



**THE USE OF STRATEGIES FOR READING ACADEMIC TEXTS BY  
ENGLISH STUDENTS**

***SKRIPSI***

**BY**

**NELIS KURNIATI**

**219.01.0.7.3073**



**UNIVERSITAS ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

**2024**



**THE USE OF STRATEGIES FOR READING ACADEMIC TEXTS BY  
ENGLISH STUDENTS**

***SKRIPSI***

**Presented to**

**Faculty of Teacher Training and Education**

**University of Islam Malang**

**In partial fulfillment of the requirements for the degree of  
*Sarjana* in English Language Education**

**BY**

**NELIS KURNIATI**

**NPM 219.01.07.3.073**

**UNIVERSITY OF ISLAM MALANG**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**ENGLISH EDUCATION DEPARTMENT**

**2024**

## ABSTRAK

Kurniati, Nelis. 2024. *Penggunaan Strategi Membaca Teks Akademik Oleh Siswa Bahasa Inggris*. Tesis, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Pembimbing I: Dr. Atik Umamah, S.Pd.,M.Pd; Pembimbing II: Febti Ismiatun, S.Pd.,M.Pd.

Kata kunci: Kegunaan, Strategi, Membaca Teks Akademik.

Pemahaman membaca teks academic oleh siswa memerlukan penggunaan strategi membaca yang tepat dan efektif agar siswa dapat memahami teks bacaan dengan mudah. Oleh karena itu, siswa harus kreatif dalam menerapkan strategi pembelajaran. Strategi dalam membaca teks akademik yang dapat digunakan adalah Strategi membaca Global, Strategi Pemecahan Masalah, dan Strategi Pendukung. Penelitian ini bertujuan untuk mengetahui strategi yang digunakan pada fase sebelum membaca, saat membaca dan setelah membaca, yang digunakan oleh siswa bahasa inggris. Penelitian ini menggunakan metodologi studi kasus Tunggal kualitatif. Teknik pengumpulan data dalam penelitian ini menggunakan metode wawancara mendalam, dan dokumentasi. Wawancara dengan tiga pertanyaan pengantar dan tiga pertanyaan merupakan fase membaca yang dikembangkan oleh peneliti. Sampel penelitian terdiri dari dua orang mahasiswa yang mendapat nilai tertinggi pada matakuliah Bahasa Inggris Universitas Islam Malang.

Temuan penelitian ini menunjukkan bahwa siswa menggunakan strategi dalam membaca teks akademik. Siswa menggunakan strategi yang berbeda dalam setiap fase membaca. Pada tahap pra-membaca, siswa menggunakan strategi global yaitu dengan mempersiapkan beberapa hal, salah satunya dengan membaca judul atau subjudul dan mengidentifikasi tujuan membaca, membaca abstrak atau ringkasan di awal teks untuk mendapatkan pemahaman. ide. dari keseluruhan teks. Pada fase membaca sambil, siswa menggunakan strategi pemecahan masalah yaitu dengan berhenti sejenak untuk merenungkan bacaannya dan membaca kembali, membaca perlahan dan hati-hati. Lebih lanjut peserta menambahkan bahwa mereka juga menggunakan strategi membaca pendukung dengan cara (1) mereview informasi yang telah dibaca sebelumnya, (2) mendiskusikan bacaan tersebut dengan orang lain, (3) menggunakan alat dengan menggunakan bahan referensi, (4) menggarisbawahi informasi teks (5) ) mendiskusikan membaca bersama orang lain. Sedangkan pada Fase Pasca-membaca, siswa menggunakan strategi membaca terdukung sebagai strategi membaca teks akademik dengan cara (1) memparafrasekan informasi teks, (2) menggunakan bahan referensi sebagai alat, (3) menggunakan bahan referensi sebagai alat, (4 ) mendiskusikan bacaan. dengan orang lain. (5) menulis ringkasan bacaan.

## ABSTRACT

**Kurniati, Nelis.** 2024. *The Use of Strategies for Reading Academic Texts By English Students*. Thesis, Department of English Education, Faculty of Teacher Training and Education, Universitas Islam Malang. Supervisor 1: Dr. Atik Umamah, S.Pd., M.Pd; Supervisor II: Febti Ismiatun, S.Pd., M.Pd.

**Keywords:** Use, Strategy, Reading Academic Texts.

Reading comprehension of academic texts by students requires the use of appropriate and effective reading strategies so that students can understand reading texts easily. Therefore, students must be creative in applying learning strategies. The strategies in reading academic text that can be used are the Global Reading Strategies, Problem Solving Strategies, and Supporting Strategies. This research aims to determine the strategies used in the pre-reading, during reading, and post-reading phases, which are used by English students. This research used a qualitative single case study methodology. Data collection techniques in this research used in-depth interview methods, and documentation. Interviews with three introductory statements and three questions comprised the reading phase developed by the researcher. The research sample consisted of two students who got the highest marks in the English course, Universitas Islam Malang.

The findings of this research indicate that students use strategies in reading academic texts. Students use different strategies in each reading phase. At the pre-reading stage, students use a global strategy, namely by preparing several things, one of which is by reading the title or subtitle and identifying the purpose of reading, reading the abstract or summary at the beginning of the text to get an idea of the entire text. In the while reading phase, students use problem solving strategies, namely by stopping for a moment to reflect on their reading and reading again, reading slowly and carefully. Participants further added that they also used supporting reading strategies by (1) reviewing previously read information, (2) discussing the reading with other people, (3) using tools using reference materials, (4) underlining text information ( 5 ) discuss the reading with other people. Meanwhile, in the Post-reading Phase, students use supported reading strategies as strategies for reading academic texts by (1) paraphrasing text information, (2) using reference material as a tool, (3) using reference material as a tool, (4) discussing the reading with other people. (5) write a summary of the reading.

## CHAPTER I

### INTRODUCTION

This chapter provides the research's underlying information. This chapter introduces the study's background, the research problem, the study's objective, the significance of the study, its scope and limitations, and the definitions of key terms.

#### 1.1 Background of Study

Reading is one of four English skills that must be mastered by EFL learners. Reading is a language skill that requires text comprehension. During the reading process, the reader applies his own meaning and experiences to the printed text in order to derive meaning from it. Reading may contribute considerably to proficiency in a second language Krashen and Terrel (1983:131), and there is good reason to believe that reading contributes to overall proficiency, to all four skills. It implies that students who are proficient in reading will also be proficient in other abilities. Reading is a more fundamental skill than perhaps any other, not only for the student's personal development but also for his or her cognitive development. Reading is the construction of meaning from written text; it is an active, cognitive, and affective process Biddulph (2002:3). Through reading, meaning can be transferred from one mind to another, from a writer to a reader. In addition, reading can be used to build a concept, develop vocabulary, impart knowledge, contribute to a process of personal enrichment, develop intellect, assist in understanding and comprehending the problems of others, develop self-concept, and provide enjoyment. Reading is a passive skill that needs



an interaction procedure in order to obtain information or ideas from printed material. For a reading teacher, it is critical to comprehend the significance of the reading talent, which includes the capacity to read from a variety of specialists with differing perspectives. (Ekawati et al., 2020). Reading is the process of gathering data from many sources. Since reading is a fundamental skill for interpreting a book, it is also a crucial language skill that kids should learn. (Ristanti et al., 2023)

According to Wahyono (2019), there are three lengthy texts ranging from descriptive, factual to discursive and analytical. The texts are genuine and drawn from books, periodicals, and newspapers. Reading is the process through which a reader learns information from a writer through a written text. Skimming, scanning, and in-depth reading are the three categories of Academic Reading. The act of reading a page or document by skimming only the headings and opening phrases of each paragraph or section is known as skimming. It is usually offered in three formats: review, overview, and preview (For more details, see skimming). While skimming entails browsing content for a specific goal or word (or synonym), scanning entails looking for answers to questions, relevant quotation references, statements, names in directories, terms in dictionaries, prices in catalogs, etc. You only look at the bare minimum of content when scanning in order to finish your assignment. The most time-consuming and important reading method is thorough reading; you must scan the material rapidly and attentively to locate the precise information you need. This arrangement attempts to make the ideas and arguments in the book easier to understand. To efficiently skim, you

should complete this step after reading a portion of the text. There should be some structure, but you don't have to read it all.

Kavcar and Oğuzkan (1999: 23) state that in order to determine the kind of non-academic material that most students read, they often utilize four reading-related factors: 1. skimming the book to identify the key ideas, 2. making educated guesses about word meanings from context. highlighting the text's key ideas, integrating the text with prior knowledge of the issue by retaining pertinent details, and using cognitive reading strategies are all closely linked to students' reading comprehension. Leki (2001) states, "Reading academic writings necessitates a full integration of information from various sources as well as an in-depth reading of texts with clear themes." Reading academic texts is different from other types of reading, and the length and level of texts are at different stages. Ismini (2003) points out that various factors affect students' difficulty in reading texts, including limited vocabulary, acquiring text ideas, inability to understand texts, and using appropriate strategies to understand text content.

Successful application of scholastic reading strategies is highly dependent on the awareness and adaptability of these strategies. According to Shuyun and Munby (1996), reading academic texts requires a great deal of consideration, seriousness, and complexity. In light of this, it may not be overly ambitious to suggest that second language learners should actively participate in the development of various reading strategies to help them surmount comprehension difficulties.

The SORS evaluates three types of reading strategies: global reading strategies, problem-solving strategies, and support reading strategies (Mokhtari

and Sheorey, 2002). The intentional, well-thought-out methods that students use to monitor or manage their reading are known as global reading strategies (GLOB). These methods include having a goal in mind, previewing the text to ascertain its length and structure, and making use of typographical aids, tables, and figures. Problem Solving Strategies (PROB) refer to the methods and techniques that the user uses while dealing with the text directly. These strategies are used when problems occur with understanding textual information; examples include changing reading speed or level depending on how hard or easy the content is, speculating on the meaning of words that are unclear, and revisiting the text to increase understanding. Support Strategies (SUP) are simple tools that readers can use to help them understand the text. Examples of SUP include underlining, underlining, highlighting, and using dictionaries.

Reading strategies have also been the subject of some earlier study projects. According to Gustanti and Ayu's (2021) research, test results for English competence were positively correlated with cognitive reading strategies. When reading texts, students typically—though not always—use cognitive reading skills. According to Aydinbek (2021), it is necessary to analyze how reading practices affect readers' comprehension of various text kinds. Studying reading strategies should also take into account the reading behaviors of language learners, such as frequency, attitudes, motivation, and success at different language levels. Lastly, reading methods ought to be included in reading courses in order to increase the efficiency of the teaching and learning process. According to Syeikh (2019), conducting workshops or training sessions to support MARS can help students focus more intently on the reading process, which can have an



impact on their learning. Wahyono (2019) discovered a strong correlation between students' reading comprehension and cognitive reading strategies. According to Khatri (2018), reading performance and the application of stated reading strategies gleaned from the instrument both considerably improved following the intervention. Where is the verb (full phrase) in Global Reading Strategies, Problem-Solving Strategies, and Supporting Strategies? claimed Nurazila & Rizaimy (2018). This shows that depending on why they are reading academic content, pupils view the three techniques at varying frequencies.

From the aforementioned earlier studies, the researcher discovered certain findings about reading methods. It was determined that prior research focused on cognitive reading strategies, whereas academic and metacognitive reading strategies were not specifically studied. This is where previous research differed from present research. The three reading techniques of pre-reading, while-reading, and post-reading academic texts have not been examined in previous studies. As a result, this study looked at the students' pre-, while-, and post-reading methods for academic texts.

## 1.2 The Research Problems

Based on the background of the research above, the research problem in this study is as follows:

- 1) What strategies are used by English students in the pre-reading phase?
- 2) What strategies are used by English students while reading?
- 3) What strategies are used by English students in the post-reading?

## 1.3 The Objectives of the Study

- 1) To find out the strategies used in pre-reading phase used by English students

- 2) To find out the strategies used in while reading used by English students
- 3) To find out the strategies used in post-reading used by English students

#### **1.4 The Significance of the Study**

This study is expected to give significant information and suggestion for three aspects, English teachers, English students, and researchers.

- 1) For students

This study is very important to identify what are the reading strategies Pre-reading, while-reading, and post-reading academic text, and help the students overcome their reading strategies problem, especially in academic reading in the average reading process.

- 2) For lecturers

This research hopefully can give additional information about what strategies in pre, while, post activities, especially in reading academic text which can be used in teaching reading more effectively.

- 3) For other researchers

This research hopefully can be used as a reference for the next researcher who wants to discover strategies for reading academic text, especially in the three strategies of Pre-reading, while-reading, and post-reading academic text.

#### **1.5 The Scope and Limitation of the Study**

Researchers focused on reading strategies of academic texts. in the form of strategies research articles covering 3 phases pre-reading, while reading, and post-reading. The number of respondents is limited to two students with the best grades from semester fourth students at the Universitas Islam Malang as research subjects.

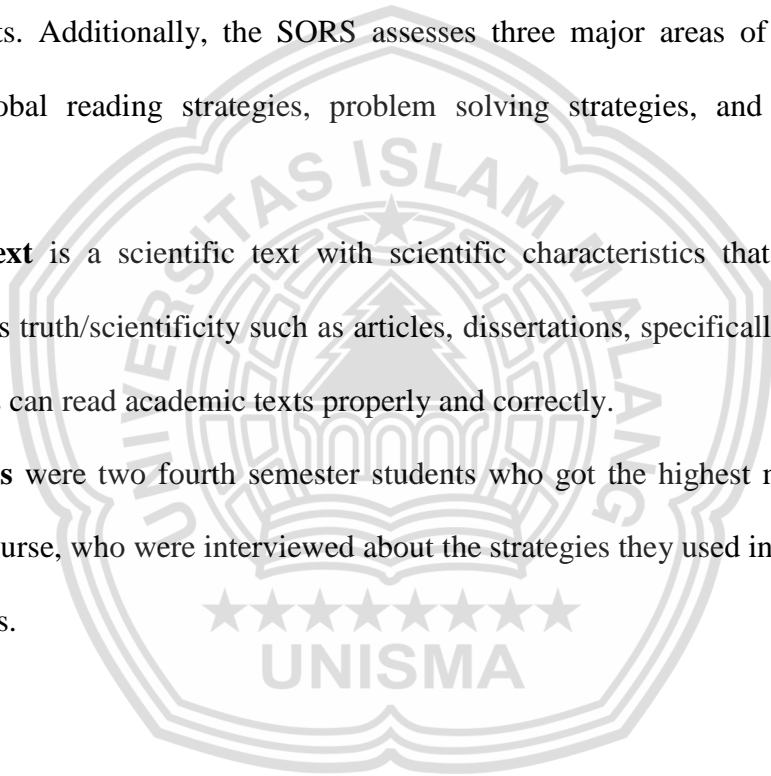
## 1.6 The Definition of Key terms

The key terms are defined here to help prevent misunderstandings. This study uses a number of significant terms. What must be clarified: The deliberate structuring of tasks to accomplish particular objectives is known as;

**Reading Strategies** In order for students' methods for Examining academic literature Students in their fourth semester can select the strategies to investigate reading awareness tactics through pre-reading, while-reading and post-reading academic texts. Additionally, the SORS assesses three major areas of reading strategies: global reading strategies, problem solving strategies, and support strategies.

**Academic Text** is a scientific text with scientific characteristics that can be justified for its truth/scientificity such as articles, dissertations, specifically in this study students can read academic texts properly and correctly.

**EFL Students** were two fourth semester students who got the highest marks in the reading course, who were interviewed about the strategies they used in reading academic texts.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This is the final chapter of this study. This chapter is divided into two sections; conclusion and suggestions

#### 5.1 CONCLUSIONS

Students use different strategies in each reading phase. In the pre-reading phase, students use global strategies, namely by preparing several things, one of which is by reading the title or subtitle and identifying the purpose of reading, reading the abstract or summary at the beginning of the text to get an overview of the entire text.

In the while reading phase, students use problem solving strategies, namely by stopping for a moment to reflect on their reading and re-reading, reading slowly and carefully. Furthermore, participants added that they also used support reading strategies by (1) reviewing information that had been read previously, (2) discussing the reading with other people, (3) using tools using reference materials, (4) underlining text information (5) discussing the reading with other people.

Meanwhile, in the Post-reading Phase, students use supported reading strategies as a strategy for reading academic texts by (1) paraphrasing text information, (2) using reference material as a tool, (3) using reference material as a tool, (4) discussing the reading with other people. (5) write a summary of the reading.

## 5.1 SUGGESTIONS

Based on the findings and conclusions, several suggestions are made for students, teachers and future research.

1. For students, students can look for and use the three broad categories of reading strategies (SORS) Global reading strategies, Problem-solving Strategies, and Support reading strategies to help and facilitate them in reading academic texts.
2. For lecturers, It is expected that during the pre-reading phase, while reading and post reading of teaching reading courses, students will become familiar with using the three main categories of reading strategies (SORS), which are: global reading strategies, problem-solving strategies, and support reading strategies. This will help and facilitate students in reading academic texts.
3. Future researchers can include students who are not majoring in English or combine many elements to add research subjects. Future studies can look at how well the three main kinds of reading strategies (SORS) work with students who aren't majoring in English. However, when it comes to the learning results of students who utilize the three types of reading strategies (SORS) against other strategies when reading academic texts, researchers can also make this comparison.



## REFERENCES

- Utami Dewi, Maryati Salmiah.(2019) Students Reading Strategies At English Department, *Al- Ishlah:jurnal pendidikan-* ISSN: 2087-9490 (P);2597-940X(e).
- Amir, M. (1998). Language Learning Strategies Used By Junior High School EFL Learners. *Language And Language Teaching Journal*, 21(1), 94–103. <https://doi.org/10.24071/Llt.2018.210110>.
- Tarigan, Henry Guntur, 2008. *Reading As a Skill*, Bandung: Angkasa.
- Aritonang, I. R., Lasmana, S., & Kurnia, D. (2019). The Analysis Of Skimming And Scanning Technique To Improve Students In Teaching Reading Comprehension. Project (*Professional Journal Of English Education*), 1(2), 101. <https://doi.org/10.22460/Project.V1i2.P101-106>
- Bergey, B. W., Parrila, R. K., Laroche, A., & Deacon, S. H. (2019). Effects of peer-led training on academic self-efficacy, study strategies, and academic performance for first-year university students with and without reading difficulties. *Contemporary Educational Psychology*, 56, 25–39. <https://doi.org/10.1016/j.cedpsych.2018.11.001>
- Maxwell, M. J. (1972). Skimming and Scanning Improvement: The Needs, Assumptions and Knowledge Base. *Journal of Reading Behavior*, 5(1), 47–59. <https://doi.org/10.1080/10862967209547021>.
- Nazurty, Dr., Rustam, Dr., Priyanto, Dr., Nurullaningsih, Dr., Pratiwi, A., Sarmandan, Dr., Habibi, A., & Mukminin, A. (2019). Learning Strategies in Reading: The Case of Indonesian Language Education Student Teachers. *Universal Journal of Educational Research*, 7(11), 2536–2543. <https://doi.org/10.13189/ujer.2019.071133>
- Universitas Pendidikan Indonesia, & Tanjung, F. Z. (2018). Language Learning Strategies In English As A Foreign Language Classroom In Indonesian Higher Education Context. *Language And Language Teaching Journal*, 21(Supplement), 50–68. <https://doi.org/10.24071/Llt.2018.Suppl2106>
- Yapp, D., de Graaff, R., & van den Bergh, H. (2021a). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Language Teaching Research*, 136216882098523. <https://doi.org/10.1177/1362168820985236>.
- Yapp, D., de Graaff, R., & van den Bergh, H. (2021b). *Language Teaching Research*, 136216882098523. <https://doi.org/10.1177/1362168820985236>.
- Richard R. Day and Julian Bamford, 1998. *Extensive Reading in the Second Language Classroom*, New York: Cambridge University Press.
- Martha Rapp Rudell, 2016. *Teaching Content Reading and Writing: Fifth Edition*, (New York: John Wiley and Sons, Inc.)
- Judi Moreillon, 2007. *Collaborative Strategies for Teaching Reading Comprehension*, Chicago; America Library Association.