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

(A Script)

By

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ABSTRACT

**ANALYZING THE STUDENTS' STRATEGIES IN READING
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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.

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By

Anjaria Nuryana

A Script

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The Requirements for S-1 Degree**

in

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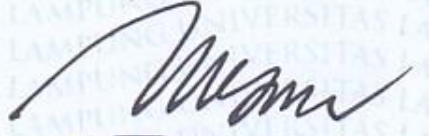NIP 19620203 198811 1 001

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CURRICULUM VITAE

The writer's name is Anjaria Nuryana who was born in Negararatu, Sungkai Utara, North Lampung, September 12th, 1994. She is the first child of Mr. Hasan Basri and Mrs. Rodiah.

She started a formal education at SDN 1 Sungkai Utara, North Lampung in 2000 before continuing her study at SMPN 2 Sungkai Utara, North Lampung which graduated in 2009. Then, she continued to senior high school level at SMAN 2 Kotabumi, North Lampung and successfully finished it in 2012. In the same year, she was registered as an S-1 college student of Lampung University, particularly at English Department of Teacher Training and Education Faculty.

On July 27th to September 23rd 2015, she conducted KKN at Pekon Pekondoh, Cukuh Balak and Teaching Practice Program (PPL) at SMPN 1 Cukuh Balak, Tanggamus.

DEDICATION

Alhamdulillah, this script would humbly be dedicated to:

My beloved parents: Hasan Basri and Rodiah

My sisters: Reza, Eri, Selly and Nathan.

English Department 2012

My almamater, University of Lampung

MOTTO

(MAN JADDA WA JADA)

"-where there is a will there is a way-"

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Finally, the writer believes that her writing is still far from perfection. There are might be weakness in this research. Thus, comments, critiques, and suggestions are always opened for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want accomplish further research.

Bandar Lampung, 09 Augustus 2017
The writer,

Anjaria Nuryana

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This chapter described several points i.e. introduction that dealed with background of the problem, which included the reason for conducting the research and this chapter also described: identification of the problem, limitation of the problem, research questions, objectives, uses, scope, and definition of terms that was used in this study.

1.1. Background of the Problem

Reading is one of language skills that might be mastered by the learners. It was seen as one of communicative ways to convey information through printed materials. On the other hand, reading is an active cognitive process of interacting with printing and monitoring comprehension to establish meaning (Simanjuntak, 1989). So this activity required the students just not to read the text but also to understand the esense of the text. Moreover, if there are some questions about the text, the students should know what the answer was since they had read the text before.

Moreover, the main point to be made about reading process is reading comprehension; knowledge the basic element for comprehension (Simanjuntak, 1989). Learners should understand the overall meaning of the text instead of the

finer points of detail. It means that reading was not only word recognition, but also strategy in comprehending and bringing meaning to them. Then, the term *comprehension* according to Smith (1982) is getting one's questions answer. So, it could be said that the students could show their comprehension of the text through answering some questions related to the text, because their answers would reflect their understanding of the text they had read. So, it can be said if they had a good ability in reading, they would have a better chance to success in their study.

Along with the description above, the writer believed that reading was not only words recognition activity, but also was more concerned with the meaning. In order to get the sense of the text, the language learners should know that the result of reading process was comprehension. Then this comprehension could be seen by their answers of the questions and brought their comprehension along reading activity.

However, the writer found that one of many problems language learners was lack of meaning toward reading a text. They did not realize that the meaning was very important than language itself. From this point on, they should do something in order to be successful learners in finding out the sense of the text. As Rubin (1975) and Naiman (1978) states that successful learners use learning strategies differently from the less successful one (Apriyanti, 2003). Related to reading, it could be said that the good readers should do something to guess, answer or summarize the printed material in front of them.

Then, the students faced the same text, but actually the successful reading process depended on the learner themselves. As Rubin in Asrori (2000) states that good language learners use more and better learning strategies then the poor language learners do. If they creative in using the strategies, they will get a good result in their learning. On the other hand, the uncreative learners will fail to be success. From this point on, we could see that learning strategies was one of solution for the students who wanted to be good language learner, a learner who could catch the gist of a lesson easily and expressed the core of it successfully.

Drawing on works in cognitive psychology, strategies defined as learning techniques, behaviors, problem-solving or study skills which learning more effective and efficient (Oxford & Crookall, 1989). In the context of reading, reading strategies indicated how readers conceived a task, what textual cues they attended to, how they made sense of what they read, and what they did when they did not understand (Block, 1986). Reading strategies refer to "the mental operations involved when readers purposefully approach a text and make sense of what they read" (Barnett, 1988). In short, reading strategies were deliberate, conscious techniques that readers employed to enhance their comprehension or retention of the textual information. Specifically they had the following characteristics:(1)deliberate, conscious plans, techniques and skills; (2) aiming to enhance reading comprehension and overcome comprehension failures; and (3) behavioral and mental, as mentioned by Li (2010).

The efficient reader always tried to find the most effective strategies that could be used; the information was analyzed only to the depth necessary to meet current needs. According to Brown (1980), these activities involve metacognition, that is conscious deliberate attempts to understand one's efforts at being strategies. Based on the KTSP, there were many kinds of English texts such as narrative text, descriptive text, report text and etc. The researcher focused on narrative text because narrative text was one of reading text that was mostly used in reading test. This was a simple text but many students still had difficult to find main idea and specific information from text.

Based on pre-observation in SMPN 2 Sungkai Utara, it was found that the reason of the students got different score because they were not able to find the information from the text. One of the problems faced by students was that they often found difficulty in comprehending the reading text. They also got difficulty in understanding meaning of some words because they had only little knowledge about vocabulary. They did not realize that the meaning was very important than language itself. Beside that, the researcher saw that the teacher was seen only feeding up the students with sentences in a text by translating a whole text, she never let her students to work by themselves. In this case, the idea thought that if the students worked by themselves, it would be good for them because they would be independent students.

Some previous studies proved that the need of language learning strategies was important in helping the students to be successful learners. As Oxford (2000)

states that the language learning are used by learners to complete speaking, reading, vocabulary, listening or writing activities presented in language lessons. Recognizing that there was a task to complete or a problem to solve, language learners would use metacognitive, cognitive or social/affective strategies they posed to attend to the language-learning activity. Regardless of language learning experiences, both groups of learners (good and poor learner) would need instruction in 'how' to use strategies efficiently as a way to improve language learning and performance (Wenden in Wenden and Rubin: 1987).

Grabe and Stoller (2002) argue that reading is the ability to draw meaning from printed page and interpret this information appropriately. This activity ordinarily requires the readers not only to read the texts, but also understand it. Thus, it could be said that reading always came along with comprehension. In fact, reading was very useful in human life because by reading readers would understand the information provided by the writer. In other words, reading was not easy as what people thought because it was not only required to read a series of sentences, but also it needed the readers to understand the content of the reading text and its purpose.

Therefore, it is not uncommon that students still could not obtain reading skill appropriately. It is now obvious that reading comprehension was an ability to construct a meaning from a text. Reader should be able to construct the meaning internally from interact with the material that was read. For students, they were not only expected to be able to read the text, but also comprehended it. Because,

the fundamental goal for any reading activity was to understand the languages, includes comprehending (Kustaryo, 1988).

More specifically, reading comprehension was defined as the level of understanding of a text. This understanding came from the interaction between the words that were written and how the students trigger knowledge outside the text. The students could understand an English text but they could not comprehend what was in the content of the text that they had read. Reading proficiency depended on the ability of students to recognize words quickly and effortlessly. If the students had difficulty to recognize the word, the students used too much processing capacity to read individually words, which interfered with their ability to comprehend what was read. From this point on, we could see that learning strategies was one of solution for the students who wanted to be a good language learner, learner who could catch the gist of a lesson eassily and express the core of it successfully.

In order to investigate whether or not the students had achieved maximum result of reading comprehension, the researcher conducted pre-observation activities at SMPN 2 Sungkai Utara. It was found that the students had problem in their reading strategies. They were not able to acquire reading comprehension. In other word, they found crucial of difficulties in some aspects of reading comprehension, for examples, identify main idea, identify specific information, finding reference, inference, and understanding vocabulary.

From the problems that had been investigated by the previous study, the students should comprehend it successfully. In order hand, they might know how to be success learner in comprehending reading text by themselves. From this point on, the research dealt with the *analyzing the students' strategies in reading at different level of competency*.That was to say, the reader should find out how information was arranged in reading and how a text was organized. Because reading text was stated in School Based Curriculum (KTSP) and it was really important for students' daily life; so the students should comprehend it successfully. In order hand, they might know how to be success learner in comprehending the reading text by themselves.From this point on, the researcher dealt with the analyzing the students' strategies in reading at different level of competency.

1.2 Identification of the problems

Based on the background above, the researcher identified the problem as follows:

1. The students got difficulties in comprehending the reading text they got difficulties in getting information from the text, finding main idea, finding the details, answering to the questions based on the text and making inference from the text.

2. The students did not have motivation to study hard. So it was difficult to improve their English ability well.

3. The students did not have motivation to read more because they had lack of vocabulary.

4. The students got bored in learning because the teacher always did same teaching method in every meeting.

5. The students had no good confidence in learning English. So it was difficult for them to learn English well because they regarded that English was difficulty to be learn well.

1.3 Limitation of the Problem

Based on the identification of the problem above, researcher limited the problem about reading ability; the researcher was interested in investigating if there was any difference of reading comprehension achivement of students.

1.4 Research Questions

Based on the background mentioned either, the research questions which was formulated by the researcher were:

1. What kind of Strategy is mostly used by the students in reading?

2. What strategies do the good and poor students employ in reading?

1.5 Objectives of the Research

In relation to the research questions already formulated, the objectives of this research were:

1. To find out the strategy is mostly used by the students in reading.

2. To describe the good and poor students' reading strategies in reading.

1.6 Uses of the Research

The finding of the research were expected to be beneficial not only theoretically but also practically.

Theoretically, this research might give contribution and also verified previous research findings and theories.

Practically, the result of this research might give information as to the importance of uderstanding student's type in learning language in reading comprehension. This research might also contribute some information about understanding language learning. Furthermore, this research could be used as logical consideration for the next research.

1.7. Scope of the Research

The researh focused on students' reading strategies in comprehending narrative text. The reading strategies refered to the mental processes that readers consciously chose to use in accomplishing reading task. The strategies that would be investigated were reading strategies that directly constructed and effected reading (metacognitive and cognitive strategy), and social strategy which was indirectly constructs and affect reading. The strategies identified by using questionnaire and reading test. Those efforts did in order to find out the effective reading strategies that could be applied in comprehending the text.

1.6. Definition of Terms

In this research, there were some terms that were used in this research and to make it more clearly, some definitions of term were presented as follow:

Reading Comprehension was defined as an active cognitive process of interacting with printing and monitoring comprehension to establish the meaning.

Reading Strategy meant the mental processes that readers consciously chose to use in accomplishing reading task.

Good learner was a language learner who was able to use a wide variety of language learning strategies appropriately as the equipment to improve her/his language skills in Reading.

Poor learner meant a language learner who needed to improve her/his skills in a second/foreign language through training on strategies evidenced among more succesful language learners.

II. LITERATURE REVIEW

Thischapter discussed the theories used in the research, such as: previous research, concept of reading comprehension, concept of narrative text, reading strategy,and good and poor language learner.

2.1. Previous Research

There are several studies that had been done by other researchers Yunita (2016), Haris (2016), Weliyanti (2016), and they could be used as references for the researcher to finish this research.

Yunita (2016) has done her research entitled "*Developing students' reading skills through KWL (know, want to know, learned) and jigsaw techniques at islamic secondary school*". This research was conducted at the ninth grade of MTs.N 2 Pesawaran. The data were collected by using multiple choice tests and questionnaires. The population of this research was the ninth grade of MTs.N 2 Pesawaran. The samples were the students of IX A and IX B chosen by using purposive sampling. The result also showed that Jigsaw technique was more effective than KWL (*Know, Want to know, Learned*) technique in teaching reading. It was proved by means score of Jigsaw technique was higher than KWL (*Know,Wanttoknow,Learned*) technique. Using context for vocabulary was the aspect of micro skills that mostly influenced in both classes. Moreover, the

students of experimental class II had more positive perception toward KWL and Jigsaw techniques than that of the students experimental classI. Finally, it was suggested that the English teacher should pay attention in choosing a good technique to increase students' reading skills.

Haris (2016) had done the study on *"The effect of students' learning motivation and their learning strategies towards reading skills"*.This study was aimed to find out the correlation between students' learning motivation and their language learning strategies towards reading skills in terms of reading comprehension. It also aimed to determine the type of learning motivation and learning strategies that possessed by most language learners and had high correlation in reading comprehension. The design of this study was quantitative research. This study was applied to 30 first grade students of SMAN 1 Seputih Agung, Lampung Tengah. The instruments used to gather the data were learning motivation questionnaire, language learning strategies questionnaire and reading comprehension test. At last, this study found that there was a correlation between students' learning motivation and learning strategies towards reading skill in the first grade of SMAN 1 Seputih Agung in academic year 2014/2015. It was proven by the result of Independent Sample T-test between students learning motivation and reading comprehension test that showed t value = 0.219 and the two tail significance showed p>0.05 (p= 0.828). The result of the correlation between learning strategies and reading also showed no significant correlation with the average r>0,05. It can be concluded that students' learning motivation and learning strategies did not significantly correlate with reading

comprehension. This study also suggested that the teacher should know their learning motivation and introduce the types of learning strategies to their students in order to help the students achieve better reading skills.

Weliyanti (2016) has done her research at SMAN 1 SeputihAgung Lampung Tengah. With entitled "*the effectiveness of students' reading comprehension achievement of narrative text through schema activation strategy at the first year of sman 1 seputihagung*". the objective of the research was to find out if the schema activation strategy could increase the students' reading comprehension of narrative text significantly. The result of the analysis indicated that there was a significant improvement of students' reading comprehension achievement after being taught through schema activation strategy. Based on the results, it could be concluded that teaching reading comprehension through schema activation strategy could give positive effect to improve students' reading comprehension of narrative text achievement significantly. It was suggested that the teacher might apply schema activation strategy in teaching reading since it could lead to better comprehension.

Based on those three previous studies, the first is about the better technique to improve reading skill. It is comparison between *kwl (know, want to know, learned)and jigsaw techniques at islamic secondaryschool. The rest was analysis of leraning strategy toward reading achievement. The* weliyanti's study (2016) proved that schemata strategy was significant to improve reading skill. However Haris's study (2016) prove that leraning strategy was not significant contributed

to improve reading skill. Thus, the current study was aimed to analyze reading strategy toward reading skill.

2.2 Concept of Reading Comprehension

Reading is the process including an interaction between the reader and the writer. The reader tried to understand the ideas presented by the writer. Smith (1982) says that reading certainly implies comprehension, and reading is something that makes sense to reader. The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they graph the writers' message from thetexts. As Suparman (2005) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get).

Without comprehension, reading the text was meaningless and useless. To comprehend the text, reader needed proficiency that was determined by reading skills. Reading comprehension was necessary to get information in the written texts. Wassman and Rinsky (2000) stated that to understand all the printed materials in English, high reading proficiency is of paramount importance without which the information will not be comprehended. However, it takes an "effective reader" to make sense out of the print which EFL students are bombarded daily. Thus, becoming an effective reader meant the reader had reading skills and knew how to use them effectively, Beside reading was a very complex process, it was also an interactive process. Grab and Stoller(2002) state that reading was an active process in at least two ways. First, the various process involved in reading are

carried out simultaneously, it means that while readers are recognizing words very rapidly and keeping them active in their memories, they are also analyzing the structure of the sentences to assemble the most logical clause-level meanings building a main idea model of text comprehension, monitoring comprehension so on. Second, it is considered interactive in the sense of linguistic information from the text that interacts with information the reader's background knowledge.

In addition, Howart (2006) says that reading is just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the readers. Then the readers try to decode the messages that sent by the writer.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

It can be concluded from all theorists that reading was an active process of getting meaning or information from printed or written language transferred by the writer whereas reading comprehension was the level of passage or text understanding while reading.

2.3. Reading Strategy

Reading strategy is basically different from learning strategy. We might say that reading strategy is a part of learning strategy. Then, many foreign language

teachers were so concerned with finding the best method or with getting the correct answer that they fail to attend to the learning process. According to some teachers and researchers, some of the students approached the language learning task in more successful ways than others. That was, although the students faced the same text, some students would be more successful learners than the others in reading comprehension.

While, according to Stern in Hismanoglu (2000), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques." All language learner used language learning strategies eitherconciously or unconsciously when processing new information and performing tasks in the language skills. Since reading activity was like a problem-solving in which language learners were likely to face new input from the text and difficult tests given by their teacher, learners' attempts to find the quickest or easiest way to did what was required, that was using reading strategies was inescapable.

In addition, Cohen as quoted by Sutarsyah (2000) defines reading strategies as the mental processes that the readers consciously choose to use in accomplishing reading task. These strategies have some characteristics, they are: planning, competition, conscious manipulation and movement toward a goal. While learning strategy is any attempt used by a learner to make learning easier, faster,

more enjoyable, more self-directed, more effective, and more transferable to new situation (Oxford as quoted bySutarsyah, 2000).

In relation to reading strategies, Thompson as quoted byWenden and Rubin (1987) identifies seven reading strategies that are used by good readers. The strategies are:

1. *Flow-chart and hierarcical summaries.* This strategy required the students to make a summary by making a chart which could explain the structure of the ideas in the text with its components.

2. *Titles.* The strategy did before reading; the students were given the title of the text and thought about the title as a meant of schemata building.

3. *Embedded headings.* It used to build advance organizer that could the students before he started to read and improved delayed recall.

4. *Pre-reading questions.* This was an effective strategy for reading activity. The students made some questions related with the text and tried to get the answer during reading text.

5. *Story specific schema from general schema.* In this strategy, a student brainstorms a general problem solving schema for a short story and sets general questions derived from this schema.

6. *Imagery.* The use of image would help the students to recall and recognize more items of information from a text.

7. *Perspective.* A student read a story from a particular perspective which was important to that perspective. This could also build related schemata that could help him to read.

O'malley et al. in Hismanoglu (2000) devide language learning strategies into three main subcategories:

1. Metacognitive strategies

   It could be stated that metacognitive was a term to express executive function, strategies which require planning for learning, thinking about the learning process as it was taking place, monitoring of one's production or comprehension, and evaluating learning after an activity was completed. Among the main metacognitive strategies, it was possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self evaluation.

2. Cognitive strategies

   Cognitive strategies were more limited to specific learning tasks and they involved more direct manipulation of the learning material itself. Repetition, researching, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

3. Socioaffective strategies

   As to socioaffective strategies, it could be stated thatthey were related with social-mediating activity and transacting with others. Cooperation and question for clarification were the main socioaffective strategies.

Rubin in Wenden and Rubin (1987) suggests four kinds of strategies which have been identified which contributed directly or indirectly to language learning. They are cognitive and metacognitive strategies, communication strategy, and social strategy. According to him, cognitive and metacognitive strategies are strategies which contributed to the development of the language system which the learners construct and affect learning directly. While communication and social strategies were less directly affect to language learning. Communication strategy tends to focus on the process of participating in a conversation; then social strategy affords the learners in opportunities to be exposed to and practice their knowledge.

1. Learning strategies which contribute directly to language learning

In this case, Rubin (1987) in Wenden and Rubin (1987) identified six general strategies of cognitive strategy which may contribute directly to language learning:

1. Clarifying/verifying refer to those strategies which learners used to verify or clarify their understanding of the new language.

2. Guessing/inductive inference refer to strategies which used previously obtained linguistic or conceptual knowledge to derive explicit hypotheses about the linguistic form, semantic meaning or speaker's intention.

3. Deductive reasoning was a problem-solving strategy in which the learner looked for and used general rules in approaching the foreign/second language.

4. Practicing refer to strategies which contributed to the storage and retrieval of language while focusing on accuracy of usage.

5. Memorizing also refer to strategies which focuss on the storage and retrieval of language; therefore some of the strategies, such as drill and repetition, used for practice are the same as memorization strategies.

6. Monitoring refer to strategies in which the learner notices error (both linguistic and communicative), observed how a message was received and interpreted by the addressee, and then decided what to do about.

Additionally, Rubin in Wenden and Rubin (1987) states that metacognitive strategies are used to oversee; regulate or self-direct language learning. Wenden said in Wenden and Rubin (1987) examined how learners regulate their learning by planning, monitoring and evaluating their learning activities. While O'Malley stated in Wenden and Rubin (1987) provide an extended list of planning strategies: self-management, advance preparation, advance preparation, advance organizers, directed attention, selective attention, and delayed production.

2. Learning Strategy which contribute indirectly to language learning

There are two learning strategies which contributed indirectly to language learning; communication strategy and social strategy. From the point of view of the learning process, communication strategies were very important because they allowed the learner to remain in the conversation. By constracting the natural exposure in conversation the learners could learn through opportunities to hear more of the target language and opportunities to produce new utterances and test their knowledge (Rubin in Wenden and Rubin 1987).

The last strategy was social strategies; social strategies are those activities learners engaged in which afford them opportunities to be exposed to and practiced their knowledge (Wenden and Rubin 1987). This strategy did not contribute to language learning because it faced the learners with the situation which was possible to practice.

Furthermore, Brown in Sutarsyah (2000) asserts that we incorporate any deliberate planful control of activities that give birth to comprehension. These were called metacognitive activities and include:

1. Clarifying the purposes of reading, that was understands the task demand, both explicit and implicit.

2. Identifying the aspect of a message that were important.

3. Allocating attention so that concentration could be focused on the major content area rather than trivial.

4. Monitoring on going activities to determine wether comprehension was occuring.

5. Engaging in review and self-interrogation to determine wether goals were being achieved.

6. Taking corrective action when failures in comprehension were detected.

7. Recovering from disruptions and distractions and many more deliberate, planful activities that render reading an efficient information-gathering activity.

In relation with reading strategies, Sutarsyah (2000) adds some strategies used by the students when they encountered reading problem. These strategies were: opening dictionary, underlining, guessing, taking notes, stopping and opening

dictionary, regressing and opening dictionary, asking someone, ignoring and finding similar type of books.

Since reading strategies were integrated in the learning strategies, so reading strategies in this research were grouped into three categories, namely cognitive, metacognitive, and social strategy. Here are the summarizes reading strategies that would be identified in this research, the summarization could be seen in the table below were:

Table 2.1. The specification table of reading strategies

Cognitive	Metacognitive	Social	Sources
1. Flow-chart and hierarchical summaries 2. Titles 3. Embedded headings 4. Pre-reading questions 5. Story specific schema from general schema 6. Imagery 7. Perspective			Thompson in Wenden and Rubin (1987:52-54)
	1. Clarifying the purposes of reading, that is understands the task demands, both explicit and implicit. 2. Identifying the aspect of a message that are important. 3. Allocating attention so that concentration can be focused on the major		Brown in Sutarsyah (2000:46)

	content area rather than trivial. 4. Monitoring on going activities to determine wether comprehension is occuring. 5. Engaging in review and self-interrogation to determine wether goals are being achieved. 6. Taking corrective action when failures in comprehension are detected. 7. Recovering from disruptions and distractions and many more deliberate, planful activities that render reading an efficient information-gathering activity.		
8. Opening dictionary, 9. Underlining, 10. Guessing, 11. Taking notes	8. Stopping and opening dictionary, 9. Regressing and opening dictionary, 10. Ignoring 11. Finding similar type of books	Asking someone	Sutarsyah (2000:276)

2.4. Good and Poor Language Learner

A good and a poor language poor learner meant a student who was successful or unsuccessful in using some effort in order to improve her/his language skill. Fedderholdt (1998) saids that successful language learners make use of different types of learning strategies. The language learner, who is able to use a wide variety of language learning strategies appropriately, is better equipped to improve her language skills. In this point on, we could see that good learners would know what should they did to improve their language skill than the poor ones.

While, according to Naiman as quoted byApriyanti (2001) the good language learner has five strategies, they are:

1. Actively involved them in the language learning process by identifying and seeking environment and exploring them.

2. Developed an awarned of language as a system.

3. Developed an awarned of language as a means of communication and interaction.

4. Accept and scope with the effective demands of second or foreign language.

5. Extend and rise second or foreign language system by inferencing and monitoring.

Moreover, Rubin in Wenden and Rubin (1987) assumes that successful learner will differ to some extent in the particular sets of cognitive processes and behaviours which they use to enable them to be successful. Related to previous Rubin's assumption, O'Malley in Wenden and Rubin (1987) suggests that less

competent learners should be able to improve their skills in second language through training on strategies evidenced among more successful language learners. With successful training, less competent learners should be able to apply strategies to the acquisition of a variety of different language skills and transfer the strategies to similar language task.

In contrast, Hismanoglu (2000) states that the poor readers employed cognitive strategies less frequently and less efficiently than good readers did. Poor learners adopted a word-centered model of reading, tried to process word meaning rather than trying to comprehend and retain the meaning of the text. Besides that, the poor learners are less frequently certain 'demading' cognitive strategies, such as guessing from the context, activating prior knowledge, using imagery, keeping meaning in mind, as well as strategies based on linguistic features of the text.

Moreover, concerning metacognitive strategies, poor readers were aware of a smaller reportaire of metacognitive strategies. In this case, poor readers replied on a much slower analytical procedure and tended to employ word-level cues to focus on decoding the text and they did not frequently activate content schemata when needed, and did not control reading comprehension to sufficient degree.

Finally, Hamalik in Asrori (2000) said that the use of proper (good) strategies is believed to bring the statisfying learning outcomes for the learner. On the other hand, improper strategies will lead into the failure. In this case, the teachers should be aware that the learners did not just need their explanation about the

materials, but the learners needed to know how to learn. Applied to the language teaching and learning field, this proverb might be interpreted to mean that if students were provided with answers, the immediate problem was solved. But if they were taught the strategies to work out the answers for themselves, they were empowered to manage their own learning.

Based on the previous statement it couldbe conclude that good language learners would differ from poor ones. They attended to use a variety of learning strategies to improve their language skill and they knew exactly when they should apply the right strategy in learning. While the poor language learners were confused about the way to improve their language skill. They were better to know how the good language learners do in learning then trained themselves those kinds of strategies. Hopefully it could help the poor students to be more successful learners.

III. RESEARCH METHOD

This chapter discussed about research methods which consisted of research design, subject of the research, research procedure, data collecting technique, scoring system and how to analyze the data which would elaborate in the following section.

3.1 Research Design

This research was descriptive study. In this research, the researcher identified the reading strategies used by language learners in general and explored reading strategies used by the good and poor learners. In other words, this research focused on the good and poor students' reading strategies in comprehending narrative text. Then, the reading strategies formulation in this research was based on the three categories of reading strategy, namely cognitive, metacognitive and social strategy.

Whereby, in collecting the data, the writer had administered the questionnaire in order to know the learning strategies which were employed by the students in comprehending the text. After that, the reading test was given to see the students' reading score. While, based on reading test scores,the writer specified the students into three categories, they are: top, middle, and bottom group.

3.2. Population and Sample

In this research, the population of this research was SMPN 2 SungkaiUtara Lampung Utara. The subjects of the research was a class of the third grade of junior high school students in academic year 2016/2017 . There were four classes of the third grade which consisted of 30 to 35 students in each class. This grade was chosen because the students had to improve their reading ability and also increased their vocabulary mastery. In this research, one class as experimental class. The researcher took one class in randomly by using lottery and separate into two groups as two characteristics, good and poor language learners. To devide the groups into two, the researcher would give them questionnaires. After that, the researcher would give reading test to know the result from reading comprehension test.

3.3.Research Procedure

In collecting the data, the following procedures would be used by the research;

1. **Determining Subject of the Research**

   As what had been explained before that the population and sample of this research would one class from the total four classes at the third grade of SMPN 2 Sungkai Utara.After finding the population and sample, the researcher would find students who had metacognitive, cognitive and social strategy in that class which had already been chosen randomly by the researcher.

2. **Distributing Questionnaire**

   In this stage, the researcher gave the questionnaire to the subject. The questionnaire served as the instruments used to indicate their learning style. The students asked to complete the questionnaire by chosing the answer which best explainedtheir preference and marking the checklist space next to it. There were 25 questions with five options which reflected students' preference in learning visual, aural, and kinesthetic.

3. **Administering the Reading Test**

   After distributing the questionnaire, the researcher tried to administer the sample by giving reading comprehension test. As what already describe before, there were identifying main idea, understanding specific information, finding reference, inference and difficult word in order to find the average score of all students.

4. **Analyzing, Interpreting, and Concluding The Data**

   After the completion of the questionnaire for learning style, reading test and questionnaire for students' reading strategies, the researcher would calculate, analyze and classified the data.

3.4. Data Collecting Technique

The data collecting technique of this research that were used for collecting the data were questionnaire for the students in order to find out the students' assumptions about their effort during reading the text and answering the reading comprehension test, the questionnaire which consisted of twenty five questions.

In order to know students' reading achievement score, reading test was administered in this research which consists of 40 questions.

To make sure that the data were valid the researcher used triangulation. Triangulation is a way of collecting the data by combining two or more methods. According to Setiyadi (2002) the use or triangulation is to enrich the data to get more accurate conclusion.

Futhermore, Setiyadi (2002) stated that there are five types of triangulation:

1. Time triangulation

   The data is collected based on the time. It can be done on the same time for different group or no the different time for the same group.

2. Place triangulation

   The same data is collected from different places. It can be done in different school.

3. Theorical triangulation

   The data is collected or analyzed based on different theory.

4. Methodological triangulation

   The researcher uses different methods or ways of data collecting to collect the same data.

5. Researcher triangulation

   The same data collected by some researchers.

In this research, the researcher used a type of triangulation, that is, methodological triangulation by using some methods namely reading test and interview in order to get the data more valid. The data from those two methods fill up each other. The researcher was expected to get fuller understanding of the data obtained. It means that the methods applied enable the researcher to get more accurate data, so that

the researcher was able to draw more accurate conclusion. In addition, the questionnaire was used to find out the description of students' reading strategy. Then, the score of the test would be used in order to classify the quality of good and poor students.

3.5. Research instrument

The Instruments which were used for collecting data of this research were as follow:

3.5.1. Questionnaire

The questionnaire was arranged based on the scope of reading strategies in this research; they were reading strategies that directly constructed and affected reading (metacognitive and cognitive strategy), and the strategies that indirectly constructed and affected reading, that was social strategy.

The items in the questionnaire were developed from reading strategies states by Thompson in Wenden and Rubin (1987), Brown in Sutarsyah (2000), and Sutarsyah (2000). Because the students in SMPN 2 Sungkai Utara had difficulties in comprehending thereading test, the items in the questionnaire would be modified to identify students' learning strategies in reading comprehension of the text.

The questionnaire consisted of 25 items, which were translated into Bahasa Indonesia. Besides, the answer should be in Bahasa Indonesia. Those questionnaire items measured reading strategies under three categories; cognitive,

metacognitive, and social strategy. the classification of questionnaire could be seen in the following table:

Table 3.1. Item classification of the questionnaire

Number of questionnaire	Strategy meassured
1-11	Cognitive strategy
12-21	Metacognitive strategy
22-25	Social strategy

Then, for judging the students' answer, the writer used likert scale (Setiyadi, 2006) a likert rating scale was employed to indicate the subjects' responses to these statements with 1 "never or almost never true of me", 2"ussually not true of me", 3"somewhat true of me", 4"usually true of me", and 5"always or almosttrue of me". In this case, if the students chose the respons of 3,4, and 5; it would be meant that they used the strategy.

3.5.2. Reading test

In order to measure the reading ability of the students, the researcher created the reading test in form of multiple choices. Narrative text was selected as a type of text which would use in the reading test with the curriculum orientation.Then, the result of this test was used to know the students' understanding of the text and classified them into good and poor students. It meant that there was revealed what reading strategies produce the highest score in reading comprehension achievement.

Table 3.2 Table of Specification of reading test

No	Skills of reading	Item Number
1.	Identify the main idea	1,7,12,20,21,26
2.	Specific information	5,8,13,17,23,27,32,33,35,38
3.	Reference	2,6,11,18,29,37
4.	Inference	3,9,14,16,19,25,30,31,34,36,40
5.	Vocabulary	4,10,15,22,24,28,39
	Total	**40**

3.6. Validity and Reliability

To see whether the questionnaire was suitable to be used in doing a research, the writer needed to check the validity and realibility of each test. Those would be described as follows :

3.6.1. Validity of the questionnaire

In case of doing research, a test could be said valid if it measures the object become suitable with the criteria (Hatch and Farhady,1982). Still Hatch and Farhady (1982), they say that there are two basic types of validity, content validity and construct validity. While according to Shohamay (1985), validity refers to the extent to which the test measures what was intended to be measured. This meant that it related directly to the purpose of the test.

Thus, to know whether the test had good validity, the researcher looked from the content and construct validity.

1. Content Validity

In content validity, it was intended to see whether or not the questionnaire was good representation which was tested to analyze students' reading strategy.The focus of the content validity was adequacy of the sample and not simply on the appearance of the test (Hatch and Farhady, 1982). In this research, to understand better how students prefered to learn and process information, the researcher asked them to answer 25 statements in the questionnaire as honestly as they could, then researcher would use the scoring directions to evaluate students' responses through all the statements which had already been tested.

2. Construct Validity

Regarding the construct validity, it measures whether the construction had already inline with the objective of the learning (Hatch and Farhady, 1982). A test could be considered valid in its construction if the test item measured every aspect which suitabled with the specific objective of the instruction. In this questionnaire, there were 25 statements related to human personality in learning something. This was done to check whether the students belonged to what reading strategies; metacognitive, cognitive and social strategy.

3.6.2. Reliability of the questionnaire

The questionnaire used in this research consists of 25 items. Those items measured reading strategies under three categories, namely cognitive, metacognitive and social. Item No. 1-11 assessed cognitive strategy, No. 12-21 measured metacognitive strategy, and No. 22-25 assessed social strategy.

To prove the reliability coefficient questionnaire, this research was used "Cronbach alpha". The data showed that the reliability coefficient of the questionnaire is r= ,75. It means that the questionnaire had high reliability. It indicated that the questionnaire used in this research was reliable and applicable instrument to measure the reading strategies in reading text.

3.7. Data Analysis

After collecting the data, the researcher analyzed the data by using descriptive analysis. First of all, the result of the questionnaire scored based on Likert Scale (Setiyadi, 2006); the score range from 1 to 5. Then, it was analyzed by using the "*Cronbach Alpha Coeffiicient*". The Cronbachalpha coeffiicien was the most common used to measure the consistency of the item of the questionnaire. The alpha ranged between 0 and 1. The higher alpha, the more reliable was the questionnaire (Setiyadi, 2006).

Then, the data from reading test was systematically arranged from the highest until the lower one. The writer determined the students into three groups, namely the top, the middle, and the bottom group. The top and the bottom group would be taken from 27 percent of students (Harrison, 1983). Since there were 28 students in class IX.A, it meant there were 8 students from the top groups as the good students; while, the poor ones were 8 students from the bottom group. In the end, the researcher described the strategies used by the good and poor students by looked at the data in the questionnaire.

3.8.Scoring Criteria

This following would explain about the scoring criteria. In scoring the students'

results, the researcher would use Arikunto's formula. The ideal higher score was

100. The score of pretest and posttest would be calculated by using the formula as

follows:

S = R - $\underline{\frac{10}{n\text{-}1}}$

Where the formula above can be further illustrated below:

S: The score of the test

R : The total of the right answers

N : The total items

(Arikunto, 1997: 212)

V. CONCLUSIONS AND SUGGESTION

This chapter focuses on two points relating to the results of the data analysis and discussion after conducting the research. Then, it can be taken some conclusions and also suggestions from the research.

5.1. Conclusions

Based on the research at the third grade of SMPN 2 Sungkai Utara and analyzing the data, the researcher would like to give the conclusion as follows:

1. The strategy is mostly used by the students in reading.

Based on the result and discussion explained in chapter IV it has been found that all of the students employed more than one of the three strategies system formulated in this research (metacognitive, cognitive and social strategy). The good and poor learners used the similar strategies; they employed all of three strategies system invented. The difference is stated in the squances of frequency in using the strategies. Although the percentage of using the strategies is different, but metacognitive

strategy system placed the highest percentage in each student classification.There are 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 *metacognitive strategy.*

2. The strategies do the good and poor students employ in reading test.

The result of strategies do the good and poor students employ in reading test are that according to them, reading test is a difficult task. They said that the text given by the researcher is hard to understand, because many difficult of words that they do not know. The students in class IX A still confused in reading test, it caused of limited of students knowledge in interpreted the meaning of word in English into Bahasa. The researcher covered two steps in gaining the data that is reading test and questionnaire in order to know the students ability in comprehending the reading test and determine them into good and poor language learners.

The condition was proved by their answer of questionnaire which showed the different percentage of frequency in using the strategies in each item of the questionnaire. In this case, the highest percentage indicate that the strategy was mostly used by the students.As mentioned before, the students tended to use the appropriate strategy in reading test. Sometimes they applied more than one strategy in solving a problem in comprehending the text.

From the gained score of reading above, the writer specified the students into good

and poor learners' category. From this point on, the good students would be eight

students from the top, the poor ones would be eight students from the bottom. The

researcher found that the good and poor language learners used same strategy in

reading test. In this case the data showed that the students applied 3strategies of

cognitive strategy and 4Metacognitive strategies then the last 2 social strategies thatis

applied by the studentsin reading test. So, the researcher found that the strategy that

they usedis balanced.The fact tells us that in order to be a good learner the students

should be creative incombining some efforts to solve the problem faced in learning.

From this point on, the writer suggest the learners to apply the strategy that they

rarely used to improve their ability of strategy in reading.

In the last, basically all the strategies are good since it could help the learners to be

success in learning process. The problem is that how will the students utilize those

strategies in helping themselves learning English especially in this case reading

comprehension.

5.2 Suggestions

Based on the conclusions above, the following conclusions are put forward:

1. The students should find their strategies that are suitable for themselves. However they are not supposed to be satisfying with what they have achieved. They have to keep on studying and never stop. Besides that, they should open their mind related with what strategies the poor other learners employ in order to make them to be more successful learners.

2. The teachers should transfer the strategy used by good learners to the poor ones; and train them those kinds of strategies. The teacher should try to find other teaching method that will make the students practice the reading strategy automatically while they faced their text. So, hopefully, all the students can be practicing the reading strategies more often rather than listening to their teachers' translation.

3. And the last, the other researchers should try to find other problems not only about reading strategies, but also about all components of reading. So that, the researcher can find more problems faced by the students in learning reading strategies.

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