



Student's Reading Comprehension as Related to Strategies Used in Reading

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Abstract Reading strategies are important things that can affect students' reading comprehension. The use of appropriate strategies can improve reading skills well, while the use of inappropriate strategies can have an impact on poor comprehension. This study describes how students' reading comprehension as related to the strategies used by students using a qualitative method of case study type. Data were collected through interviews, questionnaires, observations, and student ability tests. The results of the analysis show that the right reading strategy can improve students' reading comprehension. Students who use skimming and scanning strategies appropriately show good reading comprehension. In contrast, students who used questioning, global, PROB, and SUP strategies inappropriately showed poor reading comprehension. Nonetheless, it is important to note that students with low performance on certain strategies still have the potential to comprehend the reading as a whole with other reading strategies. This study concludes that the use of appropriate reading strategies can affect reading comprehension

Keywords: Reading; Reading comprehension; Reading strategies.

1. INTRODUCTION

Reading has a very important role in triggering a person to be more creative and higher in knowledge (Kumar and Wiseman 2021). The purpose of reading is to understand the written text and conclude what has been read (Agustina, Setiyadi, and Soleh 2023). Reading skills are not only reading letters into words or sentences but also understanding the content of the text. In reading accompanied by an understanding of the content of the text, there needs to be a reading strategy (Wahyuni 2022). The use of reading strategies is one useful way for readers to strengthen their reading comprehension. As Kamran has expressed in (Alsuhairani 2019), that reading strategy is a powerful learning tool that helps readers overcome problems that arise when reading a passage in a foreign language, as a result of which individual reading comprehension will improve. There are many ways used in reading strategies that can be used to improve students' reading comprehension. Among them are strategies for predicting reading content, skimming and scanning strategies, image strategies with captions, vocabulary strategies, problem-solving strategies, dialogical reading strategies, thinking, pairing, and sharing strategies, and other strategies.

However, each student has a different ability to understand and apply the reading strategies they use. This is due to a variety of factors, including educational background, reading experience, interests, and personal preferences. Some students may have better

comprehension in using certain reading strategies, while others may have difficulty in using the same strategies (Teni 2021). Understanding differences in students' comprehension using reading strategies is important because it can affect their learning outcomes. Students who are better at using certain reading strategies may be able to understand texts better, while others may have difficulty in understanding the same text.

2. LITERATURE REVIEW

2.1 The Importance of Reading And Reading Comprehension for Students.

Reading is a fundamental receptive skill that enables one to acquire information and knowledge through written language. Reading serves many purposes, including acquiring information, expanding knowledge and vocabulary, developing analytical and problem-solving skills, and even providing fun and leisure activities. According Dupus in (Rizal, 2018) reading is the primary source of information in learning situations. It is said so because the information obtained from these activities can broaden the horizons of knowledge and thinking horizons of the reader

Effective reading comprehension, which is the process of understanding the content of a text, is very important for students. This section identifies four main types of reading comprehension: literal, interpretive, critical, and creative (Mastur and Haryanti 2022). Literal comprehension focuses on understanding information that is directly stated in the text. Interpretive comprehension involves inferring information beyond what is explicitly stated. Critical comprehension requires evaluating content and making judgments about its accuracy and validity. Finally, creative comprehension goes beyond the text and uses imagination to generate new ideas.

2.2 Strategies for Successful Reading Comprehension

This section emphasizes the importance of reading strategies for students to achieve successful reading comprehension. Reading strategies are defined as conscious plans or approaches that readers use to comprehend text. These strategies play an important role in helping students comprehend information, expand vocabulary, and develop critical thinking skills. Reading is a fundamental receptive skill that enables individuals to gain information and knowledge through written language. Reading serves many purposes, including acquiring information, expanding knowledge and vocabulary, developing analytical and problem-solving skills, and even providing fun and leisure activities. . Kamran has revealed in (Alsuhaihani,

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This section explores two main classifications of reading strategies: by use and by function. Paris et al. categorize strategies based on their use: pre-reading, during reading, and post-reading. Pre-reading strategies activate prior knowledge and set goals. During-reading strategies help monitor comprehension and ask questions. Post-reading strategies encourage reflection on what is read and connecting it to existing knowledge. Mokhtari & Sheorey classify strategies by function: global strategies (GLOB) to manage reading, problem-solving strategies (PROB) to overcome difficulties, and supporting strategies (SUP) to aid comprehension through methods such as using a dictionary or marking.

2.3 Students' Reading Comprehension Related to Strategies Used in Reading

According to Abbott, reading strategies are "mental operations or comprehension processes chosen and applied by readers to understand what they read." The terms 'reading strategies' are specific tactics employed by readers to understand the intended meaning. Research studies have shown language learners' success in reading comprehension does not happen automatically. It is highly dependent on the deliberate use of reading strategies (Fitriana, 2018).

Thus, effective use of the right strategies will result in better comprehension of the text. Successful readers are aware of their comprehension abilities and can adjust their strategies accordingly. This highlights the importance of teaching students a variety of reading strategies and fostering their ability to select and apply the most effective strategies for different types of texts and situations.

3. METHOD

This research is a qualitative research of case study type. Merriam & Tisdell in (Prihatsanti et al., 2018) defined case study as an in-depth description and analysis of a bounded system. The researcher described how students' reading ability was related to the reading strategies they used. The research participants were eighth grade junior high school students who were learning English in class, data were collected through questionnaires, interviews, observations, and tests. Then the data were analyzed using 3 steps in accordance with the statement of Miles and Huberman in (Helaludin, 2019) which states that qualitative data analysis activities are carried out interactively and take place continuously until the data reaches a saturation point. The stages in analyzing the interactive model data that researchers use are data reduction, data display, and conclusions (Fitri and Haryanti 2020).

4. RESULT AND DISCUSSION

Result

This research was conducted to find out how students' reading skills are related to the reading strategies they use. This research was conducted at Al Azhaar Tulungagung Islamic Junior High School in class 8C in semester 2 of the 2023/2024 academic year. In this case, students' reading ability is seen from the test results given while the strategies used are seen from the questionnaire, and the application of the strategy is seen from the results of interviews with students. Thus, there are 3 results in this study.

1. Student Reading Strategy Questionnaire Results

Table 4.1 Student Reading Strategy Questionnaire Results

Strategies	Total of Students	description
Skimming	6	These students prefer skimming the text for general understanding.
Scanning	2	These students focus on finding specific information.
Questioning	3	These students use questions to understand the text.
Global	1	These students are most likely to focus on the overall meaning of the text.
PROB	1	students read the text and then note the important things in the text
SUP	3	Students predict what will be discussed next by connecting after previous information

The table shows how students used various reading comprehension strategies. Here's a breakdown by strategy:

- **Skimming:** 6 student(s) These students prefer skimming the text for general understanding.
- **Scanning:** 2 student(s) These students focus on finding specific information.
- **Questioning:** 3 student(s) These students use questions to understand the text.
- **Global:** 1 student(s) These students are most likely to focus on the overall meaning of the text.
- **PROB:** 1 student(s) Students read the text then note the important things in the text
- **SUP:** 3 student(s) Students predict what will be discussed next by connecting after and previous information

2. Students Interview Result

Interviews with students revealed how they used their strategies when comprehending texts.

A student with a skimming strategy explained, "I start by reading the title, then focus on the first sentence of each paragraph."

A student with the scanning strategy said, "When there is a question that asks for specific information, I immediately look for the keywords."

A student with the questioning strategy said, "When I read a text, I create my own questions and look for the answers."

A student with the global strategy said, "I try to understand the main message and intention of the author."

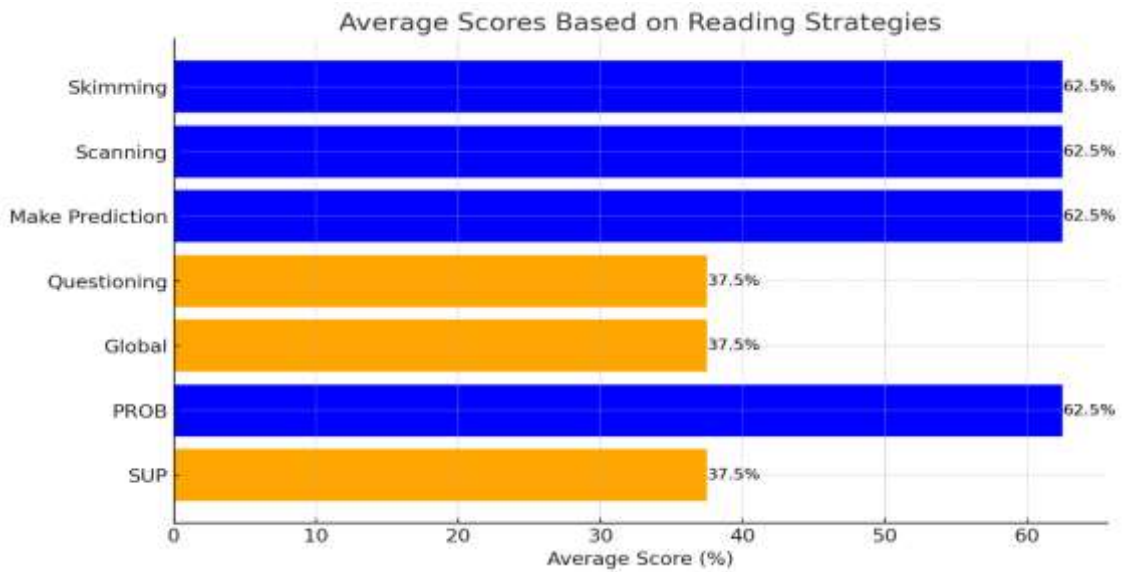
A student with the PROB strategy said, "I usually read the text carefully, note the important points, and organize the information."

A student with the SUP strategy explained, "After understanding the text, I make a short summary which I then use to answer the questions."

3. Students Reading Test Result

The following is a bar chart representation of the average score data:

Average Score by Strategy (%)



Based on the reading test results that have been summarized in the diagram above, the following conclusions can be made:

The results of the students' reading ability test show that students with skimming and scanning reading strategies have good comprehension. This is indicated by the high average score they get in answering questions correctly. Skimming and scanning help students find important information and understand the text more efficiently, which is reflected in the average score of 62.5% for both strategies.

In contrast, students with questioning, global, PROB, and SUP reading strategies showed lower comprehension. This was indicated by lower average scores in answering questions, which amounted to 37.5% for questioning, global, and SUP. Questioning, global, and SUP strategies may require a more in-depth and analytical approach that requires more time and practice to be effective. As for PROB, although the average score is as high as skimming and scanning, there are some students who still have difficulty applying this strategy correctly, as seen from the individual data.

This can happen because the strategies used by some students are still inappropriate or less than optimal. Reading strategies such as questioning, global, and SUP require a more thorough understanding and critical thinking skills that may still need to be improved through more intensive practice and learning.

Thus, it is necessary to adjust more appropriate learning strategies according to the individual needs of students to improve their reading ability.

Discussion

So, based on the results of the reading comprehension test of grade 8C students of SMP Islam Tulungagung, it shows that students with skimming and scanning reading strategies have used their reading strategies appropriately. While students with questioning, global, PROB, and SUP reading strategies, are still not appropriate to use these reading strategies so students should change their reading strategies so that their reading skills are good. This is in accordance with (Jayanti and Dewi 2018) that shows that students' reading ability can be affected by several factors. One factor is the ineffective use of students' reading strategies because they only use reading strategies in medium frequencies.

In this regard, there is a study entitled "The Relationship between Reading Strategies and Reading Achievement of the EFL Students" by Leonardus Par in 2020 shows that the PROB reading strategy is the most frequently used strategy by EFL students, and is a predictive factor in improving student reading achievement in the reading comprehension test (CRT). Thus, if students apply problem-solving strategies in reading academic texts, their achievement in reading comprehension will be better. While the results of research at SMP Islam Al Azhaar Tulungagung show that students who use the PROB reading strategy are still lacking so they are still less optimal in achieving maximum reading achievement. This shows that although the PROB strategy is an effective strategy for some students, there are also some students who are still not right for the use of this strategy judging from the results of their reading ability.

Reinforce it (Fitriana 2018), Stating that 'reading strategies' are specific tactics carried out by readers to understand their intended meaning, there are research studies that show that the success of language learners in reading comprehension does not occur automatically. This largely depends on the deliberate use of reading strategies. Therefore, it is important for students to choose and use the right reading strategies according to their reading goals. Thus, they can improve their ability to read and understand information better.

Conclusion

Based on the results of the data obtained from the results of questionnaires, interviews, and tests in the discussion in the previous chapter, the results obtained are as follows:

- a. Students in class 8C of Al Azhaar Tulungagung Islamic Junior High School have different reading strategies in understanding the text. Among them are the reading strategies of skimming 6 students, scanning 2 students, questioning 3 students, global 1 student, PROB 1 student, and SUP 3 students.

- b. Students have implemented reading strategies that they use to understand the meaning of the text well
- c. Students with skimming and scanning reading strategies produce good reading comprehension while students with questioning, global, PROB, and SUP reading strategies are still lacking. This is evidenced by the correct answers to the questions specifically designed to measure the effectiveness of each strategy. Nevertheless, students who show low performance on certain strategies do not mean that they do not have the ability to understand the reading as a whole. However, these students still have good reading comprehension in other reading strategies

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