

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, the researcher describes the findings based on the questionnaire about reading strategies that most used by students in Ummul Quro Islamic Junior High School Yogyakarta. For the respondent, the researcher choses grade eight students in Ummul Quro Islamic Junior High School Yogyakarta.

Overall, the survey results were obtained from a sample of students on the use of reading strategies that has an average range (Mean = 4.08). For more details, the researcher categorize data acquisition into three categories of strategies: global reading strategies, problem solving strategies, and support strategies. Based on the Mokhtari & Sheorey (2002), the higher value has (Mean of 3.5 or higher), moderate (Mean of 2.5 to 3.4) and low (Mean 2.4 or lower). The sample of students in the category of problem solving strategies get the highest score (Mean = 4.08, SD = 0.96), followed by support strategies (Mean = 3.92, SD = 0.96) and global reading strategies (Mean = 3.79, SD = 1.05).

2.1. RESEARCH FINDING

Based on the survey conducted in Ummul Quro Islamic Junior High School Yogyakarta, the representation of participants in this study is displayed in the table 4.1 below:

Table 4.1 Respondents' Information

Item	Frequency
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Gender	Male	30
	Female	19
Age	12 years old	2
	13 years old	19
	14 years old	21
	15 years old	5
	16 years old	2
Grade	VIII A	21
	VIII B	28

The total number of respondents who filled the questionnaire was 49 students. From table 4.1, the distribution of female and male respondents was not relatively balanced, which were 30 male students, and 19 female students. Whereas, the comparison of ages in this study was relatively balanced 12-14 years old for there were 49 students. There were 5 students in 15th, and 2 students in 16th. They were still in grade VIII because based on the school's teacher the typical students who were transferred from other junior high school due to some issues. For example, been dropped out from their previous school (such as Islamic boarding school and public school), and they were brought by their parents to move from other cities to Yogyakarta.

However, their being as respondents of this study did not create any bias, as proven by its standard deviation <1.20. The most important ones were the respondents' status as the students of Ummul Quro Islamic Junior High School Yogyakarta grade VIII and they have been experienced in English reading activities.

In this study, the researcher did a descriptive statistic data analysis to calculate the mean and the standard deviation. Based on the descriptive statistical analysis uses Microsoft Excel as the data analysis tool, the researcher identify the findings of the survey on reading strategies of students Ummul Quro Islamic Junior High School Yogyakarta into the figures below:

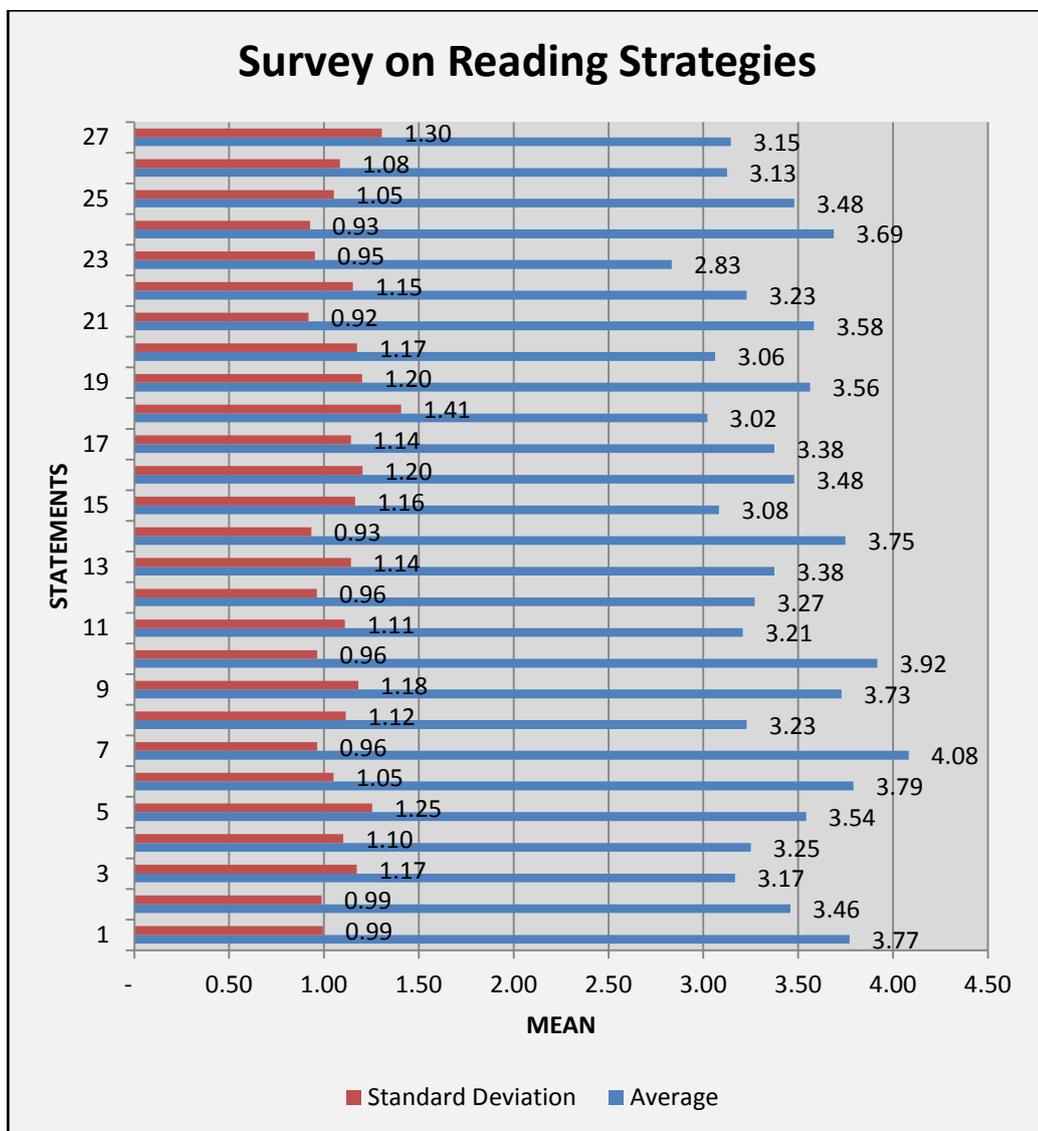
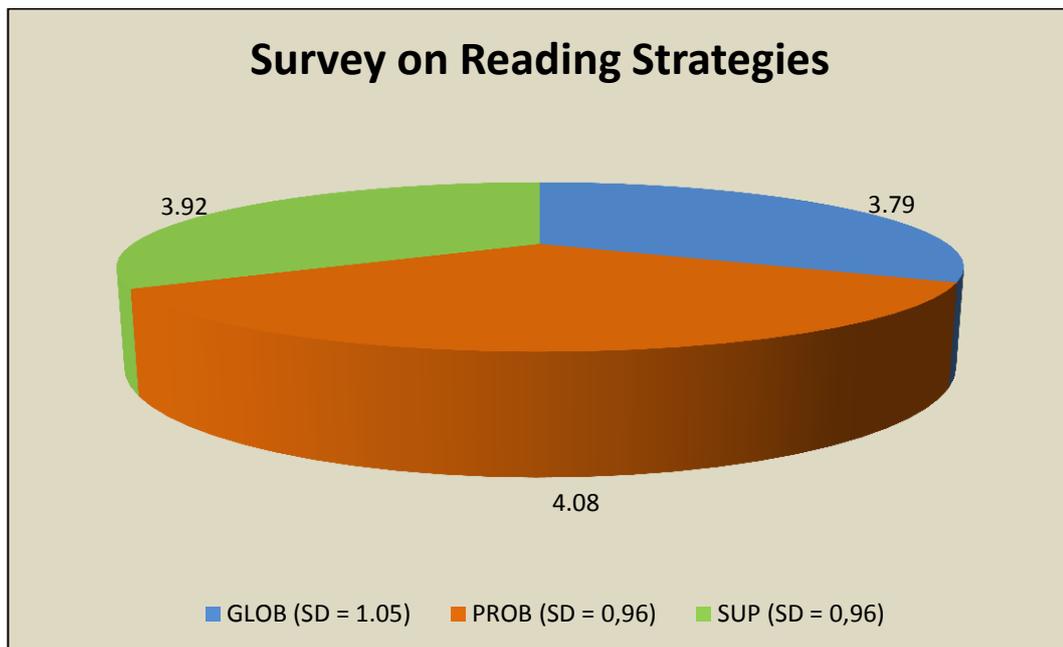


Figure 4.1 Reading Strategies Profile per Items

The table shows that the highest mean is in the statement number seven (Mean = 4.08), which is “I read slowly and carefully to make sure I understand what I am reading”. The statement is included as problem-solving strategies. Whereas, the lowest one is in statements number twenty three (Mean = 2.83), which is "I try to guess what the content of the text is about when I read". The statement is included as global reading strategies.

From the chart above, it is known that the highest standard deviation is number twenty one (SD = 0.92) which is the statement is “I go back and forth in the text to find relationship among ideas in it”. The statement is under the domain of support strategies.

The results of the data can be viewed from the diagram, through a two days process of data retrieval. Researcher distributed the questionnaire by using printed questionnaire. There are 27 questions as the strategies in reading strategies. The results of the responses were transferred into the Microsoft Excel for data processing. After the data collected, the researcher determines *Mean* and the *standard deviation* (SD) by using the formula = AVERAGE and =STDEVA. After getting the results, the researcher found the highest and the lowest strategies in English reading. The result can be seen in the form of chart below:



Figures 4.2 Reading Strategies Profile In General

Based on the overall result strategies in the diagram of SORS (Survey on Reading Strategies), there are three types of strategies in a survey of students using reading strategies based on the findings from Mokhtari & Sheorey (2002), such as Global strategies, Problem-solving strategies, and Support strategies. While in this study the problem-solving strategies have the highest value (Mean = 4.08, SD = 0.96) than on other strategies. Whereas, the lowest strategies is global reading strategies which have only value (Mean = 3.79, SD = 1.05).

On the other hand, the highest strategy of each category which is included problem solving: “I read slowly and carefully to make sure I understand what I am reading” (Mean = 4.08, SD = 0.96). The second one is support strategies: “I underline or circle information in the text to help me remember it” (Mean = 3.92,

SD = 0.96). The lowest is global reading strategies: “I think about whether the content of the text fits my reading purpose” (Mean = 3.79, SD = 1.05).

The lowest strategy of each category which is included global reading strategies: “I try to guess what the content of the text is about when I read” (Mean = 2.83, SD = 0.95). Furthermore, that is problem Solving strategies: “I try to picture or visualize information to help remember what I read” (Mean = 3.02, SD = 1.41). The lowest is support strategies: “when reading, I translate from English into my native language” (Mean = 4.00, SD = 0.95).

The focus of the discussion on this study that is in the category of strategies that is global reading strategies, problem solving strategies, and support strategies that each grouped using three different colors. This blue one determines global reading strategies, orange is for problem solving strategies and green is for support strategies.

2.1.1. Result of Global Reading Strategies

Table 4.2 Profile of Global Reading Strategies

Global Reading Strategies			
Statements	N	Mean	SD
I have purpose in my mind when I read.	49	3.77	0.99
I think about what I know to help me understand what I read.	49	3.17	1.17
I take overall view of the text to see what it is about before reading it.	49	3.25	1.10
I think about whether the content of the text fits my reading purpose.	49	3.79	1.05

I review the text first by noting its characteristics like length and organization.	49	3.23	1.12
When reading, I decide what to read closely and what to ignore.	49	3.27	0.96
I use tables, figures, and pictures in text to increase my understanding.	49	3.08	1.16
I use typographical features like bold face and italics to identify key information.	49	3.56	1.20
I critically analyze and evaluate the information presented in the text.	49	3.06	1.17
I check my understanding when I come across new information.	49	3.23	1.15
I try to guess what the content of the text is about when I read.	49	3.83	0.95
I check to see if my guesses about the text are right or wrong.	49	3.48	1.05

From the table above, it can be seen that there are statements N, Mean and SD. First, statement is the form of reading strategy that is packed in the form of questions. Second, N is the total sample that can be from grade VIII in Ummul Quro Islamic Junior High School Yogyakarta that is as much as 49 respondents from the total 56 active students of grade 8. Third, Mean is the average value of each strategy that is packed in the form of questions. The last is the standard deviation (SD) associated with the value of Mean.

Based on research results, the global reading strategies is the lowest average value over the other strategies that has a value (Mean = 3.79, SD = 1.05). However, another high value in reading strategies is “I have a purpose in my mind when I read” (Mean = 3.77, SD = 0.99). This statement is considered to be the

highest mean for the SD is higher than the first statements (Mean = 3.79, SD = 1.05). Whereas, the lowest value of global reading strategies (Mean = 2.83, SD = 0.95). The statement that makes the global reading strategy as the highest value strategy and the lowest statement in the global reading classification are:

Table 4.3 Classification of global reading strategies

Statement	N	Mean	SD
I think about whether the content of the text fits my reading purpose.	49	3.79	1.05
I try to guess what the content of the text is about when I read.	49	2.83	0.95

Based on the survey results, the researcher revealed that students are aware of the significant global reading strategies; most students have a purpose when reading while some students try to guess what the content of the text is about when they reading. Furthermore, according to the survey result; students are considered to use global reading strategies at the lowest frequency level (from the overall Strategy). The highest frequency the strategy that most used by the students is the problem-solving strategy, then followed by the support strategy.

2.1.2. The result of problem solving strategies

Table 4.4 Profile of problem solving strategies

Problem Solving Strategies			
Statements	N	Mean	SD
I read slowly and carefully to make sure I	49	4.08	0.96

understand what I am reading.			
I try to get back on track when I lose concentration.	49	3.73	1.18
I adjust my reading speed according to what I am reading.	49	3.21	1.11
When text becomes difficult, I pay closer attention to what I am reading.	49	3.75	0.93
I stop from time to time and think about what I am reading.	49	3.48	1.20
I try to picture or visualize information to help remember what I read.	49	3.02	1.41
When text becomes difficult, I re-read it to increase my understanding.	49	3.69	0.93
When I read, I guess the meaning of unknown words or phrases.	49	3.13	1.08

The results of the survey on problem solving strategies can be seen on the table above that there are statements, N, Mean and SD. First, statement is the form of reading strategy that is packed in the form of questions. Second, N is the total sample that can be from grade 8 in Ummul Quro Islamic Junior High School Yogyakarta that is as much as 49 respondents from the total 56 active students of grade VIII. Third, Mean is the average value of each strategy that is packed in the form of questions. The last is the standard deviation (SD) associated with the value of Mean.

Based on the results of this research, the problem solving strategies is the highest average value than overall strategy. The problem solving strategies has a value (Mean = 4.08, SD = 0.96), as for the lowest score on the problem solving strategies (Mean = 3.02, SD = 1.41). The statement that makes the problem

solving as the highest value strategies than other strategies can be seen in the table below with the lowest value as well:

Table 4.5 Classification of Problem Solving Strategies

Statement	N	Mean	SD
I read slowly and carefully to make sure I understand what I am reading.	49	4.08	0.96
I try to picture or visualize information to help remember what I read.	49	3.02	1.41

Based on the results of the survey, the researcher revealed that students are aware of significant reading strategies with problem-solving categorization, average students read slowly and carefully to make sure they understand what they are reading. Besides, few students are trying to picture or visualize information to help remember what they read.

2.1.3. The result of Support Strategies

Table 4.6 Profile of support strategies

Support Strategies			
Statements	N	Mean	SD
I take notes while reading to help me understand what I read.	49	3.46	0.99
When text becomes difficult, I read aloud to help me understand what I read.	49	3.54	1.25
I underline or circle information in the text to help me remember it.	49	3.92	0.96
I use reference materials (e.g. a dictionary) to help me understand what I read.	49	3.38	1.14

I paraphrase (restate ideas in my own words) to better understand what I read.	49	3.38	1.14
I go back and forth in the text to find relationships among ideas in it.	49	3.58	0.92
When reading, I translate from English into my native language.	49	3.15	1.10

The results of the survey on support strategies can be seen on the table above that there are statements, N, Mean and SD. First, statement is the form of reading strategy that is packed in the form of questions. Second, N is the total sample that can be from grade 8 in Ummul Quro Islamic Junior High School Yogyakarta that is as much as 49 respondents from the total 56 active students of grade VIII. Third, Mean is the average value of each strategy that is packed in the form of questions. The last is the standard deviation (SD) associated with the value of Mean.

According to the survey results, the support strategies is the second highest average value in this study, statements in the category of support strategies are often used by students when reading activity. While the highest average support amount of each statement is (Mean = 3.92, SD = 0.96), as for the lowest value in support strategies (Mean = 3.15, SD = 1.30). The statements that make the support strategies as the second highest value strategy of other strategies in reading are:

Table 4.7 Classification of Support Strategies

Statement	N	Mean	SD
I underline or circle information in the text to help me remember it.	49	3.92	0.96

When reading, I translate from English into my native language.	49	3.15	1.30
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Based on the results of the survey, the researcher revealed that students are aware of the significant support strategies. According to the statement in the category of strategies, the average students underline or circle information in the text to help them to remember it. While a small percentage of students recount they are translate from English into their native language when reading activity.

3.2 Discussion

3.2.1 Problem-Solving Strategies

The reading strategy implemented by junior high school students in Ummul Quro Islamic Junior High School Yogyakarta is problem-solving strategies, with the statement "I read slowly and carefully to make sure I understand what I am reading". This statement is included as problem-solving strategies. According to Karbalaie (2010), problem-solving strategies is the strategy that used to solve students' problem on understanding of information when in the reading activity.

The findings of the current study have a similar result with Hardiani, Lestari, & Munir (2017), in which they found that problem-solving strategies were the most used whereas the other strategies used after that. This study uses the junior high school as the background and found the statements in problem-solving strategies that most used by the students. The statement is "I read slowly and carefully to make sure I understand what I am reading". On the other hand, the current study is not in line with Ivey & Broaddus (2001) in the junior high school context. The results showed that the students choose free reading and let teachers

to read out loud as the strategy to improve their understanding and motivate them to read. Instead of choosing the texts that they want. The reading strategy on problem-solving in Ummul Quro Islamic Junior High School is rarely about reading carefully. The involvement of teachers read aloud is also not accommodated in that school. In fact, free reading is quiet and more concentrate on the text. Also, reading out loud by the teacher can make the students are able to articulate what they thought. In Ummul Quro Islamic Junior High School Yogyakarta, the students tend to read by themselves carefully without a lot of teachers' involvement.

Meanwhile, the statement in "I try to picture or visualize information to help remember what I read" have the lowest statement of problem-solving strategies that used by the students. It can be assumed that when the students read a textbook, they just only read the text and without being given visualization. Whereas, according to Dahle (2017), visualize in reading can help the students in enhancing their vocabulary acquisition, especially for junior high school students.

4.2.2. Support Strategies

Based on the research findings, support strategies have in the second highest strategies after problem-solving strategies that used by junior high school students in Ummul Quro Islamic Junior High School Yogyakarta. It can be seen in the survey results of the mean data and the standard deviation of support strategies that have been collected by the researcher. Which explains that the support strategies have a value (Mean = 3.92, SD = 0.96), with the statement "I underline or circle information in the text to help me remember it".

The results of this study have similarities with Hardiani, Lestari, & Munir (2017), in the study; they found support strategies were in second value that mostly used by the students. The study uses junior high school students as the participants. On the other hand, there is a differences result in the current study and Hardiani, Lestari, & Munir (2017). The researcher found differences on support strategies that often used by the students in the statement “I use reference materials (e.g. dictionary) to help me understand what I read”. Furthermore, a study by Ivey & Broaddus (2001), in the junior high school context, the result of the study showed that in supporting their reading comprehension the students choose free reading by using books that they want to read. Moreover, reading out loud as supporting strategies that mentioned in SORS questionnaire also chosen by the students as supporting their reading.

Although, in the current study the result showed that the students understand to uses the basic of reading strategies which are underline or circle to help them remember and understand the information, their vocabulary acquisition is still low. It can be seen at the statement "when I reading, I translate from English into my native language" (Mean = 3.15, SD = 1.30). Whereas, based on the Cameron (2001) learning vocabulary is a process in meeting a new word and as the initial in learning reading.

4.2.3. Global Reading Strategies

Based on the research findings, global reading strategy have the lowest value than other strategies that implemented by students junior high school in

Ummul Quro Islamic Junior High School Yogyakarta. It can be seen in the survey results that have been collected by the researcher on the mean and the standard deviation. Which explains that global reading strategies have a value (Mean = 3.79, SD = 1.05), with the statement “I think about whether the content of the text fits my reading purpose”.

The result of the survey in this study shows that the students of grade VIII in Ummul Quro Islamic Junior High School Yogyakarta have rarely used these strategies. If compared to a study by Kocaman & Beskardesler (2016), in the study; their uses the higher education as the participants and found global reading strategies were mostly used than other strategies. The statements are first “I have a purpose in mind when I read” and the second “I use context clues to help me better understand what I am reading”. According to the results of the survey study by Kocaman & Beskardesler (2016), the researcher concludes that the students in that research are a good user of reading strategies. It can be seen in the results, many students have a purpose in their mind when reading activity and most of them used critical context clues to help them more understanding the reading materials. It means that the students understand how to use the reading strategies.

On the other hand, the statement “I try to guess what the content of the text is about when I read” have the lowest value on the result survey of global reading strategies. The students may not try to guess the text is about when they reading, because they do not know the meaning of the words. It also caused by their learning vocabulary is still low. Whereas, according to Cameron (2001), learning

vocabulary should be taught as the center learning, because learning word is like a stepping stone to learning other skills.