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A Survey on English Language Learning Reading Strategies of The Indonesian Senior High School Students

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ABSTRACT

This article aims at finding out the reading strategies used by Indonesian 10th graders. This research uses survey in collecting data. To achieve the objectives, 104 questionnaires were administered to all participants. The researcher used mean as the measurement to determine the category of usage level for each category of reading strategy. The survey questionnaires are those developed by Mokhtari and Sheorey (2002) named Survey of Reading Strategies (SORS). The reading strategies here are based on the SORS questionnaire which is global reading strategies, problem solving strategies, and support strategies. The research found that students' usage on reading strategies is high with students' preference of problem solving strategies. Some suggestions are made by the researchers regarding with the finding and discussion of this study. The suggestions are made for the English teacher which can help them to enhance the student's learning better, as for the students can make them know about how to apply reading strategies used by them well, and also for the next researcher that have similarities with this study can use this study as the reference or as an introductory research.

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1. Research Background

Reading is the most important skill among those four skills in academic contexts because most students that learns English as foreign or second language learn a lot of information from reading. Through reading, students can acquire many vocabularies that can increase their speaking and writing ability. Students who learn English should also read many English books to increase their knowledge not only from school's textbook but also from other source of reading like online materials English. Also, students must have their own way to read to obtain new information appropriately. [1]Suchona and Urmy (2019: 42) adds that: "Reading is an active process of constructing meanings of words. People who read with purpose can focus their attention on their goals to achieve meaning and information. However, the reasons for reading can vary. Nevertheless, the primary purpose of reading is to understand the meaning of the text. Thus, reading can also be called as a thinking process. This allows the reader to use what he or she may already know, also called prior/background knowledge"

[2]Boonkongsaen, Verapreyagoon and Sujinpram (2016) add that For English as a Second Language (ESL) or English as a Foreign Language (EFL) learners, the ability to read English texts effectively has been one of the essential skills in their educational advancement. Of all the four language skills, reading skill is necessary for students studying at the tertiary level. Students need to be equipped with this skill when they reach higher education as some textbooks and journals are written in English.

Meanwhile, one of strategies to overcome the reading difficulties is by introducing reading strategies to the students. [3]Raqqad and Ismail (2019) also say that the use of reading strategies by the learners of language will help them overcome language barriers, become more conscious of the comprehension and learning method of the language and develop confidence in learning reading which has a low level of exposure to English outside the classroom. Reading strategies offer a way to do this, and the guidance on reading approaches should be included in the curriculums for English.

Furthemore, [4]Sheorey and Mokhtari (2002) explains that reading strategies divided into three categories, namely cognitive, metacognitive and support strategies. First, the cognitive strategy is the cautious actions that the readers take when the comprehension problems develop. Second, the metacognitive strategy is the further planning and comprehension monitoring techniques. Third, support strategy is the tools which the readers use to solve the problem they are facing. Although there are so many strategies above, students are expected to increase their reading comprehension skill not only for English but for all school's subjects also they will do all the way better in school.

Many researchers use the kind of survey research to know about the various strategies used by the readers when they read a text or book. One of the instruments used in survey research is questionnaire. One of them is questionnaire developed by [5]Mokhtari and Sheorey (2002) named Survey of Reading Strategies (SORS). This questionnaire measures three categories of reading strategies, which are global reading strategies (GLOB), problem solving strategy (PROB), support strategies (SUP). Global reading strategies (GLOB) are those intentional, carefully planned techniques by which learners monitor or manage their reading. Problem

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solving strategies (PROB) are the actions and procedures readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information. Support strategies (SUPP) are basically support mechanisms intended to aid the reader in comprehending the text. [6]Kovács (2018:55) explain that an advantage of SORS is that it may also help students develop a better awareness of their reading strategies and realize if there are any strategies which they have not used before but could be helpful in improving their reading efficiency.

From the abovementioned explanation, the researcher conducted a survey on the reading strategies used by high school students to find out what strategies applied by the students to comprehend English material maximally.

The Essence of Reading

Reading is a vital skill to be used in school and throughout life. [7]Kucukoglu (2012) says that reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.

Reading is a cognitive process. No two readers will ever give the same meaning for a given text and no reader's meaning will ever completely agree with the writers meaning. Making sense of text involves complete control, by both the readers and the writers, of how language works and how texts are constructed. (Cadena, 2006, p. 36). In order to be a good reader, one must have a predictive strategy that is belong to their own knowledge of the world to properly integrate information from unknown vocabulary, language structure, phonics to know the answer from what the text says but this condition will only work if the readers didn't mix the information at any given moment in the reading act or else reading problems will occur, like reading will not be fluent, comprehension will be poor, reading speed will be slow and/or retention of information will be impaired [8](Smith, 1996).

In learning English, there are four skills that should be learned which is reading, writing, listening, and speaking. [9]According to Brown (2001, p. 232), language performance are divided into two forms. The first one is productive performance consisted of oral and written. The other one is receptive performance which consists of aural or auditory and reading. Those two forms are already used by all students who learn a language since we were young.

Among those four skills, reading seems to be the most important skill. [9]Brown (2001, p. 232) said that reading is treated as one of two or more interrelated skills. A course that relate with reading skill will also interrelated with speaking, writing and listening skills.

Skilled readers, according to Snow, Burns, and Griffin (2008), are good in comprehending. They differ from unskilled readers in their use of general world knowledge to comprehend text literally as well as to draw valid inferences from texts, in their comprehension of words, and in their use of comprehension monitoring and repair strategies. Skilled readers approach the reading task with some general tendencies. For example, they tend to be aware of what they are reading; they seem to know why they are reading; and they have a set of tentative

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plans or strategies for handling potential problems and for monitoring their comprehension of textual information.

Reading Strategies

[10]Karami (2008) says that reading is an integral part of academic affairs and it is equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading. Many articles and, indeed, whole books have been devoted to investigating reading. However, little research has been done to explore the nature of the reading strategies. [11]Helping students to be aware of and master diverse reading strategies allows them to be proficient and independent readers (Booth & Swartz, 2004). A strategy is an individual‘s understanding approach to a task that should be achieved. A strategy used by someone like how a person thinks and acts when planning and evaluating his or her study behavior. [12]In fact, successful people are good strategy users; they know how to use a variety of goal-specific tactics, execute a planned sequence, and monitor their use (Weinstein & Mayer, 2005).

[7]Küçükoğlu (2013) says that such strategies like predicting, visualizing, making connections, summarizing, questioning, and inferring can improve someone’s reading comprehension. Predicting help the readers set a goal for their reading and also good reader can use their experience and knowledge to make prediction and formulate ideas as they read. Visualizing requires the reader to make an image of what they read. [7]The image is stored into the reader’s mind as the form of the reader’s understanding toward the text they read (National Reading Panel, 2005 cited in Küçükoğlu, 2013, p. 710). Making connection can also make the reading comprehension improved. When reading, the reader can make a connection of what they read with what they experience, knowledge, belief and also things that happen around the reader. Summarizing requires the reader to determine what is important when reading and to think of the information in his/her own words. Also in summarizing, reader can differ the main idea from its supporting idea. Readers can use the questioning before, during, and after reading. Questioning requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information. Through inferring, readers will be able to make a conclusion, prediction, identify the main idea of the text, etc., [13](Harvey & Goudvis, 2000).

[9]According to Brown (2001), the most important thing in reading comprehension is a matter of developing appropriate and efficient comprehension strategies. In his book, [9]Brown (2001) said that there are ten strategies that can enhance reading comprehension which is (1) Identify the purpose in reading, (2) Use graphemes rules and patterns to aid in bottom-up reading, (3) Use different silent reading techniques for relatively rapid reading, (4) Skim the text for main ideas, (5) Scan the text for specific information, (6) Use semantic mapping or clustering, (7) Guess when you aren't certain, (8) Analyze vocabulary, (9) Distinguish between literal and implied meanings, (10) Capitalize on discourse markers to process relationships.

Another strategy that can improve students’ reading comprehension called CSR (Collaborative Strategic Reading). CSR is a reading comprehension practice that combines two

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elements: (a) modified reciprocal teaching and (b) cooperative learning or student pairing. In reciprocal teaching, teachers and students take turns leading a dialogue concerning key features of text through summarizing, questioning, clarifying, and predicting. CSR actually designed by combining modified reciprocal teaching with cooperative learning. CSR consist of four comprehension strategies that can be applied by students before, during, and after reading in a small cooperative group. These reading strategies are: (a) preview (before reading), (b) click and clunk (during reading), (c) get the gist (during reading), and the last (d) wrap up which is after reading [14](Bremer et al, 2002).

[5]Based on Sheorey and Mokhtari (2001) in their study, there are three kinds of reading strategies which include global reading strategies, problem solving strategies and support strategies. Global reading strategies are those intentional, carefully planned techniques by which learners monitor or manage their reading. Such strategies include having a purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. Problem solving strategies are the actions and procedures readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information. Examples of problem solving strategies include adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and re-reading the text for improved comprehension. Support strategies are basically support mechanisms intended to aid the reader in comprehending the text such as using a dictionary, taking notes, or underlining or highlighting the text to better comprehends it. In their study, they also developed an instrument called SORS questionnaire. [15]A study by Wilujeng (2016) explores the reading strategies used by students viewed from their ability in using English. The result from this study revealed that most of the students use Problem Solving Strategies that consist of *try to stay focus in reading* (48%), reading slowly and carefully (40%) and reading go back and forth for better understanding (20%).

2. Methods

This study used quantitative approach because the researcher's purpose was to get the information about reading strategies used by the 10th grade students of SMAN 1 Batu. [16]Ary et al (2002, p.22) states that quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. Quantitative approach is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2013, p. 32). The researcher used quantitative survey research design as the method to collect the data by using questionnaire completed by the students Batu City 1 High School, East Java, Indonesia. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection—with the intent of generalizing from a sample to a population [17](Fowler, 2008). As for the validity and reliability of the

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instruments (SORS) has been field tested by the previous researcher [15](Wilujeng, 2016) using Product Moment Correlation Method. But the researcher has also checked the instrument for its validity and reliability to as expert in Universitas Brawijaya as the expert validator, and after that the researcher distributed it to the participants of this study.

3. Results

[4]The data collected using questionnaire adapted from Sheorey and Mokhtari (2002) named SORS. The questionnaire has been distributed to a total of 104 students. The SORS consits of three broad categories of reading strategies based on [4]Sheorey and Mokhtari (2002) which are GLOB (Global Reading Strategy), PROB (Problem solving Strategy) and SUPP (Support Strategies). SORS is using likert-scale with scale from 1 to 5. There are a total of 30 statements in SORS that divided into 13 statements of GLOB (Global Reading Strategy), 8 statements of PROB (Problem Solving Strategy) and 9 statements of SUPP (Support Strategies). The researcher used mean as the measurement to determine the category of usage level for each reading strategy (GLOB, PROB and SUPP). There were 3 categories of usage level based on the mean of each strategy. If the mean was below or equal to 2.4 was categorized as low usage, between 2.4 and 3.5 was categorized as medium usage and if it is higher or equal to 3.5 was categorized as high usage.

Global Reading Strategy (GLOB)

After the researcher distributed the questionnaires, the researcher gets the following data about the global reading strategy (GLOB) that students used. [4]According to Sheorey and Mokhtari (2002, p. 4), global reading strategies are those intentional, carefully planned techniques by which learners monitor or manage their reading. In SORS, there are 13 items that belong to the global reading strategy. Table 1 below presents the global reading strategies used by each student. Three students are in low usage, 51 students in medium usage and 58 students in high usage on using global reading strategy. For the students preference toward each item in GLOB presented below.

Table 1. Students Preference of Each Item in GLOB

GLOBAL READING STRATEGY		
Students	**Mean**	**Catagory**
GLOB 1 (S1)	4.25	High
GLOB 2 (S3)	3.96	High
GLOB 3 (S4)	3.77	High
GLOB 4 (S6)	3.32	Medium

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GLOB 5 (S8)	2.73	Medium
GLOB 6 (S12)	3.52	High
GLOB 7 (S15)	3.40	Medium
GLOB 8 (S17)	3.28	Medium
GLOB 9 (S20)	3.13	Medium
GLOB 10 (S21)	3.29	Medium
GLOB 11 (S23)	3.80	High
GLOB 12 (S24)	3.68	High
GLOB 13 (S27)	3.78	High
Overall Mean Score	3.53	High

The table shows that students prefer to use GLOB 1 with mean score of 4.25 and as for the other GLOB with higher usage are GLOB 2, 3, 6, 11, 12 and 13. There is no low usage in global reading strategy that means this strategy still often used by the students.

Problem solving Strategy (PROB)

Problem solving Strategies are the actions or procedures that readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information (Sheorey & Mokhtari, 2002, p. 4). From the Table 2 below, it shows that only 1 student is in low usage, 18 students in medium usage and 85 students in high usage on using problem solving strategy. For the students preference toward each item in PROB will be presented below:

Table 2. Students Preference toward Each Item in PROB

PROBLEM READING STRATEGY		
Students	Mean	Catagory
PROB 1 (S7)	3.84	High
PROB 2 (S9)	3.82	High
PROB 3 (S11)	3.69	High
PROB 4 (S14)	4.07	High

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PROB 5 (S16)	3.17	Medium
PROB 6 (S19)	4.18	High
PROB 7 (S25)	3.98	High
PROB 8 (S28)	3.74	High
Overall Mean Score	3.81	High

From the Table 2 above, the researcher conclude that problem solving strategies are overall in higher usage. It means that these reading strategies are often used by the students, especially for PROB 6 which the students tries to describe or imagine something to remember what they read with the mean score of 4.19. Even though problem solving is in higher usage it doesn't mean that all of the statements listed are all high, there is one statement that is in medium usage which is PROB.

Support Strategy (SUPP)

Sheorey and Mokhtari (2002) in his study defined that support strategies were basic support mechanisms intended to aid the reader in comprehending the text. SORS contains 9 items of statements that belong to the support strategy. Five students are in low usage, 54 students in medium usage and 55 students in high usage on using problem solving strategy. For the students preference toward each item in SUPP will be presented in Table 3 below:

Table 3. Students Preference toward Each Item in SUPP

SUPPORT STRATEGY		
Students	**Mean**	**Catagory**
SUPP 1 (S2)	3.18	Medium
SUPP 2 (S5)	2.93	Medium
SUPP 3 (S10)	3.77	High
SUPP 4 (S13)	3.55	High
SUPP 5 (S18)	3.64	High
SUPP 6 (S22)	3.47	Medium
SUPP 7 (S26)	3.70	High
SUPP 8 (S29)	3.76	High

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SUPP 9 (S30)	3.56	High
Overall Mean Score	3.51	High

From the table above, the researcher concludes that support strategies still often used by the students because there is no statement which is in low usage. The preferred SUPP strategies that used by the students are SUPP 3.

The result from this study is according to the questionnaire that is distributed and filled in by every student. The questionnaire is adapted from [5]Sheorey and Mokhtari (2002) named SORS wich is consisting 30 statements of the three broad strategies which are 13 items of Global Reading Strategies (GLOB), 8 items of Problem solving Strategies (PROB) and 9 items of Support Strategies (SUPP). SORS is intended to measure the type and frequency of reading strategies that adolescent and adult ESL students perceive they use while reading academic materials in English (such as textbooks, journal articles, class notes, etc.).

From the findings of the questionnaire distributed to the students. Each strategy, the tendency of the students to use those strategies is still categorized high even though there are still several students that are in low usage. In here, PROB is the strategies with highest usage among the other strategies with 85 students that have high usage on this strategy. The next to PROB is GLOB which is lower than PROB in usage level with 58 students in high usage level. The last and the lowest among those strategy is SUPP with 55 students in high usage also 5 students in low usage level. The researcher also gets the following overall results which will be shown in the form of table below.

Table 4. Overall Usage of Reading Strategies

Category of Reading Strategies	Mean	Usage
Global Reading Strategies	3.53	High
Problem solving Strategies	3.81	High
Support Strategies	3.51	High
Overall Categories of the Reading Strategies	3.62	High

4. Discussion

The researcher concludes that the students still often in using those three strategies and also the use of those strategies still high. It is proven from its overall mean score which is quite high and it means that the students are going to become successful people because in fact successful people are good strategy users; they know how to use a variety of goal-specific tactics, execute a planned sequence, and monitor their use [12](Weinstein & Mayer, 1985).

In Table 4, it shows that every student tends to have a purpose when they read and this is a good thing because with a purpose in mind they will become skilled reader because skilled reader need to know what and why they are reading because from that they will have some plans

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if they face problems when reading. [4]Mokhtari and Reichard (2002) point out that skilled readers approach the reading task with some general tendencies. For example, they tend to be aware of what they are reading; they seem to know why they are reading; and they have a set of tentative plans or strategies for handling potential problems and for monitoring their comprehension of textual information.

The researcher also concludes that problem solving strategy is "the most used" by the students. This condition also occurred in the previous study, Herlyna (2014) that investigated XI science and social students and both of them are tend to use problem solving strategy the most than the other strategy. But in this present study, the students favored the strategy "I try to picture or visualize information to help remember what I read" where the previous study more favor in strategy "re-reading for better understanding".

5. Conclusion

This research suggests that for the next researchers who want to conduct a research about student's reading strategies or have similarities with this study, this study can be used as introductory result and the researcher also suggest conducting a research of the differences or the correlation of the reading strategies with something like level of interest in English. Because it also will give contribution to the English teacher whether to increase their interest or not can also increase their best use of reading strategies in learning process. The SORS questionnaire contains three broad categories of reading strategies based on [4]Sheorey and Mokhtari (2002) which are GLOB (Global Reading Strategy), PROB (Problem solving Strategy) and SUPP (Support Strategies). SORS is using likert-scale with scale from 1 to 5. There are a total of 30 statements in SORS that divided into 13 statements of GLOB (Global Reading Strategy), 8 statements of PROB (Problem solving Strategy) and 9 statements of SUPP (Support Strategies). The researcher used mean as the measurement to determine the category of usage level for each reading strategy (GLOB, PROB and SUPP). There were 3 categories of usage level based on the mean of each strategy. If the mean was below or equal to 2.4 will be categorized as low usage, between 2.4 and 3.5 will be categorized as medium usage and if it is higher or equal to 3.5 will be categorized as high usage. Then, the researcher displayed the data tabulation in the form of table. The usage conditions for the students to use those three strategies (GLOB, PROB, and SUPP) are high. The strategy that students most used was global reading strategies means that they have certain purposes when they are reading. And finally, problem solving was the category of reading strategy which is the most used by the students with overall mean score 3.81.

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