

**Proceeding International Conference**

**International Indonesian Forum for Asian Studies (IIFAS)**

**And Post Graduate School of Education Sebelas Maret University**

**Surakarta, Indonesia, 27-28 April 2016**

# eXploring

## Inter-Regional and International Cooperation

### In Indonesia

**Chief Editor:**

Sariyatun, Johan Richard Weintré, et.al



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and International Cooperation in Indonesia

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## FOREWORD

A flourishing society has a starting point in the freedom and autonomy of the individual to advance the community. By flourishing is meant to the instinct to live and progress with adequate sustenance, shelter, the comfort of feeling safe, and a satisfactory level of social relationships for psychological well-being and physical health. The elements of attentiveness, decision making capability, and emotional capacity are found in human beings perhaps just as much as across many of the branches of the evolutionary tree. This suggests advancing a tolerance to the diverse individual moral and social spheres within a community. It is perceived that it is the individual who will initially flourish or perhaps suffer on occasions, not necessarily a particular group, race, gender, tribal group, or state. Challenging but worthy proven ideas or behaviour from an individual, might become the basis for other individuals or group to follow.

Cooperation starts therefore at a personal level and the drive to progress in a community is part of the human essence. The freedom to pursue the fulfilment of that essence is a natural universal drive which enhances community building. Individual cooperation goes beyond the colour of the skin, gender, association in intimate relationships, or spheres of religious or political affiliation, to create merited capacity in a broad inclusive society.

Individuals are social, who are first and foremost a person within social groups, and therefore cooperation ought to start at a personal level before cooperation can be explored at an effective collective level. Viewing the world in separate geographical regions with a rational eye suggests that cooperation is best conducted without preconceived sentiments across borders. History has shown that alienation among groups or nations has usually only temporarily halted the capacity of cooperation or decreased the opportunity to flourish as individuals, or in the community, for perhaps the length of one or only several generations. An example of this would be how armed foes from the past have later become cooperative partners in social and economic development. When it is decided to leave the past behind and turn old animosities into new opportunities of cooperation, we possess the social skills, intelligence and reasoning capacity which can bring about closer cooperation and sustainable prosperity.

The gathering at this international conference, *Exploring Inter-Regional and International Cooperation in Indonesia*, at SebelasMaret University in Solo has brought together scholars from as far away as Japan, Taiwan, North America, India, the Philippines, Malaysia, and Australia. They represented different professional backgrounds from academic to government, and included also the interests of community groups. The academic partnership of the International Indonesian Forum for Asian Studies (IIFAS) and the Post Graduate Program at the Faculty of Teacher Training and Education of SebelasMaret University (UNS) can be seen as efforts to build bridges between community and government, and to become part of a diverse global community.

We thank the presenters, speakers, organisers, including volunteer students, and S. Prof. Dr. Joko Nurkamto, M.Pd., Dean of the Teacher Training and Education Faculty, for the generous use of the campus and fine facilities that were provided for this IIFAS conference. These contributions assured the success of the Second IIFAS Conference in Surakarta. May all delegates and participants have treasured the interaction derived from this academic endeavour.

Johan Richard Weintré, M Ed, PhD,  
Chair of the International Indonesian Forum for Asian Studies

Professor Dr. Sariyatun, M Ed,  
Head of the Post Graduate History Study Program,  
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**The Importance of Student's Reading Strategies Awareness to the Success of Reading Comprehension Achievement**

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**Abstract:** Indonesian students' reading comprehension achievement was in the low level of average rank. The consideration of reading activity is only to learn new vocabulary only. Language learners do not read for the purpose of understanding the writer's message in the text but wrong concept of reading development implemented. Introducing appropriate and variation of reading strategy used is important to the success of reading comprehension achievement. Therefore, teacher must help students to acquire appropriate reading strategies used which can understand overall comprehension of text. Reading strategies are the strategies that are used by the students in order to understand and enhance the language and vocabulary knowledge from reading text. Besides, teachers should design good learning situation and motivation which allows students to apply appropriate reading strategies. Finally, understanding reading strategies could gain the best ways for both teachers to teach efficiently and students to learn effectively due to perform the better reading comprehension achievement.

**Key Words:** reading strategy, success, reading comprehension.

**1. Introduction**

Reading is really necessary for academic success and students' growth across all subject areas (Bart, 2012, p. 3). No one denies the importance of reading skills for student, college and graduate student who often have to complete extremely long reading each week. The qualities of graduation students are depend on their reading comprehension skill. Therefore, the efficient readers definitely need comprehension and practice in reading continuously (Wen, 2008, p. 132).

Reading is an active skill which consists of highly interactive process between reader and text. Every reader has

their own different levels of skill and experience in reading. The term 'reading activity' consists of cognitive abilities process such as; understanding, predicting, and commenting the main information of the text. Therefore, in achieving the success of reading comprehension, students are asked to predict and understand the whole information of the reading text (Saricoban, 2002, p.1).

Comprehension is a complex process that has been understood and explained in a number of ways (Pardo, 2004, p. 272). The success of learning material depends on the process of students in comprehending the printed text. Therefore, the academic success can be

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reached by the students who have ability to comprehend the reading text well. Additionally, students have to understand and underline the concepts expressed by words from reading text

The conditions of reading achievement in Indonesian students are still poor. It can be seen from PIRLS (progress of international reading literacy study for young learners in primary school). The survey stated that Indonesian country is in the rank of 41<sup>st</sup> out of 45 countries that joined the PIRLS survey. The result of survey also stated that the average score of Indonesian students were under the international average score. In fact the qualities of reading study in Indonesia should be managed and improved since early learners or in primary level of school.

Students prefer doing other activities to reading. Besides, some perception stated that reading English is boring and complicating. Thus, students tend to have low reading score. Clark and Akerman (2006) support that "children are less likely to enjoy going to a library and more likely prefer to do other activities in the spare time". In fact students should have a lot of variation experience in reading comprehension activity.

The phenomena discussed before lead to a question of what happens to our reading comprehension which causes low achievement and bad perception from the students. In relation to reading skills, students might have different strategies or even they might have no any strategies toward reading comprehension activities. In fact, they must have self strategies in comprehending the reading text. Chen (2008, p. 26) states that high achievers tend to employ a wider variety of strategies than the low achievers. Therefore, the purpose of this study is to determine the importance of student's reading strategies awareness to the success of reading comprehension achievement.

## 2. Literature Review

### Reading Comprehension

Reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). There are nine basic abilities in reading comprehension. They are the ability to identify word meanings, phrase in reading context, follow passage organization or reference, main thought, specific text-based questions, text-based questions with paraphrase, inferences about content, literary devices, and author's purpose (Davis, 1944, p. 186).

Vaseghi, Gholami, & Barjesteh (2012, p. 402) state that the process of reading activities, teachers should teach students what to think and how to think critically. They define that critical thinking is a complex process which has higher order thinking. Thus, students should involve critical thinking abilities in solving the problems, making decisions, evaluating information and formulating inferences which are related to reading activities.

Saricoban (2002, p. 2) states that reading activities should be chosen to suit the text. It is fundamental ability to know the author's point of view into consideration for a full understanding of the text. Besides, students should have schema theory before reading. Schema theory is an interactive process between the readers' background knowledge and present knowledge. According to Anderson and Pearson (1984, p. 23), the use of sचना theory can assimilate information. Therefore, when students implement it well, they will understand the whole context meaning easily.

### Types of Reading Comprehension

According to Berry (2005) and Herber (1978) there are three types of comprehension that can be used by some English reading teachers in helping learners to be active and creative in comprehending the reading text. Here are some types of comprehension:

*Literal* comprehension is the easiest level because it deals with the facts



or what is actually stated or presented from the text directly. Therefore, it is easy and it does not need and heavy thinking. Literal comprehension is used in order to examine how well the readers can identify and understand the information that is directly stated in the text. This comprehension asks students to find the explicit and important information by reading and translating the lines of the content text in order to get the main point of the author's message (Herber, 1978).

*Interpretive* is the second level of reading comprehension. At this level, students should be able to combine the relationships between information in the content material and the conceptual material to those relationships in order to make inferences about the author's message. In other words, interpretive comprehension can be described what is implied rather than what is exactly stated. Therefore, students must use the content information in the text and activate their critical and analytical skills in getting the implied meaning from the information. Additionally, the readers are asked to make conclusion of inference from the little facts that have been presented.

*Applied* comprehension is the combination between literal and interpretive levels of reading comprehension. It can be described as taking what was said (literal), what was meant by what was said (interpretive), and extend (apply) the concepts based on the two levels of reading comprehension passed. In other words, students were asked to read critically the lines in order to comprehend the text effectively. At this level students were asked to translate its meaning in order to understand the concepts, principles and implications presented in the text.

### **Reading Strategy**

Reading strategies are the strategies that are used by the students in order to understand and enhance the language and vocabulary knowledge from reading text. According to Block (1998),

“Reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand.” Strategies are really important to improve reading comprehension achievement and overcome comprehension failure.

Generally, in term of learning, Oxford (1990) emphasizes that appropriate learning strategies use with the task requirement is even more important than the frequency of learning. Thus, if students have understood their own reading strategies in the learning process, they can control their reading process to achieve reading comprehension achievement well. Therefore, students should be aware of the appropriate and inappropriate strategies that they use in comprehending reading text well (Martinez, 2008, p. 169). Students who are more strategic would be more motivated to learn (Chamot, 1998, p. 3). Thus, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies.

### **Kinds of Reading Strategy**

To learn, we depend on our senses to process the information around us. Most people tend to apply one of their senses more than the others (Nosratinia, 2011). Based on this, there are three kinds of reading strategies namely metacognitive, cognitive, and social affective (Chamot, 1998, p. 25).

### **Metacognitive Reading Strategy**

According to Boroujeni, Hesabi, and Serri (2012, p. 844), “Metacognitive strategies refer to the actions that learners use consciously while listening to a spoken text attentively.” It is also deal with knowing about learning by involving the thinking about the process of learning. Chamot (1998, p. 25) mentions processes of metacognitive reading strategies which are: planning, directing attention, selecting, managing, monitoring, identifying problem, and evaluating. Students tend to

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pass these processes regularly until they can achieve goals of reading well.

The main characteristic of metacognitive reading strategies are: students tend to plan by previewing the principle of an anticipate learning task, generating a plan into a part, then, students tend to monitor by correcting one's comprehension or performance in language task. The last, students tend to evaluate by checking the outcomes of the language performance and production. Here are some detail process activities of metacognitive reading strategy.

*Planning*, learners previewing the organizing concept or principle of an anticipate learning task, then generating a plan for the part.

*Directing attention*, learners attend to learn task in general and ignore irrelevant distracters.

*Selecting attention*, learners attend to specific aspect of language input or situational details to be good in performance task.

*Self-managing*, learners know the conditions that help the successful of language task by maximizing the conditions that have already known.

*Self-monitoring*, learners correct one's comprehension or performance in language task.

*Identifying problem*, learners identify the central point is needed.

*Self-evaluating*, learners check the outcomes of language performance against, strategy use, the ability to perform.

### **Cognitive Reading Strategy**

According to Boroujeniet al. (2012, p. 844), cognitive strategies refers to the input control used in a certain skill to complete a particular task. Cognitive strategies are students' interaction with what is to be learned by manipulating the reading task mentally or physically in order to understand and produce new language in different ways (Chamot, 1998, p. 25). The process of cognitive strategies consist of repeating by imitating language

model, resourcing by using reference materials, grouping by classifying concepts according to attributes, note-taking by taking notes on main idea, introducing by making a role, substituting by selecting alternative approach, elaborating by making analogies to what students' know of prior knowledge, summarizing by writing the main idea, translating by rendering the idea from one language to another, transferring by acquiring previous linguistic knowledge, and inference by using available knowledge to guess the language meaning.

The main characteristic of cognitive strategies are students get the success of reading easily by interacting the material to be learned and manipulating it with mentally (as in making mental images or relating new information to previously acquired concepts or skills) applying physically (as in grouping items to be learned in meaningful categories or taking notes on or making summaries of important information to be remembered). Here are some detail activities *processes of cognitive reading strategy*:

*Repetition*, learners imitate a language model including practice and rehearsal.

*Resourcing*, learners use available sources of information about the target language, including dictionaries, textbooks and prior work.

*Grouping*, learners classify material used in language task based on common attributes and recall information based on grouping previously done.

*Note taking*, learners write down the key words and concepts graphic or numerical form to assist performance of language task.

*Deducting or introducing*, learners keep self-developed rules to produce or understand target language.

*Substituting*, learners select alternative approaches, revised plans or different words to accomplish language task.

*Elaborating*, learners relate new information to the prior knowledge, and



relate different part of new information to each other.

*Summarizing*, learners make a metal, oral, or written summary of language and information presented in a task.

*Translating*, learners render ideas from one language to another in a relatively verbatim manner.

*Transferring*, learners use previously acquired linguistic knowledge to facilitate the language task.

*Inferencing*, learners use available information to guess the meaning or unfamiliar language items associated with a language task in order to predict the outcomes or fill the missing information.

### **Social-affective Reading Strategy**

Chamot (1998, p. 26) defines social-affective is learner interacts with other persons or uses affective control to assist learning task. Learners who have social affective reading strategies tend to pass some activities such as: questioning for clarification, cooperating for solving the problem, self-talking by reducing anxiety, and reinforcing by providing personal motivation to success the language task. The main learning procedure of social-affective strategies are questioning for getting additional explanation from teacher or other expert, cooperating task to solve problem and get feedback, and the last is self-talking by reducing anxiety in order to improve competence. Here are some details learning activities process of social affective reading strategies:

*Questioning*, learners ask explanation, verification, examples as the clarification of the material.

*Cooperating*, learners work together with peers to solve the problem, pool information, check a learning task, and get feedback on oral or written performance.

*Self-talking*, learners reduce anxiety by using mental techniques that make them fell competent to do a learning task.

*Self-reinforcing*, learners provide personal motivation by arranging rewards for one when a language learning activity has been successfully completed.

### **Relationships between Reading Strategy and Reading Comprehension Achievement**

One important problem which is faced by the language learners is reading difficulty. Chan and Lau (2003, p. 178) compare that "Reading processes of good readers with poor readers from the information of processing perspective." He says that poor readers are found to be deficient in multiple reading processes, such as cognitive and metacognitive process. While good readers know how to use effective strategies to construct meaningful understanding of the text, poor readers tend to read the text word by word without using any strategies.

Othman and Zare (2013, p. 187) state that nowadays some language learners do not read for the purpose of understanding the writer's message in the text, they developed wrong concept of reading, they just consider that the purpose of reading is only to learn new vocabulary. They also argue that "What a reader needs to focus on is not only every word in the text but also the semantics of the text." Reading strategy is considered as one of the features of cognitive psychology which are important to the success of comprehension. They also argue that the use of strategy in different ways is in more and less proficient readers. Anderson (2004, p. 13) also defines that reading strategy is readers' ability in using some variety of reading strategies in order to get the purpose of reading. Good readers tend to use strategies in reading, thus, they know what to do when they got difficulties in reading.

The importance of strategy used is also emphasized by Rokhsari, (2012, p. 5). He states that teacher must help students to acquire the strategies in reading processes because it can improve the overall comprehension of text. Chen (2008, p. 26) also states that high achievers tend to employ a wider variety of strategies than the low achievers. It means teachers should investigate the essential of reading strategies for academic purposes between



low achievers and high achievers by observing students' different frequencies in applying reading strategies.

### 3. Conclusions

Becoming a good teacher is not simple. Therefore, teacher awareness of making their students to achieve the output from learning process well is also the main important thing. There should be some ways that teacher can implement due to make the students achieve the goal of learning. Specifically, in the process of reading English subject activities also needs some ways that can achieve for both teacher and students goal of reading.

Learning reading activity does not just understand the new vocabulary only, but there should some comprehension goals of reading that must be achieved also. According to Berry (2005), there are three types of comprehension of reading. Such as: literal interpretive and applied

comprehension of reading. Literal is the lowest level of comprehension, and applied is the highest level of comprehension. Specifically as the college students must achieve the highest level of understanding.

The exposure of reading strategies used is the basic important thing to do for some English reading teacher. Students will enjoy the learning process if they apply their self-of reading strategy. Martinez (2012, p. 169) stated that there were strong correlations between appropriate reading strategies used, and reading performance. Therefore, the more students apply their appropriate reading strategies, the better students' reading comprehension level would be. The importance of strategy used is also emphasized by Rokhsari, (2012, p. 5). He states that teacher must help students to acquire the strategies in reading processes because it can improve the overall comprehension of text.

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