Research Article

THE CONTRIBUTION OF DISCOURSE STRATEGIES TO THE READING COMPREHENSION SKILLS IN SENIOR HIGH SCHOOL LEVEL

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A B S T R A C T

This study aimed at obtaining accurate information related to (a) discourse strategies used by grade 11 students in reading comprehension skills and (b) the contribution of these discourse strategies to the reading comprehension skill of grade 11 students. In this study, the researchers applied a quantitative approach with a case study method towards grade 11 students of SMA KatolikSanto Thomas 1, Medan, Indonesia, totaling 72 people. Questionnaires are used to obtain discourse strategy data and are analyzed by calculating the percentage. Meanwhile, the test instrument was used to collect information on reading comprehension skills and analyse it by compute the proper answers. After that, to find out the influence of discourse strategies on students' reading comprehension skills, the researchers applied the simple linear regression analysis.

Based on data analysis, we obtained information that 97.22% of students used the interaction strategy, 93.06% used the cultural strategy, 91.67% used the semantic strategy, 90.28% used the social strategy, 86.11% used the pragmatic strategy, 84.72% used the stylistic/rhetoric strategy, and 83.3% used the schematic strategy. Furthermore, the results of hypothesis testing indicated that discourse strategies had a significant and positive contribution to the reading comprehension skill of grade 11 students.

From the findings of this study, it can be concluded that when carrying out reading comprehension activities, each reader uses various strategies. Therefore, to improve students' reading comprehension skills, teachers need to train students with various reading comprehension techniques. One of them is the discourse strategies.

INTRODUCTION

Reading is a language skill that is very basic and very important for human life. The competence to comprehend has become a reflection of one's intellectual character and a proof of a society's or nation's modernity. For advanced or modern nations, reading activities have become very entrenched and even become a necessity in the lives of their citizens. This is in line with the statement that reading comprehension is a fundamental cognitive ability for every human being, especially a learner, for being a success in participating in all dimensions of life (Fellts, 2018; Al-Jarrah & Ismail, 2018; Arifin, 2020).

Because of the importance and great role of reading in human life, the world declaration on education for everyone and the framework for meeting basic learning needs yielded two documents which include the ability to read and write as basic learning needs and an important learning tool for every human being. The basic education curriculum, as regulated in Indonesia's Law No. 20/2003 concerning the national education system, also includes reading and writing as learning materials integrated with the Indonesian language subject.

In line with the implementation of the curriculum, especially at the primary and secondary education levels, Nuh (2013:37) stated that one of the privileges in the 2013 Curriculum is to place the Indonesian language as a source of knowledge. The same thing was stated by Mahsun (2014: 94) that the placement of the Indonesian language as a source of knowledge, in addition to affirming the importance of the position of the Indonesian language as a national language that unites various ethnic groups with different local language backgrounds and its position as Indonesia's official language, also becomes the first step in realizing the goals of Indonesia's founding fathers who proclaimed the Indonesian language as the language of science.

Regarding the positioning of the Indonesian language as a means of fostering and developing science, technology, humanities, and arts, Mahsun (2014: 95-96) argued that this will be easily realized in a language unit that becomes the basis of text-based learning because (a) it can improve

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students' thinking skills and (b) it is in line with the characteristics of the 2013 Curriculum which emphasizes knowledge, skills, and attitudes.

Text-based Indonesian language learning essentially places reading and writing skills as the main pillar. In this context, the reading comprehension skill is highly important to be mastered by learners in Indonesia. Specifically for grade 11 students, reading skills are focused on evaluating ideas and views based on logical thinking rules by reading various types of texts (non-fiction and fiction) in printed or electronic media so that students can appreciate both fiction and non-fiction texts (Balitbangbuk, 2021).

Based on the description above, it can be considered that the reading comprehension skill is part of a learner's life. Furthermore, the level of the reading comprehension skill is expected to affect the success of the learner in mastering and possessing various knowledge and skills. Several studies have also found that senior high school students in various region of Indonesia had poor reading comprehension skills. This conclusion is based on several research articles that have been published, such as studies conducted by Sauturrasik (2015), Kholiq&Luthfiyati (2018), Yuki (2019), Juliana (2021) and Que (2021). With these studies, high school students' reading comprehension skills and interests are still deficient. Many other studies, however, showed that pupils' reading comprehension skills are low, medium, or even high.

From the description above, it can be seen that there is still a gap between the importance of mastering the reading comprehension skill and empirical evidence that shows the low reading comprehension skill possessed by senior high school students in Indonesia. This phenomenon is presumed to affect the mastery of competence in various dimensions of life in current and future eras. Therefore, it is necessary to take action in the form of disclosing strategies that can improve students' reading comprehension skills.

To achieve a good and optimal understanding cognitively, the reader needs to develop a strategy. Strategies in reading comprehension are vital to the success of gaining knowledge (Hapsari, 2019). For example, a study conducted by Banditvilai (2020) regarding the effectiveness of reading strategies on reading comprehension skills showed that reading strategies (e.g., skimming, scanning, making predictions, and questioning) are very helpful for students to reach a high level of understanding. Likewise, a study conducted by Asdar (2021) indicated that the use of the "Two Stay Two Stray" technique may make students enthusiastic in learning and is effective to improve students' reading comprehension skills, especially in narrative texts. A study conducted by Amir, Hasanuddin WS, &Atmazaki (2019) which examines the contribution of reading strategies and reading frequency to students' reading skills showed that reading strategies and reading frequencies positively contribute to reading comprehension skills. Likewise, Deliany (2020) in her study on the effect of using the 3-2-1 strategy obtained encouraging results that the strategy has a significant effect on the reading comprehension skill.

Regarding the reading strategy, Kung (2017) defines it as a mental process that the reader consciously chooses and uses in understanding a text. This strategy refers to how the reader tries to understand what is read, how the reader makes the text that is read meaningful, and what the reader does if she/he has

difficulty in reading. In other words, the accuracy of choosing and using reading strategies may affect understanding.

Concerning reading comprehension strategies, Teun A. Van Dijk & Walter Kintch (1983) in their book "*Strategies of Discourse Comprehension*" suggested several kinds of comprehension strategies, namely the cognitive strategy, the linguistic strategy, the grammatical strategy, and the discourse strategy. The cognitive strategy is a comprehension strategy based on the reader's mental processes or cognition when understanding a text. Meanwhile, the linguistic and grammatical strategies are comprehension strategies based on linguistic data and the use of grammar from a language. Apart from that, the discourse strategy is a comprehension strategy in which the reader uses the tools and structures of discourse, either textual or contextual, as a way to understand a text being read. This discourse strategy consists of cultural, social, interactive, pragmatic, semantic, schematic, stylistic, and rhetorical strategies.

Based on a limited search, the researchers found one previous study on discourse strategies. The study was conducted by Kusni (1997) focusing on the use of discourse strategies by students of the English Education study program. In contrast to the previous study, the researchers in this study focused on the contribution of discourse strategies to the reading comprehension skill of senior high school students.

By taking into account the elaboration presented above, the discourse strategies need to be investigated. The results can provide accurate information about discourse strategies in reading comprehension for the development of the theory and teaching purposes. Based on the consideration aforementioned, this study aimed at (a) describing the discourse strategies used by grade 11 students in reading comprehension and (b) obtaining information regarding the contribution of discourse strategies to the reading comprehension skills of grade 11 students.

The expected benefits from the results of this study can be theoretical and practical. Theoretically, the findings can be the basis for developing the discourse strategies in reading comprehension and those related to various forms and types of rhetoric that influence the use of discourse strategies. Practically, the findings can be implemented in the lesson related to reading comprehension in schools. In other words, teachers can guide students to use certain discourse strategies in reading comprehension activities.

Discourse Strategies

The discourse strategies that become the objects in this study were (1) the cultural strategy, (2) the social strategy, (3) the interactive strategy, (4) the pragmatic strategy, (5) the semantic strategy, (6) the schematic strategy, and (7) the stylistic/rhetoric strategy (Van Dijk &Kintch, 1983).

The cultural strategy is a reading comprehension strategy related to the effectiveness of selecting cultural information which is relevant to the text being read. In this case, the reader uses the information regarding the cultural background of the text and the writer for responding to and understanding the text being read.

The second is a social strategy. This strategy is specified from the cultural strategy in social contexts or events. This strategy involves information about the structure of social groups in

general, social institutions, roles or functions of participants in social contexts, types of discourse from social institutions or events, styles associated with social structures, and norms, conventions, or values of a social group. A type of discourse may be addressed and understood differently because it has a different social context. In addition, certain words have different meanings in the context of government, banks, courtrooms, classrooms, bars with friends, or dinner tables with children. The social context involved in the text may affect the meaning that emerges. Therefore, this is what must be considered by the reader in understanding a text.

The third is the interactive strategy. It is one of the discourse strategies in reading comprehension. This strategy is based on the assumption that understanding is an interactive process both textually and non-textually. In non-textual terms, the understanding process is an interactive process between the reader and the text being read. Textually, a text, both globally and locally, contains interactions to form a coherent text.

The fourth strategy is the pragmatic strategy. Pragmatic strategy is a special part of the interactive strategy in the discourse strategies. This pragmatic strategy is needed to see contextual characteristics that are relevant in carrying out pragmatic interpretations. This strategy involves several tasks, namely the reader or listener must determine (a) what speech acts arise from sentences or clauses of a text, (b) what pragmatic relationships exist in local speech acts, (c) what global speech acts arise from the text as a whole, (d) what are the relationships between local and global speech act sequences, and (e) what relationships exist between global speech acts.

The fifth is the semantic strategy. It is one of the discourse strategies in understanding the most complicated text. The meaning of a text is strongly influenced by the background knowledge and culture of the reader and the language presented in the text. Lexical meaning cannot be directed linearly to textual meaning. Therefore, the reader needs not only to know the meaning of the text but also to know what the word refers to, what is being said, and what is being explained. The semantic strategy divides sense into two related parts, namely local meaning and global meaning. Local meaning is intended to strengthen the meaning of sentences and clauses and the meaning of the relationship between these sentences. Meanwhile, the global meaning determines the meaning of parts of the text or the whole text. Finding out the meaning of the text as a whole requires interaction between local and global meanings. In understanding the text, those two meanings are needed. Understanding as a whole requires a global meaning while understanding detailed information requires a local meaning.

Reading Comprehension Skills

The reading comprehension skill is a complex and integrative ability. This means that in understanding a text, various skills and sub-skills are needed. In the process of gaining understanding, all skills and sub-skills must work simultaneously. Therefore, a person will not be able to understand only one aspect (e.g., the main idea) without understanding other aspects (e.g., word meaning, sentence structure, supporting ideas, and others). Likewise, the various strategies that exist support each other in the process of reading comprehension. In this study, the reading

comprehension skill is limited to literal, inferential, and evaluative comprehensions (Heryantun, 2020).

Literal comprehension is the simplest or most basic skill and requires little thought. This skill can be used to get the meaning of words, ideas, and sentences in direct context. In general, this literal comprehension plays a very important role in other comprehension skill sets. Inferential comprehension is an interpretation that involves the thinking skills needed by the reader to identify ideas and meanings that are not explicitly stated in the text. Meanwhile, in evaluative comprehension (often called critical comprehension), the reader is able not only to understand a text literally and to interpret the contents of the text but also to assess what he/she reads. In other words, the reader critically evaluates the ideas conveyed by the author and assesses the validity of what is conveyed

METHODOLOGY

In this study, the researchers applied a quantitative approach with a case study method (Arikunto, 2010:172). The rationales for choosing the case study method were (1) the limitation of face-to-face learning that was still applied so that it was not possible to conduct other types of research, (2) limited time, resources, and funds when reaching other regions, (3) the easiness of obtaining the required data, and (4) the intention to not generalize the results of the study. This study's data comes from 11th grade students from SMA Santo Thomas 1, Medan, Indonesia, totaling 72 people (one class each from the departments of natural science and social science).

To collect data based on these indicators, the researchers employed two forms of instruments, namely a questionnaire and a reading comprehension test. The questionnaire was used to obtain data concerning discourse strategies used by students, while the reading comprehension test was used to obtain data regarding the reading comprehension skill. These two instruments were compiled by the researchers. Before the questionnaire and test were used, the researchers had conducted tryouts for those two instruments. The tryouts were intended to (a) determine the validity and reliability of the test, (b) find out the clarity of language and test instructions, and (c) properly measure the time required by students to complete the test and fill in the questionnaire. The tryouts were carried out on grade 11 students of SMA Santo Thomas 2, Medan, Indonesia.

Based on the results of analysis using the Statistical Package for the Social Sciences (SPSS), the researchers found that both instruments had good validity and reliability. For more details, it can be checked in tables 1-4 below.

Table 1 Validity of the Questionnaire

Variable	Items	r_{count}	Sig.	α (0.05)	Decision
	Item#1	0.540	0.001	0.05	Valid
	Item #2	0.346	0.039	0.05	Valid
	Item #3	0.338	0.044	0.05	Valid
	Item #4	0,569	0.000	0,05	Valid
	Item #5	0.613	0.000	0.05	Valid
	Item #6	0.555	0.000	0.05	Valid
	Item #7	0.765	0.000	0.05	Valid
Discourse Strategies	Item #8	0.687	0.000	0.05	Valid
	Item #9	0.669	0.000	0.05	Valid
	Item #10	0.576	0.000	0.05	Valid
	Item #11	0.561	0.000	0.05	Valid
	Item #12	0.718	0.000	0.05	Valid
	Item #13	0.496	0.002	0.05	Valid
	Item #14	0.648	0.000	0.05	Valid
	Item #15	0.540	0.001	0,05	Valid

Item #16	0.541	0.006	0.05	Valid
Item #17	0.374	0.025	0.05	Valid
Item #18	0.391	0.018	0.05	Valid
Item #19	0.509	0.002	0.05	Valid
Item #20	0.764	0.000	0.05	Valid

Table 2 Reliability of the Questionnaire

Variable	Cronbach's Alpha	Decision
Discourse Strategies	0.743	Reliable

Table 3 Validity of the Reading Comprehension Test

Variable	Items	r_{count}	Sig.	α (0.05)	Decision
Reading Comprehension Skill	Item #1	0.450	0.000	0.05	Valid
	Item #2	0.250	0.034	0.05	Valid
	Item #3	0.454	0.000	0.05	Valid
	Item #4	0.307	0.009	0.05	Valid
	Item #5	0.291	0.013	0.05	Valid
	Item #6	0.256	0.030	0.05	Valid
	Item #7	0.235	0.047	0.05	Valid
	Item #8	0.453	0.000	0.05	Valid
	Item #9	0.274	0.043	0.05	Valid
	Item #10	0.472	0.000	0.05	Valid
	Item #11	0.368	0.001	0.05	Valid
	Item #12	0.312	0.008	0.05	Valid
	Item #13	0.341	0.003	0.05	Valid
	Item #14	0.235	0.047	0.05	Valid
	Item #15	0.391	0.001	0.05	Valid
	Item #16	0.576	0.000	0.05	Valid
	Item #17	0.539	0.000	0.05	Valid
	Item #18	0.312	0.008	0.05	Valid
	Item #19	0.253	0.032	0.05	Valid
	Item #20	0.347	0.003	0.05	Valid

Table 4 Reliability of the Reading Comprehension Test

Variable	Cronbach's Alpha	Decision
Reading Comprehension Skill	0.661	Reliable

The processing of data regarding the discourse strategies used by the readers in understanding the text was carried out through the following stages. First, the researchers recorded and calculated each type of discourse strategy used by readers to find out the frequency of being used. At this stage, the number of uses of each type of discourse strategy was obtained. Second, the researchers recorded and calculated the combined use of discourse strategies for understanding and answering reading questions. At this stage, it was known the use of these discourse strategies, either individually or in combination.

The data from the reading comprehension test were processed by analyzing and scoring each answer given. The score given to each correct answer was 5, while the wrong answer was given 0. The scoring was also based on the number of reading questions, namely 20 items. For this reason, the total score that could be obtained by the respondents was between 0 to 100.

In addition, the researchers applied the simple regression analysis technique to obtain information related to the influence of the discourse strategies on the reading comprehension skill. The equation for simple regression (Irianto, 2008; Sugiyono, 2003) was formulated in the following.

$$Ý = a + bX$$

Where:
Ý = the reading comprehension skill
a = the constant of simple linear regression
b = regression coefficient
X = discourse strategies

Furthermore, for hypothesis testing, the researchers considered the obtained significance value and compared the value of t_{count} with the value of t_{table} presented in the SPSS output table. This hypothesis testing aimed at determining whether the effect of the independent variable (discourse strategies) on the dependent variable (the reading comprehension skill) is significant or not.

To complete the results of data analysis, the researchers conducted the coefficient of determination. It aimed at finding out how great the contribution of the discourse strategies to the reading comprehension skill of grade 11 students The determination was carried out by taking into account the value of R^2 in the SPSS output table.

Before testing the research hypotheses with a simple linear regression test, the researchers conducted the classical assumption testing. In line with the statistical characteristics of simple linear regression, the classical assumption testing included (a) normality test, (b) linearity test, and (c) heteroscedasticity test. All of these tests were carried out using SPSS.

RESULTS AND DISCUSSION

The Use of Discourse Strategies

Of the seven discourse strategies as described in the previous section, this study attempted to clearly illustrate the level of use by respondents. By combining the three indicators (always, often, and sometimes), the use of the seven discourse strategies can be seen in Table 5 below.

Table 5 Summary of the Use of Discourse Strategies

No.	Discourse Strategies	Average (%)
1	Interaction Strategy	97.22
2	Cultural Strategy	93.06
3	Semantic Strategy	91.67
4	Social Strategy	90.28
5	Pragmatic Strategy	86.11
6	Stylistic/Rhetoric Strategy	84.72
7	Schematic Strategy	83.33

Table 5 above shows the sequence of discourse strategies used by respondents in understanding a text. The interaction strategy ranks first with an average of 97.22%. Furthermore, it is followed by the cultural strategy (93.06%), semantic strategy (91.67%), social strategy (90.28%), pragmatic strategy (86.11%), and stylistic/rhetorical strategy (84.72%). Although it is only a few points behind, the last position is occupied by the schemata strategy (83.33%).

The Contribution of Discourse Strategies to the Reading Comprehension Skill

The illustration of the level of respondents' reading comprehension skills can be seen in the following table.

Table 6 Reading Comprehension Skill

Resp.	Minimum Score	Maximum Score	Average	Median	Range/ Mode	Standard Deviation	Standard Error of the Mean
72	25.00	90.00	69.79	70.00	65.00/75.00	11.489	1.354

Table 6 above presents the level of respondents' reading comprehension skills. The obtained minimum score is 25.00, while the maximum score is 90.00. The obtained average is 69.79 with a standard deviation of 11.489. From all obtained scores, we can conclude that the reading comprehension skill of grade 11 students of Santo Thomas 1 Catholic Senior High School is at a moderate level. When compared with the

minimum completeness criteria (Indonesian: *KriteriaKetuntatasan Minimal* (KKM)), these scores have not reached the criteria set for Indonesia's educational unit at 75.00.

As explained in the research methods section, before testing the research hypotheses and based on the requirements for using simple regression analysis, it is mandatory to carry out the classical assumption testing, consisting of (a) normality test, (b) linearity test, and (c) heteroscedasticity test.

First, the normality test was carried out to determine whether the residual value is normally distributed or not. A good regression model has a normally distributed residual value (Mardiatmoko, 2020). Concerning the normality test in this study, the researchers used the One-Sample Kolmogorov-Smirnov test. The meaning from the results of the test is explained in the following.

1. If the obtained significance value (Asym. Sig 2-tailed) is> 0.05, the data are normally distributed.
2. If the obtained significance value (Asym. Sig 2-tailed) is< 0.05, the data are not normally distributed.

Based on the results of the test, the researchers obtained a significance value of 0.200. This value is greater than the significance level of 0.05 (0.200 > 0.05). Therefore, it can be concluded that the data of this study are normally distributed.

Second, the linearity test was conducted to select the regression model to be used. The linearity decision is taken by comparing the significance value of the deviation-from-linearity resulting from the linearity test with the alpha level that has been set. If the significance value of deviation-from-linearity is greater than (>) the alpha level (0.05), then the value is considered linear (Sudarmanto, 2004).

Based on the test results, the obtained significance value of deviation-from-linearity was 0.625. This value is greater than (>) 0.05, indicating that the data of this study have good linearity so that simple linear regression analysis can be used.

The third is the heteroscedasticity test which was used to test whether, in a regression, an inequality of variance occurs from the residuals of one observation to another. The prerequisite that must be met in the regression model is the absence of heteroscedasticity symptoms. In this study, the heteroscedasticity test was carried out using a scatterplot (Ghozali, 2011).Figures 1-3 provide further information.

Figure 1 Normality test
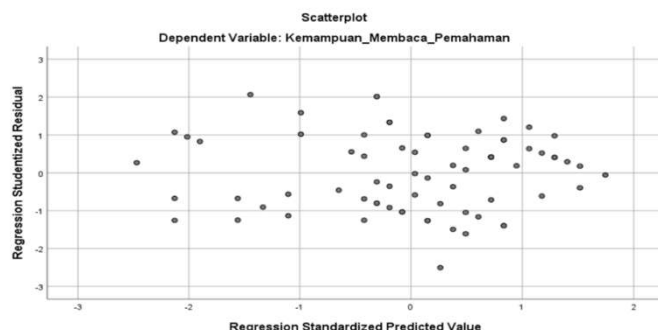

Figure 2 Linearity test

Figure 3 Heteroscedasticity test

Simple Linear Regression Equation

Table 7 Results of the Simple Linear Regression Analysis Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	**Std. Error**	**Beta**		
1 (Constant)	37.427	8.509		4.399	0.000
X	0.504	0.131	0.418	3.845	0.000

Dependent Variable: Reading_Comprehension_Skill

Based on the results of the analysis presented in Table 7 above, the obtained simple linear regression equation is presented in the following.

$$Ý = 37.427 β + 0.504 X$$

The meanings of the regression equation are as follows.
- Constant

If the variable of discourse strategies is considered equal to zero, the variable of the reading comprehension skill is 37.427.

- Coefficient X = 0.504

If the variable of discourse strategies is increased by one point, it will cause an increase in the variable of the reading comprehension skill by 0.504.

Hypothesis Testing

The hypotheses examined in this study are as follows.

Alternative Hypothesis (H_a):
Discourse strategies have a contribution to the reading comprehension skill of grade 11 students

Null Hypothesis (H_0):
Discourse strategies have no contribution to the reading comprehension skill of grade 11 students

The references for the acceptance of the hypotheses are as follows.

- If H_0 is proven true, then H_a is rejected.
- On the other hand, if H_0 is not proven true, then H_a is accepted.

Apart from that, the basis for decision making is by looking at the value of significance and comparing the value of t_{count} with

the value of t_{table} in the SPSS output table. The conditions in considering the significance value are as follows.

1. If the significance value (sig.) is less than (<) the probability value of 0.05, it means that the variable of discourse strategies has a contribution to the variable of the reading comprehension skill.
2. On the other hand, if the significance value (sig.) is greater than (>) the probability value of 0.05, it means that the variable of discourse strategies has no contribution to the variable of the reading comprehension skill.

The conditions in comparing the value of t_{count} with t_{table} are as follows.

1. If the value of t_{count} is greater than (>) the value of t_{table}, it means that the variable of discourse strategies has a contribution to the variable of the reading comprehension skill.
2. On the other hand, if the value of t_{count} is less than (<) the value of t_{table}, it means that the variable of discourse strategies has no contribution to the variable of the reading comprehension skill.

Table 8 The Results of the T-Test and Its Significance

Independent Variable	t	Significance
Discourse Strategies (X)	**3.845**	**0.000**

In Table 8 (the result of data processing using SPSS v. 26), the obtained value of t_{count} is 3.845 and the significance value is 0.000. From these results, the value of t_{count} is then compared with the value of t_{table} and the significance value is contrasted with the probability value. The goal is to determine whether the hypothesis that has been formulated can be accepted or rejected. The results of those two comparisons can be seen in Table 9 below.

Table 9 Comparison of the Values of t and Coefficient

Values from SPSS Output		Comparison Values	
t_{count}	significance	t_{table}	probability
3.845	0.000	2.000	0.050

Table 9 above shows that the significance value is 0.000 and the t_{count} is 3.845. The significance value is 0.000 which is less than (<) the value of α (0.050). In addition, the value of t_{count} is 3.845 which is greater than the value of t_{table} (2.000). For more details, the SPSS output can be seen in the attachment. Based on the results of the comparisons of the t values and the coefficients, the null hypothesis (i.e., the discourse strategies have no contribution to the reading comprehension skill of grade 11 students is rejected. Meanwhile, the alternative hypothesis (i.e., the discourse strategies have a contribution to the reading comprehension skill of grade 11 students. is accepted. Therefore, it can be concluded that the discourse strategies contribute to the reading comprehension skills of grade 11 students.

Coefficient of Determination

To find out to what extent the contribution of the variable of discourse strategies to the variable of the reading comprehension skill of grade 11 students of Santo Thomas 1 Catholic Senior High School, we can see Table 10 below.

Table 10 Test of Determination
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.418	0.174	0.163	10.514

- Predictors: (Constant), Discourse_Strategies.
- Dependent Variable: Reading_Comprehension_Skill.

In Table 10 above, the value of R^2 is 0.174. This means that the independent variable (i.e., discourse strategies) contributes 0.174 or 17.40% to the dependent variable (the reading comprehension skill of grade 11 students). Meanwhile, other variables not investigated in this study influence the remaining 82.60 percent.

DISCUSSION

After getting the results of data analysis in the form of research findings of (a) discourse strategies used in reading comprehension, and (b) the contribution of discourse strategies to the comprehension skill of respondents (grade 11 students), it is followed by a discussion.

Regarding the discourse strategies (the first research problem), it was found that students used the seven discourse strategies in reading comprehension. The use of the discourse strategies is between 83.33% and 97.22%. It means that in reading comprehension activities, all strategies are used by respondents to understand the text being read.

The research findings on the discourse strategies used by the respondents clearly showed that the seven discourse strategies were used in a variety of ways. This means that there is no concentration on a specific discourse strategy. All of the discourse strategies put forward by Van Dijk &Kintsch (1983) were utilized by respondents for comprehending the text being read. The difference in the percentage of use was also not significant between the strategies.

This finding confirms the views of experts in the field of reading skills. Arkarsu&Harputlu as cited in Zano (2020) stated that reading comprehension requires a person's activeness to interact with the text completely. In this case, the reader must be constantly shaping the meaning found in the text. According to Marliasari (2017), reading comprehension is a mental activity in the form of creating meaning by involving various components, such as vocabulary mastery, sentence structure, text structure, general knowledge, and others.

The results of a study conducted by Banditvilai (2020) concerning the effectiveness of reading strategies on the reading comprehension skill are in line with the findings in this study, that every reader uses a certain strategy to get information quickly and precisely from the text that is being read. Although the independent variables in a study conducted by Banditvilai were emphasized to reading strategies (skimming, scanning, making predictions, and questioning), the researchers presumed the cohesion between those variables with the use of discourse strategies in reading comprehension. It means that reading as a process of creating meaning requires various strategies, including discourse strategies.

Based on the level of respondents' reading comprehension skills, it was found that the position of respondents' competence was at a moderate level. The obtained average of the scores is 69.79. This is still far below the minimum completeness criteria (Indonesian: *KriteriaKetuntatasan*

Minimal (KKM)) which is 75.00. This finding is one level above the results of a study conducted by Kholiq&Luthfiyati (2018), in which they found that the level of reading comprehension of students of SMA Negeri 1 BlulukLamongan was low. In addition, it is similar to what was found by Heriadi (2020) that the average effective reading skill of class X students of SMA N Bengkulu was still relatively slow (inadequate). Although this study is limited to one case, this condition can be a picture of the reading comprehension skill of Indonesian learners. This assumption is based on a national study conducted in 2019 regarding the reading literacy activity index in 34 Provinces in Indonesia. The information obtained from the study is that the national reading literacy index is in a low category. Furthermore, at the provincial level, it shows that 9 provinces (26%) are in the medium category, 24 provinces (24%) are in a low category, and 1 province (3%) is in the very low category. It reveals that most provinces in Indonesia are at a low level of literacy activity. Furthermore, surprisingly, none province is in a high level of literacy activity (Kemendikbud, 2019).

Based on data for January 2020, UNESCO stated that Indonesia ranks second from the bottom in terms of world literacy, meaning that Indonesian people's interest in reading is very low (PerpustakaanKemendagri, 2021) According to UNESCO data, the reading interest of the Indonesian people is very concerning, which is only 0.001%. This means that out of 1,000 Indonesians, only 1 person is an avid reader. A different study entitled "*World's Most Literate Nations*" conducted by Central Connecticut State University in March 2016 placed Indonesia in the 60th rank of 61 countries concerning reading interest. The position of Indonesia was below Thailand (rank 59) and above Botswana (rank 61). In fact, in terms of infrastructure to support reading activities, Indonesia's ranking is above European countries (Anisa, Ipungkarti, &Saffanah, 2021).The National Library (Perpusnas), on the other hand, said that Indonesia's reading index in 2020 was 55.74, which placed it in the medium group. The score increased by 1.9 points from the previous year's 53.84. (Perpustakaan Nasional, 2021).

The findings in this study indicate that the effect of discourse strategies on reading comprehension skills is significant. The acceptance of the alternative hypothesis (i.e., discourse strategies have a contribution to the reading comprehension skill of grade 11 students) indicates that discourse strategies can improve the reading comprehension skill. Although the contribution is 17.4%, this is in line with the theoretical study. This means that the findings of this study significantly support the statement of Van Dijk &Kintsch (1983) about the use of discourse strategies to understand a text or discourse. It is considered to be one of the strategies because Van Dijk &Kintsch proposed four strategies for understanding a text or discourse, namely cognitive strategies, linguistic strategies, grammatical strategies, and discourse strategies. The discourse strategies as the independent variable in this study are in line with the views of Van Dijk &Kintsch.

Muhid*et al*. (2020) in their study concerning the effect of implementing metacognitive strategies on the reading comprehension skill of grade 11 students concluded that metacognitive strategies had a positive effect on grade 11 students' reading comprehension skills, which is in line with the findings of this study. In other words, metacognitive strategies (as in Muhid's study) and discourse strategies (as in

this study) influence or contribute to the reading comprehension skill of grade 11 students.

In this discussion, it is necessary to state the limitations of this study. The limitations referred to are as follows. (a) The test instrument is in the form of the reading comprehension test which has not yet been tested for readability. Therefore, further studies need to conduct a text readability test before testing it on students/respondents. (b) The findings of the use and contribution of discourse strategies to students' reading comprehension skills in this study are limited to correlation research designs. For this reason, further studies are expected to use experimental research design or classroom action research to ascertain the contribution or influence of discourse strategies to the reading comprehension skill. (c) Due to the pandemic situation, data collection has limitations because student attendance at school is adjusted to government regulations (limited face-to-face learning). Because of this, further studies are hopefully conducted when the learning process has been carried out normally. (d) In this study, the discourse strategies are examined as a whole. This is also a limitation of this study. Therefore, further studies are expected to test the discourse strategies partially to get the most influential strategy in a set of discourse strategies on the reading comprehension skill.

CONCLUSIONS

Based on the results of the study as elaborated above, the conclusions that can be put forward are as follows. (a) Grade 11 students apply seven discourse strategies with different percentages. The interaction strategy ranks first with an average of 97.22%. Furthermore, it is followed by the cultural strategy (93.06%), semantic strategy (91.67%), social strategy (90.28%), pragmatic strategy (86.11%), and stylistic/rhetorical strategy (84.72%). Although it is only a few points behind, the last position is occupied by the schemata strategy (83.33%). These seven discourse strategies are used by students when reading a text or discourse entitled "*The Click Generation in the Era of Freedom to Learn*" (Indonesian: *GenerasiKlik di Era Merdeka Belajar*). In other words, there is no single discourse strategy that dominates when students carry out reading comprehension activities. (b) The level of reading comprehension ability of grade 11 students is in the moderate category. This is seen from the obtained minimum score (25.00) and the maximum score (90.00). In addition, the obtained average score is 69.79 with a standard deviation of 11.489. When compared with the minimum completeness criteria (Indonesian: *KriteriaKetuntatasan Minimal* (KKM)) for the Indonesian language subject, the score has not reached the criteria set for the education unit at 75.00. (c) The proposed hypothesis in this study has been proven true. This is indicated by the obtained value of t_{count} which is greater than the value of t_{table} (3.845 > 2.000) and a significance value is less than the α value (0.000 < 0.050). This confirms that discourse strategies have a significant and positive contribution to the reading comprehension skill of grade 11 students. The contribution of discourse strategies is 0.174 or 17.4%. This means that the independent variable (i.e., discourse strategies) contributes 0.174 or 17.40% to the dependent variable (the reading comprehension skill of grade 11 students). Meanwhile, other variables not included in this study influence the leftover 82.60 percent.

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Legal decisions and Rules

Undang-undang RI Nomor 20 Tahun 2003 tentangSistem Pendidikan Nasional.

Keputusan Kepala Badan Penelitian dan Pengembangan dan PerbukuanNomor 028/H/KU/2021 tentangCapaianPembelajaran PAUD, SD, SMP, SMA, SDLB, SMPLB, SMALB pada Program SekolahPenggerak.

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