

THE USE OF READING STRATEGIES OF EFL STUDENTS ENGLISH EDUCATION STUDY PROGRAM AT THE 8TH SEMESTER OF PGRI

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Abstract

This study is intended to describe the reading strategies used by EFL students English Education Study Program at the 8th semester of PGRI Ronggolawe University, and there are differences in reading strategy used by male and female students.

This study used quantitative method. The researcher takes 40 students of class 2013 A and B at English Education Study Program of PGRI Ronggolawe University Tuban as subjects of the study, and they were categorized into two groups of participants namely: male and female students. The purpose of this study was to explore the use of English as a Foreign Language (EFL) reading strategies used by the students English Education Study Program. The Survey of Reading Strategies (SORS) by Mokhtari and Reichard (2002) was used as the instrument to collect data on the participants' usage of reading strategies. The questionnaire were analyzed using Likert scale from 1 to 5.

The results indicated a high awareness of reading strategy use among EFL students English Education Study Program. Students had a preference for problem-solving reading strategies, followed by support reading strategies and global reading strategies. Male students used EFL reading strategies significantly more frequently than Female students.

keywords: Strategies, Reading Strategies, EFL Students.

INTRODUCTION

Reading in a second or foreign language (SL/FL) has been a significant component of language learning over the past forty years (Zoghi, Mustapha, Rizan & Maasum, 2010). This significance has made reading as an important issue in educational policy and practice for English language learners (Slavin & Cheung, 2005). However, reading is a complex,

interactive cognitive process of extracting meaning from text. In the reading process, the reader is an active participant, constructing meaning from clues in the reading text. Reading is also an individual process, which explains the different interpretations of different readers (Maarof & Yaacob, 2011). Cogmen and Saracaloglu (2009) reported that simple methods such as underlining, taking notes, or highlighting the text can help readers understand and remember the content. Their findings indicated that in reading text, good readers often use effective reading strategies to enhance their comprehension.

According to the above, learning to read is an absolutely necessary skill for understanding SL/FL texts. Readers may use useful strategies to help them read SL/FL texts as they construct meaning. Using such strategies will help learners not only to understand general information in the reading text at very fast rates but also to remember new lexical items from the text. The subjects in this research are the students of PGRI Ronggolawe University Tuban. The researcher chooses the students from class 2013 A and B on the 8th semester of English Education Study Program to be the subjects of the study. The total subject of the study are 40 students. Statements of the problem are: 1) What reading strategies are used by EFL students English Education Study Program at the 8thSemester of PGRI Ronggolawe University? 2). What are the differences between male and female of using reading strategies by EFL students English Education Study Program at the 8thSemester of PGRI Ronggolawe University?

Purpose of the Study

The present study explores the current use of EFL reading strategies among the EFL students English Education Study Program at the 8thSemester of PGRI Ronggolawe University and identifies gender-specific differences in strategy use. The results of this study serve as a valuable source for understanding students' uses of EFL reading strategies at the eight semester of English Education Study Program.

LITERATURE REVIEW

Reading strategies involve how SL readers consider a task, what textual clues they attend to, how much they are aware of what is read, and how they respond when they do not understand (Block, 1986). O'Malley & Chamot (1990) further explained that SL reading strategies are conscious or unconscious procedures, actions, techniques, or behaviors; readers apply these strategies to cope problems with their comprehension and interpretation.

Carrell, Gajdusek and Wise (1998) described ESL/EFL reading strategies as what readers reveal in the ways they manage interactions with the text and how they use strategies to achieve effective reading comprehension. In this research, EFL reading strategies are defined as conscious processes, ones in which readers understand the use of EFL reading strategies as they read the text.

ESL/EFL reading strategies have also been divided into several different types. Goodman (1970) divided SL/FL reading strategies into two types of processing: bottom-up and top-down. Bottom-up strategies involve recognizing a multiplicity of linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers, and applying linguistic data-processing mechanisms to impose order on these signals. Top-down strategies involve drawing on one's own intelligence and experience to understand a text through a puzzle-solving process, or inferring meaning to decide what to retain and what not to retain. Duke and Pearson (2002) proposed six SL/FL reading strategies: prediction or prior knowledge, using think-aloud strategies to monitor comprehension, using text structures, using visual models including graphic organizers and imagery, summarizing, and questioning and answering questions while reading. ESL/EFL reading strategies are further divided into metacognitive and cognitive strategies. In the aspect of metacognitive strategies, El-Kaomy in 2004 divided SL/FL metacognitive strategies into three categories: "planning," in which learners have a reading purpose in mind and read the text according to this purpose; "self monitoring," in which learners regulate the reading process and use the appropriate strategy at the right time; and "self evaluation," or the reform phase of the reading process, in which the reader changes strategies if necessary to control whether the purpose is reached or not, or rereads the text. Santrock (2008) suggested that SL metacognitive strategies involved goal setting, selective attention, planning for organization, monitoring, self-assessing, and regulating. Singhal (2001) defined cognitive strategies as those used by SL/FL learners to transform or manipulate the language, such as summarizing, paraphrasing, analyzing, and using context clues. Akyel and Ercetin (2009) maintained that cognitive strategies could assist readers in constructing meaning from the text.

In a study by Sheorey and Mokhtari (2001), ESL reading strategies were further divided into three categories: metacognitive, cognitive, and support. In their definitions, metacognitive strategies were intentionally and carefully planned techniques used by

learners to monitor or manage their reading. Cognitive strategies were specific actions and procedures used by learners while working directly with the text. Support strategies referred to readers using tools to comprehend the text, such as using a dictionary, taking notes, or underlining or highlighting the text. However, according to Poole (2010), EFL reading strategies consisted of three different categories: global, problem-solving, and support. Global strategies involved planning how to read and managing comprehension. Problemsolving strategies involved using strategies when reading difficult parts of a text. Support strategies involved using devices and techniques to understand a text. A year later, Sheorey and Mokhtari (2002) renamed two categories of their ESL reading strategies. Metacognitive strategies were renamed to global reading strategies, and cognitive strategies were renamed to problem-solving reading strategies.

RESEARCH DESIGN

Participants

The participants consisted of 40 students of English Education Study Program that comes from class 2013 A and 2013 B, of the 8th semester students. There are 10 male students, and 30 female students. The total both of them is 40 students.

Instrument

The instrument used in this study was the Survey of Reading Strategies (SORS) by Mokhtari and Reichard (2002). This instrument was based on the Metacognitive Awareness of Reading Strategies Inventory (MARSII), which was originally developed by Mokhtari and Reichard (2002) as a tool to measure native English language learners' awareness of reading strategy usage.

The SORS consists of 30 items measuring three categories of English reading strategies: namely, problem-solving strategies, global reading strategies, and support strategies. The questionnaire items were rated on a five-point Likert-type scale: 1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = always or almost always. SORS contains three types of strategies: global (13 questions), problem-solving (8 questions), and support (9 questions).

The score from the questionnaire indicated the frequency of respondents' uses of SORS in general and in each SORS category.

Procedures and Statistical Analysis

In this study, The SORS (Survey of Reading Strategies) was translated into Indonesian to facilitated respondents' understanding. Then asking the subject of the study to complete the questionnaire. Asking the reading grade of the Eighth semester students from the lecturer. After that the questionnaire was revised according to the results of the study. Then on a five-point Likert-type scale was used to know for significant differences in EFL reading strategy uses between male and female. Finally collecting all the data compiled to be analyzed.

RESEARCH METHODOLOGY

This study uses quantitative method. The instruments use is questionnaire. The result of this research would be getting by using SORS (Survey of Reading Strategies) to know the reading strategies are used by EFL students English Education Study Program. The subjects in this research are the students of Ronggolawe University Tuban especially the students from class 2013 A & B on the eight semester. In this research, the researcher uses two instruments to collect the data. They are questionnaire and interview. The questionnaire used in this study was Original Survey of Reading Strategies (SORS) (Mokhtari and Sheorey,2002) composed of 30 questions about the reading strategies the learners used while reading. A scale of 1-5 was used to measure the students' use of reading strategies. The number show the frequency of the students' use of reading strategies in reading: 1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = always. SORS contains three types of strategies, there are: global, problem-solving, and support.

RESEARCH FINDING AND DISCUSSION

1. Reading strategies of the students

Results for each of the 30 individual reading strategies (global, problem-solving, and support) are presented in the order of use frequency, from high (3.5 and above) and moderate (2.5~3.4) to low (2.4 and under), in this table below, the respondents reported 12 highfrequency strategies and 24 moderate-frequency ones, and 4 low-frequency reading strategies. The most frequently used reading strategy was a problem-solving reading

strategies, it was followed by support strategy, and global strategy. It can be seen in the following table.

NO	SUBJECT	GLOB	PROB	SUP	ORS	MOSTLY USED
1	#S1	2,84	3,5	3,11	3,15	PROB
2	#S2	3,0	2,87	2,66	2,84	GLOB
3	#S3	3	3,75	2,88	3,21	PROB
4	#S4	3,38	3,87	3,66	3,63	PROB
5	#S5	3,23	2,5	3,44	3,05	SUP
6	#S6	2,46	2,75	2,66	2,62	PROB
7	#S7	3,07	3,5	3,33	3,3	PROB
8	#S8	3,61	4,37	3,66	3,88	PROB
9	#S9	2,30	2,37	1,66	2,11	PROB
10	#S10	3,07	3,87	3,55	3,49	PROB
11	#S11	4,3	4,30	4,11	4,23	PROB
12	#S12	3,07	3,37	3,33	3,24	PROB
13	#S13	2,76	3,25	3,66	3,22	SUP
14	#S14	2,76	3,12	2,66	2,84	PROB
15	#S15	3	3	3,22	3,07	SUP
16	#S16	3,30	3,37	3,33	3,33	PROB
17	#S17	3,53	4,12	3,88	3,84	PROB
18	#S18	3	3,75	3,88	3,54	SUP
19	#S19	3,53	3,87	3,88	3,76	SUP
20	#S20	3,46	4,12	4	3,86	PROB

21	#S21	2,15	3	2,66	2,60	PROB
22	#S22	3	3,12	3,11	3,07	PROB
23	#S23	3,38	4,12	2,77	3,42	SUP
24	#S24	2,76	3,5	3,55	3,27	SUP
25	#S25	3,15	4	3,77	3,64	PROB
26	#S26	3,38	3,12	2,55	3,01	GLOB

27	#S27	2,84	3,37	3,77	3,22	SUP
28	#S28	2,23	2,25	1,55	2,01	PROB
29	#S29	3,92	4,5	4,66	4,36	SUP
30	#S30	2,53	2,87	3,44	2,94	SUP
31	#S31	3,53	4,12	3,33	3,66	PROB
32	#S32	2,92	3,37	3,44	3,24	SUP
33	#S33	2,38	2,5	1,77	2,21	GLOB
34	#S34	2,15	2,12	1,44	1,90	GLOB
35	#S35	3,69	4	3,88	3,85	PROB
36	#S36	2,92	3,62	3,88	3,47	SUP
37	#S37	2,46	2,62	2,88	2,65	SUP
38	#S38	2,76	4,12	4	3,62	PROB
39	#S39	3	3,62	2,77	3,13	PROB
40	#S40	3,30	3,62	3,44	3,45	PROB

Based on the table above, the mean of ORS score means the students applied the strategies in reading. Therefore, it can be concluded that they often use all of the strategies. However, there is one strategy they use more often than the other strategies. Since the mean of problem solving reading strategies is more than support reading strategies and global reading strategies. It means the students mostly applied problem solving reading strategies. It is followed by support reading strategies and global reading strategy. To know the percentage of every strategy the researcher tabulates the result in the following table.

Reading Strategies	Students	Percentage
Global Reading Strategies (GLOB)	4	10%
Problem Solving Reading Strategies (PROB)	23	57,5%
Support Reading Strategies (SUP)	13	32,5%

From the table above, there are 10% of the students use global reading strategies more often, 57,5% of the students use problem solving reading strategies, and 32,5% the other

students use support reading strategies more often. From the description, it can be concluded that the most dominant strategies are use by the students is problem solving reading strategies. It is followed by support reading strategies and global reading strategies.

2. Reading strategies use of the students different gender

Reading Strategies	Male Students (n = 10)	Percentage	Female Students (n = 30)	Percentage
Global Reading Strategies (GLOB)	1	10%	5	16,66%
Problem Solving Reading Strategies (PROB)	6	60%	16	53,33%
Support Reading Strategies (SUP)	3	30%	9	30%

In the table above indicate that, there were significant differences between male and female students. The results also revealed that problem-solving reading strategies were often used by both male (60%) and female (53,33%) students, but male students used them significantly more often than female students. In the use of global reading strategies, both male (10%) students and female (16,66%) of the students seldom used this strategy. However, female students used them significantly more often than male students. In the use of support reading strategies, male (30%) and female (30%) of the students used reading strategies with the same percentage, it can be conclude that male and female students with the balance used this strategy.

CONCLUSION

Based on the data analysis and findings above, this study provides an overall understanding of the use reading strategies among EFL student English Education Study Program at the eight semester students by investigating their uses of EFL reading strategies when reading English text. The results revealed that students used EFL reading strategies frequently. Furthermore all of the three strategy sub-categories, global reading strategies, problem-solving reading strategies, and support reading strategies were used by EFL

students. Problem-solving reading strategies use by students the most, followed by support reading strategies and then global reading strategies. Male students showed greater awareness of EFL reading strategies than female students in two sub-categories, as well as in the 30 individual reading strategies. The results also showed that male students used reading strategies significantly more frequently than female students.

The study findings can help EFL lecturers of PGRI Ronggolawe University better understand the current use of EFL reading strategies among their students and actions they can take to help their students improve their reading abilities. The results of this study may help lecturers determine the appropriate reading strategies to incorporate into English reading comprehension instruction. However, to ensure success in English reading comprehension, students need to know which strategies to use and how to use them. In addition to using these strategies with high frequency, EFL students need to learn to use them effectively.

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