STUDENTS' READING STRATEGIES IN MASTERING ENGLISH BETWEEN SENIOR HIGH SCHOOLS AT MUARA RUPIT

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ABSTRACT

The aim sof this research are describing the students' reading strategies in mastering English between Senior High Schools at Muara Rupit and describing the students' reading comprehension in mastering English between SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria. The researchers applied descriptive qualitative method. The subject of the research are 60 students from SMA Negeri 1 Muara Rupit of class X and XI and 60 students from SMA Plus Bina Satria of class X and XI in the academic year of 2015/2016. The data collected through questionnaire. Based on the research result, it could be concluded that both of the students at SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria mayority used prior knowledge to think about the topic before reading, made predictions about the probable meaning of the text before reading, previewed the text by skimming and scanning to get a sense of the overall meaning before reading, Monitor understanding by questioning the ideas and information in the text during reading, Monitor understanding by thinking about the ideas and information in the text during reading, Monitor understanding by reflecting the ideas and information in the text during reading, Reflected upon the ideas and information in the text after reading, related what they have read to their own experiences and knowledge after reading, carified their understanding of the text after reading, Extended their understanding in critical and creative ways after reading.

Keywords: Reading Strategies, Mastering English

A. INTRODUCTION

High education must having by human being in their live, so they are able to follow all of developing in this world namely ict, global trade, and other. They can not separated from comprehending foreign language, one of foreign language as approve as international English. English is become the most important thing to be mastered in this era.

According to Pratiwi and Rahmasari (2011:1), English is an international language that must be mastered, especially in this modern era. English learns from junior high school until senior high school, English learning process must be improved from the teaching sector and media. English lesson consist of four skills, such as listening, speaking, reading, and writing. One of the four skills that plays important role in mastering English is reading.

Dalman (2013:5) states that reading is an activity or a cognitive process that seeks to find a variety of information contained in the article. Teaching reading probably the most important thing where students can get much knowledge from reading. The ability to read the materials effectively contributes to the success of the learner in school and success later in every phase of life. By having reading skill, it is hoped that the students are able to absorb the information and expand their knowledge in science, technology, and cultures. However, reading is not a simple process.

Reading is the ability to recognize the printed or written symbols which serve as stimuli to the recall of meaning built up through the reader's past experiences (Ade, 2012:2). What the writer means by reading here is reading comprehension which means the ability of reading something with comprehension. Comprehension is very important in the reading process. Trianto (2009:151) states that the reading successfullness will be influenced by knowledge factor which background and reading strategy.

The students need to use many strategies to comprehend the reading material. According to Ngalimun (2014:4), strategy is planning which contains a series of activities designed to achieve specific educational goals. There are many

strategies in reading, they are skimming, scanning, key word spotting, analytical reading, critical reading, and reading difficult text.

Based on the explanation above, especially in reading at the schools. The writer took two Senior High School as the subject of the research, they were SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria. Each school was chosen 60 students as the object of the research.

To know how far the students' achievement in English especially in reading, the writer conducted the research entitled "Students' Reading Strategies in Mastering English Among Senior High Schools at Muara Rupit".

This research designed in applied descriptive qualitative method. The descriptive qualitative research was ignoring the administration and controlling treatment. It is not aimed to examine the particular hypothesis, but only describes "objectively" about, phenomenon or condition investigated. According to Darmadi (2011:7), descriptive qualitative research is a research that provides an overview of a concept or phenomenon and answer the questions related to a subject of research.

Isaac and Michael (1985:46) state that descriptive qualitative research is used in the literal sense of describing situations and events. It is the accumulation of a data base that is solely descriptive. It does not necessarily seek or explain relationships, test hypotheses, make predictions, or get meanings and implications, although research aim at these more powerful purposes may incorporate descriptive methods. Isaac and Michael (1985:18), define the descriptive method as the one that describes systematically the fact and characteristics of a given population all or area of interest factually and accurately.

B. THEORETICAL REVIEW

1. English as an International Language

According to Pratiwi and Rahmasari (2011:1), English is an international language that must be mastered, especially in this modern era. English is part of the Germanic branch of the Indo-European family of languages. It is spoken as a native language by around 377 million and as a second language by around 375

million speakers in the world. Speakers of English as a second language will soon outnumber those who speak it as a first language.

Pratiwi and Rahmasari (2011:2) states that around 750 million people are believed to speak English as a foreign language. English has an official or a special status in 75 countries with a total population of over 2 billion.

The domination of the English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet. Because English was used to develop communication, technology, programming, software, etc, it dominates the web.

British colonialism in the 19th century and American capitalism and technological progress in the 20th century were undoubtedly the main causes for the spread of English throughout the world.

The English language came to British Isles from northern Europe in the fifth century. From the fifteenth century, the British began to sail all over the world and became explorers, colonists and imperialists. They took the English language to North America, Canada and the Caribbean, to South Africa, to Australia and New Zealand, to South Asia (especially India), to the British colonies in Africa, to South East Asia and the South Pacific.

The USA has played a leading role in most parts of the world for the last hundred years. At the end of the 19th century and first quarter of the 20th, it welcomed millions of European immigrants who had fled their countries ravaged by war, poverty or famine. The Hollywood film industry also attracted many foreign artists in quest of fame and fortune and the number of American films produced every year soon flooded the market. However, President Woodrow Wilson succeeded in having the treaty in English as well. Since then, English started being used in diplomacy and gradually in economic relations and the media.

The future of English as a global language will depend very largely on the political, economical, demographic and cultural trends in the world. The beginning of the 21st century is a time of global transition. According to some

experts, faster economic globalization is going hand in hand with the growing use of English. More and more people are being encouraged to use English rather than their own language. On the other hand, the period of most rapid change can be expected to be an uncomfortable and at times traumatic experience for many people around the world. Hence, the opposite view, that the next 20 years or so will be a critical time for the English language and for those who depend upon it. The patterns of usage and public attitudes to English which develop during this period will have long-term effects for its future in the world.

English Second Language (ESL) and English Foreign Language (**EFL)** instructional approaches differ in significant ways. ESL is based on the premise that English is the language of the community and the school and that students have access to English models. EFL is usually learned in environments where the language of the community and the school is not English. EFL teachers have the difficult task of finding access to and providing English models for their students. As the number of ESL students has increased in schools across North America, more classrooms and school have become more like EFL than ESL environments.

Although ESL (English as Second Language) and EFL (**English as Foreign Language**) are often used interchangeably, there are unique differences between the two. ESL countries are nations where the medium of instruction in education and government is in English, although English may not be the native language.

On the other hand, EFL countries do not use English as a medium of instruction but English is taught in schools. Malaysia was once considered an ESL country but now leans more towards EFL.

The methods and approaches of teaching English as a second language and foreign language do differ greatly. According to Barber (2000:36), the distinction between second language and **foreign language** is not, however, a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used, and in the giving of prestige

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or power. In India, the medium of instruction in schools was changed from English to the regional languages after Independence, and subsequently there has been a gradual process of Indianization of the universities, which at one time were all English-medium.

Indonesia, a former Dutch colony, used to emphasize the teaching of Dutch. The movement towards **English as a foreign language** began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school (Renandya, 2000). The main objective is to provide reading skills to enable Indonesians to read science-related materials in English.

2. The Concept of Strategy

According to Ngalimun (2014:4), strategy is planning which contains a series of activities designed to achieve specific educational goals. According to Sanjaya (2007:38), strategy is general pattern conduct of teachers and students in the realization of teaching and learning activities. According to Syah (2010:133), learning strategy is one of factors that can show the efficientness and successfulness level of the student's learning.

Sudjana (2004:147) states that strategy is teacher activity in implementing the teaching planning. In other means it is the teacher's effort in using many teaching variables (aim, material, method and tool, and evaluation) therefore can influence the students to achieve the aim wanted. Ngalimun (2014:6) states that learning strategy is a plan of action including the use of methods and utilization of various resources/strengths in learning. This means that the preparation of a new strategy to the action. A strategy designed to achieve certain goals. It means that the direction of all the preparation of strategic decisions is the achievement of objectives. thus, preparation of learning steps, the use of a variety of activities and learning resources are all directed towards the achievement of objectives.

To carry out the task in a professional manner, a teacher requires insight steady about the possibilities of learning strategies in accordance with the

objectives of learning, both in terms of the effects of instructional as well as the effects of accompaniment, to be achieved by the formulation of educational goals are intact, in addition to technical mastery in designing a system of teaching and learning environment and effectively implement what has been planned in the instructional design.

3. The Concept of Reading

Reading is very important as a means of seeking knowledge but reading is not easy to learn although to be well informed, students need to read many books, newspaper, magazines. Dalman (2013:5), reading is an activity or a cognitive process that seeks to find a variety of information contained in the article. It means reading is a thought process to understand the content of the text read. therefore, reading is not just a look at a collection of letters that have formed the word, group of words, sentences, paragraphs, and discourse alone, but more so that reading is an activity to understand and interpret the emblem/sign/writing meaningful so that the message conveyed author can be accepted by the reader.

Reading is a complex cognitive process of decoding symbols in order to Herber (1991:61-65) states that reading comprehension is a product of level cognitive the process of application by reader when requires information from printed media which involved into another one, one level build on the preceding. According to Nurhadi (1989:5), a good reader is a reader who always add his or her vocabularies and has variative vocabularies.

According Nurhadi (2005:4), there are some characteristics of good readers, such as read clear goal, which is readable units sentences mind reading speed that is applied varies, critical reading read varied, rich vocabulary, know how to read that correctly.

Richards and Schmidt (2002:443) state that reading comprehension is the result of understanding the contents of a written text, it depends on the reader's purpose in reading, such as:

a. Literal comprehension; reading is in order to understand, remember or recall the information explicitly contained in a passage.

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b. Inferential comprehension; reading in order to find information which is not explicitly stated in a passage, using the readers experience and intuition and by inferring.

c. Critical or evaluative comprehension, reading in order to compare information in passage with the readers' own knowledge and values.

d. Appreciative comprehension; reading in order to gain an emotional or other of valued response from a passage.

According to Cooper et al. (1979: 19), reading occurs when a reader is able to attach meaning to the words. In other words, if one has the ability to comprehend what he or she is reading, he or she actually has the ability to associate meaning with the printed symbols or the ability to bring the meaning to the printed page. According to Rubin (1993:192), comprehension refers to the reading comprehension is the process of understanding between new information that stated the written text that need the cooperation between eyes and brain to receive the massage exited in the text.

4. Reading Strategy

According to Rubin (1993:192), there are many strategies in reading, they are as follows:

a. Skimming

Skimming involves reading key parts of the text. You can use it when you need to get an overview of an author's main line of argument. There are two basic skim-reading techniques:

b. Scanning

Most people use scanning to read web pages when surfing the internet. Scanning helps you establish where in a book or article specific information is located.

c. Key words spotting - key information

Looking for key information involves looking in a given paragraph of passage of words for the key words that are relevant for your topic. It is a process that can be used in conjunction with scanning.

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d. Analytical reading

Analytic reading involves reading in an active and systematic way so that you gain an understanding of what you are reading.

e. Critical reading

Critical reading involves exercising your judgment about what you are reading. It involves you evaluating the arguments or positions presented by the writer.

C. RESEARCH RESULT

Based on the reserach result, the writer analyzed the students reading strategy of SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria. The subject of the research were 60 students from SMA Negeri 1 Muara Rupit of class X and XI and 60 students from SMA Plus Bina Satria of class X and XI in the academic year of 2015/2016. The data was collected through a questionnaire. The test was in the form of questionnaire. The test was one way to measure whether one learning process has run success or not. It was arranged to give evaluation both the teachers and the students themselves. According to Heaton (1988:5), the test is geared to the teaching that has taken places, whereas in the latter case the teaching is often geared largely to the test. In this study, the writer will use interview.

The steps for collecting the data were: 1. Do observation, the writer came to SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria, 2. The writer gave questionnaire to the students of SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria to know the students' reading strategies.

In analyzing the data obtained from the test, the writer analyzed the questionnaire result. The steps for analyzing the data were: 1. Analyze the observation result data, the writer wrote all information she got and know about SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria, 2. Analyze the questionnaire result, the writer wrote and analyzed the students' answers from the ten questionaire given, and 3. Making report, the writer made report for all of information gotten from the observation, and the result of questionnaire to the students.

According to Rubin (1993:192), there are many strategies in reading, they are skimming, scanning, key words spotting, analytical reading, and critical reading, and reading difficult texts.

Based on the research result, it could be concluded that the students at SMA Negeri 1 Muara Rupit mayority used prior knowledge to think about the topic before reading, made predictions about the probable meaning of the text before reading, previewed the text by skimming and scanning to get a sense of the overall meaning before reading, monitor understanding by questioning the ideas and information in the text during reading, monitor understanding by thinking about the ideas and information in the text during reading, monitor understanding by reflecting the ideas and information in the text during reading, reflected upon the ideas and information in the text after reading, related what they have read to their own experiences and knowledge after reading, carified their understanding of the text after reading, extended their understanding in critical and creative ways after reading.

Based on the research result, it could be concluded that most of the students at SMA Plus Bina Satria always used prior knowledge to think about the topic before reading, students made predictions about the probable meaning of the text before reading, students previewed the text by skimming and scanning to get a sense of the overall meaning before reading, monitor understanding by questioning the ideas and information in the text during reading, students did not monitor understanding by thinking about the ideas and information in the text during reading, students monitor understanding by reflecting the ideas and information in the text during reading, students reflected upon the ideas and information in the text after reading, students related what they have read to their own experiences and knowledge after reading, students clarified their understanding of the text after reading and the students extended their understanding in critical and creative ways after reading.

Based on the research result, it could be concluded that both of students at SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria mayority used prior knowledge to think about the topic before reading, and the dominant answer was

given by students at SMA Negeri 1 Muara Rupit. Both of students at SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria mayority make predictions about the probable meaning of the text before reading, and the dominant answer was given by students at SMA Plus Bina Satria. Both of students at SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria mayority preview the text by skimming and scanning to get a sense of the overall meaning before reading, and the dominant answer was given by students at SMA Negeri 1 Muara Rupit.

The mayority of students at SMA Negeri Muara Rupit monitor understanding by questioning the ideas and information in the text during reading, and the mayority of students at SMA Plus Bina Satria did not monitor understanding by thinking about the ideas and information in the text during reading, and the dominant answer was given by students at SMA Negeri 1 Muara Rupit. Both of students at SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria mayority monitor understanding by reflecting the ideas and information in the text during reading, and the dominant answer was given by students at SMA Negeri 1 Muara Rupit. Both of students at SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria mayority reflect upon the ideas and information in the text after reading, and the dominant answer was given by students at SMA Plus Bina Satria.

Both of students at SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria mayority students relate what they have read to their own experiences and knowledge after reading, and the dominant answer was given by students at SMA Negeri 1 Muara Rupit. Both of students at SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria mayority clarify their understanding of the text after reading, and the dominant answer was given by students at SMA Negeri 1 Muara Rupit. Both of students at SMA Negeri 1 Muara Rupit and SMA Plus Bina Satria mayority students extend their understanding in critical and creative ways after reading, and the dominant answer was given by students at SMA Plus Bina Satria.

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