# CHAPTER IV

# RESEARCH FINDING AND DISCUSSION

This chapter describes the finding obtained from the questionnaire to examine reading strategies used by the students in Islamic boarding school who participated in this survey research.

A. Research Findings

1. **Survey Results**

There are 71 students from different age and majors in university as respondents who finished the questionnaire. Mostly, the age of the students between 21-23 years old. Many of them study in the Faculty of Islamic Sciences and journal is the most popular reading materials than the others. Based on the chart below, the number of participants are relatively balance.
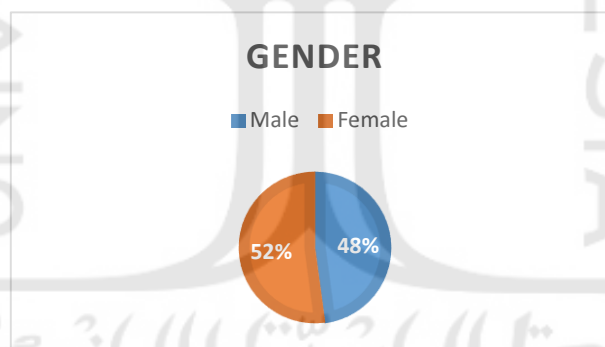


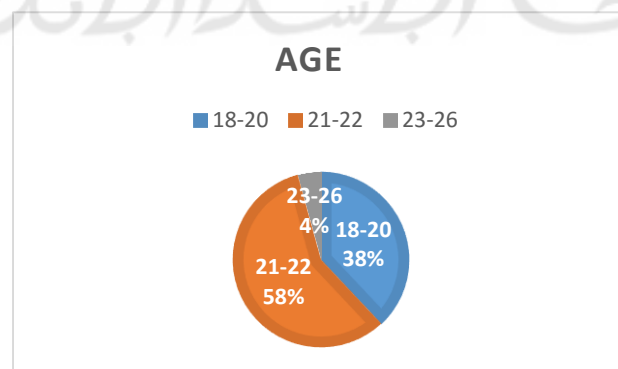Figure 2. Respondents' information about gender



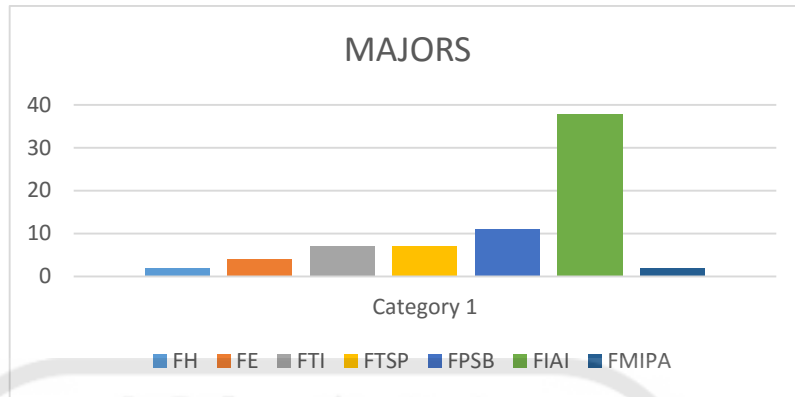Figure 1. Respondents' information about the age
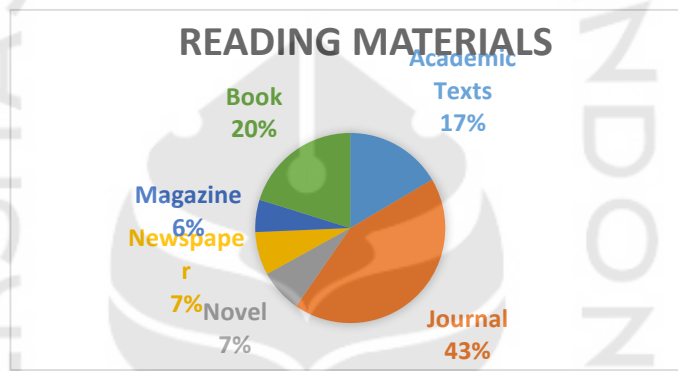
Figure 3. Respondents' information about the majors



Figure 6. Types of the reading materials

## 2. Reading Strategies

After the researcher analyzes the data trough Microsoft Excel, the findings of reading strategies of students in Islamic boarding school is described into the figures below:
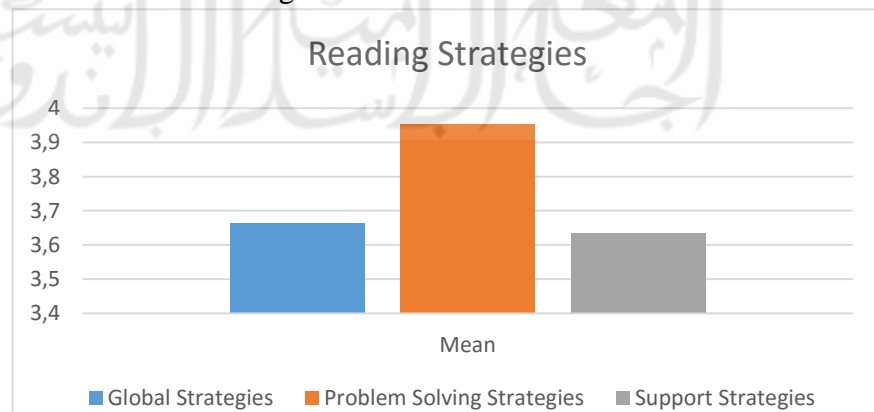


Figure 6. Reading strategies

In the research, the highest average from all categories is problem-solving strategies (Mean = 3,952) and support strategies is the lowest strategies (Mean =3,633).
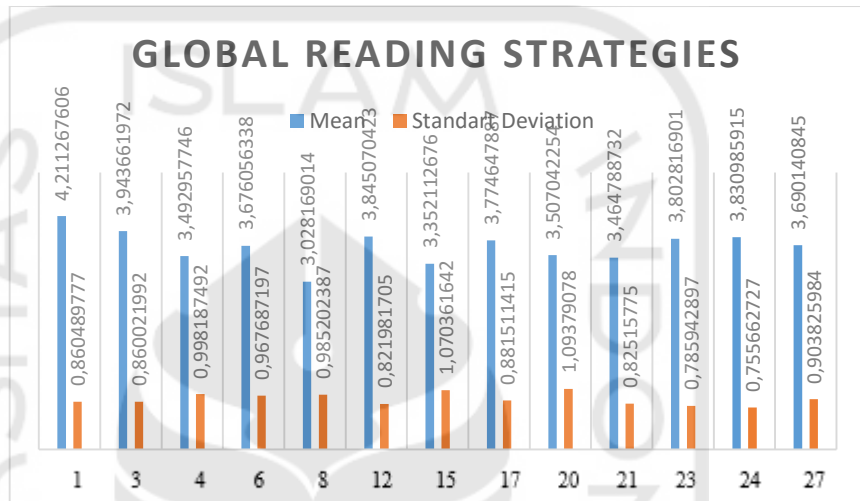


Figure 7. Global reading strategies

Based on the table above it is found that the highest from this domain is statement number 1 "I have a purpose when reading." With mean 4,211 and standard deviation 1,093 statement number 20 "I use typographic features like bold and italics to identify important information." and the lowest from this domain is statement number 8 "I review the text first by noting its characteristics such as length and organization." With mean 3,028 and standard deviation 0,755 statement number 24 "I try to guess what the content of the text is about when I read."
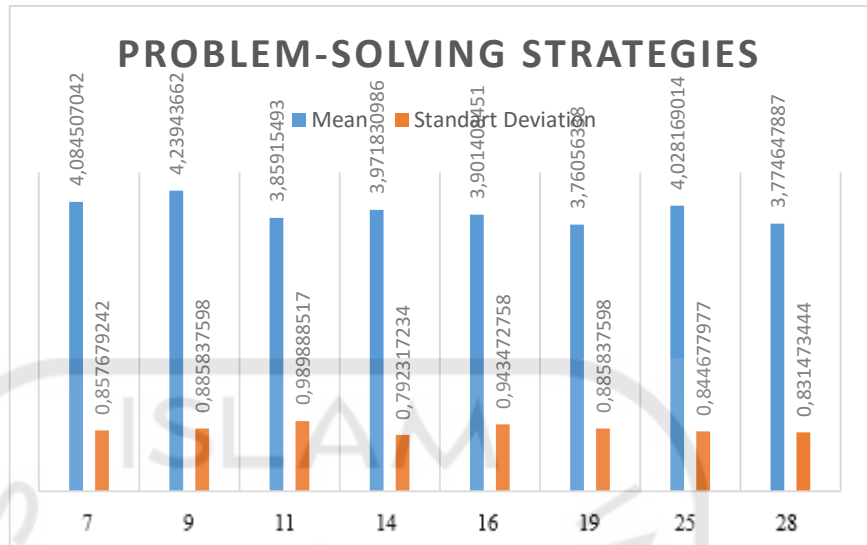
Figure 8. Problem-solving strategies

Based on the table above it is found that the highest from this domain is statement number 9 "I try to get back on track when I lose concentration." with mean 4,239 and standard deviation 0,989 statement number 11 "I adjust my reading speed according to what I am reading." and the lowest from this domain is statement number 19 "I try to picture or visualize information to help remember what I read." with mean 3,760 and standard deviation 0,792 statement number 14 "When text becomes difficult, I pay closer attention to what I am reading."
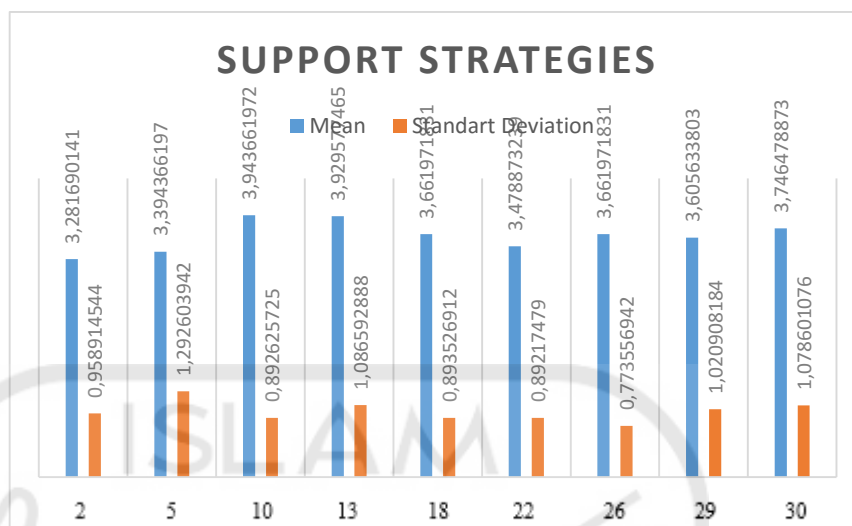
Figure 9. Support strategies

Based on the table above it is found that the highest from this domain is statement number 10 "I underline or circle information in the text to help me remember it." with mean 3,943 and standard deviation 1,292 statement number 5 "When text becomes difficult, I read aloud to help me understand what I read." and the lowest from this domain is statement number 2 "I take notes while reading to help me understand what I read." with mean 3,281 and standard deviation 0,773 statement number 26 "I ask myself questions I like to have answered in the text."

B. Discussion

Mokhtari and Richard (2002) explained from overall reading strategies SORS questionnaire is mentioned that reading strategies divided into three categories such as global strategies, problem-solving strategies, and support strategies. Then, after the researcher analyze the data, the result of this study found that most of the students in Islamic boarding school used are problem-solving strategies with mean 3,952, followed by global reading

strategies with mean 3,663, and the lowest is support strategies with mean 3,633.

There are some previous studies that similar to this study. First, Nisbet & Huang (2015) explained the relationship between reading strategy use and reading proficiency of EFL students in Chinese University. The finding showed that the students use all of three types of reading strategies after completed SORS questionnaire, with the most preferred is problem-solving strategies, and the lowest preferred is support strategies.

Secondly, Mahdavi and Mehrabi (2014) in their research showed the highest strategy used by the students is problem-solving strategies, followed global reading strategies, then support strategies. This research also similar in the context where the student in Islamic university. Thirdly, Yousefiean (2016) explored the reading strategies used by EFL learners about nature and frequency while reading academic texts. The respondent is English language learners at the university in Iran. This research is different in the most strategy that they are used, but it is similar to the result in the lowest strategy which is support strategies.

In case this result could not really bound with the previous study specifically in Islamic boarding school as a context but, the researcher has tried to look for current references of reading strategies in Islamic boarding school*'s* students. The result quite unique, the researcher found the research in a boarding school is rarely found in reading strategies, even though there are research about reading habit and reading activities.

The finding of this result opposes the point as found by Park & Niyozov (2008). The writers argued that the practice of reading in Islamic boarding school is only a part of many rituals rather than employing reading strategies activity. It means there is a lack of awareness in reading. Although this study oppose that statement, there is a possibility in the characteristic of Islamic boarding school that the researcher used is different. In this research, the respondents are taken in two categories, as the students of the university and Islamic boarding school which under the university's auspices.

In addition, according to Mokhtari and Sheorey (2002), in general, there are three classes of reading strategy usage: high (mean= 3.5 or higher), moderate (mean= 2.5 - 3.4), and low (mean= 2.4 or lower). It means all of the categories in reading strategies that students used are at high level with score above 3.5. It indicates that almost of students often use reading strategies. Mokhtari and Sheorey (2002) stated general score of mean showed how a lot the students have confidence in the use of strategies in the instrument while reading academic materials.