



**EFL STUDENTS' READING STRATEGIES AND PROBLEMS
WHILE WORKING ON READING TEST**

SKRIPSI

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ABSTRACT

Amir, Sarina Jawahit. 2020. *EFL Students' Reading Strategies and Problems While Working on Reading Test*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Alfian Zuhairi, S.Pd., M.Pd; Advisor II; Henny Rahmawati, M.Pd.

Keywords: reading Strategies, reading problems, reading test

This study is aimed to explore the reading strategies most frequently used by Indonesian EFL in finding the answer for main idea, specific detail, and inference question while working on reading test. This study also investigated to know whether there was a reading problem encountered by EFL learners in finding the main topic, specific detail, and inference question while working on reading test.

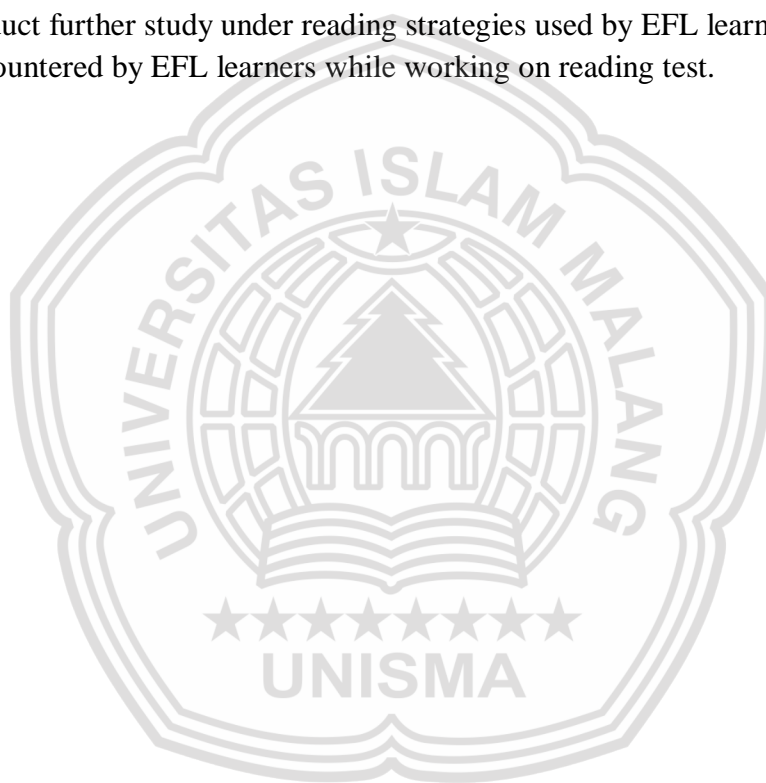
The researcher conducted a descriptive qualitative research design from a qualitative approach. The sample of this study was 22 freshmen of the English education department of University of Islam Malang, four students were the highest achievers and four other students were the lowest achiever. The data of the study were collected by using the result of interview script that has been transcribed by the researcher.

The result of the study showed that EFL students who achieved highest score in reading test used some reading strategies such as underlining the key words, highlighting, understanding the repetition words and making connection to find main point of the text. The other finding showing that the strategies encountering by the students in finding the specific detail were to mark the important information, read the question and text, and make connection between text and the question. The result also showed the strategies in finding the inference.

The other finding showed that the lowest achievers faced some reading problems while finishing reading test. The problems were related to their lack of vocabulary, grammatical confusion, length of the text, lack of reading strategies, less interest in reading and lost control while reading. This result showed that those problems have influenced students' achievement in reading test.

All in all, the highest achievers in reading test implemented reading strategies in order to ease them to finish their reading test. On the other hand, the problem in finishing the reading test also faced by students do to their lack of vocabulary, grammar confusion, lack of reading strategies, less interest in reading, and lost focus while reading the test.

It was suggested for the English teachers or lecturers to teach proper strategies in order to help students while working on reading test. The suggestion was given to the learners to use some reading strategies in finishing the reading test. Other suggestions were suggested for the teachers and lecturers to help low achievers to overcome their problems in reading. Future researchers were also hoped to conduct further study under reading strategies used by EFL learners and problems encountered by EFL learners while working on reading test.



CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problem, objective of the study, significance of the study, scope and limitation of the study, and the definition of the key terms.

1.1 Background of the Study

Reading is considered as a key for learners in gaining the knowledge with strategies that used when reading. Cogmen and Saracaloglu (2009) claimed that the learning extent could be achieved when it included the supportive skills of reading comprehension. They also revealed that reading comprehension as a device to simplify and enlarge comprehension or in other words reading comprehension strategies are activities to help the learners adjust their learning.

To chase up with the changing world, English as Foreign Language (EFL) learners supposed to catch up with the knowledge through reading. Reading is a timeless skill both at school and throughout life. Nordin et al. (2013) asserts reading as a primary life skill that served a keystone for everyone's success in school, job, and throughout life. Reading efficiently and effectively is the vital ability for a successful life. Without the competence to read wisely, the chance to get a job stride will be worn off (Gilakjani & Sabouri, 2016). Despite its essential, reading is one of the challenging subjects in the education system. According to Küçükoğlu (2013), the



requirement for high-ranking in literacy establish reading as a means to upgrade the ability in gaining an information or knowledge.

Having a strategy in reading is a necessity to overcome the lack of knowledge especially for college students. At college, reading activities are made to understand the materials, and students are forced to read critically and comprehend the subject matters against the reading texts. Cogmen and Saracaloglu (2009) added up that reading process led to how learners read over the bounds and allow critical thoughts on their minds.

However, to master English as a Foreign Language (EFL) especially for reading skills is not a comfortable point. For success in reading, learners need some strategies. According to Cogmen and Saracaloglu (2009), the proper readers have lots of strategies before, during, and after reading. Some learners face the difficulties for they do not use the strategies while reading a text. The difficulties that students faced are because they do not have certain strategies to comprehend reading material. If learners want to gain an optimum result of the materials they are assigned, they have to adequate how to read critically and analytically because the significant point while reading a text is to understand what the writer's intention is. For that reason, learners need some strategies to become good readers who able to distinguish the explicit and implicit intent of the text.

The decent reading strategy may assist the learners to increase their reading ability and readers have their strategies in reading for sure. Even the college students,

they also have their strategies in reading. As Bilican & Yıldırım (2014) claimed that students with well-developed tend to have their learning process, provide learning strategies on their own, and use their existing conversancy to achieve the learning goals. Lack of an effective reading strategy is identified as one of the significant factors affecting reading comprehension efficiency among EFL learners in higher institutions (Al-Jarrah & binti Ismail, 2018). This area has attracted lots of research into L1 and L2 language acquisition and reading fluency.

However, oral language also plays a significant role in learning to read as it has been observed that the development of reading is directly proportionate to the development of oral language. Proper strategies need to be followed to achieve the desired goal rather than focusing on assessment as a tool to enhance comprehension skills Al-Jarrah and Ismail (2018). As the previous observation proved toward the finding about the significance of the reading strategy, it is needed to figure out what strategies are used by second-semester students while working on the reading test. Based on the statement the researcher interested to probe about reading strategies utilized by students while working on the reading test.

It is found in some previous research which discussed the effect of reading strategies or metacognitive strategies effect on students achievement instead of investigating the reading strategies that recalled by second language learners. Under that opportunity, the researcher has an interest to investigate the reading strategies implemented by students while working on reading tests. The researcher sees this gap

as the odds to be able to examine what strategies that students use so that it can be useful for teaching reading strategies in the classroom.

1.2 Research Problems

Based on the gap analysis above, the problems of this study can be formulated as follows.

1. What are the reading strategies utilized by high achiever students in finding *the main idea, detail, and inference* while working on a reading test?
2. What are the problems faced by low achiever students in finding *the main idea, detail, and inference* while working on a reading test?

1.3 Objectives of the Study

Corresponding to the formulation of the problem, this study is aimed to find:

1. The reading strategies implemented by high achiever students in finding the main idea, detail, and inference while working on reading tests.
2. The reading problems faced by low achiever students in finding the main idea, details, and inference while working on reading tests.



1.4 Theoretical and Practical Significance

Reading strategies theoretically give students benefit of making the reading process easier to absorb and understand the contents of the text. Moreover, if the students apply reading strategies in their reading process, it can help the students to understand the text while reading and to support students' academic and professional success in reading. In addition, the teachers can also teach reading strategies in the classroom.

1.5 Scope and Limitation of the Study

This present study focused on investigating the strategies that implemented by high achiever students and the problems that faced by low achiever students in finding the main idea, detail, and inference while working on reading test.

The research subject is limited to the second-semester students of the English Education Department of University of Islam Malang. The researcher only conducted reading test in which the items of the test was multiple-choice. Moreover, the research has limitation on the subjects for the interview. The subjects should be more than eight students for students who got highest and lowest score because this research was design for second semester students. Besides, the researcher only interview four-second semester students who achieved a high score and four-second semester students who got the lower score in the reading test. Due to the CORONA virus pandemic, the researcher conducted the interview via a zoom meeting because the learning system was done via online and the researcher cannot meet the students

directly because of residence differences. The result of the interview may not be able to cover the problems being researched by the researcher.

1.6 Definition of Key Terms

To avoid misunderstanding and ambiguity, the researcher define the terms which need definition as used in this study. They are:

1. *Reading strategies* form as a manner that learner used in order to ease them while trying to determine the answer for main idea, specific detail, and inference while working on reading test.
2. *Reading Problems* in this study are problems faced by students when trying to find answers for main idea, specific detail, and inference of the text.
3. *High achiever students* are the participants who achieved the highest score and successful in applying reading strategies to find the main idea, specific detail, and inference while finishing reading test.
4. *Low achiever students* are the participants who achieved the lowest score and the students who faced some reading problems in finding the answer for main idea, specific detail, and inference while working on reading test.
5. *Reading test* denoted to measure the ability of students to understand the content or information contained in the reading. The test consist of questions item that asked about main idea of the text, specific detail, and inference.



CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter of this present study discusses the conclusion of the study and giving suggestions for the English as foreign language learners, the English lecturers, and the further researcher. The conclusion and suggestions are explained according to the finding of this present study that have already stated before.

5.1 Conclusion

Based on the finding, the researcher found that the high achiever students tend to apply strategies to find main idea, detail information, and inference of the text. They applied 15 strategies that included the strategies to determine the main idea, detail information, and inference of the text. However, the researcher also found that the low achiever students faced probably 6 problems while trying to find the answer for the main idea, detail information and inference.

As the result to answered the research problems, the researcher concluded that there are some reading strategies used by high achiever students in determining the answer for main idea, specific detail, and inference while working on reading task. Otherwise, there are some problems that students encountered in finding the answer for main idea, specific detail, and inference while finishing reading test.

In accordance with the previous study, this current study revealed the same result as the previous study which discussed about the same field of study that investigated the reading strategies and problems in reading test.

5.2 Suggestion

From this present research, there are some advantages of knowing students' reading strategies while working on reading test. Henceforth, the researcher gives some appropriate suggestions that probably could assist the English lecturer, the EFL learners, and the further researcher.

5.2.1 English Lecturer

The first is suggestion for the English lecturer. Creating new proper strategy for reading is totally needed and useful for teaching learning English effectively. Nowadays, the creative lecturer is very important to support the students in the classroom learning. Every lecturer has his or her own way to teach English, especially in reading. The result of this study is useful for the lecturer for demonstrating in the teaching and learning process. In sum, the English lecturer is suggested to create the proper reading strategies to ease the students in reading class and reading test. The lecturer can teach the strategies how to find the main idea, the details answer for details question, and the strategies to find the inference of the text.

However, the teacher needs to notice students' problems in reading and help the students to cope with the problems and teach them the strategies while the difficulties attack the students.

5.2.2 English Learners

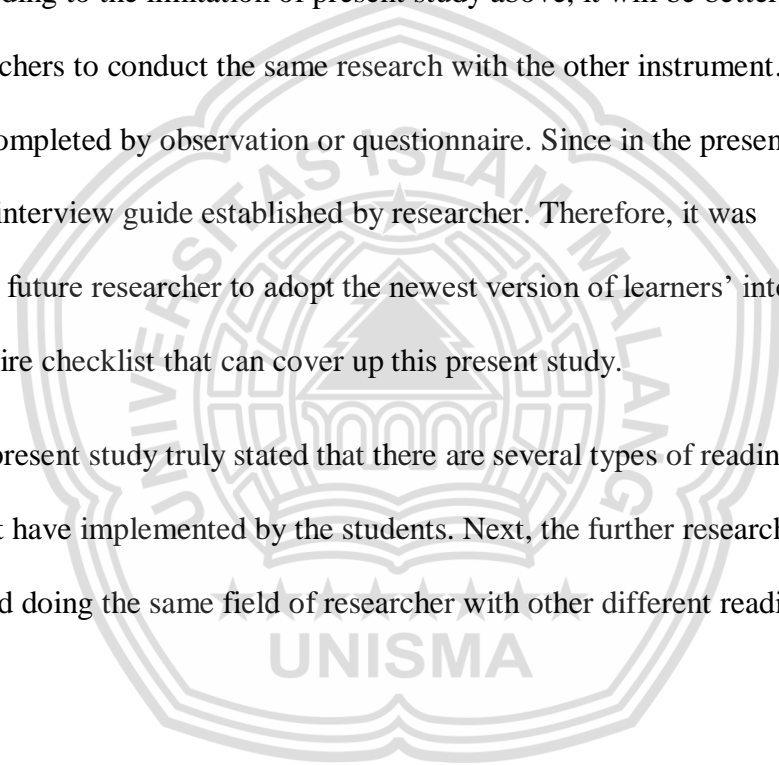
The second is suggestion for the learners. By applying proper reading strategies in their reading process or their reading test, it can be easier for the students to understand the text and comprehend the text meaning. As the

researcher posted in this present study, some reading strategies can be implemented in reading process or even in reading test. Henceforth, the achievement in reading field will be more satisfying if the learners realizing the right reading strategies.

5.2.3 Further Researcher

According to the limitation of present study above, it will be better for further researchers to conduct the same research with the other instrument. The data can be completed by observation or questionnaire. Since in the present study, the learners' interview guide established by researcher. Therefore, it was suggested for future researcher to adopt the newest version of learners' interview or questionnaire checklist that can cover up this present study.

This present study truly stated that there are several types of reading strategies that have implemented by the students. Next, the further researchers also suggested doing the same field of researcher with other different reading strategies.



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