

Chapter Four

Finding and Discussion

In this part, the researcher reports the findings based on data analysis and the discussion of the findings. There are two major findings will be reported based on the research questions. The first part, the researcher reports the problems were encountered by the EED students of UMY in reading English texts and related it to the relevant theory. The second part, the researcher reports the strategies were used by the EED students of UMY in reading the English Text and related it to the relevant theory. The format will be the finding first and then followed by the discussion and related theories and it will be strengthened by the quote from the participants.

The Problems Were Encountered by EED Students of UMY in Reading English Text

The EED students felt difficult to comprehend the English academic text and it indicates that they had problems in reading English text. This research found the problems encountered by the students in reading English text. The participants in this research encountered eight problems. These problems were categorized into three major categories namely, linguistic knowledge, background knowledge, and learner' factor. Linguistic knowledge was categorized into vocabulary and sentence structure. Whereas, background knowledge was categorized into one major problem, it was knowledge of the theme of the text. Lastly, learners' factor refers to learners' habits. They are presented as follows:

Linguistic knowledge

Linguistic knowledge was found as the most problems of the participant in this research. In this part, there were two major problems encountered by the students namely vocabulary and sentence structure. Most of the entire participants in this research faced this problems, it might be because of the lack of vocabulary knowledge and sentence structure. Therefore, this finding was in line with Gunning (2002), who said that limited knowledge of vocabulary and sentence structure were regarded as the main problems for students in reading text. Below is the detail explanation about the problems of the participant in this research regarding to vocabulary and the sentences structure:

The problems arising from vocabulary. Vocabulary determines the success in reading process. Thus, when the students have insufficient vocabulary knowledge they will face the problems in comprehending the text. Based on the data obtained, all of the participants faced the problems in vocabulary. The students' encountered considerable problems in comprehending reading text include unfamiliar vocabulary or advance word, technical vocabulary, idioms, and words with several meanings, synonyms.

Finding 1: Unfamiliar vocabulary was found as one of the problems in comprehending reading text for all of the participants in this research. For instance, participant one, two, and three said that they could not understand the meaning of the text because of the unfamiliar vocabulary. As they found the unfamiliar words in the text, they could not catch the meaning of the texts. Participant one stated below:

“So when there is difficult vocabulary like unfamiliar vocabulary I feel confuse to translate it, what for and what are the meaning of it, so when a sentence consisted of less familiar vocabularies then the sentence will hard to be comprehended” (P1.1)

Similarly, the participant four experienced difficulties in comprehend reading text that construct of advance word which is infrequently used and unfamiliar for the students. As stated by participant four:

“The difficulty usually relates to the vocabulary, I have ever heard that the vocabulary has a level, it started from 1500 until 6000 word grade, and the 6000 word is the confusing level of vocabulary, because it used the advance words. Thus, the vocabularies are difficult to be understood because it used unfamiliar and infrequently used vocabularies”. (P4.1).

In line with unfamiliar vocabulary, participant six also stated that she faced the problem to comprehend unfamiliar vocabulary, and she felt that it might caused by her vocabulary knowledge that was insufficient. Her statement is:

“My difficulty sometime relate with vocabulary, vocabulary which is still difficult to be understood, mostly the unfamiliar vocabulary because I have insufficient vocabulary knowledge and often forget”. (P6.3)

To sum up, all of the participants experienced problems regarding to unfamiliar vocabulary. They face difficulties to comprehend the reading text when they found unfamiliar vocabularies. The students encountered this problem because of their insufficient vocabulary knowledge. This evidence proved that the students still lack of vocabulary knowledge, which makes them difficult to comprehend the

English text. This finding was supported by Day and Bamford (1998) who stated that the students need both vocabulary and linguistic knowledge' in second and foreign language reading. Vocabulary knowledge is extremely useful for reading comprehension since it is used to determine word meaning in a text.

Finding 2: Technical vocabulary/term. Technical vocabulary was the second problems that encountered by the participant in this research. Two participants encountered the problems in comprehending the technical vocabularies. Technical vocabularies make student difficult to comprehend the text, in which sometimes make the students fail to comprehend the text. The participants' statement below is:

“there are many technical vocabularies which is difficult to be understood, beside that sometimes it use uncommon language which make the contents hard to be comprehended, although I already translated it repeatedly but sometimes I do not catch the meaning yet.” (P2.4).

“my difficulty actually on the comprehension, sometimes when I read academic text there are many sentence which I do not understand because in academic text there are many formal vocabularies such as technical vocabularies” (P3.1).

It is in line with Nuttal (2000) who proposed that technical vocabulary is made of words used for specific purpose and it can create reading problems because it is difficult to understand. Thus, the students should be taught the concept of these words first when they are reading.

Finding 3: Idioms. Students encountered the problems in comprehending the idioms. Two participants have problem in comprehending idioms. For instance, participant three had problem in comprehending the meaning of idioms. As she mentioned below:

“my problem is on the content, sometimes on the text there is connotation and denotation meaning gitu, sometimes I do not understand the connotation meaning, I mean there is a sentence which is the meaning we cannot understand directly such as idioms or metamorphosis, so sometimes I could not understood the meaning”. (P3.3)

Meanwhile, participant four also stated that she had a trouble in comprehending the idioms, because the idioms cannot be understand in verbatim. As participant four's statement below:

“In English there is such idiom, which sometimes we translate it word for word, nah the idiom cannot be interpreted word for word but it must be interpreted in the whole sentence, so it is difficult to comprehend the meaning”. (P4.2)

Finding 4: Words with several meanings. The student encountered problem in comprehending words with several meanings. It makes the students confused to get the meaning of that word. As participant one's statement below:

“sometimes there is a word with several meanings, so it can be interpreted into many things, so sometimes the readers apprehend it as that, and the writer mean as this” (P1.5).

This finding was supported by the theory of Nuttall (2000) who stated that a word is difficult to be comprehended because the readers have to read and think carefully to find a close meaning or other possible meaning.

Finding 5: Synonyms. Participant six faced problem in comprehending synonyms in the text, in which she could not understood the meaning of these words. Participant six stated below:

“It is like a synonym, sometimes we use to the colloquial word for instance we use other word whereas the text use another word too, sometimes it is being trouble” (P6.5).

Synonym is used to provide the explanations with a simple and common word in a sentence, but sometimes the students had trouble to comprehend that words. This finding was supported by Nuttall (2000) who stated that, the problem is that when the writer uses different words or a similar meaning to refer to and to explain the meaning of a word in a sentence, the reader cannot understand this meaning because he has poor vocabulary knowledge.

Shortly, the participants faced difficulties in comprehending the unfamiliar vocabulary, technical vocabulary, idioms, words with several meanings, and synonym. This finding is consistent with Nuttall theory (2000) who stated that the problems involved with the difficulties with word. These are included technical vocabulary, super-ordinates, synonyms, antonyms, and words with several meanings. These problems might also emerge from students' vocabulary knowledge that was not sufficient.

The problems arising from structure. The problem not only arises from the vocabulary but also from the structure. Structure knowledge is very useful in comprehending the reading text. It will affect students reading comprehension. If the students do not have sufficient knowledge of structure of the text and then the students will face the problems in comprehending the complex sentence.

Finding 6: Complex sentence. All of the participants have problems with complex sentence. A lot of vocabulary which students are not familiar with and the complex sentence in the text make the student cannot comprehend the text even though they have been translated it. In addition, it can lead them to the wrong interpretation. As can be seen in the following' statements:

“beside that the sentence structure in a reading text sometimes are hard to be comprehended, nah if we do not truly understand the vocabulary and how the sentence structure is, we might interpret it wrongly” (P1.2).

“It seems that the reading texts use such an advance language, there are many contents which I do not understand even though I have translated it repeatedly, I still did not understand” (P2.3).

“But the most difficult in reading is to comprehend the sentence, particularly the sentence which consists of the advance language, sometimes the language is difficult” (P6.1).

Furthermore, when the student cannot catch the meaning of the sentence because there were many unfamiliar vocabularies and the complex sentences then she could not found the coherence in the text, as the participant one stated below:

"I face problem in comprehending the relation of one sentence and another. ya it is about coherence, so in the beginning I understand that reading text, but the next sentence is not related with, ya it may be cause of the vocabularies which is hard to be comprehended then I do not get the meaning of sentence so that the paragraph are not coherence" (P1.2).

The very long sentences also potential to be the complex sentences that are hard to be comprehend. The students faced the problems in catching the gist of the sentence. The participant also cannot understand the long sentences that consist of the implicit meaning. Beside that, comprehending the long sentences that use advance word is more difficult to be comprehended instead of the long sentence with the common word. It can be seen in the following' statements:

"And also the sentence is very long so I have trouble to receive, to catch the gist is hard" (P2.2).

"the very long sentence are also hard to be comprehended especially which consisted of the implicit meaning, ya the meaning which we cannot comprehend directly" (P3.4).

" if the sentence is long and uses the advance language which I have said before then it will be very difficult to be comprehend but if the sentence is long with the common word it is not trouble" (P4.3).

These finding was supported by the theory of Aebersold & Field (1997), that the complex sentences also cause problems in reading comprehension for EFL students, as well as for English education department of UMY in this research. The complex sentence causes the problems in reading comprehension of the students

because they have to understand the complex text which difficult to understand. All of the participants in this research faced difficulties in comprehending the complex sentences, and it is be more complicated by the using of advance language that the students were not familiar. It could make the students struggles in catching the meanings of the sentence. When the students could not catch the sentences' meaning in the text then they could not understand the coherence in text, in other word they cannot understand the text in the whole comprehension. Therefore, the readers are necessary to have the ability to understand how a text is organized and understand the relationship between sentences (O' Donnell & Wood, 2004). Thereby, the students have to improve their linguistic knowledge especially their knowledge about the sentence structure, the knowledge of the word as well as to improve the utilizing of strategies in comprehending the text.

The problem arising from background knowledge.

The background knowledge can also affect the student comprehension in reading text. In this research, the participants encountered this problem; they fail to comprehend the text because of the insufficient knowledge about the text.

Finding 7: Knowledge of the topic. Students' knowledge of the topic in the text is also essential, if the students did not have the knowledge on the reading text they will hard to relate the vocabulary on the text so they cannot catch the gist of the text. Below is the participant four's statement:

“Sometimes our basic knowledge about the text we are reading also very influential. For instance I never read that text before, once when I am in the ...

class I was given the text which is new for me and the vocabulary is very difficult, so I do not understand at all what it means.” (P4.4).

“it also because I never read that text before so the topic and the vocabulary are not understood yet” (P2.1).

This finding was consistent with Berhardt (1987) that stated comprehension is the process of relating new information to information already stored in memory (background knowledge). In other word, in the reading process the readers not only look at the words in the text, but also must activate their background knowledge. Thereby, if the readers lack of background knowledge they will have difficulties and would be fail in building the comprehension

The problem arising from learners.

The learners itself can also affect the student’s comprehension in reading a text. Inappropriate learning habits also caused the problems in comprehending reading text.

Finding 8: Learners’ habits. The lack of vocabulary, sentence structure and background knowledge of the participant, might be caused by the students’ reading habit. The students who rarely read the academic text encountered the problems in comprehending the text, in which they lack of the vocabulary knowledge and background knowledge. It can be seen in the following’ statement:

“it might be caused by the lack of my knowledge and I rarely read the text which use advance language may be” (P1.4).

In conclusion, there were several problems encountered by the participant in this research. These problems arise from the vocabulary and the structure,

background knowledge and the learners' habit. It is supported by Vourhaus (1984) that in L2 reading, the readers are limited by their knowledge of the grammar and vocabulary (linguistic knowledge), and must struggle to understand the content in order to obtain the writers' ideas. Therefore, the students need to increase their vocabulary, structure and their basic knowledge. It is because comprehension is the process of relating new information to the information already stored in memory (background knowledge). Thus, in the reading process the readers not only look at the words in the text, but also must activate their background knowledge, and then build all the elements into their comprehension (Rumelhard, 1980).

Besides, the students' reading habit that focus their attention on the individual word units can make the students fail to comprehend the text because they separate the whole article into fragment sentences or words. This was in line with Eskey (1986, p.10) who stated that students got an isolated, divided meaning, lack of a continuity which is called "short-term memory". Thus, the students need both to increase their vocabulary knowledge, be aware not to separate the whole text into fragment of words or sentence. In addition, the students have to be able to use guessing the meaning of the word from the context and doing another comprehension strategies in order to be able to comprehend the text in the whole comprehension.

The Strategies Were Used by EED Students UMY in Reading Academic Texts.

After the participants were asked to explain their reading problems then they were asked to explain their reading strategies to overcome those problems. Based on the data were gathered, the researcher found fourteen strategies were used by the

EED students of UMY to comprehend the text. These strategy referred to the Oxford (1990) categorical scheme which is categorized into five classifications namely memory, cognitive, compensation, metacognitive, and social strategies.

Memory strategy was applied by the students in comprehending English text. Memory strategy is used to help the learners store and remember the information on the language whether the vocabulary or the materials, thus the students will be able to comprehend the text quickly. This research, found out four memory strategy which were used by the participant in order to store and retrieve the information in the text namely *associating, using imagery, mind mapping and reviewing well*.

Finding 1: Associating. The participant four used associating strategy to remember the information was already in memory, as she mentioned below:

“Or usually for the idiom I get helped from the listening, I usually listen to a song that the lyrics were composed of idiom, so indirectly when I read a passage I can be helped”. (4.11).

This strategy involves associating new language information with familiar concepts already in memory. The participant four associated the new information into her previous knowledge in memory, in which she associated her knowledge about the incoming idioms with her previous knowledge about it, so she could understood the idiom meaning. It was in line with Oxford (1990) who stated that association is likely to strengthen comprehension, as well as making the material easier to remember.

Finding 2: Using imagery. There was only one participant used this strategy. Participant four used imagery to help her store the material in her mind. She believed

that imagery could help her remember the information in the text effectively. She used imagery with these following steps. Firstly, she read the text, and then she looked at the text in detail such as the page, the layout of the passage in the text. As she mentioned below:

“so when I was reading I looked at the text conspicuously, I looked at the text in detail because when I have looked the text in detail it would made me easier to remember it, such as how the writing and the layout was. Therefore, in the next time I could remember oh the writing on this side, this page, and the meaning was this” (P4.16).

In this finding, the participant four used imagery to make her easier in remembering what has been read by picturing the place where it was located. This finding was consistent with Oxford (1990) who stated that good way to remember what had been heard or read in the new language is to create the mental image of it. One kind of imaging has special value in reading, and it involves remembering a written item by picturing the place where it is located.

Finding 3: Semantic Mapping. The third strategy used by the participant was semantic mapping. Three participants used mind mapping in order to clarify and facilitate them in comprehending the text. It can be seen in the participant's statement below:

“Sometimes I summarize the contents of the reading in the form of mapping; to clarify the text I use mapping. So, I made the picture, according to the text that I simplify again in the form of images, so the text is not too difficult and not only contain all the words, so it was easier for me” (P5.7).

This finding was supported by Oxford (1990) who stated that semantic mapping is valuable for improving both memory and comprehension of new expressions. It could be used for pre-listening or pre-reading activities to help the learners understand and remember vocabulary that will be heard or read. Moreover, it could be used as the basis of listening and reading activity by giving the main concept or expression and asking to listen and fill in the rest.

Finding 4: Structure reviewing. The last memory strategy was used by the participant is structure reviewing. Only participant one used this strategy. She usually makes target to memorize some vocabularies in a day. She said that it could increase her vocabulary. She mentioned in the following statement:

“What is clear is that first, we should add the vocabulary. For example, we make the target per day for instance 10 or 20 vocabularies, yes like this”

(P1.6).

In this finding, the participant one used structure reviewing to remember the vocabulary. It was supported by Oxford (1990) who stated that this strategy is especially useful for remembering new materials in target language. It entails reviewing at different intervals, at the first close together and then increasingly far apart until the material becomes more or less automatic. Therefore, the students not only can use this strategy to remember the vocabulary but also can use to remember the materials or the concept.

Cognitive strategy was applied by the students in reading English text. Cognitive strategy is established to overcome the problems related to the language. Based on the data gathered from the interview, there were seven cognitive

strategies used by the participant namely repeating, practicing naturalistically, skimming, using resources for receiving and sending messages, taking notes, summarizing, highlighting.

Finding 5: Repeating. Repeating is used to comprehend the text. This strategy is very useful to help the students in comprehending the text efficiently because it can confirm the students understanding about the text. This strategy also can help the learners to comprehend the text when the learners were prohibited to use the dictionary like in the test. However, from the data was gathered, only participant four used this strategy to comprehend the text, she used repeating when she could not find the dictionary. As the participant four said below:

“If there is no dictionary I read the text frequently. For instance, I read a passage one time but I do not understand so I read it again, do not understand I read it again.”

This finding was in line with Oxford (1990) who stated that repeating could be applied for the learners to read a passage in several times for different purposes. In this research, the participant used this strategy to comprehend the text. However, this strategy could be used for other specific task such as to get the general drift of the main ideas, to predict, to read for details, to write down questions and so on. Although this strategy not sound creative, but this strategy include some degree of meaningful understanding.

Finding 6: Practicing naturalistically. The participants in this research believed that to improve their vocabulary and comprehend the text they had to do a lot of practicing naturalistically. It means that, lack of practicing can reduce their

ability in comprehending the text. Three participants said that they did practicing such as reading some references book. It can be seen in participant five's statement below:

"If I want to increase my vocabulary I must often read, commonly I often read the newspaper which use English for instance *Jakarta Post*, so I acquire new vocabulary" (P5.10).

This finding was supported by Oxford (1990) who stated that practicing naturalistically refers to use the language in authentic way for reading comprehension. The common medium for reading materials is printed materials. There are many sources in reading material such as *magazines, newspaper, book, advertisements, brochures, store catalogs, timetables* and so on. Thus, the students not only have to read many academic books but also read other sources in more authentic' way.

Finding 7: Getting the idea quickly. This strategy includes skimming and scanning. Skimming and scanning can help the students in comprehending the text. Skimming involves searching the main ideas that the writers want to deliver and scanning involves searching for specific detail of interest to the learners. Three participants used this strategy. For instance participant one used skimming and scanning to find the coherence of the text. It can be seen in the following' statement:

"beside that we must be able to comprehend the text, which one is the main idea and which one is the supporting ideas, thus, it has relation with the coherence of the text" (P1.8).

“usually when I still did not understand I try to find the contents, so we did not translate it word for word, when we have not known the contents we could read it again” (P4.8).

Participant one used skimming and scanning in to find the main idea, supporting idea, and to know whether the text is coherence. The other participant used this strategy to find the gist of the text quickly. This finding was in line with Oxford (1990) who stated it that this strategy helps the learners understand rapidly what they were heard or read in a target language.

Finding 8: Using resources. Using resources was the most dominant cognitive strategy that used by the participants in this research. All of the participants in this research used this strategy to find unfamiliar vocabulary. They usually found unfamiliar vocabulary in the dictionary such as Oxford or the English-Indonesian dictionary. The participants said:

“Then for the vocabulary meaning, when I did not understand the vocabulary, firstly I would looked for the meaning in the Oxford dictionary or in the English-Indonesian dictionary” (P6.8).

“nah to comprehend the idioms I was got the help from the online dictionary because it does not only consist of the term but also consist of the explanation such as the example” (P4.10).

Based on the data, only the participant four used resources to understand the meaning of idiom, she used online dictionary to understand the meaning of idioms. Other participants use this strategy to find the meaning of unknown vocabularies. This finding was supported by Oxford (1990) who stated that this strategy refers to

use print or non-print resources to understand incoming messages or to produce outgoing messages, it involves using resources to find out the meaning of what is heard and read in the new language such as the expression, conversation, or idiom.

Finding 9: Taking notes. All of the participants in this research used this strategy. The participants used this strategy to write the list of unfamiliar vocabulary. It can be seen in the following statements:

“nah for the vocabulary I usually write it on the paper, I collect it on a note” (P3.8).

“and then the difficult word usually I put together, usually the vocabulary which seems unique and attractive I also notice, whether next time it will be read or not” (P6.9).

One participant used this strategy to write the meaning of the sentence.

Participant four wrote the sentence that she did not understand. Participant four said below:

“when I translate the reading text, I could write it with the different color tint in order to remember it, for instance, there is one paragraph which I do not understand the meaning, I interpret the meaning, and I usually write it in my own language behind the paragraph” (P4.13).

This finding was supported by Oxford (1990) who said that taking notes is the strategy used to remember the material whether the vocabularies or the concept. In this research, only participant four used this strategy to note the meaning of the sentence. The other participants used this strategy to write the vocabularies.

Moreover, the focus of taking notes actually is on understanding, not on writing.

Thus, the learners have to aware to understand what they have already written.

Finding 10: Summarizing. Summarizing is making the shorter version of the original passage. The strategy actually can help the students with structure and can show whether the student really understand the text. However, the participants rarely used this strategy. They only use summarizing if there is a task from the lecturer. It can be seen in the participant three's statement below:

“the strategy which I rarely used is summarizing, I just do it if there is assignment, for instance I read Echa (book), it is very hard to understand, so we are asked to make the summary” (P3.9).

From the data collected, two participants used this strategy. It can be seen in the following statement:

“if the sentence is very complicated and long, I usually make a concept, such as what the title is, what the content is, what the text' meaning in the whole is” (P1.11).

“so, like I said before I write each paragraph, nah finally I summarize it become one summary. So, what is the meaning of each sub chapter or each sub topic, but only if I had a time” (P4.15).

This finding was in line with Oxford (1990) who said that summarizing is making a shorter version of the original passage. This strategy can be more challenging and useful than taking notes, because it often requires greater condensation of thought. In this research, participant one used this strategy when she encountered very complicated and long text. Another participant used summarizing to

comprehend each subtopic that she read, however she only employed this strategy occasionally.

Finding 10: Highlighting. This strategy emphasizes the major points through *color, underlining, capital letters, initial capitals, big writing, bold writing, *stars*, boxes, circles* and so on. In this research, the researcher found out three participants used this strategy. This confirmed what Oxford (1990) stated that highlighting can be used to point out the important gist in the text. Two participants used this strategy to indicate the unfamiliar vocabulary, and one participant used highlight to indicate the important sentence or paragraph in the text. This can be seen in the following statement:

“usually when there is unfamiliar vocabulary I highlight it first” (P2.6).

“I often marked the text, ya I highlight the words which is in my opinion is important or the word which I do not know” (P5.4)

Compensation strategy was applied by the students in reading English text. Compensation strategy helps learners to overcome their limitation of knowledge. In reading, this strategy can be used to overcome the situation in which the meaning is implicit or vague.

Finding 12: Using linguistic clues or other clues. This strategy can help the students in comprehending the text. Students' previous knowledge on the target language can provide linguistic clues to the meaning of what is read. The students can use clues from other source. In reading, the text structure gives the important clues to the meaning such as the introductions, summaries, conclusions, title and other. In this

research, three participants used this strategy to comprehend the text. As participant five' statement:

“usually I also did a guessing, this strategy is also the most frequently I used when I was on the test in which I was not permitted to open the dictionary, so I usually guess, so I link it with the previous words and the theme about it” (P5.12).

Other participant used this strategy simultaneously with skipping the text and repeating strategy. It can be seen in the following statement:

“so when we read the next sentence which we know the meaning, when we go back to the previous sentence we can understand it” (P6.16).

This finding was in line with Oxford (1990) who stated that learners' previous knowledge of the target language could provide linguistic clues to the meaning of what is being read. *Suffixes, prefix, and word order* are useful linguistic clues for guessing meaning.

Metacognitive strategy was applied by the students in reading English text. Metacognitive strategy is essential for successful language learning. Since the students were overwhelmed by too much unfamiliar vocabulary, confusing rules, different writing systems, and other that can make the learners lose their focus, by using metacognitive strategy the student can realize the main focus.

Finding 13: Identifying the purpose of a language task. Based on the data was gathered, only one participant used this strategy before she read the text. The participant six mentioned:

“but automatically we should decide our purpose. I also like that, for instance what point which I want to look for, then I seek for the point, maybe I can read the sentence which indicate the point I am seeking for.” (P6.13).

It was in line with Oxford’s (1990) theory that identifying the purpose is the strategy to determine the task purpose. This strategy is important, because by knowing the purpose for doing something enable learners to enroll their energy on the right direction. Thus, this strategy is very essential in reading. This strategy can be used by the teachers to help the students understand the purpose of reading before they do the task.

Social strategy was applied by the students in reading English text. This strategy allowed the learners to engage other person in order to comprehend the text, by asking question or doing discussion with friend or the most proficient language users.

Finding 14: Asking questions for clarification or verification. This strategy used to clarify the students understanding on the vocabulary or on the sentences that students do not understand. In this research, three out of six participants used this strategy in order to clarify their understanding. It can be seen the following statement:

“If I still did not understand, I asked my friend or lecturer, sometimes what is this mean? I did not understand, please help me” (P2.8).

“If it about the sentences comprehension, personally I usually asked my friend or lecturer which is more proficient, because for that thing, when I try to translate it using Google it will simply clutter, instead I cannot comprehend it.” (P6.7).

Three participants used this strategy in to clarify their understanding. It was in line with Oxford (1990) who stated that the learners could use *asking for clarification or verification* in listening and reading. Learners can ask someone who more proficient in the target language. In doing so, the students cooperated with their peers. Participant three used this strategy, as she mentioned in the following statement:

“besides, sometimes also with discussion technique with my friend, sometimes asking help to friend how is the method to comprehend this?.”

(P3.8)

It was in line with Oxford (1990) who stated that the learners can cooperate with peers and the more proficient users of the language in order to improve their language skills. Cooperating with peers can involve learning with partners either in pair or in a small group regularly or temporary. Thus, the learners need to employ this strategy, because it can improve the students' skill and can share knowledge with their classmate. To sum up, this finding is consistent with the categorical strategies suggested by Oxford (1990).