



Package C Nonformal School Students' Reading Comprehension Strategy of PKBM Iftitah Padang Panjang

Tsabithah Salsabilla Oklid¹, and Ainul Addinna²

^{1,2}Universitas Negeri Padang

Correspondence Email: tsabithahoklid@gmail.com

Article History

Published: 2024-05-21

Keywords:

Package C, Nonformal School, Reading Comprehension, Strategy

Abstract

The aim of the current study was to explore the reading comprehension strategies used by nonformal school students on academic English texts. A descriptive quantitative method was employed for this research. The population consisted of all 81 students enrolled at PKBM Iftitah Padang Panjang's tenth, eleventh, and twelve grades. The sample was chosen using the total sampling. A reading comprehension test and the SORS questionnaire were used to collect the data. There are fifteen questions in the reading test, ten of which are multiple-choice and five of which are essay-based. The data were analyzed through reflecting to the Syllabus of the 2013 Curricula's Basic Competencies (KD). The study's findings indicated that the students' comprehension was rated as poor, with an overall mean score of 53.88. Besides, the questionnaire revealed that most students relied on Problem-Solving Strategies. It was proved by the mean score 3.54, while the dimension that was most frequently used—"I try to get back on track when I lose concentration"—received the highest mean score of 4.18. The findings show that the nonformal students prioritize actively addressing moments of distraction or loss of focus during their reading, underscoring their proactive approach to overcoming comprehension challenges.

©2024 The Author(s) Publish by Jurusan Bahasa dan Sastra Inggris FBS UNP. This is an open access article under the CC-BY-NC license (<https://creativecommons.org/licenses/by-nc/4.0/>)

How to Cite: Oklid, TS., & Addinna, A. (2024). Package C Nonformal School Students' Reading Comprehension Strategy of PKBM Iftitah Padang Panjang. *Journal of English Language Teaching*, 13. (2): pp. 507-515, DOI: 10.24036/jelt.v13i2.128711

INTRODUCTION

Reading is the most crucial academic skill, which means it is someone's art to understand and comprehend written texts (Noor, 2011). Because reading is a complicated process of gaining knowledge through text comprehension, it becomes a significant topic in education (Fuchs & Fuchs, 2006). Students must think about both what they are reading and what they are studying in order to

comprehend a text and understand its significance (Asmaniarti, 2018). This even more challenges the students because the text that they read is in the form of foreign language, especially English.

Interpreting texts could be tough since there are many aspects that influenced their English texts reading comprehensions skill. The obstacles that will be faced by students include vocabulary mastery and difficulty of reading material (Dewi & Salmiah, 2019). According to Dewi & Salmiah (2019), students could interpret information of English texts easily if they have strategy that is in accordance with the reading text that they must understand. Without a strategy, passive reading comprehension cannot be achieved or is very challenging (Fitriana, 2018).

A student's learning style influences how they take in and process information in learning environments. It suggests that a reading strategy demonstrates how a learner comprehends and understands a text in order to quickly grasp the primary point of the text. Aside from influencing the ease with which information in a text may be interpreted, using an appropriate strategy allows students to save time in understanding the entire meaning of the text (Dewi & Salmiah, 2019).

In nonformal education, the learning process occurs outside of formal educational settings. The learning method utilized by students in nonformal schools vary from those in conventional formal education environments. It frequently prioritizes adaptable, student-centered methods that address individual needs and preferences. Such techniques may encompass project-based learning, experiential learning, interactive discussions, hands-on activities, and real-world applications. Learning Center (PKBM) Iftitah Padang Panjang as one of the nonformal schools in West Sumatera has students that mainly dropped out of school for variety of reasons, including family or financial hardship. The learning process of the students is quite different from learning in formal schools. Teaching takes place flexibly and sometimes runs outside the structured curriculum, one of which is in teaching English.

Thus, as one of the skills that must be developed when learning English, reading ability is essential to the acquisition of knowledge, the development of information, and the achievement of language proficiency especially for English learners, including nonformal students. Package C, which is the equivalent of senior high school in nonformal education, is selected as the subject of this research. Reflecting on researcher's experience, which has been working there for 3 years now, the researcher wants to know how the reading strategies used by the students. Given that the background of non-formal students is very diverse, which is more or less enough to affect their cognitive abilities, this is the main concern of researcher in this study. Considering the urgency of implementing strategy in reading English texts, this study will utilize the Survey of Reading Strategies (SORS) developed by Mokhtari & Sheorey (2002). The SORS serves as a tool crafted to assess the perceived utilization of reading strategies among both native and non-native English-speaking students when

engaging with academic content in English (such as textbooks, journal articles, class notes, etc.). It is structured into three main categories: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). Those are the root in determining which strategy that mostly used by the students. Which hopefully will become academic input and evaluation material to maximize the learning process, as well as build the institution where researcher work.

METHOD

1. Research Design

The researcher employed a descriptive technique with a quantitative methodology in this study. Accurate measurement and statistical, mathematical, or numerical analysis of data from questionnaires, surveys, and other research methods are its main areas of concentration. Thus, a descriptive quantitative study method could characterize how students' approach or strategy reading comprehension of English texts.

2. Population and Sample

All study participants were nonformal students who were enrolled in the Package C program at the Community Learning Activity Centers (PKBM) Iftitah Padang Panjang, which is the equivalent of senior high school. There were 28 students in the sample. The researcher used total sampling for this research.

3. Research Instrumentation

a. Instrument

There were two instruments used in this research, which are reading comprehension test and Survey of Reading Strategy (SORS) Questionnaire. The researcher administered a reading comprehension test to assess the students' ability to comprehend English texts. The students' performance in English reading comprehension was evaluated through this test, which consisted of multiple-choice questions (10 items) to be completed within 20 minutes, along with five essay questions. Besides, the Survey of Reading Strategies (SORS), developed by Mokhtari & Sheorey (2002), is a tool designed to measure how native and non-native English-speaking students perceive the use of reading strategies when interacting with academic materials in English (textbooks, journal articles, class notes, etc.). The reading strategies can be classified into three main categories: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP).

b. Validity and Reliability

A test's validity, according to Gay et al. (2009), is based on how well it gathers the data that it is designed to gather. In conducting the test, the

content validity was confirmed by Syafitri Ramadhani, M.Pd., lecturer in the English Department of UNP. Besides, the SORS instrument, adapted from Mokhtari and Reichard (2002), has been field-tested and proven to be a valid and reliable measure of the metacognitive and reading strategies used by students in high school, college, and university settings.

4. Techniques of Data Collection

The researcher requested approval from the headmaster of PKBM Iftitah Padang Panjang for conducting the research. After getting permission, to assess student proficiency in reading English, the researcher first administered a reading comprehension test. Then, researcher shared the questionnaire (Printed) as the platform to collect the data. It delivered to each student of Package C after doing the reading comprehension test. So that the participants could reflect to the way they did the test.

5. Technique of Data Analysis

The data was analysed using descriptive analysis. Prior to being exported to SPSS, the data was first examined and categorized using Microsoft Excel. SPSS version 29 was employed by the researcher to examine the data. After that, the provided interpretation key can then be used to interpret the recorded scores by following the guidelines provided by Oxford and Burry-Stock (1995) for general strategy utilization (High, Moderate, and Low).

RESULTS AND DISCUSSION

Result

The reading comprehension test scores of the students are compiled and described as follows:

Table 1. The Distribution of the Scores Obtained from the Reading Comprehension Test

<i>No.</i>	<i>Interval Score</i>	<i>N</i>	<i>P (%)</i>	<i>Categories</i>	<i>Levels</i>
1.	91 - 100	1	4%	<i>Excellent</i>	<i>High Ability</i>
2.	81 - 90	3	11%	<i>Very Good</i>	<i>Average Ability</i>
3.	71 - 80	1	4%	<i>Good</i>	
4.	61 - 70	6	21%	<i>Fair</i>	
5.	0 - 60	17	61%	<i>Poor</i>	<i>Low Ability</i>
Total		28	100%		
Mean				Poor	Low Ability

Based on the results, it indicates that the reading comprehension abilities of the students are classified as Low Ability. Furthermore, following a reading comprehension test to evaluate the students' English reading comprehension abilities, the researcher used a questionnaire adapted from Mokhtari & Sheorey (2002)'s Survey of Reading strategies (SORS) to find out the strategies the students

were using. The data collected were described as follows:

Table 2. Means and standard deviations for the Survey of English Reading Strategies

<i>Categories</i>	<i>Strategies</i>	<i>Mean</i>	<i>SD</i>
<i>Global Reading Strategies</i>	<i>I have a purpose in mind when I read.</i>	3.32	1.33
	<i>I think about what I know to help me understand what I read.</i>	3.75	1.29
	<i>I take an overall view of the text to see what it is about before reading it.</i>	3.61	1.26
	<i>I think about whether the content of the text fits my reading purpose.</i>	3.64	1.10
	<i>I review the text first by noting its characteristics like length and organization.</i>	3.25	1.27
	<i>When reading, I decide what to read closely and what to ignore.</i>	3.25	1.04
	<i>I use tables, figures, and pictures in text to increase my understanding.</i>	2.89	1.17
	<i>I use context clues to help me better understand what I am reading.</i>	3.54	1.20
	<i>I use typographical features like bold face and italics to identify key information.</i>	3.07	1.27
	<i>I critically analyze and evaluate the information presented in the text.</i>	3.32	0.94
	<i>I check my understanding when I come across new information.</i>	3.43	1.20
	<i>I try to guess what the whole content of the text is about when I read.</i>	2.46	1.48
	<i>I check to see if my guesses about the text are right or wrong.</i>	2.93	1.12
	<i>Problem Solving Strategies</i>	<i>I read slowly and carefully to make sure I understand what I am reading.</i>	3.61
<i>I try to get back on track when I lose concentration.</i>		4.18	0.86
<i>I adjust my reading speed according to what I am reading.</i>		3.75	1.17
<i>When text becomes difficult, I pay closer attention to what I am reading.</i>		3.25	1.46
<i>I stop from time to time and think about what I am reading.</i>		3.39	1.42
	<i>I try to picture or visualize</i>	3.32	1.19

	<i>information to help remember what I read.</i>		
	<i>When text becomes difficult, I re-read it to increase my understanding.</i>	3.68	1.44
	<i>When I read, I guess the meaning of unknown words or phrases</i>	3.18	1.16
Support Reading Strategies	<i>I take notes while reading to help me understand what I read.</i>	2.86	1.33
	<i>When text becomes difficult, I read aloud to help me understand what I read.</i>	2.89	1.47
	<i>I underline or circle information in the text to help me remember it.</i>	3.18	1.22
	<i>I use reference materials (e.g., a dictionary) to help me understand what I read.</i>	3.14	1.15
	<i>I paraphrase (restate ideas in my own words) to better understand what I read.</i>	3.04	1.00
	<i>I go back and forth in the text to find relationships among ideas in it.</i>	3.46	1.45
	<i>I ask myself questions I like to have answered in the text.</i>	3.43	1.32
	<i>When reading, I translate from English into my native language.</i>	3.39	1.26
	<i>When reading, I think about information in both English and my mother tongue.</i>	3.50	1.43

The most frequently used reading strategy was a Problem-Solving Strategy, “I try to get back on track when I lose concentration” (M=4.18); this was followed by another one of it, “I adjust my reading speed according to what I am reading” (M=3.75); and one Global Reading Strategy that has the same score, “I think about what I know to help me understand what I read” (M=3.75). Each of the Survey of Reading Strategies was further analysed:

Table 3. Means and standard deviations for the SORS

<i>Name</i>	<i>Items</i>	<i>Mean</i>	<i>SD</i>
<i>Global</i>	<i>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</i>	<i>3.27</i>	<i>0.14</i>
<i>Problem-Solving</i>	<i>14, 15, 16, 17, 18, 19, 20, 21</i>	<i>3.54</i>	<i>0.20</i>
<i>Support</i>	<i>22, 23, 24, 25, 26, 27, 28, 29, 30</i>	<i>3.21</i>	<i>0.16</i>

<i>SORS</i>	<i>1-30</i>	<i>3.34</i>	<i>0.03</i>
-------------	-------------	-------------	-------------

The result showed that Global Reading Strategies (M=3.27), Problem Solving Strategies (M=3.54), and Support Strategies (M=3.21). Following the guidelines provided by Oxford and Burry-Stock (1995) for general strategy utilization, the reading strategies were all used with moderate frequency, with the mean of the SORS being 3.34.

Discussion

Data regarding the students' English reading comprehension abilities and strategies for reading were gathered by the researcher. The students reading comprehension skills were found to be low ability, which can be categorized as "Poor". It indicates that nonformal students have a notably limited ability to comprehend written English texts. According to Baker (1989); Pressley (2000), struggling readers often show cautious word recognition, a small repertoire for comprehension, ignorance of text arrangement, and an inability to assess comprehension.

There are various reading strategies that students employ. As per Taylor et al., (2002), a prominent scholar in literacy research, it has been observed that students' reading strategies differ depending on their pre-existing knowledge, experiences, and unique cognitive processes. The SORS questionnaire results showed that nonformal students employed strategies for reading moderately. Further analysis at the category level revealed that a majority of these students primarily utilize problem-solving strategies. The findings of this study, conducted among 28 nonformal school students, revealed their awareness of reading strategy usage. It allows assuming that the first strategy category is most actively used by students to cope with problems in reading comprehension when facing long or unknown texts, while broad reading approaches and strategies of additional support are used to a lesser extent.

The statement of Problem-Solving Strategies, "I try to get back on track when I lose concentration", received the highest mean score (M=4.18), indicating that it is the most frequently employed strategy among the students. According to previous research in Taiwan by Lin et al. (2020), students who are less proficient in the language are typically less motivated to study the language, have trouble focusing, and lose interest easily. Additionally, a study on neuroreport by Silva-Pereyra et al. (2010) demonstrated that insufficient attentional focus may be a contributing factor to poor reading abilities. This indicated that while the students may struggle with comprehension, they actively employ problem-solving strategy to aid their understanding and engagement with English materials. Moreover, research revealed that while EFL students might know the strategies to employ, they might not know how to apply them effectively (Rabadi, Al-Muhaisen, and Al-Bateineh, 2020). Above all, by employing evidence-based instruction, teachers might

optimize students' utilization of reading strategies and evaluate students' comprehension of them (Alrabah and Wu, 2018).

A. CONCLUSION

Based on the analysis and data provided, it can be inferred that nonformal school students faced challenges or exhibited limited ability in comprehending written English texts. The students employed various reading strategies, each developing their own personalized approach to acquiring knowledge and learning. The SORS questionnaire results showed that nonformal students employed reading strategies moderately. Further analysis of the category level revealed that the majority of these students employ problem-solving strategies. To be more precise, the statement "I try to get back on track when I lose concentration" had the greatest average score. This indicated that a considerable proportion of nonformal students placed a high value on taking proactive measures to deal with moments of distraction or loss of focus during their reading, highlighting their ability to overcome comprehension issues. Thus, it indicated that although students might encounter challenges in understanding, they actively utilized problem-solving strategy to enhance their grasp and involvement with English content. Consequently, this could serve as an assessment tool for both students and teachers to refine their approaches in dealing with English texts, encouraging the adoption of more effective strategies for enhancing English reading skills.

REFERENCES

- Alrabah, S., Wu, S. (2019). A Descriptive analysis of the metacognitive reading strategies employed by EFL college students in Kuwait. *International Journal of English Linguistics*, 9(1), 25-35.
- Asmaniarti, R. (2018). Journal of English Language Teaching USING UNINTERRUPTED SUSTAINED SILENT READING (USSR) STRATEGY IN TEACHING READING COMPREHENSION TO SENIOR HIGH SCHOOL STUDENTS. *Journal of English Language Teaching*, 7(4). <http://ejournal.unp.ac.id/index.php/jelt>.
- Baker, L. (1989). Metacognition, comprehension monitoring, and the adult reader. *Educational Psychology Review*, 1, 3–38. <https://doi.org/10.1007/BF013266548>
- Dewi, U., & Salmiah, M. (2019). STUDENTS' READING STRATEGIES AT ENGLISH EDUCATIONAL DEPARTMENT. In *Jurnal Pendidikan-ISSN* (Vol. 11, Issue 1
- Fitriana, M. (2018). Students' reading strategies in comprehending academic reading: A case study in an Indonesian private collage. *International Journal of Language Education*, 2(2), 43–51. <https://doi.org/10.26858/ijole.v2i2.6181>.

- FUCHS, D., & FUCHS, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41(1), 93–99. <https://doi.org/10.1598/rrq.41.1.4>.
- Gay, L.R., Mills, G.E. and Airasian, P. (2009) *Educational Research Competencies for Analysis and Applications*. Pearson, Columbus.
- Lin, Y., Chen, M., & Hsu, H. (2020). Fostering Low English Proficiency Learners' Reading in a Freshman EFL Reading Class: Effect of Using Electronic and Print Textbooks on Taiwanese University Students' Reading Comprehension. *International Journal of English Linguistics*, 11, 54.
- Noor, N. M. (2011). READING HABITS AND PREFERENCES OF EFL POST GRADUATES: A CASE STUDY. In *CONAPLIN JOURNAL Indonesian Journal of Applied Linguistics: Vol. I (Issue 1)*.
- Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. L. Kamil, P. B. Mosenthal, P. D. Pearson & R. Barr (Eds.), *Handbook of reading research (Vol. 3, pp. 545–561)*. Lawrence Erlbaum Associates.
- Rabadi, R.I., Al-Muhaissen, B., & Al-Bataineh, M. (2020). Metacognitive reading strategies use by English and French Foreign Language Learners. *Jordan Journal of Modern Languages and Literatures*, 12(2), 243-262.
- Silva-Pereyra, J., Bernal, J., Rodríguez-Camacho, M., Yáñez, G., Prieto-Corona, B., Luviano, L., Hernández, M.A., Marosi, E., Guerrero, V., & Rodríguez, H. (2010). Poor reading skills may involve a failure to focus attention. *NeuroReport*, 21, 34-38.
- Taylor, B. M., Peterson, D. S., Pearson, P. D., & Rodriguez, M. C. (2002). Looking inside classrooms: Reflecting on the "how" as well as the "what" in effective reading instruction. <http://www.schoolchange.ciera.org>.