CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discusses about the research finding and discussion. Research finding in this case consisted of description of the data of reading comprehension strategies used by poor readers at the second year students of MAN Model Palangka Raya, description of the data of reading comprehension strategies used by good readers at the second year students of MAN Model Palangka Raya and the result of data analysis (testing hypothesis using program *SPSS for windows version 16 Program*).

A. Research Finding

In this section would be describe the obtained data of the difference in reading comprehension strategies used by poor readers and good readers at the second year students of MAN Model Palangka Raya. The data obtained from the questionnaire were analyzed by *SPSS 16*. Descriptive statistics employed in this calculation process were arithmetic mean and standard deviation, frequency and percentage, and independent sample t-test.

1.   The Description of the Data of Reading Comprehension Strategies Used by Good Readers at the Second Year students of MAN Model Palangka Raya

The data obtained from the questionnaire were analyzed. Description table percentage can be seen in the following table:

Table 4.1
Good Readers' Before-Reading Strategies

No	Items	Responses										N	Total
		Always (5)		Often (4)		Sometimes (3)		Rarely (2)		Never (1)			
		F	%	f	%	F	%	f	%	f	%		
1	Item 1	19	47.5	11	27.5	9	22.5	1	2.5	0	0	40	100%
2	Item 2	16	40	12	30	6	15	6	15	0	0	40	100%
3	Item 3	11	27.5	8	20	14	35	6	15	1	2.5	40	100%
4	Item 4	7	17.5	6	15	20	50	6	15	1	2.5	40	100%
5	Item 5	9	22.5	5	12.5	14	35	10	2.5	2	5	40	100%

Based on, the table 4.1. It can be described percentage of respondents to the items of before-reading strategies as follow: response of respondents to the statement looking at the picture(s) and/or illustration(s) given in order to better understand the passage (Item1) most good readers expressed always (47.5%); response of respondents to the statement reading the first two or three sentences of the passage in order to figure out what the passage is about (Item2) most good readers expressed always (40%); response of respondents to the statement reading the title of the passage first and try to imagine what the passage might be about by using their prior knowledge (Item3) most good readers expressed sometimes (35%); response of respondents to the statement setting a purpose for reading (Item4) most good readers expressed sometimes (50%); and the last, response of respondents to the statement asking themselves questions to predict the content respectively (Item5) most good readers expressed always (22.5%).

Table 4.2
Good Readers' While-Reading Strategies

No	Items	Responses										N	Percentage
		Always (5)		Often (4)		Sometimes (3)		Rarely (2)		Never (1)			
6	Item 6	21	52.5	11	27.5	8	20	0	0	0	0	40	100%
7	Item 7	11	27.5	21	52.5	5	12.5	3	7.5	0	0	40	100%

8	Item 8	13	32.5	16	40	8	20	3	7.5	0	0	40	100%
9	Item 9	5	12.5	13	32.5	15	37.5	7	17.5	0	0	40	100%
10	Item 10	9	22.5	8	20	17	42.5	5	12.5	1	2.5	40	100%
11	Item 11	3	7.5	18	45	14	35	4	10	1	2.5	40	100%
12	Item 12	16	40	16	40	6	15	1	2.5	1	2.5	40	100%
13	Item 13	6	15	17	42.5	12	30	2	5	3	7.5	40	100%
14	Item 14	12	30	12	30	13	32.5	3	7.5	0	0	40	100%
15	Item 15	9	22.5	15	37.5	13	32.5	2	5	1	2.5	40	100%
16	Item 16	6	15	12	30	20	50	1	2.5	1	2.5	40	100%
17	Item 17	4	10	7	17.5	22	55	5	12.5	2	5	40	100%
18	Item 18	6	15	14	35	12	30	6	15	2	5	40	100%
19	Item 19	1	2.5	2	5	11	27.5	10	25	16	40	40	100%
20	Item 20	3	7.5	8	20	21	52.5	5	12.5	3	7.5	40	100%
21	Item 21	4	10	18	45	17	42.5	1	2.5	0	0	40	100%
22	Item 22	6	15	4	10	10	25	11	27.5	9	22.5	40	100%
23	Item 23	10	25	19	47.5	7	17.5	4	10	0	0	40	100%
24	Item 24	4	10	12	30	18	45	6	5	0	0	40	100%
25	Item 25	1	2.5	6	15	16	40	12	30	5	12.5	40	100%
26	Item 26	4	10	4	10	16	40	11	27.5	5	12.5	40	100%
27	Item 27	1	2.5	3	7.5	13	32.5	11	27.5	12	30	40	100%

Based on, table 4.2. described percentage of respondents to the items of while reading-strategies as follow: Response of respondents to the statement looking up the meaning of unknown words and/or usage from an English-Indonesian dictionary (Item6) most good readers expressed Always (52.5%) Response of respondents to the statement paying attention to the general idea of the passage (Item7) most good readers expressed often (52.5%) Response of respondents to the statement guessing the meanings of unknown words by using the context (Item8) most good readers expressed often (40%) Response of respondents to the statement skipping words they do not know (Item9) most good readers expressed sometimes (37.5%) Response of respondents to the statement underlining or mark important point of what they have read (Item10) most good readers expressed sometimes (42.5%) Response of respondents to the statement trying to relate they prior knowledge and experience to the passage (Item11) most good readers expressed often (45%) Response of respondents to the statement re-reading texts in order to make sure that they do not miss any important

information (Item12) most good readers expressed always (40%) Response of respondents to the statement reading over each sentence quickly for main ideas. Then, go back and carefully read for details (Item13) most good readers expressed often (42.5%) Response of respondents to the statement paying attention to key words in sentences (Item14) most good readers expressed sometimes (32.5%) Response of respondents to the statement trying to understand what they have read by using imagination (Item15) most good readers expressed often (37.5%) Response of respondents to the statement guessing the meanings of unknown words through word roots and/or affixes (Item16) most good readers expressed sometimes (50%) Response of respondents to the statement using different reading strategies according to the type of the passage (Item17) most good readers expressed sometimes (55%) Response of respondents to the statement noticing punctuation and use is as an aid to reading (Item18) most good readers expressed often (35%) Response of respondents to the statement they do not translate word for word Indonesian (Item19) most good readers expressed never (40%) Response of respondents to the statement separating important from unimportant information (Item20) most good readers expressed sometimes (52.5%) Response of respondents to the statement finding out the writer's intention (Item21) most good readers expressed often(45%) Response of respondents to the statement looking up the meanings of unknown words and /or usage from an English-English dictionary (Item22) most good readers expressed rarely (27.5%) Response of respondents to the statement asking their teacher or their classmates about unknown words (Item23) most good readers expressed often (47.5%) Response of respondents to the statement keeping the purpose of reading in mind (Item24)

most good readers expressed sometimes (45%) Response of respondents to the statement trying not to look up the meanings of unknown words from dictionary (Item25) most good readers expressed sometimes (40%) Response of respondents to the statement using they finger to point at each line of the passage (Item26) most good readers expressed sometimes (40%) Response of respondents to the statement reading the text aloud (Item27) most good readers expressed sometimes (32.5%).

Table 4.3
Good Readers' After-Reading Strategies

No	Items	Responses										N	Total
		Always (5)		Often (4)		Sometimes (3)		Rarely (2)		Never (1)			
		f	%	f	%	f	%	f	%	f	%		
28	Item 28	11	27.5	12	30	13	32.5	4	10	0	0	40	100%
29	Item 29	0	0	12	30	19	47.5	4	10	5	12.5	40	100%
30	Item 30	2	5	3	7.5	18	45	7	17.5	10	25	40	100%

Based on the table above, Response of respondents to the statement summing up mentally in order to confirm understanding (Item28) most good readers expressed sometimes (32.5%); Response of respondents to the statement summing up or noting down in Indonesian what they have read (Item29) most good readers expressed sometimes (47.5%) Response of respondents to the statement summing up or noting down in English what they have read (Item30) most good readers expressed sometimes (45%).

2.   **The Description of the Data of Reading Comprehension Strategies Used by Poor Readers at the Second Year Students of MAN Model Palangka Raya**

The data obtained from the questionnaire were analyzed. Description table percentage can be seen in the following table:

Table 4.4
Poor Readers' Before-Reading Strategies

No	Items	Responses										N	Total
		Always (5)		Often (4)		Sometimes (3)		Rarely (2)		Never (1)			
		f	%	f	%	f	%	f	%	f	%		
1	Item 1	5	12.5	3	7.5	2	5	20	50	10	25	40	100%
2	Item 2	0	0	2	5	11	27.5	19	47.5	8	20	40	100%
3	Item 3	2	5	6	15	14	35	13	32.5	5	12.5	40	100%
4	Item 4	1	2.5	7	17.5	15	37.5	8	20	9	22.5	40	100%
5	Item 5	2	5	3	7.5	9	22.5	7	17.5	19	47.5	40	100%

Based on, the table 4.4. It can be described percentage of respondents to the items of before reading-strategies as follow: response of respondents to the statement they look at the picture(s) and /or illustration(s) given in order to better understand the passage (Item1) most poor readers expressed rarely (50%); response of respondents to the statement they read the first two or three sentences of the passage in order to figure out what the passage is about (Item2) most poor readers expressed rarely (47.5%) response of respondents to the statement they read the title of the passage first and try to imagine what the passage might be about by using their prior knowledge (Item3) most poor readers expressed sometimes (35%); response of respondents to the statement they set a purpose for reading (Item4) most poor readers expressed sometimes (37.5%); and the last,

response of respondents to the statement they ask themselves questions to predict

the content (Item5) most poor readers expresses never (35%).

Table 4.5
Poor Readers' While-Reading Strategies

N o	Items	Responses										N	Total
		Always (5)		Often (4)		Sometimes (3)		Rarely (2)		Never (1)			
		f	%	f	%	f	%	f	%	f	%		
6	Item 6	2	5	1	2.5	11	2.5	17	42.5	9	22.5	40	100%
7	Item 7	5	12.5	2	5	18	45	15	37.5	0	0	40	100%
8	Item 8	1	2.5	8	20	11	27.5	19	4.5	1	2.5	40	100%
9	Item 9	3	7.5	3	7.5	16	40	15	37.5	3	7.5	40	100%
10	Item 10	1	2.5	6	15	16	40	11	27.5	6	15	40	100%
11	Item 11	0	0	6	15	18	45	4	10	12	30	40	100%
12	Item 12	9	22.5	1	2.5	13	32.5	7	17.5	10	25	40	100%
13	Item 13	1	2.5	9	22.5	16	40	11	27.5	3	7.5	40	100%
14	Item 14	1	2.5	7	17.5	14	35	15	37.5	3	7.5	40	100%
15	Item 15	4	10	8	20	14	35	11	27.5	3	7.5	40	100%
16	Item 16	2	5	6	15	17	42.5	10	25	5	1.5	40	100%
17	Item 17	1	2.5	5	1.5	8	20	16	40	10	25	40	100%
18	Item 18	2	5	1	2.5	19	47.5	13	32.5	5	12.5	40	100%
19	Item 19	0	0	3	7.5	9	22.5	9	22.5	19	47.5	40	100%
20	Item 20	1	2.5	5	12.5	10	25	6	15	18	45	40	100%
21	Item 21	1	2.5	7	17.5	19	47.5	11	27.5	2	5	40	100%
22	Item 22	0	0	3	7.5	10	25	5	12.5	22	55	40	100%
23	Item 23	3	7.5	1	2.5	12	30	12	30	12	30	40	100%
24	Item 24	0	0	0	0	21	52.5	8	20	11	27.5	40	100%
25	Item 25	0	0	0	0	10	25	13	62,5	17	42.5	40	100%
26	Item 26	4	10	5	12.5	8	20	6	15	17	42.5	40	100%
27	Item 27	1	2.5	3	7.5	16	37.5	13	32.5	8	20	40	100%

Based on the table above, described percentage of respondents to the items

of while reading-strategies as follow: Response of respondents to the statement

they look up the meanings of unknown words and/or usage from an English-

Indonesian dictionary (Item6) most poor readers expressed rarely (42.5%);

Response of respondents to the statement they pay attention to the general idea of

the passage (Item7) most poor readers expressed sometimes (45%) Response of

respondents to the statement they guess the meanings of unknown words by using

the context (Item8) most poor readers expressed rarely (47.5%); Response of

respondents to the statement they skip words they do not know (Item9) most poor readers expressed rarely (37.5%); Response of respondents to the statement they underline or mark important point of what they have read (Item10) most poor readers expressed rarely (27.5%); Response of respondents to the statement they try to relate my prior knowledge and experiences to the passage (Item11) most poor readers expressed sometimes (45%); Response of respondents to the statement they re-read texts in order to make sure that they do not miss any important information (Item12) most poor readers expressed sometimes (32.5%); Response of respondents to the statement They read over each sentence quickly for main ideas. Then, go back and carefully read for details (Item13) most poor readers expressed rarely (27.5%); Response of respondents to the statement they pay attention to key words in sentences (Item14) most poor readers expressed rarely (37.5%); Response of respondents to the statement they try to understand what they have read by using imagination (Item15) most poor readers expressed sometimes (35%); Response of respondents to the statement they guess the meanings of unknown words through word roots and/or affixes (Item16) most poor readers expressed sometimes (42.5%); Response of respondents to the statement using different reading strategies according to the type of the passage (Item17) most poor readers expressed rarely (40%); Response of respondents to the statement they notice punctuation and use it as an aid to reading (Item18) most poor readers expressed sometimes (47.5%); Response of respondents to the statement not translating word for word into Indonesian (Item19) most poor readers expressed never (47.5%) with a score value (43%); Response of respondents to the statement they separate important from unimportant

information (Item20) most poor readers expressed never (45%); Response of respondents to the statement they find out the writer's intention (Item21) most poor readers expressed sometimes (47.5%); Response of respondents to the statement they look up the meanings of unknown words and/or usage from an English-English dictionary (Item22) most poor readers expressed sometimes (25%); Response of respondents to the statement they ask their teacher or their classmates about unknown words (Item23) most poor readers expressed sometimes (30%); Response of respondents to the statement they keep the purpose of reading in their mind (Item24) most poor readers expressed sometimes (52.5%); Response of respondents to the statement trying not to look up the meanings of unknown words from a dictionary (Item25) most poor readers expressed never (42.5%); Response of respondents to the statement using they fingers to point at each line of the passage (Item26) most poor readers expressed never (42.5%); Response of respondents to the statement read the text aloud (Item27) most poor readers expressed sometimes (37.5%).

Table 4.6

Poor Readers' After-Reading Strategies

No	Items	Responses										N	Total
		Always (5)		Often (4)		Sometimes (3)		Rarely (2)		Never (1)			
		F	%	f	%	f	%	f	%	f	%		
28	Item 28	4	10	8	20	16	40	7	17.5	5	12.5	40	100%
29	Item 29	1	2.5	2	5	15	37.5	11	27.5	11	27.5	40	100%
30	Item 30	0	0	0	0	10	25	10	25	20	50	40	100%

Based on the table above, Response of respondents to the statement they sum up in their mind in order to confirm their understanding (Item28) most poor readers expressed sometimes (40%); Response of respondents to the statement

they sum up or note down what they have read in Indonesian (Item29) most poor readers expressed sometimes (37.5%); and Response of respondents to the statement they sum up or note down what they have read in English (Item30) most poor readers expressed never (50%).

3. **The Result and Data Analyze of the Significant Differences Between Poor and Good Readers at the Second Year Students of MAN Model Palangka Raya**

Meanwhile, the calculation of testing hypothesis using SPSS 16 Program can bee seen in the following table:

Table 4.7

A Comparison between Good and Poor Readers's Before-reading Strategies

No.	Before-reading Strategies	Poor Readers		Good Readers		T-test	Sign.
		Mean	SD	Mean	SD		
1	Item 1	2.32	1.29	4.2	0.88	-7.59*	0.12
2	Item 2	2.18	0.81	3.95	1.08	-8.28*	0.07
3	Item 3	2.68	1.05	3.55	1.13	-3.59*	0.34
4	Item 4	2.58	1.11	3.3	1.02	-3.05*	0.31
5	Item 5	205	1.22	3.22	1.21	-4.33*	0.88
	Mean	**2.36**	**1.09**	**3.64**	**1.06**	**-5.37***	**0.34**

* = Significant level

From Table 4.7, it can be seen that both poor readers and good readers share the same common reading strategies they employ before reading. Since the calculated value of $t_{observed}$ (-5.37) was greater than t_{table} at 5 % (2.04) significant level or -5.37 < 2.04, it could be interpreted that Ha stating that there is significant difference in before reading strategies used between good and poor readers was accepted.

Figure 4.1

Before Reading Strategies

	Item 1	Item 2	Item 3	Item 4	Item 5
■ Percentage Good	97%	91%	82%	76%	74%
■ Percentage Poor	53%	50%	61%	59%	47%
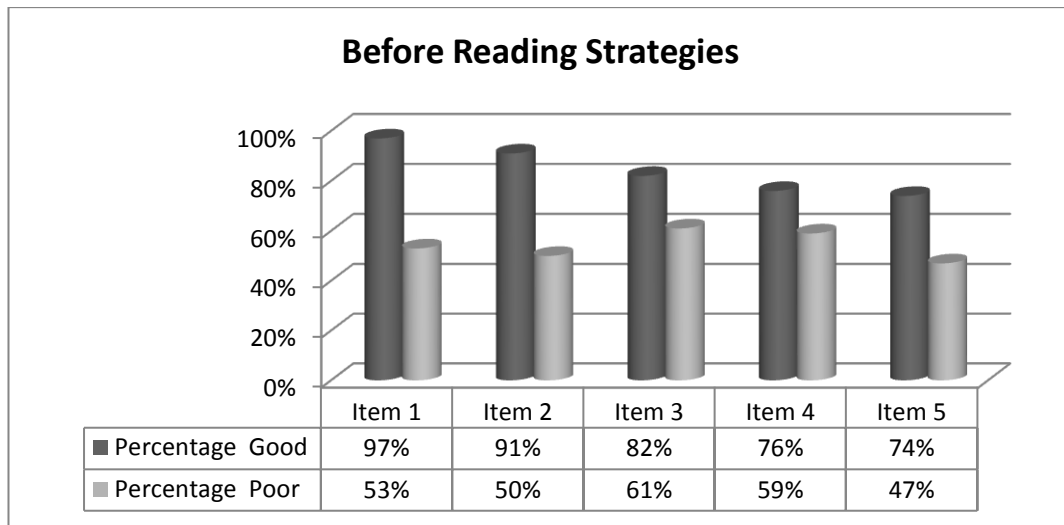
Based on the figure 4.1 above, showed the comparison of the percentage of before-reading strategies of good and poor readers it can be seen that there is statistically significant difference between the three strategies both groups. It could be proved from the students strategies score that is score of good readers was really difference with the score poor readers. For the first, it was found percentage of before reading-strategies as follow: response of respondents to the statement (Item1) most good readers was 97% while poor readers was 53%; response of respondents to the statement (Item2) most good readers was 91% while poor readers was 50%; response of respondents to the statement (Item3) most good readers was 82% while poor readers was 61%; response of respondents to the statement (Item4) most good readers was 76% while poor readers was 61%; and the last, response of respondents to the statement (Item5) most good readers was 74% while poor readers was 47%.
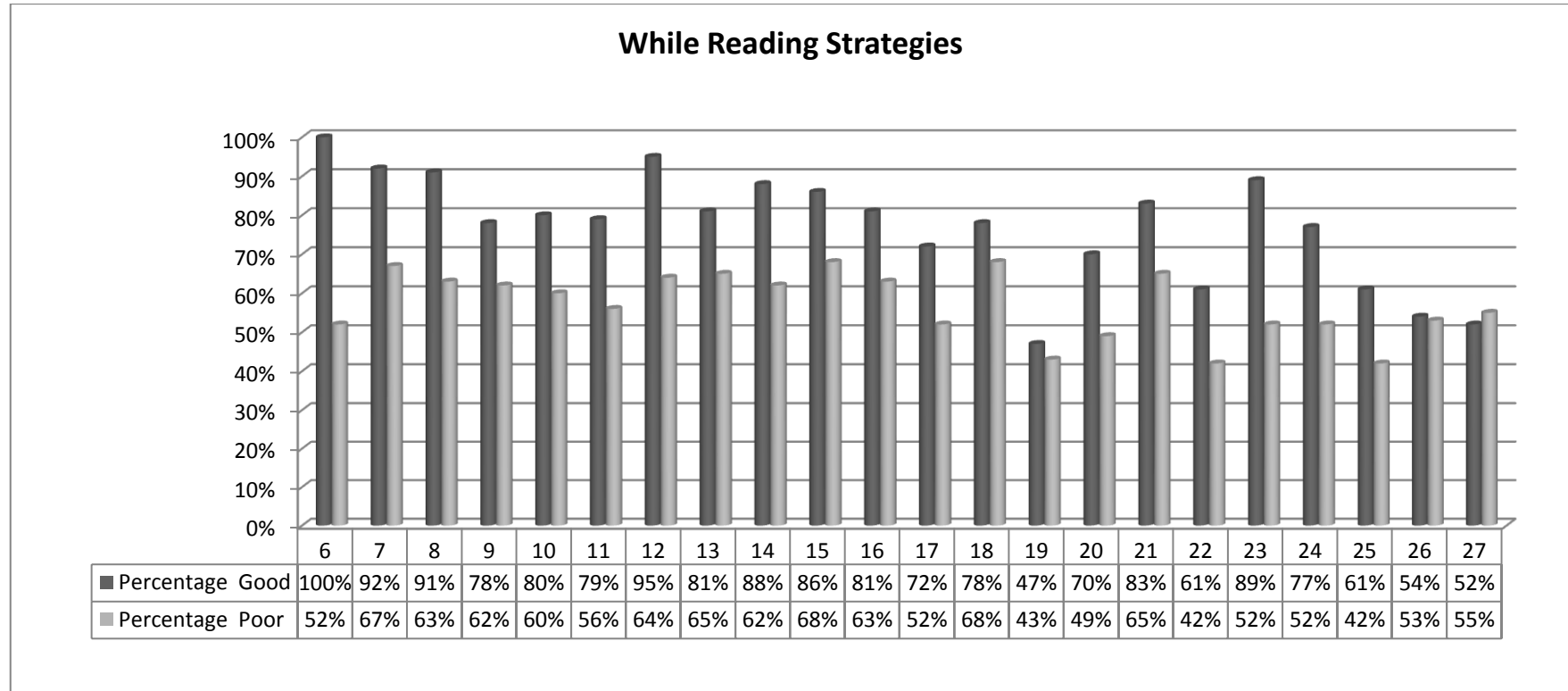
Table 4.8

A Comparison between Poor and Good Readers' While-reading Strategies

No.	While-reading Strategies	Poor Readers		Good Readers		T-test	Sign.
		Mean	SD	Mean	SD		
6	Item 6	2.25	1.01	4.32	0.79	-10.22*	0.56
7	Item 7	2.92	0.97	4	0.85	-5.28	0.33
8	Item 8	2.72	0.9	3.99	0.92	-6.13*	0.46
9	Item 9	2.7	0.99	3.4	0.93	-3.26*	0.93
10	Item 10	2.62	1.01	3.48	1.06	-3.68*	0.59
11	Item 11	2.45	1.08	3.45	0.88	-4.54*	0.03
12	Item 12	2.8	1.45	4.12	0.94	-4.84*	0.04
13	Item 13	2.85	0.95	3.52	1.06	-2.99	0.45
14	Item 14	2.7	0.94	3.82	0.96	-5.3*	0.79
15	Item 15	2.99	1.09	3.72	0.96	-3.25*	0.71
16	Item 16	2.75	1.03	3.52	0.88	-3.62*	0.49
17	Item 17	2.28	1.06	3.15	0.95	-3.89*	0.19
18	Item 18	2.55	0.93	3.4	1.08	-3.76*	0.22
19	Item 19	1.9	1.01	2.05	1.06	-0.65	0.94
20	Item 20	2.12	1.2	3.08	0.97	-3.89*	0.01
21	Item 21	2.85	0.86	3.62	0.71	-4.39*	0.69
22	Item 22	1.85	1.05	2.68	1.34	-3.05*	0.16
23	Item 23	2.28	1.15	3.88	0.91	-6.88*	0.08
24	Item 24	2.25	0.87	3.35	0.86	-5.68*	0.46
25	Item 25	1.82	0.81	2.65	0.97	-4.11*	0.34
26	Item 26	2.32	1.4	2.78	1.12	-1.59	0.02
27	Item 27	2.4	0.98	2.25	1.05	0.66	0.58
	Mean	**2.47**	**1.03**	**3.37**	**0.97**	**-4.11***	**0.41**

* = significant level at 0.05

Table 4.8 the comparison of the reading strategies that poor and good readers used while-reading. It is found that the calculated of $t_{observed}$ -4.11 was greater than t_{table} at 5% (2.04) significant level or -4.11 < 2.04, it could be interpreted that Ha stating that there is significant difference in while reading strategies used between good and poor readers was accepted

Figure 4.2

While Reading Strategies

	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
■ Percentage Good	100%	92%	91%	78%	80%	79%	95%	81%	88%	86%	81%	72%	78%	47%	70%	83%	61%	89%	77%	61%	54%	52%
■ Percentage Poor	52%	67%	63%	62%	60%	56%	64%	65%	62%	68%	63%	52%	68%	43%	49%	65%	42%	52%	52%	42%	53%	55%

Based on the figure 4.2 above, showed the comparison of the percentage of while-reading strategies of good and poor readers it can be seen that there is statistically significant difference between the three strategies both groups. It could be proved from the students strategies score that is score of good readers was really difference with the score poor readers. For the second, it was found percentage of while-reading strategies as follow: Response of respondents to the statement (Item6) most good readers was 100% while poor readers 52%; Response of respondents to the statement (Item7) most good was 92% while poor readers was 67%; Response of respondents to the statement (Item8) most good readers was 91% while poor readers was 63%; Response of respondents to the statement (Item9) most good readers was 78% while poor readers was 62%; Response of respondents to the statement (Item10) most good readers was 80% while poor readers was 60%; Response of respondents to the statement (Item11) most good readers was 79% while poor readers was 56%; Response of respondents to the statement (Item12) most good readers was 95% while poor readers was 64%; Response of respondents to the statement (Item13) most good readers was 81% while poor readers was 65%; Response of respondents to the statement (Item14) most good readers was 88% while poor readers was 62%; Response of respondents to the statement (Item15) most good readers was 86% while poor readers was 68% ; Response of respondents to the statement (Item16) most good readers was 81% while poor readers was 63); Response of respondents to the statement (Item17) most good readers was 72% while

poor readers was 52%; Response of respondents to the statement (Item18) most good readers was 78% while poor readers was 58%; Response of respondents to the statement (Item19) most good readers was 47% while poor readers was 43%; Response of respondents to the statement (Item20) most good readers was 70% while poor readers was 49%; Response of respondents to the statement (Item21) most good readers was 83% while poor readers was 65%; Response of respondents to the statement (Item22) most good readers was 61% while poor readers 42%; Response of respondents to the statement (Item23) most good readers was 89% while poor readers was 52%; Response of respondents to the statement (Item24) most good readers was 77% while poor readers was 52%; Response of respondents to the statement (Item25) most good readers was 61% while poor readers was 42%; Response of respondents to the statement (Item26) most good readers was 64% while poor readers was 53%; Response of respondents to the statement (Item27) most good readers was 52% while poor readers was 55%.

Table 4.9

A Comparison between Poor and Good Readers' After reading Strategies

No.	After-reading Strategies	Poor Readers		Good Readers		T-test	Sign.
		Mean	SD	Mean	SD		
28	Item 28	2.98	1.14	3.75	0.98	-3.25*	0.99
29	Item 29	2.28	1.01	2.95	0.96	-3.06*	0.19
30	Item 30	1.75	0.84	2.5	1.11	-3.41*	0.11
	Mean	**2.34**	**0.99**	**3.06**	**1.02**	**-3.24***	**0.43**

* = significant level t 0.05

Table 4.9. the comparison between poor and good readers' after-reading strategies. It is found that the calculated of $t_{observed}$ -3.24 was greater than t_{table} at 5% (2.04) significant level or -3.24 < 2.04, it could be interpreted that Ha stating that there is significant difference in after reading strategies used between good and poor readers was accepted.

Figure 4.3

After Reading Strategies

	Item 27	Item 28	Item 30
■ Percentage Good	86%	68%	57%
■ Percentage Poor	68%	52%	40%
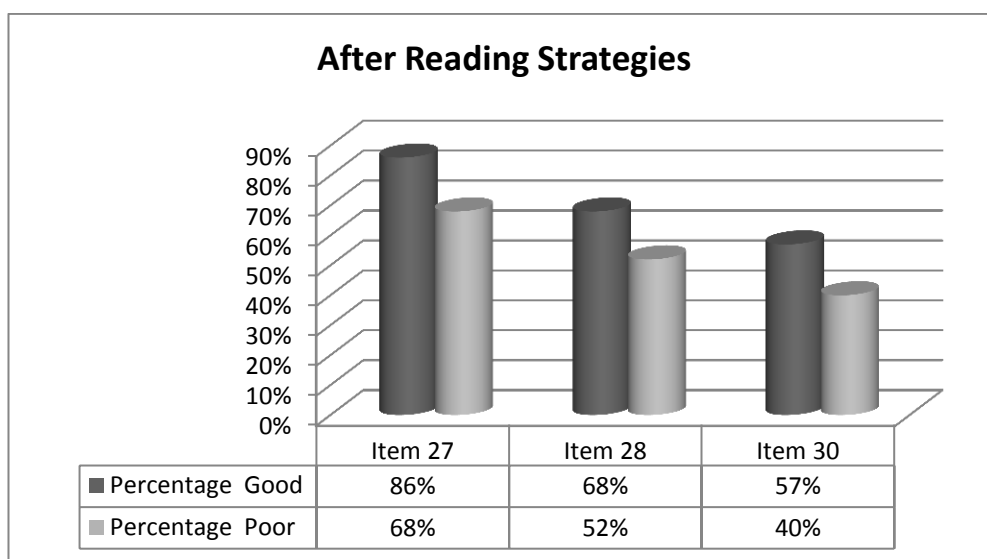
Based on the figure above, it was found percentage of after-reading strategies as follow: Response of respondents to the statement (Item28) most good readers was 86% while poor readers was 68%; Response of respondents to the statement (Item29) most good readers was 68% while poor readers was 52%; and Response of respondents to the statement (Item30) most good readers was 57% while poor readers was 40%.

The Result of A comparison between the Means of Poor Readers and Good Readers' Reading Strategies

The data obtained from the questionnaire were analyzed by SPSS 16 Program. Descriptive statistics employed in this calculation process were arithmetic mean and standard deviation using SPSS Program can be seen in the following table:

Table 4.10
A comparison between the Means of Poor Readers and Good Readers'
Reading Strategies

Reading Strategies	Poor Readers		Good Readers		T-Test	Sig.
	Mean	SD	Mean	SD		
Before Reading	2.36	1.09	3.64	1.06	-5.37*	0.34
While Reading	2.47	1.03	3.37	0.97	-4.11*	0.41
After Reading	2.34	0.99	3.06	1.02	-3.24*	0.43

Table 4.10 the result of the analysis showed the comparison of the means of "before", "while" and "after-reading" strategies of poor and good readers. It can be seen that there is statistically significant difference between the three strategies of both groups. It could be proved from the students strategies' score that the score of poor readers was not really difference with the score of good readers. For the first, it was found the mean of before-reading strategies of poor readers score was 2.36 and the mean of good readers score was 3.64. Furthermore, the deviation standard of poor readers score was 1.09 and the deviation standard of good readers score was 1.06. Then, those result were compared using t-test, it was found that t value of t observed that was greater than t table at 5% significance level (-5.37 < 2.04). The second, the mean of while-reading strategies of poor readers score was 2.47 and the mean of good readers

score was 3.37. Furthermore, the deviation standard of poor readers score was 1.03 and the deviation standard of good readers score was 0.97. Then, those result were compared using t-test, it was found that t value of t observed that was greater than t table at 5% significance level (-4.11 < 2.04). The third, the mean of after-reading strategies of poor readers score was 2.34 and the mean of good readers score was 3.06. Furthermore, the deviation standard of poor readers score was 0.99 and the deviation standard of good readers score was 1.02. Then, those result were compared using t-test, it was found that t value of t observed that was greater than t table at 5% significance level (-3.24 < 2.04). This shows that the good readers tend to use more reading strategies than the poor readers in all aspects. Both groups that is good and poor readers use more before-reading strategies than while-reading strategies and after-reading strategies.

Figure 4.1
The Percentage of Questionnaire Result

	Before Reading Strategies	While Reading Strategies	After Reading Strategies
Good Readers	84%	77%	70%
Poor Readers	54%	57%	53%
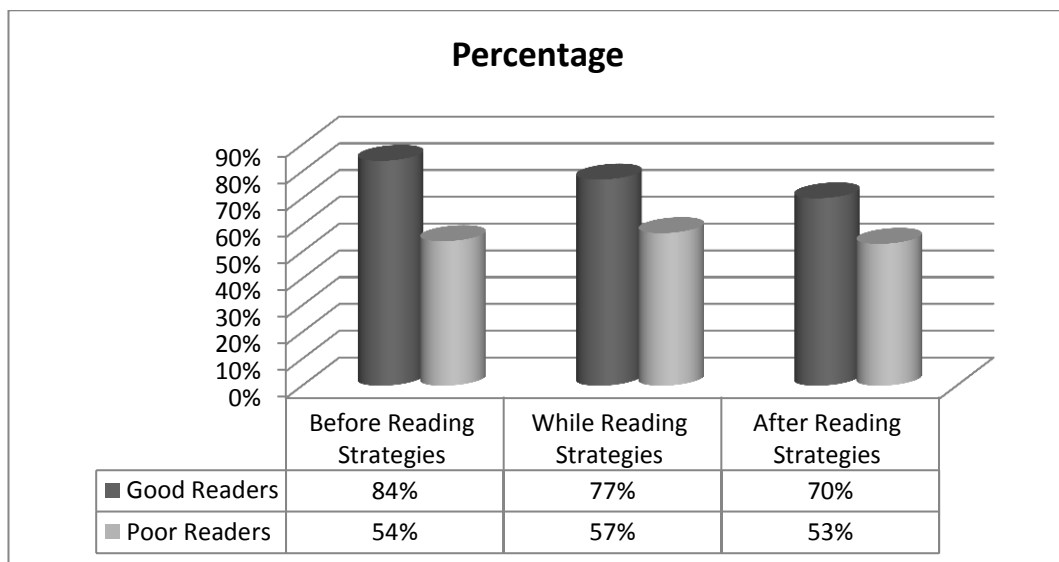
Based on the figure above, showed the comparison of the percentage of "before, "while" and "after-reading" strategies of good and poor readers it can be

seen that there is statistically significant difference between the three strategies both groups. It could be proved from the students strategies score that is score of good readers was really difference with the score poor readers. For the first, it was found percentage of before reading strategies for good readers was 84% and poor readers 54%; the second, percentage of while reading strategies for good readers was 77% and poor readers 57%; and the third, percentage of after reading strategies for good readers was 70% and poor readers 53%.

B.   Discussion

Those statistical findings were suitable with the theories as mentioned before (Chapter II). First issue the good readers are strategic readers who have developed the necessary skills to profit fully from the decoding process of reading.[1] It is different with the poor readers. Poor readers are generally deficient in reading strategies and seldom use the strategies consciously and effectively.[2] It is suspected that the good readers tend to use more reading strategies than the poor readers, as a matter of fact. There is difference in reading comprehension strategies between both groups.

The second, although the good readers has a special characteristic which different with another students. When before reading good readers tend to set goals their reading and during reading, good readers read words accurately and quickly, and simultaneously deal with the meaning of those words-as well as the meanings of the phrases and sentences into which the words are grouped. By this

---

[1] Brown, L. David. 1989. *Success in Reading: Four Characteristic of Strategic Reader*. http:www.scholarwork.com (acsessed, on July 6th 2013)

[2] Ma Xiaomei. *A Comparative study of successful and unsuccessful college ESL Readers in Their Use of Reading Strategies.* Beijing Tacnology and Business Unibersity

statement is implied that the good readers are most often strategic readers and there is difference with poor readers do not read strategically, when before reading poor readers often begin to read without setting goals and during reading may have difficulty decoding, and so have difficulty reading the words of their texts accurately.[3] Meanwhile, the statistical finding of this study was support this statement, since the result of this study showed that the good readers tend to use more reading strategies than the poor readers.

Both good and poor readers used different types of strategies and used different total number of strategies. Although these results support the idea that the major difference between good and poor readers lies in their strategy knowledge, they are consistent with Pratin Pimsarn's study conducted to investigate the differences of reading strategies in English employed by good and poor readers. The result that there is a statistical difference between poor and good readers at both 0.01 and 0.05 levels.[4] And they support the findings of Vandergrift's concluded that the learning strategies used by successful and less successful learners were different, and that the former made better use of metacognitive strategies[5]. These result not support some idea, they are consistent with Kletzien's study in which proficient and less proficient readers used similar strategies: rereading, previous knowledge, inference, reading subsequent text, utilizing author's structure, relating to the main idea, and focusing on key

---

[3] Kelly, A. Chamberlain. 2002. Texas Education Agency. *Comprehension Instruction*. http:www.keystoliteracy.com (accessed, on 20th July 2013)

[4] Pimsarn. P. *A comparative Study of Reading Strategies between Good and Poor ESL Readers at the Graduate Level*. Language Institure Journal. 2006. 77. p. 77-95

[5] Vandergrift, L. *Facilitating second language listening comprehension acquiring successful strategies*. ELT Journal, 1999, p. 73-78

vocabulary.[6], and they not support the findings of Uzuncakmak's study investigated the differences successful and unsuccessful readers' use of reading strategies. Result successful and unsuccessful readers did not differ significantly in their reported use of reading strategies.[7]

This study shows that the good readers tend to use more reading strategies than poor readers. Both groups use more before-reading strategies than while and after reading strategies. Good and poor readers used different strategies; good readers more looking up the meaning of unknown word and/or usage from an English-Indonesian dictionary and poor readers, they more try to understand what they have read by using imagination. Both good and poor readers use the same reading strategies, they guess the meanings of unknown words by using the context and they sum up in their mind in order to confrm their understanding.

Pimsarn's study, she concluded reading strategies are vital for reading comprehension. Students should be taught to be aware of the reading strategies and they should also be encouraged to use them extensively. Readers often encounter problems in reading the text and have difficulties in understanding the meaning of the context but reading strategies help them in Reading Comprehension.

---

[6] Sharon Benge Kletzien, *Proficient and Less Proficient Compreheners' Strategy use for Different Top-Level Structures*. Jornal of Literacy Research, 1992
[7] Pinar Uzuncakmak, *Successful and Unsuccessful Readers' Use of Reading Strategies.* Bilkent University, Departement of Turkish Literature, 2005.