AN ANALYSIS OF READING STRATEGIES ON STUDENTS' ENGLISH ACHIEVEMENT AT THE TENTH GRADERS OF SMA PLUS AL AMANAH BOJONEGORO IN THE ACADEMIC YEAR OF 2018/2019

SKRIPSI

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LEGITIMATION

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CHAPTER I

INTRODUCTION

In this first chapter, the writer will discuss about background of the study, research problem, purpose of the research, and benefit of the research

A. Background of the Study

There are 4 aspects in English language; reading, speaking, listening, and writing. Reading skill is the aspect that need more time to analysis and understand every word in the literature. At the school, students' must learn reading skill because reading skill is very important to learn, every grade using reading test to evaluate their students' comprehension.

According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading is not only just following the word by word but also know the meaning and the aim by the writer. Writer wrote the literature to share his or her ideas for the reader. The teacher hopes students' spend their time for reading the good literature and could absorb the information from it.

Rice (2009) claims that reading is actually a process in which the reader interacts with the text to procure meaning. To interact with the reading material, it is essential for learners to have strategies that assist them in grasping the meaning of a text. One such strategy comprises identifying the topic and main ideas in the reading material to aid comprehension. "Reading is a receptive skill in that the

reader is receiving a message from a writer. Reading is a basic and complementary skill in language learning (Chastain, 1988).

Many literatures could improve students' reading skill. At the literature, students analysis a paragraph to get the information. Short functional text, narrative text, descriptive text, recount text are the kind of literature. The literatures helping students to improve their reading skill. When the students have the good reading comprehension so, the score of the reading test is good too. The teacher adjures for the students to read many literature everyday to make improving students reading comprehension. They are not required to understand each individual part of the sentence or paragraph, but they should understand the message the writer is trying to convey (Chastain, 1976: 309). Furthermore, Oberholzer (2005) said that understanding what we are reading is far more important to us than knowing the mechanical skill of reading. Without understanding, reading would serve no purpose. It means that understanding text is the most important aspect in reading. Not only to understand but also the students should comprehend the text that they read. Comprehend means that the students should fully understand of all the aspect of the text (Townend, 2003).

Students will be difficulties to read when they are not used strategies to comprehend the text and it will be need more time to doing the test. The student who get the english achievement used strategies to reach the information from the text. The tittle choosen to know about the strategies that used by the student english achievement.

B.   Research Problem

The problems investigated are stated as follows.

1. What are the students' reading strategies on the student english achievement?

C.   Purposes of the Research

The purposes of this study are stated as follows.

1. To know about the students' reading strategies on the student english achievement

D.   The Benefit of Research

The benefit of this study are stated as follows.

1. Giving information for the readers about reading strategies used by the student who get the english achievement

E.   Definition of Key Terms

In order to make this study clearer, the writer will explain the definition of key terms that can help the readers understand this study.

1. Reading

According to Day and Bamford (1998:12) reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

2. English Achievement

Travers (1970: 447) stated that achievement is the result of what an individual has learned from some educational experiences.

3. Reading Strategies

Brown (2007:119) defines strategies as the ""specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information."

CHAPTER II

THEORETICAL REVIEW

A. Theoritical Background

This chapter, presented the definition of reading, the definition of english achievement, the reading strategies, and the clasification of reading strategies

1. The Definition of Reading

According to Leu and Kinzer (1987: 9) reading is development, interactive, and global process involving learned skill. The good reading skill absorb the information that provided and make the readers knowing some knowledge. This process learning skill uses vocabulary to receive some meaning on it.

According to (Tarigan (1990: 7) in Jaenal 2010) argues that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. The message that provided by the author could be understood by the readers who want to know about information that relate on the title. Before the readers read the content of the book, they read the title first to get the short info and limitation about the book like what do they want to know.

From all definition above, it means that a general of understanding of reading can be derived as a activity to achieve meaning. The important meaning will get by the readers when they read carefully and using the quiet place to get the full of concentration. The more concentration will be effect for the readers better to get the meaning, knowledge, and information from their book.

2. **The Definition of English Achievement**

Syaiful Bahri Djamarah stated that achievement is outcome of activitiy which has been done, created, or shaped, either individually or in group (Djamarah,1994: 19-20).

M. Chobib Thoha argued, the ability of how the students move from stupidity to cleverness, from not knowing how to knowing how is called achievement (Thoha, 1994: 87).

According to Negoro (1980), achievement is everything we do succesfully then it reveals the proficiency of one nation. Whereas Purwadarminto stated, achievement is the outcome of something we achieve. Therefore, the researcher concluded that achievement is the something that achive and become a reason to learning and improving skill.

3. **Reading Strategies**

According to Li (2010:185), reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Brantmeier (2002:11) indicates that reading strategies are the comprehension processes that readers use in order to make sense of what they read. Moreover, reading strategies indicates how readers conceive of a task, how they make sense of what they read, and what they do not understand (Amirian, 2013:20)

According by Cogmen and Saracaloglu (2009:249) reported that simple methods such as underlining, taking notes, or highlighting the text can help readers understand and remember content. Their findings indicates that in reading

text, good readers often use effective reading strategies to enhance their comprehension.

Most readers may face comprehension problems while reading a text but proficient readers would face the problems by conciously applying effective reading strategies to solve the comprehension challenges. Alfassi (2004:171) stated that students should understand the meaning of the test, crictically evaluate the message, remember the content, and apply a new-found knowledge flexibly.

According by Mokhtari and Reichard (2002:249) difference exist between good readers and non good readers in the term of their reported reading strategies, use of reading strategies, and their strategies awareness. Among different classifications putting forward for metacognitive reading strategies, the category fitting the present study is the model proposed by Mokhtari and Sheorey (2002). If a learner becomes strategic in reading, comprehension improves. Grabe (2009) mentions that the strategic reader is aware of the effectiveness of his or her comprehension with regard to reading goals and applying sets of appropriate strategies to enhance comprehension of difficult texts.

The researcher concluded that the reading strategies is the technique used for easier and quicker the reader to absorb the information from the text and build up the meaning in the mind.

4. The Classification of Reading Strategies

The MARSI measures three broad categories of strategies including: (1) *global reading strategies* (GRS), which can be thought of as generalized, or global reading strategies aimed at setting the stage for the reading act (e.g., setting

purpose for reading, previewing text content, predicting what the text is about, etc.); (2) *problem-solving strategies* (PSS), which are localized, focused problem-solving or repair strategies used when problems arise in understanding textual information (e.g., checking one's understanding upon encountering conflicting information, re-reading for better understanding, etc.); and (3) *support reading strategies* (SRS), which provide the support mechanisms or tools aimed at sustaining responsiveness to reading (e.g., the use of reference materials such as dictionaries and other support systems). These three classes of strategies interact with and support each other when used in the process of constructing meaning from text. SORS is adopted in the present study because it is intended to probe readers' perceive use of reading strategies and the frequency of the use of reading strategies while reading English in academic context

1.)   *Global Reading Strategies (GRS)*

Global strategies involved planning how to read and managing comprehension. GRS are those intentional, carefully planned technique by which learners monitor and manage their reading, such as having purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. These strategies are mostly general and intentionally employed (Sari, 2017:31). This category contains 5 items, there are:

GRS 1: Having a purpose in mind when reading

GRS 2: Previewing text to see what it is about before reading

GRS 3: Checking to see if the content of the text fits my purpose for reading

GRS 4: Using typographical aids like bold face and italics to pick out key
        information

GRS 5: Critically analyzing and evaluating the information read

2.) *Problem Solving Strategies (PSS)*

The name of problem solving strategies is suggestive in itself. These strategies help the reader tackle the problem while the text becomes difficult to understand. Examples include re-reading for a better understanding, pausing and thinking about the text, starting again from the part where you lost your concentration, and so forth. These strategies help the readers in the real act of reading a text, allowing the reader to get through the text skillfully (Bahonar, 2017:66). This category contains 5 items, there are:

PSS 1: Getting back on track when getting sidetracked or distracted

PSS 2: Adjusting my reading pace or speed based on what I'm reading

PSS 3: Stopping from time to time to think about what I'm reading

PSS 4: Re-reading to help ensure I understand what I'm reading

PSS 5: Guessing the meaning of unknown words or phrases

3.) Support Reading Strategies (SRS)

Support reading strategies mostly involve using outside reference materials, taking notes, underlining information, and other practical strategies. Via these support or functional strategies, a reader can sustain responses to the reading text (Bahonar, 2017:66). This category includes 5 items there are:

SRS 1: Taking notes while reading

SRS 2: Reading aloud to help me understand what I'm reading

SRS 3: Discussing what I read with others to check my understanding

SRS 4: Underlining or circling important information in text

SRS 5: Using reference materials such as dictionaries to support my reading

B.   Reviews of the Previous Studies

There are the previous of studies that relate with the title "An Analysis of Reading Strategies at Students' English Achievement at the tenth graders of SMA Plus Al-Amanah Bojonegoro":

"Metacognitive Reading Strategies of Less Proficient Tertiary Learners: A Case Study of EFL Learners at a Public University in Makassar, Indonesia." (2013) By Abidin Pammua, Zaini Amirb & Tengku Nor Rizan Tengku Mohd. Maasumc. Despite massive development of research on metacognitive reading strategies in different contexts and with various learner characteristics, still little has been reported about profiles of metacognitive reading strategies of less proficient learners. This paper addresses the profiles of metacognitive reading strategies of the less proficient EFL learners in Indonesia based on a case study research conducted at English Department, Hasanuddin University. Data were gathered from forty (40) less proficient learners using MARSI questionnaire (Metacognitive Awareness Reading Strategy Inventory) that has been used in both English as a second and foreign language contexts. The questionnaires were analyzed using descriptive and inferential statistics which showed the level of metacognitive awareness on the three sub-scales of the inventory. Findings showed that there is a high level of metacognitive awareness for the Problem Solving Strategy (M=3.62, SD=0.57) but only at medium level for both Global

(M=3.16, SD=0.61) and Support Strategy (M=3.24, SD=0.71). The finding warrants emerging needs of the reading strategy instruction that concerns the global analysis of the text as well as the use of outside reference materials in order to generate their metacognitive awareness to improve their proficiency level.

"Reading Strategies Used by Senior High School Students to Comprehend English Texts" (2017) by Zumrotul Fauziah, Ahmad Munir, Aswandi. This survey study explored reading strategies employed by senior high school students in Bojonegoro-East Java, Indonesia. The study aimed to find out how often the students use of Global strategies, Problem-solving strategies, and Support strategies employment in comprehending English texts. It also investigated whether the students with different levels of reading proficiency applied similar or different reading strategies, and the extent of the use of reading strategies in helping the students in comprehending English texts. The data were collected by administering modified SORS (Survey of Reading Strategies) to 298 students at one of Islamic senior high school (Madrasah Aliyah) in Bojonegoro. The findings indicated that the senior high school students used Problem-solving strategies more frequently than Global strategies and Support strategies. The finding also revealed that there was difference in reading strategies applied by the students with different levels of reading proficiency. Moreover, the use of reading strategies was moderately correlated with the students' reading comprehension. It was suggested that English teachers motivate and train the students to use the reading strategies appropriately to enhance their reading comprehension. The teachers was also suggested to give reading strategy training for the poor readers so that they could have better reading comprehension.

"Reading Strategies Used by Iranian EFL Learners While Reading Academic Texts" (2016) by Vida Yousefian. The major aim of this study was to explore the nature and frequency of the reading strategies used by the EFL learners while reading academic texts. Normally, students tend to read all the information provided in reading materials. This study explores whether learners use reading strategies to assist them in reading comprehension. There was a sample of 45 English language (EFL) learners from Islamic Azad University, Falavarjan Branch. The instrument utilized in this study was a survey questionnaire with 30 items including 13 global reading strategies, 8 problem solving strategies and 9 support reading strategies. The survey was going to signify how much EFL learners use each of these strategies while reading academic texts. The findings indicated that the participants used global reading strategies more (44.5%) than problem solving strategies (29.0%) and support reading strategies (26.5%). The results of the present study will let the instructors improve the reading strategies which are not used by EFL learners frequently. It also helps learners to promote the ability of using reading strategies and utilize the strategies in an appropriate and effective way.

C. Framework Theory
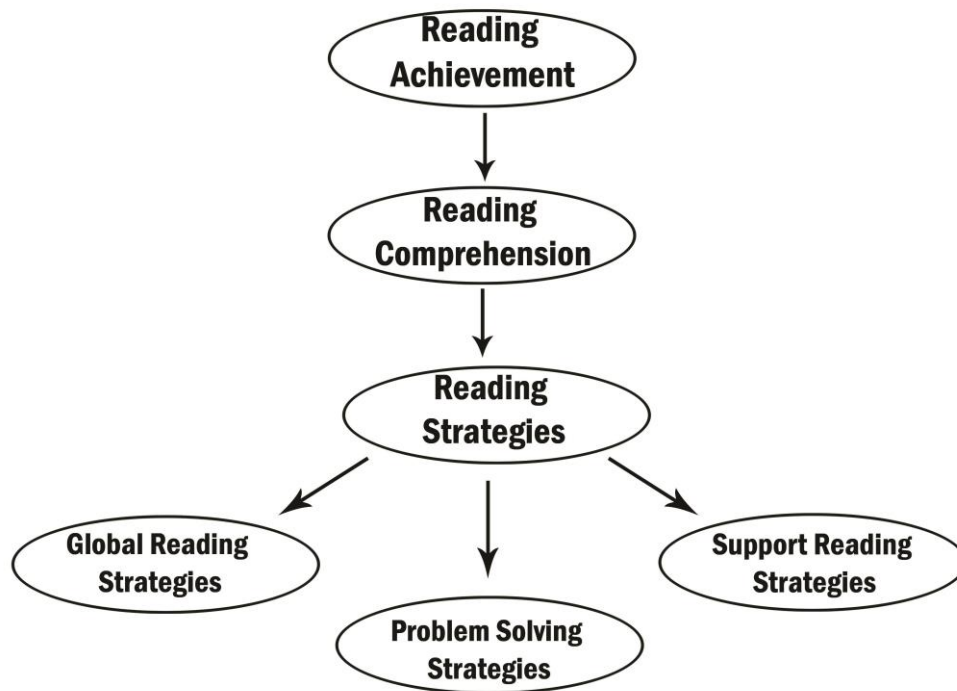
Figures 2.1 Framework Theory

Analysis to this research trough on the some phase. The researcher view the students' mark on reading skill. Mark will be axialiary to choose the students' reading achievement. Achieves of mark prop interviewing with the teacher are the first data to make some important point. Interviewing student who get the best mark to analysis data about reading strategies. Student reading strategies have categories became 3 kind based on the caracteristic. There are: GRS (Global Reading Strategy), PSS (Problem Solving Strategies), and SRS (Support Reading Strategies

CHAPTER III

RESEARCH METHODOLOGY

Research methodology refers to the techniques and procedures that are adapted to carry out a study. This research attempted to find the reading strategies used on students' english achievement in at tenth graders of SMA Plus Al-Amanah Bojonegoro.

This chapter will research design, presence of researcher, place and time of the study, subject of the study, source of the data, technique collecting data, analysis data, and the trustworthiness of the data

A. Research Design

This research was a small-scale, Qualitative of the analysis of the reading strategies on student english achievement at tenth grade students of SMA Plus Al-Amanah Bojonegoro.

Qualitative research refers to inductive, holistic, emic, subjective and process- oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning (Burns & Grove, 2003:356).

Qualitative research is mostly associated with words, language and experiences rather than measurements, statistics and numerical figures. Researchers who use qualitative research adapt a person-centred and holistic perspective to understand the human experience, without focusing on specific concepts. The original context of the experience is unique, and rich knowledge

and insight can be generated in depth to present a lively picture of the participants' reality and social context. These events and circumstances are important to the researcher (Holloway 2005:4).

Regarding the generation of knowledge, qualitative research is characterised as developmental and dynamic, and does not use formal structured instruments (Holloway 2005:4-6). It involves the systematic collection and analysis of subjective narrative data in an organised and intuitive fashion to identify the characteristics and the significance of human experience (Holloway 2005:47-51).

Qualitative researchers are concerned with the 'emic' perspective to explore the ideas and perceptions of the participants. The researcher tries to examine the experience from the participant's point of view in order to interpret his/her words.

B.   Presence of Researcher

On the research, researcher colaborated with english teacher and student that achieve the english achievement, and then collected data from the samples. The data will be analysed for attracted conclusion.

Kvale (1996) describes an interview inquiry as a "moral enterprise" this has to do with one aspect of the researcher's role. Whether it is the researcher or an assistant who is doing the interviewing, forming relationships with respondents seems to be rather inevitable. While interviewing, the interviewer uses his personal empathy to make the respondents feel more at ease and therefore more willing to tell "their story". The result is that the researcher most often will experience a (close) relationship with the respondents and probably feel oblige to

protect data from "outsiders" as e.g. other researchers. So the researcher must come and do the interviewing or got the test by himself, to make the data valid

C. Place and Time of the Study

The researcher using the tenth IIS 2 classroom at the SMA Plus Al-Amanah Bojonegoro to got the data for research. At the classroom used 3 samples based on the english teacher suggestion and the students' mark. Time of research presented on the table below.

Table 3.1 Time of the research

No.	Activity	Month									
		11	12	1	2	3	4	5	6	7	8
1	Designing research proposal	▓									
2	Developing research proposal			▓							
3	Developing research instrument				▓						
4	Conducting proposal seminar					▓					
5	Trying out instrument						▓				
6	Experiment and analyzing the data							▓			
7	Writing the report								▓		
8	Submiting the document										▓

D.   **Subject of the Data**

The subject of research according to Amirin (1989) is someone or something about it to obtain information, while Akuno (1989) limits the subject of research as an object, thing or person where data for the research variable is attached, and at issue. From the two limitations above, it can be concluded that what is meant by the subject of research is individuals, objects or organisms that are used as sources of information needed in collecting research data or as proposed. Kerlinger (1978) that the subject of the study was the respondent, namely the person who responded to the treatment given to him. According to him, this respondent was only right in experimental research conducted not on humans.

Subject data used on this research is SMA Al-Amanah Student took from tenth grade IIS 2. Students who choosed are students that achieve the english achievement on the reading skill. For gain the success from the research, took 3 students that get the english reading achievement.

E.   **Source of the Data**

The source of data in the study is subjects from which the data can be obtained (Arikunto, 2010: 129). The data content are form of the reading test on the students' textbook of tenth grade that can be used for test how far students' understanding are.

The role of the informant in retrieving data that will be extracted from certain people who are considered to master the issues to be investigated, have expertise and sufficient insight (Suyatna, 2005: 72).

According to Bagong Suyanto (2005: 172) research informants included several types, namely:

1. Key Informants (Key Informants) are those who know and have various basic information needed in research.

2. Main Informants are those who are directly involved in the interaction social research.

3. Additional informants are those who can provide information although it is not directly involved in the social interactions studied.

F. Technique of Collecting Data

Data gathering is the precise, systematic gathering of information relevant to the research sub-problems, using methods such as interviews, participant observation, focus group discussion, narratives and case histories (Burns & Grove, 2003:373).

Data collection begins with the researcher deciding from where and from whom data will be collected (Talbot, 1995:472). The researcher was the main research tool or primary instrument (Speziale & Carpenter, 2003:18). The researcher using instrument to collecting data, the data from what the learners' experience and feel at tenth grade students of SMA Plus Al-Amanah Bojonegoro.

In this study, the writer used questionnaire, interview, and observation as the sources of data, because it is a qualitative analysis research. Thereby the data of this study take interview and document from interviewee and the researcher processing into the words, sentences, that can be easier to read

1.   Questionnaire

On this research used the MARSI-R Questionnaire. The primary purpose of the MARSI and SORS is to assess students' metacognitive awareness or perceived use of reading strategies when reading texts for academic purposes. (Mukhtari, dkk, 2018:222)

2.   Interviewing

Interviewing is the communication between interviewer and participants to take information (ask and respon from interviewer to participants) to get data based on a theme. In research it is necessary to have relevant data to be used as support in the research takes place, one of which is through interviews.

Interviews are a means of rechecking information or information obtained previously.

Definition of Depth interview are:

> "In-depth interviews are the process of obtaining information for research purposes by way of question and answer while face to face between interviewer with the informant or person who interviewed, with or without using interview guide (guide), where is the interviewer and informants are involved in social life relatively long ".

> (Sutopo, 2006:72)

3.   Documentation

Documentation is a record of events already passed away. Documentation can be in the form of writing, drawing or monumental works from someone.

Documents are the record of events that have passed. Documents can be shaped writing, drawing, or monumental works from someone . (Sugiyono, 2012: 82)

In this case the researcher uses documentation in the form of photo camera as evidence of doing research, so pictures and photos can make draft documentation for researchers. Contains data on research as an effort to interpreting everything found in the field, it is necessary documentation in various versions.

G.   Method of Analysis Data

Data analysis is a mechanism for reducing and organising data to produce findings that require interpretation by the researcher (Burns & Grove 2003:479).

Data analysis is a challenging and a creative process characterised by an intimate relationship of the researcher with the participants and the data generated (De Vos 2002:339).

Analysis of qualitative data is an effort made by working with data, sorting it into units that can be managed, find and find patterns, find what is important and what is learned, and decide what can be told by others. (Moleong, 2007: 248)

Data analysis in qualitative research was carried out at the time of collection data takes place, and after completion of data collection in a certain period.

Miles and Huberman (2009) suggest that activities in data analysis qualitative is carried out interactively and takes place continuously until complete, so the data is saturated. Below is a cycle of components of qualitative analysis According to Miles and Huberman (2009) as following:

1. Data collection is a step to collect various data needed in the research this step is carried out according to research data collection techniques conducted. That technique conducted are interviews, observation, questionnaire. Data collected from the english teacher of SMA Plus Al-Amanah about the students english reading score. The questionnaire data taken by student who get the english achievement at X IIS 2 to know the reading strategy used

2. Data Reduction or Classification of data is a process of research, concentration attention to the simplification of rough data from written field notes research, summarizing, categorizing answers and the qualification of the answers to the research informants returned to the records that had been obtained after collecting data. The researcher reduced the data after data collection, this aims to obtain a clear picture of the results of the research that has been done researcher during the field Researchers sort data related to research where data is obtained from the results of interviews and observations made by researchers, researchers also focused attention on data related to research.

3. Presentation of Data or Analysis of data, namely preparation of presentation of categories informant answers in tables / tabulations and images / tendencies from informants accompanied by an initial analysis of the findings of the data at the field as the initial process in processing data. With display data, it will make it easy to understand. The researcher compiled the data obtained from the field study and literature and interviews with informants. The researcher did analysis on the results of research that can be produced so results that can be made into discussion and conclusions can be drawn from research.

4. The final process of drawing conclusions, namely the discussion which is based on references to various theories used where in it is determined a

certainty regarding aspects of theory and conformity / incompatibility with the facts of the research results in the field where the researcher also makes an analysis and makes the interpretation above display of data in accordance with research problems and provide theoretical verification of research findings.

H.   The trustworthiness of the data

Test the validity of the data that has been done in qualitative research includes several tests. The researcher used a credibility test or test trust in the results of the study.

According to Sugiyono (2010: 270) ways testing data credibility or trust in research data qualitative, among others, carried out by extension of observation, improvement perseverance in research, data triangulation, discussions with colleagues, and member check. But choose only a few according to your inner needs research conducted.

1.   Triangulation

According to Sugiyono (2010: 273) Triangulation is interpreted as checking data from various sources in various ways and various times. Triangulation source is done by checking the data that has been obtained through several sources. the technique is done by checking the data to the same source with different techniques. For example data obtained by interview, then checked by observation, documentation. Triangulation Time triangulation is done in a way checking with interviews, observations or other techniques in a different time or situation.

In this study researchers conducted triangulation in a way comparing the answers delivered by key informants with supporting informants to get

suitable data corresponding. The researcher checks by conducting the students' questionnaire with the interview