# READING STRATEGIES USED BY THE STUDENTS IN COMPREHENDING ENGLISH TEXTS: A CASE STUDY IN UNIVERSITY OF PGRI PALEMBANG

**THESIS**

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# ABSTRACT

Erliani, N. N. P. 2022. *Reading Strategies Used by the Students in Comprehending the English Text: A Case Study of University of PGRI Palembang.* Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*, Advisors: (1) Prof. Dr. Indawan Syahri, M. Pd., (2) Asti Gumartifa, S. Pd., M. Pd.

**Keywords** : Reading, reading strategies, reading comprehension

The objectives of this study were to investigate the students' strategies in comprehending the English reading text and the reason why the students used those strategies. The participant of this study was the second semester student of English education of University of PGRI Palembang. This study presented a qualitative descriptive approach based on the theory of the case study. A semi-structured interview used as a main data source. The data were analyzed using data collection, data reduction, data display and verification. The data revealed that various strategies used by the students in comprehending the text. Furthermore, the dominant reading strategies used by the students was the habitual translation, while the less reading strategies was guessing the meaning of the text. Moreover, several reasons also reported on this study. One of the reasons was the habitual learning outcomes.

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The researcher realized that this thesis is still far from being perfect. Therefore, any constructive comments, suggestions, and criticism are very much welcomed.

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The Researcher

Nys. Nabilah Putri Erliani

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# CHAPTER I

## INTRODUCTION

This chapter presents background of the study, formulation of the problem, objective of the study, and significance of the study

### A. Background of the Study

Reading is one of the language skills that should be mastered in order to comprehend meaning from varied texts (Connors-Tadros, 2014). Reading skill is essential for lives. Students are able to enrich the new knowledge by having the ability of reading. Moreover, reading proficiency is needed for the students because it is able to make the students convenient to perceive and comprehend the content or message. As noted by Gambrell, Malloy, and Mazzoni (2007) that reading means constructing meaning from texts, using textual information to build conceptual understanding, communicating ideas effectively orally and in writing (p. 13).

Comprehension is the process of perceiving information from content to the reader's thoughts or comprehension is how the students grasp and obtain some details from the content. In fact, students can read but they cannot comprehend the message of the text. This statement is supported by Schmitt (2011), teachers frequently complain that their students are able to read, but they do not understand (p.20). It means that many students are good at reading or students also may be able to read dozen words even thousand words, but students cannot understand even interpret the information or message by the text that students have read. This phenomenon can be said crucial for the students and should have more attention in education field. Because the key point of reading skill is comprehension (Nation, 2019). If the students are not able to comprehend the content, this actively demonstrate that the goal of reading itself is not accomplished.

In fact, based on the data of Programme for International Student Assessment (PISA), it shows that Indonesia is ranked 72nd out of 77 countries (Kurnia, 2019). It is followed by the statement that had given by the President

of Indonesia, Joko Widodo, in a conference on Indonesia's Ranking Improvement Strategy in the Programme for International Student Assessment (PISA) in 2020, he states "*Namun, laporan yang saya terima skor rata-rata PISA tahun 2018 menurun di 3 bidang kompetensi dengan penurunan terbesar di bidang membaca".* The statement also followed by the data that demonstrates the reading proficiency got the low score even its position. The rank of reading ability is 74 and the score is 371, which means the reading skill is the lowest among the other competence. Thus, it implies that reading ability of the students in Indonesia is literally concerned.

In terms of understanding reading texts, as the EFL (English as Foreign Language) learners, students need some strategies that may help students to wrap students mind around and students may interpret about the information or knowledge from the text that students have read. In college level, reading activities become more difficult because the lesson provides complex concept and information. For this reason, the students require some strategies to grasp the whole text critically.

Reading strategies are essential to develop students' comprehension (McKown & Barnett, 2007). Furthermore, the reading strategies are supposed to be significant skills that have received the privileged concentrate on students' reading comprehension ability (Gilakjani & Sabouri, 2016). Huang (2009) also note that the effective use of reading strategies has been recognized as an important way to improve reading comprehension (p.13). Reading comprehension strategies can assist readers to keep in mind the keywords, distinguish the necessary and unnecessary information, figure out the main idea and remarks on the subject (Cogmen & A. Seda Saracaloglu, 2009).

Since the researcher conducted the interview and observation with the head of English Education study program in University of PGRI Palembang, the researcher found that almost in the category of good to very good predicates in reading lesson. This is followed by the evidence of their learning outcomes in the past year.

On the other hand, getting a good score in reading lesson is not a simple task. Because many students do not know even use the reading strategy in learning activities. As stated by Park (2010), many college students struggle and also have difficulties in reading because they rarely open the English textbooks. In addition, the students do not obtain an opportunity to expand their academic English reading skills and college in their previous level of education. In other words, the college students are lack of experience in reading comprehension skills.

Considering the problems above, this research investigates the students, especially for the second semester students of English education study program of University of PGRI Palembang strategies used in comprehending the English text.

**B. Formulation of the Problem**

1. What are reading strategies used by the second semester students of English education study program of PGRI University of Palembang in comprehending the English texts?

2. Why do the second semester students of English education study program of PGRI University of Palembang use those strategies in comprehending the English texts?

**C. Objective of the Study**

In keeping the problem, objectives of the research were defined:

1. To describe the pattern of strategies used by the second semester students of English Education Study Program of PGRI University of Palembang in comprehending the English texts.

2. To explain the reason why the second semester students of English Education Study Program of PGRI University of Palembang use those strategies in comprehending the English texts.

**D. Significance of The Study**

The significance of this study is:

1. The Researcher Herself

This study could help the researcher to enlarge the knowledge, especially about reading strategies that college student used to comprehend the text.

2. English Teachers

This study could help the teachers to evaluate which is the best strategies used by the students especially in reading class.

3. Students

This study could help students to build their motivation to find out students' way in learn English. Likewise, this study could make students feel enjoy and easy to understand the lessons even get a good score, especially in reading class.

4. Other Researchers

This study could be a source of reference for further research.

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