

**READING STRATEGIES
USED BY SECOND GRADE HIGH SCHOOL STUDENTS
OF SMA NEGERI 1 SURABAYA**

A THESIS

By

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**WIDYA MANDALA CATHOLIC UNIVERSITY
GRADUATE PROGRAM MASTER IN
TEACHING ENGLISH AS A FOREIGN
LANGUAGE PROGRAM
AUGUST 2006**

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OF SMA NEGERI 1 SURABAYA**

A THESIS

**Presented to:
Master in Teaching English as a Foreign
Language program Surabaya Widya Mandala
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APPROVAL SHEET (1)

This thesis entitled **Reading Strategies used by Second Grade High School Students of SMA Negeri 1 Surabaya,**

prepared an submitted by Ferra Dian Andanty (8212703006)
has been approved to be examined by the Board of examiners for acquiring the Master's degree in Teaching English as a Foreign Language by the following advisor.



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APPROVAL SHEET (2)

This thesis entitled **Reading Strategies used by Second Grade High School Students of SMA Negeri 1 Surabaya**, prepared and submitted by Ferra Dian Andanty (8212703006) was examined by the following Board of examiners on oral examination with the grade of _____ on August 14th, 2006



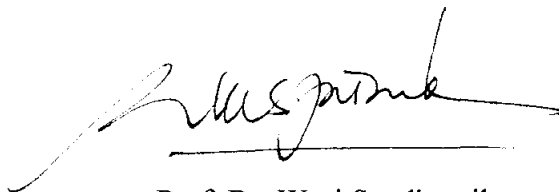
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Surabaya, August 14th, 2006

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ABSTRACT

ABSTRACT

Andanty, Ferra Dian. 2006. **Reading Strategies used by Second Grade High School Students of SMA Negeri 1 Surabaya**. Thesis. Master's Program in Teaching English as Foreign Language. The Graduate School of the English Education Department. MPBI. Widya Mandala Surabaya Catholic University.

Advisor:

Prof. Dr. Veronica L. Diptoadi, M.Sc

Key Words: Reading skill, reading strategies, good reader, and fluent reading comprehension.

In reading activities, there are the activities where the students as the readers bring their meaning and get the new meaning from printed or written materials then store them in their memory. Since reading is complex cognitive activities, it requires a set of processes and strategies, accordingly, it demands on students' abilities of reading. To have reading abilities, the students must have good reading comprehension since through reading comprehension, the students can understand, evaluate and utilize the information or ideas from the text. In the case of L2 students, this process takes a longer time because to achieve this level, the students should develop their reading skills and reading strategies. Therefore, this study focused on reading strategies used by students, especially second grade high school students and tried to find out the numbers of reading strategies used by good students and poor students and finally this study was intended to find out whether good students can be categorized as fluent readers and reading strategies they used.

In conducting this study, the researcher took 76 students who were considered as the subjects of this study. There were four instruments that were used in this study, they were reading test, reading strategies questionnaire, reading –aloud test, and interview. The validity and the reliability of the four types of instrument above had been measured and they had shown reliable results. As the subjects of this study, the students were given the reading test. After the reading test, the subjects were given reading strategies questionnaire in order to find out subjects' reading strategies. The next instrument, reading –aloud test was given to the subjects who had been classified into good students and poor students. The purpose of this test was to find out whether good students can be categorized as fluent readers. They were twenty (20) students who sat for this test. After conducting reading-aloud test, the subjects, who were categorized as fluent readers, were interviewed in order to find their deeper strategies which facilitated them to be fluent readers.

From the data given, it was found out that the students used five (5) types of reading strategies: Cognitive strategies, metacognitive strategies, compensation strategies, memory strategies, and social affective strategies. The differences of the uses of these strategies were on the frequency of each strategy they used in reading

activities. Cognitive strategies were used most frequently, while memory strategies were least frequently used by the students. Another finding proved that there were three (3) good students who can be categorized as fluent readers based on the result of reading-aloud test. The result of interview showed that these fluent readers used word processing strategies to facilitate them to read and understand the text fluently.

From the results of this study, the researcher would like to recommend other researchers to have further research into reading strategies used by learners in different levels of schools such as elementary or junior high schools to confirm the research findings. The researcher would also be pleased if future researchers investigate further about fluent readers and their reading strategies so that this can give meaningful contributions to the learners and teachers of English.

ABSTRAK

Ferra Dian Andanty.2006. **Strategi Membaca yang Digunakan Siswa kelas Dua di SMA Negeri 1 Surabaya.** Skripsi. Pascasarjana Pendidikan Bahasa Inggris.Universitas Katholik Widya Mandala Surabaya.

Pembimbing:

Prof. Dr. Veronica L. Diptoadi, M.Sc

Kata Kunci: Keahlian membaca, strategi membaca, pembaca baik, dan pemahaman membaca yang lancar .

Dalam kegiatan membaca, terdapat aktifitas-aktifitas dimana siswa sebagai pembaca membawa pemahaman mereka dan memperoleh pemahaman baru dari materi tertulis atau teks dan menyimpannya di dalam ingatan mereka. Karena membaca merupakan aktifitas kognitif yang kompleks, maka membaca memerlukan suatu proses dan strategi. Oleh karena itu, dalam proses membaca tersebut diperlukan kemampuan siswa untuk membaca. Untuk memperoleh kemampuan membaca, siswa-siswa harus memiliki pemahaman membaca yang baik karena melalui pemahaman membaca yang baik, mereka dapat mengerti, mengevaluasi dan menggunakan informasi atau ide-ide dari teks. Dalam permasalahan siswa-siswa yang bukan penutur asli bahasa Inggris, proses ini membutuhkan waktu yang lama karena untuk mencapai tingkat ini, mereka harus mengembangkan keahlian membaca dan strategi membaca mereka. Oleh karena itu, penelitian ini berpusat pada strategi membaca siswa-siswa, khususnya siswa-siswa kelas dua sekolah menengah atas, yang kemudian mencari tahu seberapa banyak strategi membaca yang dilakukan siswa-siswa yang pandai dan siswa-siswa yang kurang pandai serta pada akhirnya penelitian ini ditujukan untuk mencari tahu apakah siswa-siswa yang pandai dapat dikategorikan pembaca yang lancar untuk menggali lebih jauh strategi membaca yang digunakan siswa yang lancar membaca teks.

Dalam melakukan penelitian ini, peneliti menggunakan 76 siswa sebagai subyek penelitian ini. Ada empat (4) alat uji yang digunakan dalam penelitian ini, yaitu tes reading, kuesioner strategi membaca, tes membaca-keras dan wawancara. Validitas dan reliabilitas dari empat (4) jenis alat uji tersebut telah diukur dan alat-alat tersebut dinyatakan reliabel. Sebagai subyek dari penelitian ini, siswa-siswa diberikan tes reading. Setelah mengerjakan tes reading, mereka diberikan kuesioner strategi membaca untuk mencari tahu strategi membaca mereka. Berikutnya tes membaca-keras diberikan pada subyek-subyek yang sudah digolongkan menjadi siswa-siswa yang pandai dan kurang pandai. Tujuan dari tes ini adalah untuk mencari tahu apakah siswa-siswa yang pandai dapat dikategorikan pembaca yang lancar. Ada dua puluh (20) orang siswa yang diuji dengan tes ini. Setelah diberikan tes ini, subyek-subyek yang sudah dikategorikan pembaca yang lancar diwawancarai untuk

mencari tahu lebih dalam strategi membaca yang mereka gunakan untuk membantu mereka menjadi pembaca yang lancar.

Dari data yang dihasilkan menunjukkan bahwa siswa-siswa menggunakan lima (5) tipe strategi membaca yaitu, strategi kognitif, strategi metakognitif, strategi kompensasi, strategi mengingat, dan strategi sosial-afektif. Perbedaan dalam penggunaan strategi-strategi ini terlihat pada seberapa sering tiap strategi ini digunakan oleh siswa dalam kegiatan membaca.

Strategi kognitif terbukti lebih sering digunakan oleh siswa-siswa sementara strategi mengingat (memory) paling sedikit digunakan. Hasil data yang lain juga menunjukkan ada tiga(3) orang siswa yang pandai dapat dikategorikan sebagai pembaca yang lancar berdasarkan hasil tes membaca-keras. Hasil dari wawancara menunjukkan mereka menggunakan strategi mengidentifikasi kata untuk membantu mereka membaca dan memahami teks dengan cepat dan lancar.

Dari hasil penelitian ini, peneliti berkeinginan untuk menyarankan peneliti-peneliti lain untuk melakukan penelitian lebih jauh mengenai strategi membaca siswa-siswa di tingkat pendidikan yang berbeda, seperti sekolah dasar atau sekolah menengah pertama untuk menyamaratakan hasil penelitian tersebut. Peneliti akan sangat berterima kasih jika peneliti-peneliti selanjutnya meneliti lebih jauh tentang pembaca-pembaca yang lancar dan strategi membaca yang mereka gunakan sehingga hal ini dapat memberikan sumbangan terbesar bagi pelajar dan guru bahasa Inggris.