

A STUDY ON AWARENESS OF READING STRATEGIES OF THE THIRD SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU

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Abstract: *this descriptive research is aimed to find out the awareness of reading strategies of the third semester students of English Study Program FKIP Universitas Riau. The sample of this research is one of three classes of the second year students of English Study Program which were chosen by using cluster random sampling technique. The number of sample is 37 students. The data were collected by giving a set of questionnaire to the students individually. The questionnaire is about Survey of Reading Strategies (SORS) with 3 indicators is Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). The students score were analyzed by using the frequency and percentages of each item. The results were divided into 3 categories. Then, the range of each category is found by using the formula as stated by Gay which is fall into 3 categories: high, moderate and lowest. The finding showed that more than half of the total number of the students have good ability in using a reading strategies. They are 26 students (70.27%) in moderate level. There are 9 students (24.32%) who are in high level and 2 students (5.40%) who are in low level. It can be concluded that the students' ability in reading strategies is in good level. This study recommended the students to keep improve their ability, because there is no any limitation in developing the ability, so that it is better for the students to keep improved their ability.*

Key Words: *Study, Ability, Reading, Strategies*

PENELITIAN TERHADAP KESADARAN STRATEGI MEMBACA MAHASISWA SEMESTAR TIGA PROGRAM STUDI BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui kesadaran strategi membaca mahasiswa semester tiga Program Studi Bahasa Inggris FKIP Universitas Riau. Sampel penelitian ini adalah satu dari tiga kelas oleh mahasiswa tahun kedua Program Studi Bahasa Inggris yang dipilih dengan menggunakan teknik pengambilan acak daerah. Jumlah sampel adalah 37 siswa. Pengumpulan data dilakukan dengan cara memberikan angket kepada siswa secara individual. Angket tentang Survey of Reading Strategies (SORS) dengan 3 indikator yaitu Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), dan Support Strategies (SUP). Skor para mahasiswa dianalisis dengan menggunakan frekuensi dan persentase masing-masing item. Hasilnya dibagi menjadi 3 kategori. Kemudian, range masing-masing kategori ditemukan dengan menggunakan rumus yang dikemukakan oleh Gay yang terbagi menjadi 3 kategori: tinggi, sedang dan terendah. Hasil penelitian menunjukkan bahwa lebih dari separuh jumlah siswa memiliki kemampuan yang baik dalam menggunakan strategi membaca. Ada 26 siswa (70,27%) dalam level sedang. Terdapat 9 siswa (24,32%) yang berada pada level tinggi dan 2 siswa (5,40%) pada level rendah. Dapat disimpulkan bahwa kemampuan mahasiswa dalam strategi membaca berada pada level yang baik. Penelitian ini merekomendasikan siswa untuk terus meningkatkan kemampuannya, karena tidak ada batasan dalam mengembangkan kemampuan, sehingga merupakan hal yang lebih baiknya siswa terus meningkatkan kemampuannya.

Kata Kunci: Penelitian, Kemampuan, Membaca, Strategi

INTRODUCTION

Reading is one of the receptive skills in acquiring the language and understanding texts for information and knowledge that must be mastered by students. It means that by doing reading activities, students will gain information and knowledge as well as acquiring the language. Cziko et al (2000) point out that reading is a complex information processing skill in which there are interactions with the text in order to create meaning full discourse not just from the words and sentences but also from the ideas, memories, and knowledge are used by those words and sentences. Therefore, in order to understand what they read students need to know the strategy how they read.

Reading strategies are important as they can actually assist the ESL learners' reading process and gives them a clear sense of direction on what they are actually digesting while reading. English as Second Language (ESL) learners in general have employed different reading strategies that suit them well especially when they have different reading materials. However, most of them have no knowledge of what these reading strategies are as they might not have been exposed to the various reading strategies. As such, it is not known to them that should these reading strategies be employed, it can enhance their understanding and memorizing of the materials being read. This results in having both effective skills that may help the ESL learners to succeed in examination. Reading can be effective by learning to questions and surveying the texts.

The domain of reading comprehension have led to an increasing emphasis on the role of metacognitive awareness of one's cognitive and motivational processes while reading (Alexander & Jetton, 2000). Metacognitive awareness means being aware of how you think. In the ESL classroom, it means being aware of how you learn. Developing metacognitive awareness is an important part of helping learners become more effective and, importantly, more autonomous. If learners are conscious of how they learn then they can identify the most effective ways of doing so. Students awareness is important aspect in reading because Students awareness is important aspect in reading because readers' reflections show them how the plan, monitor, evaluate, and use information available to them as they make sense what they read.

Based on these reasons, the writer has interest in conducting a research on students' awareness toward reading strategies at FKIP Universitas Riau English Department Study. The purpose of this survey research is to find out about the strategies of university – level students during the reading of academic materials in English, in order to measure the types and frequencies of the various reading strategies. The data of the study were collected from the third semester students of Universitas Riau.

RESEARCH METHODOLOGY

Research Design

The research was conducted by using descriptive quantitative research. The variable is the students awareness in reading strategy. According to Gay (2000) descriptive research involves collecting data in order to test hypothesis or to answer question concerning the current status of the subject or study. According to Russefendi

(1994) descriptive research is conducted to explain a condition in the present time including case, survey, development and correlation research which are done by observing or interviewing. So based on theory, the writer concludes that the descriptive research is the research in which the writer need to collect the data in order to give the description about the problem based on the collected data.

Population and Sample

The populations of this research were the third semester students of FKIP Universitas Riau English Study Program that consist of three classes (A, B and C). A class of 37 students were chosen by using Cluster Random Sampling Technique.

The Data of Collecting Technique

The data collection was held on December 22th, 2019. The instrument used in this study was a questionnaire test. The questionnaire is about Survey of Reading Strategies (SORS) by (Mokhtari & Sheorey, 2002) with 3 indicators is Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). The time to answer all the questions will be 30 minutes. The questionnaire will be distributed to the sample in order to answer the research questions. Participants responded according to a 5 point Likert scale ranging from 1 to 5 (1 = I strongly disagree; 2 = I disagree; 3 = I have no idea; 4 = I agree; 5 = I strongly agree).

The Data Analysis Technique

After collecting the data, the writer then analyzed the questionnaire by using Microsoft Excel 2010 for frequency and percentages of each item. The results were divided into 3 categories. Then, the range of each category is found by using the formula as stated by Gay (2000):

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} : Mean score (average score)

$\sum x$: The sum of respondent' score

N : Number of respondent

Based on the formula, the range table for the categories is as follows:

Interval	Category
3.5 - 5.0	High
2.5 - 3.4	Moderate
0.0 - 2.4	Low

(Oxford 1990)

RESULT AND DISCUSSION

The data were collected using the questionnaire about survey of reading strategies (SORS) and the individual score were grouped together according to their sub-scale category namely Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), Support Strategies (SUPP) were recorded and added up to obtain the final score. The student score categorize as below:

- High - (mean of 3.5 or higher)
- Moderate - (mean of 2.5 to 3.4)
- Low - (mean of 2.4 or lower)

From (Oxford 1990)

The result of research shows that the highest score on fourteenth question (When the text becomes difficult, I pay closer attention to what I am reading). The mean of the statement is 4.351. The finding indicates that most of third semester student of English study program FKIP Universitas Riau think that when text become difficult they pay more attention to what their reading. Second most highest is the thirtieth question (when reading, I think about information in both English and my mother tongue). The mean of the statement is 4.243. Most of third semester student of English study program FKIP Universitas Riau use to switch the information they get from reading to their own mother tongue to increase their understanding.

In addition to the highest score, the writer also found the lowest score from the research questionnaire. It same between question no two (I take notes while reading to help me understand what I read). And no twenty two (I go back and forth in the text to find relationships among ideas in it). The mean of both statements is 3.73. Even though is the lowest but both got moderate high score based on scale 1-5. It means that most of the third semester student of English study program FKIP Universitas Riau using the strategies and some student didn't take notes to help them read or go back forth to find the relation among ideas in it. Next the writer found the score of the students as in the following table:

Table 1. Students Score in Survey of Reading Strategy

No	Students	Real Score	Avarage Score	Level of Ability
1	AMS	85,33	3,45	Moderate
2	AAM	92,66	3,75	High
3	API	93,33	3,78	High
4	AZ	80,00	3,24	Moderate
5	CP	94,66	3,83	High
6	DAN	74,66	3,02	Moderate
7	EDSR	79,33	3,21	Moderate
8	EF	56,66	2,29	Low
9	EF	88,00	3,56	High
10	FAR	72,00	2,91	Moderate

11	FRS	78,66	3,18	Moderate
12	IES	88,00	3,56	High
13	KNJ	97,33	3,94	High
14	KNI	73,33	2,97	Moderate
15	KA	75,33	3,05	Moderate
16	MS	79,33	3,21	Moderate
17	MY	88,00	3,56	High
18	MN	89,33	3,62	Moderate
19	ML	68,00	2,75	Moderate
20	MFA	80,66	3,27	Moderate
21	MHY	95,33	3,86	High
22	MIP	79,33	3,21	Moderate
23	MR	69,33	2,81	Moderate
24	NR	78,66	3,18	Moderate
25	N	76,00	3,08	Moderate
26	NAZ	75,33	3,05	Moderate
27	N	76,00	3,08	Moderate
28	RAI	57,33	2,32	Low
29	RRA	84,00	3,40	Moderate
30	RHH	93,33	3,78	High
31	RK	71,33	2,89	Moderate
32	SSA	85,33	3,45	Moderate
33	SA	78,66	3,18	Moderate
34	SS	72,00	2,91	Moderate
35	SRA	77,33	3,13	Moderate
36	TPS	78,00	3,16	Moderate
37	ZT	78,66	3,18	Moderate

The result of research shows at table above. That 9 students got the highest score belong into high level, with the lowest score of 88,00 with average score 3,56 and the highest score is 97,33 with average score 3,94. 26 students got moderate score, with the lowest score of 68,00 with average score 2,75 and the highest score of 85,33 with average score 3,45. And the rest are 2 students belong to the low level. It was found that 1 student got the score 57,33 with average score 2,32 and 1 student got the score 56,66 with average score 2,29. Next, the writer found the percentage of the students as in the following table:

Table 2. Percentage of Students' Ability Level

No	Level of Ability	Score	Frequency	Percentage
1	High	3.5-5.0	9	24.32%
2	Moderate	2.5-3.4	26	70.27%
3	Lowest	0.0-2.4	2	5.40%
Total			37	100%

Table shows that almost all the students got moderate score range 2.5-3.4. There 26 students (70.27%) in moderate ability level. It was more than 50% of the total students. After that, only 9 students (24.32%) got high ability with range 3.5-5.0. and only 2 students (5.40%) got lowest ability level within range 0.0-2.4. it can be inferred that overall the ability of third semester students of FKIP Universitas Riau English study program in reading strategies is good.

Based on the finding in this study it can be seen that more than half of the total number of the students have good ability in using a reading strategies. They are 26 students (70.27%) in moderate level. There are 9 students (24.32%) who are in high level and 2 students (5.40%) who are in low level. It can be concluded that the students' ability in reading strategies is in good level.

The mean score of students' ability in reading strategies is in a good level. From the value of the mean score and percentage, it can be inferred that students find that using reading strategies is not difficult, with more than half of the number of students (94.99%) in a good level it can be said that the awareness of reading strategies is very acute or most of them use the skill in unconscious manner. Furthermore, the percentage of students tell us most of the students achieve a good level.

In summary, the writer found out that student level of awareness of reading strategies is good with the mean score 3.73 and above for the question in the questionnaire. Based on the percentage of students in which has score range of 2.5-3.4 or in moderate level is the most. They were 26 students (70.27%). It means that most of the ability of third semester students of FKIP Universitas Riau is in good level.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the result of this study, the writer found out that students awareness on reading strategies ability was in good level with mean score 3.73 and above for all the question in the questionnaire. Based on percentage of the students, 26 students (70.27%) were in moderate level, 9 students (24.32%) in high level and 2 students (5.40%) in low. Since reading strategies is very important for students of FKIP Universitas Riau English Study Program, it is a nice result and also it answer the research question and it mean that most of the students (more than 50%) have good grasp in reading skill and only few students need to work more since their ability does not reach a good or moderate level.

Recommendations

Based on the conclusion of this study, the student's awareness of reading strategies is already on good level. Although the ability level is good, they should keep on improving their ability because since there is no limitation in developing their reading strategies ability. To improve the ability, the writer would like to propose some recommendations related to this study.

Firstly, it is recommended the students to learn and read more to enhance their skill about reading strategies. Because by improving more their awareness of reading strategies they can read more effectively and more efficient, to help them in the course of their learning,

Secondly, by looking at the result, most of the students already had good grasp on reading strategies. It easier to improve more because the foundation is already there's and looks strong. Don't stop practicing and keep more reading to improve by self learning, searching on internet, asking lecturer or teacher. The more students learn and practice the more they know about reading strategies. It will make them better in reading.

Finally, those are some recommendations that writer though as necessary to be proposed as regard to the result of this research. By doing this research the writer hope that this study can fulfill some valuable contribution of education knowledge and information needs in reading like has been discussed in the need of research in chapter I of this study. As EFL students, they are required to have competence in the target language and they must be able to communicate their thoughts towards appropriate language use and communicative strategies (Richards & Renandya, 2002). As the next generation of English teachers, it is they who will be responsible for the way of how their learners acquire language (Mosenthal, 1983). Besides, based on the result of this study, it means that some of find that the writer had ever found were only a small part of the students reading strategies skill which is did not represent the overall students ability.

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