

Exploring The Reading Strategies Used By EFL Successful Students

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ABSTRACT

This research study is intended to determine the strategies of successful students in reading textbook in Grade XI SMAN 7 Bengkulu city. This research design is qualitative based on case studies. The informant consisted of five students in Class XI SMAN 7 Kota Bengkulu. Observation and interviews are the instruments of this research used by researchers, then the data is analyzed by triangulation which includes reduction data, display data and drawing conclusions to collect data. The results of this study show that there is one strategy in approaching text, namely previewing. In understanding the text there are four strategies, namely guessing, summarizing, determining the purpose of reading and making conclusions. The strategy in checking comprehension is threefold, rereading. Ask the teacher and also discuss. Each participant used more than one reading strategy. The reading strategy helps them understand the text easily enough so that they can be called good readers or successful

Keywords: EFL Learners, Reading Strategies, Successful Readers

ABSTRAK

Kajian penelitian ini di maksudkan untuk mengetahui strategi siswa yang sukses dalam membaca textbook di kelas XII SMAN 7 Kota Bengkulu. Rancangan penelitian ini adalah kualitatif berdasarkan study kasus. Informan terdiri dari lima siswa di Kelas XI SMAN 7 Kota Bengkulu. Observasi dan wawancara mendalam yang merupakan instrumen penelitian ini yang di gunakan peneliti, kemudian data di analisis dengan triangulasi yang meliputi data reduksi, data display dan penarikan kesimpulan untuk mengumpulkan data. Hasil dari penelitian ini menunjukkan bahwa ada satu strategi dalam mendekati teks yaitu previewing. Dalam memahami teks ada empat strategi yaitu menebak, meringkas, menentukan tujuan membaca dan membuat kesimpulan. Dan strategi dalam memeriksa pemahaman yaitu ada tiga, membaca ulang. Bertanya kepada guru dan juga berdiskusi. Setiap partisipan menggunakan lebih dari- satu strategi dalam membaca. Serta dengan strategi membaca membantu mereka memahamai teks dengan cukup mudah sehingga bisa di sebut pembaca yang baik atau sukses.

Kata Kunci: EFL Learners, Reading Strategies, Successful Readers

INTRODUCTION

Reading besides the way for gaining information, reading is also useful for understanding all the information contained in the text, so that it can be a provision of knowledge for the reader himself. Reading can be mentally stimulating, reduce stress, increase vocabulary, and expand thinking. Reading skills are utilized in all subjects in school, when students learn about reading, so that they can understand what they know getting data about those subjects that help build their abilities. The purpose of reading is to gain knowledge about what is not yet known, but for some other people, reading also has other purposes such as reading for fun. This has also been explained by (William 1984) quoted in Mcdonough, Shaw, & Masuhara (2013), which categorizes the purpose of reading into 3 parts (1) finding general information (2) obtaining specific information from texts (3) reading for enjoyment reading to integrate information (require critical evaluation of the information being read so that the reader can decide what information to integrate).

Most reading activities focus on students' reading skills. It generally refers to students' ability to capture and master printed text to obtain information by relating student knowledge to printed text. Twenty-two reading strategies are frequently employed by readers, according to Grabe (2002: 16), including setting reading objectives, making plans for what to do or what steps to take, previewing text, predicting the content of text or parts of text, checking predictions, asking questions about the text, and finding the answers. Understanding what is said or read is referred to as comprehension, and a person's comprehension of what they read can be determined by their level of understanding. Reading comprehension is thought to occur at four stages of complexity, according to Westwood (2001). Tompkins (2011) states that comprehension is a creative process that relies on four skills phonology, syntax, semantics, and pragmatics. According to Marilyn McCord (1994), proficient reading depends on the ability to recognize words easily. Four levels of complexity are thought to exist for reading comprehension. The steral level, inferential level, critical level, and creative level are common names for these stages.

A good or successful reader must have a reading comprehension strategy, According to Turner (Samsu Somadayo, 2011) revealed that a reader understands reading material well or can be said to be successful if he gets and meets the following indicators. However, students frequently struggle with the reading process. Lack of reading motivation, inability to respond to questions after reading the book using the proper tactics, and vocabulary deficiencies are just a few examples. According to research interviews with reading comprehension and English teachers, there are still lots of students who are unable to fully respond to exam questions. This is because students' reading habits, vocabulary, and ability to use reading methods during the reading process are all lacking. In the pre-observations that researchers made with reading comprehension, there are still many students who cannot answer the exam questions completely. This can be proven by their learning outcomes in English subjects.

Grabe (2002: 17) argues strategy, for the definition of goals, is best defined as the ability to be potentially open to reflection and conscious use. The study of reading strategies has been examined by several researchers (Indriyani & Pratiwi, 2021; Ernawati & Mukhayar, 2020; Alsuhaibani, 2019) the results of this research showed that students reading strategy with their reading comprehension process are connected to each other. It is because reading strategy is the way how students can get the information from the text more effectively and efficiently in comprehending the text. However, all students will not have the same strategies in the reading comprehension process. Everyone's reading ability is different from several factors, namely: class level, intelligence, emotional state, one's social relations, one's experiential background, one's attitude of appreciation, one's life needs and one's background (Tampubolon, 2008).

Based on the explanation above, researchers are interested in the reading methods employed by successful EFL students and how they are applied in class XI science 5 SMA 7 Kota Bengkulu to comprehend textbooks. To aid EFL students who struggle to understand texts, these studies must be explored. Hopefully, this research will inspire, contribute to, and aid students who struggle to comprehend textbooks, with the research questions as follows a) What reading strategies do successful readers use in EFL class? And b) How do EFL readers apply their reading strategies?.

METHODOLOGY

This research uses a qualitative approach with a case study method. This study used a natural setting. Furthermore, the researcher is the key instrument. Then, the results are analyzed inductively and descriptively. Lastly, the study focused on processes rather than products. This research design uses case study research. To explore a variety of predetermined phenomena. The subject of this research is five students from SMAN 7 Bengkulu City who are assumed to have good reading skills. Data collection was carried out with three instruments, namely observation, in-depth interviews, and documentation. The data analysis used three process activities: data reduction, display data, and data verification.

FINDINGS AND DISCUSSION

Findings

Classroom Observation

There are three aspects observed, which are; approaching the text, understanding the text, and reviewing understanding.

Approaching The Text

Three participants are formerly looking for a description of general text. They find out in advance about the title, author, and genre contained in the text. However, two people only open text immediately read, and so on. Even so, they can be called successful readers. Therefore, the researcher found that the results of observing the first aspect of the students used more techniques in their approach to the text. This is supported by an opinion by Hani (2019) that preview is a very fast reading technique to find out some information about a text.

Understanding The Text (Text Comprehension)

What the researcher can observe is the way students understand the text. The researcher observes how the participants read the text. The data showed that in part participants read with relaxed, and other participants believed self and calmed down while reading. On the contrary, two participants visible not enough believe themselves when reading because they can't talk, and look left and right. Next in terms of reading technique. There was only one participant who used a different technique that he can use read-aloud technique. It seems that by reading aloud he understands the text faster. Occasionally he also pauses while paying attention to the text. Reading aloud is an individual expression if the reader moves his lips and echoes every word while reading. When somebody reads aloud means that the person focuses on each word and the articulation of the word as the individual reads orally (Simanjuntak, 1998 quoted (by Warah, 2017). While the other four participants only used the silent reading technique. Silent reads it beeps without emitting a sound. With this technique, it is easier for them to read the material at their speed.

Reviewing Understanding

In the researcher's observation, the four participants used techniques in the process of checking understanding. Namely by holding discussions in groups, and asking the teacher if some words or sentences are not understandable. However, there is a student who is read with a return summary that has been created only read return summary in the checking process understanding. Furthermore can Also write down unknown words in the summary And interpret them using a dictionary.

Students Interview

This interview was to find out what strategies used by the participants and how they implemented reading strategies. There are ten questions given to the five participants which consist of three aspects, namely the approach to the text, the process of reading comprehension, and reviewing their understanding.

The students have different answers when the researcher asks about these aspects. The first student. uses a strategy, namely doing previewing first to find out in advance the main image subtitles and graphics from previous knowledge. But he did not do predicting. Then in the second aspect, namely in the understanding process, of course, he has a strategy, namely making a summary and also a conclusion. This is useful in the process of understanding the text. This was revealed in the results of the interview. The last aspect, namely checking to understand, in this case, is not always done, only sometimes this can be justified in his answer during the interview. As he said during the interview

" In approaching the text, I only read the title, subtitles, or what is called preparing and of course, I have a goal when reading a text. I don't have a specific strategy, but in the process of understanding, I just read the text casually and make summaries and conclusions thereby making it easier to understand the text. " Hmmm, sometimes I do, I mostly mention the strengths and weaknesses and criticize the text a little, after that I reflect on the text." (Interview 7 juni 2023)

The second student, in approaching the text. The first must have a goal in the process of approaching the text, namely to get something you want to aim for.

"Yes, I did preliminary work in approaching the text to move towards the understanding process. And in the process of understanding, I almost forgot that I made a summary first and also repeated the reading. I think reading strategies are very helpful in achieving understanding. Checking understanding by re-reading and reflecting on what needs to be done to check understanding again" (Interview 7 June)

The interviews it can be seen that the second student has a strategy in all three aspects, which he clearly expressed in the interviews he conducted.

The third student, in approaching the text, of course, has the same strategy as the others.

"Yes, I approach it in general, namely by previewing first, and in the process of understanding I don't have a particular strategy, but there are strategies that other people might generally use, namely, making conclusions, repeating reading, and making summaries. And I also check to understand and reflect" (interview 8 June 2023)

The fourth student, also used a lot of good strategies in approaching the text, understanding the text, and checking understanding. We can see from the answers to the questions that the researcher expressed.

“Yes, the first thing is of course that I approach the text with the aim of reading, previewing, and then predicting the content. After that, in the process of understanding the strategy I use, namely making a summary in the book, this makes it easier to understand. When checking to understand, I always do it so that I can achieve my reading goals” (interview 8 June 2023).

And the fifth student certainly has a strategy but is different from the others in reading comprehension with this strategy, this can be proven by what he said during the interview.

“I don't have much of a reading strategy, I just approach the text when I have a specific goal in the comprehension process, and guess the meaning of words that I think are difficult and I just ask the teacher and reread to check understanding again” (interview 8 June 2023).

Discussion

From the interviews that were conducted One informant said that repeated reading can improve their memory, said that using the strategy can improve his vocabulary, and answered that he sets reading goals to facilitate comprehension. Which is supported by Brown (2000) (Shadiqatunnisa, 2020). This is one of the reading strategies, by knowing the purpose of what the reader is reading, he can remove interruptions or data so that by using this strategy he can achieve the goal of reading. Participants also make summaries in the comprehension process.

The first aspect is a strategy used by students in approaching text and the method of its application. The interview results from the five participants most do a preparation. This can be seen from the findings presented in the results interview. This is supported by Hani's opinion (2019) that the previews technique is a very quick reading technique to learn information about something in the text. The second aspect is in the process of understanding reading. the five participants' strategies used in the process of understanding more from one to three or four. However, the researcher only discussed the most prominent ones from five participants. brand Lots make summary And Also conclusion in the process of understanding. The third aspect is repeating the comprehension process matter this someone does as for no. However, most of them do matter the way, discuss ask the teacher, read repetition, and even do reflection to material reading.

Strategy reading helps people achieve objective understanding, ESP for students, of course very helpful with strategy reading. Successful readers need a strategy To do the activity in a manner effective. In matter This strategy influences EFL students, of course, contribution to a student in the reading process The last is the implementation process inside strategy class from results observation Also an interview was conducted that to five participants in a manner direct when the reading process was done. That is when currently read text they prepare a book And pen with thereby they make a summary, and conclusion There is also doodling with guessing incomprehensible meanings of words or new words in considered text which difficult

Grabe (2002) stated that strategy reading is an important concept for one's reading ability. Furthermore, Anderson (1999) defines reading strategies as mental tasks that readers apply to make meaning out of text. Factors influencing the use of reading strategies are the reader's prior knowledge (Pritchard, 1990), text type (Chen, 1999), and reader proficiency (Klietzien, 1991). Successful readers need strategies to carry out these activities effectively. From the findings above we can see that most of the students are successful learners or readers who use strategies when approaching texts, comprehending reading, and testing their understanding. Various strategies reveal it start from determining objective reading, reviewing, reading repeating, creating summaries, drawing conclusions, guessing the meaning of the word even doing reflection.

Read is part very important for education Because with read in a manner of understanding will increase the performance brain, as well as being broad-minded so that young moment exists questions to be answered. Harmer (2001) stated that the more Lots participants read through the target language, the better they get it. Good readers must own strategy That very petrified in the process of understanding the moment read something text. and must be capable of solving problems faced as well as finding out the difficult words with the strategy you have. Soltani (2017) reading-to-write class indicated that students had a positive attitude towards reading-to-write class since they believed that reading has exerted a positive effect on their writing.

CONCLUSION AND SUGGESTIONS

Reading strategy is a specific technique for moving towards a problem or a task, a method of activity to achieve a specific goal, and drawing up a plan for controlling certain data. While understanding the text they summarize, make conclusions, and identify difficulties. While re-examining comprehension they use the strategy of rereading as well as reflecting on what they have learned against the text. Students nowadays must have strong reading skills to make it easier for others to understand the texts they are reading. The process begins before reading; teachers give background information about the text's content as a strategy for approaching the text; teachers can check for comprehension by looking at comprehension or by posing questions about the text's content; teachers can post reading activities; teachers can ask students to write or to create new texts based on the text using their language or according to their interests.

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