READING COMPREHENSION STRATEGIES BY HIGH SCHOOL STUDENTS: A COMPARISON OF GOOD AND WEAK STUDENTS

THESIS
Submitted in partial fulfillment of the Requirements for the degree of Sarjana Pendidikan

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ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS KRISTEN SATYA WACANA
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THESIS

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INTRODUCTION

The important skills of English for the second language (L2) learners are reading, speaking, writing, and listening. Reading is first to be mastered by L2 learners because of the important effect of reading itself. Hashemi et al. (2016) mentions that reading is a primary life skill. Since childhood, individuals were taught to read by the parents and at the school, students are required to improve their reading comprehension skill of English texts, because reading comprehension has an important role for students which can lead them to the successful learning of English. Baier (2005) states that reading comprehension is an important skill in successful education as well as other subject areas.

Reading comprehension is a process of understanding the meaning from the text. Woolley (2011) mentions that reading comprehension is “the process of making meaning from text” (p. 15). The goal of reading comprehension is to gain an understanding of the entire text content rather than getting the meaning of a word or sentence (Woolley, 2011). Some researchers believe that reading comprehension is the most important factor of successful learning of English. According to Grabe and Stoller (2002), as cited in Roebl and Shiue (2013), reading comprehension skill is “important for students to become an effective reader”. Therefore, students’ understanding of the whole meaning of the texts can lead them to be an effective reader.

Reading comprehension is a complex skill to develop. This statement is supported by Alkhawaldeh (2010) who mentions that reading comprehension development is “a problematic and complex skill for students to develop”. Therefore, to develop or improve the reading comprehension skill, students need efforts and strategies. The strategies, however, must be practiced and reinforced during the process of learning.
(Alshehri, 2014). With practice and reinforcement of reading comprehension skill, students will understand the text that they have read and mastered the comprehension skill as well.

Since reading comprehension is a complex skill, many students have difficulties in comprehending their reading skill and have to struggle to understand the meaning of English texts. Because of the difficulties, students feel under pressure and lazy to read the English text. Moreover, the students may not understand how to read the main ideas of the text as well. The students seem unable to understand the importance of the reading comprehension itself and prefer not to improve the skill.

Because of the problem above, the students need strategies for an effective reading comprehension. Generating or asking questions, predicting, and summarizing can be referred to as effective strategies used to improve students’ skill of reading comprehension. Parker and Hurry (2007), as cited in Hooper (2010), describes four reading strategies which are: “generating questions about the text, predicting, clarifying, and summarizing” that improve students' skill on reading comprehension. Presley (1997), as cited in Elliot (2005), also mentions six strategies for effective reading comprehension. The strategies are (a) accessing prior knowledge, (b) questioning, (c) seeking clarification, (d) mental imagery, (e) making connections to text, and (f) summarizing.

This study is an attempt to investigate the strategies used by students of Senior High School grade 10 to improve their reading comprehension skill. Therefore, this study is attempted to answer the research questions, (1) what are students’ opinions of reading? and (2) what are the strategies used by good and weak students in reading comprehension?
The importance of this study is also beneficial for teacher as well as the students, because it can help the teacher to have a better understanding about the students’ difficulties towards the reading comprehension skill while for the students, this study could provide effective strategies for a better reading comprehension especially who have weaknesses in comprehend the text.

LITERATURE REVIEW

Definition of Reading

Reading is one of language skills which is as important as other language skills. Sabouri (2016) defines reading as “an interactive process in which readers construct a meaningful representation of a text using effective reading strategies” (p. 229). It means the readers attempt to understand the meaning of a text. By reading, the readers obtain knowledge and develop it. Reading is defined as the ability to understand the meaning of words contained in a document and make use of the knowledge gained from the document for personal growth and development. (Dadzie, 2008). The writer, certainly, has a purpose intended for the readers embodied in the text. Gilakjani and Ahmadi (2011) as cited in Sabouri (2016) mentions that the main goal of reading is to obtain the author's intent for the readers of the text.

Reading is a process to construct a meaning from the text. That is why readers need to comprehend the text. The meaning of comprehension is a process in which readers gain the meaning of the text through prior knowledge, previous experience, information in the text, and the reader’s view related to the text. Some researchers define
the meaning of reading comprehension. Katherine Maria (1990) as cited in Roebl and Shiue (2013), defines reading comprehension as:

“...holistic process of constructing meaning from written text through the interaction of (1) the knowledge the reader brings to the text, i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions; (2) the reader’s interpretation of the language that the writer used in constructing the text; and (3) the situation in which the text is read” (Katherine Maria, 1990, p. 14-15).

Reading comprehension is the ability to understand the content of the text and gain the intent of the writer (Alshehri, 2014). Without reading comprehension skill, the reader would not understand the meaning of the content of the text. Another definition of reading comprehension comes from Bernhardt’s organization as cited in Chung (2012). Reading comprehension can be defined as:

“(1) is topic-dependent (2) involves making appropriate decisions from the beginning of a text (3) involves the selection of critical features for processing (4) involves the rapid processing of text (5) involves meta-cognitive awareness of the comprehension process” (Chung, 2012., p. 3)

Reading comprehension can be interpreted as the ability to give meaning to words simultaneously by accessing prior knowledge and utilizing word recognition skills (Collins & Collins, 2002, as cited in Elliot, 2005). The goal of reading comprehension is to understand the information from the text (Spooner, et.al., 2006).

The Importance of Reading

Reading comprehension is one of the important factors of reading skills, because it makes the reader understand the information from the text. The statement is supported by Gambrell, Block, and Pressley (2002) as cited in Ness (2009) who says that “... the most important thing about reading is comprehension”. Reading comprehension can also be one way for readers who have a better comprehend to access professional information
in various subject fields (Richard, 1976 as cited in Rahimi, Rezaei & Talepasan, 2012). There are plentiful benefits for the readers who have a better comprehending such as can be an effective reader (Grabe & Stoller, 2002 as cited in Roebl & Shiue, 2013), can achieve success in various subject areas, etc. Reading comprehension also allows the readers ‘to read proficiently, learn effectively and to conceptualize’ (Roebl & Shiue, 2013).

**The Strategies for Effective Reading**

Reading comprehension is a complex skill to develop and needs some strategies to improve. Three of the strategies are generating or asking questions, predicting, and summarizing. These strategies are discussed in the sections below.

**A. Generating or Asking Questions**

In this strategy, readers attempt to generate the question related the information from the text. This strategy also could assist readers in combining information, recognizing main ideas, and summarizing information from the text (Sabouri, 2016). Besides, asking appropriate questions related to the text could help the readers to concentrate on the most important information of the text (Wood et al., 1995, as cited in Sabouri, 2016, p. 234). Pressley et al. (1995) as cited in Elliot (2005) emphasizes that creating questions which relevant to the text, helps readers to concentrate on the comprehension difficulties and take an action to overcome the problem.

**B. Predicting**

In this strategy, readers are able to obtain the meaning of the text by guessing the meaning of the words appropriately related to the content of the text. Besides guessing the meaning of words, readers could guess the content of the text through memorizing
the title before reading the entire text. During reading, the readers also could make guesses on what happens or what will occur next in the content of the text (Sabouri, 2016).

C. Summarizing

According to Sabouri (2016), summarizing can be defined as “a significant strategy that allows readers to remember text rapidly”. Summarizing is also known as concluding the significant information using the readers' own words or opinion. By summarizing, the readers will know the main idea or the important information of the text. Besides, the readers could be aware of the text structure, the significant information, and how ideas are related to each other (Sabouri, 2016).

Students’ Difficulties in Reading Comprehension.

Reading comprehension is a complex skill and difficult to enhance. Therefore, many students find difficulties to enhance their reading comprehension skill. Three main problems faced by students are vocabulary, working memory, and type of text (Shehu, 2015, p. 93). Comprehension is a process to understand the content of the text, therefore, vocabulary is the most significant factor to enhance students’ comprehension. Laufer (1998) as cited in Olmos (2009) emphasizes that a good vocabulary is important for reading comprehension and for fluency in speech as well.

Besides vocabulary, working memory is also one of the most common problems among students. Individuals have different working memory; short and long working memory. In reading comprehension context, the ones who have a long working memory would find difficulties in acquiring the information of the text. Type of the text is another common problem faced by students. According to Shehu (2015), type of the text
is a major barrier (p. 93). Type of texts are varied and not all of the texts are understandable.

**Students’ Strategies to Develop Reading Comprehension**

In reading, students need to have effective strategies. Some strategies that can be used by the students are reading slowly, reading-aloud, using short pauses, and repeating the text (Walczyk, & Griffith-Ross, 2007). When the students think the text is too difficult, they need to read slowly because it could prevent confusion possibility. Students who have a difficulty to concentrate in reading especially in the noisy environment, reading aloud is an effective strategy to help the students. Besides, reading aloud also “help students to focus their attention when challenged or bored” (Walczyk, & Griffith-Ross, 2007). Another strategy is using pauses and the pauses should be short because it could increase students reading comprehension skill. The last strategy is repeating the text which is as significant as the other strategies. The students who have a poor reading comprehension skill, with repeating text continuously, their skill on reading comprehension will increase and reduce their confusion of the meaning or significant information in the text.

**Previous Studies**

There are three previous studies which explain about the reading comprehension strategies. The first study by Yaemtui (2015) involved 74 students of the *Triamudom Suksa* School in Bangkok who are studying English for Reading and Writing. The study was carried out by using questionnaires divided into two parts; General Information and Survey of Reading Strategies. In the Survey of Reading Strategies, Yaemtui (2015) divided reading strategies into three parts; Cognitive, Metacognitive, and Compensating
reading strategies. The finding of the study shows that the three reading strategies utilized by the able English users and the less able English users were not significantly different.

The second study by Wang (2016) involved 10 EFL Taiwanese high school freshmen with an intermediate level of English language proficiency. The study was carried out by using reading comprehension tests in pairs and analyzed the reading scores and think aloud protocols of the most successful pair and the least successful pair among the five pairs. The finding of the study shows that the most successful students scored higher on the comprehension questions and performed think-aloud reading better than the least successful students (Wang, 2016).

The third study by Jafari (2012) involved 81 male/female university sophomore students in Iran who are enrolled in ESP course. The study was carried out by distributing 30 items of SORS (Survey of Reading Strategies) classified into three parts, global, problem solving, and support strategies, and doing the test of reading comprehension. The finding of the study shows that the participants are moderately aware of reading strategies. Support strategies are the strategies used most frequently, followed by global strategies, and then problem-solving strategies (Jafari, 2012).

THE STUDY

Research Method

The purpose of the study was to explore the reading comprehension strategies used by the good and weak students in reading comprehension. The study is attempted to answer two research question, (1) what are students’ opinions of reading? and (2) what
are the strategies used by good and weak students in reading comprehension? In achieving the objective, this study used a descriptive method. It describes the participants’ opinions toward reading and the strategies used by the good and weak students.

The Context of the Study

This study was conducted in a Christian Senior High School in Salatiga. The school was chosen in terms of the application of curriculum 2013, especially for English subject. The English subject allocates two hours per week.

Research Participants

There were six participants in this study. They were three students who are good in reading and three other students who are weak. They were all the students in Christian Senior High School and all of them were grade 10. In this study, the participants’ names were changed into codes to maintain their privacy.

Data Collection Instruments

For collecting the data, this study used a semi-structured interview. The interview questions were conducted in Indonesian, to make them comfortable and confident in answering the questions. Before collecting the data, the interview questions were piloted with two students of grade 10th from a different school. The purpose of the piloting was to check whether or not the questions were clear. The result of the piloting, shows that the students who are asked to help for piloting had no difficulties in understanding and answering the interview questions (Appendix 1).
Data Collection Procedures

First, the English teacher of the school were asked to choose three students who were good and three students who were weak in reading comprehension. After that, the students were gathered in an empty classroom. The participants were told about the purpose of this study briefly by the researcher. Next, a text (Appendix 2) was given to read by the participants in order to have a clear conception of the interview. After the participants finished their reading, the participants were interviewed one by one. During the interview, the participants’ answers were recorded using a smartphone. After obtaining all the data, the interview was transcribed and analyzed to gain the significant information from the transcribed data.

Data Analysis Procedure

In analyzing the interview data, the recorded interview was initially listened. After listening the recorded interview, the data was transcribed. The data were classified to be coded for themes of this study. The participants’ opinions and strategies were made in form of tables to make it easier in comparing the participants’ responses.

FINDINGS AND DISCUSSION

The purpose of this study was to investigate the reading strategies used by the students who are good in reading and who are weak in the skill. Based on the data analysis, two themes were found. The themes were opinions of reading and strategies of reading. There were five sub-themes of opinions and four sub-themes of strategies. The sub-themes of opinions were the importance of reading, the purpose of reading,
difficulties of reading, opinions toward reading, and benefits of reading. The sub-themes of strategies were the frequency of reading, understanding the main ideas, reading strategies, and author’s intent in reading. In this part, the codes G is used for good students and W for weak students. In this section, the participants' responses were presented in tables form to make it easier to compare the strategies used by the two types of participants.

A. Opinion of Reading

The participants’ opinions related to the reading skill were classified into five sub-themes. The sub-themes were the importance of reading, the purpose of reading, difficulties of reading, opinion toward reading, and benefits of reading. Each sub-theme was described qualitatively.

1. The Importance of Reading

Based on the transcribed data, there were no differences between the good and weak students related to the importance of reading. The six participants agreed that reading was important for them in terms of speaking and vocabularies.
Table 1. Participants’ Response Toward the Importance of Reading

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
</table>

According to Table 1, the good and weak students mentioned that reading was beneficial for them. However, the participants had different points of view related to the importance of reading. Student G1 and G3 claimed that reading was beneficial for communication. Student G1 and G3 believed that reading could help them to improve their speaking skill. Student G3 also added that if someone’s reading is better, the speaking skill will be better as well. Meanwhile, student G2 stated that reading helped him learning English better such as understand the use of tenses easily and have a lot of vocabularies.

On the other hand, the weak students had their own opinions of the importance of reading. Student W1 claimed that reading helped him to communicate and to improve vocabularies. Similar to student W1, student W2 proved that reading helped him to improve the vocabularies. Different from student W1 and W2, student W3 stated that reading helped him read and speak English fluently.
In a study conducted by Mart (2012), mentioned that “reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills” (p. 92). The statement confirms the four participants’ statement who mentioned that reading affected their communication skill. In his study, Mart (2012) also claimed that the best way to learn new vocabularies is reading. Another study from Nation (1995) as cited in Mart (2012) supported the importance of reading by the other two participants. Nation (1995) said that the main source of vocabulary growth is reading. Thus, it is proved that reading is important for vocabularies growth and speaking skill in particular.

2. The Purpose of Reading

Generally, in senior high school, the teacher teaches the students to search the main ideas on a paragraph level, vocabulary on a word level, and the content of a text on a text level. When the data were analyzed, there were differences between two types of students regarding to the purpose of reading. Good students’ aim in reading was more on the text level. However, weak students’ purpose was on a specific level; word and paragraph level.

Table 2. Participants’ Purposes of Reading

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1: “Inti ceritanya.”</td>
<td>W1: “Yang ingin saya pahami intinya seperti ide pokok atau yang dimaksud dalam bacaan itu apa.”</td>
</tr>
</tbody>
</table>
The table indicates a difference between good and weak students regarding the purpose of reading. The good students mentioned their aim in reading was to understand the content of a text. However, the weak students had different aims which were understanding the vocabularies and the main ideas of the story.

Anderson (2014) as cited in Cheon and Ma (2014) mentioned three specific purposes in reading which are reading for pleasure, reading for information such as information about the content or the main ideas of the story, and reading to learn something new such as the meaning of the story or vocabularies. The participants’ purpose of reading was supported by the statement. In this study, the good students had a purpose to obtain information through reading. On the other side, the weak students’ purpose of reading was to learn something new, that is vocabularies.

3. **Difficulties of Reading**

In this part, the participants were asked about their difficulties in reading. Evidently, both good and weak students had similarities in this regard. The difficulties experienced by participants were summarized in the following table.

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1: &quot;Vocabulary yang sulit dan unsur kebahasaannya.&quot;</td>
<td>W1: “Seperti tidak tahu vocabulary-nya terus lupa vocabulary-nya.”</td>
</tr>
</tbody>
</table>

The results show that there was no difference between good and weak students in term of difficulties in reading. Both good and weak students faced the same difficulties
in reading. Student G1 faced the difficulties in vocabularies and grammar, meanwhile student G2 and G3 claimed that they faced difficulties in vocabularies. The weak students dealt with the same difficulties as the good students which are vocabularies.

The experience acquired by the participants is related to the difficulties of reading is in line with Shehu's (2015) study. He stated that vocabulary, working memory, and type of text are three main problems faced by students (p. 93). Indeed, vocabulary is the most common problems in reading. Therefore, the students should enrich their vocabularies in order to improve their comprehensiveness.

4. Opinions Toward Reading

During the interview, the participants were asked about their opinions toward reading. Each participant who are good and weak in reading comprehension mentioned different opinions as seen in the table below.

Table 4. Participants’ Opinion Toward Reading

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1: “Sangat penting dan bermanfaat dalam kehidupan sehari-hari.”</td>
<td>W1: “Karena sekarang perkembangan zaman, banyak orang yang dari luar negeri mencari tenaga kerja di Indonesia, jadi biar kita tidak ketinggalan zaman juga.”</td>
</tr>
<tr>
<td>G3: “Penting, berguna, dan mempunyai banyak manfaat seperti dapat vocabulary baru dan dapat meningkatkan pronunciation walaupun sedikit.”</td>
<td>W3: “Manfaatnya banyak seperti menambah wawasan dan biar tidak ketinggalan zaman.”</td>
</tr>
</tbody>
</table>

Table 4 shows different thoughts related to reading from the good and weak students. According to the table, student G1 mentioned that reading was important in her
daily life. She added more information about the benefit that she got from reading. The benefit of reading obtained by her was at the time she watched a movie, she can understand the movie without the use of subtitle. Student G2 shared his ideas about reading. He stated that reading was beneficial for him because, through reading, he could improve his English and speaking skill. Meanwhile, student G3 said that reading was beneficial for him because reading could help him improves his vocabularies and pronunciation.

Besides the good students, the weak students also shared their opinions toward reading. Based on Table 4, student W1 stated that reading was important because of this current development, many people from overseas looking for workers in Indonesia. Therefore, student W1 suggested not to be outdated of the globalization era. Student W2 agreed that reading is advantageous because, by reading, he could learn more about English. Student W3 mentioned that reading has a lot of benefits. The benefit was he could get new knowledge such as understand how to read English text and read it fluently.

According to Hedge (2003), as cited in Sabouri (2016), reading has a lot of benefits such as sharpen the readers language proficiency, “advance in their reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning” (p. 231). The participants’ opinions were supported by the statement mentioned earlier. All participants agreed that reading is important and beneficial for them in their daily life or their academic field.

5. Benefits of Reading

During the interview, the participants were asked about the benefits of reading that they get in the academic field. The benefits were classified in the following table.
Table 5. Benefits of Reading Obtained by Participants

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
</table>

Table 5 shows that the good and weak students got the benefits of reading. Student G1 claimed that after reading, she began to understand the content of the book in English. Student G2 got the benefits of reading in a form of vocabulary. He stated that he understood a lot of vocabularies through reading. Student G3 mentioned that through reading, he could understand how to pronounce words in English. In the weak students’ side, student W1 and W2 said that reading made their vocabularies increase. Meanwhile, student W3 could enhance his fluency of reading particularly in reading English texts.

Reading brings benefits to the reader especially for the students. Experts believed that reading allows the readers “to read proficiently, learn effectively and to conceptualize” (Roebl & Shiue, 2013). Three participants’ statement regarding the benefits of reading confirmed the statement above. The participants stated that through reading they can improve their pronunciation and speaking skill. Aside from Roebl and Shiue’s study, Laufer (1998) as cited in Olmos (2009) agreed that the important thing for reading comprehension and for fluency in speech is a good vocabulary. Indeed,
vocabulary is one important thing in reading. Without the basic knowledge of vocabulary, the students could not comprehend the text. This is the reason of why the other participants stated that reading is important for them because they can increase their vocabulary.

B. Strategies of Reading

Since reading is a complex skill to develop, the readers need strategies to master the skill. The participants have the strategies to enhance their reading skill. In this part, the participants’ strategies were explained qualitatively.

1. Frequency of Reading

Practice continuously is needed in order to increase the reading skill. The participants, indeed, practiced their reading to improve their reading comprehension skill. The participants were asked about how many times they repeated the reading until they understood the content of the text. The following table shows the participants’ frequency of reading.

**Table 6. Participants’ Frequencies of Reading**

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
</table>

Each participant had different frequency of reading. Student G1 read three to six times until she understands the text that she read. Student G2 read two to five times. Meanwhile student G3, the frequency of reading depends on the vocabulary of the text.
If the vocabularies were easy to understand, he could read one to two times. However, if the vocabularies were difficult for him, he could read the text up to ten times. Student W1’s frequency of readings depends on the vocabulary as well as student B3. He mentioned that if the vocabularies were easy for him, he can read two to three times. If the vocabularies were difficult, it can be up to four times. Student W2 usually read two to three times and student W3 up to three to five times until they understood the content of the text.

The frequency of reading or repeated reading allows the readers to have a better comprehension of the text. Alber-Morgan (2006) believed that repeated reading strategy provides opportunities for the student to practice and improve their fluency. She also mentioned that “…the practice of daily repeated readings is an efficient way to produce substantial gains in fluency over a short period of time” (p. 274). Samuel (1979) as cited in Han and Chen (2010) claimed that an important function of repeated reading is to provide the readers a practice, “thereby contributing to fluency and comprehension”. Repeated reading can help the readers to practice their fluency and increase their comprehension of the text. In this study, the participants could enhance their reading comprehension skill by using the repeated reading strategy.

2. Understanding the Main Idea

In reading, understanding the meaning of the text is not enough. The readers need to understand the main ideas in order to comprehend the content of the whole text. During the interview, the participants were asked about their strategies in understanding the main ideas. The strategies were classified in the following table.
In understanding the main idea, student G1 tended to read the entire text first then searched the first sentence of a paragraph and took the main ideas from it. Student G2 chose to read the text continuously until he found the main ideas. Student G3 prefer to read the whole sentences and then search the main ideas from each paragraph. There are no important differences between the strategy used by the good students and the weak students. Student W1 repeated his reading until he found the main ideas. Meanwhile, student W2 and W3 usually searched for the main ideas in the first sentence of a paragraph.

The readers definitely have a purpose in reading. One of them is searching for the main ideas. According to Wilawan (2012), understanding the main ideas is “the most difficult tasks in reading comprehension” (p. 52). Therefore, the readers need strategies to do it. Besides, the readers’ background knowledge is required in order to understand the main ideas (Wilawan, 2012). Furthermore, Wilawan (2012) added more information about background knowledge which are “knowledge of content, general knowledge of the world, knowledge of structural aspects of text, knowledge of different types of text and genre” (p. 47). The participants in this study understand how to search the main
ideas. They used the strategies based on their background knowledge. When they know how to understand the main ideas, they will understand the entire text that they read.

3. Reading Strategies

The following section explains three effective strategies used by the good and weak students in improving their reading comprehension skill. The strategies are generating questions, predicting, and summarizing.

Generating Questions

During the interview, the researcher asked the participants about the use of generating questions strategy in reading. The following table is the participants’ response toward the question, when you started to read a text, have you ever trying to generate a question?

Table 8. The Type of Questions Generated by Participants

<table>
<thead>
<tr>
<th></th>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1: “Pernah, seperti ceritanya seru atau gak.”</td>
<td>W1: “Pernah, seperti ide pokoknya ada di kalimat yang mana.”</td>
<td></td>
</tr>
</tbody>
</table>

The participants' responses on Table 8 indicate that only four participants used the strategy. The four participants were two good students and two weak students. Student G1 generated a question about the story whether it is interesting to her or not. Student G3 usually asked about the type of the story. Student W1 asked about the location of the main ideas, while student W3 generated a question about what kind of story that he read. However, student G2 and W2 claimed that they never use the
generating question strategy. The reason behind never using the strategy was because they thought it makes them difficult to comprehend the reading.

Sabouri (2016) in his study mentioned that generating or asking a question is one of the effective strategies to improve reading comprehension skill. He also added an important information related to this strategy. Sabouri (2016) said that in generating or asking a question strategy, the readers attempt to generate the questions related the information from the text. This statement confirms the participants’ experience in using the strategy. In this study, the participants generate the questions about the information such as the main ideas of the story and what kind of story it is. Apart from Sabouri’s study, the participants experience also has a consistency with Ness’s study (2009). Ness claimed that in generating questions, the readers ask themselves about “why, when, where, why, what will happen, how, and who questions” (p. 61). It is proved by the response from the participants. Before they read the text, they tend to generate a question related the information. The information includes the location of the main ideas of the story.

**Predicting**

Predicting is one of the effective strategies used by the readers to improve the reading comprehension skill. Besides generating a question, the participants apparently used this strategy as well. The participants were initially asked, *when you read a text, have you ever trying to predict something from the text?* and their answers were classified in the table below.
Table 9. *Things Predicted by Participants During Reading*

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1: “Pernah, seperti menebak endingnya seperti apa.”</td>
<td>W1: “Pernah, seperti nanti dari bacaan itu, soal yang keluar seperti apa.”</td>
</tr>
</tbody>
</table>

The table indicates that the good and weak students had no differences regarding the predicting strategy. Table 9 shows all participants ever used this strategy. According to the table, student G2, G3, W2, and W3 often predicted vocabularies. The researcher tried to know more about how they predict the vocabularies. Student G2 said he adjusted it with the previous sentence. Different from student G3 who tended to predict the difficult words after look at the sentence after. Meanwhile, student W2 and W3 predicted the vocabulary by looking at the previous sentence. However, instead of predicting the difficult vocabularies, student G1 tended to predict the ending of the story. Meanwhile, student W1 predicted what kind of question that comes out based on the story. They were asked to state the reason why they never predicted vocabulary. Apparently, predicting the vocabularies were difficult for them. They were afraid it would not match with the exact meaning.

Predicting is one of the effective strategies as well. Sabouri’s (2016) claimed that prediction strategy helps the readers to be able to obtain the meaning from the text. Meaning can be interpreted as vocabulary. The statement above supported the students’ experience who like to predict vocabulary during their reading. Sabouri (2016) also state that during reading the readers can make a prediction about the next occurrences in the
story. This statement is in accordance with two participants’ experience who tend to predict the ending of the story and the questions based on the story.

**Summarizing**

Summarizing is another strategy used by the participants. However, not all participants used this strategy. The following table indicates the participants’ answers toward the question, *when you read a text, have you ever summarized it?*

**Table 10. The Use of Summarizing Strategy by Participants**

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
</table>

The participants’ answers on Table 10 show that there were differences between the good and weak students in regard to the summarizing strategy. The table shows that only good students used this strategy. Then, the good students were asked the way they summarized the text. The weak students were also asked about the reason why they never used this effective strategy. The responses from both type of students was summarized in the table below.
Table 11. *The Good Students’ Strategy in Summarizing A Text and The Weak Students’ Reasons Why They Never Use the Summarizing Strategy*

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
</table>

Table 11 shows that student G1 had different strategy in summarizing the text. Based on the table, student G1 mentioned her way in summarizing the text. She said that she read the entire text first, then write the main ideas of the story. Student G2 and G3 claimed that they repeated the reading until they understand the text. After that, they started to summarize the text. The table also indicated that the weak students had different reason why they never did this strategy. Student W1 mentioned that he never tried to summarize a text before. Student W2 stated that he never summarized a text because he does not like summarizing. Student W3 admitted that he still struggling in English. That was the reason why student W3 rarely summarized the text.

A study by Sabouri (2016) shows that summarizing is “a significant strategy that allows readers to remember text rapidly” (p. 235). The participants in this study mentioned that by summarizing, they can remember the content of the text. Khoshsima and Tiyar (2014) also agreed that summarizing is beneficial for the students regarding the reading comprehension. Thus, summarizing strategy enable the students to remember and comprehend the content of the text. Unfortunately, based on the result above, only
good students used this strategy. The weak students should try to use the summarizing strategy to enhance their reading comprehension skill.

4. Author’s Intention in Reading

Besides searching for the main ideas, searching for author’s intent in reading is one of the significant purposes for the readers. The participants were asked whether they are searching for author’s purpose or not during their reading. The following table is the answers from the participants.

**Table 12. Participants’ Experience in Searching for Author’s Purpose During Reading**

<table>
<thead>
<tr>
<th>Good students</th>
<th>Weak students</th>
</tr>
</thead>
</table>

The table shows that both good and weak students ever tried to search author’s purpose in their reading. However, they stated that they only searched it through a question based on the text they have read. Different opinion came up from student W2 and W3, in which they mentioned that they never searched the author’s message. When the participants were asked the reason why they never did it, they said they only read the text and never tried to look for the message. They also added if they found a question which asked them to search the author’s intent, then, they would search for it.

The main goal of reading is to obtain author’s intent from the text (Gilakjani & Ahmadi, 2011, as cited in Sabouri, 2016). Alshehri (2014) also agreed that reading
comprehension is the ability to understand the content of the text and obtaining the writer’s intent. It is as important as understanding the main ideas. In this study, the participants obtained the author’s message even though they search it through a question. Understanding the author’s message is a complex way because it can be explicit or implicit. The participants in this study need to comprehend the text carefully to gain the message from the author. Therefore, the participants should practice their reading continuously in order to enhance their reading comprehension, fluency, and obtain the author’s message correctly.

**CONCLUSION**

Reading is an important skill, yet, complex to develop. Readers need strategies to enhance the reading comprehension skill. This study attempted to investigate the strategies used by students of Senior High School grade 10 in improving reading comprehension skill. This study attempted to answer the research questions, (1) *What are students’ opinions of reading?* and (2) *What are the strategies used by good and weak students in reading comprehension?* The study was conducted to investigate the reading strategies adopted by the students of Christian Senior High School in Salatiga. Based on the results, the researcher found two main themes, opinions of reading and strategies of reading. In the section of the opinions of reading, there are five sub-themes; the importance of reading, the purpose of reading, difficulties in reading, opinions toward reading, and benefits of reading. Meanwhile, in the section of the strategies of reading there are four sub-themes; the frequency of reading, understanding the main ideas, reading strategies, and author’s intent in reading.
As seen from the results, the good and weak students agreed that reading is beneficial in their daily life and academic fields. Both good and weak students have their own purpose in reading. Based on the findings, there are no significant differences between the good and weak students in the difficulties of reading. The difficulties they faced are difficult vocabularies. In order to overcome the difficulties, the participants used strategies in reading. The students also used the strategy to understand the main ideas and author’s intention. The strategies are repeated reading, generating questions, predicting, and summarizing. According to the findings, repeated reading was used by the good and weak students to be able to comprehend the text. They also used the generating questions and predicting strategy. Both good and weak students have the similarity in predicting strategy. The similarity is predicting difficult vocabularies. However, for the summarizing strategy, only good students used it.

Reading is important for every individual especially for senior high school students. Even though there are several difficulties faced by them, such as vocabulary and grammar, they could overcome the difficulties by using the reading strategies. However, each type of student has different strategies to improve their reading comprehension skill. As long as they can use the strategies which make them comfortable and practice their reading continuously, they can certainly improve the reading comprehension skill.

This study provides information about the strategies that can be used by the students who want to improve the reading comprehension skill. The strategies need to be practiced continuously by the students. For the teachers, especially the prospective English teachers, this study is hoped to introduce the effective reading strategies to the
students, before go on to the material. Even though the students already applied the strategies, it will make the students find out the benefits which help the students understand English texts better. Hence, the students will become an effective reader in the future.

This study still has several limitations especially on its interview questions and participants, which certainly affects the results of this thesis. The first limitation lies on the interview questions. This study used nine numbers of interview questions which were not enough to obtain all the strategies of reading used by good and weak students. The second limitation is the number of participants. Extra participants are needed to make the obtained data more reliable. Therefore, extra interview questions and participants are needed in further research to get the better data results.
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REFERENCES


APPENDIXES

Appendix 1

Interview questions

1. Menurut kamu, apakah reading adalah keterampilan yang penting? Mengapa?
2. Saat kamu membaca sebuah bacaan, apa yang kamu coba untuk pahami dari bacaan tersebut?
3. Saat kamu membaca sebuah teks dalam Bahasa Inggris, berapa kali kamu membaca teks tersebut?
4. Saat membaca sebuah teks dalam Bahasa Inggris, apakah kamu sering mengalami kesulitan? Apa saja?
5. Saat kamu membaca, apakah kamu paham ide pokok dari bacaan?
6. Saat kamu mulai membaca bacaan dalam Bahasa Inggris, apa kamu mencoba untuk membuat pertanyaan / menebak / summarizing sebelumnya?
   - Generating / asking question: Apakah strategi ini dapat membantu kamu dalam memahami ide pokok dalam bacaan?
   - Predicting: Apa yang biasanya kamu tebak?
   - Summarizing: Apakah strategi ini dapat membantu kamu memahami / mengingat isi bacaan?
7. Saat kamu membaca teks, apa kamu pernah mencoba untuk memahami pesan penulis yang ada dalam teks? Seperti apa contohnya?
8. Apa pendapatmu tentang keterampilan membaca dalam Bahasa Inggris?
9. Apakah kamu mendapatkan manfaat dari membaca dalam Bahasa Inggris? Apa saja?

Appendix 2

Early one morning, Umar was walking to the bus stop to catch a bus to school. A loud, screeching noise suddenly pierced the air. Umar realized that there had been an accident. A small boy was lying unconscious on the road, and the car that had hit him had already run away. Umar was confused and frightened. “Is the boy dead?” Umar asked himself. However, the boy was still breathing. Umar could see that the boy had bruises all over his face and arms.

Umar did not know what to do. Few cars passed along the road at the time of the day. The nearest house which he could go to for help was his own, but it would take ten minutes to walk there. Umar finally decided to stay with the boy until somebody came...
by. Time passed very slowly – so it seemed to Umar. The boy was still unconscious, and Umar prayed for the boy to regain consciousness.

Umar sprang to his feet at the sound of an approaching car. He waved frantically at the driver to stop. Umar asked the driver, “You will help this boy, won’t you, Sir?” The driver was kind. He carried the injured boy to the car. Umar went with them to the hospital. Later, the driver took Umar to the police station to report the accident.

Umar had a lot to tell to his friends at school on the day. All his friends thought Umar was a very brave boy. “It was an unforgettable incident, wasn’t it?” They asked him.

“Yes, it was,” Umar replied.

“It was a terrifying experience, though!”