An Analysis of Reading Strategies Used by the Fourth Semester Students of English Education Study Program in Muhammadiyah University

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Abstract

This research aimed at finding out types of reading strategies and the dominant reading strategies used by the fourth semester students of English Education Study Program in Muhammadiyah University. The subject of this research was all fourth semester students of English Education Study Program in academic year 2018/2019. This research used descriptive quantitative method in the form of survey. The data were collected by using the questionnaire as the instrument. The result shows that the fourth semester students of English Education Study Program in Muhammadiyah University used the four reading strategies in reading: cognitive, metacognitive, compensation, and testing strategies. The dominant reading strategy was metacognitive strategy. Among the four strategies, metacognitive strategies (3.2) were the most frequent strategies used by the fourth semester students. It was followed by testing strategies with average score (3.0), compensation strategies with average score (2.9), and finally cognitive strategies with average score (2.8). The four reading strategies were categorized in moderate level. It can be concluded that the students were using the four reading strategies quite well, and they used metacognitive strategy mostly when they do a reading activity in the classroom, such as thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.

Keywords: Reading, Reading strategies

Introduction

By considering the process of learning a language, there are four skills needed to be mastered by the language learners. One of those skills is reading which is considered to be an important skill in teaching and learning English. According to Magogwe (2013) the importance of the reading skill in academic contexts has made it imperative for second language researchers to find out how students can be helped to deal with academic reading and writing tasks. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003). Reading also can define a process of how information is processed from the text into meaning, starting with the information from the text, and ending with what the reader gains. It means that reading is important activity in language classroom, not only as a source of information and a pleasurable activity, but also as a means of improving reader's knowledge of the language. When someone read something he/she need reading strategies to help them easier comprehend the text.

In English teaching and learning process, reading strategies have an important role to get students to be competent in using English. According to Shang (2011) reading strategies refer to "the mental operations used by the readers when they have purposefully approached a text to make a sense of what they read and gain comprehension in reading". Furthermore, Block (1986) stated that in the context of reading, reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand. It means that reading strategies are the ways of the readers in comprehending the text. So, reading strategies is needed for readers to make learning easier and it is allowed the readers to be actively involved in reading.

Weinstein and Mayer (1986), Pintrich (1999), Oxford (1990) in Shang (2011) divided reading strategy into four strategies. The strategies were cognitive, metacognitive, compensation and testing strategy. Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include

repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. Metacognitive strategies refers to methods used to help students understand the way they learn, in other words, it means processes designed for students to 'think' about their 'thinking'. These strategies include thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. Compensation strategy is more popular as guessing strategy because of insufficient knowledge of the target language. This strategy usually used when the learners are lack in vocabulary and grammar. These include linguistic clues (guessing meanings from suffixes, prefixes and word order and using general background knowledge), and semantic clues (involved intra and inter sentence meaning relationship). A number of testing strategies have been recommended by reading researchers. This is line with the wide use of multiple-choice items in standardized testing. That involve Skimming (test takers should first read the questions and answers before reading a passage) and Eliminating (test takers should answer each question through a process of elimination).

Reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they don't understand. These strategies consist of a whole range of strategies including skimming and scanning, contextual guessing, and reading for meaning, utilizing background knowledge, recognizing text structure, and so forth.

In English Education Study Program in Muhammadiyah University of Bengkulu, English reading is a required course so that the students cannot avoid reading activities. In addition, the ability to read academic texts is considered as one of the most important skills that university students of English as a second language (ESL) and English as a foreign language (EFL) need to acquire (Tercanlioglu, 2004; Vianty, 2007). Based on the researcher observations, English lecturer puts more emphasis on teaching English in reading skill than other skills (listening, speaking, and writing). Because almost all the materials that they use for learning process use English language such as textbook, article, journal, and others material. In this case, the students need to know more the content of the text for their study than the structure of text.

For academic year 2019, English Education Study Program in Muhammadiyah University of Bengkulu, reading subject has been settled in curriculum 2015. Because reading is the key to master English well, the fourth semester students take reading subject at the first semester until the third semester. The reading subject is divided into three levels; Pre-intermediate reading, Intermediate reading, and Extensive reading. Therefore, at the third year of education, students have to complete those reading subjects. Based on the informal talk with one of the lecturers of English Education Study Program, the lecturer said that students' reading ability is already fulfill the expectation. It can be seen on students' reading achievement. Most of them have high score in reading subject. In addition, the average students got B score. These findings show that reading strategies have positive impact to the students that is why it is important to search for more data about reading strategy.

Several researchers have already conducted research in reading strategies. First, Naseri (2012), this research discussed about the relationship between reading self-efficacy beliefs, reading strategies use and reading comprehension level. The result of the research showed that there were significant strong positive correlation between reading self-efficacy beliefs, reading comprehension and reading strategies use. The most frequent use of reading strategy was found to be cognitive strategy. Second, Mohammadi, Heidari, and Niri (2012), analyzed reading strategies by EFL students. The result of the research showed that the most frequently used reading strategy was metacognitive strategy. Third, Apriani (2016), analyzed student's reading strategies to students at secondary level. She found that the second grade students used the four category of reading strategies in teaching and learning process. The result showed that testing strategy was the most frequent strategies used by second grade students.

From the previous finding above, the researcher would like to conduct a research about students' reading strategies. The subject of this study will be the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu in academic year 2018/2019. Those students have completed all reading subject. This research will reveal what are the type of reading strategy and the

dominant reading strategy that is used by the fourth year students of English Department at Muhammadiyah University of Bengkulu. The result can give benefit for students to implement the strategies when doing reading activity to increase their skill.

The previous explanations become the researcher's background in conducting the research. The researcher would like to do an analysis of reading strategies used by the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu in academic year 2018/2019. Two research questions are formulated as follow: 1. What types of reading strategy used by the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu?, 2. What is the dominant reading strategy used by the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu?

Research Methodology

This research was designed as descriptive quantitative method in the form of survey design. According to Cresswell (2013) quantitative research is a research that involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute "alternate knowledge claims". The researcher used this kind of method because to collect the data, likert-scale questionnaire was used. The data collected from the questionnaire was analyzed using statistical analysis and a formula was used to identify the data.

The population of this research was all students in the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu in academic year 2018/2019. Muhammadiyah University of Bengkulu is a non-profit private higher education institution that has collaborated in academic with all Muhammadiyah University in entire of Indonesia. This University officially accredited and recognized by Kemetrian Riset, Teknologi, and Pendidikan Tinggi. Muhammadiyah Universities are coeducational higher education institution formally combine with the Islamic study and they share same curriculum, motto, vision, mission, and objective in all

Indonesia. The curriculum is the same with the curriculum of Muhammadiyah University in Jakarta, Malang, Yogyakarta, and Bandung. It was really interesting to know the process of teaching- learning in Muhammadiyah University. In addition, the Muhammadiyah University of Bengkulu was accessible for the researcher. So, because of that the researcher had chosen Muhammadiyah University of Bengkulu as the place to perform the research.

The fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu will be the population of this research. They were chosen as the population because they had already completed reading subject at the first semester until the third semester. They had taken all reading classes: Pre-intermediate reading, Intermediate reading, and Extensive reading. Based on the informal talk with one of the lecturers of English Education Study Program at Muhammadiyah University, the lecturer said that students' reading ability is good enough, it is already fulfilled the expectation. It can be seen on students' reading achievement. Most of them have high score in reading subject, with the average students got B score.

Because of that, the researcher want to know what is the type of reading strategies and the dominant reading strategies that used by the fourth semester students. So, the researcher would like to do an analysis of reading strategies used by the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu in academic year 2018/2019.

 Moreover, the population for this research was all students in the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu in academic year 2018/2019. The total number are 65 students. For specific details, 15 students from class IV.A, 24 students from class IV.B, and 26 students from class IV.C.

In order to answer the research question, Reading Strategies Use a set of Questionnaire which is adapted from Shang (2011), he adapted from Weinstein and Mayer (1986), Pintrich (1999), and Oxford (1990). The questionnaire consists of 43

statements of which categorized into four groups: cognitive (items 1-13), metacognitive (items 14-25), compensation (items 26-35), and testing (items 36-43) strategies. And 10 sets of reading strategies were selected as essential. The questionnaire items were developed into a Likert scale questionnaire ranging from 1-4 as follows :

Table 1 Likert scale

No	Symbol	Score
1	SD	1
2	D	2
3	A	3
4	SA	4

* SD=Strongly Disagree, D=Disagree, A=Agree, SA=Strongly Agree

Before the questionnaires was distributed to the respondents of the research. The questionnaire was tried out by the researcher to some students who were taken from the population. The researcher tried out them to 10 students' of the fourth semester of English Education Study Program at Muhammadiyah University of Bengkulu. The questionnaire was tried out because to examine the validity and the reliability of each item in the questionnaire.

According to Arikunto (2002), in order to know whether an instrument of questionnaire which is used had a capability to measure something, the standard minimum of validity coefficient should be 0.3. The researcher gained the validity of the data by using SPSS (Statistical Product for Service Solution) 25 version. Since the total of respondents was 10 students, the validity value should be more than 0.3 for each item.

From 43 items of the questionnaire, it was found those 36 items valid and 7 items which were not valid since the validity value was less than 0.3. Therefore, the researcher revised those items with her supervisors and decided to keep the items number 1, 8, 22,

and 36. The reason was because the validity value of items number 1, 8, 22, and 36 were not too far from the predicate valid (≥ 0.3) were 0,298, and those four items were important and have related with the reading strategies in this research. So, the total items of the questionnaire were 40 items. There were four reading strategies cognitive (items 1-13), metacognitive (items 14-24), compensation (items 25-32), and testing (items 33-40) strategies. And 10 sets of reading strategies were selected as essential.

The reliability of the items was calculated by using the Alpha Cronbach formula in SPSS (Statistical Product for Service Solution) 25 version. Meanwhile the reliability value of good instrument should be more than 0.7 (Arikunto, 2002). After the calculation was done, all the 43 items were considered to be reliable since their value reached 0.918 and 0.926, which was higher than 0.7 as the r-table for reliability standard.

To analyzing data, the data was computed on the computer and the Statistical Package for Social Science (SPSS) 25 version was used to analyze the data. Descriptive statistics such as frequencies, means, and standard deviation were computed in order to look at the students' responses thoroughly to the items on the questionnaire.

The researcher described all the items in fourth reading strategies and analyze the overall strategies to look at the frequency of the classification strategies (cognitive, metacognitive, compensation, testing strategies) used by the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu in academic year 2018/2019. The analysis was based on Oxford's (1990) rating scheme for strategy use. The rating scheme of strategy use classification of the SILL average analysis as follow:

Table 2 Rating Scheme for Strategy Use

Category	Frequency of use	Mean
High	Strongly Agree	3.3 to 4.0
Moderate	Agree	2.6 to 3.2

| Low | Disagree | 1.8 to 2,5 |
| Very Low | Strongly Disagree | 1,0 to 1,7 |

(Oxford's, 1990)

Findings and discussions

In this section, the researcher presents the result of the research that were administered to the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu in academic year 2018/2019. The result showed that among the four reading strategies, the most frequents used were metacognitive strategies with average score (3.2). It was followed testing strategies with average score (3.0), compensation strategies with average score (2.9), and cognitive strategies with average score (2.8). Those strategies applied in moderate category.

Table 3 Category of the Fourth Semester Students in Using Reading Strategies

No	Strategy	Average	Category
1	Cognitive Strategies	2.8	Moderate
2	Metacognitive Strategies	3.2	Moderate
3	Compensation Strategies	2.9	Moderate
4	Testing Strategies	3.0	Moderate

Diagram 1 Category of the Fourth Semester Students in Using Reading Strategies
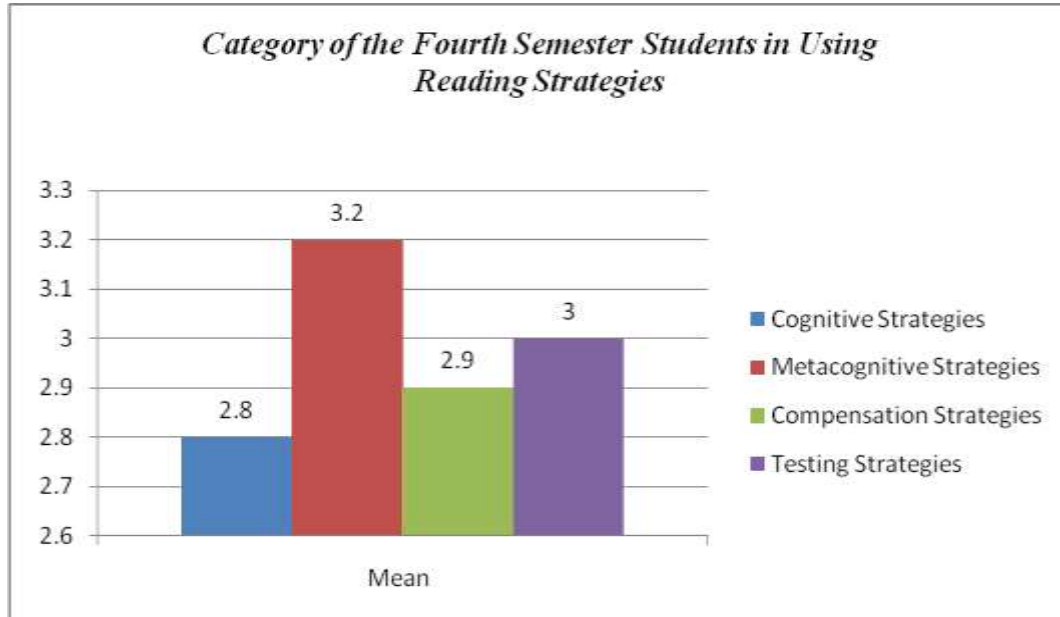
Cognitive strategy is the strategy used in moderate category. There were 13 items in the Cognitive strategy. They were the items 1-3 (rehearsal), 4-8 (elaboration), and 9-13 (organizational). Out of thirteen items in cognitive strategies, one item was applied in high level, two items were applied in low level, and the rest of them were in the moderate level of category.

Metacognitive strategies is the strategy used in moderate category. There were 11 items questionnaires in the metacognitive strategies. They were the items number 14-16 (planning), 17-19 (monitoring), 20-24 (regulating). Out of eleven items in metacognitive strategies, four items were applied in high category. The rest of them were in the moderate level of category.

Compensation strategies is strategies used in moderate level. There were eight items in this strategy, items number 25-29 (linguistic) and 30-32 (semantic). All of eight items in compensation strategies were applied in moderate level.

Testing strategies is the strategy used in moderate category. There were eight items questionnaires in the testing strategy. They were the items number 33-36

(skimming) and 37-40 (eliminating). All of eight items in testing strategies were applied in moderate level.

Discussion

From the result, it can be seen that the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu in Academic year 2018/2019 were using strategies in reading, and they used the four reading strategies quite well. However, the result showed that the use of those strategies was different. The result showed that all of the reading strategies were classified into moderate category. The most frequents used were metacognitive strategies. It was followed by testing strategies, compensation strategies, and cognitive strategies.

Metacognitive strategies were strategies that involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. The results showed that metacognitive strategies had the highest average score among other strategies. It was applied in the category "Moderate" level. From the questionnaire items, number 14 to 24 indicated metacognitive strategies use. The item number 18 and 19 with statement *"When I become confused about something I'm reading, I go back and try to figure it out"* and *"When the reading passage is difficult, I never give up"* classified into high category with average score 3.5 and 3.6 in the sets of monitoring strategies. It showed that the students were checking their understanding against some self-set goals. Addition, The item number 21 and 22 with statement *"I look for opportunities to read as much as possible in order to improve my reading ability in English"* and *"I ask questions in order to improve my reading ability in English"* classified into high category with average score 3.5 and 3.4 in the sets of regulating strategies. It showed that the students were enhancing second/foreign language reading and asking questions to monitor readings' comprehension.

Testing strategies were strategies that involve Skimming (test takers should first read the questions and answers before reading a passage) and Eliminating (test takers should answer each question through a process of elimination). The result of this study

has shown that students used this strategy in "Moderate" category. From the questionnaire items, number 33 to 40 indicated testing strategies use. The item number 33 with statement *"I read questions and answers before reading a passage"* classified into moderate category but still about 3 points with average score 3.1 in the sets of skimming strategies. It showed that the students were likes to used skimming strategies in reading. Addition, The item number 39 and 40 with statement *"I choose the best answer to each question from the answer choice carefully"*, and *"I never leave any answer blank on the answer sheet"* classified into moderate category but still about 3 points with average score 3.2 in the sets of eliminating strategies. It showed that the students were likes to answer the questions through a process of eliminating strategies.

Compensation strategies were strategies that involve linguistic clues (guessing meanings from suffixes, prefixes and word order and using general background knowledge), and semantic clues (involved intra and inter sentence meaning relationship). The result of this study has shown that students used this strategy in "Moderate" category. From the questionnaire items, number 25 to 32 indicated compensation strategies use. The item number 25 and 29 with statement *"I find the meaning of an English word by dividing it into parts that I understand"* and *"I look for context clues to help me understand the meaning of vocabulary words"* classified into moderate category but still about 3 points with average score 3.1 and 3.2 in the sets of linguistic strategies. It showed that the students were guessing the meanings intelligently with using their personal knowledge. Addition, The item number 30, 31 and 32 with statement *"I predict what is going to happen next while reading"*, *"I try to predict what the author will say next"*, and *"I use examples and summary clues to guess the meaning of the passage"* classified into moderate category but still about 3 points with average score 3.2, 3.0 and 3.0 in the sets of semantic strategies. It showed that the students were likes to predict what the author thought and used examples and summary clues in order to guess the meaning of a new word.

Cognitive strategies were mostly about predicting based on prior knowledge, analyzing text organization by looking for specific patterns, self-questioning, making a summary, taking notes by writing down the main idea or specific points, translating,

inferencing, and transferring. The result of this study has shown that students used this strategy in "Moderate" category. From the questionnaire items, number 1 to 13 indicated cognitive strategies use. The item number 1 with statement *"I try to remember key words to understand the main idea of the passage"* classified into high category with average score 3.3 in the sets of rehearsal strategies. It showed that the students were likely remembering key words to understand the main idea of the passage when reading. While the items number 9 and 12 with statement *"I do not need to understand every detail in each passage to answer the questions correctly"* and *"I try not to translate word-for-word"* classified into low category with average score 2.4 and 2.5 in the sets of organizational strategies. It showed that the students were not really need to understand every detail in each passage and they were not also trying to translate word-for-word to understand the meaning.

The result showed that the most strategies frequently used by the students were metacognitive strategies, followed by testing strategies, compensation strategies, and cognitive strategies. The result was strengthening by another researcher Mohammadi, Heidari, and Niri (2012) found that the Iranian EFL students used all three reading strategies (cognitive, metacognitive, and compensation) with the most frequent use of reading strategy were metacognitive strategies, followed by cognitive strategies, and compensation strategies. Shang (2010) reported that learners used all three reading strategies (cognitive, metacognitive, and compensation) with the most frequent use of reading strategies were metacognitive strategies, followed by compensation strategies, and then cognitive strategies. Furthermore, Hsu (2007) also found that metacognitive strategies were the highest score than other strategies that used by the fourth year Technical College Students in Department of Applied Foreign Language. By comparing the results of these three studies and that of the present study, it can be concluded that learners not only use a combination of all reading strategies, but also they use metacognitive strategies more frequently than other strategies.

From the result above we can see that the fourth semester students know what they want to do when they do not understand in comprehend the text. They know the reading strategies they must used in their reading activity. That reading strategies can

help them to solve their problems in reading. It was same with the explanation from Department of Education (2008), describe that reading strategies are ways of solving problems that the learners may come across while reading. The reading strategies that they used were cognitive, metacognitive, compensation, and testing strategies.

The result of this research can be used by other students as the reference for using reading strategies. However, every student has their own learning style. Although most of students in this research used metacognitive strategy, it is uncertain that metacognitive strategy was the best strategy in reading. Other students may use other strategies that are considered as good for them, because of the different learning style of each student.

Conclusions and suggestions

Conclusion

Based on results and discussion of the research, it can be concluded that the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu used the four reading strategies with in categories was all moderate. That four reading strategies had been categorized by Weinstein and Mayer (1986), Pintrinch (1999) and Oxford (1990) they are cognitive strategies, metacognitive strategies, compensation strategies, and testing strategies.

The dominant reading strategy used by the fourth semester students of English Education Study Program at Muhammadiyah University of Bengkulu was metacognitive strategies. However the four semester students applied all of reading strategies. Among the four strategies, metacognitive strategies were the most frequent used which had average score 3.2. It was followed by testing strategies which had average score 3.0. Compensation strategies which had average score 2.9. The least frequents used by the fourth semester students was cognitive strategies, which had average score 2.8. The four reading strategies were categorized in moderate level.

From the result, the students of the fourth semester were using metacognitive strategy as the dominant reading strategy used. It is concluded that the students were

using the four reading strategies quite well, but they used metacognitive strategy mostly when they do a reading activity at the classroom, such as thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.

Suggestion

Based on the findings of this research, it can be delivered following suggestion: (1) The teacher supposed to introduce and apply the appropriate strategy in teaching and learning process. Teachers should give some kind of stimulus to the students to conduct reading strategies in learning English. Teachers can also give some enhancement to the students to overcome disturbance such as distraction and low motivation in applying reading strategies. (2) For students, it is suggested that they should apply all aspect of reading strategies in their learning. Cognitive strategies to develop students' knowledge. Metacognitive strategies to help students in thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned. Compensation strategies to develop students' vocabulary knowledge. And testing strategies to measure student ability in their learning. (3) The next researcher can do the same research but it deeper and more specific with qualitative data by interview, since the data obtained by the questionnaire are more general instead of specific.

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