Reading Comprehension Strategies Used by Students in Different Grades at MA Darul Ishlah (Al-Azhaar Boarding School Lubuklinggau)

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Abstract
This study aimed to find out and investigate the use of reading strategies used by students in different grades of MA Darul Ishlah (Al-Azhaar Boarding School Lubuklinggau). The study employed a mixed method (quantitative and qualitative). The total number of the participants in this study was 108 students which come from class X is 53 students, class XI is 25 students, and the last class XII is 30 students. The instruments of this research were questionnaire and interview. The data were analyzed by using percentage formula. The major findings are, first, all students in different grades were medium in level of use for all the strategies. Second, they only used some strategy in reading comprehension, because there are some strategy was difficult for them to apply in reading comprehension and the strategy was not teach explicitly. For instance, in the first grade students in global reading strategy rarely used memorized, read aloud, guessing, and summary. Meanwhile, While, the most frequently reading strategy used by students in different grade is global reading strategy, then following by problem-solving reading strategy and the last is support reading strategy.

Keywords: reading stategy, reading comprehension, students different grade

Strategi Pemahaman Membaca Siswa di Kelas yang Berbeda di MA Darul Ishlah (Pondok Pesantren Al-Azhaar Lubuklinggau)

Abstrak
Penelitian ini bertujuan untuk mengetahui dan menyelidiki penggunaan strategi membaca yang digunakan oleh siswa di berbagai kelas di MA Darul Ishlah (Pondok Pesantren Al-Azhaar Lubuklinggau). Penelitian ini menggunakan metode campuran (kuantitatif dan kualitatif). Jumlah peserta dalam penelitian ini adalah 108 siswa yang berasal dari kelas X sebanyak 53 siswa, kelas XI sebanyak 25 siswa, dan kelas XII sebanyak 30 siswa. Instrumen penelitian berupa angket dan wawancara. Analisis data menggunakan rumus

persentase. Hasil penelitian utamanya adalah, pertama, semua siswa di kelas yang berbeda memiliki tingkat penggunaan sedang untuk semua strategi. Kedua, mereka hanya menggunakan beberapa strategi dalam pemahaman membaca, karena ada beberapa strategi yang sulit mereka terapkan dan juga strategi tersebut tidak diajarkan secara eksplisit. Misalnya, siswa di kelas satu pada strategi membaca global mereka jarang menggunakan hafalan, baca keras, tebak-tebakan, dan ringkasan. Sedangkan strategi membaca yang paling sering digunakan oleh siswa dikelas yang berbeda adalah strategi membaca global, kemudian strategi membaca pemecahan masalah dan terakhir adalah strategi membaca dukungan.

Kata kunci*: strategi membaca, pemahaman membaca, siswa berbeda kelas*

A. Introduction

In learning English, there are four basic skills that we must comprehend. They are speaking, writing, listening, and reading. The four basic skills are divided into two categories (*receptive and productive skill*). Speaking and writing are productive skill, while listening and reading are receptive skill. But in education, reading is one of the most dominant activities in any learning language. Due to students learn English as foreign language and also their academic book of English material full of texts, therefore reading is one way for students can get knowledge and improve their language.

Azarnoosh et al., (2016:65) defined reading is not only serve as a source of information but also a means of increasing and consolidating one's knowledge of the language itself. Therefore, the ability to read is very important to consider as valuable asset for personal, social, and academic achievement. It means that if their ability in reading is poor they are very likely fail in in their study or at least they have difficulties in making progress. On the other hand, if they have a good ability in reading, they have a great chance to success in reading.

Furthermore, reading goals are varied. But, the main goal of reading is comprehension. According to Azarnoosh et al., (2016:65) and Sari et al., (2020) reading in comprehension, the reader contributes more information out of the printed materials because of the efficient interaction between his world knowledge and linguistic knowledge. While, Hoover and Gough in Azarnoosh et al., (2011:65) argue that success in reading comprehension depends not only on language comprehension but also on decoding skill. It means that the reader should be able to develop the meaning of language in the text and can convey what the text is about (Hermanudin et. al., 2019).

As we know in Indonesia, reading becomes the important skill in education. It seems on students daily activities on the school and also national examination. Because, most of the questions in national examination especially English subject are reading text. In order to pass the national examination, the students should have a good reading ability and reading strategy to answer the questions of reading comprehension. In the high school English curriculum often adopts a reading skill oriented textbook that focuses on vocabulary, sentence structure, and grammar. On the other hand, to comprehend the text is not easy. As Nurmala (2018:2) stated that to comprehend the text, students should master the

vocabulary, have motivation reading a text and get information from written text. Therefore, the process of teaching and learning is more focus on reading skill.

Related to the explanation above, the researcher chose Madrasah Aliyah Al-azhaar Boarding School Lubuklinggau as the subject in this research, because the researcher has been taught in this school for two years. Then, the researcher has done observation in this school and the researcher found that the students have many problem-solving in learning English especially in reading text. It can be seen on students' score under the criteria of minimum mastery which there are still some students who have low score. Most learners have reading problem-solving because they lack the specific strategies necessary for efficient reading.

According to Sofyan (2016:5), one of the important factors in successful of reading skill is reading strategy. There are so many strategies to solve students reading problem-solving and one of them can be used for teaching and learning process. The strategy itself must be suitable with the condition of the class and also the ability of students because every student have different abilities and characteristic. Therefore, teaching students to acquire English in reading skills is much needed. In order to have effective methods of teaching reading, the teacher should to know what the reading strategies the students' use when reading English texts.

Reading strategies is part of language learning strategies. Reading strategies can be said as deliberates, aims directed attempts to control and to modify the reader's efforts to comprehend a text, understand words and construct meanings of the text text (Afflerbach et., 2008:363). Reading strategies can also help students to solve their reading difficulties. The various reading strategy can help students in reading effectively with the academic reading they face. Therefore, it is need to investigate the students' reading strategies in high school students in order to find out what reading strategies the students necessary to use to comprehend what they read, to develop reading skills, and to increase their vocabularies and knowledge.

The study about reading strategies has been researched by some researchers. Here, Sari (2017) about the correlation between reading strategy and reading comprehension achievement at eleven grade student SMA Muhammadiyah Palembang. Next, Hoang (2016) who is investigated the relationship between reading strategy use and reading proficiency of Vietnamese students in the UK. Another is Suebpeng (2017) with the purpose to find out the English reading strategies used by grade 9 students at Nonkhor School while reading materials in English. The next is Semtin & Maniam (2015) with the goal to investigate the types of cognitive and metacognitive reading strategies employed by secondary school students in Malaysia to improve their reading comprehension. They found that the students had used various reading strategies. The use of particular reading strategies is implied as their autonomous learning efforts to become more proficient readers. The last is Altalhab (2019) examined the use of reading strategies amongst Saudi EFL university students, exploring which strategies are perceived to be the most frequently used. He concluded that Saudi EFL university students were aware of most types of reading strategies. No

significant differences were found between male and female students in the use of reading strategies.

Based on the explanation above, the researcher found that the differences this with the previous studies are the previous studies only focus on students' reading strategy and reading comprehension or reading proficiency and it is still investigate the correlation and relation not find the differences. Therefore, the researcher wants to know deeply students' reading strategy that have different grade and can create guidelines to help the students in using their reading strategies. It is also expected that students can apply the appropriate strategies so that their understanding of the reading material increases. In this research, the researcher focuses on students reading comprehension strategy that used by students at MA Darul Ishlah Lubuklinggau who have different grade.

B. Research Methodology

This research conducted by using mix methods. Creswell & Clark (2007) assumes mixed methods combining quantitative and qualitative approaches to allow for greater accuracy). The population of this research is all students of MA Darul Ishlah (Al-Azhaar Boarding School Lubuklinggau). There are 108 students which come from 5 classes. Class X consists of three classes; class A (18 students), class B (17 students), and class C (18 students), next class XI (25 students), and the last class XII (30 students).

In this research, the questionnaire consists of thirty statements. It is divided into three categories. They are Global reading strategies, Problem-solving-reading strategies, and Support reading strategies. The items of questionnaire used 5 point Likert scale. To make students easy to give respond the questionnaire in 30 minutes, the researcher translated it into Bahasa Indonesia. Here are the specific items of Survey of Reading Strategy (SORS).

Table 1. Indicators of Reading Strategy

Reading Strategy	Indicators	Numbers
Global Reading Strategy	Using title	1, 21
	Memorize	4
	Skimming	7, 25
	Make connection	8, 18
	Reading the first line	10, 28
	Using picture or table	12, 30
Problem-solving Reading Strategy	Re-reading	5, 22
	Guessing	19, 20
	Think aloud	15
	Changing reading speed	16, 27
	Read aloud	17
Support Reading strategy	Translation	2, 23
	Discussion	3, 6
	Use dictionary	13
	Take notes	9
	Grammar	14, 24
	Summarizing	1, 26
	Underline or circling information	29

In the research, for the validity of questionnaire the researcher would consult it toward of two lecturer English postgraduate program in University of Bengkulu. While, to know the reliability the researcher tried out the questionnaire to the relevant of the sample in this research. After collecting and analyzing the responses of the questionnaires, the researcher decided to choose 9 out of the 108 participants for semi-structured interviews to find some additional information in qualitative data.

After collecting the data, the researcher will analyze the data. The researcher used quantitative analysis and qualitative analysis. The first one is the researcher input all students' answers into the data tabulating by using Microsoft Exel. By data tabulating, it knew clearly the students' reading comprehension strategy used at MA Darul Ishlah Al-Azhaar Boarding School Lubuklinggau. The next step, the researcher counted every data from tabulating into the table. After that the researcher tabulated the average of students answer by using formula. Finally, the interpretation of the day is provided by using the standard of the data.

After the interviews, the researcher recorded students' responses, transcribed and analyzed by a summary comparing grades student in terms of reading strategy use and reading difficulties. The data of 9 interviewees analyzed collectively to figure out any similarities or differences between the students' reading comprehension strategies in different grade.

C. Results and Discussion
1. Results
a. Quantitative Analysis

Table 2. Students' Mean Frequencies of Using All Strategies and Each Category of Strategies in First Grade

Reading Strategies	Mean	Level of Use
Global	3.521	High
Problem-solving	3.187	Medium
Support	2.512	Medium
Overall	3.073	Medium

Table 2 represents that the global reading strategies is reported to be used most frequently at a high level of use (M = 3.521). It shows global strategies are reported to be used in high frequencies followed by Problem-solving strategy with the moderate use (M = 3.187) and then Support strategy with medium level of use (M = 2.512). In addition, participants reported being moderately aware of all reading strategies (M = 3.073).

Table 3. Students' Mean Frequencies of Using All Strategies and Each Category of Strategies in Second Grade

Reading Strategies	Mean	Level of Use
Global	3.426	Medium
Problem-solving	3.336	Medium

Support	3.252	Medium
Overall	3.338	Medium

From the table 3, overall the reading strategies that used by second grade students is in medium level of use (M= 3.338). Out from 23 students, global reading strategy has the highest mean from the others strategy (M= 3.426), the next is following by problem-solving reading strategy in medium level of use (M= 3.33), and the last reading strategy that has the lowest score is support reading strategy (M=3.252).

Table 4. Students' Mean Frequencies of Using All Strategies and Each Category of Strategies in Third Grade

Reading Strategies	Mean	Level of Use
Global	3.503	High
Problem-solving	3.225	Medium
Support	2.757	Medium
Overall	3.162	Medium

Table 4 revealed that third grade students in medium level of uses for overall reading strategy. From the table, it can be seen that problem-solving reading strategy is the most reading strategy in medium uses with mean 3.325. The next is global reading strategy as the second the reading strategy in medium use which has mean 3.136. on the other words. The last reading strategy with the mean 2.336 is support reading strategy.

b. Qualitative Analysis
1) Interview Result of First Grade Students
   Related to the result of questionnaire that in first grade students, global reading strategy is in level high uses for first grade students, it means that almost student tend to choose always for every items. The researcher asked six students in first grade to state their opinion reading strategy such as by using title, memorize, skimming, make connection, reading the first line, and using picture. These were the responses of students for global reading strategy. They used the title when they are reading text because it made them easy to know what the text about and there is clue about the text, the title is related to the text. Then, some student sometimes memorized the text, because it is little bit hard to memorize the text which is use English language. Next, some students used skimming to find out the information of the text, and the others were not used skimming because they did not understand about the text. The students used their background knowledge to comprehend the text. Reading the first line helped them to know the main idea of story. The last strategy is looking at picture, because it's always related to the text and it could help them so much to know the text.
   Problem-solving reading strategy divided into six indicators. They are re-reading, guessing, think aloud, changing reading speed and read aloud. Based on

the result of interview, the first grade students said that they read again text to avoid misunderstanding of text and to convince their comprehension. There are some students guessing text by looking at picture or title, while the others did not, because they were afraid if it would be false. Then, when students find difficult text they try to think aloud to know what the meaning of text itself. By changing their reading speed help them so much to focus on text and to find out the content of text. Only some students used read aloud to comprehend the text, while other students did not, because it annoyed other students.

The last support reading strategy, students only translated the important words to understand the text. Sometimes, some students discussed with their partner to convince their understanding. Only few students took notes to help them know the text. There were only some students looked at grammatical in the text due they did not understand what the grammar used in text. On the words, the students rarely wrote summary when read a text, because they did not how write English. Therefore, the student underlined and cycled the most important information in the text to recognize the text.

2) Interview Result of Second Grade Students

In global reading strategy, the students was answered the questions clearly. First, by looking at the title, the students could imagine what the text about. The students sometimes memorized some information from text to help them answer the questions in the text and also teacher's questions. Some students rarely skim the text, because they did not understand what the story about. The students always used their own knowledge to know the content of text and sometimes it's related their knowledge. Next, the students always read the first line, because it's provided the main idea of text. Due to the picture symbolize of text, therefore students were easy to get the information from text.

The second reading strategy is problem-solving reading strategy. When students faced the difficult text, they always read again text more than one times until they found the information what they want. The students sometimes guesses the text because they were afraid if it would be false and to avoid misunderstanding. Think aloud is one of the strategies for students if they found the difficult text, they would to try analyses the text and think again what the text about. Next, some students changed their reading speed if they felt the text is hard to understand, they changed the fast speed to low speed. The students rarely read aloud text, because they said they were not good in pronunciation.

However, the second grade student gave their responses for support reading strategy. They said that translate every unknown word could add their vocabulary and their knowledge. The students made small discussion to change their comprehending about the text. By using dictionary, it could help the so much find out the meaning of words in the text. Sometimes, the student wrote a note about the information that they got, it has purpose to make them easy to state their point of view of text. And also, they almost never saw the grammatical of text due to they have limited knowledge about that. For them, it is hard to write summary of text in English, they did not know how to write in English language. The last the students underlined the important words they often saw in a text.

3) Interview Result of Third Grade Students

The third grade students has high means in global reading, the students said that they always see the title when read a text due to it could guide their comprehension and then the title is also related to the content of text. They memorized on the important information of text to make them easy to answer the questions. They sometimes skimmed the text to know the difficulties of text and to saw the clue of text. They used their knowledge such as vocabulary or others to understand a text. Reading the first line is important, because it contains the thesis statement about the story of text. The last, the picture gave a description of text which could help the students to imagine the text.

The problem-solving reading strategy is medium uses in third grade students. It is based on the students' responses. They argued that when the found a difficult text they always read to make deep comprehension of text. Sometimes, they guessed about the text by seeing the sentences around the text. By think aloud, they could get new ideas and convince their opinion. When a text was difficult, they needed more a time to comprehend the text therefore they change their reading speed. They never read aloud because they did not know how to pronoun the words and also they afraid it annoyed others students' concentration.

Support reading strategy is the last strategy which has mean low than others strategy. The students translated every unknown word to know what the text about and also arrange the sentences. They discussed with their classmates because working together is better than working alone. Then, they always used dictionary to know the meaning of vocabulary. On other words, the students wrote a note to comprehend the text, because their own writing is easy to understand than a text. They never saw grammatical on the text, they said that it was not important than the content itself. Next, the also never make summary because they did not how to write in English. The last is the students usually underline the information of text to make them easy to remember where it is.

2. Discussion

Based on the data analysis of questionnaire, the researcher found that the students in first grade, second grade, and third grade was medium in level of use for overall reading strategy, it seem on means of first grade (M=3.073), second grade (M=3.338), and third grade (M=3.162). These were also supported by result of interview, which showed that all students in different grade did not use all the strategies in reading comprehension. For instance, first grade students in global reading strategy rarely used memorized, read aloud, guessing, and summary. It can be said the students need to improve their awareness in reading strategy use when they are reading a text. Besides, strategies in reading comprehension were indeed needed to get a deep understanding of a text.

The result of questionnaire showed that global reading strategy is the most high frequently used by students when they are reading text than with mean every grade (M=3.521, M=3.426, and M=3.503). It means that the students used reading strategies such as using title, memorize, skimming, make connection, reading the first line, and using picture. Then, following by problem-solving reading strategy which has mean in every grade (M=3.187, M=3.336, and M=3.225), it could be say

that the students used some reading strategies for instance re-reading, guessing, think aloud, changing reading speed, and read aloud. The last is support reading strategy with mean all grades (M=2.512, M=.3.252, and M=2.757). The students sometimes used the reading strategy; translation, discussion, use dictionary, take notes, grammar, summarizing, and underline or circling information.

The result of this research was the same as the result of some previous researches conducted by the other researchers. From the result, this study almost similar to the one conducted by Sari (2017), in order to examine the correlation between reading strategies and reading comprehension achievement. She found that the participants' use of reading strategies when they are reading English material was medium, it is similar with this study. This similarity could be because she also used senior high school as their participants. Then, the differences is problem-solving reading strategy as the most frequently used on her study, while in this study global reading strategy is the most frequently used by students.

Therefore, this research is different from the researched by Suebpeng (2017) which showed that the most frequency usage of strategies in the questionnaire were very high, this meant the participants employed various reading strategies when they read. Therefore, the bottom – up reading strategies were the highest level of usage, the top – down reading strategies were not quite different. On other words, students used interactive reading strategies to overcome the texts.

In addition, the research of Hoang (2016) with the title "The relationship between reading strategy use and reading proficiency of Vietnamese students in the UK" is similar to this research which found the mean frequencies of Vietnamese students using all strategies and each category of strategies were reported at moderate level only and there was no statistically significant association between overall strategy use and reading comprehension. While, the participants tended to apply cognitive strategies and metacognitive strategies more frequently than support strategies.

Furthermore, the research by Semtin & Maniam (2015) investigated the types of cognitive and metacognitive reading strategies employed by secondary school students in Malaysia. The result revealed that the frequency of reported reading strategies is moderate. It means that it is similar with this study. The results show that the frequency of using cognitive strategies used by the students is almost equal to the use of metacognitive strategies. The strategy of translation is the most frequently used one in the cognitive strategy category, memorizing before reading the text has the highest mean.

Related to the result of this research, reading strategy is a process for student to acquire knowledge from the text. It's also same with the theory of Brantmeier (2003) who said that reading strategies as the comprehension processes that readers use in order to make sense of what they read. The students should have appropriate reading strategy when they are reading text, it can help them so much in comprehending a text. In this research, the students applied various reading strategy when they are reading text, it can be seen on the students average score was moderate. The students can use some various reading strategy that suggested by Mokhtari & Sheorey (2002). They argued that there are three reading strategy that student can used such as global reading

strategy is orienting towards universal analysis of the texts, problem-solving strategy is the strategy when the text becomes difficult and support strategy is using reference materials, note-taking and other practical strategies.

Finally, based on the discussion above the researcher found that all students in different grades were medium in level of use. It means that all students did not use all the strategies. They only used some strategy in reading comprehension, because there are some strategy was difficult for them to apply in reading comprehension, for instance memorizing, read aloud, seeing grammar, and summary. On the other hand, the students did not use those reading strategy because it did not teach directly by teacher or the strategy itself was not explicit. Meanwhile, according to Ballou (2012) stated that explicit reading strategy instruction is one of the ways for teachers to support students' reading comprehension. Besides, if students use all the reading strategy, they will success in reading comprehension test. And then, it will help them to comprehend the text and also could improve their reading comprehension. Therefore, the teacher needs to teach reading strategies for students, because it is as a tool for students to be successfully in reading comprehension. While, the most frequently reading strategy used by students is global reading strategy, then following by problem-solving reading strategy and the last is support reading strategy.

D. Conclusion

In conclusion, this research was conducted to investigate the students reading comprehension strategies which different grade at MA Darul Ishlah (Al-Azhaar Boarding School). This study used mix methods. To know the students reading comprehension strategy, the researcher distributed the questioner to all students. After that, the researcher used interview for qualitative analysis. Based on the result and discussion, it can be concluded that the students reading comprehension strategy was medium for all grade (first grade, second grade, and third grade). It also supported by the result of interview. Some students did not used all those strategy due to it was difficult for them to apply in reading comprehension such memorizing, seeing grammar, read aloud, summary. Meanwhile, global reading strategy is the highest uses, followed by support reading strategy, and the last is support reading strategy.

Therefore, this research finding could be increases students awareness in reading comprehension strategies and could be used as a guideline for them to develop reading instructions. For further researcher, it recommends to apply appropriate reading strategy for students in order to improve their reading comprehension skill.

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