A Study of Reading Strategies Used by English Study Program Students

Uci Rahmawati[1], Eliwarti[2], Supriusman[3]
[1,2,3]Universitas Riau, Indonesia
E-mail: uci.rahmawati4804@student.unri.ac.id, eliwarti@lecturer.ac.id, supriusman@lecturer.ac.id

Article Info	Abstract
	This study aims to explore the types and frequency of reading strategies used by fourth-semester students in Riau University's English Department. This study employed a descriptive-quantitative design, using the Survey of Reading Strategies (SORS) by Mokhtari and Sheorey (2002). Data was collected from 38 students through an online questionnaire, with the results showing that the Problem Solving Strategy was the most frequently used (M = 4.04), followed by the Global Reading Strategy (M = 3.81) and the Supportive Reading Strategy (M = 3.70). These findings suggest that students rely on problem-solving strategies to overcome comprehension challenges, while global strategies help them manage the reading process. Supportive strategies, while still useful, are used more selectively. The study concludes that students actively use a combination of strategies, reflecting a positive level of metacognitive awareness. The study also recommends that English lecturers provide more explicit training on global strategies and supporting strategies to improve students' reading ability.
Artikel Info	Abstrak
	Penelitian ini bertujuan untuk menyelidiki jenis dan frekuensi strategi membaca yang digunakan oleh mahasiswa semester empat Program Studi Pendidikan Bahasa Inggris di Universitas Riau. Penelitian ini menggunakan pendekatan deskriptif-kuantitatif, dengan data yang dikumpulkan melalui Survey of Reading Strategies (SORS) yang dikembangkan oleh Mokhtari dan Sheorey (2002). Kuesioner ini dibagikan kepada 38 mahasiswa, dan hasilnya menunjukkan bahwa Problem-Solving Strategies digunakan paling sering (M = 4.04), diikuti oleh Global Reading Strategies (M = 3.81) dan Support Reading Strategies (M = 3.70). Temuan ini menunjukkan bahwa mahasiswa cenderung mengandalkan strategi pemecahan masalah untuk mengatasi kesulitan saat membaca, sementara strategi global membantu mereka mengelola proses membaca secara keseluruhan. Strategi pendukung, meskipun tetap berguna, digunakan lebih jarang. Penelitian ini menyimpulkan bahwa mahasiswa secara aktif menggunakan kombinasi strategi, dan menyarankan agar pengajaran membaca lebih fokus pada pelatihan strategi global dan pendukung untuk meningkatkan keterampilan membaca mahasiswa.

I. INTRODUCTION

Reading is a crucial skill in second or foreign language learning, especially in academic settings where students must understand a variety of complex texts (Grabe & Stoller, 2011). In English as a Foreign Language (EFL) contexts like Indonesia, reading is often emphasized because it helps students develop vocabulary, understand grammar in context, and access knowledge across disciplines (Grabe & Yamashita, 2022). However, many Indonesian university students continue to struggle with academic reading due to unfamiliar vocabulary, difficult sentence structures, and a lack of exposure to English texts (Zhang & Seepho, 2020).

These struggles are often caused by the limited use of reading strategies. Instead of reading strategically, students tend to read passively and word by word, which affects their comprehension (Day & Bamford, 1998). Reading strategies such as skimming, scanning, predicting, summarizing, and guessing from context are essential tools that help learners process and understand texts more effectively (Oxford & Crookall, 1989).

Research shows that students who are aware of and apply various reading strategies tend to perform better in reading comprehension tasks (Zhang & Wu, 2017; Pardede, 2022). Moreover, in today's digital learning environment, students face new challenges with multimodal texts that require adaptive reading skills (Zhou & Li, 2023).

Based on these considerations, this study aims to explore the types and frequency of reading strategies used by fourth-semester students of the English Study Program at Riau

University. Understanding their reading behavior is important to support their academic success and future role as English educators.

II. METHOD

This research used a descriptive-quantitative design to investigate the types and frequency of reading strategies used by fourth-semester students of the English Study Program Students at Riau Universty. The instrument used was the Survey of Reading Strategies (SORS) by Mokhtary and Sheorey (2002) measuring three categories: Global, Problem-Solving, and Support Strategies.

The sample of this research were 38 students selected from class 3A through cluster random sampling. Data collection was conducted usiang an online questionnaire distributed through Google Forms. A tryout was conducted to test the instrument's validity and reliability. Based on the Pearson Product-Moment analysis, 25 out of 30 items were valid, and the instrument demonstrated high reliability with a Cronbach's Alpha of 0.890.

The data were analyzed using descriptive statistics to determine the mean scores of each strategies category. The interpretation of the mean scores followed the frequency scale by Mokhtari and Sheorey (2002), categorizing usage into high, medium, and low frequency.

III. RESULT AND DISCUSSION
A. Result

The findings of this research reveal that students in the English Study Program at Riau University actively use various reading strategies to help them comprehending the text. Tha data was collected using the Survey of Reading Strategies (SORS) which measures the frequency of three types of reading strategies. The table below shows the average scores for each category of reading strategies.

Tabel 1. Average Score Reading Strategies

Strategy Category	Average Score	Frequency Scale
Global Reading Strategies (GLOB)	3,81	High
Problem-Solving Strategies (PROB)	4,04	High
Support Reading Strategies (SUP)	3,70	High

The average scores for the three types of reading strategies show that Problem-Solving Strategies (M = 4.04) were used the most, followed by Global Reading Strategies (M = 3.81) and Support Reading Strategies (M = 3.70). This means that students mainly use problem-solving strategies to handle difficulties while reading. They also use global strategies to manage their reading process. Support strategies, although helpful, were used less often and in specific situations.

B. Discussion

The findings of this study reveal that students in the English Study Program at Riau University actively use a variety of reading strategies to help them understand English texts. The data, collected through the Survey of Reading Strategies (SORS), indicates the frequency of use for three key categories of reading strategies: Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies.

From the results, it is clear that Problem-Solving Strategies (M = 4.04) were the most frequently used by students. This suggests that students tend to apply strategies that directly help them overcome difficulties while reading. Strategies such as rereading, slowing down, and guessing meaning from context were likely among the methods students used to resolve comprehension challenges. These findings align with previous research that emphasizes the importance of problem-solving strategies in managing complex or unfamiliar texts (Nursyamsiah & Yulianti, 2020).

The second most used category was Global Reading Strategies (M = 3.81). These strategies, which include planning, previewing the text, and checking comprehension during reading, help students maintain a structured and organized approach to reading. The results suggest that students recognize the value of managing their reading process, indicating a higher level of metacognitive awareness. This is consistent with studies that show proficient readers tend to use global strategies more frequently to guide their reading efforts (Nguyen & Tran, 2019).

On the other hand, Support Reading Strategies (M = 3.70), although still used regularly, were employed less often compared to the other two categories. Strategies such as taking notes, using a dictionary, or translating were useful but seem to be used more selectively. This finding suggests that students rely on external aids mainly when they encounter challenging material. While these

strategies are valuable for comprehension, their less frequent use could indicate that students feel more confident in their ability to solve problems and manage their reading without external support most of the time.

In conclusion, the study shows that students are strategic readers who actively use a combination of problem-solving, global, and support strategies. The high use of problem-solving strategies indicates that students are aware of their reading difficulties and make efforts to overcome them. Global strategies help them manage the reading process, while support strategies provide additional help when needed. These findings suggest that reading instruction should encourage students to continue developing their strategic approach, integrating various strategies based on the nature of the text and their individual reading needs.

IV. CONCLUSION AND SUGGESTION
A. Conclusion

Based on the results of the research, several key conclusions can be drawn. Overall, the findings show that students frequently use various reading strategies when reading English texts, with an overall mean score of 3.84 on a 5-point scale. This indicates that students are generally active and strategic in their reading approach.

Among the three categories of strategies, Problem-Solving Strategies were used the most, with an average score of 4.04. This suggests that students often choose to reread, slow down, or use context clues when they find the text difficult. These strategies are usually applied during the reading process and help students directly when they face challenges. Global Reading Strategies came second, with an average score of 3.81, showing that many students tend to plan ahead, set reading goals, and pay attention to the overall structure of the text. This reflects good reading habits, as students are not just focused on understanding the content, but also on managing how they read. Meanwhile, Support Reading Strategies had the lowest average score of 3.70, although this still falls within the high usage category. These strategies, such as translating, taking notes, or reading aloud, seem to be used more selectively, depending on the difficulty of the material or the students' needs at the time.

In summary, the results of this study show that students are not limited to one fixed strategy but instead use a combination of strategies based on the situation. This flexible and adaptive use of reading strategies reflects a positive level of awareness and effort in approaching English texts.

B. Suggestions

This study can be used as a reference or starting point for future research. Other researchers might explore how reading strategies relate to students' reading comprehension levels, compare strategy use across different semesters or genders, or even use interviews and observations to gain deeper insights into how students apply these strategies in real situations. Additionally, It is recommended that English lecturers introduce and provide explicit training on various reading strategies in the classroom. In particular, more focus can be given to global and support strategies, as these can help students improve the way they approach academic texts. With proper guidance, students can learn how to plan their reading, manage difficult texts, and support their understanding using helpful techniques.

DAFTAR RUJUKAN

Day, R. R., & Bamford, J. (1998). Extensive reading in the second language classroom. Cambridge University Press.

Grabe, W., & Stoller, F. L. (2011). Teaching and researching reading (2nd ed.). Routledge.

Grabe, W., & Yamashita, J. (2022). Reading in a second language: Cognitive and psycholinguistic issues. Cambridge University Press.

Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. Journal of Developmental Education, 25(3), 2-10.

Nursyamsiah, N., & Yulianti, T. (2020). Exploring reading strategies used by students based on metacognitive awareness. Jurnal Pendidikan Bahasa dan Sastra Indonesia Metalingua, 5(2), 231-243.

Oxford, R. L., & Crookall, D. (1989). Research on language learning strategies: Methods, findings, and instructional issues. The Modern Language Journal, 73(4), 404 419. https://doi.org/10.2307/326735

Pardede, P. (2022). The role of reading strategies in improving reading comprehension. International Journal of Instruction, 15(1), 123-138. https://doi.org/10.29333/iji.2022.1518a

Zhang, L. J., & Seepho, S. (2020). EFL reading strategies and proficiency in Asia. Asia TEFL Journal, 17(4), 90-110.

Zhang, L. J., & Wu, A. (2017). The development of L2 reading strategy use: Profiles, predictions, and pedagogical implications. System, 65, 24-38.

Zhou, L., & Li, H. (2023). Metacognitive reading strategies and reading anxiety: A structural equation modeling approach. Reading Psychology, 44(1), 27-44.