

**A Small-Scale Survey Study on Reading Strategies in EFL Junior  
High School Context**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in  
English Language Education**



**Composed by:**

**Silvia Nur Fajri Yanti**

**14322015**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA  
YOGYAKARTA  
2018**

A Small-Scale Survey Study on Reading Strategies in EFL Junior  
High School Context

Silvia Nur Fajri Yanti

14322015

ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES  
ISLAMIC UNIVERSITY OF INDONESIA

**ABSTRACT**

This study aims to identify the use of reading strategies implemented by junior high school students. This research refers to reading strategies categories by Mokhtari & Sheorey (2002) adapted from MARSIS by Mokhtari & Reichard (2002) which are global reading Strategies, problem-solving strategies, and support strategies. The number of respondents in this study was 49 students grade eight students in Ummul Quro Islamic Junior High School Yogyakarta. The Survey on Reading Strategies (SORS) was used to collect the data regarding the reading strategies that ESL/EFL students use. Analysis of the data collected revealed the three profiles of reading strategies with a different frequency level. The sample of students in the category of problem solving strategies (Mean = 4.08, SD = 0.96), followed by support strategies (Mean = 3.92, SD = 0.96) and global reading strategies (Mean = 3.79 SD = 1.05).

*Keywords: Reading strategies, Reading Strategies in Junior High school, Ummul Quro Islamic Junior High School*

## **1. Background of the study**

Reading is essential in English learning because it is helpful for the students to get many information and experiences. According to Anderson (2003), he said that reading is an essential skill that should be mastered by every student in order to reach the purpose of language learning. Therefore, reading is as an activity that should involve the readers with the readings content in order to analyze and obtain the message conveyed by the author. On the other side, the case that is often found is that many students feel they cannot effectively comprehend in reading. The lack of interest and applying of reading strategies become the reason for that phenomenon. Using strategies in reading comprehension is an effective technique for learners. According to Barnett (1988), reading strategies are the tools that involving mental operations in order to make the readers understand what they read. Thus, the use of reading strategies as a tool for understanding reading is highly recommended, especially in academic learning. Using reading strategies can also be the first step to make students be responsive and smart. Being smart reader, according to Anderson (1991) means that using strategic in reading not only by knowing how the strategies used but also to combine the use of the strategies with other reading strategies. Thus, it is necessary to combine all strategies during reading.

Considering the importance of using reading strategies, it is recommended for school especially the teachers to teach the students to

use reading strategies. However, there are some schools that do not teach reading strategies to the students comprehensively. One of the schools is Ummul Quro Islamic Junior High School. As an initial report, the students in Ummul Quro Islamic Junior High School have many problems in the learning activity, especially in reading comprehension in English class. It can be seen from their academic achievement. Due to this issue, this study aims to identify the use of reading strategies in English class by Ummul Quro Islamic Junior High School, Yogyakarta.

### **1.1 Identification of the problem**

Considering the background of the study, the use of reading strategy as a tool for improving student reading comprehension and student achievement is very useful. According to (Demiröz, 2010) that mentioned earlier, he said that through the reading strategy, learners can understand the content more and have self-help for their reading problem.

The researcher analyzes the survey on reading strategies in Ummul Quro Islamic Junior High School, Yogyakarta. Based on the teachers in this school, the problem is related to the students' proficiency in reading the academic material, student interest in reading, students' knowledge and also students' strategies use in reading the academic material.

### **1.2 Limitation of the problem**

This study is limited to English class in Ummul Quro Islamic Junior High School, Yogyakarta. This study conducted focuses only on the discussion of a survey on reading strategies in English class. This study is aimed to describe the students' achievement on the use of reading strategies in their English class.

### **1.3 Formulation of the problem**

Based on the identification and limitation of the problems, it can be formulated as follow:

What are the reading strategies that the students have used and have not been used in Ummul Quro Islamic Junior High School Yogyakarta?

### **1.4 Objectives of the study**

The objectives of the study are closely related to the research question;

To describe 8<sup>th</sup> grade students preferences on reading strategies

## **2. Literature Review**

### **2.1 Reading Strategies**

The definitions of reading strategies, according to Garner (1987) as cited by Mokhtari & Reichard (2002) reading strategies defined as the activities that performed by students which aim to improve the cognitive failure. Using strategies can help students in reading, especially for students who struggle in reading comprehension to be a

more active reader and thinkers (Mokhtari & Sheorey, 2002). There are three categories of reading strategies, according to Mokhtari & Sheorey (2002) those are global reading strategies, problem-solving strategies, and support strategies. First, global reading strategies are those the deliberate and carefully planned technique by the reader in order to monitoring and manage their reading. examples include setting purpose in mind before reading, previewing and organization the text. Second, problem-solving strategies are defined as tools, technique, and procedures that used by the readers while working directly on the text. For example change the reading speed when the material is too difficult to understand, guessing the meaning, and re-reading the text for better comprehension. And the last one, support strategies are using support tools to help the reader comprehend the text easily, such as using dictionaries, taking notes, summarizing, underlining and or highlighting the keywords.

### **2.1.1 Global Reading Strategies**

Global reading strategies are one of the categories of reading strategies. According to Mokhtari & Reichard (2002), global reading strategies is defined as the technique that generalized and deliberate in order to set the purpose of the reading text. On the other hand, Hokkanen (2015) found that global reading strategies deal a lot with the preparations for

reading. The preparation is important because it helps the students to understand the text better and help students to get information easily.

### **2.1.2 Problem Solving Strategies**

Problem-solving strategies are one of the categories of reading strategies. This strategy used for solving problems when the reader has difficulties in reading. According to Mokhtari & Reichard (2002), problem-solving strategies is defined as an action plan that used by the students to navigates in order to solve the problem in reading through text skillfully. Moreover, Hokkanen (2015) said that problem-solving strategies focused on the specific problem that experienced by the student, such as losing concentration, a problem on reading speed and pausing while reading. Whereas, according to Miller (2017) the target of problem-solving strategy is to repair the problem in reading such as re-reading text to improving comprehension, guessing the meaning of words based on the clues, reducing the reading speed, and assessing what has been read.

### **2.1.3 Support Strategies**

Support strategies are one of the categories of reading strategies. This strategy has a useful function for the reader.

According to Mokhtari & Reichard (2002) said that this strategy gives mechanism support intended to defend response to reading, like using dictionaries. On the other hand, Joshua (2016) pointed out that support reading strategies included items taking notes while reading activity, paraphrasing information of the text, revisiting on the previous information, asking self-questions, using reference materials as the tools, underlining, discussing, and writing summaries. Similarly, Miller (2017) support strategies includes; translating the text from L2 into L1, paraphrasing, underlining information to remind important things, and asking a question to others.

## **2.2 Reading Strategies for Junior High School**

Reading is one of the skills that can be taught to the students in introducing foreign language. Learning reading is important because with reading the students can access the knowledge that can found in texts (Piage & Magpuri-Lavell, 2014). On the other hand, learning to read is a process that involves a number of different skills and experiences of the students (Hamra & Syatriana, 2010). Reading strategies are a feature of teaching language, especially teaching English as a foreign language. In junior high school, using reading strategies to improve their comprehension in reading is helpful. Cahyono (2010) as cited in Hardiani, Lestari, & Munir (2017), reading



strategies can make the students solve their reading problem by themselves and also make them know how to be a better thinker.

Moreover, reading strategies need to be taught early to the students, it is because the reading strategies knowledge includes why and how strategies are useful in the language learning process and also know when the strategies should be used (Mohamed, Chew, & Kabilan, 2006). Thus, to help the students in improving their comprehension in learning language, the reading strategies are a tool that should be implemented in the teaching-learning activities especially in junior high school.

### **2.3 Instruments of the Preference of Reading Strategies**

The questionnaire of Survey on Reading Strategies by Mokhtari & Sheorey (2002) will be used as the instrument in this research. The SORS questionnaire is adapted from MARSII (Metacognitive Awareness of Reading Strategies) by Mokhtari & Reichard (2002) for use in the second language context because MARSII was originally used in the native speaker context. Due to this study is in junior high school in Indonesia which means ESL context, so the researcher chose SORS questionnaire as the instrument to collect data.

### **2.4 Review of Relevant Studies**

There are some previous researches that relevant to this study. Based on the research by Hardiani, Lestari, & Munir (2017) "Reading

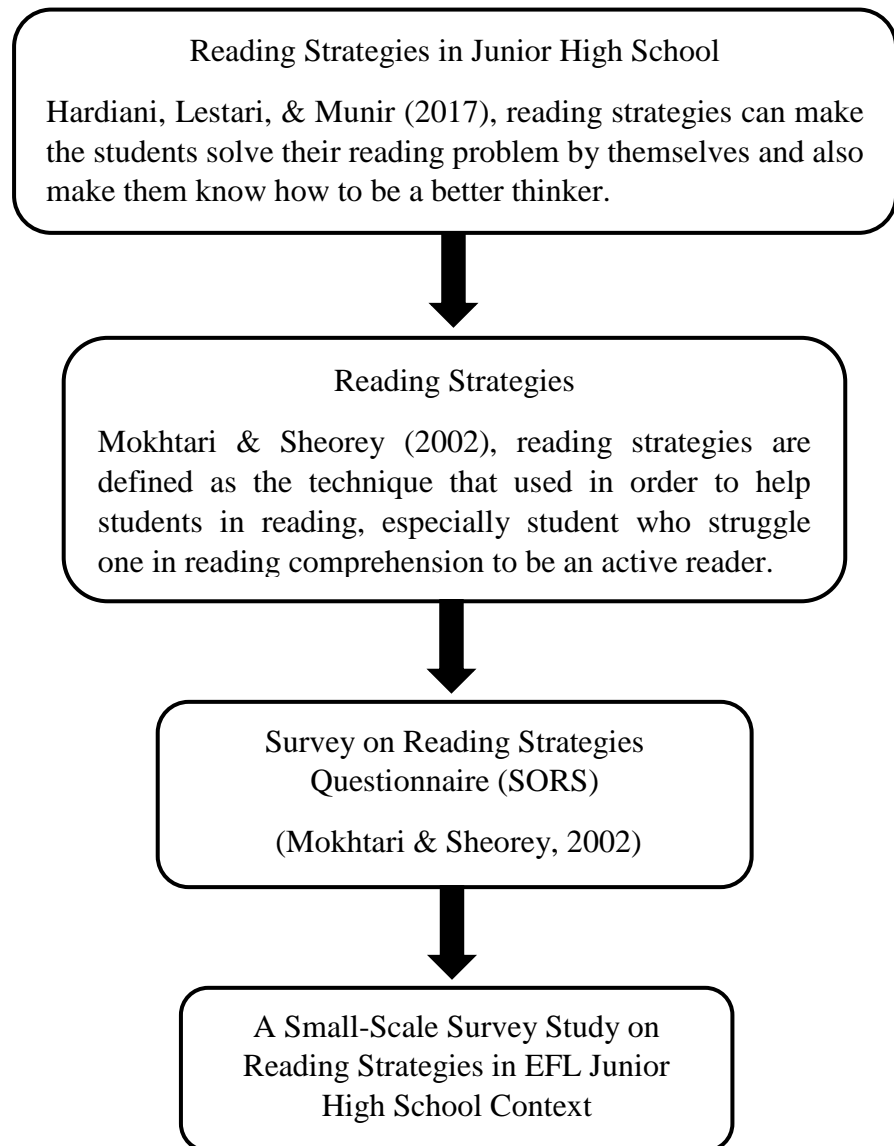
Strategies Used by EFL Junior High School Students across Gender” aimed to this study tried to describe reading strategies employed by EFL junior high school students and the significant differences between male and female students in using certain reading strategies. The respondents were 92 ninth graders in junior high school. Survey of Reading Strategies (SORS) developed by Mokhtari and Sheorey (2002) was used as the instrument to collect the data. The results of the study revealed EFL junior high school students use problem-solving reading strategies more frequently than support reading strategies and global reading strategies. On the other hand, here is no statistically significant difference between male and female students in using global strategies and problem-solving strategies. They employed those strategies in the same ways. Moreover, there was a significant difference between males and females in using support strategies. From all the strategies used, female students tend to apply more strategies than the male students.

## **2.5 Analytical Construct**

After conducting the literature review and considering some issue of reading strategies the construct of the theory is Mokhtari & Sheorey (2002), because it help the researcher to answer the formulation. Based on the description that has been raised previously and some contract

theories that have been noted above, the variables involved in this study can be formulated through a framework as follows:

Figure 2.1 Theoretical Framework



### **3. Research Method**

This study was designed to find out the needs analysis of reading strategies used by the Ummul Quro Islamic Junior High School Yogyakarta students. The researcher used survey research to collect and analyze the data. According to Creswell (2009), survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population.

#### **3.1 Population and Sample**

Population is a group of individuals with the same of characteristics (Creswell, 2012). In this study, the population consists of 56 students in Ummul Quro Islamic Junior High School Yogyakarta grade VIII. On the other hand, a sample is a finite part of a statistical population to gain the overall information (Webster, 1985) as cited by Fridah, (2002).

In the use of population and sample, the researcher uses [www.raosoft.com/samplesize.html](http://www.raosoft.com/samplesize.html) to calculate the margins of error. From the total population in Ummul Quro Islamic Junior High School Yogyakarta grade VIII is 56 students. Then, from the calculating conclude that from 56 samples, level of confidence (95% = 5% margins of error) the sample used in this study is 49.

### **3.2 Research Instrument**

This part explains about instruments that used to collect data in this research. The researcher uses the questionnaire by Mokhtari & Sheorey (2002) that translated in Bahasa Indonesia as the instrument to find out the result of the study. After translate the questionnaire, the researcher brings the result to two translator practitioner and they suggest that to adaption the questionnaire with deleting three of thirty questions due to the three questions are less suitable to junior high school context.

### **3.3 Data Collection**

In the reading strategy survey, the researcher used a printed questionnaire as the media to collect data. It is because in this study student's grade 8 are chosen as the participants. The printed questionnaire can make the students easier to fill out and answer the questions in the questionnaire. The researcher distributes the questionnaire, assisted by two volunteers. As an opening, the researcher explains in advance the purpose of data. Then, the researcher directs the students to answer the question by using the Likert 5-point scale. After that, the researcher guides the students to complete the bio data. After that, the researcher guides the students to answer the questionnaire by reading one by one of the questions from the first until the last questions. After reading one questions, the

researcher asked the volunteers to make sure the students are finished or not yet in answering the question.

### **3.4 Validity and Reliability of the Data**

The validity means data accuracy that obtained between the researcher and the researched object (Sugiyono, 2010). Based on the Mokhtari & Sheorey (2002), questionnaire of Survey of Reading Strategies (SORS) was validated in Metacognitive Awareness of Reading Strategies Inventory (MARSI) by Mokhtari & Reichard (2002) by using a large native speaker population and was found the validity and reliability data 0,93.

According to Sugiyono (2010), reliability is consistent, if this instrument used in a number of times to measure the same object, it will produce the same data. In the questionnaire of Survey of Reading Strategies (SORS) by Mokhtari & Sheorey (2002), The internal consistency reliability coefficients (determined by Cronbach's alpha) for its three subscales, which were based on the results of a series a factor analyses, were as follow; Global Reading Strategies (0,92), Problem Solving Strategies (0,79) and Support Strategies (0,87). The reliability for the overall scale was (0, 93).

### **3.5 Data Analysis**

The researchers take the same steps in accordance with this study.

- a. The SORS Survey on Reading Strategies questionnaire is adapted as the instrument by translating the English SORS questionnaire in Bahasa Indonesia
- b. Checking the questionnaire and make sure it is easy to understand by the students by consultation the questionnaire to the lecturer
- c. Make printed questionnaire to make the students easy to fill out and answer the question
- d. Share the questionnaire to 48 students of Ummul Quro Islamic Junior High School Yogyakarta grade eight, assisted by two volunteers
- e. Record the data collecting process
- f. Using Microsoft Excel to calculate the data findings with formula =AVERAGE and =STDEVA.

#### **4. Findings and discussion**

##### **4.1 Findings**

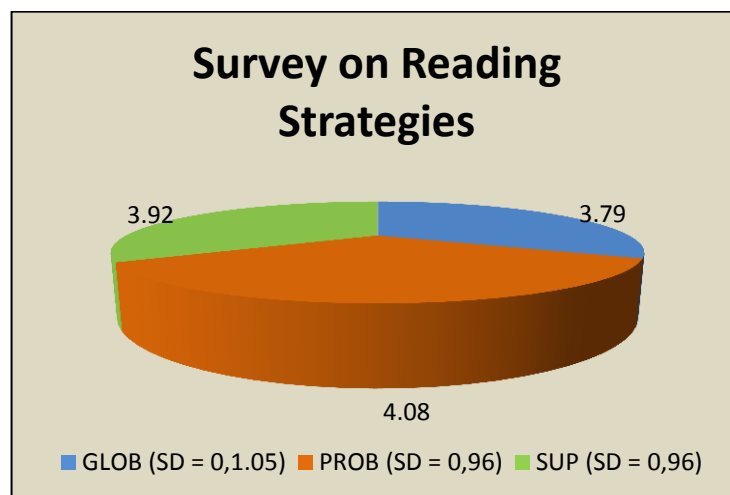
###### **4.1.1 Questionnaires Result**

The total number of respondents who filled the questionnaire was 49 students. From table 4.1, the distribution of female and male respondents was not relatively balanced, which were 30 male students, and 19 female students. Whereas, the comparison of ages in this study was relatively balanced 12-14 years old for there were 49 students. There were 5 students in 15<sup>th</sup>, and 2 students in 16<sup>th</sup>. They were still in

grade VIII because based on the school's teacher the typical students who were transferred from other junior high school due to some issues.

#### 4.1.2 Survey on Reading Strategies

The results of the data can be viewed from the diagram, through a two days process of data retrieval. Researcher distributed the questionnaire by using printed questionnaire. There are 27 questions as the strategies in reading strategies. The results of the responses were transferred into the Microsoft Excel for data processing. After the data collected, the researcher determines *Mean* and the *standard deviation* (SD) by using the formula = AVERAGE and =STDEVA. After getting the results, the researcher found the highest and the lowest strategies in English reading. The result can be seen in the form of chart below:



Figures 4.2 The Category of Strategies

Based on the overall result strategies in the diagram of SORS (Survey on Reading Strategies), there are three types of strategies in a



survey of students using reading strategies based on the findings from Mokhtari & Sheorey (2002), such as Global strategies, Problem-solving strategies, and Support strategies. While in this study the problem-solving strategies have the highest value (Mean = 4.08, SD = 0.96) than on other strategies. Whereas, the lowest strategies is global reading strategies which have only value (Mean = 3.79, SD = 1.05).

#### **4.1.3 Result of Global Reading Strategies**

Based on research results, the global reading strategies is the lowest average value over the other strategies that has a value (Mean = 3.79, SD = 1.05). However, another high value in reading strategies is “I have a purpose in my mind when I read” (Mean = 3.77, SD = 0.99). This statement is considered to be the highest mean for the SD is higher than the first statements (Mean = 3.79, SD = 1.05). Whereas, the lowest value of global reading strategies (Mean = 2.83, SD = 0.95).

#### **4.1.4 The result of problem solving strategies**

Based on the results of this research, the problem solving strategies is the highest average value than overall strategy. The problem solving strategies has a value (Mean = 4.08, SD = 0.96), as for the lowest score on the problem solving strategies (Mean = 3.02, SD = 1.41).

#### **4.1.5 The result of Support Strategies**

According to the survey results, the support strategies is the second highest average value in this study, statements in the category of

support strategies are often used by students when reading activity. While the highest average support amount of each statement is (Mean = 3.92, SD = 0.96), as for the lowest value in support strategies (Mean = 3.15, SD = 1.30).

## **4.2 Discussion**

### **4.2.1 Problem-Solving Strategies**

The reading strategy implemented by junior high school students in Ummul Quro Islamic Junior High School Yogyakarta is problem-solving strategies, with the statement "I read slowly and carefully to make sure I understand what I am reading". Meanwhile, the statement in "I try to picture or visualize information to help remember what I read" have the lowest statement of problem-solving strategies that used by the students. It can be assumed that when the students read a textbook, they just only read the text and without being given visualization.

### **4.2.2 Support Strategies**

Based on the research findings, support strategies have in the second highest strategies after problem-solving strategies that used by junior high school students in Ummul Quro Islamic Junior High School Yogyakarta. It can be seen in the survey results of the mean data and the standard deviation of support strategies that have been collected by the researcher.

Which explains that the support strategies have a value (Mean = 3.92, SD = 0.96), with the statement "I underline or circle information in the text to help me remember it".

Although, in the current study the result showed that the students understand to uses the basic of reading strategies which are underline or circle to help them remember and understand the information, their vocabulary acquisition is still low. It can be seen at the statement "when I reading, I translate from English into my native language" (Mean = 3.15, SD = 1.30).

#### **4.2.3 Global Reading Strategies**

Based on the research findings, global reading strategy have the lowest value than other strategies that implemented by students junior high school in Ummul Quro Islamic Junior High School Yogyakarta. It can be seen in the survey results that have been collected by the researcher on the mean and the standard deviation. Which explains that global reading strategies have a value (Mean = 3.79, SD = 1.05), with the statement "I think about whether the content of the text fits my reading purpose".

On the other hand, the statement "I try to guess what the content of the text is about when I read" have the lowest value

on the result survey of global reading strategies. The students may not try to guess the text is about when they reading, because they do not know the meaning of the words. It also caused by their learning vocabulary is still low.

## **5. Conclusion and Suggestion**

### **5.1 Conclusion**

The result of this study shows that although the teacher in Ummul Quro Junior High School does not teach their students to use reading strategies, the result of this study is still in the highest score. The strategies that mostly used by the students are statent number 7 of problem solving (Mean = 4.08, SD = 0.96) with statement “I read slowly and carefully to make sure I understand what I am reading”, statement number 10 of support strategies (Mean = 3.92, SD = 0.96) with statement “I underline or circle information in the text to help me remember it”. And the last is statement number 6 of global reading strategies (Mean = 3.79, SD = 1.05) with statement “I think about whether the content of the text fits my reading purpose”. This mostly about reading comprehension rather than vocabulary builds.

## 5.2 Suggestions and Implications

In general, this study implies that teaching English in middle school not yet fully give vocabulary acquisition. Furthermore, the researcher categorizes suggestion in this study into three points below:

- a. For teachers in the young learners' context to be able to give an opportunity to the students choose the books they want to hear and read, and add more activity that includes learning vocabulary.
- b. This is a recommendation for the teacher at Ummul Quro Islamic Junior High School Yogyakarta. The researcher suggests that the teacher should more add reading task or activity to make the students familiar with English words.
- c. The current study offers a recommendation for the further study; this study takes a part of the population in Ummul Quro Islamic Junior High School Yogyakarta and produces the data already outlined above. Hopefully, the next study can continue this research on the variety of departments, so it can get more variety of data