READING STRATEGIES USED BY THE ELEVENTH GRADE STUDENTS OF SMA KRISTEN SILOAM BAA IN THE ACADEMIC YEAR 2015/2016

Yohanes Emiliano Alexander Ndahur

English Study Program, Nusa Lontar University

Email: y0h4n35.4l3x@gmail.com

Abstract

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. In learning English, Indonesian students get difficulties because foreign languge is different with their mother tounge.

Therefore, reading strategies are needed. This study is aimed at finding out the kinds of reading strategies. This study used descriptive qualitative approach dealing with survey research. The data of the study were collected by using questionnaire.

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. Specifically, the students favored *evaluating strategies* as the most usage, followed by *rereading strategies* and *restating strategies*.

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.

I. INTRODUCTION

In this chapter the writer prsent a discussion about background, identification of the problem, limitation of the research, research question, objective of the research and signification of the research.

Language as a means of communication in human's life. It is very important because it is used when people make an interaction with other people. Language is also used as a way to convey our ideas, feeling and thoughts to listener or to other people. Brown (2000) states that " Language is a system of communication by sound, operating through the organ speech and hearing among members of a given community and using vocal symbols possessing arbitrary conventional meaning". It means that language is very important in human being life.

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being.In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

In learning language, there are four skills that should be mastered by students, they are listening, speaking, writing and reading. Reading is one of the most skills of those. As Gilakjani (2011) defines reading as the most important 2 academic language skill. Reading is also an essential skill for all students in all stages. So it is very crucial for the students to learn English.

In a senior high school in Indonesia, reading skill is a first priority. The goal of reading in Indonesia English curriculum is to make the students comprehend what they read, and enhance students' oral and written communication ability (SMA Kristen Siloam Baa in accademic 2015/2016).

Reading strategies, referred to as 'the mental operations involved when readerspurposefully approach a text to make sense of what they read' (Barnett 1989, p. 66), may be applied consciously and controlled by the readers, or unconsciously when the strategies have become automatic (Barnett, 1989).

In the last decade, many reading experts have investigated English reading strategies in order to solve the reading problems. Reading strategies are considered one of the fundamental factors that promote students'

comprehension improvement in reading. Furthermore, reading strategy "is the foundation of students' self-regulated reading" (Syafrizal, 2000: 4). A motivated and self-regulated reader will encourage himself to set his own planning in determining his reading strategies which contribute a great deal of success to his reading comprehension (Wenden, 1987 : 11).

This action reseach project proposal is about the English Reading Strategies in Senior High School (SMA Kristen Siloam Baa curriculum 2015/2016 at the Eleventh grade). The problems faced at school bystudentsthat cannot read better. The explicit teaching of reading strategies helps students to become increasingly skillful at interpreting, understanding, and analyzing text.

Students have different reading styles, they are not likely to find all reading strategies equally useful. While a particular strategy may reinforce to strengthen that one student has or may provide the key to overcoming a reading difficulty. The same strategy may prove to be cumbersome or tedious to another student. For this reason, the explicit teaching of reading strategies should also include opportunities for students to reflect on the effectiveness of the strategy.

Based on the problems as decribed above, the writer is interested in doing a study under a title : ''READING STRATEGIES USED BY THE ELEVENTH GRADE STUDENTS OF SMA KRISTEN SILOAM BAA IN THE ACADEMIC YEAR 2015/2016.''

A. **IDENTIFICATION OF THE PROBLEM**

In realation to background of the problem above, the following problems can be identified:

1. The students get difficulties in comprehending the reading text
2. The srudents have different reading style.
3. The students are lazy to memorize the words and practice English in their daily life. So that they are lack of vocabulary.

B. **LIMITATION OF THE RESEARCH**

The writer conduct the research to answer the following problem: 'what are the types of reading strategies used by the eleventh grade students of SMA Kristen Siloam Baa in academic year 2015/2016?'

C. RESEARCH QUESTIONS

The study is designed to answer the following questions:

What type and frequency of reading strategies do the students use in their reading process ?

D. OBJECTIVE OF THE RESEARCH

Based on the formulation of the problems above, objective of the research is Describe the types of reading strategies used by the students.

E. SIGNIFICATION OF THE RESEARCH

The result of the study is expected to be used implication and aplication:

1. Implication

   a. The results ofthis research are expectedto inform theacademic community all teachers college anduniversity science education ejection home land in order to develop knowledge ethrough research.

   b. The results ofthis researchcan also be usedas a referencefor the next

research her who want to examine the same problem.

2. Application

   a. The results ofthis study are expecte das input for SMA Kristen Siloam Baa to increase reading skill.

   b. The results ofthis study alsoas reference materialfor students in order to increase theread ability.

F. LITERATURE REVIEW

Review of literature is a part of research which reveals comprehensive guidelines of concept or theories used as the bases to answer the reseach question, Saukah in Ngongo (2007:24).

In this chapter, the writer present several related theories that become the bases for the analysis. The main theory used for this writing is the theory of reading strategies. As the main theory, the writer usesByrnes theory in identifying and categorizing reading strategies into twelve type. They are activating prior knowledge, clarifying, setting a purpose, skimming and scanning, inferring, predicting, rereading, restating,context clue, drawing

4

conclusion, evaluating and visualizing.

G. DEFENITION OF TERM

- Definition of Reading

  Broadly speaking, there are two types of reading. Reading can occur on two different levels: Reading may meanlooking at a written text in order to understand its contents. This is the first type of reading. It is usually donesilently. The understanding that results is called reading comprehension. The second type of reading refers tospeaking or reciting a written text aloud (oral reading). This can be done *with* or *without* an understanding of thecontents.Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2000:2) reading means a result of interaction between the writer's mind and the reader's mind.

  Charles in Tohir (2001:5) states that reading is a transmitting of information process where the author tells all the readers about his ideas or message.

  Three kinds of reading, they are:

a) Reading Aloud

In reading aloud, the students will get experience in producing the sound, which should be practice as many as possible. Reading aloud is divided in two kinds. They are unison is done with whole group. It is done to check pronunciation, intonation, the students ability to read and helps teacher to find out who among his students has difficulty in reading.

b) Silent Reading

Silent reading is reinforcesing the readers to find out the meaning of the words. This kind of reading leads the readers to the better comprehension. This reading is skill to criticize what is written, to discuss written meaning and to draw inference and conciliation as well as to tell new ideas on thesis of what is read.

c) Reading Fast

Reading fast used to improve speed and comprehension in reading. This skill must sun side

5

with the main purpose of reading that is comprehension it depends on the kinds of reading material.

- Defenition of reading strategies

Some expert opinion about reading strategies, there are:

Reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand (Block, 1986). Reading strategies refer to "the mental operations involved when readers purposefully approach a text and make sense of what they read" (Barnett, 1988)

According to Barnett (1998), reading strategies are deliberate, conscious techniques than readers employ to enhance their comprehension or retention of the textual information.

Reading Strategies, Drawing on works in cognitive psychology, strategies are defined as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient (Oxford & Crookall, 1989). In

the context of reading, reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand (Block, 1986). Reading strategies refer to "the mental operations involved when readers purposefully approach a text and make sense ofwhat they read"

H. TYPES OF READING STRATEGIES

Some expert opinions on the types of reading strategies:

1. Paris, Lipson, &Wixson, 1983; Paris, Wasik, & Turner, 1991 there are five Strategies that can help students read more quickly and effectively include :

a. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection

b. Predicting: using know ledge of the subject matter to make predictions about content and vocabulary and check comprehension; using

6

knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

c. Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions

d. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up

e. Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

2. According to Rahman (1998:8)To achieve one purpose of reading, he can apply some reading technique as follows:

a) Survey Reading

Brown (1987:930) says surveying is specialized technique for getting a mountain top new of an article chapter content and it helps to give a general point of view.

b) Skimming

Skimming is a kind of reading that make our eyes move quickly in order to get the main idea from the reading material. Skimming enable people to select content that want to read and to discard that which is in consequential for their purpose.

c) Scanning

Scanning is reading the text quickly to answer a specific question. This technique enables people to locate specific information without reading all the material around It. Brown (1987;138) states that scanning serves two functions. It uncovers relevant information and accelerates your reading speed.

d) Pre-reading

Pre-reading is a technique that a reader uses before he began to read the material to improve his comprehension

and recall. Whorter (1992 ; 25) states that pre-reading involves only at those part of reading materials that will tell you what it is about or how it is organize.

3. According to Byrnes (1998), that there are twelve strategies of reading:

a. Activating Prior Knowledge

Activating prior knowledge is a reading strategy that occurs before the students introduced to reading material.

b. Clarifying

Clarifying is making the meaning of the text clear to the reader.

c. Context Clues

Context clues is using words surrounding an unknown word to determine its meaning.

d. Drawing Conclusion

Drawing conclusion is a reading strategy that is done after reading.

e. Evaluating

Evaluating is reading strategy that is conducted during and after reading.

f. Inferring

This reading strategy is conducted during reading.

g. Predicting

Predicting is using the text to guess what will happen next.

h. Rereading

Rereading is a reading strategy that gives the reader another chance to make sense out of challenging text.

i. Restating

Restating is a reading strategy where the reader will retell, shorten, or summarize the meaning of a passage or chapter, either orally or in written form.

j. Setting A Purpose

This reading activity is started before reading.Setting a purpose provides focus for the reader.

k. Skimming and Scanning

Skimming is a reading technique that is used to get a quick "gist" of a section or chapter. Scanning is a reading technique that is reading quickly to locate specific information.

l. Visualizing

Visualizing is a reading strategy that encourages students to use mental images that emerge from reading the text.

4. Mokhtari and Reichard were famous for the MARSI (the metacognitive awareness of reading strategiesinventory. It covers three sub-categories: Global Reading Strategies, Problem-Solving Reading Strategies andSupport Reading Strategies.

a) Global Reading Strategies contain 13 items and represent a set of reading strategies oriented toward a globalanalysis of text. Examples include "evaluating what to read or ignore, noting text characteristics, guessing whatthe material is about, etc." These strategies can be thought of as generalized, intentional reading strategies aimedat setting the stage for the reading act.

b) The second subcategory (Problem-Solving Strategies) contain 8 items that appear to be oriented aroundstrategies for solving problems when the test becomes difficult to read. Examples of these strategies include

c) re-reading for better understanding, going back when losing concentration, pausing and thinking about readingetc. These strategies provide readers with action plans that allow them to navigate through the text skillfully.

d) The third subcategory (Support Reading Strategies) contains 9 items and primarily involves use of outsidereference materials, taking notes, underlining or circling information and other practical strategies that might bedescribed as functional or support strategies. These strategies provide the support mechanisms aimed atsustaining responses to reading.

I. THE FUNCTION OF READING STRATEGIES

1. Reading in language learning

   Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and successful since it interest students, creates expected, and gives them a purpose for reading.

2. Reading for language learning

   In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.

3. Reading for information

   In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

4. Readingfor pleasure

   Reading for pleasure is done without other people's order but according to an individual reader's wish, and taste.

J. THE USE OF READING STRATEGIES

The use of reading strategies can be used :

1. By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing.

2. By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

3. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

II. THE CONCEPTUAL FRAMEWORK

Based n the theoretical description and result of the relevant studies, the writer arrives at theoretical framework of this study.

In teaching and learning process, especially in English, many problems and activities face by the students and also the teachers. But, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

In English language teaching in Indonesian, reading is placed in high priority, we can see it from the curriculums. Senior high school curriculums, junior high school curriculum, even at elementary school emphasize the English language teaching on the reading comprehension ability.Furthermore, the essential activity in reading is, the readers should be able to interpret what happens in a text.

Garner (1987) defines reading strategies "as an action or series of actions employed in order to construct meaning". Readers benefit from some strategies to help them withthe acquisition, storage and retrieval of information. Readers can face somecomprehension troubles and use strategies to get rid of the difficulties.

Therefore, the writer conducting obsevasi, interview and answer the following question to get the result of the process reading strategy.

HYPOTESIS

According to Arikunto (2006:71), Hypotesis is an answer temporary of the research problems until proven through the data collected.

Based on the formulation the problem and theoritical framework, so act done in the research is by using application of reading strategies from Byrnes, 1998.The writer suggested evaluating that has the highest degree, then the next level is rereading, restating, context clue and clarying.

III. **RESEARCH METHOD**

In this chapterthe writer prsent a discussion about the reseach methos, population and sample, instrument of the research, location, procedure of collecting data, the reseacrh schedule and technique of analyzing the data.

11

A. THE RESEARCH METHOD

Ngongo (1994:5) stated that 'descriptive study is a study designed to obtain information concerning the current phenomena. It also aims to describe variability on condition that really occurs in a certain situation'. In this research, the writer used descriptive qualitative method. It will be use to describe the types of reading strategies used by the eleventhgrade studentsof SMA Kristen Siloam Baa in the academic year 2015/2016.

B. POPULATION AND SAMPLE

1. Population

   Ngongo (2004 : 34) defined population is any group of individuals that have one or more characteristics which are of interest to the researches. In this study, the population of the study includes all the eleventh grade students of the SMA Kristen Siloam Baa in the academic year 2015/2016. There are 40 students in 2 (two) classes. The Science program (IPA program) 20 students and the Social program (IPS program) 20 students; the population for observation the samples are only 20 students.

2. Sample

   Sample is small proportion of population selected for observation and analysis (Ngongo 1998 : 456). Considering the statement above, the writer chooses the eleventh grade students as a sample which consists of forty students by using cluster random sampling.

   The writer took only one class as the sample and respondent of this research. The number of the sample is 20 students were chosen (IPA) because that class is excellent class than the other classes. This sample was chosen by using cluster random sampling technique.

C. INSTRUMENT OF THE RESEARCH

An instrument is a tool use to obtain the data or information. In this research, the writer used observation, interview and the

writer also provide a questionnaire to be filled by students. In this case, the reading of the eleventh grade students of SMA kristen Siloam Baa observed by the writer and then result of the students answers in the form of quistionnaire to be analized.

D. LOCATION

This research conducted in SMA Kristen Siloam Baa, Jl. Baa – Pantai Baru in Metina Village, Lobalain Districts. Researchers take this place with consideration the distance not far with the writer living in ordes to facilitate in search of data, opportunities time broad and subject research to be compatible wuth profession researchers.

E. PROCEDURE OF COLLECTING DATA

There is some procedure used by the writer in order to carry out this research, namely:

a. Providing the open-ended questionnaire for the subjects to find out the students opinion toward the using of learning strategy in developing reading skill, conducting interview with the subjects.

b. Constructing a list of the data in the form of questionnaire and asking for the students. It is perception and opinion in using learning strategy.

c. Collecting all of the data

d. Identifying and classifying the data based on its characteristic

e. Drawing a conclusion and proposing some suggestions and implications.

F. THE RESEARCH SCHEDULE

The schedule of this research is completely in the table below :

Table. 1

Activities related to this writing

No.	Activities	Schedule							
		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
1.	Choose Topic	√							
2.	Proposal		√						
3.	Seminar			√					
4.	Research				√	√			
5.	Thesis Writing						√	√	
6.	Thesis Exam								√

G. TECHNIQUE OF ANALYZING DATA

The criteria that uses by the writer in order to analyze the data based on the theory of reading strategies by Byrnes (1998).

Students are given reading and the writer listening what the students read. After listening to the text as well a direct observation in the field, the writer conducted a clasification students into a kind of reading strategies which used as reference in this study.After that, the writer gave questionnaire to students for reading the contents and evaluate the results of students in the form objective assessment as well as the results of the questionnaire.

Therefore, the writer to find out reading strategies can used by the eleventh grade students in SMA Kristen Siloam Baa.

IV. FINDINGS AND DISCUSSIONS

The chapter the writer will answer the research problem what are the types of reading strategies used by the elevent grade students of SMA Kristen Baa.

A. OBJECT OF THE RESEARCH

1. Establishment of SMA Kristen Siloam Baa
SMA Kristen Siloam Baa was established on July 17th 2003 with the status of private schools. The statistic number of SMA Kristen Siloam Baa is 300.241.501.007, accreditation C and

consists 7 (seven) study group.

SMA Kristen Siloam Baa, comprehensive land 8.065 M2 and situated at Baa – PantaiBaru Street in Metina Village, LobalainDistric of Rote Ndao.

The principal who served since it was first establidhed until now, like as :

a. Jonas C. Lun, S.Pd (2003 – 2004)

b. Urias George Seme, S.Pd (2004 – 2007)

c. Hana Saduk, S.Pd (2008 – 2010)

d. Jane Irene Mooy, S.Pd (2011 – until now)

2. Teachers Data

Tabel. 2 Teachers Data in SMA Kristen Siloam Baa

Nama	JK	PEND.	Status			
			PNS	Honda	Komite	Yayasan
Jane Irene Mooy,S.Pd Nip. 19760606 200312 2 014	P	S1	√			
Drs. Rishart A. Soeki Nip. 19630424 199412 1 001	L	S1	√			
MarselinusPaus, S.Pd Nip. 19690302 200012 1 004	L	S1	√			
Hana Saduk, S.Pd Nip. 19730215 200501 2 009	P	S1	√			
Alberdnard H. Ballo, S.Pd Nip. 19770407 200501 1 016	L	S1	√			
Neltjiana Kota, S.Pd Nip. 19780320 200604 2 015	P	S1	√			
Ch. St. Pellokila, S.Kom Nip. 19680617 200604 1 019	L	S1	√			
Ruth A. DaePanie, S.Pd Nip. 19810905 200804 2 005	P	S1	√			

V.M.R. Fan Atha, S.Pd Nip. 19810928 200904 2 003	P	S1	√				
George J. Ndun, S.Pd Nip. 198110907 200904 1 003	L	S1	√				
FridaMalelak, S.Sos	P	S1		√			
OktovianusAdu, S.Pd.K	L	S1					√
YusrenNufa, S.Pd	L	S1			√		
Heny M. Pey, S.Pd	P	S1			√		
AlsusNafie, S.Pd	L	S1			√		
YulestiBeke, SE	P	S1			√		
Reni Toh	P	SMA		√			
Joni Ndun	L	SMA			√		

3. Students Data

   As for Total Students Eachclassas following:

   1) Class XA: Total 20 Students, Male 8, Female 12

   2) Class XB: Total 21 Students, Male 8, Female 13

   3) Class XC: Total 23 Students, Male 14, Female 9

   4) Class XI IPA: Total20Students, Male11, Female9

   5) Class XI IPS:Total 30 Students, Male 14, Female 16

   6) Class XII IPA: Total 20 Students, Male 5, Female 15

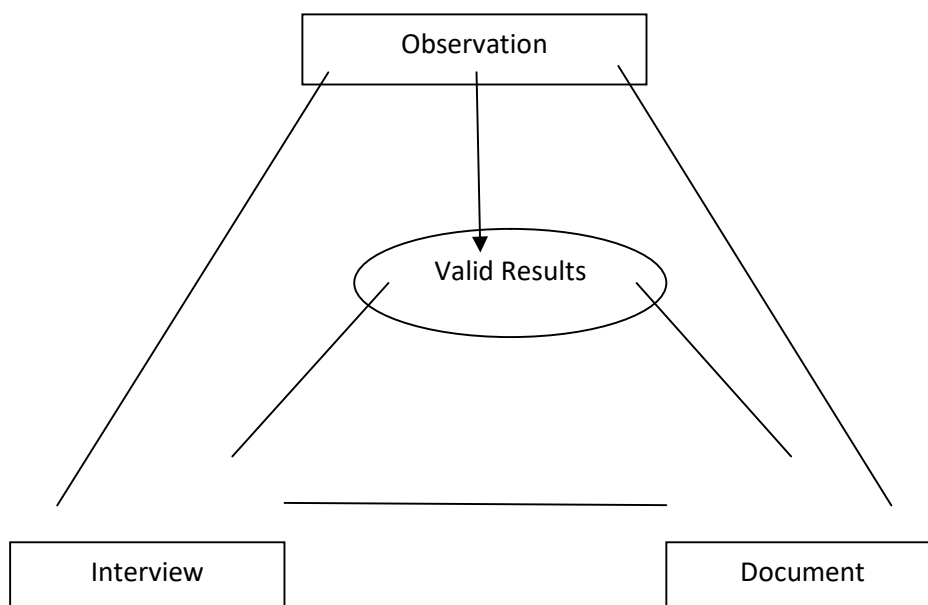   7) Class XII IPS: Total 29 Students, Male 19, Female 10

B. FINDINGS

   The objectives of the research is to describe the types of reading strategiesused by the students and different reading strategies among the students. The data of this research were collected from several techniques including observation, interview,and questionnaire. In analyzing qualitative data, the researcher conducted method of

triangulation (Norman K. Dentin) to examine the data from interview with the result of observation, source of triangulation to examine the information with the document.

Triangulasi method is technique collecting the data is combining of a variety from techniques the data collecting and has been the source data.

Picture 1. Metode Triangulasi

The writer used three method in the research, as follow:

- Observation

  Observation is technique or manner collecting the data by monitoring of the daily activities. From the observation at school show differences strategy in reading a text. Where each, the students having technique so i ease in understand the contents of reading.

- Interview

  Interview is a meeting of two person to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic.

  The result of interview in elevent grade students in SMA

Kristen Siloam Baa, to find the differences in strategy from students.

- Questionnaire

  Questionnaire is list of a research or survey question asked to respondents and designed to extract specific information. Questionnaire given to students consist ot 20 qestion. The results ot

questionnaire, the writer undertook the identification and calssify the students into the types of strategy.

C. DISCUSSION

Based on the results of data collection through three method, the writer will describes the results of reading strategy used by the evelent grade students in SMA Kristen Siloam Baa.

Tabel. 3 Results of the data experiment

No	Types of Reading Strategy	Students Answer	Total
1.	**vating Prior Knowledge** Activating prior knowledge is a reading strategy that occurs before the students introduced to reading material.	Nelcy, Rinaldo, Hansen.	3
2.	**Clarifying** Clarifying is making the meaning of the text clear to the reader.	Nelcy, Tables, Novita, angel.	4
3.	**Context Clues** Context clues is using words surrounding an unknown word to determine its meaning.	Imbron, Yano, Ayu, Diana, Charles, Sinta, Kevin, Sutri, Putri, Eman, Nelcy, Tables.	12
4.	**Drawing Conclusion** Drawing conclusion is a reading strategy that is done after reading.	Radian, Mias, Novita, Angel, Deby, Jhon, Imbron, Ayu,Yano, Nlcy, Kevin, Putri.	12
5.	**Evaluating** Evaluating is reading strategy that is conducted during and after reading.	Imbron, Yano, Ayu, Diana, Charles, Sinta, Kevin, Sutri, Putri,	17

No.	Strategy	Students	Score
		Eman, Nelcy, Tables, Rinaldo, Hansen, Angel, Radiant, Yano.	
6.	**Inferring** Inferring is activity to practise inferring.	Nelcy, Rinaldo, Hansen.	3
7.	**Predicting** Predicting is using the text to guess what will happen next.	Nelcy, Rinaldo, Hansen.	3
8.	**Rereading** Rereading is students reread a passage the text.	Imbron, Yano, Ayu, Diana, Charles, Sinta, Kevin, Sutri, Putri, Eman, Nelcy, Tables, Rinaldo, Hansen, Angel.	15
9.	**Restating** Restating is a reading strategy where the reader will retell, shorten, or summarize themening of a passage or chapter.	Imbron, Yano, Ayu, Diana, Charles, Sinta, Kevin, Sutri, Putri, Eman, Nelcy, Tables, Rinaldo, Hansen, Angel.	15
10.	**Setting a purpose** Setting a purpose provides focus for the reader.	Nelcy, Rinaldo, Ayu	3
11.	**Skimming and scanning** Skimming and scanning are reading strategies that can assist the reader in getting specific information from the text.	Ayu dan Dheby	2
12.	**Visualizing** Visualizing is a reding strategy that encourages students to use mental images that emerge from reading the text.	Kevin, Charles, Sutri	3

Based on the table above, can be seen the highest score which type of strategy evaluating are more dominant by a students. Where in this strategies the

students are required todevelop ideas from reading.In this strategy, Teachers can create evaluative questions that will lead the students to make generalizations about and critically evaluate a text.
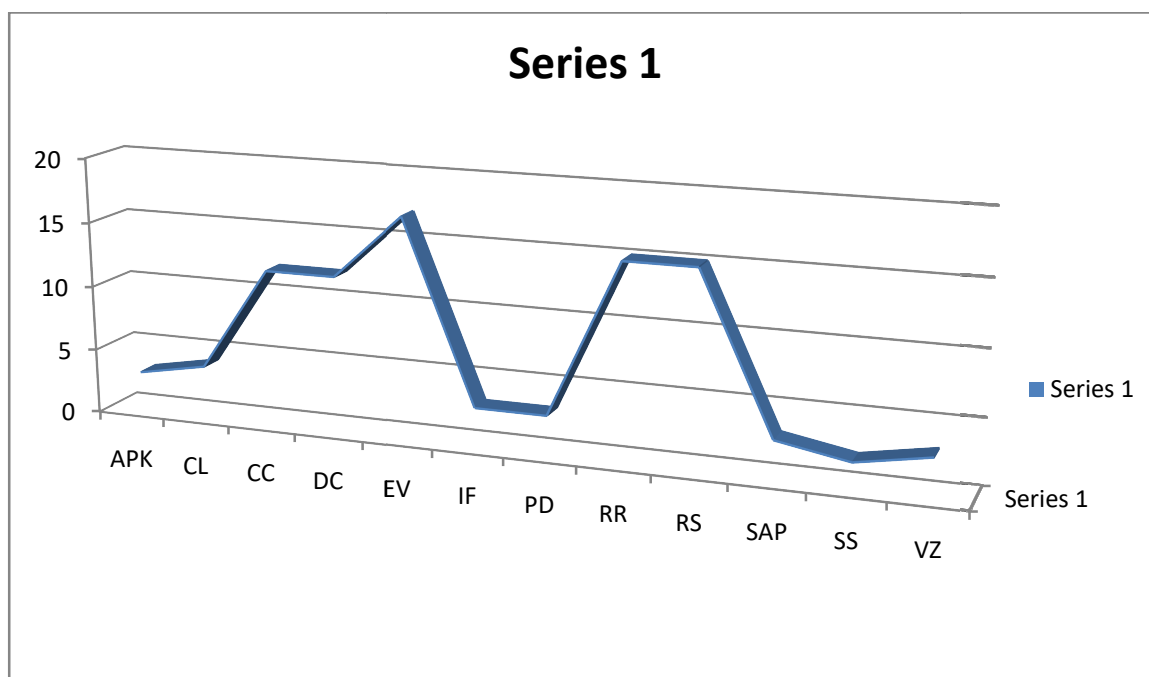
The second strategy having high level there are rereading strategy and restating strategy. In this strategy, students reread a passage to check for understanding and kmodel when rereading can be helpful so the students will retell, shorten, or summarize the mening of a passage or chapter, either orally or in written form. The strategy who often used the students at the reading time is context clue. in this strategy, Students should be encouraged to use context clues for unfamiliar word while reading before immediately for the dictionary.Next startegy is clariying, This reading strategy is used throughout reading. Students can be taught to ask questions, reread, restate, and visualize making the text more comprehendible. From twenty students as

sample in this research, eight of them used drawing conclusion startegies, Drawing conclusion is a reading strategy that is done after reading. To draw conclusions means the students use written or visual clues to figure out something that is not directly stated in reading. Teachers can fascilitate this reading strategy by creating leading questions that relate to the reading text. Students then respond with their own opinions, or ideas that is based on information from their reading material.

The next rating is activating prior knowledge and inferring strategy. When teachers apply this stategy, students do not understand. from twentieth students are sample only a third that used this startegy. While the skimming and scanning strategies, students to find it verry hard, because will mistake understanding content of a text so that students do not uderstand the meaning of the text.

The research above can be described in garphical that use of reading strategy.

Graphic. 1 (The Total of Reading Strategies)

Note :

APK	: Activating Prior Knowledge	IF	: Inferring
CL	: Clarifying	PD	: Predicting
CC	: Contex Clue	RR	: Rereading
DC	: Drawing Conclution	RS	: Restating
EV	: Evaluation	SAP	: Setting A Purpose
SS	: Skimming & Scanning	VZ	: Visualizing

Actually, Byrnes (1998) stated that there were twelve reading strategies. However, the writer only found five types reading strategies used often by the students, that is Evaluating (17), Rereading (15), Restating (15), Context Clue (12), Drawing Conclution (12). Through the twelve reading strategise mentioned by Byrnes, the writer didn't found a new one out of those.

The table above show that evaluating device are dominant types used by students. There were 17 students employed this strategies in reading text.

The next highest number of reading strategies employed by the students was rereading and restating. Context Clue and Drawing Conclution strategy was employed by the twelve students. Based on the 12 reading strategy by byrnes, only 5 strategy used often the students are reading a text but another strategy of reading do not often by students in reading a text.

V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusions concerning the result of the research. It also proposes some suggestions for the readers and the next researchers on teaching and learning English in order to improve the students' mastery in strategy of reading.

A. CONCLUSIONS

Based on findings and discussion in chapter four, the writer give the conclusion of this writing as follows: Firstly, there are many reading strategies which is used by students in elevent grade students in SMA Kristen Siloam Baa in the academic year 2015/2016.

Secondly, the reading strategy frequently used is evaluating, rereading, restating, context clue, and drawing conclution. Other method put forward by Byrnes like as activating prior knowlwdgw, clarying, inferring, predicting, setting a purposes, skimming and scanning and visualizing not often used the students. Thirdly, students get some difficulties in reading fast and pronunciation words.

B. SUGGESTIONS

Based on this writing and result of the reasearch, the writer presented some suggestion as follow:

1. observation can be used to develop a deeper understanding of the use of reading strategies by high school students. Interviews can also be employed after survey or observation. If these approaches are used, then not only can the way reading strategies are used by learners be observed, but also the reading strategies that are most effective at improving the reader's English reading ability may be practically explored.

2. it would be worth while to compare the use of reading strategies by proficiency level to help students better regulate the use of strategies while reading.

3. action research can be conducted to find out the types of reading strategies

used by elevent grade students in SMA Kristen Siloam Baa.

4. The researcher hopes to the next researcher can re-develop this research to be better and perfect in order this research is more useful.

BIBLIOGRAPHY

Byrnes. 1998. *Theory of Reading Strategies*. New York: Macmillan Publishing

Barnet. 1989. *The Principal's Guide to Improving Reading Instruction.* USA: Bowling Green State University.

Brown. 1987. *Reading Strategies Concept*. England: Encyclopedia Compact Disk.

Gilakjani. 2011. *Teaching Methods*. England: Encyclopedia Compact Disk.

Ngongo. 2004. *ProsedurPenelitian*. Bandung: BinaAksara.

Nuttal. 2000. *Developing Reading Skill*. Surabaya: Usaha Nasional.

Company.

Oxford, R., & Crookall, D. (1989).

Research on Language learning strategies: methods, language findings, and instructional issues. *Modern Language Journal,* 73, 404-419.

Wenden. 1987. *Reading*. USA: Oxford University Press.