ABSTRACT

BUAMONA, TITIN 2021. *Students' Reading Comprehension Strategies at English Language Education Study Program of Khairun University.* English Study Program, Faculty of Teacher Training and Education, Khairun University 2020. Advisor: (1) **Asrul M. Syawal, S.Pd., M.Pd** (2) **Roswita Aboe, S.Pd., M.A**

This research objective is to know the most common to the least reading comprehension strategies used by students at English Language Education Study Program of Khairun University. This research used qualitative method. The subjects of the research consisted of 15 students from third semester of English Language Education Study Program. The instrument used in this research was questionnaire. The data were analyzed by applying qualitative analysis, which are describing, classifying and making connection.

The results of this research show the percentage of each reading comprehension strategies with slightly different number that global reading strategies obtained by the students is 32%, support reading strategies obtained by the students is 33% and problem-solving strategies obtained by the students is 35%. It can be concluded that problem-solving strategies is the most reading comprehension used by the students and global reading strategies is the least used reading comprehension strategies.

Keywords: *Reading comprehenson strategies, Qualitative Method*

INTRODUCTION

In learning English, students of English Language Education Study Program should have mastered the productive skills (writing and speaking) and also the receptive skills (reading and listening). These skills are often used to help the students to improve their English by any kind of way. Nowadays, students' literacy is very minimum which refers to the less interest of students in reading.

Reading is an activity to read any kinds of reading form, such as letters, texts, articles, newspaper,

books, symbols, pictures and et cetera. Reading is also a form of communication in language between the writers and the readers. Reading is a skill that enables readers to get a message by understanding the meaning. In order to get a message and understanding the meaning, students must be able to improve their reading comprehension that enables the students to not only shortly and simply understand the content but also to dig more information and find different perception from a reading.

Reading comprehension can be achieved by the students when they use reading comprehension strategies while doing the activity of reading. However, every student has their own strategies to achieve the reading comprehension. There are some types of reading comprehension strategies, they are; global reading strategies, problem-solving strategies, and support reading strategies that are done by visualization, summarization, making inferences and making connections, etc. These strategies help the students to quickly absorb the content and understanding the meaning.

LITERATURE REVIEW

A. **Theoretical Concepts**

1. **The Definition of Reading**

According to Jayanti (2016) reading is a complex process of reconstructing the writers' ideas in order to gain meaning from the print. Nunan (1993) reading is a set of skills which is required to make sense and derive meaning from the printed words. Rashid (2017) mastering reading skill requires interaction between the reader and the text. The reader has to decode the

meaning of the written words to be able to understand the writer's point of view. In relation to the theory above, Daiek and Anter (2004) to read successfully, you need to constantly connect what you already know about the information to the words the writer has written.

Furthermore, William and Fredericke (2002), reading is always purposeful not only in the sense that readers in different ways based on differing reading purpose, but also in the sense that any motivation to read a given texts is triggered by some individual purpose or task, whether impose internally or externally, reading is not just saying the words but reading must always be a meaning for getting process. It can be summarized that the activity of reading involves interpretation where readers use their knowledge aims to

understand the meaning by connecting the relationship of each words or symbols of a reading forms.

1. The Importance of Reading

Reading is one of the important aspects for the students especially in English. From reading the students can get many information and knowledge. According to Ramelan (1990) reading is a good activity for learners, reading is also something crucial and indispensable since success of their study depends for the greater part on their ability to read. Reading plays very important parts in our life. Through reading we can explore the world, countries that have never been visited before, the minds and ideas of great people in the past, all of which will enrich our experience and knowledge and broaden our horizon. If the students' reading skill is poor, they are very

likely to fail in their study, or at least they will have difficulty in making progress. On the other hand, if they have good reading skill, they will have a better chance in their study at school.

From the statement above, we know the importance of reading for students at school and after they graduate their study at school.

2. The Purposes of Reading

Linse (2005) divides the purpose of reading into two kinds those are reading for pleasure and reading for information. Reading for pleasure means that it is purposed to follow a narrative and enjoy the "sound" or rhyme of literary text. Furthermore, Kharsen (2004) states that regular reading for pleasure can help students increase their knowledge. By reading for pleasure the students can increase their

vocabulary reading speed, comprehension and writing. Besides, they can get more knowledge, find examples of many different ways people speak or write. In another hand, Grabe (2002) states that there are seven of purpose for reading such as:

3. The Difficulties of Reading Comprehension

Reading comprehension difficulties according to Shehu (2015) occurs frequently even in students who are good in decoding and spelling. These difficulties in reading comprehension occurs for many reasons, they are:

a. Vocabulary: New words are seen by students as a great obstacle to comprehend a text. It is necessary for students to properly comprehend the words or the vocabulary of a written passage in order to be able to decode the message, thus comprehend a written text.

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b. Working memory: The students often complain of the fact that they cannot recall the information they just read. They need to hold the information in working memory long enough for the information to be more extensively processed, and often some of them lack it.

c. Absence of extensive reading: Students read a little or nothing. This is considered to be a great obstacle for students to comprehend a written text. These were the aims of the study, and the results will be presented in the following. If a breakdown occurs in one of the aspects mentioned above then the students usually fail to decode a text, and analyze its meaning, which often results in reading comprehension problems and failure.

d. Type of text. The type of text is another factor that influences a lot reading comprehension. It is considered to be one major barrier. Some texts are easy to be perceived some others are very difficult.

Furthermore, reading comprehension problems can be categorized into linguistic and non-linguistic reading problems

RESEARCH METHOD

Studends' reading strategies to comprehend reading text as the aims of this research. The use of reading strategies depends on the purpose for reading and it is based on students experiences and habit in reading. Based on that, this research used qualitative method because the method really fit to the researcher problem. According to Macdonald dan Headlam (1986) qualitative concerned with a quality of information, qualitative methods attempt to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and attitudes of the participants or the community. These methods aim to answer questions

about the 'what', 'how' or 'why' of a phenomenon (Patton dan Cochran: 2002).

DISCUSSIONS

A ccording to the findings of the present study, the students mostly prefer to use problem-solving strategies compared to others. The students re-read the text to increase their understanding when the text becomes difficult, the average score of this item was 4,13. The finding is relevant to Solak (2014), His result showed that there was a moderate awareness of all the strategies. In other words, there was a kind of balance about the choice of reading strategies and each skill is essential for the readers.

Following this, in the fifth position of high use reading comprehension strategies was global reading comprehension strategies which students have a purpose in mind when they read, the average score of this item was 3,66. The finding of this research are in line with Suraprajit (2019) which by having purpose in mind, the students predicted the information on the text, and then used their own background knowledge or experiences to comprehend the texts (Goodman: 1971).

For the least reading comprehension strategies used by the students that the researcher found in this research was using typographical features like bold face and italics to identify key information, the average score of this item was 2,6. The finding of this research is however different from Solak (2014) and Suraprajit (2019) in terms of the used category. Solak (2014) findings showed that using typographical

features like bold face and italics to identify key information was high category and the least reading comprehension strategies used by his subjects was support reading strategies which students discuss what they read with others to check their understanding. Suraprajit (2019) findings showed that most of participants did not like to read aloud, use slashes to divide a sentence grammatically or even pay attention on the tense.

So, the results of this research can be concluded that problem-solving strategies is the most used reading comprehension strategies, the medium used is support reading strategies and the least used is global reading strategies. The results of this research also show that the percentage of each type is just slightly different, lead to students'

interest to be comfortable to use which type of reading comprehension strategies they would like to use.

CONCLUSIONS

This research is to find out what reading comprehension strategies most by used to the least used among global reading strategies, problem-solving strategies and support reading strategies. The results of this research show the percentage of each reading comprehension strategies with slightly different number that global reading strategies obtained by the students is 32%, support reading strategies obtained by the students is 33% and problem-solving strategies obtained by the students is 35%. It can be concluded that problem-solving strategies is the most reading comprehension used by the students

and global reading strategies is the least used reading comprehension strategies.

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