A Study on English Department Students' Reading Strategies at English Department UNP

Elvi Susanti[1], Fitrawati[2]

English Department

Faculty of Languages and Arts

State University of Padang

email: elvisusanti1996@gmail.com

Abstract

Reading is not just a source of information and exciting experiences, it is also a key part of language training at all stages, as it facilitates various ways of learning. Reading strategies are one of method to help students in improving their reading ability and make easier in grasp the meaning of the text. This study aimed to investigate the reading strategies used by English Department Students in tertiary level at Universitas Negeri Padang. Specifically, it focused to identify the reading strategies frequently used by the students. Sixty-three undergraduate students were randomly selected as the respondents for this study, a fifty-item questionnaire which focused on the frequency of use of pre, while, and post-reading strategies was applied in the study. In addition, the researcher used interview method according to ten-high score based on questionnaire result to delved students' reading strategies in reading phases. English Students at UNP were observed have been found to typically re-check readings or phrases that were not known during the reading process.

Key words: Reading, Reading Strategies

A. INTRODUCTION

Most students believe that reading is recognized words and for some people reading means only reading words orally (Hartney, 2011). Furthermore, the students must find reading strategies that make them ease in reading. Souhila (2014) explains reading strategies are effective techniques used in reading comprehension by EFL learners. In the educational system, many learners get difficult in reading materials and when readers read a new topic or text, the reader will try to make their own knowledge by understanding the sentence of text even though they do not know the meaning word of the sentence. Reading and text are the unity that cannot separate.

Every person has specific learning capabilities, which are very closely linked to various levels and types of intelligence. Supported by Noli and Sabariah (2011) different learners use a variety of skills and favorite approaches to solve a problem. There are a few reasons that may affect students in using different reading strategies; firstly to handle reading barriers. Tong and Ming-hao (2017) explain reading barriers are issues that are caused mainly by

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[1] English ELLSP of English Department of FBS Universitas Negeri Padang graduated on June 2020

[2] Lecturer of English Department of FBS Universitas Negeri Padang

language knowledge, generalization ability, and processing strategy. Students must know which one reading barrier factors influence their reading ability. So, by knowing the causes, a student can use the right strategies according to students' barriers. Secondly to monitor and direct students reading processes quite efficiently. In the reading process, students have to focus and use the time as good as possible. An effective reader will know which part of the text is important and need deeper analysis by using reading strategies and save time in the reading process. Thirdly, help students in remember what students have read. It deals with reason number two that by a monitor and direct students reading process, students will remember the text because students have divided the text to some parts, which part is important and need more analysis, and it will be remembered, and another part which may skip or do not need deep analysis. The last one is to make connections and inferences from the text. Reading strategies help students in connecting idea by idea in the text and make inferences about the text according to students understanding. In reading, students will come through three phases of reading strategies, in categorically: pre-reading, while reading and post-reading.

In line with Ibrakhimovna (2016) tells pre-reading is an activity that students do before reading the text in detail. In this phase, the student helps to familiar with the topic of the text. Arianto, Ruslan, and Irawaty (2017) also added that previewing such as looking at the title and skim the text can be done in the pre-reading stage. Some of the activities of this phase: grammar and vocabulary work, development of background knowledge, observation of text layout (title, headings, subheadings, pictures, charts, tables, words in boldface or italics, numbers, columns, etc.), guessing, brainstorming, and skimming.

Sultana (2016) explains in while-reading activity the students will imagine the storyline of the text and relate it with their own background knowledge. Indeed, this phase supports the student to critically think about the text and ensures involvement with the text. Some examples of while-reading strategies are: guessing word meanings by using context clues, word formation clues or cognates, analysing references words, scanning, predicting text context such as reading for specific information and learning to use a dictionary effectively.

Toprak (2009) point out post-reading is an activity to verify student comprehension and to encourage students to explore the text in detail. In this phase, students will do follow-up activity by transferring reading skills to other text and integrating reading skills with other language skills. Some examples of post-reading strategies include: rereading, evaluating text purpose, confirming predictions, summarizing, reviewing and follow-up strategy.

There are some studies that relate to or similar to this research. The first study was done by Toprak and Almacioglu (2009) at a private school in the southern city of Turkey with the title "Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners." The second study was done by AD-Heisat, et.al (2009) at Penang in Malaysia with the title "The Use of Reading Strategies in

Developing Students' Reading Competency among Primary School Teachers in Malaysia."

The third study was done by Antoni (2010) at SMPN 1 Gunung Toar in Riau with the title "Exploring EFL Teachers' Strategies in Teaching Reading Comprehension." The fourth study was done by Saricoban (2002) at Hacettepe University with the title "Reading Strategies of Successful Readers through Three Phase Approach." The fifth study was done by Sadjirin (2013) at Malaysian University with the title "Exploring the Reading Strategies Exploited by Better Readers."

This research has similarity and difference with previous researchers. The similarity is those researcher discussed about reading strategies in pre-reading, while reading, and post-reading. Meanwhile, this research has several differences. First, previous researchers focus on teachers' teaching reading strategies. On the other hand, the researcher focuses on students' reading strategies. Second, previous researchers talk about young learners. Meanwhile this researcher talks about English Department students at Universitas Negeri Padang. In order to help students resolve their reading barriers, this study aims to find out the reading strategies may applied in pre, while, and post-reading.

B. RESEARCH METHOD

The design of this research is a descriptive research. Gay et. al. (2009) explains that descriptive research is a kind of qualitative research, involving a thorough description of education. In this study, the researcher used questionnaire and interview guides as data collection. The questionnaire was adapted from Toprak and Almacioglu (2009) titled "Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners" and Sadjirin (2013) with title "Exploring the Reading Strategies Exploited by Better Readers" consisted of 50 items which are categorized into three phases of reading strategies, in details: Pre-Reading Strategies (12 items), While-Reading Strategies (24 items), and Post-Reading Strategies (13 items) which presented by Google-form. Respondents can fill the questionnaire via smartphone, laptop, etc. in anywhere and anytime during the data-collection period. The data was collected about thirty percent from two hundred and twelve respondents, which means sixty-three respondents were pick to analyzed.

In result of collecting data, the researcher had analyzed the data of questionnaire and classified it based on Likert scales with five score range. The data obtained with the questionnaires were then analyzed using the Excel program and SPSS 25.0. The descriptive statistics of frequencies and percentage were used simultaneously to analyze the results based on reading strategies questionnaire. Then it continued with analyze the mean value of reading strategies variables in every phases to find the most strategies used by the students. The highest points of the variables had been answered the research question of this study.

Furthermore in order to find the result the researcher had calculated the interval range by using this following formula (Sudijono, 2011).

$$P = f/N \times 100\%$$

Notes:
 f = Frequency
N = Number of questions
P = Percentage

After finishing the questionnaire, the researcher was continue the research by interview the respondents. In interview, the researcher took ten interviewees from 63 students with the highest score from the questionnaire results by using interview guides.

C. RESULT AND DISCUSSION
1. Pre-reading strategies frequently used by English Department Students

Table 1. Result of Pre-reading strategies

	Mean
X1	3.33
X2	3.70
X3	3.79
X4	3.13
X5	3.71
X6	3.08
X7	3.44
X8	4.35
X9	3.52
X10	3.52
X11	3.65
X12	3.03
X13	3.29

The first section of the questionnaire consisted of questions related to the pre-reading activities. This section of the questionnaire contains thirteen questions categorized into two strategies. From questions one to eight, it was asked if the students previewing the text before reading and from question nine to thirteen if the students used skimming methods in preparation of reading the text. All these questions indicate the significance of the pre-reading process.

According to the pre-reading table result above, the questionnaire number eight had the highest point. The questionnaire number eight was "I use English-Indonesian dictionary to learn the unknown vocabulary", means that students used bilingual English-Indonesian dictionary when found an unknown words while previewing text before reading. From the statement in paragraph one it can see that the variable X8 was part of previewing strategies, which means this approach were the most strategies used by the students in reading preparation

2. While-reading strategies frequently used by English Department Students

Table 2. Result of While-reading strategies

	Mean
Y14	3.51
Y15	3.92
Y16	4.65
Y17	4.00
Y18	3.95
Y19	4.22
Y20	3.06
Y21	4.21
Y22	3.03
Y23	3.54
Y24	3.70
Y25	3.29
Y26	3.40
Y27	4.02
Y28	3.75
Y29	3.48
Y30	3.89
Y31	3.49
Y32	4.08
Y33	4.46
Y34	4.32
Y35	3.95
Y36	4.06

This section of the questionnaire consists of twenty-three questions categorized into five strategies. Questions number forth teen to twenty-one, it was asked how students guessing an unknown or unfamiliar word, questions number twenty-two to twenty-five it has been told if the students take not or underlining the sentences in the text while-reading, questions twenty-six to thirty-one was demanded the students analyzing the text, questions number thirty-two, it was asked if the students used scanning method and from question thirty-three to thirty-six, it has been told students predicting in while-reading phase.

As described the table above, the result of the questionnaire show that questionnaire number sixteen had got highest point. The questionnaire number sixteen was "When I do not understand an expressions or sentence, I read it

again", it means the students re-read the text when did not understand the text or did not catch the meaning of the text.

3. Post-reading strategies frequently used by English Department Students

Table 3. Result of Post-reading strategies

	Mean
Z37	3.48
Z38	3.97
Z39	3.48
Z40	3.81
Z41	2.98
Z42	3.79
Z43	3.73
Z44	3.86
Z45	3.78
Z46	4.00
Z47	3.35
Z48	3.38
Z49	2.81
Z50	3.08

In the third section, the questionnaire consisted of questions related to after-reading activities. The questions of this section had composed of forth-teen questionnaire divided into three strategies. Questions thirty-seven to thirty-nine was asked students summarizing activity after reading the text, questions number forty to forty-six consists of follow-up activity after reading the text, and from questions forty-seven to fifty was asked if the students had got worksheet.

As follow the table above, the questionnaire number forty-six got the highest point. The questionnaire was "I check to see if my guesses about the text are right or wrong", which explained that the students checkup their guesses after reading the text if it were right or wrong. The variable Z46 was part of follow-up strategy. From the following analysis, the most strategies practice by the students in post-reading phase was follow-up strategy

D. CONCLUSION AND SUGGESTIONS

1. Conclusion

The purpose of this study is to find out the students' reading strategies at English Department UNP. Based on the finding discussed, it can be concluded: first, the students' reading strategies at English Department UNP in pre-reading is previewing. Second, the students' reading strategies at English Department UNP

in while-reading is guessing, and the last one, the students' reading strategies at English Department UNP in post-reading is follow-up activity.

2. Suggestion

Students should be able to identify their own weakness of reading phase as the focus of this research. Students can find such a need to dealing with it by knowing the issue that they have. In reading phase, they will figure out their limitation and explore it using reading strategies.

For the next researcher, it can add the subject of the research and find out the other strategies that may help students in developing reading ability.

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