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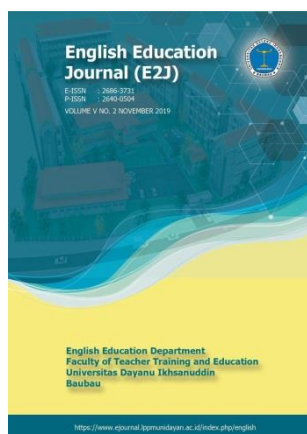
EXPLORING STUDENTS' READING STRATEGY IN ENGLISH SUBJECT AT SMP NEGERI 17 BAUBAU

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Abstract
The problem statement of this research was whether the dominant reading strategy used by grade eight students at SMP Negeri 17 Baubau. From the problem statement, this research aims to know the dominant reading strategy in English subject activity used by grade eight students at SMP Negeri 17 Baubau Data collection in this research was carried out using a research instrument in the form of a questionnaire to determine the category of students' reading strategy. The data obtained were analyzed by descriptive statistics. The result indicated that the mean score for the metacognitive reading strategy was 2.79, the mean score for the cognitive reading strategy was 2.81, and the social reading strategy was 2.61. From those results, it could be concluded that the dominant reading strategy used by grade eight students was the cognitive strategy.

Keywords: reading strategy, metacognitive, cognitive, social

Abstrak
Rumusan masalah penelitian ini adalah apakah strategi membaca yang paling sering digunakan oleh siswa kelas delapan di SMP Negeri 17 Baubau. Tujuan penelitian ini adalah untuk mengetahui strategi membaca yang paling sering digunakan oleh siswa kelas delapan di SMP Negeri 17 Baubau. Pengumpulan data dalam penelitian ini dilakukan menggunakan sebuah instrument penelitian berupa kuesioner untuk menentukan kategori strategi membaca siswa. Data yang diperoleh dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan nilai rata-rata strategi metakognitif sebesar 2,79, nilai rata-rata strategi kognitif sebesar 2,81, dan nilai rata-rata strategi social sebesar 2,61. Dari hasil tersebut, dapat disimpulkan bahwa strategi

membaca yang paling sering digunakan oleh siswa kelas delapan di SMP Negeri 17 Baubau adalah strategi kognitif.

Kata kunci: strategi membaca, metakognitif, kognitif, social.

1. INTRODUCTION

Reading is a skill that allows the reader to comprehend the contents of a text. Reading, as one of the language skills, aids in the success of language learning when combined with the other skills. Reading allows the reader to obtain information from various scripts, including brochures, newspapers, textbooks, magazines, advertising, etc. This skill also assists the reader in gaining an understanding of how English is used in written and printed forms. According to Johnson [1], reading is not possible without understanding the meaning of the text. Here, it is indicated that students must know the text's information by creating sense based on their reading understanding. On the other hand, to achieve the goals of the reading activity, the reader needs to know appropriate reading strategies that they can use in English class.

A learning strategy is a tool that guides students in mastering the content they will learn. It also aids students in comprehending the specific information from the subject they are studying. It means that a learning strategy is an essential way for students getting know the material more accessible, quicker, and effectively so that they can understand well about the lesson. According to Oxford [2], the specific behaviors, actions, techniques, or stages that leaner employ to increase their progress in building skills in a second language is a definition of language learning strategies.

Reading strategy is one of the factors that can help students to have a good quality in reading activities. According to Ipek [3], reading strategies mean a lot to help reader master reading in the act of reading, and implementation of reading strategies allow more effective use of time. Reading strategy is very crucial in the reading activity. It facilitates the description of students who want to read efficiently. A student who has ensured what he or she aspects to achieve from his reading is obliged to sort out a reading strategy that perfectly fits a particular purpose. It is well known that if he or she is reading novels or magazines for pleasure, he or she does not want to use the same type of reading strategy used in pursuing science books, mathematics, linguistics, and other books. The primary purpose of reading strategy is to improve students reading skills. In addition, Schiff and Calif [4] state that if students do not know reading strategies and awareness of applying the strategies to a text, they will face a problem with a reading activity.

Some problems occur related to the reading activity during English subject. It is found that most students lack vocabulary, most of them do not recognize the type of strategies they use during reading activity, students feel difficulty reading a text, and when doing the reading activity, most students look confused, which is why they are nervous. Coming from the situation above, the problem statement that is answered in this research is "what is the dominant reading strategy used by grade eight students at SMP Negeri 17 Baubau?" From the problem statement, this research aims to know the dominant reading strategy in English subject activity used by grade eight students at SMP Negeri 17 Baubau.

1.1 Definition of Reading

Reading is a fundamental instrument for learning a foreign language that impacts learners' progress in acquiring the tongue, especially English as a second language, by influencing linguistic development, knowledge, and comprehension of what we read. Psychological studies have demonstrated that improving one's reading skills improve one's overall learning ability, far beyond more reception (Bamberger,[5]). This statement emphasizes the value of reading in terms of improving our language skills. According to Johnson [1], reading is not possible without understanding the meaning of the text.

1.2 Reading Strategy

Anderson [6] states that reading strategies are deliberate cognitive processes that readers can take to assist in the acquisition, storage, and retrieval of new knowledge. It can be concluded that reading strategies are actions that readers apply to comprehend the text.

Reading strategy is the strategy that readers employ to assist them in comprehending texts. Previewing and making predictions, analyzing text structure, formulating and answering questions, and determining the main idea are only a few of these strategies. Effective readers use strategies to comprehend what they are reading. Some strategies are used before reading, while others are utilized during reading and finally after reading. Reading strategy is an essential strategy for students because it aids the students in building foundational skills and understanding new vocabulary.

1.7 Reading Strategy Categories

O'Malley and Chamot [7] classified reading into three categories metacognitive strategy, cognitive strategy, and social strategy.

1) Metacognitive Strategy

Strategies for evaluating one's progress, organizing language activities, consciously searching for practice opportunities, paying attention, and monitoring errors are among the metacognitive strategies in Oxford. Learners who employ metacognitive strategies are aware of and in control of their efforts to use specific skills and strategies. Some activities included in this strategy such as checking and rechecking understanding after analyzing a text, trying and examining what issue he or she got when doing the reading activity, try to realize which words or guidelines of grammatical are the most difficult. Using this method, students can pay close attention to the terms or procedures as they practice.

2) Cognitive Strategy

According to Oxford [8], cognitive strategies include analyzing, reasoning, summarizing, and practicing. Inferencing repetition, notetaking, grouping, resourcing, imaging deduction, elaboration, auditory representation, keyword approach, transfer, recombination, translation, and summarizing are all mentioned by O'Malley & Chamot [7]. Students use their mental processes when studying a language by employing cognitive strategies. Reading, speaking, listening, and writing are included in these strategies. The cognitive strategies are classified into deep-level cognitive and surface-level cognitive strategies.

First, deep-level cognitive strategies need more mental processes. Some activities include this activity like guessing from available clues to know strange English words at the same time when students read, gaining knowledge of English through reading English books or magazines, trying to recognize sentences by analyzing their patterns, and using general knowledge and experience to understand the passage, try to anticipate the storyline when doing the reading activity; and read textual content for ideas as opposed to words. In comprehension, learners are faced with a verbal exchange. They are required to recognize what's being communicated as well as a way to follow the content material or thoughts contained inside the conversation.

Second, surface-level cognitive strategies include reading the text loudly, taking notes to remember the ideas, picking out keywords and repeating them, discussing the reading text with a classmate, and asking friends or teachers for help if they cannot comprehend the text. When doing the reading activity, the learner possibly uses strategies such as memorizing the material and remembering the information. Possibly the learner in this study just practiced for studying (memorizing the material) and did not have more mental processes, like comprehension, when talking and questioning.

3) Social Strategy

Social strategies primarily contain the students in communicative interaction with other individuals, like when cooperating with their friends to fix a task, according to O'Malley and Chamot [7]. Oxford [8] also created social strategies. She classified social strategies into a) asking a question, b) interacting with friends, and c) empathizing with friends, whereas Wenden [9] classed social strategies as "retrieving information" from cognitive strategies. The social strategies in the research include individual and group activities, which aim to learn the new language. For instance, to improve our ability in English, we can read a letter from our friends.

2. METHODS

2.1 Design of the Research

This research used a quantitative approach by applying the descriptive method. Meant; this research was conducted to explore the kind of reading strategy used by the students. Besides, it was also done to

know which strategies were dominantly used by the students. This research used a variable, which was the reading strategy. This research used cluster sampling. The study's selected population comprised 62 students from the total population of this research was 229 students in the eighth grade of SMP Negeri 17 Baubau.

2.2 Technique of Data Collection

The instrument used in this research was a questionnaire. It was used to find out the strategies that students use while doing the reading activity. This questionnaire was adapted from the Language Learning Strategy Questionnaire by Setiyadi [10], which consists of 20 items. They were metacognitive strategy, cognitive strategy, and social strategy. The questionnaire informed participants in the classroom. Before giving a questionnaire to students, the researcher explained how to answer the questionnaire and explain what the questionnaire was about. The blueprint of the questionnaire is presented in the table below:

Table 1. Blueprint of Reading Strategy Questionnaire

No	Variable	Dimensions	Items	Total
1	Reading Strategy	Metacognitive	1-3	3
2		Cognitive	4-18	15
3		social	19-20	2
	Total			**20**

2.3 Technique of Data Analysis

The data analysis techniques applied in this research were descriptive statistics, which was done to find the mean, median, mode, standard deviation, minimum score, and maximum score. To determine the category of reading strategy, the following scoring range was used:

Table 2. Criteria of Students' Reading Strategy

No	Scoring Range	Criteria	Details
1	3.6 - 4.0	Very High	Always or almost always used
2	2.9 - 3.5	High	Usually used
3	2.2 - 2.8	Moderate	Sometimes used
4	1.5 - 2.1	Low	Generally not used
5	1.0 - 1.4	Very Low	Never or almost never used

3. RESULT AND DISCUSSION
3.1 Results
a. Metacognitive Strategy

The students' metacognitive reading strategy takes three out of 20 items from the questionnaire. It is to find out the

metacognitive reading strategy used by the students. The data obtained from the questionnaire are then analyzed using SPSS version 26.0, and the result is presented in the table below:

Table 3. Descriptive Statistics of Metacognitive Reading Strategy

No	Item	Score
1	Mean	2.79
2	Median	2.80
3	Mode	2.70
4	Variance	0.22
5	Std. Deviation	0.47
6	Minimum	1.60
7	Maximum	3.60

From the table above, it can be explained that the mean score was 2.79, the median was 2.80, the mode was 2.70, the variance was 0.22, the standard deviation was 0.47, the minimum score was 1.60, and the maximum score was 3.60. The mean score above indicates moderate students' metacognitive reading strategy. The scores obtained above are then consulted to the scoring category to find out the category of students' reading strategy in English subject, and its result is presented in the following table.

Table 4. Category of Metacognitive Reading Strategy

No	Scoring Range	Criteria	Freq	%
1	3.6 - 4.0	Very High	3	4.84
2	2.9 - 3.5	High	25	40.32
3	2.2 - 2.8	Moderate	28	45.16
4	1.5 - 2.1	Low	6	9.68
5	1.0 - 1.4	Very Low	0	0.00
	Total		**62**	**100**

The table above indicates that the lowest score is in the very low category, in which 0 student obtains it. Meanwhile, the moderate type receives the highest score, which gets 28 students or 45.16%. Considering the result from the scoring category and the mean score, it can be said that the students' metacognitive reading strategy in English activity is in the moderate category.

b. Cognitive Strategy

The students' cognitive reading strategy score is obtained from the reading strategy questionnaire, which takes 15 out of 20 total items. The data from the questionnaire are presented in the following table:

Table 5. Descriptive Statistics of Cognitive Reading Strategy

No	Item	Score
1	Mean	2.81
2	Median	2.80
3	Mode	3.20
4	Variance	0.22
5	Std. Deviation	0.47
6	Minimum	1.70
7	Maximum	3.80

From the table above, it can be explained that the mean score was 2.81, the median was 2.80, the mode was 3.20, the variance was 0.22, the standard deviation was 0.47, the minimum score was 1.70, and the maximum score was 3.80. Based on the scoring category of students' reading strategy, the mean score implied that the students' reading strategy was in the moderate category. The scores obtained above are then consulted to the scoring category to find out the category of students' reading strategy in English subject, and its result is presented in the following table:

Table 6. Criteria of Students' Reading Strategy

No	Criteria	Scoring Range	Freq	%
1	3.6 - 4.0	Very High	2	3.23
2	2.9 - 3.5	High	25	40.32
3	2.2 - 2.8	Moderate	31	50.00
4	1.5 - 2.1	Low	4	6.45
5	1.0 - 1.4	Very Low	0	0.00
	Total		**62**	**100**

The table above indicates that the lowest score is in the very low category, in which 0 student obtains it. Meanwhile, the moderate category receives the highest score, which gets 31 students or 50.00%. Considering the result from the scoring category and the mean score, it can be said that the students' cognitive reading strategy in English activity is in the moderate category.

c. Social Strategy

The students' social reading strategy score is obtained from the reading strategy questionnaire, which takes two items out of 20 total items. The data from the questionnaire are presented in the following table:

Table 7. Descriptive Statistics of Social Reading Strategy

No	Item	Score
1	Mean	2.61
2	Median	2.50
3	Mode	2.50
4	Variance	0.45
5	Std. Deviation	0.67
6	Minimum	1.30
7	Maximum	4.00

From the table above, it can be explained that the mean score was 2.61, the median was 2.50, the mode was 2.50, the variance was 0.45, the standard deviation was 0.67, the minimum score was 1.30, and the maximum score was 4.00. Based on the scoring category of students' reading strategy, the mean score implied that the students' reading strategy was in the moderate category. The scores obtained above are then consulted to the scoring category to find out the category of students' reading strategy in English subject, and its result is presented in the following table:

Table 8. Criteria of Students' Reading Strategy

No	Criteria	Scoring Range	Freq	%
1	3.6 - 4.0	Very High	8	12.90
2	2.9 - 3.5	High	10	16.13
3	2.2 - 2.8	Moderate	29	46.77
4	1.5 - 2.1	Low	14	22.58
5	1.0 - 1.4	Very Low	1	1.61
	Total		**62**	**100**

The table above indicates that the lowest score is in the very low category, in which it is obtained by one student or 1.61%. Meanwhile, the highest score is received by the moderate category, which gets 329 students or 46.77%. Considering the result from the scoring category and the mean score, it can be said that the students' cognitive reading strategy in English activity is in the moderate category.

3.2 Discussions

Based on the finding above, it is obtained that the mean score for metacognitive reading strategy is 2.79, which is in the moderate category, and the mean score for cognitive strategy is 2.81, which is in the moderate category. The mean score for social strategy is 2.61, which is in the moderate category. From those results, it can be known that all the strategies are in the moderate category. But looking at the mean score, it can be understood that the cognitive strategy obtains the highest mean score among other strategies.

In addition, reading is one of activity that students can do to gain knowledge. Still, we can deny that most students are lazy to do this activity, which is why their reading ability is poor and makes them nervous when

meeting this lesson in the classroom. The last factor is the situation. Students feel uneasy in some cases, like in crowded and noisy classrooms. They feel intimidated in this situation, especially students who find it challenging to socialize and are uncomfortable in front of people, even in their class. This finding supports the results of previous studies conducted by Huang & Liu [11], which examine the use of reading strategies. Based on the discovery, learners often used problem-solving strategies but rarely used support strategies.

Based on the finding and discussion above, reading strategies are vital and helpful for students to test their information in texts. Consequently, EFL teachers need to explain how to use an appropriate reading strategy when doing reading activities to improve students' reading performance and reduce their reading anxiety.

4. CONCLUSION

Based on the research finding and the data analysis, this research finds that the mean scores of all reading strategies indicate all reading strategies are in the moderate category. It is proved by looking at the mean score of metacognitive reading strategy is 2.79, which is in the moderate category, and the mean score of cognitive strategy is 2.81, which is in the moderate category. The mean score for social strategy is 2.61, which is in the moderate category. From those results, it can be concluded that the dominant strategy used by grade eight students at SMP Negeri 17 Baubau is the cognitive strategy since the strategy obtains the highest mean score.

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