

INVESTIGATING READING STRATEGIES USED BY PROFICIENT READERS AND LOW READERS

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Abstract

Students' comprehension of a text relies much on the use of appropriate reading strategies during the activity. The use of strategies would improve students' comprehension of the text, which in turn helps them in their academic achievement at large. This study aimed to investigate the reading strategies used by proficient and low readers. The research design implemented in this study is descriptive qualitative. They were students of second grade English Department at University of Islam Malang. The result based on this research, it can be concluded that low-proficient readers have a connection in applying 3 types of strategies in reading. Either for survey reading strategies such as global reading strategies, problem reading strategies, or support reading strategies. Proficient readers are dominant in the use of global reading strategies and support reading strategies.

Key Words: Reading strategies, Proficient readers, Low readers

INTRODUCTION

Most of the students have to realize that reading is important ability that can lead us to reach and restate knowledge. In fact, people who read a lot directly develop their other abilities as like speaking, writing and vocabularies also. Suryanto (2017) expressed that perusing comprises of hindering the perusing to all the more likely comprehend the content, concentrating on specific writings, modifying the understanding rate, stopping and pondering the content, imagining the data read, rehashing the understanding procedures, and speculating importance of new words.

Learning strategy is behavior that used by students in making their learning easier in comprehending and in practicing their lesson, especially for

reading subject. Sari (2016) argued that one of the learning strategies often researched is reading strategy used by learners in order to comprehend a text. Strategies help students to improve abilities, as like mastering in reading. Learning strategies are sensitive to the learning context and to the learner's internal processing preferences (Chamot 2005).

Reading strategies help students to feel enjoy, comfortable, easy and effective in learning process. When the students feel suitable in learning, directly they know the function of each skill, they will have good achievement in reading. Mart (2013) pointed out that by little understanding of how language functions, learners can develop their language skills. It means that when the students have already understood the function of each skill well, they will have the best development of their reading achievement. Each person has different strategy to boost their reading achievement. In other side, the same strategy may result differently in different person.

This research has demonstrated that students' comprehension on language does not happen automatically. It depends mostly on the international reading strategy use. The proficient readers are aware of their strategy and why uses strategies. They are using strategies better than low readers do. Low readers has no talented to acknowledge of choosing proper systems or suspend on the most proficient method to interface them have valuable procedures in spite of the fact that they can portray their own methodologies.

Perception by Muslaini (2017) stated Reading is the process of getting information from the written text; from the writer to the reader. It means that when the students read something they will be getting new information from the text or author. Oxford (1990) stated that learning style is a general example that gives expansive course to learning and makes the equivalent instructional strategy darling by certain understudies and despised by others.

According to Karami (2008) Reading methodologies might be characterized as the cognizant, inside factor mental systems planned for improving the viability of or making up for the breakdowns in understanding appreciation, on explicit understanding errands and in explicit settings. The

definition are follows: (1) *They are cognizant*, (2) *They change from minute to minute*, (3) *They are viewed as strategies (for tackling an issue)*, (4) *Their utilization relies upon the particular understanding undertakings*, (5) *Setting is a determinant factor*, (6) *They are planned for improving execution*, (7) *They compensate for the breakdowns in appreciation*.

Carrel, Gajdusek, & Wise (as cited in Shakeri, 2013) stated reading strategies are generally conceptualized as “actions that readers select and control to achieve desire goals or objective”. It was believed that the students automatically could pronounce the words and comprehension itself. There are kinds of learning strategies, those are: **Memory Strategies:** Memory strategies have a function to help students for saving and getting new information. These strategies divided into four types: creating mental linkages, applying images and sounds, reviewing well and employing action. **Cognitive Strategies:** this strategy to help students understanding the text and get new language by used student’s style. Cognitive strategies stated by Karami (2008) relate to the specific contexts and learning tasks. This strategy divided into four steps: practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. **Compensation Strategies:** Compensation strategies can help students to apply new language either to understand or production despite limitations knowledge. There is one-step compensation strategies exist in this compensation: guessing intelligently in listening and reading. **Metacognitive Strategies:** Metacognitive strategies are action which goes beyond purely cognitive devices, and which provide a way for students to arrange their own learning process. According to Karami (2008) argue Metacognition is concerned with monitoring, or watching, and evaluating the success of the learning process. **Affective Strategies:** the term affective related to attitudes, motivations, feeling, and values. The term effective refers to feeling, attitudes, motivations, and values. Positive thinking and attitudes can make language learning to be better like be more effective and enjoyable. Couse negative feeling can stop learner development in learning new language. **Social Strategies:** A form of social behaviour is language

that use for communication occurs between and among people. Overall, there are three components of reading strategies:

a. **Global Reading Strategies**

Global Reading Strategies (GLOB) are those, intentional, carefully planned techniques by which learners monitor or manage their reading, such as having purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables, and figures.

b. **Problem Solving Reading Strategies**

Problem Solving Strategies (PROB) are actions and procedure that reading use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information; examples include adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and rereading the text to improve comprehension.

c. **Support Reading Strategies**

Support Strategies (SUP) are basic support mechanism intended to aid the reader in comprehending the text such as using a dictionary, taking notes, underlining, or highlighting textual information.

The previous study was conducted by Mokhtari & Sheorey (2001) by title *Measuring ESL Awareness of Reading Strategies*. They found that proficient readers be better to be aware of using strategies both of subscales global reading strategies as like knowing the purpose of reading and support reading strategies as such as understanding how pieces of information fit together and, and find another references.

METHOD

Design

The research which applied in this study was descriptive qualitative research which suitable in this research. It was used because the aim of this research design is to investigate variety of learning language strategy in reading

used by proficient and low readers, also explain and describe what frequently strategies they used.

Participant

This research was taken the data from the students of 2nd grade of English department at University of Islam Malang. Then researcher divided the students into two groups. The first group was the proficient group which contains 15 students who got score A (80-96) while another one was 7 students who got score C (19-69) which called as low group.

Instrument

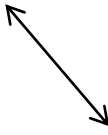
The data of the research were questionnaire and document of score. Questionnaire was delivered to students to gather data about reading strategies used. There were 30 statements that included the students learning style. The purpose of instrument to gather the information about various strategies students use in reading. The SORS (survey of reading strategy) which have 3 subscales : Global Reading Strategies (GLOB) have 13 statements, those are (1, 3, 4, 6, 8, 12, 15, 17, 20, 21, 23, and 27), including carefully planned method by the students monitor or manage their reading. Problem Solving Strategies (PROB) are 8 items (7, 9, 11, 14, 16, 19, 25, and 28), which are procedure and actions of students while they reading. Support Strategies (SUP) have 9 items (2, 5, 10, 13, 18, 22, 26, 29, and 30) which involved basic support mechanism intended to aid the readers in comprehending text. Then this research also took the data from reading test score, reading test score were taken from the lecturer's documentation.

To collect the data firstly, the researcher met lecturer to ask permission conducting this research. Next, the researcher took the data from lecturer. Furthermore, the questionnaire distributed to 35 students. The researcher explained about the questionnaire and gave them instruction to do it. Researcher gave 45 minutes to complete questionnaire. The students were informed of the study and asked to fill questionnaire carefully and honestly because they must remember that there is no right and wrong answer. Students can ask for any clarification, if there is unclear statements that they don't understand. Then

researcher spelled out result of reading strategies most used by students between proficient readers and low readers.

After collected all of the data. The researcher divided the students into two group based on students' score between proficient and low readers. Then, the researcher analysed the result of questionnaire by totalizing the point of students' answer and then dividing into the number of question, then the researcher analysed the data then organized the result of questionnaire based on SORS (Survey of Reading Strategies) for reading. Then the researcher identified data questionnaire based on their choice by describing items, making a result to a note, the purpose of it to make it clear. Then after know the students who had higher and lower used strategies in reading based on the result of the questionnaire, and the last was the data attained would be processed since the data was differentiate one to another. The data was showed descriptively.

Table 1: Levels of reading Strategies Used

Active  Passive	Category	Mean Score
	High	3.5-5.0
	Medium	2.5-3.4
	Low	1.0-2.4

FINDINGS

In this case, the researcher findings answered the questions with concern to; (1) what are reading strategies used by proficient readers? (2) What are reading strategies used by low readers?

Table 4.1 The table below shows reading strategies of participants

Name	The subscale of Reading Strategies	Score	Percentage
Proficient Readers	GLOB	3.72	75.06%
	PROB	3.34	49.15%
	SUP	3.56	63.11%

Low Readers	GLOB	2.73	49.06%
	PROB	2.98	37.03%
	SUP	3.57	63.15%

As seen in Table 4.1, it showed that proficient readers applied 75.06% of global reading strategy, 49.15% of problem reading strategy, and 63.11% of support reading strategies. While low readers had a different amount in applying the strategies which were 49.06% of global reading strategy, 37.03% of problem reading strategy and 63.15% of support strategy.

. In this questionnaire result, proficient readers actively applied global strategies. These results confirmed that proficient group mostly be better in global strategy. It additionally demonstrated those proficient readers did the reviewing procedure so as to comprehend what the content is about. With the normal, they got a higher score, would affirm that these students need to portray a general book of what perusing would be about. Then, low readers in support strategies this group almost applied it. Low readers were capable of using those strategies better than both strategies. It could be seen that, while reading they focused to summarize the text and they were better in the use of paraphrase to make them understand the text.

DISCUSSION

The strategies used by proficient readers almost covered the two subscales strategies which concerned in this study, those are global reading strategies and support reading strategies. Nevertheless, based on the findings of the questionnaire, it showed that they were better used both strategies. The worldwide perusing methodology got best point = 3.72 which have thirteen things, incorporating having a reason as a top priority, seeing the content as to its length and association, or utilizing typographical guides and tables and figures. It could be seen that proficient readers have mean score higher than levels of reading strategies (see Table 1) have higher averages (3.5 to 5.0) means the students actively using those strategies.

In this case, the students were reported being better users of almost strategies. They have known to put the strategy on the right point. They also have realized where those strategies are used to be. The second higher score, support reading strategy which is 9 items have score 3.56 which means higher averages. That informed, this group more often used those strategies. They were actively using those strategies while learning the process to comprehend their reading achievement. This strategy made them better in the use of reference materials like a dictionary and another support system. Also, they would be better to take a note while reading for making them understand.

Proficient readers were almost better in using both strategies, it could be proved by their mean score of the questionnaire that have good score >3.5 points. Proficient readers would take a note while reading by using their own words. This strategy helped them easier to comprehend the text. In this item then made them take note of which important thing of the text. Another item, when they found the different text; they would be read aloud to make them understand what is the mean of the text. Also, the students asked to another student about their misunderstanding. The students found out the main point of the text then underlined it to make it easier to remember it. Next, the students paraphrased the text for better understanding.

Support strategy is a set procedure that the understudies use from another reference material to help their understanding expertise, for example, outlining, utilizing a word reference just as taking notes. For this situation, low readers for the most part great an apply bolster understanding procedures. As can be seen at the table, support strategies have a good score = 3.57 which means a higher average. It concluded that low readers were active in using these strategies.

Low readers would read aloud when the text became hard for them. The students also found another reference material to make them understood. Some items out of 9 items that concerns with find out the clues or bold information in the text, which help their comprehension and using reference materials to improve their comprehension in reading. Discussing reading with others was also one of strategies they used to help them understand the text. Also, low readers

paraphrased for better understanding. Also, it appears that they were better of use both items in strategies with using paraphrasing and repeat their mother tongues that students performed in reading practice.

CONCLUSION

This study aimed to investigate the reading strategies used by proficient and low readers. Based on finding in the previous chapter, the researcher had to investigate the differences of reading strategies between proficient readers and low readers. Besides, the researcher found that there were a variety of strategies frequently used by proficient readers and low readers based on the difficulties in their field. Proficient readers more actively used global and support strategies in learning process, but low-readers are more active using support strategies. As already noted, low-proficient readers similarly used "support reading strategies" such as summarizing, paraphrasing, note-taking, find out references and underline the text. Also, they are still less "problem reading strategies" both of group got lower points (<2.4), it means that both groups do not apply these strategies like reviewing the text, using a picture, using clues, and typographical features. According to the findings of this study, it can be concluded that reading strategies utilized by low-proficient readers were not same. The researcher suggests the English lecturers to implement support reading strategy to improve and solve the problem of reading in the learning area because it has given a good impact based on this study, and understand in using reading strategies and what is reading strategies itself. Also, the researcher suggests the future researcher to take another qualitative study in various perspective and numerous participant, because since there are still limited number of the research on reading strategies specially for choosing qualitative.

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