

Reading Strategies Used by Indonesian EFL Teachers: A Survey Study

Ida Puji Lestari¹

¹Universitas Brawijaya

***(Ida Puji Lestari)**

✉ idapujilestari@ub.ac.id¹

Abstract: This study aims to portray some reading strategies used by English teachers in the Indonesian context during Covid-19 Pandemic and the New Normal Era. The participants were 10 English Lecturers majoring in English Language and Literature and taking up the lecture on teaching language skills in the Cultural Studies Faculty of Universitas Brawijaya Malang. The Metacognitive Awareness of Reading Strategies Inventory (MARSİ) was used to collect data about the use of reading strategies while reading academics. The researchers used the descriptive qualitative method in collecting the data. The results indicated that participants used each strategy effectively. As the most striking strategy, subjects underlined or circled information in the text to help them recall the information. While both genders preferred to take advantage of similar strategies, they mostly preferred problem-solving strategies compared to other strategies.

Keywords: reading strategies, EFL teacher, survey study

INTRODUCTION

Reading has been the primary focus of language learning and teaching through Grammar Translation Method until the 20th century. The purpose of language learning was to read scientific texts in Latin at that time. Therefore, reading can be considered probably the most essential skill for language learners to major in academic contexts. Besides, reading is one of the language skills because it plays a vital role in learning success. By reading a lot, students can learn and obtain abundant information.

Since reading can be considered one of the most essential skills in the academic context, this study focuses on determining the types of reading strategies used by English lecturers. The current study proposes some implications for syllabus designers, material developers, and lesson planners in reading activities in the English teaching context. This research is conducted in the Indonesian setting on Indonesia. Then, English lecturers or teachers make this study different from the current literature. Furthermore, according to Brown (2004), teaching reading may demand students to read effectively and efficiently. To achieve these targets, teachers need to use the strategy of teaching reading. There are many strategies or techniques that teachers can use when they are teaching reading in English class.

Some of the strategies are created and used by using authentic material and approaches, reading aloud in the class, evaluating students with comprehension questions, checking the level of difficulty of the text, use pre-reading activities to prepare students for reading, Setiyadi (2006).

Conceptual Framework

Reading, the Reading Process, Reading Strategies

Jeon (2011) investigated the role of second-language morphological awareness in reading comprehension in a foreign language. The participants were tenth graders (n= 188) at a South Korean high school and were tested on 6 reading- and language-related variables: phonological decoding, listening comprehension, vocabulary knowledge, passage-level reading comprehension, metacognitive reading awareness, and morphological awareness. The result revealed that morphological awareness significantly predicted L2 reading comprehension when other variables were controlled.

Park & Kim (2011) studied adult English language learners' reading-strategy use in online reading. The participants worked both individually and collaboratively in online Independent English Study Group. They found that "hybrid online reading" enhanced participants' various reaction patterns and preferences in their hypermedia learning atmosphere.

Takallou (2011) examined the role of metacognitive strategy instruction on learners' reading comprehension performance in authentic and inauthentic texts. Two tests and Strategy Inventory for Language Learning (SILL) were administered to 93 male and female EFL learners in four phases. The results showed that experimental groups' awareness to metacognitive strategy awareness significantly increased after instruction.

LITERATURE REVIEW

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Types of Reading

Academic Reading

A student must pass various examinations during his/her whole academic life. Understanding a given passage is the goal for a reader to answer any questions in the examinations because readers comprehend the text properly if they extract the required information as effectively as possible (Grellet, 1996).

Non-academic Reading

Besides academic reasons, there are various non-academic reasons for reading. In academic reading, students tend to read texts because of the syllabus and the thought of passing the examinations. Nevertheless, non-academic reading is open, and readers can choose from a vast range of books according to their interest, options for choice and opportunities to spend time.

Intensive Reading

In intensive reading, readers extract specific information from shorter texts. Brown (1989) resembles intensive reading to a zoom lens strategy and states that "intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details to understand literal meaning, implications, rhetorical relationships."

Extensive Reading

Williams (1984) describes extensive reading as the "relatively rapid reading of long texts." According to Nuttall (1996), extensive reading is essentially a private activity, and the reader dwells in his/her private world of reading for his/her interest. Nuttall (1996) has pointed out two reasons for extensive reading. The first reason is that extensive reading helps improve the students' reading skills. The second reason is that extensive reading serves a different atmosphere for the students and provides them with enjoyment.

Approaches to Reading

Top-Down and Bottom-Up are the two ways in which readers process the text. Bottom-up can be defined as processing a text to determine the meaning by reading word for word and letter for letter. On the other hand, Top-Down processing is to comprehend the global meaning of the text through clues in the text and the reader's good schema knowledge. Expectations of the reader play a crucial role in this process. The reader brings his/her personal experiences and views with him/her, and those aspects primarily affect the way of interpreting a text. While the bottom-up process is text-driven, top-down2.

METHOD

The type of method used in this research is classified into descriptive qualitative research.

Qualitative descriptive is a method that aims to describe in complete and in-depth the social reality and various phenomena that occur in the community that is the subject of research so that, in detail, the characteristics, characters, traits, and models of the phenomena studied are described (Sanjaya, 2015, p. 47). This method aims to make a systematic, factual, and accurate description of the facts and characteristics of the population of a particular area (Sukmadinata, 2010). This study aims to determine what types of reading English teachers use to accomplish their reading assignments and activities. It is believed that the implications of the research will inspire syllabus designers, material developers, and lesson planners in the English teaching context, especially in reading activities. This study will answer the following research questions:

1. What are the most and the least reading strategies the English Lecturers use?
2. What groups of strategies do the English lecturers prefer?

Subjects

The study was conducted at Universitas Brawijaya, English Language and Literature of Cultural Studies. The participants were 10 English teachers majoring in English Language and taking up the lecture on teaching language skills during the 2020- 2021 academic year. The group had similar characteristics concerning age and educational background.

Instruments

This research piloted the Metacognitive Awareness of Reading Strategies Inventory (MARSİ) Questionnaire to collect data about the readers' awareness and use of reading strategies while reading academic materials. The MARSİ Questionnaire (Mokhtari and Reichard, 2002) measures three categories of reading strategies including:

- (1) Global Reading Strategies (GLOB) can be classified as generalized or global reading strategies aiming to set the stage for the reading act.
- (2) Problem-Solving Strategies (PROB), which can be defined as focused problem-solving or repair strategies used when problems emerge in understanding textual information, and (3) Support Reading Strategies (SUP), which is composed of using the support mechanisms aimed at sustaining responsiveness to reading.

The 30-item questionnaire was validated by Mokhtari and Reichard (2002), and the internal consistency reliability coefficient ranged from 0.89 to 0.93. Five points Likert scale

ranging from 1 (I never or almost never use this strategy) to 5 (I always or almost always use this strategy) was used to collect data about the reading strategies. The data collected was measured in the SPSS program as frequency, means, and standard deviation.

Results

The following table presents the most and the least used reading strategies by English Lecturers.

Table 1. Reading Strategies Used by the Teachers

Strategy	
I underline or circle information in the	sup
When text becomes difficult, I pay	prob
When text becomes difficult, I reread to	prob
I adjust my reading speed according to	prob
I try to get back on track when I lose	prob
I take notes while reading to help me	sup
I skim the text first by noting characteristics like length and glob organization.	
I ask myself questions I like to have	sup
When text becomes difficult, I read aloud to help me understand what I read.	sup
I discuss what I read with others to	sup

Discussion

The data results of strategies with fill the questionnaire Google Form proved that all teachers used different techniques or strategies in teaching reading. All the teachers are in different places and different schools in Indonesia to get more accurate data by involving 10 samples of teachers and covering 10 different schools as well.

All teachers in teaching reading used three essential parts: Preparation, Activities, and Evaluation. All strategies used were effective in assisting the students in learning reading. The teachers' reasons for using a strategy in teaching reading in the class have also been set out in the questionnaire. With more than one strategy combined, the teachers thought that it would be easier for students to understand the text. From the teachers' suggestions, combining two or more strategies was influential

in having a good quality of teaching reading. The students feel more comfortable in the learning process and understand materials and reading text using various strategies.

The findings also related to previous studies about teachers' strategies in teaching reading subjects. The first research was from Janatum (2013), entitled "*Teachers' Strategy in Teaching Reading Comprehension.*" The findings showed that the teachers had difficulties inducing the students' positive responses to the teaching and learning process. In any case, the combination of various strategies helped the teachers gain students' positive responses and have a good quality of teaching. The second research was from Ahmad (2013), entitled "*A Study on Teachers' Strategies for Teaching Speaking and Reading Comprehension Skills.*" He unpacked that the teachers applied three stages in teaching reading: pre-reading, temporary reading, and post-reading. Janatum and Ahmad showed that the role of the teacher was very important, and the teachers' strategy was very important in the teaching and learning process, especially in teaching reading. It was very helpful for the students to master reading subjects in various strategies. Significantly, the strategy was important to develop the goals of the teaching.

The strategy ought to apply to the goals that need to be achieved. This research was in line with previous research by Ahmad and Janatum. The students faced difficulties in reading comprehension. Since reading foreign languages became students' problem, the role of teachers was very important to help students to overcome their problems. Therefore, this analysis was conducted to support previous findings. The teachers could find appropriate and effective strategies to solve the students' problems and funny strategies to prevent the students from being bored in class. Moreover, the teacher could combine multiple strategies to teach better reading in English class.

The reading strategies analyzed above can be transferred to classroom settings and even to free time activity as intensive and extensive reading. Since we consider the subject group as very good and good readers, following their strategy can lead other readers to success in reading efforts. Adapting these strategies to each reading activity in the language classroom makes reading classes more meaningful and purposeful. However, which strategy is more appropriate for pre- and post-reading stages for various ages can be the focus of other studies.

Conclusion

In short, reading is an essential skill to master in an academic context. Since prospective teachers are exposed to reading in many efforts, they must be proficient good readers to fulfill requirements in academic studies. According to the data collected, there is a moderate awareness of all the strategies. In other words, there is a balance in the choice of reading strategies, and each skill is essential for the readers. As the most striking strategy, subjects underline or circle information in the text to help them recall the information. In addition, they pay closer attention (read and re-read) to the text when text becomes difficult.

In the present research, participants mostly prefer problem-solving strategies to others. They pay closer attention to what they are reading and re-read the text to increase their understanding.

Following this, as global reading strategies, they have a purpose in mind when they read, and they use typographical aids like boldface and italics to identify critical information. Participants underline and circle information in the text from the support reading strategies to help them remember better. Moreover, they go back and forth in the text to find relationships among ideas. This study's findings align with Li's (2010). He investigated the students' awareness of reading strategy use at the senior middle school level in the Chinese context. The findings depicted that the students had moderate awareness of all the strategies, and the students preferred Problem-Solving Reading Strategies, followed by Global and Support Reading Strategies.

On the other hand, Amer et al. (2010) investigated the online reading strategies of Omani EFL University first-year students and senior student teachers. The results showed a statistically significant difference between fourth-year and first-year students only in global strategies. In other words, high-proficient readers use more global strategies than low-proficient readers, and first-year students reported using more support strategies than senior students.

In addition, senior high school teachers geared several strategies during the reading-learning process to understand a text. Teachers performed the preparation, activities, and evaluation stages in the teaching-learning process. The strategies can develop students' ideas and understanding in reading with reading-aloud strategies. Technically, more than one strategy was combined by teachers to ease the students' mastery of reading subjects. A combination of strategies is essential to help students in reading classes.

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