

The Effect of Mastery Reading Strategies Towards Reading Text Skills in Higher Education

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ABSTRACT

The aim of this study was to describe and to analyze the effect of reading strategies toward students' reading text skill. This study used the quantitative method with the descriptive correlational design. The population was 250 students who attended Bahasa Indonesia subject in all Higher Education, and 150 students were taken as samples by using proportional stratified random sampling. The instruments of this study were Likert scale and a reading text test which has been valid and reliable. The data were analyzed by using descriptive statistic, simple regression and multiple regressions. The result showed that there was the effect of reading strategies toward students' reading text skill.

Keywords: *Reading strategies, Reading text skill*

1. INTRODUCTION

Reading is one of the four language skills besides listening, writing, and speaking which is receptive. Reading is a sensory and mental process. In the process of reading, the human sense of sight, namely the eye, processes written symbols [1]. Then the mental role is to connect what has been processed by the eye with experience and knowledge so that humans can understand what they have read. Reading is a process that is carried out and used by readers to get messages, which the writer wants to convey through the media of words or written language. In other words, reading is a process of picking and understanding the meaning or meaning contained in the reading [2].

Reading skills occupy an important position and role in human life. Reading becomes a bridge for students who want to have interactive and integrated skills. Reading is also considered an easy language skill by most student, this is not the case for reading comprehension skills. The initial problem that arises is the difficulty of understanding the text as a whole.

Learning to read, which is still conventional, will not make students active and creative. Learning techniques with traditional approaches are not able to create communicative classroom conditions. This is due to the dominance of the teacher in learning, so that student involvement is very lacking, so that students appear passive. The teacher's traditional approach is only to instruct students to skim and answer questions without giving students the opportunity to understand the content of the in-depth

reading.

The phenomenon is still low text reading skills among students. Data from the Central Bureau of Statistics for 2012 shows that Indonesians do not make reading as an informative source. There are still many who tend to watch television and watch videos via smartphones. Reading skills have decreased since 2003 to 6.05% compared to getting information through watching television, which gained 6.74%. Meanwhile, in 2012, data shows that only 17.66% of Indonesia's population reads, 91.68% watches television, and 18.57% listens to radio. In line with these facts, the findings of the Ministry of Education and Culture's 2011 International Student Assessment Program (PISA) team indicated that the interests of 15 year olds in Indonesia (junior and senior high school levels) are of great concern. For the reading level, in 2000 Indonesia ranked 39th out of 41 countries, in 2003 it was 39th out of 40 countries, in 2006 it was 48th out of 56 countries and in 2009 it was 57th out of 65 country [3]. Therefore, the reading level of Indonesians is far behind other countries. This is then affected by the difficulty of interpreting words, understanding paragraphs and passages, and drawing conclusions.

In addition, the students indicated that reading comprehension skills were still low. This is stated in his duties in lectures. The causes of this are various factors, both internal and external. Internal factors that affect reading comprehension skills can be in the form of intelligence, interests, attitudes, talents, motivation, thought processes such as remembering, understanding, differentiating, comparing, finding, analyzing, and so on [4]. For that, reading requires high intellectual abilities. External factors also affect

reading comprehension skills, for example, infrastructure and community socio-economic relations background.

2. LITERATURE REVIEW

Reading is an important activity to enrich the knowledge. The ability to read fluently is a characteristic of successful language learner [5]. The reading ability also shows professionalism and integrity of someone [6]. Even for those who have disability disorder, reading ability is really needed [7]. Started by obtaining information, somebody will be able to understand what he reads when he has the ability to comprehend it [8]. College students as intellectual scientists should have a high level of reading text in order to get the information quickly and accurately [2]. In reading a text, the readers need to understand the information correctly. Reading text means reading by understanding the reading content including the correct associations between meaning and symbol, the context analysis of existing meaning, the correct choice of meaning, the organization of ideas, the storing of arguments, and the use in any action now or later.

Reading text can be divided into four levels: (1) literal, (2) inferential, (3) evaluation, and (4) appreciation [9]. Literal understanding requires ideas, information, and experiences which are clearly stated in the reading passage. Inferential understanding is needed when the readers use the synthesis of literal content of his selection, personal experience, intuition, and imagination as the basic line of the hypotheses. This understanding comes from the questions which require imagination and thought. Evaluation is shown when the reader evaluates a passage.

Some factors affecting the problem of students' reading text are the mastery of vocabularies, sentence structures, paragraph structures, and passage, or non-linguistic factors like intelligence, gender, reading interest, reading strategy, and reading frequency [10] [11].

The efficient readers understand the goal of reading and are able to form the reading style and the consequent. They have reasons to read and how to get to their goal of reading. Reading text skill is important for students. The lack of reading text skill means flawed readers. The main goal of reading is to gain information from the sources. In order to get it, the readers need to use many reading strategies. Reading strategies are ways to help the readers manage the information they read [12]. Reading strategies show how somebody gets easier to study and develop the work, especially students who try hard to understand the written context. Some strategies that can be used are skimming, scanning, skipping, flash technique [13]; work recognizing, one minute reading, SQ3R,

SQ4R, and so on.

Skimming is reading quickly and accurately to gain main information in newspaper, tabloid, magazines, books, and internet articles [14] [18]. This strategy is used to obtain the facts quickly in every paragraph. It is given to students in order to train the students to read up on an average reading rate to get the main idea of the passage.

Scanning is used to get certain information by reading the supporting statements to answer the question. Scanning is used to find specific information such as timetable of schedule, the item of the directory or main point [14]. To train this technique, a lecturer can give reading passage to the students and ask questions which are easy to answer based on the text given. It can be repeated by using different kinds of passages. Skipping technique means ignoring irrelevant information which is unnecessary or has been understood.

2. METHOD

This study was quantitative research which used descriptive correlational design. The instruments used were Likert scale and reading text test.

2.1. Participants

The population of this study was 200 student and 150 of them were taken as the sample by using proportional stratified random sampling technique.

2.2. Data Collection

The data were attained in Higher Education Institution through the following procedures: (a) preparing questionnaires for reading strategies and reading frequencies and a reading text test; (b) providing the explanation about the questionnaire and how to fill them; (c) distributing the instruments and inviting students to fill them; collecting the instruments.

2.3. Data analysis

The data were analyzed by using descriptive statistic, simple regression and multiple regressions analyses. It also used SPSS verse 26.00.

3. RESULT

Data from this study include some variables: reading strategies (X_1), reading and students' reading text skill (Y). The data are described as follow: The data description of reading strategies, reading frequencies and reading text skill from 150 respondents can be seen in Table 1, 2, and 3.

3.1. READING STRATEGIES (X₁)

Table 1. Distribution of Frequency and Percentage of Reading Strategies

Score Interval	Category	Frequency	%
126-150	Very good	15	10
101-125	Good	33	22
76-100	Average	56	37.3
51-75	Low	31	20.7
≤ 50	Very low	15	10
Total			150

3.2. READING TEXT SKILL (Y)

Table 2. Distribution of Frequency and Percentage of Reading Text Skill

Score Interval	Category	Frequency	%
86-100	Very good	12	8
71-85	Good	37	24.7
56- 70	Average	48	32
41-55	Poor	35	23.3
≤ 40	Very poor	18	12
Total		150	100

It can be tailored from Table 3 that 35% of students had a poor category of reading text, 48% of them were in average category, 24.7% of them were in the good category, 18 % of them were in very poor category, and only 8% of them were in very good category.

3.3. EFFECT OF READING STRATEGIES TOWARD STUDENT’S READING TEXT SKILL

The result of analysis of the effect of reading strategies toward students' reading text can be seen in Table 3.

Table 3. The Result of Simple Regression Analysis and Significance Analysis of X₁ to Y

Model	R	R Square	Sig.
X ₁ -Y	0.443	0.196	0.000

In Table 4, R-value was 0.443 and it showed the coefficient of regression between reading strategies to reading text skill. The level of significance was 0.0000. R square (R²) value was 0.196 which meant 19.6% of good-or-not-good variations of reading text can be explained by reading strategies, meanwhile 80.4% of them can be explained by other variables.

4. DISCUSSIONS

The result of data analysis showed the average number of students' reading strategies was in a average category. It has been in with the prior data that the readers were lack of ability to use reading strategies so that their understanding of the reading could not be improved too [11]. The mastery of reading strategies is one of the essential factors to determine the success of reading. Reading for intelligence needs various

strategies to achieve the goals of reading.

The findings also showed that some students were in good category (24.6%) and in the very good category (4.25%). In other words, those students have gotten good reading strategies such as skimming. Skimming is used to attain the information namely main idea without reading the whole passage. For example, when someone reads a newspaper, he ignores some information and focuses on the title and the first sentences of each paragraph [13]. Students who have applied reading strategies can be called smart readers. Generally, there are three purposes of smart reading: (1) to get main information, (2) to obtain specific information, (3) to understand the whole information.

The regression analysis result showed there was the significant relationship between reading strategies to students' reading text skill. The good strategy will contribute to attaining the information [14]. Reading strategies help students to manage and evaluate the ideas which are planned, deliberated, directed, and mentally future-oriented in order to complete the cognitive task. Moreover, reading strategies can be used to be a goal of cognitive activity used to establish and maintain the reading [13]. Besides that, reading strategies are also useful for improving the reading text of the readers [14]. Reading strategies help students to understand the text well [18]. Strategies are conscious and thoughtful activity. In using the strategies, the researcher emphasized of reading process itself to help understand the content. Previous studies pointed out that mastery reading strategies often help students to understand the text better. It also happens for students who have difficulties in paying attention or focusing on something [15]. The research findings of [16] also showed that the use of various strategies in reading gave a meaningful effect to understanding the text [18].

5. CONCLUSIONS AND RECOMMENDATIONS

Based on research findings and discussion, there are several conclusions to take, as the following: (a) from overall analysis, it can be seen that students' reading strategies are average; (b) from the overall analysis, it can be seen that students reading text skill are poor; (c) reading strategies have significant effect toward reading text skill which means reading strategies have the meaningful effect on reading text skill;

According to the research findings, discussion and conclusion, there are some suggestions to consider: (a) to the lecturers and Language Center staffs to keep improving students' reading text skills by providing the students special program about reading text; (b) to the Rectors of Higher Education to support the

lecturers and Language Center to provide the program to improve students' reading text in Higher Education.

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