching approaches which are learner-based (Richards &Nunan, 1990; Richards & Lockhart, 1994). Furthermore, EFL teachers are in a better position to foresee potential inconsistence and mismatches between instructional approaches and students' needs and preferences so that they are well prepared to narrow the gaps to help students achieve expected learning outcomes.

This research design will be proved by using descriptive method. The nature of this method is that it can be applied to explore such a dependent system (as class activities, proccess, or even individual) based on a wide data collecting. Descriptive method involves investigation that can be defined as an entity or a limited study object, or separately for a research in term of time, place, or physical borders (Stacey, 2011). The main data is needed in this research qualitative naturalistic, it shows that the implementation of this research is happened naturally in normal situation and not manipulated of condition and situation, it focuses on description naturally. The researcher will use naturalistic sampling method; it based on informational, not statistical consideration. Its purpose is to maximise information, not to facilitate generalization.

The population of this study consist of 185 students of Year 8 of the MTs. Ma'arif Malangbong, Garut, West Java who are organized in 5 classes. This study takes 70 students from two classes, A and E classes. This means the writer takes 38 % of population as sample in this study. This percentage is good enough, since taking more than 20 % sample from population will generate good generalization which means that 38 % sample the writer takes in this study is representative for its population.

The instruments used in this study were observation, interview, and questionnaires. The questionnaire for the students was used to elicit students' perceptions on the implementation of cognitive language learning strategy.

Data is analysed using descriptive qualitative data analysis techniques. Qualitative data analysis involves the identification, examination, and interpretation of patterns and themes in textual or verbal data and determines how these patterns and themes help answer the research questions the writer proposed. Simple quantification analysis, on the other hand, is helpful in describing positive impact of the application of CLLS in learning English reading, because it provides quantifiable and easy to understand results.

RESULTS AND DISCUSSIONS

The Application of "CLLS" in Learning English Reading Comprehension

The questionnaire items in this part were directed to find out how good the application of the "CLLS" in their English class. The results of the questionnaire are as follows. First, the availability of Dictionary and Textbook of English at the school was very complete (100 %). Second, the exercise of repeating word pronunciation and its meaning which has significant impact on student ability in reading comprehension was "very often" as claimed by 85 % respondents. Third, playing a short dialogue in pairs also was done consistently "very often" as told by 86 % of respondents. Fourth, the exercise of making a summary of a text was given to students frequently as most of them (86 %) claimed "very often". Fifth, making sentence procedure in which the respondents (83

%) claim that the teacher "sometimes" gives this kind of exercise. Sixth, to repeat every word in a different speed and volume which is very powerful technique in increasing student ability in reading was "very often" applied as recognized by the majority (82 %) of the respondents. Seventh, practicing of guessing technique is "very often" practiced by students as claimed by 71 % of respondents. Eighth, explaining of some objects such the artists, the teacher as claimed by most of students (78 %) "often" gives this exercise to the students. Ninth, changing the word form of the present tense to the past tense or vice versa was done "very often" as indicated by (76 %) of respondents.Tenth, taking a conclusion of a text is "very often" conducted by students as indicated by (73 %) students involved on this study. Eleventh, taking a note of any words that are considered difficult or unknown meaning is also done "very often" as told by the majority of students (78 %). Twelfth, rearranging words in a sentence that has confounded was also found to be done "very often" as told by (79 %) of respondents. Thirteenth, translating a text reading is done "very often" as indicated by (91 %) of students.

Yesim Ozek from Yeditepe University, Turkey and Muharrem Civelek from Dicle University, Turkey (2006) classified the component of the "CLLS" into two group, components that are used effectively and those are used not effectively. The "CLLS" component that are used effectively include: (1) relating the title to the text content, (2) using the dictionary parsimoniously, (3) guessing the meaning of a word from the context, (4) skipping some unknown words, (5) reading without translating word-for-word, (6) thinking aloud during reading, (7) reading over the text, and (8) assimilating the text with background knowledge. Those components found used effectively by Yesim Ozekand Muharrem Civelek (2006) are more relevant for students of English Education Department.

The finding of this study supports the previous research undertaken in the same topic as one done by Yesim Ozekand Muharrem Civelek (2006). They found that "54.6% of the 1st year subjects chose "always" and "usually" and 60.8% of the 4th year subjects "usually" and "sometimes" looking up every unknown word in the dictionary" (Yesim Ozekand Muharrem Civelek, 2006: 7). Rebecca L. Oxford (2003), A.D. Cohen (1998), and J.M O'Malley & A.U. Chamot (1990) found the same thing and she suggested using the dictionary to look up difficult words when reading the English text.

These findings have several implications for teaching and practice. The application of all components of the "CLLS" by teachers needs strong effort, work hard, patient, since it is not easy to be applied among the students of MTs. Ma'arif. From the students side, the practice of the "CLLS" at the MTs. Ma'arif Malangbong needs extra support from teachers, parents, and the environment, because the application of this strategy consume much time both during at school and at home. In addition, parents in particular, need to give more facilities related to the application of this strategy.

The Students' Perception toward the Application of "CLLS" in Learning English Reading Comprehension

Data indicate that generally the studentsof Year 8 of the MTs. Ma'arif Malangbong's perception toward the application of "CLLS" in Learning English Reading Comprehension among them are positive. Thirteen questions self reported on this and strengthened by the researcher observation supported the generalization. Positive perception here means that students, in general agree and accept the application of the "CLLS" in all limited condition. Nevertheless, students have strong and good will in following the English lesson that applies the "CLLS" on learning English reading. All questions related to perception were answered at the area or at the level of positive perception.

The questionnaires in this part focused on students' perception of the application of thirteen components of the "CLLS" in learning reading English. Results of the questionnaire can briefly summarized as follows. First, the

majority of students (89 %) stated "really like" when their teacher instruct them for bringing dictionary and textbookin every time of English class. This means there is no negative feeling among students related to this instruction which also means supporting the application of the "CLLS". Second, students' opinion on teacher's instruction for repeating word pronunciation and its meaning was very positive where most of the respondents (88 %) stated "strongly agree". Third, students'opinion on teacher's instruction for playing short dialogues in pairs receive positive response from the majority (84 %) of respondents in which they stated "agree". Fourth, the majority of students (87 %) feel "like" to receive instruction for making a summary of a text from their teachers. Fifth, students' opinion on teacher's instruction for making a sentence procedure also was not bad since the majority (85 % of respondents (85 %) stated "ordinary". Sixth, students' opinion on teacher's instruction for repeating every word in a different speed and volume was good enough because the majoority of the respondents (83 %) feel "very happy" to receive this kind of exercise. Seventh, students' feeling on teacher's instruction for guessing the meaning of words to fill in the items sentence with considering keywords before or afterwards is positive, because 72 % of respondents feel "very happy" to do so. Eighth, the majority of students (85 %) have positive feeling to run teacher's instruction for explaining about the artist, the news on television or symbols in SMS, describe and explain in English gives this exercise to the students as can be seen from their statement, "ordinary". Ninth, most of respondents (78 %) stated "strongly agree" on teacher's instruction for changing the word form from the present tense to the past tense or vice versa. Tenth, most of students by (75 %) feel "really like" on teacher's instruction for taking a conclusion of a text. Eleventh, the majority of students (79 %) feel "really like" on teacher's instruction for taking a note of any words that are considered difficult or unknown meaning.Twelfth, 81 % of students feel "really like" on teacher's instruction for rearranging words in a sentence

that has confounded.Thirteenth, the majority of students (90 %) feel "really like" on teacher's instruction for translating a text reading as indicated by of students.

Students perception on the content of lesson, or teaching methodology, or teaching strategy are important to study for making the results better. This is the main reason why the researchers find out the students perception on the application of the "CLLS" among the students of MTs. Ma'arif Malangbong. The application of the "CLLS" has changed the focus of English lesson. Before the application of "CLLS" in teaching English at the MTs. Ma'arif Malangbong in 2014, teachers have been placing a high value on teaching grammar. Even today whenthe Communicative Language Teaching (CLT) and Task-based Language Teaching are gaining more and more popularity in Indonesia, grammar teaching still dominates English classes to some extent. Of course, more and more EFL classroom teachers manage to achieve a balance between form-focused and communication-focused instruction. Nevertheless, one phenomenon existing in Indonesia context, especially in rural areas, is that very often it is classroom teachers that decide what and how to teach. Students' perceptions regarding strategy in teaching English do not receive enough attention. Therefore, there exists a mismatch or inconsistence between students' perceptions and teachers' choice. In fact, classroom teachers, sometimes, do not really know whether students are interested in the teaching approaches and methods as well as lesson materials. Some researchers advocate that the role of student perceptionsis of great importance in language teaching practice (Griego-Jones, 1994; Horwitz, 1989; McCaslin & Good, 1996; Norris-Holt, 2002; Savignon & Wang, 2003; Tse, 2000; Walker, 1976). If teachers understand more about students' perceptions on the application of CLLS, they are in a better position to prepare and implement CLLS itself (Nunan,1988; Richards & Nunan,1990; Richards & Lockhart, 1994). In addition, in our opinion, , by knowing that students have good perception on the

application of the "CLLS", both teachers and will be more comfortable in applying them.

It needs to say here that these findings have several implications for teaching and practice. The English teachers or even teachers in any subjects should find out their students perception on what they teach, what they use, and what they do. What they teach related to the content or material of the subject; what they use or apply related to methodology or strategy, or approach, or even technique they use; while what they do related to certain activities during class activities or outside of the class activities as giving group or individual assignments. The application of all components of the "CLLS" by teachers needs strong effort, work hard, patient, since it is not easy to be applied among the students of MTs. Ma'arif. From the students side, the practice of the "CLLS" at the MTs. Ma'arif Malangbong needs extra support from teachers, parents, and the environment, because the application of this strategy consume much time both during at school and at home. In addition, parents in particular, need to give more facilities related to the application of this strategy.

The Students' Achievement on Reading Comprehension Using "CLLS"

Data presented at the table 1 indicate significant increase in term of achievement on reading comprehension since using the "CLLS". By comparing the mean of students' achievement which is based on the final test result before the application of the "CLLS" (2012 and 2013), at the beginning of the application of the "CLLS" (2014), and one year after the application of the "CLLS" (2015), the increase is clearly visible. The mean has increased from 69,78 in 2013 (one year before the application of the "CLLS" to 72,20 in 2014 (at the beginning of the application of the "CLLS", and in the next year it has increased again to 74,60 that is in 2015 (one after the application of the "CLLS").

Reading skill is the most important skill to have by any students for their future especially for those who will continue their education to

university. Since English is the first international language in which most academic materials written in English, reading English proficiency becomes a very important requirement for the students. The students are expected to understand what they read regardless of the subject matter they study. As a result, reading skills are of significant importance in such environments as in Indonesia in which English is not the first language. However, reading is seen as an extremely complex activity involving a combination of perceptual, linguistic and cognitive abilities (Brumfit, 1980: 3). The same claim offered by Carrell (1998: 1) that "second language learners cannot perform at proficiency levels they must so as to succeed without solid proficiency." But Goodman (1998: 2) defines proficient readers as "efficient and effective" because he believes that they can construct a meaning by means of assimilation, accommodation, and they do not make much effort to achieve effectiveness. Furthermore, he describes reading as a psycholinguistic guessing game in which the reader reconstructs based on his/her ability, knowledge, experience, and strategy.

The English teachers at the MTs. Ma'arif Malangbong since they applied the "CLLS", they got appreciation from the Head Master of the school due to the increase of students achievement. In addition, the application of the "CLLS" has changed students' mentality in learning English reading comprehension. Cognitive strategies as claimed by Williams and Burden (1997: 148) are seen as "mental processes directly concerned with the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information". They are, according to Brown (1994: 115) more limited to specific learning tasks and involve more direct application of the learning material itself.

The Students' Problems in Using "CLLS" in Learning Reading

This research beside found some advantages of the application of the "CLLS" in

learning reading, also underlined some problems occurred during its application. However, the problems found here, do not decrease the positive value of the application of the strategy. Otherwise, it is hoped that through this research the solution for those problems can be found.

Table 1. Students of Year 8 of the MTs. Ma'arif Malangbong Achievement on English Reading Comprehension before and after the Application of the "CLLS"

Year and Semester	N	The Lowest Score	Mean	The Highest Score
Pre-Test				
the Application of the "CLLS"				
2012/1st	74	64,0	70,04	84,0
2013/1st	72	63,0	69,78	80,0
Post-Test				
the Application of the "CLLS"				
2014/1st	68	66,0	72,20	87,0
2015/1st	75	66,0	72,80	90,0
2016/1st	70	68,0	74,60	93,0

Source: Calculated from Data Base on First Semester Result of Final Test, 2012, 2013, 2014, and 2015

To discuss those problems and their solution easily, it is important to summary them here. There are eight main problems found on the application of the "CLLS" at the MTs. Ma'arif Malangbong. The first problem is emotional problem, that is, a situation in which a student or a group of student cannot control their emotion during the application of "CLLS" in English class. The second problem is lack of interaction with their friends who are needed for practicing English. This is because the students of MTs. Ma'arif Malangbong do not stay together at a dormitory; they stay with their family individually. The third problem is poor of students' understanding of English lesson. The fourth problem is students' perception of English lesson as a hard and difficult lesson. The fifth problem is the surroundings were less supportive of students to use English. The sixth problem is lack of vocabulary mastery. The seventh problem is lack of grammar knowledge. The eighth problem is lack of media used by teachers.

The Solutions to Improve Students' Knowledge and Skill of Using "CLLS" in Learning Reading

Before discussing the solutions to make the students' knowledge and skill of using "CLLS" in learning reading, the researchers would like to resume the solution offered in the previous subsection. Solutions for the eight problems can be summarized as follows. First, solution for emotional problem are giving suggestion for talking to teachers, friends, or parents, or even to religious leaders; using religious approaches as based on the Qur'anic verses and the Saying of the Prophet Muhammad (pbuh), and even the thought of Moslem scholars. Second, solutions for lack of interaction are teachers suggested students to have more often working in group outside of the schoolhours, doing exercise and homework together with other students who are living close each other. Third, solution for poor of students' understanding of English lesson is teachers give enough explanation of the importance of English lessons, both for everyday life and to face the future which are evolving rapidly and becoming more sophisticated, if we do not learn English seriously, we will be left behind because of our ignorance. Fourth, solution for students' perception of English lesson as a hard and difficult lesson is teachers always explain that English is not a hard and difficult. If students

want to learn seriously, practice it regularly, do all assignment carefully, then naturally they will be familiar with the questions that are given, ranging from easy to difficult, and naturally they will understand the English language. Fifth, solutions for the surroundings which were less supportive of students to use English was that teachers have tried to motivate students to continuously make serious effort in practicing English by creating better surroundings, ranging from the simplest form to a rather complex form, such as creating small group for practicing English. Sixth, solution for lack of vocabulary mastery was teachers guide them to diligently read. Reading English text should be a part of their regular activity. Seventh, solution for lack of grammar knowledge was teachers provide basic patterns that will be used, either form of simple present, past tense, or the future. Through the mastery of those three basic forms, students will ease in developing the other forms. Eighth, solution forlack of media used by teachers was the English teachers at the MTs. Ma'arif Malangbong have tried to explain something through the media they have, though in the simplest form such as an image or real objects and proposed some funding to the Head Master of the MTs. Ma'arif for provaiding media needed.

CONCLUSION

First, the application of CLLS in learning English reading comprehension among the students of Year 8 of the MTs. Ma'arif Malangbong has run well though it is now in the second year of its application. Students' response to the application of thirteen components of CLLS vary from 71 % to 100 %. The type of response which use Lykert Scale vary from the highest (with score of 5) to the moderate (with score of 3). The components include: (1) resourcing or using target language reference materials, (2) repetition or imitating the language model including over practice and silent rehearsal, (3) grouping or reordering or reclassifying, and perhaps labeling, the material to be learned based on common attributes, (4)

deduction, or conciously applying rules to produce or understand the second language, (5) imagery or relate new information to visual concepts in memory and familiar, easily retrievable visualization, (6) auditory representation, that is retention of the sound or a similar sound for word, phrase, or longer language sequence, (7) keyword method, that is, remembering a new word in the second language by (a) identifying a familiar word in the first language that sound like or otherwise resembles the new word and (b) generating easily recalled images of some relationship between the new word and the familiar word,(8) elaboration which means relating new information to other concepts in memory, (9) transfer, that is, using previous acquired linguistic and or conceptualknowledge to facilitate a new language learning task,(10) inferencing, that is, using available information to guess meaning of new items, predict outcomes,or fill in missing information,(11) note taking that means writing down the main idea, important points, outline, or summary of information presented orally or in writing, (12) recombination, that is, constructing a meningful sentence or larger language sequence by combining known elements in a new way, and (13) translation which means using the first language as a base for understading and/or producing the second language. Students' evaluation

Second, students' perception of the application of thirteen components of the "CLLS" in learning reading English was very positive. To measure students' perception was applied Lykert Scale: "Sangat suka" (5), "Suka" (4), "Biasa-biasa" (3), "Tidak suka" (2), "Sangat tidak suka" (1). Their response to the application of thirteen components of CLLS was very high vary from 72 % to 90 %. Results of the questionnaire are as follows. First, the majority of students (89 %) stated "really like" when their teacher instruct them for bringing dictionary and textbookin every time of English class. This means there is no negative feeling among students related to this instruction, which indicates support to the application of the "CLLS". Second, students'

opinion on teacher's instruction for repeatingword pronunciation and its meaning was very positive where most of the respondents (88 %) stated "strongly agree". Third,students'opinion on teacher's instruction for playing a short dialogues in pairsget positive response from the majority (84 %) of respondents in which they stated "agree". Fourth, the majority of students (87 %) feel "like" to receive instruction for making a summary of a textfrom their teachers. Fifth, students' opinion on teacher's instruction formaking a sentence procedure also was not badsince the majority (85 % of respondents (85 %) stated "ordinary". Sixth, students' opinion on teacher's instruction for repeating every word in a different speed and volume was good enough because the majoority of the rspondents (83 %) feel "very happy" to receive this kind of exercise. Seventh, students' feeling on teacher's instruction for guessing the meaning of words to fill in the items sentence with considering keywords before or afterwards is positive, because 72 % of respondents feel "very happy" to do so. Eighth, the majority of students (85 %) have positive feeling to run teacher's instruction for explaining about the artist, the news on television or symbols in SMS, describe and explain in English gives this exercise to the students as can be seen from their statement, "ordinary". Ninth, most of respondents (78 %) stated "strongly agree" on teacher's instruction for changing the word form from the present tense to the past tense or vice versa. Tenth, most of students by (75 %) feel "really like" on teacher's instruction for taking a conclusion of a text. Eleventh, the majority of students (79 %) feel "really like" on teacher's instruction for taking a note of any words that are considered difficult or unknown meaning. Twelfth, 81 % of students feel "really like" on teacher's instruction for rearranging words in a sentence that has confounded.Thirteenth, the majority of students (90 %) feel "really like" on teacher's instruction for translating a text reading as indicated by of students.

Third, there has been significant increase in term of achievement on reading comprehension since using the "CLLS". The increase can easily known by comparing the mean of students' achievement which is based on the final test result before the application of the "CLLS" (2012 and 2013), at the beginning of the application of the "CLLS" (2014), and one year after the application of the "CLLS" (2015), the increase is clearly visible. The mean has increased from 69,78 in 2013 (one year before the application of the "CLLS" to 72,20 in 2014 (at the beginning of the application of the "CLLS", and in the next year it has increased again to 74,60 that is in 2015 (one after the application of the "CLLS").

Fourth, there are eight problems found in the application of the "CLLS" in learning English reading comprehension among the studentsof Year 8 of the MTs. Ma'arif Malangbong. They are the problem of emotion, lack of interaction with their friends who are needed for practicing English, poor of students' understanding of English lesson, students' perception of English lesson as a hard and difficult lesson, the surroundings were less supportive of students to use English, lack of vocabulary mastery, lack of grammar knowledge, and lack of media used by teachers.

Fifth, the solutions for the eight problems are as follows. First, solution for emotional problem are giving suggestion for talking to teachers, friends, or parents, or even to religious leaders. Second, solutions for lack of interaction are teachers suggested students to have more often working in group outside of the schoolhours, doing exercise and homework together with other students who are living close each other. Third, solution for poor of students' understanding of English lesson is teachers give enough explanation of the importance of English lessons, both for everyday life and to face the future. Fourth, solution for students' perception of English lesson as a hard and difficult lesson is teachers always explain that English is not a hard and difficult and give tips practice. Fifth, solutions for the surroundings which were less supportive of students to use English was that teachers motivate students to continuously make serious effort in practicing English by creating

better surroundings, ranging from the simplest form to a rather complex form. Sixth, solution for lack of vocabulary mastery was teachers guide them to diligently read. Eighth, solution for lack of media used by teachers was that the English teachers at the MTs. Ma'arif Malangbong tried to explain something through the media they have, though in the simplest form and proposed some funding to the Head Master of the MTs. Ma'arif to equive media needed.

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