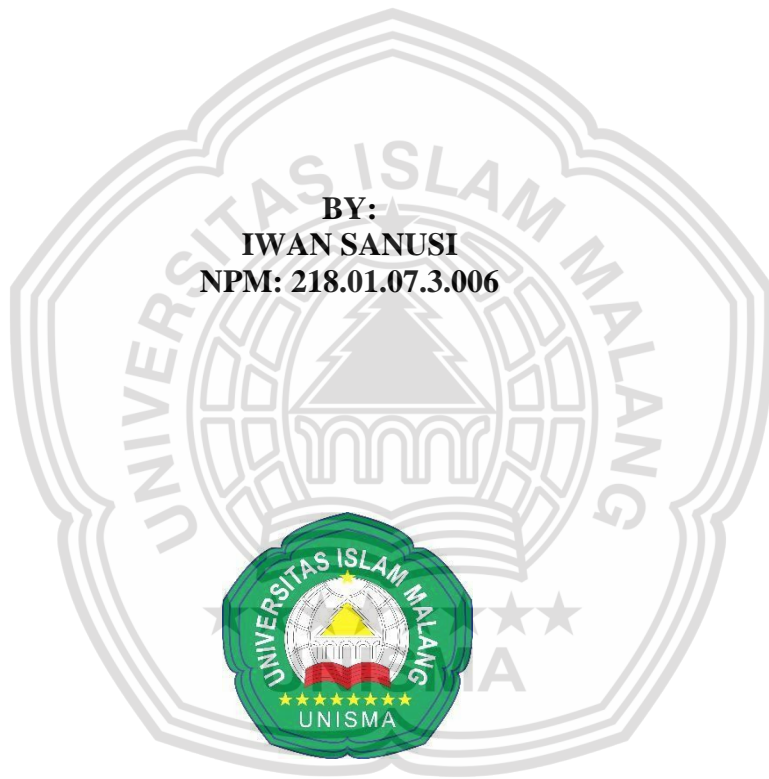




**AN INVESTIGATION OF READING STRATEGIES AND READING  
SPEED IN CLASS VIII SMP ISLAM MA'ARIF 02 MALANG**

*SKRIPSI*

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2022**

## ABSTRACT

**Sanusi, Iwan.** 2022. *Investigation of Reading Strategies and Reading Speed in class VIII SMP Islam Ma'arif 02 Sukun Malang. Skripsi.* English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor 1: Hamiddin S.Pd. M.Pd.: Advisor II: Dzurriyyatun Ni'mah, S.S., M.Pd.

**Keywords:** Reading Strategies, Reading Speed, Learning English

This study presents an investigation of students' reading strategies and reading speed towards learning English. Reading is a priority scale that must be mastered by students at all levels of education. Students will obtain a variety of information that has never been obtained before such as information, grammar, vocabulary and knowledge, therefore in reading situations, it is necessary to be trained in a foreign language for language learners. In this study the focus is on how students can drive their strategies for reading and how students can capitalize on their reading speed preferences. However, there is no previous research that uses reading strategies and students' reading speed in learning English. while this study aims to find out: how students can encourage their strategies to read and can take advantage of their reading speed preference for learning English in students in class VIII SMP Islam Ma'arif 02 Sukun Malang.

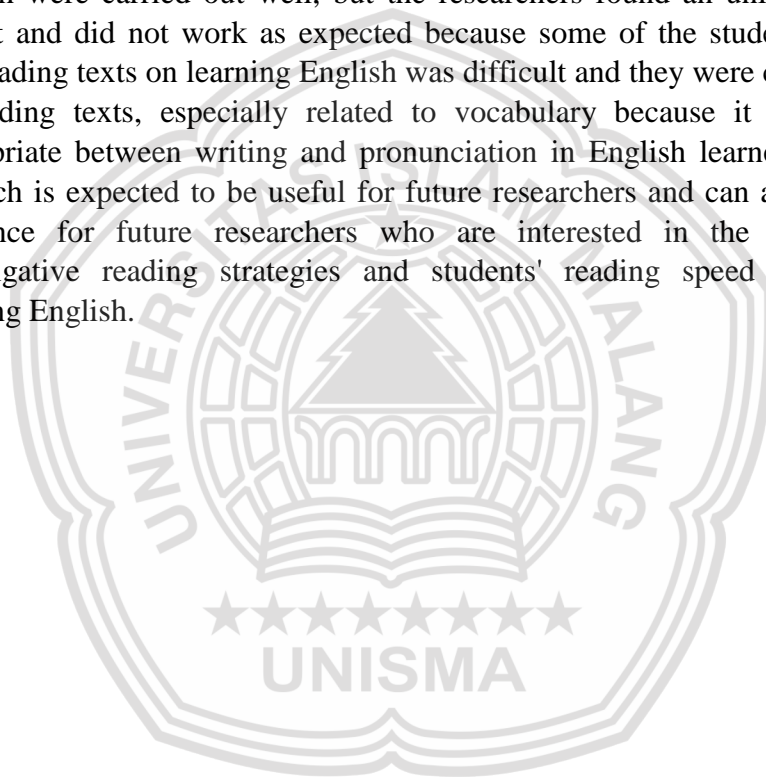
The design of this research is descriptive qualitative research. The participants in this study were class VIII students of SMP Islam Ma'arif 02 Sukun Malang for the 2022 academic year, totaling 32 students. To find out students can encourage their strategies for reading and take advantage of their reading speed preferences towards English learning activities, questionnaires and interviews were used as instruments to collect data. In this study, reading strategies and reading speed were addressed in the questionnaire responses given to students about English learning activities which included five aspects of indicators including: Students' curiosity about reading strategies and student involvement in reading strategies which are the first and second points. The importance of introducing reading strategies, and the speed of students in reading which are the third and fourth points, the last is the challenge of reading to students. The data analysis process includes data reduction, data presentation, and conclusion and verification.

The findings of this study indicate that students' reading strategies and reading speed towards learning English are positive in several aspects such as students feel interested and like it. In addition, students are also very enthusiastic and enjoy reading about learning English, although some



students find it difficult due to a lack of vocabulary mastery. But, most of them are also very happy and very like not experiencing difficulties very interesting and easy to understand. In addition, students also stated that participants were neutral towards reading English texts. That is, some students choose in the middle or do not take sides between being interested in and liking the activity of reading English texts. However, some students are interested and like the activity of reading texts with high enthusiasm and self-confidence so that they gain confidence and have a strong influence on reading ability.

The reading strategy and students' reading speed towards learning English were carried out well, but the researchers found an unfavorable impact and did not work as expected because some of the students said that reading texts on learning English was difficult and they were confused in reading texts, especially related to vocabulary because it was not appropriate between writing and pronunciation in English learners. This research is expected to be useful for future researchers and can also be a reference for future researchers who are interested in the field of investigative reading strategies and students' reading speed towards learning English.



## CHAPTER I

### INTRODUCTION

This chapter provides the background elements of the research. This chapter introduces the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the research, the definition of key terms.

#### 1.1 Background of the Study

In language learning and teaching, especially English, reading skills are important to teach. Reading has an important role in learning English, reading needs to be trained in a foreign language for language learners because reading can gain various basic knowledge such as knowledge of grammar, vocabulary, and knowledge. Reading is very useful for understanding all the subjects taught in school, especially for junior high school students. Students can gain information, knowledge, pleasure, and broaden their horizons by reading. The degree of relationship between the meaning the writer wants to convey and the reader's interpretation also determines the accuracy of the reading. The meaning of reading lies not in the written page but in the mind of the reader. This is supported by the opinion of Nurhadi (2007:123) that reading is a complex activity that involves various factors that come from within the reader as well as from outside. Foster motivation for students to have a high interest in reading and make reading a must. Meanwhile, according to Zuchdi (2007: 19) defines reading as a meaningful

interpretation of written language. The ability to read is a priority scale that must be mastered by students, at all levels of education through reading activities, students will get various information that has never been obtained before.

With this, many factors can affect a child's success in reading. In general, these factors can be identified such as teachers, students, environmental conditions, subject matter, and techniques for studying the subject matter. The last factor that affects the success of students in reading that can be applied to achieve good reading achievement. Reading has an important meaning for anyone, by reading someone can get information and even increase their knowledge. According to Wangid (2014: 162), students are required to participate actively, be continuously challenged to have high critical thinking, be able to analyze and be able to solve their own problems. Therefore, by reading students can expose new things, information, ways to solve problems and achieve the guidance of the 2013 curriculum. There are many ways to help students understand reading texts, one of which is reading strategies. Reading strategies help to understand the text of a reading.

Reading strategies are needed by students to complete various school assignments and to acquire knowledge through reading texts provided by teachers, print media, and online. According to Grabe's opinion in Fatemipour and Hashemi (2016:686), regarding the importance of reading comprehension strategies, namely (the acquisition of better reading strategies) seems necessary to break the illusion of understanding in readers who are satisfied with low standards of understanding. They need to acquire and implement strategies to facilitate deeper

levels of understanding. According to Ikeda & Takeuchi (2006), quoted in Chen (2015: 157) states that the use of reading strategies is considered as one of the important factors in producing successful language learners. As stated by Ramos (2018) "reading strategies can then be defined as special tactics carried out by readers to understand the intended meaning of a text". Based on the research findings of Noor (2011) on reading habits and preferences, EFL learners prefer to read novels/comics for pleasure for improving their science. The reading strategy was chosen because it can help students in accelerating the progress of habits in speed reading.

Reading activities that need to be trained on students is the ability to read quickly. Speed reading is a reading skill that prioritizes speed without compromising understanding. According to Subyantoro (2011: 2), to obtain information from any source, there is one ability that is required and does not change, namely the ability to read from the information seeker. The ability to read is not just being able to read, but how to read quickly and understand the contents. In line with Widiatmoko (2011:26), effective reading speed is the result of multiplying a person's speed multiplied by students understanding. Therefore, because we know how fast a student can read the text, it will be useless if student fails to understand and conclude what he got from the text. In line with Nurhadi (2013: 31), he explains that the ability to read quickly is a type of reading that prioritizes speed, without leaving an understanding of the reading aspect. That is, the assessment is not only seen from how fast the reader is, but also by seeing

how much the reader's level of understanding of the reading is. The level of understanding can be seen by using tests according to the reading material.

According to Lestari (2022), the purpose of her study is to describe what activities are carried out in the school literacy movement on the reading ability of fourth grade students at MI Raudlatul Jannah Al Ma'arif, explore the supporting factors and the inhibiting factors for implementing the school literacy movement on the reading ability of fourth grade students at MI Raudlatul Jannah Al Ma'arif. Based on the findings, the implementation of the school literacy movement program at MI Raudlatul Jannah Al Ma'arif is still at the development stage. Factors supporting the school literacy movement on reading skills are reading angles, adequate reading books and internet access. The inhibiting factors are teachers having difficulty in procuring books, damaged libraries, and unruly students. The second by Diniya (2019), her research research tries to determine using reading techniques used by students in English as a foreign language at SMA Negeri 1 Gending. The results of the study showed that students used all three reading strategies. Based on the calculation results, obtained an average of 3.56 for global reading strategies, 3.75 for reading strategies aimed at solving problems and 3.63 for reading strategies using supporting tools. The category of reading strategies used to solve reading problems obtained the highest average compared to the other two categories of reading strategies. In addition, the researcher found that the reading strategy to improve comprehension was most frequently used students' strategy with an average of 4.21. According to this study's findings, the researcher gives advice to English teachers to support

students to continue using reading strategies to help students who have reading skills in the medium or low category.

The third, by Delva (2021), the goal of this investigation is according to a person's gender, to indicate their level of speed reading class VIII students of SMP Negeri 03 Lebong for the 2020/2021 academic year. This research method uses descriptive quantitative method. The population is 24 students and the sample is all members of the population, which is 24 students consisting of 12 male students and 12 female students. Based on the results of the study, it was shown that the speed reading ability of the eighth grade students of SMPN 03 Lebong was included in the medium category and the male students of class VIII of SMPN 03 Lebong were in the slow category, while the speed reading ability of the eighth-grade students of SMPN 03 Lebong as a whole was in the medium category. The findings of this study are anticipated to be used as an evaluation tool for Indonesian language instructors who wish to continue developing their male and female students' speed reading abilities in order to raise literacy levels.

From the details of the background problems regarding general reading, reading strategies, while reading speed described higher, and the recommendations from earlier research. Therefore, the researcher considers integrating reading strategies and reading speed into the observations because these two variables may relate to each other in determining students' reading achievement.



## 1.2 Research Problems

Based on the foregoing understanding, the problems In this research are formulated as follows:

1. How do students encourage their strategies for reading?
2. How do students take advantage of their reading speed preferences?

## 1.3 Objectives of the Research

With the research problems mentioned above, it shows that the purpose of this research is to reveal two main cases of students' reading strategies and reading speed as follows;

1. To find out how students encourage their reading strategies
2. To find out how students utilize their reading speed preferences

## 1.4 Significance of the Research

This research is expected to provide clear information about an investigation of reading strategies and reading speed. In addition, it can also complement previous theories related to reading strategies and reading speed.

The result of study may aim to provide useful information for certain stakeholders, so this research can be aimed at;

### a. Students

Researcher limits the problem that becomes research material, namely reading that is still low. Students are still not able to understand their reading interest. Students are still not able to know that reading is one of the most important English skills that can expand thinking personally. So with this research, it helps students to know how to read using reading

strategies so that students are able to understand the important things of reading speed skills so that they are effectively applied.

b. Teachers

This research also provides insight to reading teachers on how to increase interest in reading for students, and remain aware of the importance of reading strategies and reading speed to help them understand English reading texts and find interesting or fun etiquette in teaching students to read.

c. Researchers

This research is expected to be able to inspect this topic deeper and can perfect this research.

### 1.5 Scope and Limitation of the Research

This researcher will investigate students' reading strategies and reading speed of students with good reading scores in class. Reading strategy means an assessment of what they actually read from reading comprehension that fully understands the reading to be stored as knowledge and understands the organization of the reading and the core part of what they read.

The subjects in this study were students of class VIII SMP ISLAM MA'ARIF 02 MALANG. Furthermore, the researcher limits the problem mainly to an investigation of reading strategies and reading speed for students. Therefore, the researcher provided questionnaires and offline interviews as research instruments to collect data adapted from previous research.

## 1.6 Definition of Key Terms

To prevent misinterpretation of the researcher would like to define some key terms as follows.

### a. Reading strategies

Reading strategies show the ways or actions used to draw meaning from the reading text. Basically, reading strategies are ways how readers understand what they consume and engage in when they don't understand. Reading strategy is the way the reader uses to understand the text book. In fact, each individual has a different favorite reading strategy to get reading points easily, and is more active to read a lot. Because with reading strategies, students will become increasingly rich in their knowledge. The reading strategy in this research includes 3 domains/indicators of reading strategy, namely GLOB (global reading strategy), PROB (problem solving strategy), SUP (supporting strategy).

### b. Reading speed

The ability to read quickly is an important skill for readers to practice thinking skills so that they are able to correctly find information that is implied in a reading so that they can find various knowledge. The reading speed in this research includes 1 domain/indicator, namely, ERS (effective reading speed).

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research. Conclusion consists of study conclusions and debate, while suggestions emerge and some concepts dedicated to English teachers and future researchers who are interested the discipline of reading strategies and reading speed towards English learning activities

#### 5.1 Conclusion

Considering what was learned in the prior chapter, the researcher concluded that students' reading strategies and students' reading speed towards learning English in class VIII SMP Islam Ma'arif Sukun Malang can be carried out appropriately or positively based on students' needs for English learning activities, students also agree when they can involve strategies for reading skills and experiencing the benefits of reading, one of which is being able to understand the materials and questions on exams. And they have maximized their time in reading in order to improve vocabulary fluency in learning English. Most students also said that the success and ability in reading towards learning English is more likely that the teacher can provide interesting instructions and learning to students so that students are not confused and easy to understand. This is evident from the significant percentage of the questionnaire and the significant interview results.

In this study, however, the researcher found several negative things during learning English: students felt difficulties due to lack of learning and mastery of vocabulary towards learning English, especially reading, so they did not understand it. In addition, students also lack of interest and pleasure so they find it difficult which makes them confused in learning English.

## 5.2 Suggestion

The researcher gave some suggestions related to this research. There are three suggestions to be presented. The first suggestion is for English teachers, the second suggestion is for students, and the third suggestion is for future researchers.

### 5.2.1 English Teacher

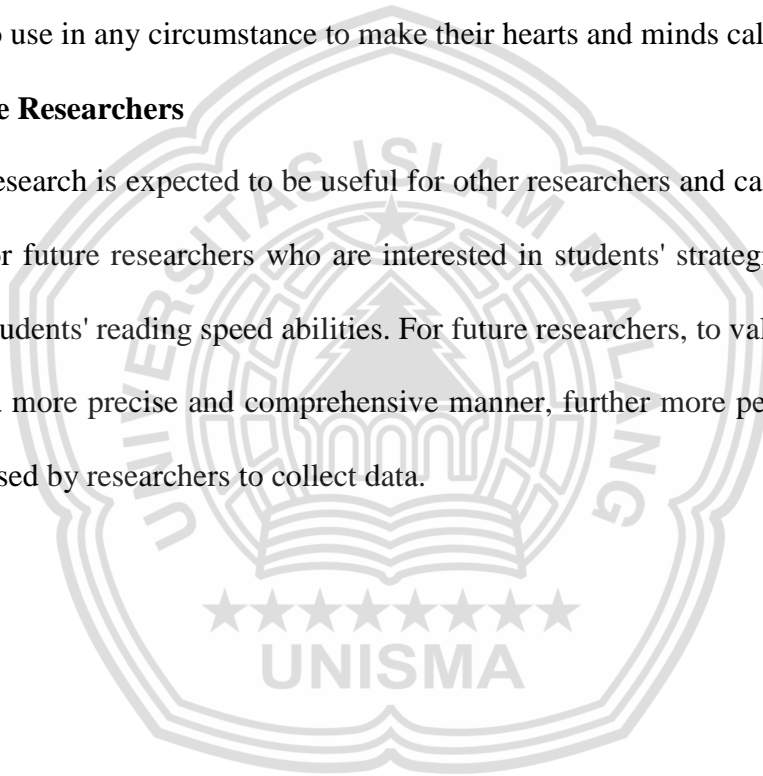
Teachers must play an active teaching role in distributing interesting English learning materials to their students. The teacher's ability to teach creates the satisfaction of learning activities going well and how the learning atmosphere can be lively to observe the extent to which students are able to participate in learning. This is very important to pay attention to and consider so that teachers can succeed in developing their talents and abilities in teaching to give the best to students and help them achieve their English learning goals properly. In the text reading activity the teacher directs students to focus more on the parts of the reading text related to reading strategies and reading speed to make conclusions then students are asked to summarize and conclude what they have read, so that students are actively involved and can interact well with learning English.

### 5.2.2 Students

The capacity of students to improve their reading strategy skills and reading speed by using various entertainment media in learning English, especially reading short stories in English. English short stories can influence pupils happy, enjoy, and are learning is really interesting English. Then again, short stories in English is among the entertainment media which are appropriate for students to use in any circumstance to make their hearts and minds calm.

### 5.2.3 Future Researchers

This research is expected to be useful for other researchers and can also be a reference for future researchers who are interested in students' strategies when reading and students' reading speed abilities. For future researchers, to validate the outcomes in a more precise and comprehensive manner, further more people and tools can be used by researchers to collect data.



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