READING STRATEGIES EMPLOYED BY ADVANCED READING CLASS

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Abstract

Reading was said as an important skill besides other three skills for language learners. Reading was one of the subjects in the English Language Education Study Program that sometimes had a reading comprehension test. It was assumed that the students who had learned reading for three semesters also had learned reading strategies. Thus, the objective of the study was to find out what reading strategies were employed by students of the Advanced Reading class (A1) at the English Language Education Study Program of FKIP Lambung Mangkurat University in batch 2018. The researcher used a qualitative approach to this research. The setting was FKIP of Lambung Mangkurat University. The subjects were Advanced Reading classes at the English Language Education Study Program of FKIP Lambung Mangkurat University in batch 2018. The researcher chose Advanced Reading Class (A1) as a sample. The researcher gave tests to get achievement results. Then, the researcher interviewed two students who were willing to interview. The results of the interviews were presented through descriptive analysis. The findings showed that the interviewee used identifying the purpose in reading, skimming, scanning, guessing, vocabulary analysis, distinguishing between literal meaning and implied meanings, and capitalizing on discourse markers to proceed with relationships. The interviewees have weaknesses in differentiating literal and implied meanings and found it hard to use graphemic rules and patterns to aid the bottom-up decoding using semantic mapping and clustering, and efficient silent reading techniques for relatively rapid comprehension. Based on the research findings, it could be concluded that the interviewees used efficient reading strategies. It was suggested that students had to learn more about reading strategies and do more practice in reading comprehension tests using reading strategies.

Keywords: reading, reading strategies

INTRODUCTION
Study Background
In this era, English was used as second language or foreign language globally. The purposes and needs were different. Some of the purposes and needs employed English to build communication and to share information. In academic needs, English was one of the general subjects which were taught from Junior High School, Senior High School, University, and even in elementary school and pre-school.

English had four skills – listening, speaking, reading and writing. According to Troike (2006:136), reading was typically much more important for academic needs than for interpersonal needs. Reading was needed by people to develop knowledge and specific vocabulary of their academic field to sustain learners to read relevant texts in the subject area.

For the learners, reading relevant texts in their subject area was not complicated as long as they had learnt enough vocabulary and grammar. Nevertheless, the conditions would not guarantee them to have better understanding in reading the target language. In the learning process, especially when the students read texts or passages in limited time, they might need to find strategy to get the information of the texts quickly and correctly.

Reading was a crucial skill in learning a language beside listening, speaking, and writing. It was a bridge leading student to understand scientific books that they have to read. The word "reading" is from the word "read" plus "-ing". It was a gerund and a transformative verb. Reading meant "progressive apprehension of the meanings and ideas represented by sequence of words; it included seeing the word, recognizing the word, being aware of the word's meaning, and relating the word to context (Dechant, 1982:3 12). Reading was important for individual, interpersonal functions and association in any literate society (Troike, 2006:155). Thus, reading was a skill and an activity that was very important to be developed in any language class.

Reading without comprehension was nonsense and useless, they were related to each other and could not be separated. Reading comprehension was related to the capacity of one's mind to understand ideas or the process of transferring ideas from reading text to readers' mind to have a comprehension.

In this case, reading comprehension was not only determined by the capacity of the reader's mind but also determined by the background knowledge of the reader. Reading comprehension was related to prior knowledge of the reader. He comprehended the text fully only if he could relate what he read and his prior knowledge to be capable of having a comprehension. On the other word, the amount of his background knowledge had affected his comprehension. Gillet and Temple (1994:40) stated that reading comprehension understood what we read. It involved prior knowledge, knowledge of the text structure, and active search of information.

The goal of all reading was to comprehend the meaning. Comprehension was considered as the most important outcome of reading. Without comprehension, words were only a series of lifeless symbols (Dechant, 1973:244). Comprehending reading materials was the main reason for the reader. Reading without comprehension affected nothing for the reader's life.

Strategy was optimal management to gain the goal (Oxford, 1990: 7-8). The meaning of strategy could be different from other perspectives, needs, and purposes.

As a matter of fact, based on the Achievement test in Advanced Reading Class (A1) of Lambung Mangkurat University Batch 2018, many students in Advanced Reading Class (A1) of Lambung Mangkurat University Batch 2018 still have weakness in reading comprehension. The weakness were students were not able to understand the purpose of the text, the lack of vocabulary knowledge, and could not draw conclusions

In terms of the strategies, it was believed that students employed reading strategies in comprehending reading text and their own knowledge to build a meaning of the text, and then constantly revised it as new information. These strategies ensured the process to get information in a short time.

Reading strategies were the focus of this study. This was applied to find out how students process the reading text; and what strategies they used in reading comprehension. This case attracted the researcher to conduct the study through interview students in Advanced Reading Class (A1) of Lambung Mangkurat University Batch 2018 since there has not been a research which discussed strategies in reading comprehension for Batch 2018. It gave information

about reading strategies the students have employed. During the process of collecting the data, the students were comprehending texts and attempting to describe the strategies that they used in reading comprehension through interviews.

The researcher chose students of Advanced Reading Class (A1) of Lambung Mangkurat University Batch 2018 because they had adequate comprehension for reading especially in college, they were already in advanced level to know basic knowledge of reading. So that, the researcher assumed that there was enough tacit understanding in reading comprehension. Therefore, the purpose of this research was to describe reading strategies used by students of Advanced Reading Class (A1) of Lambung Mangkurat University Batch 2018 such as identifying the purpose in reading, using graphemic rules and patterns to aid the bottom-up decoding, using efficient silent reading techniques for relatively rapid comprehension, using skimming, using scanning, using semantic mapping and clustering, making guessing, vocabulary analysis, distinguishing between literal and implied meanings, and capitalizing on discourse markers in reading comprehension in a short text or a passage.

Previous Study

There are previous studies that were conducted by other researchers related to reading comprehension. The previous studies supported the skill in reading.

Nurul (2012) investigated the ability in reading comprehension which was shown by the elements in reading comprehension, Reading for Main Ideas, identifying supporting details, recognizing sequence in Narrative text, identifying reference and guessing vocabulary from context. The results revealed that the students' ability in reading comprehension was at a very good level. To be specific, the ability in finding the main idea was at an average level while the ability in finding supporting details was in the bad category. Students' ability in guessing vocabulary from context was very good whereas the ability in recognizing sequence of events was average.

Renisa (2017) investigated the correlation between the identifying the meaning of idioms and reading comprehension. Reading comprehension skills were showns by activating word meanings, establishing the reference, making inferences, comprehension monitoring, and understanding text structure. The result showed that the coefficientt correlation between both variables was 0.478 which was bigger than rtable in the degree significance 5% (0.273). It showed that there was a correlation between students' ability in identifying the meaning of idioms and reading comprehension in medium level. The result of t-test showed that tcount (3.773) was bigger than ttable in the degree significance 5% (2.011). Therefore, there was a significant correlation between students' ability in identifying the meaning of idioms and reading comprehension.

Furthermore, the researcher added the above elements and skills and in this research. So, the following elements that were chosen by the researcher were finding main ideas, finding referents, making inferences, and finding specific information in this research.

Research Problem

The research question of this study is "What reading strategies were employed by students of Advanced Reading Class (A1) at English Language Education of Lambung Mangkurat University Batch 2018?

Research Objective

The main purpose of this study is to describe what reading strategies were employed by Advanced Reading Class (A1) of Lambung Mangkurat University Batch 2018.

Research Significance
The significances of this study are below.

1. The theoretical significance of this research is the finding of information about strategies to support the existence of the theories regarding reading strategies in reading comprehension.
2. The practical significances of this research to give information in the teaching and learning process especially in reading comprehension to the lecturers, as information about learners' progress in learning English so they were able to learn English better and employed more strategies especially in reading comprehension, and to give contribution as additional information for other researcher with similar research or as consideration for source information.

Research Scope
The subjects of this study were Advanced Reading Class (A1) at English Language Education of Lambung Mangkurat University Batch 2018 who have learned Reading for three semesters: Basic Reading, Intermediate Reading, and Advanced Reading.

This research focused on reading strategies employed by advanced reading students in reading comprehension that consisted of reading for the main idea, identifying specific information, finding reference words, and making inference.

METHODOLOGY
Research Design
This study used qualitative descriptive design. Students' perspective was appreciated by considering activities, attitudes, and claims that the students made about strategies in comprehending text. The researcher also planned to get more comprehensive identification and description of the phenomena by using a qualitative approach in order to come to satisfactory results. The main purpose of research was to identify then to describe what strategies used by students in reading comprehension.

Research Subject
Population
The population of this study was Advanced Reading students of English Language Education Study Program.

Sample
The sample of this study was 29 students of Advanced Reading A1 class.

Table 2.1

No.	Class	Number of Students
1	Advanced Reading A1	29
	Total	29

Instrumentation

The researcher used interview as the main instrument to collect the data and test to select the interviewee needed from students' achievement results. The test was from TOEFL practice in the reading comprehension section in online and book.

Data Collection

The researcher gave the students of Advanced Reading A1 class a reading comprehension test. There was time given for them to finish the test, then the researcher collected all the test to be analyzed.

Data Analysis

The researcher made the students' score table, conducted the interviews with the interviewee, then analyzed the result of the interview to make a discussion and draw conclusions. Finally, the researcher found what reading strategies employed by advanced reading class students.

RESEARCH FINDINGS AND DISCUSSION

Description of the Data

The focus of this research was to find out the reading strategies employed by students at English Language Education Study Program of Lambung Mangkurat University Batch 2018. The researcher took only one class. It was A1 Advanced Reading Class. There were 29 students in the class. The research was conducted from February 24th, 2020 until March 16th, 2020.

Findings

Reading Strategies Employed by Advanced Reading Class (A1)

The interview consisted of 10 questions of reading strategies and 4 questions of reading comprehension elements.

Table 3.1 Interview Schedule

No.	Interview Schedule	Interviewee
1	Thursday, March 5th, 2020	SM
2	Thursday, March 12th, 2020	NZ

The researcher made appointments with interviewees in their available time. The location of the interview was in front of "Sekretariat BEM FKIP ULM" under the staircases.

Identify the Purpose in Reading

The table below shows the students' answer about knowing the purpose of reading.

Table 3.2 Knowing the Purpose of Reading

No.	Question	SM	NZ
1	Identify the purpose in reading	Yes	Yes

Based on the interview, as they were asked about question number 1, SM admitted that she needed to know the purpose in reading and ZN also admitted the same statement. SM said that she needed to know the question then she read the text. NZ said that she needed to

read the whole text first then read the question and got other sources of information. Those were the reasons why they needed to know the purpose.

The Use of Code and Graphemic Patterns
The table below shows whether the students use code and graphemic patterns or not.

Table 3.3 The use of Code and Graphemic Patterns

No.	Question	SM	NZ
2	Use graphemic rules and patterns	Never	Yes

In the second question as they were asked whether they used code and graphemic patterns or not, SM admitted that she did not remember whether she used phonemic or symbol. ZN admitted that she rarely used code and graphemic.

Efficient Silent Reading Techniques
In the third question as they were asked about using silent reading in reading comprehension test.

Table 3.4 The use of Efficient Silent Reading Techniques

No.	Question	SM	NZ
3	Use efficient silent reading techniques	Yes	Never

Based on the table above, SM said that she preferred to read in silent because the most important topic was in the first sentence and last sentence. Otherside, ZN said that she preferred to read aloud rather than silent in reading, it was easier to understand the text when reading aloud.

The Use of Skimming
In the fourth question, they were asked about skimming (literally) in the reading comprehension test.

Table 3.5 The use of Skimming

No.	Question	SM	NZ
4	Use skimming	Yes	Yes

Based on the table above, SM stated that she read the whole text first (indicated skimming) and ZN stated that she read the whole test then she read per paragraph or per sentence.

The Use of Scanning
In the fifth question, they were asked about how to get specific information (literally) such as name, date and place.

Table 3.6 The use of Scanning

No.	Question	SM	NZ
5	Use scanning	Yes	Yes

Based on the table 3.6, SM stated when she was in intermediate reading she used scanning. ZN stated that she did not read the whole text, she only read per sentence and said that she used scanning.

The Use of Semantic Mapping and Clustering

In the sixth question, SM said that she never used semantic mapping because it took much time.

Table 3.7 The use of Semantic Mapping and Clustering

No.	Question	SM	NZ
6	Use semantic mapping and clustering	Never	Yes

Based on the table 3.7, ZN stated that she rarely used semantic mapping and it was easier for her to do the normal way.

Make Guessing

In the seventh question, they were asked to make guesses.

Table 3.8 Make Guessing

No.	Question	SM	NZ
7	Making guessing	Yes	Yes

Based on the table 3.8, SM stated that she used to guess if she could not comprehend the whole sentence. ZN stated she made guesses if she did not find any clues or chose the word, she did not know the meaning of.

Vocabulary Analysis

In the eighth question, they were asked about analyzing vocabulary.

Table 3.9 Vocabulary Analysis

No.	Question	SM	NZ
8	Making guessing	Yes	Yes

Based on the table above, SM said that it was easier to get the clue like prefix and suffix to know the word. ZN said she rarely analyzed vocabulary. It seemed both of them rarely used vocabulary analysis.

Differentiation Literal and Implied Meanings

In the ninth questions, they were asked to differentiate literal and implied meanings.

Table 3.10 Differentiation Literal and Implied Meanings

No.	Question	SM	NZ
9	Distinguish between literal and implied meaning	Yes	Yes

Based on the table above, SM stated that it was hard for her to differentiate between the two. ZN stated it was hard and usually found it in TEFL class.

Capitalizing Discourse Markers

In the tenth question, they were asked about capitalizing discourse markers.

Table 3.11 Capitalizing Discourse Markers

No.	Question	SM	NZ
10	Capitalize on discourse markers	Yes	Yes

Based on the table above, SM said that she often did it in the form of underlining the discourse markers. ZN said she often underlined the discourse markers. The reason from both the interviewees were easier to apply and to remember what came before and after.

Finding Main Idea

In the eleventh question, the questions were related to the elements in reading comprehension. They were asked what strategy they used to find the main idea.

Table 3.12 Finding Main Idea

No.	Question	SM	NZ
11	Finding main idea	Skimming	Skimming

Based on the table above, SM stated she depended on using skimming. ZN stated she used to read the whole text first then using scanning. It showed that the interviewees used skimming to find the main idea.

Finding Specific Information

In the twelfth question, they were asked about the strategy that was used to find specific information.

Table 3.13 Finding Specific Information

No.	Question	SM	NZ
12	Finding specific information	Scanning	Scanning

Based on the table above, SM stated she often used scanning and ZN stated she also used scanning to find specific information.

Finding Referent

In the thirteenth question, they were asked about finding the referent

Table 3.14 Finding Referent

No.	Question	SM	NZ
13	Finding referent	Scanning	Re-read certain line

Based on the table above, SM stated that she used scanning to find which word that had correlation. ZN stated re-read certain lines related to referent words.

Making Interference

In the fourteenth, they were asked about making inference.

Table 3.15 Finding Referent

No.	Question	SM	NZ
14	Finding referent	Scanning	Re-read certain line

Based on the table above, SM stated that she read the whole text casually. ZN said that she only needed to read the last paragraph.

Discussion

In this research, the research was conducted to find the reading strategies refer to Brown's reading strategies. From the previous studies, the researcher refers to reading comprehension elements such as reading for main idea, finding specific information, finding reference, and making inference. This section discussed what reading strategies employed by interviewees in reading comprehension. It is supported by Brown (2007: 366) reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.

Previous study from Nurul showed students' ability in reading comprehension is in very good category. To be specific, mean of the ability in finding main idea is 62,63% (in average level) while mean of the ability in finding supporting details is 59,60% (in bad category). Moreover, mean of students' ability in guessing vocabulary from context is 85,17% (very good) whereas mean of the ability in recognizing sequence of events is 63,80% (in average). Furthermore, mean of the ability in identifying reference is 78,87% (in good category).

Previous study from Renisa showed students ability in reading comprehension in each indicator. To be specific, mean of the ability in finding main idea of the text is 73,5% while mean of the ability in finding the meaning of a word using other word is 49%. Moreover, mean of the ability in identifying supporting detail or information is 63% whereas mean of the ability in finding reference word of the text is 60%. Furthermore, mean of the ability in making the inference of the text is 97%. The comparison between this research and previous researchs, this research focused on descriptive qualitative research while previous studies focused on quantitative research. There was no research with the same focus on Brown's reading strategies. So, the researcher decided to use previous studies as references in reading comprehension elements. In reading comprehension test, the findings of this research were upper score and middle score. The middle range of total correct from 16 to 28 is 16 students. The upper range of total correct from 29 to 39 is 13 students. It meant the average ability of advanced reading class (A1) in reading comprehension test was good. The result of interview showed that students that were interviewed used identifying the purpose in reading, skimming, scanning, making, analyzing vocabulary, distinguishing between literal meaning and implied meanings, and capitalizing on discourse markers to process relationships. The interviewees stated that it was arduous to differentiate literal and implied meaning which was found in TEFL class. Furthermore, the researcher found out that when the interviewees made efforts but faced difficulties in finding the meaning or clue, they admitted that they made guessing. Therefore, it was found that SM never employed reading strategies such as using graphemic rules and patterns to aid the bottom-up decoding and using semantic mapping and clustering. Besides, it was found that NZ never employed using efficient silent reading techniques for relatively rapid comprehension. The interview also showed that the interviewees often used reading strategies: scanning and skimming to solve the reading comprehension questions such as identifying main ideas, finding specific information, finding reference and making inference.

CONCLUSION & SUGGESTION
Conclusion
Based on the research findings in the previous chapter, the researcher concluded that the reading strategies employed by Advanced Reading (A1) class students have used almost all 10 reading strategies. The similarities were based on types of question elements which were the most efficient to use in completing reading comprehension tests. In finding main idea, the interviewee used skimming and to find specific information they used scanning. Meanwhile, the interviewees said it was hard to analyze vocabulary without any clues and distinguish between literal meaning and implied meaning from the text especially in TEFL class. However, the interviewees often used scanning and skimming to complete a reading comprehension test.

Suggestion
It is suggested that the reading course lecturers encourage the students to practice more how to use reading strategies in the reading comprehension test individually. It is to improve their achievement in reading comprehension. The students is suggested to learn more about reading strategies and do more practice about reading comprehension tests. It can help to understand the text and question in an efficient time. The future researchers are suggested to use these reading strategies as reference in similar research.

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