

THE USE OF STRATEGIES FOR READING ACADEMIC TEXTS BY ENGLISH STUDENTS

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ABSTRACT

This research aims to determine the strategies used by students in the pre-reading, during reading, and post-reading phases, which are used by English students. This type of research uses a qualitative single case study methodology. Data collection techniques in this research used in-depth interviews methods, and documentation. interview with three introductory statements and three questions is a reading phase developed by the researcher. The research sample consisted of two students who got the highest marks in the English course at the Universitas Islam Malang.

The findings of this research indicate that students use strategies in reading academic texts. Students use different strategies in each reading phase. At the pre-reading stage, students use a global strategies, namely by preparing several things, one of which is by reading the title or subtitle and identifying the purpose of reading, reading the abstract or summary at the beginning of the text to get an idea. of the entire text. In the while reading phase, students use problem solving strategies, namely by stopping for a moment to reflect on their reading and reading again, reading slowly and carefully. Participants further added that they also used supporting reading strategies by (1) reviewing previously read information, (2) discussing the reading with other people, (3) using tools using reference materials, (4) underlining text information (5) discuss the reading with other people. Meanwhile, in the Post-reading Phase, students use supported reading strategies as strategies for reading academic texts by (1) paraphrasing text information, (2) using reference material as a tool, (3) using reference material as a tool, (4.

Keywords: Use, Strategy, Reading Academic Texts.

INTRODUCTION

Reading is a more fundamental skill than perhaps any other, not only for the student's personal development but also for his or her cognitive development. Reading is the construction of meaning from written text; it is an active, cognitive, and affective process Biddulph (2002:3).

Through reading, meaning can be transferred from one mind to another, from a writer to a reader. In addition, reading can be used to build a concept, develop vocabulary, impart knowledge, contribute to a process of personal enrichment, develop intellect, assist in understanding and comprehending the problems of others, develop self-concept, and provide enjoyment. Reading is a passive skill that needs an interaction procedure in order to obtain information or ideas from printed material. For a reading teacher, it is critical to comprehend the significance of the reading talent, which includes the capacity to read from a variety of specialists with differing perspectives. (Ekawati et al., 2020).

According to Wahyono (2019), there are three lengthy texts ranging from descriptive, factual to discursive and analytical. The texts are genuine and drawn from books, periodicals, and newspapers. Reading is the process through which a reader learns information from a writer through a written text. Skimming, scanning, and in-depth reading are the three categories of Academic Reading. The act of reading a page or document by skimming only the headings and opening phrases of each paragraph or section is known as skimming. It is usually offered in three formats: review, overview, and preview (For more details, see skimming).

Kavcar and Oğuzkan (1999: 23) state that in order to determine the kind of non-academic material that most students read, they often utilize four reading-related factors: 1. skimming the book to identify the key ideas, 2. making educated guesses about word meanings from context. highlighting the text's key ideas, integrating the text with prior knowledge of the issue by retaining pertinent details, and using cognitive reading strategies are all closely linked to students' reading comprehension. Leki (2001) states, "Reading academic writings necessitates a full integration of information from various sources as well as an in-depth reading of texts with clear themes." Reading academic texts is different from other types of reading, and the length and level of texts are at different stages. Ismini (2003) points out that various factors affect students' difficulty in reading texts, including limited vocabulary, acquiring text ideas, inability to understand texts, and using appropriate strategies to understand text content.

The SORS evaluates three types of reading strategies: global reading strategies, problem-solving strategies, and support reading strategies (Mokhtari and Sheorey, 2002). The intentional, well-thought-out methods that students use to monitor or manage their reading are known as global reading strategies (GLOB). These methods include having a goal in mind, previewing the text to ascertain its length and structure, and making use of typographical aids, tables, and figures. Problem Solving Strategies (PROB) refer to the methods and techniques that the user uses while dealing with the text directly. These strategies are used when problems occur with understanding textual information; examples include changing reading speed or level depending on how hard or easy the content is, speculating on the meaning of words that are unclear, and revisiting the text to increase understanding. Support Strategies (SUP) are simple tools that readers can use to help them understand the text. Examples of SUP include underlining, underlining, highlighting, and using dictionaries.

The researcher discovered certain findings about reading methods. It was determined that prior research focused on cognitive reading strategies, whereas academic and metacognitive reading strategies were not specifically studied. This is where previous research differed from present research. The three reading techniques of pre-reading, while-reading, and post-reading academic texts have not been examined in previous studies. As a result, this study looked at the students' pre-, while-, and post-reading methods for academic texts.

Based on the description above, the researcher conducted research entitled
“The Use Of Strategies For Reading Academic Texts By English Students”

METHOD

This investigation employs a qualitative, single-case study methodology. The single case study in this research focuses on the case and phenomenon of English students' use of reading strategies for academic texts by taking two English students from the Universitas Islam Malang as respondents in the Research.

Participants in this research were students majoring in English Education, consisting of two male and female. The first male name M1 aged 20 with the best score 90 and the second female name M2 aged 19 with the best score 90.

The instrument in the study were self-made by the researchers based on SORS the questions are grouped in two introductory questions about three reading phase and three main questions about reading strategies. With 3 introductory statements and 3 questions comprised the reading phase developed by the researcher.

Firs, the researchers found out which students got the highest final exam scores in reading academic text. After getting the participants, the researcher introduced himself and told them the purpose of the researcher's in contacting the participants and asked the participants to give time for an interview. Then the researcher contacted the resource person to conduct written online because the participants was busy, studying, doing assignment and other activities so the participants asked to be online interviews to selected students, 1.researcher prepared a list of interview questions, 2.researchers asked the resource person questions regarding the use of Global reading Strategies, problem-solving strategies and Support reading Strategies, which students used in the Pre-reading, reading, and reading phases. Post- and reading, 3.summarize and present the results of the interview. The interview process will take around 30 minutes for 2 participants.

FINDINGS AND DISCUSSION

The research results are based on information obtained from interviews with fourth semester participants of the English Department. The following research questions were answered through interviews. The questions are What strategies are used by English students in the pre-reading phase, what strategies do English students use when reading, and what strategies do English students use in post-reading:

Table 4.1

Interview results Interview results Introductory questions

No	Questions	Answer
1	Do you like reading academic text?	M1 : I am very enthusiastic and love reading academic texts. M2 : I really like reading academic texts, because I am more confident to understand them.
2	What type of academic text do you usually reading?	M1 : The types of academic texts I like are Articles and Journals M2 : The types of academic texts I like are Articles, Course Materials and Thesis
3	What difficulties do you face while reading academic text.?	M1 : The difficulties I face when reading academic texts are such as understanding vocabulary and writing language. M2 : The difficulties I face while reading academic texts are that the vocabulary and writing style of academic texts, which are often formal and structured, can make me feel confused

Based on Table 4.1 above, a total of two student participants have answered the three opening questions in this study. The results prove that they really like reading academic texts in the form of journals, articles, theses and course materials. However, both students have difficulty in reading academic texts due to word structure, vocabulary, writing style that seems formal and structured, so that both students in reading academic texts need special strategies to understand and read academic texts.

The opening question interview data will focus on additional information and to answer the core research question.

1. Strategies Are Used By English Students in the Pre-Reading Phase

In this section, the researcher discussed the strategies used by English language students in the pre-reading phase. The participants were asked about what strategies were used in the pre-reading phase activities. M1 and M2 answered as follows:

M1 : “During pre-reading activities, I first prepare several things, one of which is by reading the title or sub-title and identifying the purpose of reading.”

In addition, M2 gave an answer that was not much different from M1's statement as follows:

M2 : “The strategy I use in pre-reading activities is to read the abstract or summary at the beginning of the text to get an overall picture of the text.”

It can be concluded that both participants above argue that in the pre-reading phase activities of reading academic texts they tend to use different strategies to read academic texts. They tend to prepare by reading the title/subtitle, identifying the purpose of reading, and reading the abstract or summary of the text to get a general idea of the academic text they will read. Those strategies are categorized as Global Reading Strategies.

2. Strategies Are Used By English Students While Reading

In this section, researcher discussed how the use of Problem-solving Strategies in the while reading phase. Participants M1 and M2 gave answers as quoted below:

M1 : *“I use strategies in the reading activity phase is pause to reflect on the reading and reread”*.

Meanwhile, participant M2 gave a different answer regarding the use of strategies in this phase, the participant's answer was as follows:

M2 : *“I use strategies in the activity phase of reading by read slowly and carefully and reread”*.

From the results of the interviews above, it can be concluded that the participants use of some Strategies in this while reading phase. Participant M1 Pause to reflect on the reading and Reread, while participant M2 read slowly and carefully and reread. It means that they apply problem-solving strategies.

The participants added the following answers.

M1 : *“I use review the information that has been read previously and discuss the reading with other people”*.

M2 : *“I use reference materials as a tool, underline the text information and discuss the reading with other people”*.

From the results of the interviews above, it can be concluded that participants M1 and M2 use support reading strategies in the While reading phase by reviewing information that has been read previously, discussing the text with other people, using reference materials as a tool, and underlining the text.

3. Strategies Are Used By English Students in the Post-Reading

At this point the researcher discussed, regarding the use of strategies in post-reading activity. The researcher asked the participants questions about how they used reading in the post-reading phase. Participants gave answers like the following quote:

M1 : *“ In the post-reading activity phase by I Paraphrase text information and use reference materials as a tool”*.

Meanwhile, participant M2 gave a different answer, such as the following quote:

M2 : *“I use reference materials as a tool, discuss the reading with other people and write a summary of the reading”*.

From the results of the interviews above, it can be concluded that in the post-reading phase, participants M1 and M2 Paraphrased text information and Used reference materials as a tool. Participant M1 uses the review and repetition strategies. Meanwhile, M2 reference materials as a tool, Underline the text information, Discuss the reading with other people and Write a summary of the reading. Those strategies are categorized as support reading strategies.

DISCUSSION

Students apply the Global Reading Strategies during the pre-reading phase by getting ready for the reading by doing a few things, such as reading the abstract or summary at the beginning of the text to gain an understanding of the full text, and defining the objective of the reading. Students' approaches to reading academic texts. This study often employs one of three major categories of reading methods, which are as follows: worldwide reading techniques.

Next, the second research question focuses on what strategies English students use in the while-reading phase. There are two categories of reading strategies (SORS) where they use problem solving strategies, namely by stopping for a moment to reflect on their reading and reading again, reading slowly and carefully.

Next the third research question focuses on what strategies English students use in the post-reading phase. In general, they only used supporting strategies that were linked to previous research. during the reading phase. From the results of the interview above, it can be concluded that both M1 and M2 participants regarding the strategies they use in the post-reading phase support reading strategies as a strategy for reading academic texts by (1) paraphrasing text information, (2) using reference materials as a tool (3) discussing reading. it with other people. (4) write a summary of the reading.

The results showed that the use of academic text reading strategies by English language students in the fourth semester of Universitas Islam Malang used all three major categories of reading strategies (SORS) Global, Problem-solving Strategies, and support reading strategies. However they used the strategies differently in each stage.

CONCLUSIONS AND SUGGESTIONS

Students use different strategies in each reading phase. In the pre-reading phase, students use global strategies, namely by preparing several things, one of which is by reading the title or subtitle and identifying the purpose of reading, reading the abstract or summary at the beginning of the text to get an overview of the entire text.

In the while reading phase, students use problem solving strategies, namely by stopping for a moment to reflect on their reading and re-reading, reading slowly and carefully. Furthermore, participants added that they also used support reading strategies by (1) reviewing information that had been read previously, (2) discussing the reading with other people, (3) using tools using reference materials, (4) underlining text information (5) discussing the reading with other people.

Meanwhile, in the Post-reading Phase, students use supported reading strategies as a strategy for reading academic texts by (1) paraphrasing text information, (2) using reference material as a tool, (3) using reference material as a tool, (4) discussing the reading with other people. (5) write a summary of the reading.

Based on the findings and conclusions, several suggestions are made for students, teachers and future research. For students, students can look for and use the three broad categories of reading strategies (SORS) Global reading strategies, Problem-solving Strategies, and Support reading strategies to help and facilitate them in reading academic texts, For lecturers, It is expected that during the pre-reading phase, while reading and post reading of teaching reading courses, students will become familiar with using the three main categories of reading strategies (SORS), which are: global reading strategies, problem-solving strategies, and support reading strategies. This will help and facilitate students in reading academic texts.

Future researchers can include students who are not majoring in English or combine many elements to add research subjects. Future studies can look at how well the three main kinds of reading strategies (SORS) work with students who aren't majoring in English. However, when it comes to the learning results of students who utilize the three types of reading strategies (SORS) against other strategies when reading academic texts, researchers can also make this comparison.

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