

A STUDY OF STUDENT, S READING STRATEGIES AND THEIR ACADEMIC ACHIEVEMENT AT SMP NEGERI 3 KUPANG BARAT

ABSTRACT

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This study aims to identify the reading strategies used by students and their relationship with academic achievement in English learning at SMP Negeri 3 Kupang Barat. This research used a descriptive qualitative method with 10 students, the participants consisted of ten eighth-grade students because the class only consisted of ten students, allowing the researcher to conduct an in-depth qualitative investigation. The data were collected through observation, interviews, and documentation. The data were analysis using the qualitative data analysis procedures proposed by Miles and Huberman (1994), including data reduction, data display, and conclusion drawing. The results showed that students used several reading strategies such as reading the title, predicting the content, identifying the main idea, scanning, guessing the meaning of unfamiliar words, and underlining important information. The most frequently used strategies were scanning, identifying the main idea, and underlining important information. Furthermore, students who used more reading strategies tended to have better understanding and higher academic achievement in this study, academic achievement refers to students' performance in reading comprehension tasks, classroom assignments, and English reading scores. In contrast, students who used fewer strategies had difficulties in understanding the text. In conclusion, reading strategies play an important role in improving students' comprehension and academic achievement.

Keywords: *reading strategies, academic achievement, reading comprehension*

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ABSTRAK

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Penelitian ini bertujuan untuk mengetahui strategi membaca yang digunakan siswa serta hubungannya dengan pencapaian akademik dalam pembelajaran Bahasa Inggris di SMP Negeri 3 Kupang Barat. Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek 10 siswa kelas VIII. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa siswa menggunakan beberapa strategi membaca, seperti membaca judul, memprediksi isi teks, menemukan ide pokok, scanning, menebak arti kata, dan menggarisbawahi informasi penting. Strategi yang paling sering digunakan adalah scanning, menemukan ide pokok, dan menggarisbawahi informasi penting. Selain itu, siswa yang menggunakan lebih banyak strategi membaca memiliki pemahaman yang lebih baik dan pencapaian akademik yang lebih tinggi. Sebaliknya, siswa yang menggunakan sedikit strategi mengalami kesulitan dalam memahami bacaan. Dapat disimpulkan bahwa strategi membaca berperan penting dalam meningkatkan pemahaman dan pencapaian akademik siswa.

Kata kunci: *strategi membaca, pencapaian akademik, pemahaman membaca*