ANALYZING READING STRATEGIES OF THE SECOND SEMESTER STUDENTS AT ENGLISH LITERATURE STUDY PROGRAM

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Abstract

One of the skills that students should always work to develop is reading. The success of students' academic careers depends on their ability to gain information from reading passages. This study is based on a study that was conducted on the second semester students at the English Literature Study Program, Universitas Kristen Indonesia. It is to analyze their reading strategies. The design of this study was descriptive qualitative which was conducted through analyzing the questionnaire that distributed to the students. The participants engage in this study are six students in the second semester of English Literature UKI of regular afternoon students from employee and transfer classes program. Because most students in the afternoon regular class are workers who are also students, it is not as large as the morning regular class. Findings suggest that most of the students aware of the importance of reading strategies and already familiar with some of them. It is hoped that the study can help the students get better understanding their current knowledge about reading strategies and they can take action to improve their reading skill. The result also may help the lecturer determine the appropriate reading strategies to implemented in class.

Keywords: reading strategies, KWL, previewing, story mapping, skimming and scanning

Abstrak

Membaca merupakan salah satu keterampilan yang selalu perlu ditingkatkan oleh siswa. Keberhasilan akademik siswa tergantung pada kemampuan mereka untuk mendapatkan informasi dari bacaan. Penelitian ini didasarkan pada mahasiswa semester dua di Program Studi Sastra Inggris, Universitas Kristen Indonesia. Penelitian ini dilakukan untuk menganalisis strategi membaca mereka. Rancangan penelitian ini menggunakan deskriptif kualitatif yang dilakukan melalui analisis terhadap angket yang dibagikan kepada pada mahasiswa. Partisipan yang terlibat dalam penelitian ini adalah enam mahasiswa semester dua UKI Sastra Inggris mahasiswa reguler sore dari kelas karyawan dan alih program. Karena sebagian besar siswa kelas reguler siang adalah pekerja yang juga mahasiswa, maka jumlahnya tidak sebesar kelas reguler pagi. Temuan menunjukkan bahwa sebagian besar siswa menyadari pentingnya strategi membaca dan sudah

terbiasa dengan beberapa strategi membaca. Diharapkan penelitian ini dapat membantu siswa untuk lebih memahami pengetahuan mereka saat ini tentang strategi membaca dan dapat mengambil tindakan untuk meningkatkan keterampilan membacanya. Hasil penelitian ini juga dapat membantu dosen menentukan strategi membaca yang tepat untuk diimplementasikan di dalam kelas.

Kata kunci: strategi membaca, KWL, pratinjau, pemetaan cerita, skimming dan scanning

Introduction

Reading plays a vital part in education because this activity will bring new knowledge. It is especially important to the students since through it, they will get information and ideas about many things. Through reading, students can explore talents and their potential, stimulate increased reasoning power, train concentration, and increase school achievement. Lifting the words off the page is not an easy task when reading. Making sense of a text is a complex process of problem-solving in which the reader draws on thoughts, memories, and information that are evoked by the words and sentences on the page as well as personal experience and other information. Reading is an essential skill that should be mastered by every student in order to reach the purpose of language learning (Anderson 2003; Yanti, 2018:1). From the statements, it can be concluded that reading is an activity that should be mastered by the students in getting understanding of one particular text.

Reading is the basis for understanding various fields studies. Likewise in English, to understand a text it requires good reading skills. Reading can be so overwhelming to the students especially from non-native English country. It can be a burden to them because they need to understand many vocabularies to get the meaning from a text in English. It is necessary to change. Students' perspectives on the purposes of reading have an impact on their reading skills. Students must develop their critical or analytical reading skills if they wish to get the most out of the contents given to them.

Reading strategy is really important to help the students understand a passage. It shows how students understand the assignment, the meaning of what they read, and what they do when they do not understand. According to Garner (cited from Diniya and Puspitasari 2019:2), "reading strategies show the ways or actions used to draw meaning from reading texts." The

use of reading strategies will help students to understand general information at high speed but also to memorize new lexical items from a text. Not only that, it also can help students overcome reading difficulties.

There are so many reading strategies that can be used by the students but the writer will only be limited into several such as KWL, previewing, story mapping, skimming and scanning.

a) KWL Strategy

KWL strategy comprises three basic concepts: Know, Want and Learn or usually known as K-W-L. The strategy was first developed by Ogle in 1986 on the basis of the idea that language learners gain knowledge by constructing meaning (Asri, 2014: 477). It can help students reflect and evaluate their learning in a simple way. It usually made with column so the student is concerned with what they want to know more about the topic.

Pict.1 KWL example

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b) Previewing Strategy

According to Bouchard (2005:49), "previewing text is a way to set framework for understanding the content of a text and help them to distinguish between important and irrelevant information." Moreover, McNamara (2007:475) defines that previewing strategy involves surveying the text before reading. It means the student read over the key parts like the title, heading, read the bold or italic words, look for

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the picture or table, introduction or key sentence, etc. In other words, the students will feel easier to get information from a text.

c) Story mapping Strategy

This strategy is a little bit different with the others. According to Jeff Patton (2014:4), "story maps are for breaking down big stories as you tell them." Furthermore, Anggraeyni (2015:3) stated that "the story mapping strategy is used after a story has been read." It could help the student increase their ability in reading in a fun way. It is also called as graphic visual representation of a story. It usually such as mind mapping to make easier for the student remembering the most important thing in a text.

d) Skimming and scanning

This one probably the most common way to use when someone reading a text. Skimming and scanning are also called as a speed-reading technique. Both of them are similar but different in purpose. If skimming getting only main ideas and general overview then scanning used to find a more specific information such as name, date, statistic, etc.

Many studies have been conducted about reading strategy among students especially understanding English text. Some of them are:

1) "The Use of KWL Strategy on Students' Reading Comprehension by Ardiyan, *et all* (2022)." It tries to demonstrate the value of the KWL technique for reading. The research methodology that used was a pre-experimental design with a pre- and post-test on one group. Individuals in senior high school's tenth grade make up the research population and thirty-five students are chosen at random to represent the sample in this study. From the research it can be seen that using KWL method has an impact on student's reading comprehension skills.

2) "An Analysis of Previewing Reading Strategy in Business Texts: A Think Aloud Protocol Study by Handayani & Widijantie (2021)." The purpose of this research is to determine the impacts of having previewing method used by EFL students and strategies most frequently utilized by students to locate the primary idea and

supporting details. Finding the key concepts and specific facts is done through qualitative research. Additionally, the previewing approach was used in this research to determine whether or not students successfully answered the questions. To find out about students' strategies, the Thick Aloud Protocol (TAP) and interview data collection methods are used. The findings indicate that participants used four different types of reading comprehension strategies when reading business text: (1) strategies for identifying main idea; (2) strategies for locating specific information (including strategies for determining what a word refers to; (3) previewing strategies and (4) strategies for assessing accuracy and inaccuracy.

3) "Story Mapping Technique and Comprehending Narrative Text by Simanjuntak, Dian, *et all* (2019)." This research describes about the effect of Story Mapping Technique to comprehend narrative text at grade VIII students of SMP N 5 Padangsidimpuan. Experimentation was used in this research. Pre-test and post-test data were used to get the results. The researcher applied the t-test formula to the analysis of the data. From this research, it can be stated that applying the story mapping technique to understand narrative content has a substantial impact on grade VIII students of SMP Negeri 5 Padangsidimpuan.

4) "The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension by Aritonang, Intan, *et all* (2018)." This research investigates how skimming and scanning are employed in reading comprehension and identifies its benefits and drawbacks when used to the teaching and learning process. The goal of this research is to determine how well the skimming and scanning strategies helps students improve their reading comprehension. Participant observation, interviews and documentation are the main methods used for data collecting. The finding of this research is that the students use the right techniques for skimming and scanning to identify the text's primary idea, key words, and information without reading the entire thing.

In relation to the background mentioned previously, this study to attempted to answer the following research question: what are the reading strategies that used by the second semester student of English Literature Study Program and how it can help them to understand an English text?

This study is conducted to analyze reading strategies of the second semester students at English Literature Study Program. The participants that engage in this study are six students in the second semester of English Literature UKI of regular afternoon students from employee and transfer classes program. It is hope that the results of this study serve as a valuable source for understanding students' reading strategies at college level.

Research Methodology

By examining the questionnaire that was given to the students, the descriptive qualitative deign was carried out. There are fifteen questions in this questionnaire about reading techniques. The participants that engage in this study are six students from the second semester of regular afternoon employee class and transfer program at English Letters UKI. The afternoon regular class is not as large as the morning regular class because they are usually employees who are studying while working. The writer uses the questionnaire by Mokhtari & Sheorey (2002) and develop it to suit the research. The data of this study was the questionnaire of the students.

The procedure of doing the research is as follow. First, the writer give explanation about the research. Second, the writer distributed the questionnaire to the respondents by using google form. The questionnaire itself already been done by Mokhtari & Sheorey but the writer develops it. Third, the writer analyzes all of answers from the respondents by using spss version 20. Lastly, the writer writes the finding about this reading strategies based on the questionnaire.

Findings and Discussion

The writer will present the result of the questionnaire and explain it. Six students from the second semester of the regular afternoon employee class and transfer program at English Letters UKI participated in this research. There are fifteen questions that deliver to them related with reading strategies.

1. Using sources of information (e.g. a dictionary)
   Question no 1 concerns the use of reference tools, such as dictionaries, to help the readers understand the text they are reading. Two of the respondents stated that

sometimes they use reference material, another two stated that they usually use it and the other two stated that they are always use reference material. It can be concluded that all of the students have their own way to use reference materials. Some of the students confident with the range of English vocabulary but some of them need to use reference material since they lack of vocabulary in English.

2. Transform data from a continuous text into a grid or matrix of some sort.

Regarding with the second statement, three of the respondents state that they transfer information from a continuous text to some kind of grid or matrix, another one state never, the other one state sometimes and the last respondent state always. It can be concluded that most of the respondents transfer information from a continuous text to some kind of grid or matrix to understand a text in English.

3. Predict the following events

The third question regards with predicting the following events. Three of the respondents stated they always predict the following events, one stated occasionally, one stated sometimes and the last one stated usually. It can be concluded that half of the respondents always predict the following events when read something.

4. Read a text word-for-word while focusing on any unfamiliar words.

The fourth question regards with going through a text word-for-word concentrating on unknown words. Three of the respondents stated always do that, two of the respondents stated sometimes, and one of the respondents stated usually do it. From the statement, it can be concluded that half of the respondents sometimes go through a text word-for-word concentrating on unknown words when read a text in English.

5. Familiar with KWL.
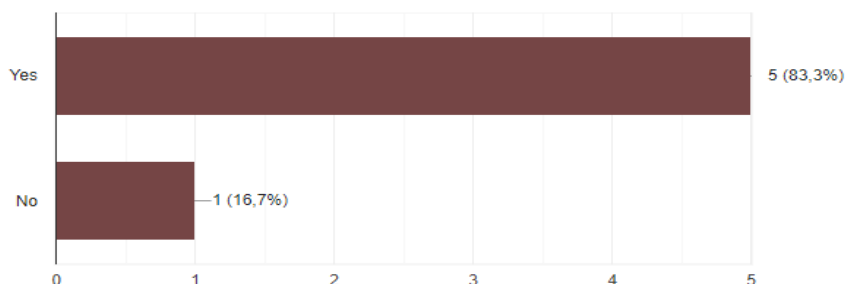
Picture 2 Familiar with KWL

Regarding with their familiarity with KWL reading strategy, five of the respondents stated already familiar with this reading strategy whereas on of them stated not familiar with it. It can be seen from the table above, most of them familiar with KWL reading strategy.
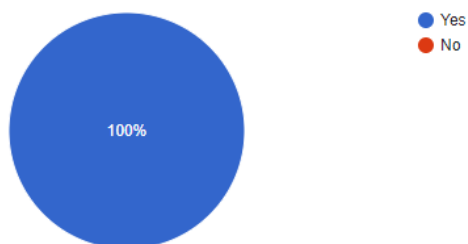
6. Familiar with previewing

Regarding with their familiarity with previewing reading strategy, five of the respondents familiar with previewing and one of them know nothing about it. It can be concluded that most of the respondents already familiar with the previewing strategy.

7. Familiar with story mapping

I am familiar with Story Mapping

6 jawaban

Picture 3 Familiar with story mapping

Regarding with their familiarity with previewing reading strategy, all of respondents familiar with it. It can be seen from the table above.

8. Familiar with Skimming and Scanning

    Regarding with their familiarity with skimming and scanning reading strategy, for of the respondents already familiar with it and the other two not really know about it. From the statement, it can be concluded that most of the respondents familiar with skimming and scanning reading strategy.

9. Opinion about all of the reading strategies

    Regarding with their opinion about all of reading strategies, four of the respondents stated that KWL is more suitable for them because this method is a critical reading technique where the reader remembers what he already knows or determines what he wants to know before reading and then determines what has been obtained from the reading that has just been done. This method will familiarize students with linking the knowledge that has been learned with what is read and determining what has been obtained from the reader. Two of the respondents stated that story mapping is easier to understand than the other methods. One of the respondent stated that previewing is more appropriate for use. From all of the statements, it can be concluded that most of them prefers KWL rather than the other reading strategy.

10. To assist me comprehend what I read, I should reflect on my knowledge.

    This question associated with their thinking method when read a text in English. For this statement, three of the respondents stated usually think about it, two of the respondents stated always and the other one stated sometimes. It can be concluded that most of the respondents usually think about what they know to help them understand the reading text.

11. Before reading, take a broad look at the material to determine its topic.

    This question associated with taking an overall view of the text to see what it is about before reading it. For this question, three of the respondents stated always, two of the respondents stated sometimes and one of the respondents stated occasionally. It can be concluded that most of the respondents take an overall view of the text to see what it is about before reading it.

12. Read aloud help them to ensure that they comprehend the reading text.

This question associated with reading aloud to help them understand what they read. For this question, three of the respondents stated always, two of the respondents stated sometimes and one of the respondents stated usually. From the statements, most students read aloud to themselves in order to comprehend what they have read.

13. To ensure comprehension of the reading text, read the passages slowly and attentively.

This question is related to reding slowly and thoroughly to make sure that they comprehend the text. For this question, five of the respondents stated always and one of them stated usually. From this statement, it can be seen that almost all of the respondents read slowly and carefully to make sure understand the reading text.

14. Review the text first by looking at characteristics like length and organization.

This question implied that reading through first and examining elements like length and arrangement would be appropriate. For this question, four of the respondents stated always, one of the respondents stated sometimes and the other one stated usually. From this statement, it can be inferred that the majority of the respondents read the text first and next focusing elements like length and structure.

15. Focus on each word and sentence as they read the text carefully

The final query concerned on reading carefully and paying close attention to each word and sentence. For this question, three of the respondents stated sometimes, two of the respondents stated always and the other one respondent stated occasionally. From this statement, it can be concluded that half of the respondents read closely and pay attention to every word and sentence.

Reading is crucial because it helps children learn other aspects of the English language. The students should have more knowledge to back up their ability to start the sills based on what they have acquired from reading, and they will be able to express the idea depending on their preferred mode of expression. Reading is a crucial activity in life that one can use to update their knowledge, say Patel et al (2008: 113–114). Reading serves as a way to extend and strengthen one's language skills in addition to being a source of information and enjoyable pastime. It's unquestionably a crucial task

for gaining more language proficiency. To broaden one's mind and gain an insight of another culture, reading is essential.

This study analyzing reading strategies of the second semester students at English Literature Study Program. It was revealed that there are several reading strategies that they use in reading class such as KWL, previewing, story mapping, skimming and scanning. The students more suitable using KWL in reading because it is simpler and they can gain more explanation about a text. The least frequently used strategy is previewing. Generally speaking, the students use different strategies in reading and they find it very helpful.

Conclusion

When reading, the reader and the text communicate with one another, resulting in the interaction of the reader's social and contextual environment with all of the schematic information. The capacity to read, understand, and interpret written words on a page of an article or other reading material is referred to as reading skills. A person with strong reading comprehension abilities will be able to quickly absorb textual material while reading.

Based on the study findings, reading strategies are crucial for assisting students in comprehending an English book. The questionnaire findings show that most of the second semester students at Literature Study Program are familiar with the reading strategies. It also answers the question that already stated in the introduction: what are the reading strategies that used by the second semester student of English literature study program and how it can help them to understand an English text. The reading strategies that used by the second semester student are KWL, previewing, story mapping, skimming and scanning. All of the reading strategies proven can help them understand an English text. Hopefully, the findings of the study can help the students get better understanding about reading strategies and take action to improve their reading skill. Moreover, the result of this study may also help the lecturer determine the appropriate reading strategies for their class.

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