

READING STRATEGIES OF THIRD GRADE STUDENTS OF SMPN 4 MALANG

Abstract

Garnasih, Nurul Mutia. 2006. Reading strategies most frequently employed by the high and the low proficiency readers of third grade students of SMPN 4 Malang. Thesis. English Education Program, Malang State University. Advisor: (1) Dra. Sri Widayati, M.Ed. (2) Dra. Furaidah, M.A.

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This study attempts to investigate the direct and indirect reading strategies most frequently used by the high and the low proficiency readers of third grade students of SMPN 4 Malang.

This study uses a descriptive case study design. The instruments used in the study were reading comprehension test and questionnaire. The reading comprehension test was used to classify third grade students of SMPN 4 Malang into high proficiency readers and low proficiency readers. The questionnaire was used to collect data about direct and indirect reading strategies most frequently used by the high and the low proficiency readers. The collected data from the questionnaire were analyzed descriptively to find the reading strategies used and the frequencies of the strategies.

It was found that the direct reading strategies most frequently employed by the high proficiency readers were *repeating, translating, using references for understanding, using imagery, practicing naturistically, structured reviewing, recognizing and using patterns*. On the other hand, the indirect reading strategies most frequently employed by the students were *organizing, using progressive relaxation, using laughter, becoming aware of other's thought and feelings, taking risk wisely, listening to physical and emotional states, planning for reading task, self monitoring and evaluating, asking for clarification and correction, and using music*.

In the group of low reading proficiency readers the direct reading strategies most frequently employed were *using references for understanding, repeating, translating, highlighting, recognizing and using patterns, using imagery, structured reviewing, repeating sounds in memory, and practicing naturistically*.

The indirect reading strategies most frequently employed by the students were *organizing, using laughter, using music, using progressive relaxations, seeking practice opportunities, becoming aware of other's thought and feelings, taking risk wisely, and finding out about reading strategy*.

In general, this present study didn't find any uniqueness in the direct and indirect reading strategies most frequently employed by the high and the low reading proficiency readers of third grade students of SMPN 4 Malang.

To comprehend texts, the students most frequently used direct reading strategies which made them rely on word and sentence meanings. Moreover, both groups of students most frequently used indirect reading strategies which made them enjoy their reading activities. The phenomena might result from the fact that both groups of students were beginning readers of EFL learners who still faced linguistic problems and still loved to have fun reading activities. The phenomena might also result from both groups of students' lack of understanding on direct and indirect reading strategies.

Based on the result of the study, the English teachers are suggested to develop the students' reading strategies and increase the students' language proficiencies. To develop the students' reading strategies the teachers should use various reading texts that require the students to practice using various reading strategies. By reading a lot, students can also increase their language proficiencies. For other researchers, it is suggested to do experimental research on reading strategies.