

Students Perception about Learning Strategies in Reading English Text: Challenges and Solutions at Senior High School Students at Aru Island

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ABSTRACT

Reading is an essential skill for learners in order to ensure their success not only in learning English, but also in learning in any content class. This study aimed at identifying types of students' reading strategies, challenges during the implementation of those strategies and solutions in maximizing the implementation those strategies. This study was a survey research conducted at SMA Katolik Yos Sudarso Dobo. The data were collected by using questionnaire, which was distributed to the respondents consisting of 60 students and were analyzed by using descriptive statistic. The result of the study showed that: 1) 34 students or 56,70% strongly agree that efficiency of silent reading strategies was the most dominant reading strategy used by them; 2) 40 students or 66,7% strongly agree that they find it difficult to understand the sentence in the English text; 3) 34 students or 56,70% strongly agree that they think about the information that is in the text into Indonesian when reading. The results of the study above reveals that reading proficiency plays a great role in understanding a written statement accurately and efficiency. Therefore, teachers should provide students with several of reading strategies that can help them to comprehend the text.

Keywords: *Reading Strategies, Challenges, Solutions*

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INTRODUCTION

Reading is one of the important skills in acquiring new language functions as a way for the learners to get new information. According to Tarigan (2015) reading is a process that is carried and used by the reader to get information and message. The solid definition came from Cameroon (2017) who stated that reading is not actually about understanding, not only understand the word or code but also the message being conveyed. Furthermore, Grabe and Stoller (2013) defined reading as an ability to draw meaning from the printed page and interpret the information appropriately. Through Reading, learners can also enrich their vocabulary, improve their pronunciation and develop their grammar. It means reading is very important to be mastered by the students. Larsen-Freeman (2018) stated that the secret of effective teaching and learning reading is due to the effort

or strategy that is made by the language instructors or the teacher in the classroom. Therefore, the role of the teacher is important to help the students enhance their reading comprehension, although there will be barriers that are faced by the teachers. The general reading is an activity to see the written text and the process of understanding the contents of the text aloud or silently. Reading is expressing an imagination towards a reader that is liked by the public and understood by someone who is loved. In addition to reading in L2 is students there are probably not keen on reading L2 literature because they have to work hard to comprehend it, because students often have difficulties in comprehending English texts, such as lack of vocabulary, poor reading skills and lack of strategies way.

Generally, the problems in reading can come from both teacher and students. Based on the researcher's observation at SMA Katolik Yos Sudarso Dobo, it was found that the problem faced by the teachers was the lack of strategy such as lack of strategies to increase students' motivation in learning, lack of teaching materials, and lack of appropriate strategies in teaching. This situation of course can affect the students to participate during teaching and learning process. Meanwhile, the problem faced by the students were due to the students' lack of strategy, lack of background knowledge such as related idea, linguistic elements and the structure of the text. As the result, they could not comprehend the English text because of many difficult words. For example, the students preferred not to continue reading a text or book since the whole meaning of the text was determined by the those unknown words. They would rather stop reading and asking the other friends about the information presented.

The students' view of reading is an example of a perception of reading that greatly differs from reading perception that is held by adults. Students in various stages of learning to read do their best to make sense of their instruction; the students think that reading English text is one of the difficulties to their progress in learning English especially in reading text. Therefore, their opinions about reading activity is a very boring for them. It is important to know how these perceptions affect students as readers and discover alternative teaching techniques ways to motivate students, as well as things teachers and parents can do to improve the ways in which they present reading to their students and children. Students who can learn independently from content text are strategic readers who can access and link prior knowledge to new learnings or concepts, monitor and adjust their learning through metacognitive thought, and organize their understanding of expository texts with their knowledge of text structure (Hayes & Tierney 2018). While some learners seem to possess these skills with little or no instruction, others do not. Learners who do not have control over their learning processes and do not apply learning strategies effectively are less likely to live up to their academic potential.

Several studies have been conducted on the implementation of discovery learning in the development of students' language skills in general and reading skills in particular. The first study conducted by Simatupang (2020) entitle Students Perceptions of the Discovery Learning Strategy in Learning Reading Comprehension at Widya Manggala Senior High School. This research is aimed at findings Students Perceptions of the Discovery Learning Strategy in Learning Reading Comprehension at Widya Manggala Senior High School. This research

used the quantitative data obtained from the questionnaire was analyzed by using the descriptive statistic, while the qualitative data obtained from the interview was analyzed descriptively. The subject of the research students of SMA Widya Manggala Jakarta. The data were collected by using questionnaire and interview. The Findings revealed that the majority of the students have a positive and of the upper-medium level of perception of the use of the discovery learning strategy on reading comprehension. Although their perception is not very high, they realize that this strategy can make them more active and serious in the learning to read process.

Although various studies have been conducted on the use of discovery learning in reading classes, none of them ever focused on senior high school students' perception of the use of this strategy. To fill in the gap, the present study was carried out to aim Students Perceptions about Learning Strategies in Reading English Text: Challenges and Solutions at Senior High School Students at Aru Island. To guide the study, the research question was formulated as follows: "Identifying types of students reading strategies, challenges during the implementation of those strategies and solutions in maximizing the implementation those strategies."

REVIEW OF LITERATURE

Reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency. There are many strategies in reading especially in reading English text. Reading is requires the students to think critically about the information wrote by the author in the English text. Therefore, the student needs a strategy to help them comprehend the information in the text. As a reader there are several factors that should be consider when you are reading. There are comprehension, proficiency and accuracy. This factors are related each others, this factors can bridge the reading proces in your reading materials such as written in a book or aticles. However, the reader usually felt difficulties or not confident with the text that they read. Regarding this, as a good reader they should apply a strategy to help them face their reading difficulties during the reading proces.

RESEARCH METHOD

In conducting the study, survey design has been applied to collect the data. Survey is a method of collecting a large scale of data. Survey is frequently used to collect information on attitude and behavior. According to Creswell (2012) survey design is the procedures in a research in which investigators administer a survey to a sample or to the entire population of people to describe the attitude, opinions, behavior or characteristic. In this study, survey design under quantitative approach will use to collect and analyze the data in terms of numbers rather than words/sentences.

FINDINGS

In describing the students' perceptions about learning strategies in reading English text: challenges and possibilities at senior high school students at Aru Islands. The research constructed the questionnaire as the main instrument in this study. The questionnaire divide into three indicators. The first indicators is students strategies in reading English text, the second indicators is challenges/difficulties faced by students in developing reading skill, and the last indicators is students possibilities in reading English text.

The researcher provided all 21 questions from three indicators of questionnaire to find out students perceptions about learning strategies in reading English text. The questionnaire was divided into three indicators, the first indicators number 1,2,3,4,5,6,7. The second indicators number 1,2,3,4,5,6,7, and the last indicators number 1,2,3,4,5,6,7.

The result of students strategies in reading English text.

There were seven items in the questionnaire that asked students about students strategies in reading English text. The result show that 20 students (33,3 %) strongly agree when reading though about the writer's purpose, 36 students (60,0%) were agree, and 4 students (6,7 %) less agree when reading though about the writer's purpose. The second item of this strategies, show that, 25 students (41,7 %) were strongly agree when reading used a strategy translate to help them understand, 34 students (56,7 %) were agree, and 1 students (1,7%) was less agree when reading used strategy to help them understand. The third item of this strategies show that, 34 students (56,7%) were strongly agree use an efficiency of silent reading strategies to help them understand, 25 students (41,7%) were agree, and 1 students (1,7%) was disagree use an efficiency silent reading strategies to help understand. The fourth item of this strategies show that, 20 students (33,3%) were strongly agree while reading them used a quick-reading strategy to get a underlying idea, 39 students (65,0%) were agree, and 1 students (1,7%) was disagree used a quick-reading to get a underlying idea. The fifth item of this strategies show that, 24 students (40,0%) were strongly agree use the strategy review text characteristics such as length and organization, 34 students (56,7%) were agree, 1 students (1,7%) were less agree, and 1 students (1,7%) was disagree use strategy review text. The sixth item of this strategies show that, 25 students (41,7%) were strongly agree them decide to read and what to ignore in reading English text, 33 students (56,0%) were agree, and 2 students (3,3%) were less agree them decide to read English text. The seventh item of this strategies show that, 32 students (53,3%) were strongly agree think about what they know to help them understand what the read, 27 students (45,0%) were agree, and 1 students (1,7%) was disagree with connecting what have read.

The result of challenges/difficulties faced by students in developing reading skill.

There were seven items in the questionnaire that asked students about their challenges/difficulties in developing reading skill. The result show that 40 students (66,7%) were strongly agree them find difficult to understand the sentence in reading, and 20 students (33,3 %) were agree with the statement find difficulty to understand the sentence. The second items of this

challenges/difficulties, show that, 33 students (55,0%) were strongly agree them difficulty to interpret text from English into Indonesian, 25 students (41,7%) were agree, and 1 students (1,7%) was less agree difficult to interpret text. The third items of this challenges/difficulties, show that, 26 students (43,3%) were strongly agree their difficulty using reading strategy, and 34 students (56,7%) were agree difficulty use reading strategies. The fourth items of this challenges/difficulties, show that, 23 students (38,3%) were strongly agree them difficult to read text because lack of knowledge and lack of vocabulary, 36 students (60,0%) were agree, and 1 students (1,7%) was less agree difficult to read text. The fifth items of this challenges/difficulties, show that, 27 students (45,0%) were strongly agree them reread the text until understand, 31 students (51,7%) were agree, and 2 students (3,3%) were less agree reread the text until their understand. The sixth items of this challenges/difficulties, show that, 22 students (36,7%) were strongly agree not motivated reading because lack of vocabularies, 37 students (61,7%) were agree, and 1 students (1,7%) was less agree motived when reading text. The seventh items of this challenges/difficulties show that 35 students (58,3%) were strongly agree them bored read text because hard to understand, and 25 students (41,7%) were agree bored read the text.

The result of students' possibilities in reading English text.

There were seven items in the questionnaire that asked students about students' possibilities in reading English text. The result show that 23 students (38,3%) were strongly agree take a notes when reading to help them understand, and 37 students (61,7%) were agree take notes to help understand text. The second items of this students possibilities, show that, 33 students (55,0%) were strongly agree when read the difficult text their read it loudly to help understand, and 27 students (45,0%) were agree read loudly help them understand. The third items of this students possibilities, show that 32 students (53,3%) were strongly agree underlined the text to help them remember it, and 28 students (46,7%) were agree usually underlined text to help them remember. The fourth item of students possibilities show that, 31 students (51,7%) were strongly agree use reference dictionary to help translate meaning of the text, and 29 students (48,3%) were agree use dictionary to translate meaning. The fifth item of students possibilities, show that 30 students (50,0%) were strongly agree paraphrase text with their own words, and 30 students (50,0%) were agree paraphrase with their own words. The sixth item of the students possibilities show that 24 students (40,0%) were strongly agree translated meaning of the text from English into Indonesian, and 36 students (60,0%) were agree them translated text from English to Indonesian. The seventh items of the students possibilities, show that 34 students (57,7%) were strongly agree while reading their think about information in the text, and 26 students (43,3%) were agree think the information in the text into Indonesian.

DISCUSSION

The discussion is the part to explain the answers of research questions and it is supported with the relevance theories in chapter II. As it is written in chapter I, the 3 questions are addressed to be answered and discussed covering; 1. What types of students reading strategies, 2. Challenges during the implementation

students' strategies, 3. Solutions in maximizing the implementation students' strategies. The following paragraphs present the answer for each research question.

Students Strategies in Reading English text.

The result of the students strategies in reading English text show that the item number 3 in the questionnaire of students strategies in reading English text. show that 34 students (56,70%) strongly agree, that efficiency of silent reading strategies was the most dominant reading strategy use by the students. The findings also supported by the studies conducted by Sheorey and Mokhtari (2011) who reported that readers tend to consciously use reading strategies while reading. Also in order to achieve reading goals, students were reported to use a wide array of reading strategies. The participants showed reasonably high reading strategies while they read English text.

In students strategies in reading English text, there were seven items in the questionnaire that asked students about students strategies in reading English text. The result show that 34 students (56,70%) were strongly agree, that the most preferred strategies that use efficiency of silent reading strategies to help them understand was the most dominant reading strategy use by the students, 25 students (41,70%) were agree, and 1 students (1,70%) was disagree. The use of these strategies, indicates that the readers have a purpose for reading which will facilitate reading as they know what they need to know in a reading text. In supporting this result, according to Brown (2015) points that Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels) In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. Similarly, the readers tend to make a guess to understand the content better. It is important for the students to know the learning strategies that are appropriate for them when they read a text because the strategies that they use in comprehending the message in reading will determine their achievement in reading. Moreover, the participants tend to have a general understanding of what they read.

Students Challenges/Difficulties faced in developing reading skill.

Reading comprehension problems have been a popular issue in EFL teaching-learning settings for a long time. Numerous studies have shown that most students often have difficulties in comprehending English texts. It will be seen from students mistake or error learning process. In fact, many of the students at senior high school often find the difficulties in reading comprehension.

The findings of the questionnaire that asked about challenges faced by students in developing their reading skill show that the most dominant students find difficult to developing reading skill in items number 1 of the questionnaire (*the details of the questionnaire see table 4.1.2, page 68*) show that 40 students (66,77%) strongly agree that they find it difficult to understand the sentence in the English text was the most dominant students Challenges faced in developing reading skill and 20 students (33,3%) agree. The result it is supported Barfield

(2005) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text.

Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text. In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. The aim of teaching reading of foreign language is focus on the students comprehension. Unfortunately, not all students have a good reading ability that is targeted in curriculum. The lack of students vocabulary blocks their comprehending in extracting meaning from the texts. When they face a difficult word, their reading simply pauses for seconds and they think about the meaning of the word before continuing their reading. It is because the students worry about the meaning of every single word. The meaning of English words sometimes can not be translate by every single word. The grammatical form also constructs the meaning as well. It causes they get confuse with the meaning. The lack of students vocabulary also affects their motivation to read a text as well. The difficult words makes the students get bored to read a text. Then, they were not interested in reading a text or a book. Factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments. (Rahim, 2006) state that there are some internal factors that influence the students in reading comprehension that are generally find by the reader during reading, namely; difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration. These preferences may imply the subjects know how to cope with difficult text and their main strategies are simply focusing more and adjust reading speed.

Students Possibilities in reading English text.

As for the most preferred students possibilities in reading English text. were the most of students dominant, 34 students (56,70%) strongly agree that they think about the information that is in the text into Indonesian when reading. And the 26 students (43,3%) agree. These were the most favorited strategy by all the participants. The reason why these strategies were most used may be that they are some of the most basic strategies that can be used and they may not require high awareness of reading strategy use. This can be indicates that as the students simply chose this strategy was also the most used by the students in students possibilities in reading English text.

Reading texts also provide opportunities to study language vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts. However, limited reading time in reading lesson makes them get limited exposures. To enrich their vocabulary and comprehension they should read more. Students who read more unconsciously learn vocabulary and grammar when they read. Students faced the problems above in reading. They found it difficult in reading a text. Some of them open their dictionary when reading to translate the text. This condition, makes the teacher spent much time in reading the text. In fact, English divide into four skills that the students should all master. In addition, to enrich reading comprehension, students need more exposure from many kinds

of texts. Enjoying reading helps them to improve their reading ability by their selves.

Furthermore, the findings of this research also consistent with the previous study conducted by Mokhtari and Sheorey (2011) who designed to find the strategies used by the students to read the academic texts or articles. The result of this study showed that for the three categories of reading strategies have different result, but the researcher found that the most of students was dominant to use each of this reading strategies it was clearly showed by the response of the students when they were asked to use the strategies and the most them tend to use each of this reading strategies.

Based on the findings data analysis and discussion, the researcher draws some conclusions. The participants' perception of students strategies in reading English text in learning reading is positive though not very high. The positivity is shown by the findings indicating that the majority of the participants wanted to use the learning strategy in learning reading because they believed that this strategy could help them to improve or develop their reading comprehension. They realized that this strategy could also make them more active and serious in the teaching and learning process. In learning reading, the students wanted the teachers to not spend much time explaining reading material at the beginning of the classroom. However, they were also interested in improving reading comprehension using this strategy and they hoped that this strategy can be implemented in all classes at SMA Katolik Yos Sudarso Dobo. To improve students reading comprehension, teachers need to use the implementation of this learning reading strategy because students viewed it beneficial, interesting, helps in developing reading skills, and makes learners more active and reading improvement more effective.

CONCLUSION

Based on the result of the study it can be concluded :

1. The type of reading strategies that students use during a literary reading task at SMA Katolik Yos Sudarso Dobo that is efficiency of silent reading strategies was the most dominant reading strategy used by them (56,70 %)
2. Challenges faced by the students in implementing their reading strategies at SMA Katolik Yos Sudarso Dobo are students find difficult to understand the sentences in the English text (66,7%)
3. The solutions provided by the students to maximize the implementation of their readings strategies at SMA Katolik Yos Sudarso Dobo are the students have their own strategies when they find difficulties while reading English text. They think about information that is in the text into Indonesian when reading. The result of above reveals that reading proficiency plays a great role in understanding a written statement accurately and efficiency. Therefore. Teachers should provide students with several of reading strategies that can help them to comprehend the text.

SUGGESTIONS

Based on the findings and conclusion of this study, the following suggestions are made of future research.

1. Reading proficiency plays a great role in understanding a written statement accurately and efficiency. For English teachers, Teachers should provide students many several of reading strategies. The material given should be fun and easy learning so that motivate students in learning materials. Teachers also give students opportunities to be more active in the classroom.
2. For students, it is important for students to learn about reading, not only add so many new vocabularies but also enhance their knowledge about English language and fix the grammar structure.
3. The other researcher may also make the correlation between students reading strategies and their writing ability to make their critical review paper when reading English text.

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