

Exploring Reading Strategies among English Education Students in Reading Academic Journal Articles

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ABSTRACT

Reading academic journal articles often poses problems for EFL university students due to shopisticate language, unfamiliar vocabulary, and dense information. Therefore, the current study aims to explore the reading strategies utilized by English Education students when interacting with academic journal articles and to ascertain how these tactics help their comprehension. A total of 35 students from Universitas Negeri Semarang majoring in English Education Study Program participated in a descriptive qualitative study. The data was gathered by the SORS questionnaire and semi-structured interviews. Mean scores were calculated from questionnaire data, followed by thematic analysis used on interview data to achieve a greater insight into students' strategy utilization. The data demonstrated that students employed three categories of reading strategies: global reading strategies, problem solving strategies, support reading strategies. Overall, students' strategy use fell into the moderate to high categories, with no strategies categorized as low. Within the three types of strategies, PROB were used most often (M= 3,95), indicating that students tend to focus on dealing directly with difficulties encountered during reading. Overall, the results indicate that English Education students actively utilize diverse reading strategies to support students in comprehending academic journal articles.

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INTRODUCTION

Reading is a vital ability in acquiring proficiency in English particularly for university students who are required to comprehend various types of academic texts. Since most university materials are written in English, students are required to have good reading skills to understand any academic text they read (Fitriana, 2018). Unfortunately, reading academic texts is a challenging activity because it requires focus, effective strategies, and careful understanding (Indriyani & Pertiwi, 2021). Academic reading differs from other kinds of reading because the texts vary in length and difficulty, and they are often challenging due to the use of complex language, difficult vocabulary, and sophisticated sentence structures (Sohail, 2015). Students often report several challenges in academic reading, including complex grammar and vocabulary, unfamiliar text structures, formal language, difficult topics, lack of prior knowledge, and problems with maintaining concentration (Al-jarrah & Ismail, 2018; Anwar & Sailuddin, 2022).

Therefore, developing effective reading strategies becomes crucial for students to successfully comprehend academic texts. Reading strategies are steps taken by readers to overcome difficulties due to a lack of language knowledge and to ascertain the core meaning of the text (Yang, 2007). If someone does not have sufficient language skills, they will employ diverse reading strategies to assist them understand the topic materials. Students employing reading skills is ready to comprehend the key ideas, explain difficult parts, and summarize the text so that they can overcome reading problems and improve their reading comprehension (Banditvilai, 2020). Using reading strategies can help students to deal with linguistic obstacles, enhance their awareness of how they understand and learn the language, and build confidence in reading, especially when their engagement with English beyond the classroom is restricted (Al Raqqad et al., 2019).

...In understanding academic reading processes, reading strategies are commonly categorized into several constructs that describe how readers interact with texts. A commonly used classification was proposed by Mokhtari & Sheorey (2002), who divide reading strategies into three main categories: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Reading Strategies (SUP). Global Reading Strategies focus on how readers plan and manage their reading by setting goals and gaining an overall understanding of the text. Problem Solving Strategies are applied when readers encounter difficulties during reading, helping them deal with challenging parts of the text and improve comprehension. Meanwhile, Support Reading Strategies involve the use of additional aids, such as note-taking or reference tools, to assist readers in understanding the text more effectively.

Existing literature has discussed students' use of reading strategies in facilitating their comprehension of academic texts. A previous study by Nasution et al. (2018) at IAIN Padangsidempuan examined the reading strategies used by successful readers and identified the most dominant strategies. This study adopted a descriptive qualitative case study method, and the findings indicated that students employed diverse strategies, such as identifying text types, focusing on the first and last paragraphs, and reading key sections. Another study by Dewi & Salmiah (2019) examined students' reading comprehension strategies through interviews and observations involving English education students and lecturers, revealing that most learners relied on bottom-up strategies. In the discipline of EFL reading in Saudi Arabia, Altalhab (2019) reported that students were realized of multiple types of reading strategies, with GLOB being the great commonly utilized.

In addition, Pratiwi et al. (2024) examined the reading strategies used by 37 sixth-semester English education students by using SORS and doing interviews. The research indicated that learners frequently employed Problem Solving Strategies. Chen & Chen (2015) executed a comprehensive study in Taiwan with 1,259 high school students, revealing significant understanding of reading strategies, and indicating that female students utilized

these strategies are used more frequently than the male students. Lastly, Ferdinandus & Simantuak (2022) examined students' reading strategies and difficulties in reading academic articles at Pattimura University through surveys and interviews. The research indicated that students regularly used GLOB Strategies, PROB Strategies, and SUP Strategies. However, they still had trouble with words they didn't know and putting ideas together in the text.

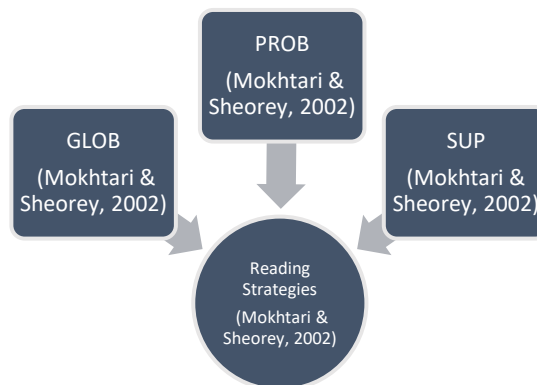
Considering the result of previous studies, it can be inferred that employing suitable reading strategies has a significant impact in improving students' ability to understand academic texts. However, although many studies have examined students' reading strategies, most previous studies have focused on general academic texts or paragraph comprehension, rather than academic journal articles specifically. This indicates that a necessity exists for further investigation into reading strategies employed by English Education students when reading academic journal articles. In line with this research gap, the present study addresses the following research questions: 1) What reading strategies are used by English Education students when reading academic journal articles? and 2) How do these reading strategies help English Education students in comprehending academic journal articles?

Therefore, the study aims to explore the reading strategies used by English education students in reading academic journal articles and provide insight on how these strategies help in reading academic journal articles. Therefore, the study aims to explore the reading strategies used by English education students in reading academic journal articles and provide insight on how these strategies help in reading academic journal articles. In terms of theory, this study is expected to enrich the existing literature by offering significant insight into the strategies employed by students while addressing with academic journal articles. From a practical perspective, this study is expected to provide valuable guidance for students in improving their academic reading skills and for teachers or lecturers in designing reading instructions that help students deal with academic journal articles.

To achieve these aims, this study adopts the conceptual framework developed by Mokhtari & Sheorey (2002), which categorizes reading strategies into three main types: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Reading Strategies (SUP), as illustrated in Figure 1.

Figure 1

Conceptual Framework of Reading Strategies (Mokhtari & Sheorey, 2002).



As shown in Figure 1, the conceptual framework adopted in this study is based on the classification of reading strategies proposed by Mokhtari & Sheorey (2002). The framework

provides a theoretical foundation for the development of the research instrument described in the following section.

RESEARCH METHODS

Research Design

The present study applied a descriptive qualitative approach in exploring reading strategies utilized among students in the English Education Study Program when reading academic journal articles. A qualitative approach was chosen because it allows for a comprehensive knowledge of their experiences, perceptions, and behaviors of participants in their natural environment (Creswell, 2014). This design is particularly suitable for achieving the research objectives, as it allows researchers to capture the complexity and picture of how students apply various reading strategies in an academic context.

This study used questionnaires as a supporting tool in the framework of identifying initial patterns of strategy use and to inform the development of interview questions, rather than as a stand-alone quantitative measurement. This research design ensures that the study maintains its qualitative focus while utilizing questionnaire data in order to explore and expand the qualitative investigation.

Participants

The current study involved 35 participants from the English Education Study Program at Universitas Negeri Semarang. The selection of these participants according to their experience in reading English journal articles through courses such as Extensive Reading and Research Methodology. These criteria ensured that the participants had sufficient exposure to academic journal articles and could provide meaningful insights. The selection of participants from a single study program allows for a more focused investigation of strategies to read within the context of reading journal articles.

Data Collection Methods and Instruments

In this current study, authors used two data collection methods, namely questionnaires and semi-structured interviews. The Survey of Reading Strategies (SORS) developed by Mokhtari & Sheorey (2002) was used in this study. SORS is a standardized instrument crafted to assess the degree of awareness and the frequency with which reading strategies are employed by learners of a second or foreign language (Mokhtari & Sheorey, 2002). This instrument contains 30 statements that are assessed by respondents using a five-point scale, with values starting from 1 (signifying that the strategy is rarely or never used) to 5 (indicating that the strategy is always or often used). Students answer each statement by Select the most suitable option from the scale presented in Table 1 below:

Table 1

Likert Scale for SORS

Category	Scale
'1'	'I never or almost never do this'
'2'	'I do this only occasionally'
'3'	'I sometimes do this'
'4'	'I usually do this'
'5'	'I always or almost do this'

The instrument categorizes reading strategies into Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). The SORS was chosen because it has been proven effective in measuring reading strategy awareness and was studied extensively used in previous ESL/EFL research to evaluate strategy use in various learning contexts (Mokhtari & Sheorey, 2002).

Although SORS produces numerical data, in this study it served to identify general patterns of strategy use and to support the development of interview questions. Semi-structured interviews were then conducted to obtain deeper explanations about how students approached journal articles. The interview guide was formulated based on SORS categories and the questionnaire results. All interviews have been recorded with approval from the participants along further processed for analytical purposes.

Data Analysis Methods

In this current study, the data analysis consisted of descriptive statistical analysis for questionnaire and using thematic analysis for interview data. Questionnaire responses were organized and calculated to determine the average score for each item and each strategy category (GLOB, PROB, and SUP). This descriptive statistical approach was appropriate for identifying general patterns and levels of strategy use among participants, providing a quantitative overview that complemented the qualitative findings.

Interview transcripts were examined utilizing thematic analysis through a systematic six-step methodology: data familiarization, first coding, topic identification, theme evaluation, theme definition and selection, and final analysis output (Naeem et al., 2024). This method was chosen because it is flexible and suitable for finding, evaluating, and conveying patterns in qualitative data. The results of the questionnaire and interviews were then integrated to provide an insight into how students use various reading strategies when interacting with academic journal articles.

FINDINGS

In this section reports findings from both questionnaires and interviews, which reveal various students’ reading strategies when reading academic journal articles. The initial analysis involved calculating the average score from questionnaire responses for each type of strategy. These average scores were then classified using the classification framework from Oxford and Burry-Stock (1995), which distinguishes three levels of strategy use: mean > 3,5 (high), mean 2,5-3,4 (moderate), and mean < 2,4 (low). Based on classification system, the mean scores for the three strategies are listed in Table 2/

Table 2
Participants’ Mean Score of SORS

No	Reading Strategies	Mean	Category Level
1	Global Reading Strategies (GLOB)	3,79	High
2	Problem Solving Strategies (PROB)	3,95	High
3	Support Strategies (SUP)	3,59	High
Total		3,78	High

Through Table 2, this study found that students of English education are realize of what strategies to use when reading academic journal articles. These results are strengthened by the high mean score for overall strategy use (M= 3,78). Based on the questionnaire results, it appears that

PROB obtained the highest mean score (M= 3,95), indicating that this strategy is most commonly implemented by students. GLOB ranked second (M= 3,79), while the SUP had the lowest mean score (M= 3,59).

Global Reading Strategies (GLOB)

The GLOB Strategies is used at the second highest level after PROB Strategies, with a mean 3,79. This strategy helps readers manage and direct their reading process, especially when interacting with academic journal articles. The mean for each item from highest to lowest in this strategies listed in Table 3:

Table 3
The Mean Score of each Statement in GLOB

No	Strategy	Mean	Level
1	Matching content with purpose	4,37	High
2	Previewing the article	4,17	High
3	Review text structure	4,17	High
4	Activating prior knowledge	4,08	High
5	Distinguishing the important parts	3,97	High
6	Using context clues	3,97	High
7	Reading with purpose	3,91	High
8	Monitoring comprehension	3,85	High
9	Using textual features	3,74	High
10	Verifying predictions	3,45	Moderate
11	Critical evaluation	3,31	Moderate
12	Making predictions	3,31	Moderate
13	Using visual aids	2,94	Moderate

Table 3 shows that the highest score in GLOB was checking the content of journal articles that were relevant to the reading purpose (M= 4,37). This highest score was supported by the statement from participant below:

“When reading, I consider whether or not the substance of the journal article matches the reason I planned to read it because I have high hopes that the article's content will fit into the reason I decided to read it. If there is a match, I continue reading. Also, when reading a large number of articles, it saves my time in searching for reading references.” (Student. 5, Interview)

The next ranking is followed by the strategy of getting an overview of journal articles (M= 4,17), and checking out the organization and the length of the text before reading the whole article (M= 4,17). These results were supported by the interview. The statements are show below:

“Before reading the entire article, I always read the abstract first. It's like a synopsis that gives me an overview of the content of the journal article I'm about to read. Then, by paying attention to certain parts of the journal article, I can determine whether it suits my purposes and decided whether to continue reading or not.” (Student. 15, Interview)

Another dominant strategy used is using prior knowledge when reading academic journal articles (M= 4,08). This strategy supported by statement from the participant below:

"When I have prior knowledge, I can grasp the information in journal articles more quickly. For example, when I want to find a topic about speaking, speaking has many aspects, so it really helps to grasp complex information. Besides that, if there are reference words such as that or this, it would be very helpful to clarify which meaning they refer to." (Student. 1, Interview)

In contrast, several Global Reading Strategies items were used at a moderate level. These included verifying predictions about the article content (M= 3,45), critically analyzing and evaluating information (M= 3,31), making guesses about the content while reading (M= 3,31), and integrating graphic parts such as diagrams, data tables, and pictures to enhance understanding (M= 2,94).

Furthermore, based on the interview results, students' responses regarding the use of GLOB were categorized into three themes.

Easier to Understand the Content of Journal Articles

This theme is reflected in students' responses to item number 3.

- S1: "When I have prior knowledge, I can grasp the information in journal articles more quickly. For example, when I want to find a topic about speaking, speaking has many aspects, so it really helps to grasp complex information."
- S5: "It makes it easier to understand the content of articles. If we don't have any prior knowledge, it will take a long time to understand. Therefore, prior knowledge helps me to understand more comfortably and easily."
- S6: "With background knowledge, it will help me understand more deeply what the author is talking about, easily understand complex sentences, and easily understand the details of the information."
- S25: "If I have background knowledge, it helps me understand the content of the journal article."

Time Efficiency

This theme is reflected in students' responses to item number 4, 6, 12, 17

- S1: "Usually, I read the abstract first to make sure it matches my initial purpose for reading the journal article. In addition, I skim the literature review section so I can quickly find what I'm looking for."
- S5: "Sometimes, I use context comprehension to be more time efficient and get to the point directly. In addition, I also start reading journals by reading the abstract to acquire an overview. And, I hope the content of the article matches my purpose. If it does, I continue reading, because when reading a large number of articles, it saves time."
- S15: "I always make sure that the journal article I am reading is in line with my objectives, because if it is not, it will waste time searching for journal article references. Also, if there are words that are difficult to understand, I use contextual clues to grasp the meaning more quickly."
- S25: "Determining whether the journal article is relevant with what I want to know or not helps me decide whether to continue reading or not, which saves time in searching for journal article references."

Maintaining Focus during Reading

This theme is reflected in students' responses to item number 1.

- S1: "I also read journals based on my goals, thinking about what topics I want to read about, so that I can focus on the topics I want to explore more deeply."
- S5: "Because I don't read casually, I have a goal of reading articles, whether for assignments or research writing. With that goal in mind, I can focus on reading and finding the information I want to find in journal articles."
- S25: "If I have a goal of reading an article about something, I can immediately understand the main point without losing focus on unrelated things."

The results from questionnaire and interviews show that GLOB are used at a high category and help students read academic journal articles. Students generally set reading goals, review the overview and structure of the article, and use background knowledge to comprehend the content more easily. Based on the interview results, this strategy is useful for improving comprehension, saving time, and maintaining focus while reading. However, some more critical strategies, such as making predictions, evaluating information, and utilizing visual elements, are still used at a moderate level.

Problem Solving Strategies (PROB)

Based on mean result, Problem Solving Strategies (PROB) shows the top score (M= 3,95) compared to the other two categories. Items in this strategy generally relate to the steps taken by readers when encountering challenging parts. The mean for each item from highest to lowest in this strategy listed in Table 4.

Table 4
The Mean Score of each Statement in PROB

No	Strategy	Mean	Level
1	Rereading difficult parts	4,48	High
2	Refocusing when losing concentration	4,28	High
3	Reading slowly and carefully	4,11	High
4	Taking extra focus to challenging parts	4,08	High
5	Guessing unfamiliar word meaning	4,05	High
6	Visualization information	3,62	High
7	Pausing to reflect information	3,57	High
8	Adjusting reading speed	3,4	Moderate

Table 4 shows that PROB was the most highly ranked strategy used by English education students when reading journal articles. This was demonstrated by the most dominant strategy, which was rereading difficult sections (M= 4,48). This data is also supported by interview with student who said:

"If I found a section that is difficult to understand, I often reread it, especially the discussion section, especially if it presents quantitative research data in the form of statistical data. I need to reread it to guarantee the clarity of the data and to match the author's intention in presenting the data." (Student. 6, Interview)

Other strategies followed by refocusing when losing concentration (M= 4,28) and reading slowly and carefully (M= 4,11). This data is reinforced by statements from several English education students when reading journal articles. The statements are show below:

"When reading journal articles, I have lost concentration due to my noisy surroundings and the content of the journal articles being too difficult to understand. To regain focus, I usually take a short break to stabilize my mood and then read the article again. The benefit I feel from refocusing my mind is that it allows me to be more focused in understanding the journal articles." (Student. 25, Interview).

Next participant said that:

"My reading speed depends on the type of article, the complexity of the sentences, and the style of language used. If the language is rigid and academic, it will definitely take longer. If the language is easy, I can finish in one sitting." (Student. 5, Interview)

Additional Problem Solving Strategies (PROB), for instance taking extra focus on challenging sections (M= 4,08), predicting the meaning of words that are unfamiliar from context (M= 4,05), visualizing information (M= 3,62), and pausing to reflect on the content (M= 3,57), were also used at a high level. In contrast, adapting reading speed according to the type of journal article was employed at a moderate level (M= 3,40).

Furthermore, interview results regarding the use of PROB in reading academic journal articles were grouped into two main themes.

Capturing New Vocabulary

This theme is reflected in students' responses to item number 28.

- S1: "If there is an unfamiliar word, I usually guess by looking at the context or looking at the words before and after it. In this way, my vocabulary increases."
- S5: "Sometimes, I use context when I suddenly got an unfamiliar word, so when I encounter that unfamiliar word, I gain new vocabulary."
- S15: "I usually read the words before and after to understand unfamiliar or difficult words, so I learn new vocabulary."
- S25: "Several times, I try to understand through contextual clues. The benefit is that I gain new vocabulary that fits the context without having to open a dictionary."

Easier to Understand the Information

This theme is reflected in students' responses to item number 7, 11, and 19.

- S1: "By visualizing information, I can get a clearer picture of the implementation process and more easily understand the author's point."
- S5: "If the information from the journal article is visualized, it is easier to understand, because I am the type of person who learns through visuals."
- S6: "I read more slowly when the text contains important information. That way, I understand better what the author is saying. In addition, if the information is difficult to read, I will harden each word. Usually, I also try to visualize the information to make it easier for me to understand complex sentences."
- S15: "When reading journal articles, I often process information through visualization and analogy, so that it is easier for my mind to accept and understand."
- S26: "I usually imagine it in my mind, like this happened because of that, so there is a sequence of events that I can imagine and make it easier to grasp the information from the journal article. Sometimes I also change my reading speed so that I can better understand the important parts of a journal article."

Based on questionnaires and interviews, PROB became the strategy primarily applied when reading academic journal articles. Students tended to reread difficult passages, slow down their reading speed, refocus their attention, guess the meaning of vocabulary from context, visualize information, and pause to comprehend the substance of the article. This strategy helps them understand complex information and capturing new vocabulary, although reading speed adjustment is still used at a moderate level.

Support Strategies (SUP)

This strategy included strategies that help readers maintain comprehension, especially when they encounter unfamiliar vocabulary or need additional help in reading journal articles. The mean for each item from highest to lowest in this strategy listed in Table 5.

Table 5
The Mean Score of each Statement in SUP

No	Strategy	Mean	Level
1	Marking important parts	3,88	High
2	Self-questioning	3,77	High
3	Using dictionary	3,71	High
4	Thinking bilingually	3,62	High
5	Making textual connections	3,6	High
6	Restating ideas	3,48	Moderate
7	Translating into first language	3,45	Moderate
8	Reading aloud	3,42	Moderate
9	Taking notes	3,37	Moderate

Support Strategies (SUP) ranked lowest compared to PROB and GLOB. Table 5 shows that the most frequently used strategy in SUP is marking important parts of the academic journal article (M= 3,88). This data is reinforced by statements from several English education students when reading academic journal articles. The statements are show below:

“I usually mark the important parts of the article with colors, such as the introduction, methods, findings and discussion, and conclusion, so that when I want to read the article again, I don't need to reread it. I can immediately highlight the parts I have marked and remember what those marked parts mean.” (Student. 1, student. 6, student 25, Interview)

The questionnaire results followed the strategy of asking themselves questions about things they hope to find answers to in the journal article (M= 3,77), and using a dictionary (M = 3,71). Through interviews, the author found several statements below:

“When reading journal articles, questions often come to mind. What are the results of the research in the journal article, and do these questions help me guess the content of the article? With these questions in mind, I become more motivated to find out the content of the article, whether the questions in my mind are correct or not.” (Students. 25, Interview)

Next participant said that:

“When I found vocabulary that I don't know and can't understand in context, I open a dictionary. From there, I immediately understand the meaning of the sentence without

having to guess, without misunderstanding, and of course I learn new vocabulary and its meaning." (Student. 5, Interview)

In addition, thinking about the content in both English and Bahasa (M= 3,62) making textual connections (M= 3,60) were also used at a high level. In contrast, numerous strategies were employed at a moderate level, such as paraphrasing concepts (M= 3.48), translating the material into Bahasa (M= 3.45), reading aloud when encountering difficulties (M= 3.42), and making notes while reading (M= 3.37).

Furthermore, the interview results related the usage of Support Strategies (SUP) in reading academic journal articles were grouped into two main themes.

Easy to Find when Review the Academic Journal Articles

This theme is reflected in students' responses to item number 10.

- S1: *"I give color highlights to important parts, such as objectives, participants, methods, and findings. Because university students read many journals, when I want to reread, it is easier to find important points, so I don't have to reread."*
- S6: *"Highlights help when reviewing again so that I can focus immediately and don't have to reread."*
- S15: *"I often highlight or underline sections in the findings and conclusions. So, when I want to reread, I can find them immediately."*

Does Not Cause Misunderstanding

This theme is reflected in students' responses to item number 13.

- S1: *"I will open the dictionary if I encounter a sentence that is completely unfamiliar, so I can understand the meaning of difficult words without guessing."*
- S6: *"I will open it when I encounter an important section but it uses difficult words, so that I do not misunderstand, gain insight into the information, and more confident in my comprehension."*
- S15: *"When I encounter a word that is completely unfamiliar, I open the dictionary to be sure of its meaning and avoid misunderstanding the information."*
- S25: *"I need the dictionary for unfamiliar words, words that I don't understand in context. That way, I immediately know the meaning of the sentence without having to guess, and I don't misunderstand the author's intention."*

According to the findings from the questionnaire and interviews, Support strategies (SUP) are the least implemented strategies. However, it still contributed to students' comprehension of academic journal articles. Students most often highlight important sections, ask questions, and use dictionaries. This strategy helps students review articles more easily and avoid misunderstanding information, while strategies such as summarizing in their own words, translating, reading aloud, and note taking are still used at a moderate level.

DISCUSSION

Analysis of questionnaire and interview data shows that 35 English Education students participated in this study use various reading strategies when processing academic journal articles, which fall into three main categories: GLOB strategies, PROB strategies, and SUP strategies. Among these, PROB were the most frequently utilized, succeeded GLOB and SUP strategies. The finding of this study aligns with previous studies conducted by Dangin (2020), Ilma (2023), Mukhlif & Amir (2017), Nisrina (2023), Pardede (2022), Pratiwi et al. (2024), *Journal of English Teaching*, 12(1), February 2026. 52-65, DOI: <https://doi.org/10.33541/jet.v12i1.7701>

Rizqi et al. (2018), and Suharni (2017) which stated that PROB were the dominant strategy used and SUP were rarely used.

Through this study, findings show that there were no reading strategies used in the low category. The report exposed the reading strategies used were in the moderate and high level. These results are consistent with previous research by Rizqi et al. (2018), and Suharni (2017), which indicated that all students were aware of using reading strategies to understand texts, especially academic texts in the form of academic journal articles.

Regarding the Global Reading Strategies (GLOB), the highest mean was achieved by the strategy of verifying the alignment of the journal article's content with the reading purpose ($M= 4,37$). This strategy also emerged as a frequently used approach in the study by Pratiwi et al. (2024), with an average score of 4,00 ranking fourth among 13 global reading strategies. Although the study by Pratiwi et al. (2024) ranked fourth, these findings help demonstrate the important of this strategy in the context of academic reading. Further interview data confirmed that students consciously evaluate the relevance of articles to save time and focus on material that directly supports their academic needs.

For Problem Solving Strategies (PROB), the most dominant item was rereading difficult parts of journal articles ($M= 4,48$). This finding reflects students' efforts to overcome comprehension barriers when encountering complex academic language or dense information. Interview data indicated that students particularly apply this strategy when reading sections such as finding and discussion part, which often contain technical terms and statistical information. This finding was supported by the findings of Altalhab (2019), and Suharni (2017) who found that the rereading strategy often choose by students in the field of both problem solving strategies and overall.

In terms of Support Strategies (SUP), although this category had the lowest overall rating, the most frequently used item was marking or underlining important parts of the journal article ($M= 3,88$). This indicated that students still rely on physical or visual aids to support comprehension. Interview findings show that students often use highlighting to identify key sections such as the introduction, methods, and findings, which supports efficient rereading. This discovery is verified from previous research by Lloyd et al. (2021), and Tseng et al. (2015) which uncovered that the strategy of marking important parts can help students recognize and understand unfamiliar vocabulary, illustrate main ideas and simplify difficult sentences.

Overall, these findings provided insight into how reading strategies support students in understanding academic journal articles. Global Reading Strategies (GLOB) help students read more efficiently by setting clear goals, previewing the structure of articles, and deciding early whether a text is relevant, which saves time and helps them stay focused while reading. Problem Solving Strategies (PROB) aid students whenever the content becomes challenging, as strategies such as rereading, slowing down, visualizing information, and using contextual clues help them understand complex sentences and learn new vocabulary without immediately relying on a dictionary. Support Strategies (SUP) further assist students by helping them avoid misunderstanding and making articles easier to review, through activities such as highlighting important sections, using dictionaries when needed, and revisiting key information.

CONCLUSION

This study concludes that 35 English Education students at Universitas Negeri Semarang actively apply various reading strategies to help them understand academic journal articles. In accordance with the research objectives outlined in the introduction, this study indicates

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the utilization with effective reading strategies has the potential to enhance students' understanding while reading academic journal articles more effectively. Moreover, students do not rely on just one strategy when reading, but combine various strategies to overcome difficulties and maintain understanding. Problem solving strategies emerged as the strategy repeatedly employed, indicating that students tend to respond directly to challenges that arise during reading. At the same time, global reading strategies, and support strategies are also useful in helping students organize their reading process and provide additional assistance when needed.

In accordance with these results, it is suggested that educators explicitly introduce and practice reading strategies in courses that require students to read academic journal articles, such as research methodology, extensive reading, or academic reading courses. Future research could involve a larger number of participants, focus on how teaching reading strategies affects other factors to acquire a greater knowledge of student's academic reading process.

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