

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consists of the finding and the discussion of the research. The finding contains the data that is obtained during the research. The discussion will give further explanation related to the findings of the study.

#### **4.1 Findings**

The questionnaires were distributed to students of X MIPA 1, X MIPA 2, X MIPA 3 and X MIPA 4 at SMA Negeri 1 Gending who enrolled in English class. It was done on February 12<sup>th</sup>, 2019 for X MIPA 1, X MIPA 2, and XMIPA 4 class and February 13<sup>th</sup>, 2019 for X MIPA 3 class. In the questionnaire completion session, some students were absent and some did not completely respond to the questionnaire. Therefore, the total respondent involved in this research was 115 out of 144 respondents.

In this study, the respondents had to complete the questionnaire by giving score 1-5 for each statement in the questionnaire. The respondents circled number that represented the frequency of each reading strategies used. The SORS questionnaire was adapted from Sheorey and Mokhtari (2002) had three categories consisting of Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUPP). There were a total of 30 statements from SORS questionnaire which were divided into 13 GLOB statements, 8 PROB statements and 9 SUPP statements. This study used mean as the measurement to determine the category of level use for each reading strategy.

According to Mokhtari and Sheorey (2002, p.4) there are three categories of level use based on the mean of each strategy. If the mean of each category is 3.5 or higher the use of reading strategies is high. Meanwhile, 2.5 to 3.4 indicates medium use and 2.4 or lower means low use. In order to find out the mean of each statement in the questionnaire, the researcher used Microsoft Excel 2010 to calculate the data which was obtained from 115 respondents.

In line with the research problems that are reading strategies used by the first year students of SMA Negeri 1 Gending, the researcher presented two important points. The first was the students' use of three reading strategies which explained about level of use for each reading strategy (GLOB, PROB, SUPP) which indicated whether it was high, medium, or low. The second point was mostly used reading strategy by students. Those points were explained in the four sub-chapters respectively.

#### **4.1.1 Global Reading Strategies (GLOB)**

After the data had been collected, the researcher calculated the data about the global reading strategies (GLOB) from every respondent. To calculate the data, the researcher used scoring guidelines (see appendix 4). According to Mokhtary and Sheorey (2002, p.4), global reading strategies assist readers to monitor or manage their reading. There were 13 statements that belonged to global reading strategies (GLOB). Furthermore, the use of global reading strategies (GLOB) that was collected from 115 respondents can be seen from table 4.1 below.

**Table 4.1 The Students' Use of Each Item in Global Reading Strategies**

<b>Global Reading Strategies (GLOB)</b>			
<b>No</b>	<b>Respondents</b>	<b>Mean Score</b>	<b>Category</b>
S1	115	3.93	High
S3		3.97	High
S4		3.92	High
S6		3.64	High
S8		3.09	Medium
S12		3.29	Medium
S15		3.73	High
S17		3.20	Medium
S20		3.51	High
S21		3.63	High
S23		3.86	High
S24		3.50	High
S27		3.03	Medium
<b>Overall Mean Score</b>	<b>3.56</b>		<b>High</b>

Based on the result that is shown in the table 4.1, 9 of 13 GLOB were categorized into high use among the first year students of SMA Negeri 1 Gending. There was no low-level reading strategy. Meanwhile, there were 4 reading strategies which were defined as medium use by students. They were statement number 8, 12, 17 and 27.

The first year students of SMA Negeri 1 Gending were high users of global reading strategies. It is proven by the overall mean score of global reading strategies that reached 3.56. For the preference toward each item in global reading strategies (GLOB), based on table 4.1 students preferred to use statement 3 which is "I think about what I know to help me understand what I read" with mean score 3.97 followed by statements number 1, 4, 23, 15, 6, 21, 20, 24, 12, 17, 8, 27.

#### **4.1.2 Problem Solving Strategies (PROB)**

Problem solving strategies (PROB) are defined as actions that readers use when reading difficult parts of English reading text. These strategies consist of 8

items. The use of problem solving strategies (PROB) that was collected from 115 respondents can be seen from table 4.2 below.

**Table 4.2 The Students' Use of Each Item in Problem Solving Strategies**

Problem Solving Strategies (PROB)			
No	Respondents	Mean Score	Category
S7	115	4.17	High
S9		4.09	High
S11		3.31	Medium
S14		4.19	High
S16		3.13	Medium
S19		3.61	High
S25		4.21	High
S28		3.33	Medium
<b>Overall Mean Score</b>		<b>3.75</b>	

The table 4.2 shows that problem solving strategies were in high level use with score 3.75. The result indicated that problem solving strategies were highly used by the students, especially for statement 25 “When text becomes difficult, I reread to increase my understanding” that earned 4.21 for its mean score. In addition, the reading strategies mostly used were statement number 14 and then followed by statements number 7, 9, 19, 28, 11, and 16. Despite the fact that problem solving reading strategies use was high, it did not indicate that the use of each strategy was high. There were three of eight PROB that fell into medium level which were statements number 28, 11, and 16 with mean score 3.33, 3.31 and 3.13.

#### **4.1.3 Support Strategies (SUPP)**

Support strategies (SUPP) are the use of supporting tools intended to help readers in comprehending English reading text. They consisted of 9 items. The use of support strategies (SUPP) that was collected from 115 respondents was presented in table 4.3.

**Table 4.3 The Students' Use of Each Item in Support Strategies**

<b>Support Strategies (SUPP)</b>			
<b>No</b>	<b>Respondents</b>	<b>Mean Score</b>	<b>Category</b>
S2	115	3.40	Medium
S5		3.82	High
S10		4.02	High
S13		3.75	High
S18		3.55	High
S22		3.70	High
S26		3.34	Medium
S29		3.47	Medium
S30		3.60	High
<b>Overall Mean Score</b>		<b>3.63</b>	

As seen in table 4.3 above, the students' use of support strategies was high because the overall mean score of support strategy reached 3.63. Furthermore, 6 statements of support strategies were in the high level use and 3 support strategies statements were in medium level use. The support strategy mostly used by students is statement 10 "I underline or circle information in the text to help me remember it" and then followed by statements number 5, 13, 22, 30, 18, 29, 2, and 26.

#### 4.4 The Highest to Lowest Mean of Reading Strategies

No.	Category of Reading Strategies	Item Number in the Questionnaire	Mean	Level
<b>High Usage (M=3.5 or higher)</b>				
1.	PROB	25	4.21	High
2.	PROB	14	4.19	High
3.	PROB	7	4.17	High
4.	PROB	9	4.09	High
5.	SUPP	10	4.02	High
6.	GLOB	3	3.97	High
7.	GLOB	1	3.93	High
8.	GLOB	4	3.92	High
9.	GLOB	23	3.86	High
10.	SUPP	5	3.82	High
11.	SUPP	13	3.75	High
12.	GLOB	15	3.73	High
13.	SUPP	22	3.70	High
14.	GLOB	6	3.64	High
15.	GLOB	21	3.63	High
16.	PROB	19	3.61	High
17.	SUPP	30	3.60	High
18.	SUPP	18	3.55	High
19.	GLOB	20	3.51	High
20.	GLOB	24	3.50	High
<b>Medium Use (M=2.5-3.4)</b>				
21.	SUPP	29	3.47	Medium
22.	SUPP	2	3.40	Medium
23.	SUPP	26	3.34	Medium
24.	PROB	28	3.33	Medium
25.	PROB	11	3.31	Medium
26.	GLOB	12	3.29	Medium
27.	GLOB	17	3.20	Medium
28.	PROB	16	3.13	Medium
29.	GLOB	8	3.09	Medium
30.	GLOB	27	3.03	Medium

Based on table 4.4, the reading strategy frequently used by students was reading strategy number 25 that belonged to problem solving strategy that is “When text becomes difficult, I reread it to increase my understanding”. The mean of this strategy reached 4.21 and it was the highest mean from 30 statements in SORS reading strategies completed by students. Meanwhile, the lowest mean was 3.03 statement number 27 that belonged to global reading strategy that is “I check to see if my guesses about the text are right or wrong”

## 4.2 Discussion

Based on the objectives of the study, this study was conducted to investigate the use of the three reading strategies (GLOB, PROB, SUPP) and reading strategies mostly used by the students. The researcher measured the students' reading strategies by using SORS questionnaire adapted from Sheorey and Mokhtari (2002). The SORS questionnaire consisted of three reading categories which are global reading strategies (GLOB), problem solving strategies (PROB), and support strategies (SUPP). Global reading strategies (GLOB) consisted of 13 statements (statements number 1, 3, 4, 6, 8, 12, 15, 17, 20, 21, 23, 24 and 27) and provided a set of strategies to monitor or manage their reading for example previewing content of a text, setting a purpose for reading, and predicting about what is the text about. Problem solving strategies (PROB) consisted of 8 statements (statements number 7, 9, 11, 14, 16, 19, 25, and 28) and appear to be oriented around strategies for overcoming problems when the text becomes difficult (e.g., reading slowly and carefully, trying to stay focused on reading, re-reading, etc.). The last one is support strategies (SUPP) consisted of 9 statements (statements number 2, 5, 10, 13, 18, 22, 26, 29 and 30) which is the use of support mechanisms or tools (e.g., use of references materials like dictionaries or other support system).

The finding of this study shows that the first year students of SMA Negeri 1 Gending used the three reading strategies which were global reading strategies (GLOB), problem solving strategies (PROB) and support strategies (SUPP). The use of the three reading strategies was high because the results of overall mean

score was 3.5 or higher. The following table 4.5 will show the overall mean from the three reading strategies.

**Table 4.5 Overall Mean of the Three Reading Strategies**

Reading Strategies	Mean	Level	Rank Order of Usage
Global Reading Strategies (GLOB)	3.56	High	3
Problem Solving Reading Strategies (PROB)	3.75	High	1
Support Strategies (SUPP)	3.63	High	2
Overall mean	3.64		

As seen in the table 4.5, the overall mean of the reading strategies is high (M=3.64), the highest overall mean reaches 3.75 which was problem solving strategies (PROB), followed by support strategies (SUPP) with mean 3.63 and the lowest mean was 3.56 which was global reading strategies (GLOB). To sum up, the use of three reading strategies was high. The students are going to be successful learners because they are aware of the use of reading strategies. According to Mayer & Mayer, Weinstein & Underwood, Gettinger & Siebert, Adams & Hamm (1994 cited in Karbalei 2010, p.167) successful learners are good strategy users who understand how to apply a variety of goal-specific tactic, implement a planned sequence and control their use.

The students' preference on reading strategies is problem solving strategies (PROB) in reading academic reading materials in English such as textbooks, class notes, journal, etc. It is because problem solving strategies are actions and procedures that readers used while working directly with the text (Mokhtari and Sheorey, 2002, p.4). The examples are such as rereading, paying close attention, trying to stay focus, and reading slowly and carefully. Several researches revealed that problem solving is reading strategies that mostly used by students. Olshavky



(1977, cited in Alsheikh, 2011, p.157) stated that effective readers often use problem solving strategies in reading process. The same result also found by Li (2010) that the EFL students in Senior Middle School at JiangXi China mostly used PROB (M=3.22) as their reading strategies. Other study also revealed the same result, it is a study of Dawaideh & Saadi (2013) found that the EFL students in University of King Abdulaziz at Jeddah mostly used PROB (M=4.21) as their reading strategies. The students preferred problem-solving strategies as the most reading strategies used because the items in the problem solving category help readers to overcome difficulties that arise when a text is complicated. In addition, students were able to concentrate and understand the meaning of the text effectively (Dawaideh & Saadi 2013, p.229).

After knowing the condition use of the three reading strategies, the researcher found out the reading strategies mostly used by the students. From the finding in table 4.5, the results showed that the reading strategy mostly used by students was statement number 25 that belonged to problem solving strategies (PROB) in SORS questionnaire with mean score 4.21. According to SORS questionnaire, if the mean of each category was 3.5 or higher, the use of reading strategies was high. Specifically, statement number 25 (M=4.21) "When text become difficult, I re-read it to increase my understanding" earned the highest mean among the other items in the questionnaire. In other words, when reading difficulties appear the students use the re-reading the text strategies as specific step to comprehend English reading text. Readers are usually distracted by the physical and semantic features of the text while reading. In line with the finding of

this study, Dawaideh & Saadi 2013, p.228 revealed that rereading was strategy which the students used the most. Rereading can help students to understand difficult word and to help the story make sense since the students may miss the important details of the reading the text (Robb, 1996 cited in Wilujeng 2016, p.39).

The researcher compared the finding of this study with both previous studies that discussed the same topic that was reading strategies used in reading academic materials in English. The first previous study was conducted by Poole (2009) entitled “The Reading Strategies Used by Male and Female Colombian University Students”. The result of the previous study indicated that the most reading strategies used by the students were problem solving strategies with mean 3.64, continued by support reading strategies with mean 3.49 and the last was global reading strategies with mean 3.38. From the result, it can be concluded that both of studies found that problem solving strategies was reading strategies mostly used by students while reading academic text in English.

The second previous study was conducted by Wirda (2017) entitled “Reading Comprehension Strategies of English Language Education Study Program Students”. From the finding of the previous study most of students used translating (from English to native language that is Bahasa Indonesia) reading strategy. Meanwhile, in the present study the students tend to use strategy that was intended to solve reading problem specifically when the text becomes difficult, I re-read it to increase my understanding.