CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the background of the research, statements of the problem, the research objectives, and the benefits of research related to the title, the reading strategies used by 11th grade students of SMA N 1 Mayong in understanding English texts.

1.1 Background of the Research

Reading is the activity of looking at writing aloud or silently to understand something written. According to (Adi, 2020) *"Reading is the most important skill among the four skills in academic contexts because most students learn English as a foreign or second language learn a lot of information from reading"*. It is called the most important because students learn English as a foreign language where students read more to find out or get information.

Reading is a skill that is crucial for learning English, especially for countries or regions that do not speak English every day. (Mardase, 2020) "Reading is one of the important activities in understanding the text. It is believed that reading skills can help students improve their understanding in reading English Text". Therefore students must be aware of the reading methods they must employ in order to comprehend their reading abilities when reading English text.

Reading comprehension is knowing the meaning of what has been read. Readers can understand the intent and purpose of the text read. According to (Reza et al., 2013) Reading comprehension is a complex process that involves a combination of text and the reader. This combination helps the reader to better understand the meaning of the text being read so that they are able to get the information conveyed from the reading.

In learning English, high school students need to master 4 skills they are reading, writing, listening and speaking. Reading is the most important part in the development of English for high school students. According to (Fauzi, 2019)

Reading is an important skill for students to ensure success not only in learning English but also in learning in the classroom.

The use of reading strategies at SMA N 1 Mayong is relatively small, in fact some of them don't even know what the reading strategies is, and why they are used the reading strategies. Therefore, most students only read without knowing the meaning of the reading so, the development in reading English is not visible from the students at SMA N 1 Mayong.

According to (Supeno et al., 2017) Reading strategy is a skill to find information in terms of ability and speaking. Strategy can be interpreted as a way, strategy or plan in finding the desired information. In reading a text, especially English, students are required to understand the meaning of a text so that they get the information contained in the text. The use of strategies in reading helps students to be able to obtain information from the text they read, students will also more easily understand a text if they use the right reading strategy for themselves.

There are three types of reading strategies they are cognitive, metacognitive, and support strategies. But, in 2002 (Sheorey & Mohktary, 2002) changed it to be Global Reading Strategies (GLOB), Problem Solving Strategies (PROB) and Support Reading Strategies (SUP). (Sheorey & Mohktary, 2002) Identifies three major groups of questioner reading strategies (SORS) Survey of Reading strategies: Global Reading Strategies (GLOB) describes the methods or techniques that students employ to organize and keep track of their reading at all times. Using this strategy typically necessitates the use of resources like typography, tables and graphics. Support Reading Strategies (SUP) Support reading strategies are methods or approaches that students use to aid in their comprehension of academic literature. Example using dictionaries, taking notes, and underlining text. Problem Solving Strategies (PROB) are the techniques or strategies students use to solve problems when reading academic texts. This strategy can take the form of re-reading the text and reading it more slowly than before.

Following are the results of previous studies using (SORS) Survey of Reading strategies in a previous study (Adi, 2020) questionnaires were distributed to a total of 104 students, a total of 30 statements in SORS. PROB is the strategy with the highest use among other strategies with 85 students having high use of this strategy. Furthermore, PROB is a lower GLOB than PROB at usage level with 58 students at high usage level. The last and lowest strategy is SUPP with 55 students at high usage levels and 5 students at low usage levels.

Besides from the (SORS) Survey of Reading strategies by (Sheorey & Mohktary, 2002) namely (PROB) Problem Solving Strategies, (GLOB) Global Reading Strategies and (SUP) Support Reading Strategies. There are other strategies according to the researcher such as, (Bouchard, 2005) types of strategies in reading comprehension namely previewing text, coding text, highlighting and note-taking.

As for the results of research with the above methods conducted by (Mardase, 2020) analysed high school students' reading comprehension strategies in reading English textbooks. According to the study's results, highlighting is the most popular reading strategy. Meanwhile, note-taking, Previewing Text, Coding Text were strategies that students hardly ever used. These findings suggest that the study's participants used simple reading procedures. From the results of the research above, it can be concluded that each student has a strategy in reading English even though they use different strategies.

1.2 Statements of the Problem

Reading is important part of learning English, Based on the explanation above, the researcher wants to know:

1. What reading strategies are used by the 11th grade students of SMA N 1 Mayong Jepara in Academic Year of 2022/2023 in comprehending English text?

2. How do students in grade 11th SMAN 1 Mayong Jepara in Acadamic Year of 2022/2023 use the reading strategies in comprehending English text?

1.3 Objective of the Research

Following the research statement, the research objective is formulated as follows:

1. To find out the reading strategies used by the 11th grade students of SMA N 1 Mayong in comprehending English texts.
2. To find out how grade 11 students of SMA N 1 Mayong use English reading strategies (narrative text, recount text and report text)

1.4 Significance of the Research

There are two types of the research. They are theoretical significance and the practical significance. The two kinds of research significance are stated as follows:

1. Theoretical significance

This research will be useful for people who want to know good reading strategies to understand English texts, participating students will also know good strategies for them to read English texts and understand them.

2. Practical significance

The results of this research are practically expected to be useful for:

1) English teacher

English teachers can find out the reading strategies used by students so that teachers are able to use these reading strategies in their learning.

2) Students

Grade 11 students of SMA N 1 Mayong can find out what types of strategies and strategies they use in reading English texts. Students can use these reading strategies to understand the text they read.

3) Other researchers

This research is also useful as a reference for other researchers who want to know the reading strategies of the students being studied.

1.5 Scope of the Research

Considering that the scope of this research is quite broad, the researcher set certain limitations such as reading strategies, reading comprehension and English texts (narrative texts, report texts, and recount texts). So this research is effective and does not discuss the problem too broadly.

This study used questionnaires and interviews. The researcher explaining the reading strategies used by grade 11 students of SMA N 1 Mayong to understand English reading texts and how they use these strategies to understand English texts.

1.6 Operational Definition

There are 4 terms that need to be defined based on the research title: strategy, reading comprehension, eleventh grade students of SMA N 1 Mayong, and English text.

1. Reading strategies are methods, tactics, ways or procedures that readers do before, during and after reading texts to understand sentences or solve problems that may occur during the reading process

2. Reading comprehension is the process of understanding the meaning of a reading sentence deeper so that you know the meaning conveyed from the text you read.

3. Eleventh grade students of SMA N 1 Mayong which consists of class 11 SMA with social studies major is the subject for this research.

4. English text is writing that contains English as the main language in writing (fully English). The types of English text used in this study are narrative text, recount text and report text.