EXPLORING THE STUDENTS' READING STRATEGIES ON TENTH GRADE OF SENIOR HIGH SCHOOL

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Abstract

Reading is a must skill for the students no matter the level of proficiency, Reading skill that is used in all subject in the school, using reading they can understand what they learn and obtain information about subject that help develop their skills. In this term reading strategies play an important role in defining the success of reading. Many researchers have found that reading by using strategies are able to help students to read effectively and efficiently, this issue is very interesting because success in reading is supported by the strategies the reader uses when reading. Therefore, the researcher is interested in finding out what reading strategies high school students use. The aim of this study is to examine the reading strategies used by Senior High School students while comprehending descriptive text and their perception about reading strategy. The research design was qualitative approach based on the theory of case study. The informant consist of five students of tenth grade Senior High School. Observation and individual interviews are instruments used by the researcher to collect data, then the data is analyzed by triangulation, which consists of reduction data, display data and conclusion drawing. The results of this study show that there were 7 strategies used by participants namely repeated reading, taking notes, imagine the content, summarizing, bottom up, guessing, getting the purpose of reading, each participant uses more than one strategy in reading, The result also showed that the strategies the students used while reading greatly helped them understand the text and made the reading process more effective and efficient.

Key words: Reading strategy, reading comprehension, descriptive text

INTRODUCTION

Reading is a very important skill in mastering a language. Reading abilities that is utilized in all subject in the school, when students learn about reading, so they can comprehend what they realize and get data about subject that help build up their abilities. According to Cline et.al 2006 as cited in (Saputra et al., n.d.), reading is the cycle explaining and building up the significance of the understanding entry. It implies reading is the action to acquire the significance or understanding the composed content. Additionally dependent on Brown 2004 as cited in (Yulianti, 2014) reading is a cycle finding the significance by exchange between the readers' idea as net parts lastly locate the comprehension about the importance of the content. The objective of the reading is to teach students the way of comprehend different text genres to gain their knowledge and literacy experience. Actually masih banyak siswa yang kesulitan dalam penguasaan reading skill, The understudies can't decide the fundamental thought of the content, give data, comprehend the content, helpless content understanding, and so on It sign that understudy can't understand the content and their reading ability not ideally.

The students regardless of the degree of proficiency must dominating reading comprehension, many students still hard to appreciate the entire significance of the content. Reading strategies play important role in realizing the success in reading, strategy is a particular techniques for moving toward an issue or assignment, methods of activity for accomplishing a specific end, arranged plans for controlling and controlling certain data. Practice to use strategies effectively is the essential in constructing the meaning (Brown: 2007). According Zhang, 1992 in (Sari, 2017) stated that reading strategies can be a great help to non-native readers because it serves an effective steps of resolving language lack and get better reading achievement on regular school assignments and on language proficiency tests. In addition numerous researcher have discovered that reading by utilizing techniques will help understudies read the content with successful and proficient. They additionally had discovered that there are the significant commitment for learning English one of them in the term of categorized the reading class for comprehending the text. Based on explanation above, the researcher is interested in conducting the research entitled "Exploring The Students' Reading Strategies on Tenth Grade of Senior High School."

Theoretical Underpinning

A. Reading Comprehension

1. Definition of Reading Comprehension

According Wooley 2011 as cited in (Oktaviani, 2017) reading is the way toward outlining the significance of the content. The objective is to get the significance of the entire reading material instead of get the importance from detached word or sentences. It implies reading perception is a cycle to comprehend the importance of the entire writings not just the piece of the content. The statement also supported by Horowitz 2013 as cited in (Suebpeng, 2017) reading comprehension is expound intellectual cycle that reader should be deliberate and insightful in understanding cycle, the reader must checking the words and their importance to comprehend the entire content. According to Klinger 2007 as cited in (Fadilah Nasution et al., 2018) said that reading is the cycle to develop the significance by joining a few complex cycle including word reader, word, reader's information and fluency, Moreover Tompkins 2011 as cited in (Pourhosein Gilakjani & Sabouri, 2016) said that the understanding comes from the communication between the content and how they trigger the readers' information.

From the explanation above we can conclude that reading comprehension is complex cognitive process to construct the meaning of the text with intentional and thoughtful and using reader's prior knowledge relating to the text.

2. Types of Reading Comprehension

According to Burn et al 1984 in (Fadilah Nasution et al., 2018) there are four types of reading comprehension, they are:

a. Literal Reading

Literal reading comprehension includes getting data that is straight forwardly expressed in understanding material. For answering the literal question the students demanded for memorizing what the information that stated in the text.

b. Interpretive

Reading imperative is the level understanding go beyond literal comprehension because the reader read between the lines and the information not directly stated in the text but suggested and implied.

c. Critical Reading

Critical reading is the cycle to assess the possibility of the content with standard and decision about the precision. In basic reading the reader must gathered, break down and synthetize the data of the content.

d. Creative Reading

The creative reading implicate the reader going beyond the text which presented by the author and think using their imagination. The reader must arise the new alternative solution to those the author was presented.

3. Micro-skills Reading

There are three common micro-skills which has been identified as vitality correlate to reading namely Phonological awareness (PA), orthographic knowledge and decoding (Gail, 2010). PA is information on the sound arrangement of a language, and this information required in the preparing oral language and print. It is the comprehensive term involves many different kind sound process and can be represented by several task such as rhyming, word matching, blending, syllable deletion and phoneme counting (Gail, 2010). According to Roman et.al in (Gail, 2010) Orthographic knowledge is the information about the spelling patterns and the representation of the words or the words visual. Spelling is assumed as a good test of orthographic knowledge as it is requires the transformation of word sounds into their linguistically accepted graphic representation (August, 2011; Burt, 2006). Spelling assist reading by providing a credible mnemonic for vocabulary acquisition and retrieval (Ehri, 2005). Decoding (also called word reading or word identification) combine both PA and orthographic skill, decoding is describing the process of identifying, reading, or verbally reproducing a word. It has been assumed as a critical skill in good reading, and is considered a clear predictor of reading aptitude (Joshi & Aaron, 2002).

4. Indicator of Reading

The accomplishment marker of reading comprehension according Wolley 2011 in (Satriani, n.d.) is to pick up a thorough comprehension of what is depicted in the content instead of to get meaning from disengaged words or sentences. Reading comprehension might be come to be both basic and clear. According Dechant 1982 in (Putra, 2017), the great reader has the capacity to:

a. Associate the readers' encounters and meaning with the realistic image (have an adequate importance of vocabulary).
b. Understand the context of the word and select the appropriate meaning that fits the context.
c. Give meaning to units of expanding size: the clause, phrase, sentences and paragraph.

d. Construct literal and denotative importance (have the option to respond to exacting inquiry concerning a text):

1) Detect and comprehend the principle thought.
2) Recognize and review critical realities or detail.
3) Follow headings given in the material.
4) Recognize the succession of a section.
5) Identify explicitly stated expressions of relationships, such as cause-effect, contrast-comparison.

B. Reading Strategy

1. Definition of Reading Strategy

Strategy is the art of devising or employing plans or stratagems toward a goal (Webster: 2018). The goal is for understudy to procure and utilize the information introduced the content. All together for the information in the content to be acquired, procedures should be educated for understudies as significant part of the content. Another definition stated by paris et al. 1983 in (Alsamadani, 2011) strategy is an arrangement pick deliberately by the reader to accomplish a specific objective or to finish a task. Brown (2007 P.119) also characterizes strategy as the particular techniques for moving toward an issue or assignment, methods of activity for accomplishing a specific end, arranged plans for controlling and controlling certain data. Practice to use strategies effectively is the essential in constructing the meaning. According Paris, wasik & Turner 1991 in (kusumastuti, 2013) stated that Reader who are not use reading strategies often face difficulties in reading. Literature also suggested that the reader can improve their reading comprehension by using an appropriate reading strategies (Oxford, 1990, Olsen and Gee, 1991). Zhang, 1992 in (Sari, 2017) stated that reading strategies can be a great help to non-native readers because it serves an effective steps of resolving language lack and get better reading achievement on regular school assignments and on language proficiency tests. Furthermore, Houtveen et al. 2007 in (Alsamadani, 2011) found that students who were skilled in the use of reading strategies may had better reading comprehension results than those who were not skilled.

From the explanation above we can conclude that reading strategy is the plan or way that reader use consciously to achieve the goals, the readers who are not use the reading strategy will face the difficulties in reading process.

2. Types of Reading Strategies

According Williams and Burden 1997 in (Ozek & Civelek, 2006) stated that In terms of strategy categories, strategic can be cognitive ,that is involve the mental processing or more social in nature, and the effectiveness of cognitive strategic can be enhanced by metacognitive awareness. The function of cognitive strategies is for effective and efficient improvement, storage, get the information from the text to construct the meaning. The literature of first and second language reading gives a couple division of psychological methodologies as bottom up and top-down procedures, with the previous being identified with sound-letter, dictionary, and sentence structure, and the last being concern about content significance, foundation information, and literary association.

According Baker & Brown 1984 in (Alsamadani, 2011) metacognitive strategies that known as readers' knowledge of cognitive resources, awareness of cognitive processing, and the skill to organize strategies (Baker & Brown, 1984; Carrell, Gajdusek, & Wise, 1998). According to Brown 1994 in (Ozek & Civelek, 2006) stated that metacognitive strategies are done by readers to verify the outcomes of any alternative to solve the problem, monitor the effectiveness of the action, test, revise, and evaluate the learning strategies

Methodology

In this study researcher use qualitative research. According Cresweell 2008 in (Hossain, 2011) qualitative research is an enquiry process to understand the problem in social or in human life, based on develop a complex, comprehensive picture, formed with words and sentences, declaring, detailed views of informants, and this research conducted in a natural setting. Furthermore Moleong 2007 in (Dewi & Salmiah, 2019) suggest that qualitative methodology is a research that have result in descriptive data and present in written form and oral words from people and observed behavior. . Qualitative research use a various methods and data collection strategies that use to get the depth understanding of the phenomenon. In this study, I used classroom observations. It means observation during the reading process, then in post reading I conduct an individual interview.

The research design of this study use case study design. According to Yin 2003 in (Ebneyamini & Sadeghi Moghadam, 2018) characterized a study case as an experimental request that investigate a contemporary phenomenon in actuality, setting, particularly when the phenomenon and setting have limits that are not plainly obvious. In other words, the case study is a method of exploring an empirical topic by engage a set of pre-specified procedures. I used the case study methodology because I was regarding with a single case namely student's reading strategy, observed at a specific grade and a specific number of participants in a particular area and community.

The data source of this research using primary data sources methods, it is means the information collected directly by researcher from the participant. The participant determination in qualitative research is intentional, members are chosen who can best answer the research questions and improve comprehension of the phenomenon under investigation. This research was conducted in SMAN 81 Jakarta. The participants are 5 students of grade 10, beside I investigate their reading strategy, I also find out the difficulties that faced by students. The focus of this research are the students's reading strategies and their perceptions of the appropriate reading strategy. The student learn reading comprehension by reading an academic text and then the researchers observed the students reading process, After that researchers interviewed five students to find the students perceptions of their reading strategy, and their reading process. The Qualitative data assortment techniques assume a significant function in effect assessment by serving the specific data helpful to comprehend the process behind noticed outcomes and assess changes in individuals' impression of their prosperity. Sugiyono 2008 in (Oktaviani, 2017) stated that there are fundamental methods for gathering information from the participants relied on qualitative research namely direct observation, in-depth interviewing, and documentation review. The technique to collect the data that used by researcher in this study are direct observation and one by one interview.

The cycle of information investigation was done constantly alongside the information assortment and proceeded after the information assortment was finished (Miles and Huberman: 2011) In leading data analysis, researcher allude to the stages portrayed by Miles and Standards, which comprise of three phases, to be specific: information decrease (information decrease), data display (information show) and ends drawing (conclusion), generally known as triangulation.

Findings and Discussion

In this chapter researcher will describe and serve the data that researcher obtained, this chapter explore the formulation of the problem that stated in chapter I, namely what are the reading strategies that used by student in reading? The data were obtained by individual interview and direct observation. This research focused on the students' reading strategies that they used for comprehending the reading passage, this research also find out the students perception of reading strategies and the difficulties faced by student while reading.

A, Students' Observation

The first aspect observed was the time of each participant in reading, from the data obtained that MD was the fastest participant who completed the preliminary reading in 18 minutes, followed by II, ZA and the last participant who finished reading in 15 minutes, so the reading time span of the participants is between 18-25 minutes. In this case, the researcher did not determine the limit in reading. In addition, this study only focused on exploring the reading strategies used by the participants.

The researcher also observed the manner while the participant read the text. From the data there are 3 participants who read in a relaxed, calm manner and did not look at the other participants, namely DS, MD and ZA they confident read the text and answer the question by themselves. In other hand there are two student that less calm namely II and SP in reading activity both of them several time turn into the other participants to ask and ensure their understanding and their answer same with another participant, This shows that the 2 participants lacked confidence in their own understanding and answers, even though the other participant's answer was not necessarily the correct answer. In addition, they also did not follow the instructions given before starting the reading process. Before the reading began, the researcher gave instructions that they were not allowed to ask questions with other participants.

In term the technique of reading only one participant that used different technique namely MD. MD using aloud reading, according to Elizabeth 2004 (WARAH, 2017) aloud reading means reading the text by producing sound to other, he read clearly and was very audible to us, reader that using aloud reading must be moving his lips or making a sound, if a reader moves their lips or murmurs each word as the person read, the individual in question is expressing. According to Simanjutak 1988 as cited in (Hamid & Yunus, 2016) stated this demonstrates that the person did focusing on each word and articulating the words as the individual is reading orally. This training will restrict their reading rate. While the other four participants used silent reading, according to Elisabeth 2004 in (WARAH, 2017) Silent reading means reading something silently without producing sound. In silent reading the student can more easily to read the material at their reading speed. According to Brown 2000 in (SURYANI, 2019) stated that readers don't have to articulate each word and don't have to know the significance of each word however the cognizance of the content is more significant. The unique thing is MD using aloud reading but he become the fastest on

reading process. This contradicts the theory that vocalization can inhibit reading speed, it is necessary to study more in-depth what factors can make readers who use aloud reading be faster than readers who use silent reading.

All participants use dictionary while reading. The participant use smartphone to access the google translate while reading. The frequency of using the participant's dictionary is different ,first is MD that using dictionary rarely, second are DS and SP that using dictionary moderately, and the last are II and ZA which use the dictionary frequently. From the observation that only MD rarely uses a dictionary, if we look at the results of the MD interview, he said that when he meet an unknown word he try to guess the word meaning, different from others who translate every difficult word they encounter.

The self-confidence of the participants was high, as evidenced by 3 participants (DS, II, MD) who were confident in answering questions, in the answer sheet they never try to change the answer they have chosen, the remaining 2 participants (SP & ZA) were less confident, which was shown by their activities to ask other participants, and on the answer sheet they had time to change or revise their own answers. According to Kanza 2016 as cited in (Akbari & Sahibzada, 2020) self-confidence is essential for an understudy to face challenges and take part in the learning exercises and the individuals who have self-assurance they are guaranteed of their capacities and are defining objectives for themselves and make a solid effort to accomplish their objectives without stressing over the results.

The another aspect that researcher get is the activity of repeating the reading when answering questions, there are 3 participants who repeat the reading to make sure whether their answers are really correct, the three participants are II, MD and ZA, according to Harrison 2004 in (Fitriana, 2018) who said that repeated reading was effective to expand understudies' understanding capability. Consequently, it demonstrates that continued reading is exceptionally helpful for low achievers in expanding their perception on reading English content.

Researcher also observe the text that given to participant and the answer sheet, there are The 3 participants who scribbled on the given text sheet, the purpose of giving scribbles to make it easier for them to understand the text and understand the questions in more detail. II make scribbles in the text to mark important information in the text, highlighting and underlining tactics is methodology that assist the reader with recognizing and separate key ideas, as a way to center their examination (Bell & Limber, 2009 in Marzouk, 2018), moreover Some studies indicated text checking was useful (e.g. Amer, 1994; Hayati & Shariatifar, 2009), marking shows expanded thoughtfulness regarding stamped data. Checked content is subsequently learnt better due to this additional cycle. Then again focuses around text stamping as an outside stockpiling system. According to Nist & Hogrebe 1987 as cited in (Marzouk, 2018) when checked on, data that sticks out (is set apart) against a homogeneous background (unmarked text) is bound to be recalled than other data. ZA also records the translation results of the words that have been interpreted in the text to make it easier to understand the text and also taking note when he get the important information, it supported Oxford's 1990 statement in (Fitriana, 2018) who said that taking notes is very important strategy for reading, however the focal point of taking notes ought to be on understanding not just composition, observing is productive to save the information as opposed to just remember it however the focal point of taking notes ought to be on understanding not just writing, observing is productive to save the information as opposed to just remember it. Beside that SP give marking in the questions, to understand what actually the questions mean, he give underline into words in questions

and MD give the sign in the question that requires the participants to determine which is the true statement.

B. Interview Data

The interview data in this research is used to find the reading strategies that used by participants, their perception about reading strategies and the difficulties that faced by participants while reading. From the 5 participant with 10 interview question, the discussion as follows: *1) Do you like English? why?* the answer from 4 participant is they like English with various reason, but there is one participants stated he doesn't like English because English is not interesting and difficult to understand. From the first question, it shows that most of the participants like English lessons, but there is one participant who does not like English because it is considered less interesting and difficult to understand, this perception should be given special attention so that it can be changed so that students are interested in English and think learning English is easy. *2) Do you think reading ability is an important thing in learning English language?* All of the participant agree and stated that reading is important in learning English, One of the reason is by reading they can understanding the text and can develop their knowledge, according to Yukselir 2014 in (Kasim & Raisha, 2017), reading is perhaps the most advantageous, key, and focal aptitudes for understudies to dominate to learn new data, to access elective clarifications and understandings and to begin the union of basic assessment abilities. Hung and Ngan 2015 in (Kasim & Raisha, 2017), have also said that reading is a fundamental expertise that can improve understudies' vocabulary, familiarity, talking and writing, lastly can assist them with dominating their target language. *3) What was first done when comprehend the text*? The 4 participant said that when they get the text, they directly read the text to construct the meaning of the text, however one participant namely ZA have different answer, he said when in the examination or test he directly read the question to know what information should be find in the text. What ZA does is a strategy in reading, which is to determine the purpose of reading, by having a goal the reader will be more effective in reading because he already knows what information to look for in or which sentence to read in the text.
 4) When you read the title, do you imagine the content of the text? Why? The answer from 4 participants is when they read the title they don't imagine the content of the text, only one participant namely SP that imagining the content of the text when read the title, imagine the title and the illustration to the text. It means that the understudies were oftentimes having creative mind on the title of the content before they read an entire of the content. It is in line with Jenning 2006 as cited in (Fitriana, 2018) who said that the utilization of imaginary while reading would urge the understudies to interface straightforwardly with the content and furthermore it had the option to improve understudies' cognizance. *5) What are the steps while you reading?* All participant read the text and construct the meaning of the text by meaning word by word, but the step is different 4 participant read the text and understanding the meaning of the text then answer the questions, in other hand one participant directly read the question then start to read the text. Moreover one participant also summarize the text after he read it, according to Adler (2001) the summarization process involve the reader to figure out the thing is significant when perusing and to consolidate the data in the reader own words. When the summarizing process occurs the understudies will have the option to recognize the primary thoughts from the supporting thoughts. Recognizing the connected information from the inconsequential ones is another point in the summing up cycle which will assist the understudies' ability with improving content

understanding. Summarizing is a strategy which encourages the understudies to put together the thoughts even in the long text sections which are normally seen as threat for the understudies. 6) *Do you read word by word or read the whole text?* The answer from all participant is they read and interpret the text word by word, this shows that they all use the Bottom Up strategy, Brown 2001 in (Alfarisy, 2014) stated that first knows different semantic signs, for example, letters, morphemes, syllables, express words, linguistic guidelines and talk signs, at that point utilizes a sensible, cognizant and important preparing system. However one participant namely II read one sentence when the text is easy for him, so he start to use the Top Down strategy, as expressed by Brown 2002 in (Alfarisy, 2014) top-down strategies start with the reader's speculations and expectations about the content and their endeavors to affirm them by working down the littlest unit of the printed text, however when he meet the difficult text he use bottom up, so the use of strategy changes depending on the text at hand, however II uses the bottom up more like the other participant. 7) *Do you translate every unfamiliar words?* 4 participant said that they translate every unknown words, translating every unknown word is very time consuming, because if the student's vocabulary level is low there will be a lot of words to be interpreted, It is in line with the study which was conducted by Hosenfield (1977) cited in (Fitriana, 2018), the study showed that the vast majority of the unsuccessful understudies didn't avoid every single immaterial word. It implies that the ineffective habitually interpret each obscure word despite the fact that truth be told it was insignificant word. however one participant namely MD using strategy guessing, which is guessing the meaning of a difficult word by connecting the word with the word before or after it, Scott Thornbury (2002:148) as cited in (Siregar, 2019) argues that guessing from context is presumably perhaps the most helpful aptitudes students can gain and apply both inside and outside the classroom, by guessing the reader can save time reading because not all unknown words are interpreted using a dictionary. 8) *What is your strategy while reading?* The answer from all participant is they interpret word by word while reading, Beside II read and observe the text repeatedly, repeating reading is one of the strategy that use by low reading achiever to ensure their comprehension, this strategy upheld by Harrison 2004 in (Fitriana, 2018) who said that continued perusing was viable to expand understudies' understanding capability. In this manner, it demonstrates that repeating reading is very valuable for low achievers in expanding their perception on reading text. SP also write down the word that have translated in the text and ZA usually reads the questions first before reading the text. From the review above, it is known that apart from using a strategy of interpreting by word or what is known as a bottom up strategy, the participant also use making note in the text, repetition and read the question to get the objective on reading. 9) *Do you think reading strategy that you used help you to comprehend the text?* The answer is their reading strategies very useful for them, II said that repeating the reading passage can improve their memory, MD said that using his strategy can improve his vocabulary and ZA said that using his strategy can get the purpose on reading. According Knutson 1997 in (ADIB, 2006) having a purpose implies having motivation to peruse and moving toward a book considering a specific objective, regardless of whether that objective includes learning or diversion. In line with Brown 2000 in (SHADIQATUNNISA, 2020) stated that identifying the purpose is one of the strategy of reading, by knowing the purpose of what the reader reads, the reader can toss the undesirable interruption or data. By doing this procedure understudies understand what data they need to know in perusing the text. From the above opinion, we can see the perception of each participant about the reading strategy that the reading strategy is very helpful for them. *10) What the difficulties that you faced while reading?* All participants answered that the

difficulty or obstacle they face while reading is because their vocabulary is still limited so that many words they do not understand the meaning, besides that English words have many meanings that cannot be interpreted directly but must see the context. Numerous studies have indicated that most EFL understudies regularly experience issues in fathoming English texts, studies notice a few basic issues in the EFL reading study hall, for example, deficient vocabulary, issues understanding phonetic unpredictability including lexical and syntactic information, language unavailability, helpless understanding abilities and absence of schemata (Grabe, 1991;Birch, 2002;Alyousef, 2006;Kasim & Raisha, 2017). For example, the EFL understudies may experience issues to separate between the different implications of a similar word, the EFL reader who just knows one significance of the Then again, information about collocations, expressions and precepts is additionally imperative to be educated by the EFL students. The reader cannot get the genuine importance of a phrase or a saying in the event that they interpret it in a real sense.

The last thing discussed is which is the best strategy that can be used by senior high school students, according to Aebersold and Field as cited in (Rahayu, 2015) Guessing is strategies that can help students read more quickly and effectively, readers use their prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up. Moreover guessing also involves the skills of interpreting the surrounding text; predicting and checking prediction during reading. In addition, it replaces the use of the dictionary which has the disadvantages of interrupting the flow of reading (Fitaloka et al., 2015). Based on the explanation above the researcher choose guessing as the best strategy in this study, beside from being based on the explanation of the guessing strategy above, this study also found that MD who used guessing strategy can cover his shortcomings that do not use silent reading, MD uses aloud reading which in fact can inhibit his reading speed, but MD who use guessing strategy became the fastest participant in completing the reading test.

Conclusion

Based on all previous page regarded the students' reading strategies on tenth grade senior high school, it can be conclude that, Reading strategies is the particular techniques for moving toward an issue or assignment, methods of activity for accomplishing a specific end, arranged plans for controlling and controlling certain data. In finding the strategies used by the students, the researcher used three steps, namely by conducting preliminary reading, observation and interviews. Preliminary reading is used to refresh the participant's thoughts on how their reading steps. In order to find what are the reading strategies that use by participant researcher uses two ways, namely directly and indirectly. Collecting information directly related to reading strategy, namely through individual interviews, the researcher asked how the steps of each participant in reading or understanding the text. The next way is indirectly, namely at the time of preliminary reading the researcher collects data by observation. In addition, the researcher also examines student sheets consisting of question sheets and answer sheets.

Based on the data presented in the research findings which explore the students' reading strategies by analyze the observation and interview data. The finding of observation data researcher found several reading strategies used by the participants, namely repeated reading, taking notes. The finding of interview data researcher found

that student uses several reading strategies, namely imaginary the content, summarizing, bottom up, guessing, get the purpose of reading. By examining the data presented in the findings that there are 7 strategy used by the participants, namely repeated reading, taking notes, imaginary the content, summarizing, bottom up, guessing, get the purpose of reading. In this case the participants are students of class x of senior high school, each participant uses more than one strategy in reading, when asked how they perceive the strategy they are adopting, All participants answered that their strategies were very helpful in understanding the text. Moreover researcher choose guessing as the best strategy in this study, because guessing strategy can help students read more quickly and effectively. It is proven by MD who uses aloud reading but can be the fastest in reading test because he uses guessing strategy. Researchers also explore what obstacles they encounter in reading. All participant answer that the obstacle that they faced is when they encounter words they don't understand or words that are unfamiliar to them, this is due to the limited vocabulary that the participants have in addition, participants translate all the difficult words they encounter which makes them need more time to understand the text.

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