

SURVEY ON READING STRATEGIES

IN VOCATION HIGH SCHOOL.

A Thesis

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



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APPROVAL SHEET

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A handwritten signature in black ink, appearing to read 'Adam Anshori', written in a cursive style.

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STATEMENT OF WORK'S ORIGINALITY

I hereby affirm that this thesis, authored by myself, does not incorporate the work or content of others, except those cited in the quotations and references, as the standards of scientific paper should.

Yogyakarta, March 15 2024

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MOTTO

“And that each person will only have what they endeavored towards, and that the outcome of their endeavors will be seen in their record, then they will be fully rewarded.” (QS. An-Najm 53: 39-41)

DEDICATION

With deep gratitude to Allah SWT, I dedicate my thesis to the following individuals:

MY PRECIOUS SELF

My dear parents, especially my mom whose love, prayers, and support
have been endless.

My best support system ever zaki irfan, who can be annoying but is always cherished.

My valued best friends, who has consistently supported me on my journey.

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Assalamu'alaikum Warrahmatullah Wabarakatuh Alhamdulillah Rabbil'amin,

Praise be to Allah SWT for His mercy, guidance, and blessings. With His grace, the author has successfully completed the thesis titled "Survey of Reading Strategies in Vocational High Schools." This paper fulfills the requirements for a Bachelor's degree at the Faculty of Psychology and Sociocultural Sciences, Department of English Language Education, Islamic University of Indonesia. Gratitude is extended to Mr. Adam Anshori for his patient guidance, sincere support, and encouragement throughout the completion of this thesis. The author acknowledges that this work is not without imperfections and welcomes constructive criticism and suggestions from readers. Lastly, the author apologizes for any shortcomings in this final project. It is hoped that this thesis will be beneficial to all parties concerned.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Yogyakarta 20, July 2024

Author,

Herna sari

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ABSTRACT

Abstract

This research aims to identify reading strategies of vocational high school students. This study was conducted in one of high school at Yogyakarta, The participant were 152 respondent from class eleven of high school. The method used is a quantitative survey by distributing questionnaires to students. This study used motivation reading questionnaire by Mokhtari and Shoerey (2002), contained 3 domains (problem solving (7), global reading (13), support strategy (9) 30 items. The study findings show that the reading strategies that students often use problem solving strategy. Recommendations from this research include the development of reading strategy training programs for teachers and students to increase the effectiveness of reading learning in vocational high schools.

Keywords: *Reading strategies, survey study, vocational high school,*

CHAPTER 1

INTRODUCTION

This chapter offers an overview encompassing the study's background, problem formulation, study objectives, and its significance.

1.1 Background of the study

The purpose of English language learning objectives includes mastering four essential skills: reading, speaking, listening, and writing (BSNP, 2007). Beyond language form, students are expected to use English effectively in daily communication. In high school, reading comprehension is a crucial skill, yet many students struggle to understand the material effectively. Looks like the test results read a read. It's because of the reading learning that the teacher gives is monotonous and less attractive.

Students are expected to proficiently convey information, ideas, feelings, appreciate culture, and advance in science, knowledge, and technology through language. Mastering reading skills is crucial for students, as it forms the foundation of language proficiency. Reading enhances listening, speaking, and writing abilities, enriches vocabulary, and strengthens grammar (Anderson in Yazdani & Mohammadi,2015). Empirical studies reveal that in the majority of reading classes, students are insufficiently taught reading skills and strategies. There is a noticeable disconnection between reading instruction and reading activities. Teachers frequently focus more on the outcome of comprehension rather than the processes involved in reading. In recent years, reading in a second or foreign language (SL/FL) has been crucial for language acquisition (Chen Zhang,2015). This noteworthiness has made reading a complex cognitive process that should not be memorized by asking such as memorizing simple grammar rules and vocabulary.(Anita, Habok ,2018) when reading something it is usually necessary to understand the directions listed to understand what the meaning a text to read then it requires

a way or strategies that are suitable for reading in order to understand what will be read. Reading strategies are not only identified and recommended for reading but for understanding as well . One of the most major aptitude for undergraduate of English as Foreign Language is reading comprehension (Janice, 2008). The capacity to peruse scholastic book is one of the critical ability. There are a few factors that can impact reading comprehension . One of that is reading strategies in reading comprehension. Comprehension is the fundamental reason for reading and from the point of expanding the reading cognizance of ESL understudies.

Based on explanation above , four main passages strategies cognitive, memory, compensation, and test-taking strategies identified by the researcher affect understanding during testing (Mohammadi et al., 2013).

Prior research in ESL education has explored reading strategies and their impact on comprehension. Smith et al. (2018) studied strategies for EFL learners, while Carlson et al. (2019) focused on pre-reading assistance in ESL contexts. However, more clarity is needed on how integrating these strategies into pre-reading assistance affects ESL students' comprehension. While some studies have explored individual strategies or general approaches, few have directly addressed the effectiveness of integrating strategies into pre-reading support. Investigating whether integrating reading strategies into pre-reading support enhances reading comprehension for ESL students aims to address this research gap. By administering the Survey of Reading Strategies (SORS) questionnaire, the research seeks to analyze the effectiveness of different strategies and their integration into reading activities. Ultimately, the objective is to provide insights into optimizing reading instruction for ESL learners, thereby enhancing their overall language proficiency, the researcher distributed the Survey of Reading Strategies (SORS) questionnaire .Nonetheless, some educational institutions fail to provide their students with a thorough instruction in reading skills. SMK N 1 SEYEGAN Junior High School is one of the schools. According to the preliminary study, there are numerous issues

with the learning activities for the students at SMK N 1 SEYEGAN Junior High School, particularly with reading comprehension in English class. It is evident from their scholastic performance. Because of this problem, the purpose of this study is to Survey SMK N 1 SEYEGAN Junior High School in Yogyakarta uses reading strategies in English classes.

1.2 Formulation of the problem

The aim of the research is to determine which reading strategies most impact high school students. Drawing from the researcher's experience in reading classes, students are required to read various texts within a limited timeframe. In these sessions, the instructor provides both short and long texts, and students must be highly motivated to achieve good grades.

1.3 Objective the study

The objective of study are close related to research a survey of reading strategies of high school XI grade

1.4 Significant of the study

The anticipated research aims to provide valuable insights into the most and least frequently used reading strategies by learners, benefiting future researchers with essential data. For high school students studying English, the researcher aspires that this study will assist students and contribute beneficially to subsequent research efforts.

CHAPTER 2

LITERATURE REVIEW

2.1 Reading comprehension

Reading comprehension is the skill of understanding and interpreting a text's meaning. It encompasses not only comprehending the explicit meaning of the words but also understanding the underlying concepts, making inferences, and connecting ideas within the text. While related, reading comprehension is not synonymous with reading fluency, which primarily concerns the speed, accuracy, and smoothness of reading text aloud. While reading fluency contributes to reading comprehension, the latter encompasses a broader range of skills beyond mere reading speed and accuracy.

Reading comprehension and understanding what they are reading is the desire of all readers and good readers are those who understand what they are reading (Marloes M. L. Muijselaar, 2017). Ludo Verhoeven & Peter F. de Jong (2017). Research on L2 reading comprehension can be categorized into two major areas: group and individual comparison studies, and training studies. Comparison studies typically involve measuring individual differences among readers. According to Grabe (2010), fluency research includes comparative analyses of word recognition abilities, reading enjoyment, reading speeds, and oral text reading are conducted both at the group and individual levels. Training studies employing experimental and control groups also constitute a crucial methodological approach in fluency research.. Reading with groups and individuals differs significantly, with each presenting unique characteristics that reflect the diversity among readers. Several key differences between group and individual reading have been identified, impacting the assessment of reading fluency. One notable impact is the introduction of related vocabulary alongside comprehension. It's observed

that weaker readers often struggle with vocabulary mastery from childhood, which can persist into adulthood, affecting overall reading proficiency. However, passage reading fluency has been found to significantly correlate with more advanced students, there is a clearer correlation observed between their proficiency and their performance in reading comprehension, fluency, and vocabulary development as influenced by extensive reading have been extensively investigated in L2 contexts compared to L1 contexts. Zhang (1992) highlights the significance of foundational information as emphasized by construction scholars. According to composition theory, comprehension involves an interactive process that includes integrating new knowledge and adjusting existing schemata to incorporate it.

2.2 EFL reading strategies

The reading strategy involves how the reader considers that reading is a task of the text instructions they read and how they respond when they do not understand. In their study, Sheorey and Mokhtari (2001) further categorized ESL/EFL reading strategies into three groups: metacognitive, cognitive, and supportive, defining reading strategies as a deliberate process of comprehending how readers engage with texts and respond when faced with comprehension challenges. Regarding the three reading strategies above here will explain one by one metacognitive that is a technique commonly used to manage or monitor the text read by the reader, and then second is cognitive This is a special action that a person usually takes while reading to understand the text and the last is support in the intention here are tools that are usually used when reading like a pen when he wants to scribble the meaning of markers or coloring to outline from whom they do not understand so it is a tool that is usually to help the reader to understand (Hosseini, 2012). The process of reading, readers and strategies which aid students in comprehending text. Writers interact through a text. That means, readers The findings suggest a significant positive impact of metacognitive strategy training, particularly in extracting meaning from the text and reconstructing it, on enhancing reading comprehension

skills that involve combining information from the text with background knowledge. Reading is especially crucial, particularly in comprehending texts in a foreign language, as it involves various complex factors that influence the reading process and understanding. One such factor is the readers' background knowledge, including their skills in both L1 and L2, as well as their metacognitive knowledge (Maygar, 2019). Therefore, we need to know second this because it is very important to see the development and improvement in reading the language of students because they still use their own language, namely Indonesian, so surely every reader must have different abilities so Reading strategies are categorized into two main divisions: metacognitive and cognitive strategies. Reading strategies into three categories such as : planning, self mentoring and self evaluation, and this is a metacognitive sequence and the reader can also change his own strategy depending on whether he understands immediately or not and can change by repeating and those people are different in reading and different in understanding too. Techniques can help students, especially those struggling with comprehension, engage more as readers and critical thinkers (Mokhtari & Sheorey Reichard, 2002). Mokhtari & Sheorey (2002) classify these techniques into three types: reading, problem-solving, and support strategies.

2.2.1. Global reading strategies

Global reading strategies constitute a key category within the realm of reading strategies. As outlined by Mokhtari & Reichard (2000), employing global reading strategies involves a deliberate approach aimed at establishing the purpose of the reading material. This preparation is crucial as it enhances students' comprehension of the text and facilitates easier access to information.

2.2.2. Problem solving strategies

Problem-solving strategies are classified among the various reading strategies. They are employed when readers encounter challenges with comprehension. As defined by Mokhtari & Reichard (2000), problem-solving strategies refer to systematic approaches students use to effectively navigate and resolve reading difficulties within textual contexts. On the other hand, Miller (2017) states that the goal of problem-solving strategies is to fix reading difficulties. These strategies include going back and rereading material to enhance comprehension, estimating word meanings from hints, slowing down reading, and evaluating what has been read.

2.2.3. Support strategies

Among the various types of reading methods are support strategies. The reader can benefit from this tactic in a few ways. According to Mokhtari and Reichard (2002), this method provides mechanical support to defend responses to reading, such as using dictionaries. According to Joshua (2016), formal strategies for enhancing reading comprehension encompass note-taking, rephrasing content, reviewing prior material, self-questioning, consulting references, highlighting, engaging in discussions, and composing summaries. According to Miller (2017), effective methods also involve translating text between languages, rewording passages, highlighting key points, and seeking clarification through inquiries.

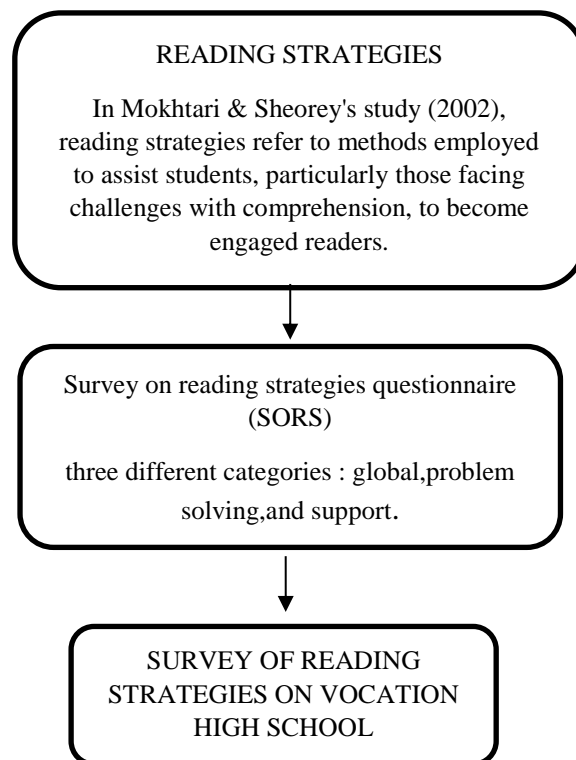
2.3 Review to relevant study

Several studies have examined how different reading strategies affect comprehension in diverse learner groups. (Kurimski, 2019) seminal study focused on elementary school students and found that explicit instruction in comprehension strategies, including summarization, questioning, and clarifying, significantly enhanced students' reading comprehension abilities. (Juhkam et al., 2023) targeted ESL learners and discovered that teaching metacognitive

strategies such as predicting, monitoring comprehension, and evaluating led to notable improvements in reading comprehension among ESL/EFL students. (Muijselaar et al., 2017) explored the effects of collaborative strategic reading instruction on students with learning disabilities. Their findings revealed that collaborative reading strategies like reciprocal teaching and cooperative learning substantially improved the reading comprehension skills of students with learning disabilities compared to traditional instruction methods. (Barzegar & Fazilatfar, 2019) study with middle school students focused on direct instruction in specific reading strategies such as summarization, question generation, and inference-making. They observed significant enhancements in students' reading comprehension skills following explicit instruction in these strategies. Together, these studies underscore the importance of tailored instruction in various reading strategies to foster improved reading comprehension outcomes across different learner demographics and educational contexts.

Reading strategies and reading comprehension or fluency is having a very close relationship because both of them are very important if for example not having a reading strategy in reading it will not understand what we are reading so we need to know the reading strategy and once we understand and use the reading strategy we can understand what we take lessons from what we read in a text or book. The impact of reading volume on L2 reading comprehension has been extensively studied (Grebe, 2010). Li (2010), on the other hand, conducted an analysis of reading strategy utilization among EFL high school students using the MARSI, revealing that problem-solving strategies were the most prevalent, followed by global and supportive strategies. Poole (2010) further classifies EFL reading strategies into global, problem-solving, and support-oriented categories.

2.4 Theoretical Framework



CHAPTER 3

RESEARCH DESIGN

3.1 Research design

The objective of the research was to perform a needs analysis of the reading strategies utilized by students at SMK N 1 SEYEGAN vocational high school in Yogyakarta, using a survey methodology. According to Creswell (2009), survey research provides a quantitative depiction of trends, attitudes, or opinions within a population through the analysis of a representative sample.

3.2 Population and Sample

The participants comprised students from a senior high school, specifically those in the 11th grade at Seyegan Vocational High School. Convenience sampling was employed, aiming for a 95% confidence level. According to accessed via raosoft, 152 participants were selected for this study to adequately represent the population when using convenience sampling. It helps researchers ensure that their sample size is representative of the population while balancing practical constraints such as time and resources.

In this study, Slovin's formula was applied to ascertain the optimal sample size of senior high school students. By entering the population size and desired confidence level, the calculation yielded 152 participants for a 95% confidence level.

Regarding the sampling method, convenience sampling was employed in this study. Convenience sampling entails the selection of participants based on their accessibility and availability to the researcher. While convenient, this method may introduce bias into the sample, as it may not fully represent the population's diversity. However, given the practical

constraints often present in research settings, convenience sampling can be a useful and efficient approach.

According to (Etikan, 2016) convenience sampling is commonly used in educational research due to its practicality and accessibility. However, the authors caution that convenience samples may not be representative of the population and can introduce bias into the study's findings. In contrast, (Wu Suen et al., 2014) recommend purposive sampling for qualitative research when researchers seek to include participants who possess specific characteristics relevant to the study's objectives. They contend that purposive sampling enables the selection of cases rich in information that can provide valuable insights into the research topic.

3.3 Data collecting technique

This subsection delineates data collection methodologies encompassing instruments, validity, and reliability.

3.3.1. Instrument

The Survey of Reading Strategies (SORS), developed by Mokhtari and Reichard (2002), builds upon the Metacognitive Awareness of Reading Strategies Inventory (MARSİ), also created by Mokhtari and Reichard (2002) as an apparatus to gauge the consciousness of local English students about the utilization of understanding systems. In case, SORS for the most part inspects the sort and recurrence of utilization of perusing techniques by ESL young people and grown-up understudies when they read English scholarly material, for example, course books and diary articles. The SORS comprises 30 items. Its three subscales include Global Reading Strategy (composed of 13 items: 1, 3, 4, 6, 8, 12, 15, 17, 20, 21, 23, 24, 27) with a reliability coefficient of .92, Problem Solving Strategies (8 items, $\alpha = 0.79$) and Support Strategies (9 items, $\alpha = 0.87$) were developed from MARSİ's factor analyses and theoretical foundations. The overall score reliability was 0.93, validated through a study with a large sample of native

speakers (N=825), encompassing students from middle school to college with varying reading abilities.

3.3.2. Validity and Reliability : questioner

Based on the calculation of validity by pearson product moment formula, all items of the questionnaire are valid and for the coefficient of reliability the result is 0.90. According to Siregar (2017:90) states that the criteria of an instrument based on alpha cronbach formula is reliable if coefficient of reliability ,Rcounted>0.6 . The Recounted (0.90) is more than 0.6 , it means that the instrument of the questionnaire is very reliable.

3.3.2.1. Validity

After thoroughly re-checking all items, conducting validity tests on all 56 samples, and consulting with an expert, the researcher identified one item as invalid. Table 3 presents the results of the validity tests for each item in this study:

| Item | Pearson Correlation | R-Table | Criteria |
|------|---------------------|---------|----------|
| 1 | 0.626 | 0.159 | Valid |
| 2 | 0.677 | 0.159 | Valid |
| 3 | 0.597 | 0.159 | Valid |
| 4 | 0.590 | 0.159 | Valid |
| 5 | 0.653 | 0.159 | Valid |
| 6 | 0.682 | 0.159 | Valid |
| 7 | 0.664 | 0.159 | Valid |
| 8 | 0.639 | 0.159 | Valid |
| 9 | 0.675 | 0.159 | Valid |
| 10 | 0.661 | 0.159 | Valid |
| 11 | 0.693 | 0.159 | Valid |
| 12 | 0.619 | 0.159 | Valid |
| 13 | 0.613 | 0.159 | Valid |
| 14 | 0.750 | 0.159 | Valid |
| 15 | 0.739 | 0.159 | Valid |
| 16 | 0.771 | 0.159 | Valid |
| 17 | 0.762 | 0.159 | Valid |
| 18 | 0.659 | 0.159 | Valid |
| 19 | 0.707 | 0.159 | Valid |
| 20 | 0.682 | 0.159 | Valid |
| 21 | 0.643 | 0.159 | Valid |

| | | | |
|----|-------|-------|-------|
| 22 | 0.636 | 0.159 | Valid |
| 23 | 0.525 | 0.159 | Valid |
| 24 | 0.676 | 0.159 | Valid |
| 25 | 0.662 | 0.159 | Valid |
| 26 | 0.644 | 0.159 | Valid |
| 27 | 0.701 | 0.159 | Valid |
| 28 | 0.621 | 0.159 | Valid |
| 29 | 0.675 | 0.159 | Valid |
| 30 | 0.675 | 0.159 | Valid |

3.3.2.2. Reliability

The aspect of reliability has not yet been explicitly addressed in this research activity. However, it is essential to note that the comprehensive incorporation of reliability measurements into the research framework is on the drawing board. The researcher is diligently committed to incorporating rigorous reliability assessments into the study's methodology, a process that will begin as soon as the data collected is completed.

Table 3 The Reliability of Reading strategies

| Case Processing Summary | | | |
|--------------------------------|------------------|-------------|--------------|
| | | N | % |
| Cases | Valid | 152 | 100.0 |
| | Excluded* | 0 | 0 |
| | Total | 152 | <u>100.0</u> |
| Reliability Statistics | | | |
| Cronbach's | Alpha | N of Item | |
| | | .933 | 30 |

3.4 Data analysis technique

The researcher individually conducted a feedback survey on reading strategies for EFL high school students using Google Forms. The questionnaire link was distributed via WhatsApp groups and personal chats to students from the 2022 batch. After introducing herself and outlining the questionnaire's objectives, respondents accessed and completed it directly.

The data will be automatically collected via Google Forms and analyzed using spreadsheets and SPSS.

The researcher distributed a Survey of Reading strategies (SORS) questionnaire. The procedures of participant recruitment were:

1. Meet or via chat to say about our research and ask permission from the students to be the participants
2. Explain to them about the purpose of this research (to examine reading strategies among senior high school) and why we choose them
3. Give them a questionnaire (SORS)
4. Ask them to fill out a questionnaire
5. Assessing the questionnaire's construct validity and reliability using SPSS software and expert evaluations.
6. Retrieving data from Google Form.
7. Utilizing Microsoft Excel and SPSS to calculate percentages (%), means, and standard deviations.
8. Copying and pasting the result data from SPSS to Microsoft Word

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consist of the finding and the discussion of the survey of reading strategies on vocation high school .The finding based on a questionnaire distribute to students SMK N 1 SEYEGAN high school. The research finding focuses on reading strategies that used when reading English lessons. It will be discussed for each domain using table, figure to help readers undertand the content. This chapter aims to contribute to a better understanding of this importans issue in English education

4.1 Findings

4.1.1 Questioner result

An overview of the characteristics of respondents in this study includes, gender. The study included 152 respondents from Grade XI of SMK N 1 SEYEGAN. Information regarding the distribution of respondent demographics by gender is available in Table 4.1 below.

Table 4. 1 Respondents personal information

| Gender | Jumlah (n) | Persentase (%) |
|---------------|-------------------|-----------------------|
| Male | 118 | 77.6 |
| Female | 34 | 22.4 |
| Total | 152 | 100,0 |

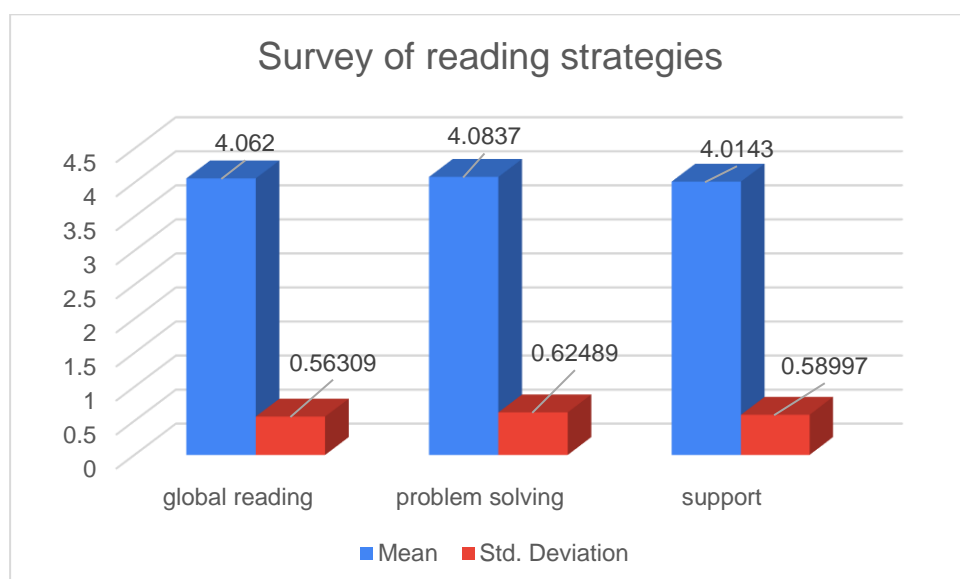
Sumber: Data Primer diolah, 2024

Based on Table 4.1 above shows that of the 152 respondents, the majority were male as many as 118 respondents or 77.6% and 34 respondents were female or 22.4%.

4.1.2 Reading Strategy Survey Analysis Results

In this research, participants were required to rate each statement on the questionnaire using a scale from 1 to 5. They reported the frequency of their reading approaches using the SORS questionnaire, which employed categories derived from Shoerey and Mokhtari (2002): The research utilized the SORS questionnaire to evaluate reading strategies across three categories: global (13 questions), problem-solving (8 questions), and support (9 questions). Mean scores indicated levels of strategy usage: scores ≥ 3.5 denoted high usage, scores between 2.5 and 3.4 denoted moderate usage, and scores ≤ 2.4 denoted low usage (Mokhtari & Sheorey, 2002, p.4). SPSS software was employed to compute the means from data collected from 152 respondents. Addressing the research questions pertaining to reading strategy use among first-year students at SMK N 1 SEYEGAN, the study highlighted two key findings. Firstly, it detailed the usage levels (high, medium, low) for each reading strategy (GLOB, PROB, SUPP). Secondly, it identified the most frequently employed reading strategy among the students, elaborating on these aspects across four respective subchapters.

The data from the descriptive analysis of reading strategies in this study are shown in the table below:



Based on the results of quantitative descriptive analysis in the diagram above, it can be seen that of the three reading strategy subscales displayed above, it shows that the highest reading strategy subscale is in the problem solving subscale with an average or mean value of 4.0637 and a standard deviation value of 0.62489. Furthermore, the lowest reading strategy sub-scale is in the support sub-scale with a mean value of 4.143 and a standard deviation of 0.58997.

After collecting the data, the researcher analyzed the global reading strategy (GLOB) data from each respondent. To conduct this analysis, scoring guidelines (refer to appendix 4) were utilized. According to Mokhtary and Shoerey (2002), global reading strategies help readers monitor and regulate their reading process. The study identified 13 statements related to global reading strategies (GLOB). Details on the utilization of these strategies among the 152 participants are presented in the table below.:

4.1.2.1 Result of global Reading strategy

| No | Item | Mean | Std. Deviation |
|----|--|--------|----------------|
| 1 | I read with a specific purpose in mind. | 1.2237 | 41809 |
| 3 | I reflect on my prior knowledge to aid in comprehending the text. | 4.1776 | 78985 |
| 4 | I survey the text to understand its overall theme before reading. | 4.1579 | 80647 |
| 6 | I assess whether the text aligns with my reading objectives. | 4.0329 | 87207 |
| 8 | I initially, I examine the text by observing its length and structure. | 4.0000 | 94903 |

| | | | |
|-----------|---|---------------|---------------|
| 12 | While reading, I discern what to read in detail and what to skim. | 4.0658 | .93971 |
| 15 | I utilize tables, figures, and images within the text to enhance my comprehension. | 3.8553 | .99274 |
| 17 | I use contextual clues to deepen my understanding of the material. | 4.1711 | .79549 |
| 20 | I employ typographical elements, such as boldface and italics, to identify key information. | 3.9868 | .92060 |
| 21 | I critically analyze and evaluate the information presented in the text. | 4.0921 | .85626 |
| 23 | I confirm my understanding when encountering new information. | 4.0000 | .89886 |
| 24 | As I read, I endeavor to anticipate the content of the text. | 4.0855 | .83740 |
| 27 | I verify the accuracy of my predictions about the text. | 4.0855 | .82946 |

When viewed from the results of descriptive analysis on the global reading strategy sub-scale including producing a medium mean value. Based on Table 4.1.2.1, the global reading strategy results indicate varying mean values and standard deviations across different items. For instance, the highest mean score of 4.1776 with a standard deviation of 0.78985 is observed in item 3, "I reflect on my prior knowledge to aid in comprehending the text." Conversely, the lowest mean score of 3.8553, accompanied by a standard deviation of 0.99274, pertains to item 15, "I utilize tables, figures, and images within the text to enhance my comprehension."

4.1.2.2 Result of problem solving strategies

| No | Item | Mean | Std. Deviation |
|----|---|--------|----------------|
| 7 | I read at a deliberate pace to ensure thorough comprehension of the material. | 4.0461 | .87147 |
| 9 | I make efforts to regain focus whenever my concentration lapses. | 4.1974 | .89915 |
| 11 | I modulate my reading speed based on the complexity of the text. | 3.9868 | .92060 |
| 14 | I pay heightened attention when encountering challenging text. | 4.0395 | .92702 |
| 16 | I periodically pause to reflect on the content I am reading. | 4.0066 | .95249 |
| 19 | I endeavor to create mental images to aid in retaining the information. | 4.1250 | .83239 |
| 25 | When encountering difficult passages, I re-read them to enhance my understanding. | 4.1250 | .88634 |
| 28 | As I read, I infer the meanings of unfamiliar words or phrases. | 4.1250 | .69351 |

Based on the findings of descriptive analysis concerning the problem-solving strategy sub-scale, it exhibited the highest mean value compared to the mean values of global reading and support strategies, which averaged 4.0837 with a standard deviation of 0.62489. This problem solving strategy sub-scale consists of 8 question items, where the highest mean or mean value is 4.1974 and SD = 0.89915 in the statement ‘I try to repeat the reading when I lose concentration.’. This is done by respondents to minimise errors and read and interpret the meaning of the reading. Next, the second highest mean

value on the problem solving strategy sub-scale is on the statement ‘I try to describe or visualise information to help remember what I read’ with a mean value of 4.1250 and SD 0.83239. As for the mean value of the lowest problem solving strategy sub-scale question items, it is found in the item ‘I adjust my reading speed according to what I read.’ with a mean value of 3.9868 and SD 0.92060.

Result of support strategies

4.1.2.3

| No | Item | Mean | Std. Deviation |
|-----------|--|-----------------|-----------------------|
| 2 | I make annotations while reading to improve my grasp of the content. | 4.1053 | .85473 |
| 5 | When faced with complex texts, I articulate passages to assist in my comprehension. | 3.8684 | .01436 |
| 10 | I highlight or encircle pivotal details in the text to aid in memory retention. | 4.0592 . | .93662 |
| 13 | I refer to supplementary resources (such as a dictionary) to enhance my understanding of the text. | 3.9211 | .95962 |
| 18 | I rephrase content to enhance my comprehension. | 4.0197 | .84939 |
| 22 | I thoroughly examine the text to discern connections among the presented ideas. | 4.0592 | .92237 |
| 26 | I formulate inquiries that I aim to resolve within the text. | 4.1316 | .87409 |
| 29 | While reading, I interpret from English into my native language. | 4.0132 . | .90610 |
| 30 | Throughout the reading process, I consider information in both English and my native tongue. | 3.9539 | .92313 |

Based on the table provided, the results of the support strategy sub-scale indicate various mean values and standard deviations for different question items. For instance, the item 'I make annotations while reading to improve my grasp of the content' achieved a mean of 4.1053 with a standard deviation of 0.85473. Conversely, the item 'When faced with complex texts, I articulate passages to assist in my comprehension' recorded a mean of 3.8684 and a standard deviation of 0.1436. These findings highlight the diverse approaches respondents employ to enhance their reading comprehension.

4.2 Discussion

4.2.1 Problem solving strategy

Sub-scale problem solving strategy on research related reading strategy review in eleventh grade students SMK N 1 Seyegan is at the highest level of strategy. Based on the questionnaire analysis obtained is characterized by a high level of proficiency. According to the questionnaire analysis, the predominant strategy involves re-reading when concentration wanes, indicating that students frequently employ this technique to maintain focus during English text comprehension. This approach aligns with Miller's theory (2017), which posits that problem-solving strategies aim to overcome reading challenges through methods like re-reading to enhance understanding and pacing. Additionally, a significant number of students also demonstrate effectiveness in describing or visualizing information to aid retention, highlighting their proactive approach to reading comprehension.

4.2.2 Global reading strategy

Under-scale global reading strategy in survey strategy reading students XI grade SMK N 1 Seyegan is on the second highest strategy position after problem solving. The height of the sub-scale on this strategy is demonstrated by the results of student questionnaire analysis stating "I have a purpose in my mind when I read". It describes that most students feel that they have a clear purpose when they read the text. By having such a clear purpose, students will try to understand the content of the text they are reading. The high ratio of reading purpose statements in students was also revealed by previous studies with an average of 3.59 (Ligudon & Ilodeponso, 2022). In this case, identifying the purpose of reading is also part of the activities to improve the technique in reading. Students who already know the purpose of reading then students will know what they are looking for and can filter information that is potentially disturbing (Rohmawati dkk, 2022). Furthermore, students also more often use known words to help them better understand the text they are reading. Students who have knowledge and experience in reading English texts will be easier to understand because they have a more diverse vocabulary memory. Nevertheless, the lowest global reading sub-scale of the student reading strategy is that not many students use tables, diagrams and images in text to improve understanding in reading text. While the presence of images and diagrammes in text can actually help students lead in understanding text in general. According to the results of the study (Tsai & Huang, 2023), high-skilled students will be more aware of the reading process

using a typography of aids such as tables and images. In addition, students will also round and emphasize words or phrases that are printed thick and bent to help them master the words well.

4.2.3 Support strategy

Based on the study analysis, the sub-scale focusing on reading support strategies showed the lowest ranking compared to problem-solving and global reading strategies. This trend was further evident in the questionnaire analysis, where a majority of students indicated that they engage in self-questioning during reading, aiming to find answers within the text. This behavior suggests that students may not receive adequate support from immediate sources when reading in English, prompting them to rely on personal questioning strategies. Additionally, students frequently annotate key sections of text to aid comprehension of vocabulary and overall content, a method also observed by Barzegar & Fazilatfar (2019) among English language learners. These learners often highlight essential points at the word or sentence level to enhance their understanding. However, some students, particularly when faced with challenging texts, refrain from vocalizing their reading and instead focus solely on noting crucial details.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents a summary of the research, incorporating findings from the previous chapter, as well as recommendations for future research.

5.1 Conclusion

The objective of this research is to investigate and examine the reading techniques employed by vocational high school students to improve their understanding of English texts. According to the findings from surveys and data analysis, it is evident that students commonly utilize strategies such as skimming, scanning, and contextual inference. Skimming aids in obtaining a broad understanding of the text, scanning facilitates rapid location of specific information, and contextual inference helps in comprehending unfamiliar words or phrases through context clues. The research also shows a robust positive relationship between using these reading strategies and students' reading comprehension levels. Students who consistently use various reading strategies show higher comprehension scores compared to those who rarely use these strategies. Students' reading strategy preferences vary depending on the type of text they read. For narrative texts, students are more likely to use skimming and contextual inference, while for expository texts, scanning is more commonly used. Learning motivation, interest in English, and support from the learning environment are factors that influence the frequency and effectiveness of students' use of reading strategies. The results of this study emphasize the importance of developing reading strategy training programs for teachers and students,

improving teaching methods that are adaptive to text types, and creating a supportive learning environment for practicing reading strategies.

5.2 Recommendation

Based on the findings of this study, several recommendations can be made to improve the effectiveness of reading instruction in vocational high schools:

1. Educational institutions need to develop reading strategy training programs for teachers and students. These programs should include various reading strategies and ways to apply them in daily learning, so students can effectively improve their reading skills.
2. Teachers need to adapt their teaching methods to the types of texts being taught and the students' reading strategy preferences. Adaptive teaching will help students understand texts better and increase their interest in reading.
3. Schools should create a supportive learning environment for the use of reading strategies. This includes providing access to various learning resources, such as books, articles, and other reading materials, as well as support from teachers and school staff. Schools and teachers need to continually encourage students' motivation and interest in English subjects. This can be done through various activities that are engaging and relevant to students' daily lives, as well as providing rewards for students who show progress in their reading skills.

4. It is important to conduct regular evaluations of the effectiveness of the training programs and teaching methods implemented. Feedback from students and teachers should be used to improve and develop more effective learning strategies.

By implementing these recommendations, it is expected that vocational high school students can improve their reading skills and achieve better text comprehension, enabling them to compete in the era of globalization and face future challenges with greater confidence.

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APPENDICES

Appendix 1. Survey of reading strategies (SORS) (English Version)

| Category | Statement | Scale |
|----------|---|-----------|
| GLOB 1 | I read with a specific intention in mind. | 1 2 3 4 5 |
| SUP 2 | I make annotations during my reading to aid comprehension. | 1 2 3 4 5 |
| GLOB 3 | I leverage existing knowledge to facilitate understanding. | 1 2 3 4 5 |
| GLOB 4 | I conduct an initial survey of the text to grasp its content before delving into it. | 1 2 3 4 5 |
| SUP 5 | When encountering challenging text, I engage in extensive reading to enhance comprehension. | 1 2 3 4 5 |
| GLOB 6 | I assess whether the text aligns with my reading objectives. | 1 2 3 4 5 |
| PROB 7 | I adopt a deliberate pace in reading to ensure comprehension. | 1 2 3 4 5 |
| GLOB 8 | Before diving into the text, I evaluate its characteristics such as length and structure. | 1 2 3 4 5 |

| | | | | | | | |
|------|----|--|---|---|---|---|---|
| PROB | 9 | I endeavor to refocus when my concentration wavers. | 1 | 2 | 3 | 4 | 5 |
| SUP | 10 | I annotate or mark key information in the text to aid retention. | 1 | 2 | 3 | 4 | 5 |
| PROB | 11 | I adjust my reading speed based on the complexity of the material. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 12 | While reading, I discern which parts require close attention and which can be skimmed. | 1 | 2 | 3 | 4 | 5 |
| SUP | 13 | I refer to external resources (e.g., dictionaries) to aid comprehension. | 1 | 2 | 3 | 4 | 5 |
| PROB | 14 | When faced with challenging passages, I concentrate more intensively on the content. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 15 | I utilize tables, figures, and illustrations to enhance my understanding of the text. | 1 | 2 | 3 | 4 | 5 |
| PROB | 16 | Periodically, I pause to reflect on the material being read. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 17 | I use contextual clues to enhance my comprehension of the text. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | | |
|------|----|--|---|---|---|---|---|
| SUP | 18 | I rephrase passages to improve my grasp of the content. | 1 | 2 | 3 | 4 | 5 |
| PROB | 19 | I employ visualization techniques to aid in remembering information from the text. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 20 | I utilize typographical cues such as bold and italics to identify key points. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 21 | I critically analyze and evaluate the information presented in the text. | 1 | 2 | 3 | 4 | 5 |
| SUP | 22 | I navigate back and forth within the text to discern relationships between ideas. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 23 | I verify my understanding when encountering new information. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 24 | I make informed guesses about the content of the text. | 1 | 2 | 3 | 4 | 5 |
| PROB | 25 | When encountering difficult passages, I engage in re-reading to enhance comprehension. | 1 | 2 | 3 | 4 | 5 |
| SUP | 26 | I pose questions to myself regarding the text. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | | |
|------|----|--|---|---|---|---|---|
| GLOB | 27 | I verify the accuracy of my assumptions about the text. | 1 | 2 | 3 | 4 | 5 |
| PROB | 28 | I infer the meanings of unfamiliar words or phrases during reading. | 1 | 2 | 3 | 4 | 5 |
| SUP | 29 | I occasionally translate from English into my native language while reading. | 1 | 2 | 3 | 4 | 5 |
| SUP | 30 | During reading, I consider information in both English and my native language. | 1 | 2 | 3 | 4 | 5 |

NOTE : GLOB= Global Reading Strategies

PROB= Problem-solving Strategies

SUP= Support Strategies

1. I rarely or almost never.
2. I do this infrequently.
3. Occasionally, I engage in this.
4. Typically, I do this.
5. I consistently or almost always.

Appendix 2. Survey of reading strategies (SORS) (Bahasa Indonesia Version)

| Category | | Statement | Scale |
|----------|---|--|-----------|
| GLOB | 1 | Saya memiliki tujuan tertentu saat membaca. | 1 2 3 4 5 |
| SUP | 2 | Saya mencatat poin-poin penting untuk memperjelas pemahaman saya terhadap teks. | 1 2 3 4 5 |
| GLOB | 3 | Sebelum mulai membaca, saya melakukan skimming terlebih dahulu. | 1 2 3 4 5 |
| GLOB | 4 | Ketika menghadapi teks yang kompleks, saya membaca dengan keras untuk memastikan pemahaman saya. | 1 2 3 4 5 |
| SUP | 5 | Saya pertimbangkan relevansi teks dengan tujuan bacaan saya sebelum mendalaminya. | 1 2 3 4 5 |
| GLOB | 6 | Saya membaca secara perlahan dan teliti untuk memastikan pemahaman yang baik. | 1 2 3 4 5 |
| PROB | 7 | Sebelum membaca, saya meninjau teks dengan memperhatikan panjang dan strukturnya. | 1 2 3 4 5 |
| GLOB | 8 | Ketika kehilangan fokus, saya mengulang bacaan tersebut. | 1 2 3 4 5 |

| | | | | | | | |
|------|----|---|---|---|---|---|---|
| PROB | 9 | Saya menandai informasi kunci dalam teks untuk mempermudah pengingatan. | 1 | 2 | 3 | 4 | 5 |
| SUP | 10 | Saya menyesuaikan kecepatan membaca sesuai dengan kompleksitas teks. | 1 | 2 | 3 | 4 | 5 |
| PROB | 11 | Saat membaca, saya selektif dalam memilih apa yang harus dibaca dengan seksama. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 12 | Saya menggunakan sumber referensi seperti kamus untuk memahami teks. | 1 | 2 | 3 | 4 | 5 |
| SUP | 13 | Saat menemui bagian yang sulit, saya lebih memusatkan perhatian. | 1 | 2 | 3 | 4 | 5 |
| PROB | 14 | Saya mempertimbangkan tabel, diagram, dan gambar untuk memahami teks lebih baik. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 15 | Saya berhenti beberapa kali untuk merenungkan isi bacaan. | 1 | 2 | 3 | 4 | 5 |
| PROB | 16 | Saya menggunakan kosakata yang dikenal untuk memperdalam pemahaman teks. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 17 | Saya merestrukturisasi ide-ide utama dengan kata-kata sendiri untuk memahaminya lebih baik. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | | |
|------|----|---|---|---|---|---|---|
| SUP | 18 | Saya membayangkan atau memvisualisasikan informasi untuk membantu mengingatnya. | 1 | 2 | 3 | 4 | 5 |
| PROB | 19 | Saya memanfaatkan penandaan seperti teks tebal atau miring untuk mengidentifikasi poin penting. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 20 | Saya melakukan analisis kritis terhadap informasi dalam teks. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 21 | Saya mengulang bacaan untuk menemukan keterkaitan antara ide-ide dalamnya. | 1 | 2 | 3 | 4 | 5 |
| SUP | 22 | Saya memverifikasi pemahaman saya ketika menemukan informasi baru. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 23 | Saya meramal isi teks ketika membacanya. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 24 | Saat menemui bagian yang sulit, saya membacanya kembali untuk lebih memahami. | 1 | 2 | 3 | 4 | 5 |
| PROB | 25 | Saya mengajukan pertanyaan kepada diri sendiri selama membaca untuk mengarahkan pemahaman. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | | |
|------|----|--|---|---|---|---|---|
| SUP | 26 | Saya memeriksa apakah dugaan saya benar atau tidak. | 1 | 2 | 3 | 4 | 5 |
| GLOB | 27 | Saat membaca, saya mencoba menebak arti kata atau frasa yang tidak saya kenal. | 1 | 2 | 3 | 4 | 5 |
| PROB | 28 | Saya menerjemahkan teks dari bahasa Inggris ke bahasa ibu saya selama membaca. | 1 | 2 | 3 | 4 | 5 |
| SUP | 29 | Saat membaca, saya mempertimbangkan informasi dalam kedua bahasa, Inggris dan bahasa ibu saya. | 1 | 2 | 3 | 4 | 5 |
| SUP | 30 | Saya memiliki tujuan tertentu saat membaca. | 1 | 2 | 3 | 4 | 5 |

NOTE:

1. Saya jarang atau hampir tidak pernah.
2. Saya jarang melakukan ini.
3. Kadang-kadang, saya melakukan hal ini.
4. Biasanya saya melakukan ini.
5. Saya konsisten atau hampir selalu.

Appendix 3. Consent Form



FAKULTAS
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Tanggal : 27 Mei 2024
Nomor : 1338/DEK/70/DAA/N/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala sekolah SMK N 1 Seyegan

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :


Nama Mahasiswa : Herna Sari
Nomor Induk Mahasiswa : 17322036
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Dr. Adam Anshori S.S., M.A
Judul Skripsi :

"Students Reading Strategies of Vocation High School : Survey Study"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

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Universitas Islam Indonesia


Dr. Phil Qurohul Uyun, S.Psi., M.Si., Psikolog
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Appendix 4. Google Form Questionner

The image shows a screenshot of a Google Form titled "Reading strategies skills Questionnaire". The form is displayed in a web browser window. The browser's address bar shows the URL: docs.google.com/forms/d/1ZdtFID_tuqEs7Hzfl-cUPF_F89kjp1nf4q80IIWcsQ/edit. The form is titled "Reading strategies skills Questionnaire" and is part of a 3-part series ("Bagian 1 dari 3"). The form content includes a greeting, a description of the research, and instructions for participants.

Assalamu'alaikum wr.wr. wb

Penelitian ini dilakukan Herna Sari dari Universitas Islam Indonesia. Tujuan dari survei ini adalah untuk mengumpulkan informasi tentang berbagai teknik yang Anda gunakan ketika Anda membaca materi akademis dalam bahasa Inggris (misalnya artikel jurnal, membaca buku teks, dll.) dari strategi membaca siswa sekolah menengah. Kuesioner akan memakan waktu 10-15 menit untuk diselesaikan.

Semua tanggapan survei bersifat sukarela, dan tanggapan apa pun tidak berpengaruh pada karier akademis.

Dalam penelitian ini Anda dianggap sebagai partisipan kami yang berharga yang dengan menyelesaikan survei ini, Anda mungkin memiliki pemahaman dan pengetahuan tentang strategi membaca sendiri. Pada saat itu, Anda akan melakukan refleksi diri dengan mengisi seluruh kuesioner.

Jika Anda memilih untuk berpartisipasi, kami mengantisipasi risiko minimal dan hanya sedikit ketidaknyamanan yang mungkin menyertai survei online.