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READING STRATEGIES FOR EXTENSIVE READING STUDENTS OF ENGLISH TRAINING AND EDUCATION AT UNIVERSITAS EKASAKTI

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Abstract

The purpose of this research is to identify reading strategy choice of English Training and Education at Universitas Ekasakti. Based on Hatami et al (2017), there are three different groups of strategies namely support reading strategies, problem solving strategies and global reading strategies. To this end, the main instrument was Metacognitive Awareness of Reading Strategies Inventory (MARS) Questionnaire. It was given to 14 extensive reading students of English Training and Education at Universitas Ekasakti. Students had to choose among the five different options for each strategy type such as, “I never or almost never do this”, “I do this only occasionally”, “I sometimes do this”, “I usually do this”, or “I always or almost always do this.” Among on the three groups by Hatami et al, the students have tendency toward using support reading strategies than others types.

Kata kunci: reading, strategy, metacognitive awareness, extensive reading students.

INTRODUCTION

Reading skill based on Krashen in Hatami (2017) was mostly considered as comprehensible input which is the mere reason to paving the way for obtaining competence in productive skills, namely speaking and writing. With this regard he also emphasized voluntary reading as an approach that can cover the range of communicative language competence to academic language competence. In addition, a psycholinguistic view of reading was generated by Goodman et al. in Hatami (2017) where reading was mostly defined as an interactive process between the reader and the writer. The significance of reading can be justified by language learners' need to read the texts. The reader try to recall background knowledge, have an aptitude of text schema, terminology and grammatical awreness, and their personal objective as various sub skills to grasp the meaning of the written material which is why reading is define as an interactive process. (Grabe, 1991 in Hatami 2017).

As the definition of reading strategies, Bolukbas explains in Rizqi et al. (2018) as the cognitive strategies utilized by readers in three stages that are pre-reading, during reading, and post reading to have better comprehension of the text. The use of reading strategies is to ensure that the readers fully comprehend the accurate gist of the text. Yigiter and Gurses (2004) add the certain objectives strategies under each reading stages. In pre-reading, strategies are used to activate students' background knowledge about the material they read leading to their interest in reading. The aim of strategies during reading is to build connection with the text so that the students can assume the main idea of the text and the unfamiliar words. Meanwhile, the use of post-reading strategies is to provide students with deep analysis of the text and the combination of background knowledge and ideas of the text.

Then, Sheorey and Mokhtari (2001) in Rizqi (2018.p.2) classify ESL reading strategies into three groups: metacognitive, cognitive, and support. Shortly, Sheorey and Mokhtari (2002) define those categories, metacognitive strategies become global reading strategies and cognitive strategies become problem solving reading strategies. The description of each category are explained as follow:

1. Global Reading Strategies (GLOB) are those intentional, carefully planned techniques by which learners monitor or manage their reading, such as having a purpose in mind, previewing the text as to its length and organization, or using typhographical aids and table and figures. These activities refer to activities in pre reading stage.
2. Problem Solving Sttrategies (PROB) are the actions and procedures that readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information; examples include adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and rereading the text to improve comprehension.
3. Support Strategies (SUP) are basic support meachanisms intended to aid the reader in comprehending the text such as using a dictionary, taking notes, underlining, or highlighting textual information.

Thought this, because the reading skill is more or less a key skill in comprehending english, this study investigates to deliver different kinds of reading strategies for extensive reading students of English language training and education at Universitas Ekasakti.

RESEARCH METHOD

This study aims at determining the kinds of reading strategies that the students of extensive reading class at English language training and education at Universitas Ekasakti use to accomplish in reading assignments and tasks. There are three types of reading strategies classified namely global reading strategies (GLOB), problem solving strategies (PROB), and support strategies (SUP). In order to obtain the data, a qustionnaire, Survey of Reading Strategies, developed by Mokhtari and Reichard (2002) was distributed. This questionnaire consisted of 30 items questionnaire then choose GLOB, PROB, and SUP. Each item of the

questionnaire was graded by five point Likert scale ranging from 1 (*I never do this*) to 5 (*I always do this*). After analyzing the score of each item, the data were interpreted into standard usage levels. In addition, Mokhtari and Sheorey (2002) explained that reading strategy usage is identified into three levels proposed by Oxford and Burry-Stock (1995): High (mean of 3.5 or higher), moderate (mean of 2.5 to 3.4), and low (mean of 2.4 or lower). Therefore, the higher the number, the more frequent the use of the strategies.

DISCUSSION AND RESULT

This study tried to present the survey of reading strategies employed by EFL students in extensive reading class. After collecting data through questionnaire and interview, the data were analyzed. Students frequency of using reading strategies is described into mean score and standard deviation in the table below:

Table 1. Reading strategies reported being used the most and the least

Items	Group	N	M	SD
When text become difficult, I pay attention to what I am reading .	PROB	14	4.38	1.14
I take notes while reading to help me understand what I read.	SUP	14	4.14	0.94
When text become difficult, I pay attention to what I am reading .	SUP	14	3.88	0.9
When the text becomes difficult, I reread to increase my understanding.	PROB	14	3.49	1.05
I underline or circle information in the text to help me remember it.	SUP	14	3.28	1.2
I ask myself questions I like to have answered on the text.	SUP	14	3.17	1.16
I try to get back on the track when I lose concentration.	PROB	14	2.86	0.99
I skim the text first by noting characteristics like lenght and organization.	GLOB	14	2.62	1.08
I adjust my reading speed according to what I am reading.	PROB	14	2.19	1.1

I discuss what I read with others to check my understanding.	SUP	14	1.91	0.93
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According to the findings, students pay closer attention to what they are reading when the text gets more difficult firstly and in the next move they would read the text aloud to help them understand it and reread to increase their understanding. As far as the support reading strategies go, students would rather take notes while reading to understand and underline or circle information in the text to help them remember. As the tabulated findings, suggest students have more tendency toward the usage of support reading than problem solving strategies and global reading are the least used strategies based on the findings.

Table 2. Item Statistics of Global Reading Strategies

Items	N	M	SD
I use typological aids like boldface and italics to identify key information.	14	4.1	1.2
I have a purpose in mind when I read.	14	3.67	1.05
I use context clues to help me better understand when I am reading.	14	3.24	1.08
I preview the text to see what it is about before reading it.	14	3.13	0.98
I skim the text first by noting characteristics like length and organization.	14	3.08	0.91
I decide what to read closely and what to ignore.	14	2.87	0.94
I check my understanding when I come across conflicting information.	14	2.66	1.23
I use tables, figures, and pictures in text to increase my understanding.	14	2.47	1.14
I check to see if my guesses about the text are right or wrong.	14	2.29	0.93
I try to guess what the material is about when I read.	14	2.18	0.91
I critically analyze and evaluate the information presented in the text.	14	2	1.1
I think about what I know to help me understand	14	1.88	0.97

what I read.			
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Global reading strategies that are used by extensive reading class students are tabulated in table 2. The findings show that the students use typological aids like boldface and italics to identify key information as their mostly used global reading strategy. They have a purpose in mind to help them understand the text.

Table 3. Item Statistics of Support Reading Strategies

Items	N	M	SD
I underline or circle information in the text to help me remember it.	14	4.4	0.98
I use reference materials such as dictionaries to help me understand what I read.	14	4.08	1.1
I paraphrase (restate ideas in my own words) to better understanding what I read.	14	3.87	1.2
I discuss what I read with others to check my understanding.	14	3.64	1.07
I summarize what I read to reflect on important information in the text.	14	3.39	1.13
I go back and forth in the text to find relationship among ideas in it.	14	2.79	0.94
I take notes while reading to help me understand what I read.	14	2.64	1.03
When text become difficult, I read aloud to help me understand what I read.	14	2.2	0.9
I ask myself questions I like to have answered in the text.	14	1.98	0.99

In fact, support reading strategies were picked most often by the students. Underlining or circling information in the text is the most strategy that they use. Then, take in order to understand their reading material is to use dictionary. Paraphrasing or restating the ideas in their own words stand in the next choice based on table 3.

Table 4. Item Statistics of Problem-Solving Strategies

Items	N	M	SD
I adjust my reading speed according what I am reading	14	4.1	1.2
When text become difficult, I pay closer attention to what I am reading.	14	3.67	1.05
When text become difficult, I reread to increase my understanding.	14	3.24	1.08
I think about whether the content of the text fits my reading purpose.	14	3.13	0.98
I stop from time to time and think about what I am reading.	14	3.08	0.91
I read slowly but carefully to be sure I understand what I am reading.	14	2.87	0.94
I guess the meaning of unknown words by separating different part of a word.	14	2.66	1.23
I try to get back on tract when I lose concentration.	14	2.47	1.14

Problem-solving strategies are in table 4 which indicated students most often adjust their reading speed to what they are reading. When the text gets difficult they pay closer attention to what I am reading and reread to increase my understanding. The students think whether the content of the text fits their reading purpose or not. At least, they get back on track when they lost concentration.

KESIMPULAN

In language learning process, students find difficulties in their foreign learning for all time, actually this also can be found in their own native language. In certain instance, the students generally struggle to comprehend the gist of text in their reading. This kind of problem is hardly avoided but it can be overcome by effective use of reading strategies. This study proves that reading strategy is one of significant factor assisting students' reading comprehension. Each student has certain favored reading strategy that is different from each other.

Since extensive reading class students of English training and education program at Universitas Ekasakti have already had to get exposed to various texts they must be talented good readers to accomplish requirements in reading skill. Based on the findings, there is a reasonable awareness of all the reading strategies. As the most striking strategy, when the text becomes difficult, the students pay attention to what I am reading. Besides, the students reread to increase their understanding as an alternative when the text becomes more complicated.

Ozek and Civelek (2006) conducted a study on identifying the reading strategies that are mostly used by ELT students between the 1st and 4th year students in Turkey. The findings suggest that each stage of reading namely pre-reading, while-reading, and post-reading stages was dealt with using different reading strategies. Unlike the present study, they found out substantial differences exist on the use of cognitive reading strategies in case of students' gender, age, and proficiency in reading school sources, and duration in learning English.

In addition, Li (2010) conducted a study with senior middle school students in China in order to investigate their awareness of reading strategy. Unlike the findings of current study, he found that students preferred Problem Solving Reading Strategy rather than Global and Support Reading Strategies and they were moderately aware of all the strategies.

In short, the already mentioned reading strategies can be implemented in education context. The participants of the current study were groups in very good readers therefore the results and strategy choices can be picked up by any other language readers. Although identifying the strategy type for each stage of reading can be the purpose of other studies, there should be desire to design reading activities in a way to make it possible for the students pick up any of these strategies which can make their language learning atmosphere more meaningful.

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