CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of the main gates which enables people to access their need towards knowledge, information and pleasure. Some people such as students may read many textbooks to get the knowledge for completing their task as well as supporting their learning. The others may read magazines and newspapers to get certain information about late news, job vacancies, businesses and others. In addition, there are also several people who like to read novels or comics to gain a pleasure in spending their spare time. However, knowledge, information or pleasure from reading cannot be obtained instantly. It can be derived through a good understanding towards reading materials.

A good understanding is the key success to reach the main goal in different purposes of reading. Whether the purpose is to gain the information or the pleasure, the main goal is obviously to understand what has been read. In line with English Language Learning, students should be also required for being able to construct the meaning from row of words on the passage. By constructing the meaning appropriately, students will be able to create the meaningful reading and gain the intended knowledge. However, it seems to be difficult for Indonesian students as English is not their first language. Students
may face some problems such as time limitation and unfamiliar vocabularies during reading. To deal with these problems, many students often attempt extra efforts such as setting time to practice and applying strategies.

Reading strategies are the ways which can be used by students to help them reach the goal of reading. It is supported by Janzen in Zare and Othman (2013:188) who states that reading strategies are plans and behaviors for solving problem when faced in constructing meaning. From the statement, it is clear that the use of strategies in reading can help students to understand the passage well. In other words, the main goal of reading is also reached through the use of the strategies.

There are some classifications of reading strategy proposed by experts. One of the most popular reading strategies is proposed by O’Malley and Chamot. The classification which is proposed is divided into three categories. Those are cognitive strategy, metacognitive strategy and social affective strategy. Metacognitive strategies involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity. Cognitive strategies involve the manipulation or transformation of the material to be learned such as note taking, summarizing, and translation. Social/affective strategies mainly involve the learner in communicative interaction with another person, for example, when collaborating with peers in problem solving exercises.

Generally, the various kinds of reading strategies are familiar and often used by students. However, whether the strategies in reading give a good
impact depend on the intensity in using the strategy and also the ability in choosing the appropriate strategy to be used in certain task. Rokhsari (2012:13) states that readers who use reading strategies frequently and adequately are more successful readers than readers who do not use them. In this case, students who are considered to be good reading achievers know how to overcome problems they faced during reading. They know how to complete a task, how to comprehend what they read and what has to do when they do not understand the text. Such strategies are used by the good reading achievers to enhance reading comprehension and overcome comprehension failure. That is what makes them able to read effectively and efficiently.

Based on the explanations above, it is necessary to know the various reading strategies used by good reading achievers, especially Indonesian learners who learn English as foreign language. The reason is strategies in reading can help students to reach the intended information or knowledge from their reading. Strategy such as making a note or summary may be able to help students to retain the important information on the passage. Then, the other strategy such as monitoring may assist students to get a good understanding in reading. By knowing the reading strategies which are dominantly used by good reading achievers, further action to make students have better understanding toward English passage can be determined. Further, the dominant strategies used by good reading achievers may be tried out to help poor reading achievers in overcoming their comprehension failure. Therefore, a research entitled “Reading Strategies Used by Good Reading
Achievers” was conducted at the second graders of SMA N 3 Cilacap in academic year 2013/2014.

B. Reasons for Choosing Topic

There were two reasons why “Reading Strategies Used by Good Reading achievers” was chosen as the topic of this research:

1. Reading is one of the important skills which become the foundation of all knowledge, including English. Through reading, students can get the knowledge as much as they need to improve their ability in learning process.

2. Reading strategies are one of the ways which can support students in overcoming problems faced when constructing the meaning of words in a passage. Thus, the students can read effectively and efficiently.

C. Problems of the Research

The problems of the research were:

1. What reading strategies were used by good reading achievers at the second grade of SMA N 3 Cilacap to comprehend English texts?

2. What dominant reading strategies were used by good reading achievers at the second grade of SMA N 3 Cilacap to comprehend English texts?
D. Aims of the Research

The aims of this research were:

1. To find out what reading strategies used by good reading achievers at the second grade of SMA N 3 Cilacap to comprehend English texts.

2. To find out what dominant reading strategies used by good reading achievers at the second grade of SMA N 3 Cilacap to comprehend English texts.

E. Clarification of the Terms

To clarify the main terms of this research, the definition of the terms was presented as follow:

1. Reading strategies are conscious actions that the readers take to achieve specific reading goals (Ling, 2011:11).

2. Good reading achievers

In this study, good reading achievers refer to students who have good achievement in reading.

F. Contributions of the Research

It is expected that this research can give significant value to the teachers, students and other researchers.

1. To the teachers

Hopefully, the result of the study can be an alternative for teachers to help the students in comprehending English passage. Thus, students can get the
intended knowledge from reading and also create a good progress in learning English.

2. To the students

The result of the study is expected to be able to give the students useful insights which enable them to improve and to comprehend English text well. Besides, by knowing the various reading strategies used by good reading achievers, hopefully the students can also be encouraged to apply the strategies while reading English text.

3. To the other researchers

This research can be a useful source for other researchers to conduct a research with the same topic. In addition, it can also be used as a motivation for other researchers to develop another better research.