

**THE READING STRATEGY USE AND READING PROFICIENCY OF
ENGLISH DEPARTMENT STUDENTS**

A THESIS



By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA**

Desember, 2019

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**In Partial Fulfillment of the Requirements for *Sarjana Pendidikan* Degree in
English Language Teaching**



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Desember, 2019

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I

This thesis entitled **the Reading Strategy Use and Reading Proficiency of English Department Students** prepared and submitted by Yosepha Yoantyta Cundawan has been approved and accepted to be examined as partial fulfillment of the requirement for *Sarjana Pendidikan* Degree in English Education Study Program in Faculty of Teacher Training Education by the following advisor.



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This thesis entitled **the Reading Strategy Use and Reading Profficiency of English Department Students** prepared and submitted by Yosepha Yoantyta Cundawan has been examined and declared PASSED by the Board of Examiners.



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ABSTRACT

Cundawan,Y., Y. 2019. *The Reading Strategy use and Reading Proficiency of English Department Students.*

Advisor: Dr. B. Budiyo, M.Pd.

Keywords: Reading, Reading Strategy, Proficiency, Reading Proficiency, High Proficiency Students, Low Proficiency Students

English is an international language used to communicate around the world . In Indonesia, English is a foreign language that students have to learn at school. Reading is one of the most important skills that students of English as a second or foreign language (ESL/EFL) need to acquire, especially reading for academic purposes. To support their reading comprehension, students usually apply some strategies.

Some studies (Anderson, 1991; Koda, 2005; O'Malley & Chamot, 1990; Sheorey & Mokhtari, 2001) reported that high proficiency readers and low proficiency readers use reading strategies differently. This study attempted to figure out what strategies the strategies the high-proficiency readers and lower-proficiency readers use in order to comprehend texts.

The total participants of the study were 26 Reading C students of the English Education Study Program, Faculty of Teacher Training and Education, Widya Mandala Catholic University Surabaya at the academic year of 2017/2018. The research data of this study were students' reading proficiency and students' opinion. Thus to collect the data (the students' reading proficiency and their opinion), the researcher used students' reading test scores and questionnaires.

The findings revealed that (i) the high-proficiency students used 15 strategies more frequently than the low-proficiency students did. The majority fell into cognitive and metacognitive groups. They tended to use some "top-down" strategies dealing with global meaning as well. Then (ii) the low-proficiency students used 13 strategies more frequently than the high-proficiency students did. Among the 13 strategies, the most frequently used strategies were support strategies, depending on auditory and analytical mechanism. Furthermore, they tended to use "bottom-up", analytical strategies, and support strategies. The study also pointed out that strategy was not the only determinant of reading comprehension and recommended other factors like vocabulary, grammar and background knowledge be considered in later researches on reading.

Based on this finding, the researcher hope that both the lecturers and students are aware with the use of reading strategy. It is better for the lecturers to teach and guide the students how to use the strategies in reading academic materials. For the students, it is better for them to be aware of the selection of reading strategy and how to use them effectively.