

**A STUDY ON READING STRATEGIES USED BY 11th GRADE
STUDENTS OF SMA BRAWIJAYA SMART SCHOOL
UNIVERSITAS BRAWIJAYA MALANG**

THESIS

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ABSTRACT

Herlyna, Ita. 2014., **A Study on Reading Strategies Used By 11th Grade Students of SMA Brawijaya Smart School Universitas Brawijaya Malang.** Study Program of English, Department of Language and Literature, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor : Yana Shanti Manipuspika, Co-supervisor : Didik Hartono

Keywords: reading strategies, science program and social program, Survey of Reading Strategies (SORS).

There are four language performances which are important in academic process, including speaking, writing, reading, and listening. Those language performances are important, but reading is essential one and the most important skill, especially for L2 learners in mastering academic process. In reading L2, Indonesian students get difficulties because foreign language is different with their mother tongue. Therefore, reading strategies are needed. This study is aimed at finding out the kinds of reading strategies, the most frequently used reading strategy, and the significant difference of reading strategy between science and social students of SMA Brawijaya Smart School Universitas Brawijaya Malang.

This study used descriptive quantitative approach dealing with survey research. The data of the study were collected by using questionnaire named Survey of Reading Strategies (SORS) designed by Mokhtari and Sheorey (2002). The sample of this study are the students of XI IPA 1 and XI IPS 2.

The results revealed that the use of overall reading strategies for science fell into high level. It means that science students usually used reading strategies during reading process, it might be very important strategies for science students. While, the use of overall reading strategies for social fell into medium, means that they sometimes used reading strategies during reading process. Social students consider that reading strategies are important to do during reading process. Specifically, both science and social favored *problem solving strategies* as the most usage, followed by *support reading strategies* and *global reading strategies*. In addition, there is significant difference of reading strategies between science and social students.

Regarding the importance of reading strategy, the students have to apply reading strategies in reading process, so they will get a lot of knowledge from reading and they can compete in international school. Besides, the teacher can help them understand more about the importance of reading strategy. For the next researchers, they should be find the factor that make the participants use different strategies in reading process.

ABSTRAK

Herlyna, Ita., 2014. **A study on Reading Strategies Used By 11th Grade Students of SMA Brawijaya Smart School Universitas Brawijaya Malang.** Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (1): Yana Shanti Manipuspika, Pembimbing (II): Didik Hartono.

Kata Kunci: strategi membaca, program IPA dan program IPS, Survey of Reading Strategies (SORS).

Ada empat keahlian dalam bahasa didalam proses pembelajaran, seperti berbicara, menulis, membaca, dan mendengarkan. Dari semua keahlian tersebut yang paling penting adalah keahlian membaca, terutama untuk para pelajar asing dalam menguasai proses pembelajaran. Didalam membaca bahasa asing, siswa Indonesia mengalami kesulitan karena bahasa tersebut berbeda dengan bahasa asli. Oleh karena itu, strategi membaca sangat dibutuhkan. Penelitian ini bertujuan untuk mencari jenis-jenis strategi dalam membaca, strategi yang paling sering digunakan, dan perbedaan yang signifikan pada strategi membaca antara siswa IPA dan IPS di SMA Brawijaya Smart School Universitas Brawijaya Malang.

Penelitian ini menggunakan pendekatan deskriptif kuantitatif yang sesuai dengan riset. Data dari penelitian ini diperoleh dengan menggunakan kuisioner dari Mokhtari dan Sheory (2002), yaitu SORS (Survey of Reading Strategies). Sampel dalam penelitian ini adalah siswa XI IPA 1 dan siswa XI IPS 2.

Hasil menunjukkan bahwa penggunaan semua strategi membaca siswa IPA termasuk kedalam level tinggi. Hal itu berarti bahwa mereka selalu menggunakan strategi membaca, kemungkinan karena strategi membaca itu sangat penting untuk mereka. Sedangkan, penggunaan semua strategi membaca siswa IPS termasuk kedalam level sedang, yang berarti mereka kadang-kadang menggunakan strategi membaca dan mereka menganggap bahwa strategi membaca penting untuk mereka. Secara spesifik, para siswa memfavoritkan *problem-solving strategi* sebagai strategi yang paling banyak digunakan, diikuti juga oleh *support strategi* dan *global strategi*. Antara siswa IPA dan IPS terdapat perbedaan yang signifikan dalam penggunaan strategi membaca.

Mengenai betapa pentingnya strategi dalam membaca, para siswa harus bisa menerapkan strategi membaca dalam proses pembelajaran, sehingga mereka akan mendapatkan banyak pengetahuan dan bisa bersaing di sekolah internasional. Selain itu, para guru dapat membantu mereka untuk memahami pentingnya strategi dalam membaca. Untuk peneliti selanjutnya diharapkan dapat mencari faktor yang membuat para pelajar menggunakan strategi membaca yang berbeda.

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