

ABSTRACT

ANALYZING THE STUDENTS' STRATEGIES IN READING AT DIFFERENT LEVEL OF COMPETENCY

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The aims of the research were (i) to find out what kind of strategy is mostly used by the students, and (ii) to find out what strategies do the good and poor students employ in reading. This research was descriptive study. The population of this research was the students in the third grade of SMPN 2 Sungkai Utara Lampung Utara in academic year 2016/2017. The subjects were class IX A which consisted of 28 students. Reading test and Questionnaire were used as the instrument to collect the data. The reading test used 40 items to classify the students' level of competences in reading, while the questionnaire used 25 items in order to determine the students' strategies in reading. The data were analyzed by using descriptive analysis.

Based on the result of reading test, it was known that the highest score obtained was 90, while the lowest score was 40, and the average score was 65. From the gained score of reading above, the researcher specified the students into good and poor learners' category. The questionnaire which measured three strategy systems, namely cognitive, meta-cognitive and social strategy was the main instrument in this research. There were 9 good learners and 9 poor learners in this research (the good students, the score ranges from 90-75 and the poor learners, the score ranges from 60 to 50). It means that the strategy that is mostly used by the students is meta-cognitive strategy. The data showed that both level of the students (good and poor) applied 4 meta-cognitive strategies, 3 strategies of cognitive strategy, and the last 2 social strategies that applied by the students in reading test. So, both of the poor and good level students employ metacognitive strategy. This suggests that metacognitive is the most employed reading strategy by students.