A STUDY ON UNDERGRADUATE STUDENTS' READING STRATEGIES IN EFL CONTEXT

SKRIPSI

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JUNE 2023

ABSTRAK

Nazila, Rodhiatun. 2023. *A Study on Undergraduate Students' Reading Strategies.* Skripsi, English Education Department, Faculty of Teacher Training and Education, University of Islam Malang.

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Kata Kunci: Strategi membaca, mahasiswa S1, pemindaian, *skimming,* merangkum

Penelitian ini bertujuan untuk menyelidiki strategi membaca yang digunakan oleh mahasiswa sarjana EFL. Selain itu, tujuan dari penelitian ini adalah untuk mempelajari lebih lanjut tentang karakteristik strategi membaca akademik EFL untuk membantu mahasiswa sarjana EFL memahami pemahaman membaca akademik EFL. Penelitian ini memerlukan wawancara untuk mendapatkan jawaban atas tujuan penelitian. Jadi, penelitian ini menggunakan metode kualitatif dengan menggunakan sampel 10 mahasiswa sarjana EFL. 10 orang diantaranya adalah 5 orang laki-laki dan 5 orang perempuan yang sedang menempuh semester 4 di Universitas Islam Malang. Temuan penelitian mengungkapkan bahwa para peserta biasanya menggunakan strategi pemindaian, *skimming,* dan meringkas untuk meningkatkan pemahaman bacaan mereka. Pemindaian melibatkan pencarian informasi spesifik dengan berfokus pada kalimat pertama setiap paragraf dan kata kunci. *Skimming*, di sisi lain, melibatkan pemahaman cepat gagasan utama sebuah teks dengan terlebih dahulu membaca judulnya. Teknik merangkum digunakan untuk menyingkat informasi dan lebih memahami isi teks secara keseluruhan. Meskipun temuan ini tidak secara eksplisit menyebutkan keterbatasan penelitian, penelitian selanjutnya mungkin akan mengeksplorasi aspek-aspek tersebut. Selain itu, penelitian masa depan bisa fokus pada penyelidikan penggunaan strategi membaca khususnya di kalangan mahasiswa EFL sarjana dengan menggunakan metode kualitatif atau desain metode campuran. Penelitian lebih lanjut juga dapat mengeksplorasi dampak strategi membaca terhadap faktor-faktor lain yang terkait dengan Pemahaman Membaca Akademik EFL, seperti kemampuan membaca, kemahiran bahasa Inggris secara umum, dan sikap terhadap bahasa Inggris. Kesimpulannya, penelitian ini menemukan bahwa mahasiswa sarjana EFL menggunakan strategi *scanning, skimming*, dan *summarizing* dalam aktivitas membaca mereka. Strategi-strategi ini efektif dalam menangkap ide-ide utama dengan cepat, menemukan informasi spesifik, dan mengkonsolidasikan pemahaman. Pendapat para peserta semakin mendukung efektivitas strategi ini dalam meningkatkan pemahaman bacaan mereka. Dengan mengembangkan repertoar strategi membaca yang efektif, siswa dapat menjadi pembaca yang lebih percaya diri dan cakap

ABSTRACT

This study aims to investigate the reading strategies used by EFL undergraduate students. In addition, the aim of this study is to learn more about the characteristics of EFL academic reading strategies to help EFL undergraduate students understand EFL academic reading comprehension. This research requires interviews to get answers to the research objectives. So, this study uses qualitative methods using a sample of 10 EFL undergraduate students. 10 of them are 5 men and 5 women who are currently taking their 4th semester at the Islamic University of Malang. The research findings revealed that the participants typically used scanning, skimming, and summarizing strategies to improve their reading comprehension. Scanning involves searching for specific information by focusing on the first sentence of each paragraph and keywords. Skimming, on the other hand, involves quickly understanding the main idea of a text by first reading the title. Summarizing techniques are used to condense information and better understand the overall content of the text. Although the findings do not explicitly mention the limitations of the study, future research may explore these aspects. In addition, future research could focus on investigating the use of reading strategies especially among undergraduate EFL students using a qualitative methods or mixed methods design. Further research could also explore the impact of reading strategies on other factors related to EFL Academic Reading Comprehension, such as reading ability, general English proficiency, and attitudes toward English. In conclusion, this study found that EFL undergraduate students utilized scanning, skimming, and summarizing strategies in their reading activities. These strategies are effective in quickly capturing main ideas, finding specific information, and consolidating understanding. The participants' opinions further supported the effectiveness of this strategy in improving their reading comprehension. By developing a repertoire of effective reading strategies, students can become more confident and capable readers.

CHAPTER I

INTRODUCTION

The research background, the research questions, the research objectives, the research significance, and the definitions of key terms are all included in the introduction part.

1.1 Background of The Study

Prior studies on L2 reading have demonstrated that reading is an interactive process for creating meaning in which students employ a range of techniques to attain the objective of reading comprehension (Alderson, 2000; Anderson, 1999; Carrell, 1998). The significance of reading techniques in improving reading comprehension is starting to gain attention from several researchers. Therefore, they tried to identify different reading strategies (Anderson, 1991; Block, 1986; Zhang & Wu, 2009). Over the past 20 years, there has been an increase in study on the relationship between strategy utilization and success in second or foreign language learning, as well as to various variables (Green & Oxford, 1995). Understanding the ways in which students' strategic reading behaviors affect reading comprehension can lead to the precise creation of appropriate reading hours.

For example, in earlier studies, Students have diverse reading techniques, according to Tarique et al. (2022), because every learner differs from one another. The background education, knowledge, and environment can be the factors why students end up using a lot of different strategies. In other words, students

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completed their academic reading assignments in a way that was influenced by their educational level and culture. Their individual learning styles and the types of tasks they were given were also factors that could influence the use of strategies. Al Roomy & Alhawsawi (2019) revealed that by using reading strategies students are more able to comprehend on reading passages on various difficulties. Besides this research also shows that reading strategies affect word level and lexical knowledge in positive way. Therefore, the present of reading strategies nowadays is highly recommended for students in order to gain more benefit in learning reading.

In recent years, research has been done on what reading strategies some people use. Alfarwan (2021) examines how gender and proficiency relate to reading techniques. It looked into the reading strategies that 120 Saudi students taking an intense English course at a public university in Saudi Arabia reported using the most. Both 5-point Likert-scale questionnaire and Think-Aloud Protocols (TAP) were used in this study. Another study, Feller et al (2020) explore comparison of the use of reading strategies by first and second language (L2) readers often relies on self-report measures. In this study, they used regression and Bayesian factors to explore how L2 reader status and reading ability correlated with self-reported reading strategies and use of situational word processing strategies (i.e., paraphrasing, transitioning, and articulation). Foreign language reading comprehension and some learning-related factors can also have an effect on foreign language learners' use of reading strategies, by Habok & Magyar (2019). This finding was developed and validated from a model using EFL

reading strategies, reading ability, two learning-related factors, general English proficiency and attitudes towards English, in different groups of age of FL/L2 learners. There was another study in the same year from Lindholm and Tengberg (2019) where their research more focused on reading development related to the reading strategies used. Reading comprehension was measured 3 times and strategy use was examined using the Metacognitive Awareness Scale (MARSI) of the Reading Strategy Inventory.

Beside some quantitative studies above, some researchers also examined the students' reading strategies topic trough qualitative lens. Bippert (2020) researched on text engagement and reading strategy use. This study explores how students do considered as successful or unsuccessful when using automatic comprehension strategies while trying interacting with difficult texts. This study involved 4 students from seventh grade. Kim (2018) also tried using qualitative research methods and an oral protocol in investigating the use of reading strategies on four novice English learners. This study explained how each English language learner applies these techniques when reading short stories, including those that are culturally close to them and those that are culturally remote. Higher-order thinking techniques and social-contextual reading methods are two categories of tactics that have been studied. Another qualitative study by Mzimane& Mantlana (2017) investigated reading strategies on two schools in the foundation phase. That was because there are protests about students who have reading difficulties at school, the researchers tried to examine what strategies are

used by teachers to improve reading skills at the basic stage. English is not the first language of students, so they feel a challenge when reading.

From the previous studies above, there is little research that used qualitative method in investigating EFL students' reading strategies, especially undergraduate students. Most researchers are using quantitative data in examining the students' reading strategies (Alfarwan, 2021; Feller et al, 2020; Habok & Magyar, 2019; Lindholm & Tengberg, 2019). Even though some latest previous studies are using qualitative or mix method design, but they didn't use EFL undergraduate students as the participant or the sample (Bippert, 2020; Kim, 2018; Mzimane& Mantlana, 2017). From the explanation above, researcher believes that a latest descriptive analysis on how EFL undergraduate students use reading strategies is needed. Therefore, this study will try to investigate about how EFL undergraduate students use reading strategies using case study. Through this research, the way how undergraduate EFL student use their own reading strategy can come clear.

1.2 Research Questions

Based on the background of the study, the following questions were raised up in this study.

1. What the strategies do the EFL undergraduate students use in their reading activity?

2. How do those EFL undergraduate students use these strategies?

1.3 Objectives of Study

Based on the problems that are stated in the previous point, the researcher stated that there are two objectives which underlie this study, those are:

1. To figure out the strategies of EFL undergraduate students use in their reading activity

2. To figure out on how those EFL undergraduate students use the strategies.

1.4 Research Significance

Theoretically, the findings from this study are expected to extend a better understanding of EFL Academic Reading Comprehension to EFL teachers and EFL students by providing useful information about the nature of EFL Academic Reading strategies.

Practically, by looking at how students use reading strategies, the findings of this study should be able to offer recommendations for both lecturers and students. It can also assist lecturers in choosing relevant materials for their students. Additionally, it is anticipated that the findings of this study will affect how English is taught in academic institutions.

1.5 Definition of Key Terms

The researcher provides definition of key terms in order to avoid misconception as they would be defined below.

1. EFL Undergraduate Students refers to undergraduate students' can be defined as students who are pursuing undergraduate or pre-graduate-level education in

language learning. They are students who have not yet obtained a bachelor's degree.

2. ***Reading*** is a process when conscious and unconscious thought are involved. The reader uses a variety of techniques to piece together the meaning that the author is presumed to have intended. By comparing the text's material to his or her existing knowledge and experience, the reader accomplishes this.

3. ***Reading Comprehension*** is being able to read a text, understand its meaning, and interpret it. It depends on two interconnected abilities: word reading (the ability to decipher symbols on a page) and language comprehension.

4. ***Reading Strategies*** refers to the deliberate and explicit efforts that assist readers in connecting print to meaning. Every student benefit from strategies that increase decoding and comprehension, but beginning readers, struggling readers, and English language learners require these strategies above all others.
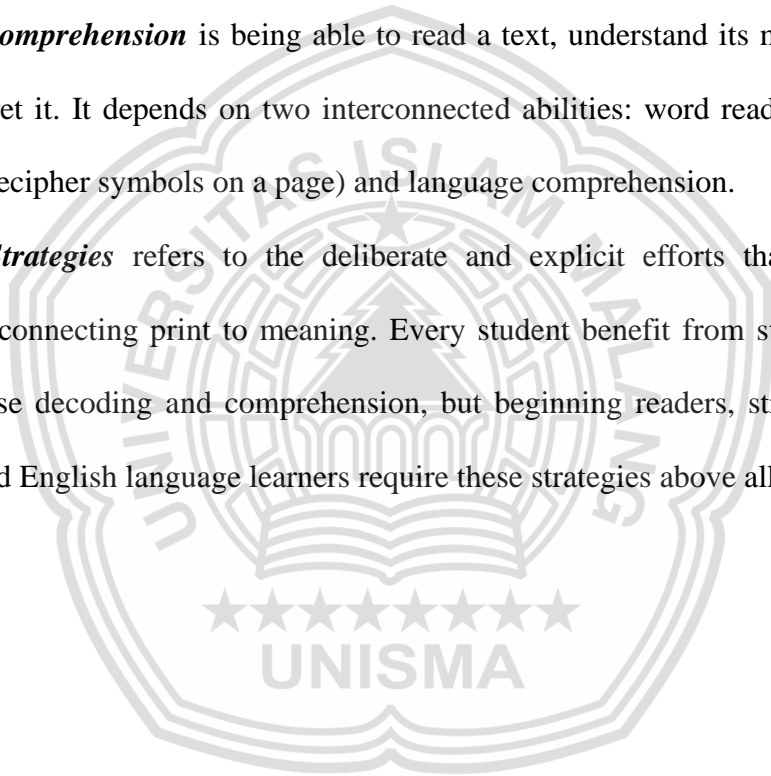
CHAPTER V

CONCLUSION & SUGGESTION

This chapter contains conclusion of A Study on Undergraduate Students' Reading Strategies in EFL Context employed in this research and suggestion that will be beneficial for the teachers, the students, and the further researchers.

5.1 Conclusion

In summary, the study examined the reading strategies employed by EFL undergraduate students and revealed several key findings. The participants commonly used strategies such as scanning, skimming, and summarizing to enhance their reading comprehension. Skimming involved reading the title first to quickly grasp the main idea, while scanning aided in locating specific information by focusing on the first sentence of each paragraph and keywords. Summarizing techniques were employed to condense information and better understand the overall content. These strategies were recognized as essential tools by the participants, helping them avoid misinterpretation and improve their comprehension.

The study's alignment with existing literature underscores the significance of these strategies in effective reading. Skimming and summarizing are supported as valuable techniques for gaining an overview and consolidating understanding, respectively. The participants' opinions further validate the usefulness of these strategies in enhancing comprehension, especially in managing complex or time-sensitive reading tasks.

Despite the document extracts lacking explicit details on limitations and research methodology, the implications of the findings are noteworthy. Educators can integrate these strategies into their teaching methods to empower students' reading skills, particularly in an EFL context. While the study's focus on EFL undergraduate students might limit generalizability, it provides a foundation for future research to explore the effectiveness of these strategies in diverse contexts and with different populations.

In conclusion, the study sheds light on the reading strategies of EFL undergraduate students, showcasing their reliance on scanning, skimming, and summarizing techniques. These findings underscore the importance of these strategies for improved reading comprehension and offer valuable insights for educators and researchers alike, paving the way for further exploration and application in the field of language education.

5.2 Suggestion

The research study aims to fill the gap in previous research by using qualitative research techniques and focusing on undergraduate EFL students. Most previous studies have used quantitative data or focused on different participant groups. By using a case study design and conducting interviews, the study intends to gain detailed insights into the reading strategies used by these students.

In terms of limitations, the findings do not explicitly mention any specific limitations of the study. However, it can be inferred that the study's findings may be limited to the specific context of undergraduate EFL students at the private

university in Malang. The small sample size of 10 participants may also limit the generalizability of the findings.

The implications of the study are that understanding the reading strategies used by undergraduate EFL students can inform the development of appropriate reading instruction and interventions. Teachers can use this knowledge to design effective reading activities and provide targeted support to students based on their individual strategies. Students can also benefit from being aware of different reading strategies and selecting the ones that work best for them. Further research can build upon this study by exploring the effectiveness of specific reading strategies in improving reading comprehension and investigating the impact of different instructional approaches on the development of reading strategies.

1. For The Teachers

It is recommended to incorporate reading strategies into their teaching practices. The document extracts mention that reading strategies, such as skimming, scanning, summarizing, and previewing, are commonly used by EFL undergraduate students to comprehend the texts they read. Therefore, teachers can explicitly teach these strategies to their students and provide opportunities for them to practice and apply these strategies in their reading activities. By doing so, teachers can enhance their students' reading comprehension skills and help them become more effective readers.

Additionally, teachers can also consider the findings of previous studies on reading strategies and EFL Academic Reading Comprehension. The document extracts mention that there have been both quantitative and qualitative studies

conducted on this topic. Teachers can review these studies to gain a better understanding of the different reading strategies used by EFL students and how these strategies can be effectively taught and integrated into the classroom. This knowledge can inform their instructional practices and help them design more effective reading lessons and activities.

2. For the students

It is suggested that they actively engage in the use of reading strategies to improve their reading comprehension skills. The findings highlight the importance of strategies such as skimming, scanning, summarizing, and previewing in helping students extract meaning from written material. Students can practice these strategies independently while reading various texts, both academic and non-academic. By consciously applying these strategies, students can enhance their ability to understand and interpret the information presented in the texts they read.

Furthermore, students can also benefit from seeking guidance and support from their teachers. Teachers can provide explicit instruction on reading strategies and offer feedback and guidance to help students improve their use of these strategies. Students should also be encouraged to reflect on their reading experiences and identify which strategies work best for them. By developing a repertoire of effective reading strategies, students can become more confident and proficient readers.

3. For the future researcher

Future research should concentrate on examining how reading methods are used specifically by undergraduate EFL students. The study mentions that

previous research has primarily used quantitative methods and focused on different groups of learners. However, there is a need for more recent and descriptive analysis on how EFL undergraduate students use reading strategies. Therefore, researchers can conduct qualitative studies or use a mixed-method design to explore the reading strategies employed by EFL undergraduate students and how these strategies contribute to their reading comprehension.

Additionally, further research can also explore the impact of reading strategies on other factors related to EFL Academic Reading Comprehension, such as reading ability, general English proficiency, and attitudes towards English. By examining the relationship between these variables and the use of reading strategies, researchers can gain a deeper understanding of how reading strategies influence EFL students' reading comprehension skills and overall language learning experiences.

To sum up, the research study aims to understand the reading strategies used by undergraduate EFL students through qualitative research techniques and interviews, filling a gap in previous research. The implications suggest that teachers should incorporate reading strategies, such as skimming and summarizing, into their teaching practices to enhance students' comprehension. Additionally, students are encouraged to actively engage in using these strategies to improve their reading skills, seeking guidance from teachers and reflecting on their experiences. For future researchers, the recommendation is to focus on EFL undergraduate students, using qualitative or mixed-method designs, and exploring the impact of reading strategies on various factors related to reading

comprehension and language learning experiences, thus enriching the understanding of effective reading strategies in an EFL context.

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