

READING STRATEGIES USED IN ONLINE LEARNING BY ENGLISH HIGH ACHIEVERS OF SMP AL - HIDAYAH MALANG

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Abstrak : This article aims to know reading strategies used and mostly used by English high achievers of SMP Al – Hidayah Malang. The reasearch design in this study is qualitative method. The purpose of this study was to describe the reading strategies used and mostly used by English high achievers and the population of this study was 4 students from VIII grade of SMP Al – Hidayah Malang. The findings show that high achievers in their grade VIII use reading strategies in various ways. There are three kinds of reading strategies used, namely global reading strategies, problem-solving strategies, and support strategies. This shows that students are often used by high achievers, they are reading problem – solving strategies and support strategies.

Key words: Reading Strategy, High Achievers, Online Learning.

INTRODUCTION

Reading strategy is a technique to find the information in a package. The most common techniques employed in this research were: emphasizing the target word, which involves drawing students' attention toward the word that needs to be taught, mostly through modifications in the voice tone when uttering the phrase (Namasivayam et al., 2015). Using strategies, we can learn word learning ability by building connections between brain stimulation and the formation of the verbal vocabulary of students. In this study, process-specific characteristics and contingencies may have different effects or broaden understanding of the student. In this condition, the school must adapt quickly. Though a wide range of strategies, most teachers often employ only two or three strategies.

The importance of reading strategy for a student performing both formal and non - formal schooling can affect a student's performance and the desired results for the student to be fulfilled. Reading strategy is essential to progress reading techniques well. The significance of reading abilities has prompted several scholars to look into the best strategies for dealing with reading comprehension and investigate options for putting theoretical ideas into reality (Elleman & Oslund, 2019). A strategy can give researchers innovation when they want to research students' problems. Teachers' participation in guiding students in creating teaching ideas can motivate learners to participate in learning activities.

There are several studies conducted by researchers related to this article. The first prior study by Chen, et al. (2015) the aimed to examine the reading

methods employed by high school students who are learning English as a second language (ESL). The study's findings suggested that EFL high school students have a heightened awareness of reading strategies. Researchers discovered that students utilized global reading techniques the most frequently, followed by problem-solving and support strategies. The study's researchers also contrasted the reading methods employed by male and female pupils. Consequently, female students used EFL reading skills more frequently than male students. The second prior study was entitled by Poole (2009) the aim at 352 students from the Colombian University participated in the study to determine whether there were any significant differences in the reading methods used by male and female. The result of the study's findings, male students utilized an average of 3.39 methods overall, with problem-solving strategies being the most common. While using an average of 3.58 total strategies, female students were significantly more likely to apply problem-solving strategies than any other type of strategy. In addition, the researchers discovered that female students' overall strategies were significantly more successful than male. It suggests that reading strategies employed by male and female students were very different from one another.

From result at the conclusions of previous studies, which concluded that the use global reading strategies, problem - solving strategies, and support strategies can improving reading skill. By using reading strategies, it is expected that students can easily understand and be confident in performing using English in front of the class.

METHOD

The researcher used qualitative research as a research methodology. The researcher uses information using a questionnaire. The researchers then analyzed the data to be a form of the text transcript.

In this study, researchers looked at students in grades VIII who were high achievers and had an average score of 80 - 90 on end-of semester evaluations. Researchers studied high achievers to inspire other students to become more engaged, resulting in improved marks for everybody. Consequently, the researcher chose four students they are two male and two female who did well in the class VIII as study participants based on various ratings from the end-of evaluations.

The researcher used questionnaires to measure the success of collecting data in the form of reading strategies for high achievers. Then the questionnaire strategy was used by researchers from Moekhtari and Sheorey (2002). The researcher adapted the questionnaire according to the research needs at the junior high school level (SMP Al - Hidayah Malang) as a measure of success.

The researcher uses the other technique, triangulation, to show the validity and trustworthiness of the data. By gathering and examining evidence from numerous sources, triangulation means fully comprehending the issue under investigation. This triangulation also added the researcher's objective and also respondent validation.

RESULT

The data were collected from 4 participants, including 2 participants from VIII A and 2 participants from VIII B. The data were collected from the students' English high achievers.

Table 4.1 Participants' Data

Class	Student	Student
8A	1P	1L
8B	1P	1L

4 student's participants from two class made up the participants—the students with the best English test scores selected two subjects from each class. According to the value of the end-of semester evaluation, researchers can categorize students' high achievers with a value range of 80 to 90.

Table 4.2. Level of Reading Strategies

Level	Score
Low	2.4 or lower
Moderate	2.5 – 3.4
High	3.4 or higher

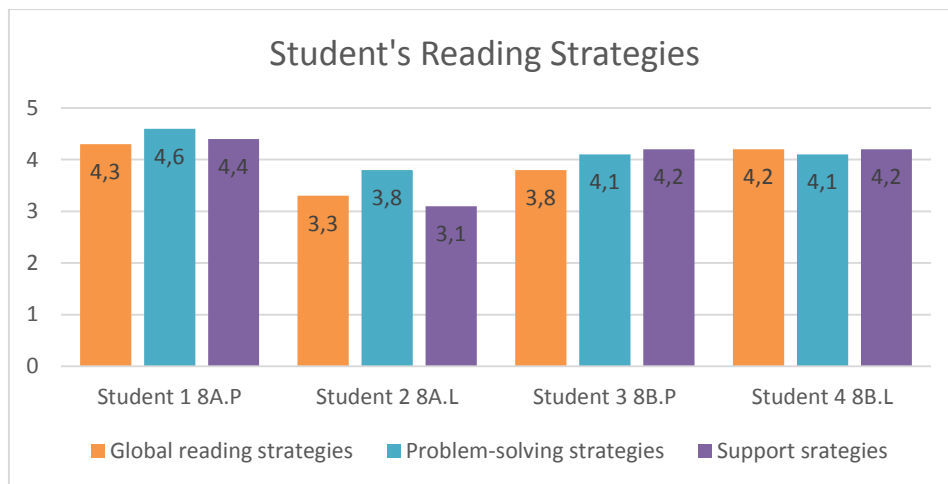
Three stages of the use of reading strategies are established by Oxford and Burry-Stock (1995), following the lines proposed for using general learning strategies. With this information mean scores are more meaningful than on their own. Also, it is advised to report standard deviations.

Table 4.3. Participant Reading Strategies Score

No.	Participant	Reading strategies		
		Global Reading Strategies	Problem-Solving Strategies	Support Strategies
1.	Student 1 8A.P	4.3	4.6	4.4
2.	Student 2 8A.L	3.3	3.8	3.1
3.	Student 3 8B.P	3.8	4.1	4.2
4.	Student 4 8B.L	4.2	4.1	4.2

Based on the table above it can be concluded that the students' English high achievers used reading strategies problem-solving strategies, support strategies, and global reading strategies.

Figure 4.1



As the graphic above shows, four high achievers employ three reading strategies to learn to read. The value in the diagram is obtained by adding up the questionnaire scores. The researcher has several reasons to take the graph as a description of the research results to understand the results of the reading strategy research. So, that we know that the problem-solving strategy is the most interested by the participants, then support reading is the second choice that is of interested to the participants.

Table 4.4. Participant level in each reading strategies.

No.	Participant	Reading strategies		
		Global Reading Strategies	Problem-Solving Strategies	Support Strategies
1.	Student 1 8A.P	High	High	High
2.	Student 2 8A.L	Moderate	High	Moderate
3.	Student 3 8B.P	High	High	High
4.	Student 4 8B.L	High	High	High

The reading strategies table shows that all students are prefer to use high-level problem-solving strategies while understanding a reading. Three out of four students strongly agree to adopt the problem-solving strategy and the support strategy. In conclusion, the level of reading strategies in all reading strategies has a high average reading strategy. however, in the second participant the average level obtained is at the medium level.

DISCUSSION

In this study, students of SMP Al - Hidayah Malang used many strategies to improve their reading skills. The researcher researched the reading strategy

used for the test scoring; the student's scores are very diverse. Some students are in low, moderate, and high levels of reading ability. In this case, the researchers want to know what students' high achiever strategy of the reading ability used.

The result of the data is the student's first student got 4.5 scores in global reading strategies, 4.8 scores in problem-solving strategies, and 4.4. score in support strategies. The second student got 3.3 scores in global reading strategies, 3.8 in problem-solving strategies, and 3.1 in support strategies. The third student in global reading strategies got 3.8 scores, in problem-solving strategies got 4.1 scores and support strategies got 4.2 scores. The last student high achiever for global reading strategies got 4.2 scores, in problem-solving got 4.1 scores and for support strategies got 4.2 scores.

In my research, student reading strategies change due to online learning. After using problem-solving as the dominant reading strategy, support strategies became the second dominant in SMP Al - Hidayah Malang. It seems that online learning greatly influences students in determining their reading strategies, so they are more inclined to learn through assistance from their learning resources. According to Chen & Chen's (2015) research, problem-solving and global reading strategies were the next most popular reading methods among EFL students after support reading strategies approach.

Overall, this study has provided wise information about the importance of students' reading strategies, especially in the use of reading strategies and the existence of reading strategies specifically for high achievers. These findings are very important in supporting student researchers in understanding how high achievers learn to read while understanding the related material. They realize valuable strategies can help them proceed quickly through the reading process and get maximum benefit. Therefore, it can be concluded that taking the study's findings seriously will help to increase the reading strategy used by high achievers. Students can develop not only as strategic readers but even as successful language learners.

CONCLUSIONS AND SUGGESTIONS

The analysis shows that the implementation of reading strategies used by high achievers has employed all three reading methods, and there are few disagreements. It may be concluded that their usage of reading strategies is maximum. In implementing the most effective reading strategies used by high achievers students, there are two strategies: problem-solving and support strategies. After getting the reading strategies used by english high achievers students can be made conclusion.

The suggestions for the teachers, using appropriate strategies should be an essential point. Teachers must be ready with many solutions when problems in online learning arise for students during daily and semester tests. Students can advise using existing reading strategies, especially two strategies often used by high achievers.

For students, knowledge of technology needs to be improved. Students use existing reading strategies, especially two strategies that are often used by high achievers.

For further researchers, other aspects not mentioned in this study can be re-examined. If possible, the reading strategies are investigated by direct experimentation using the three reading strategies.

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