

**AN ANALYSIS OF READING STRATEGIES USED IN ACADEMIC  
READING CLASS AT THE THIRD SEMESTER STUDENTS OF  
ENGLISH LANGUAGE EDUCATION OF UIR**

**A THESIS**

*Thesis is Submitted in Partial Fullfilment of Requirement for  
Degree of Sarjana of Education*



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2022**

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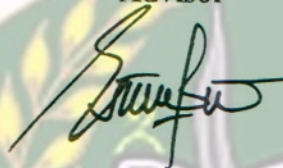
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AN ANALYSIS OF READING STRATEGIES USED IN ACADEMIC  
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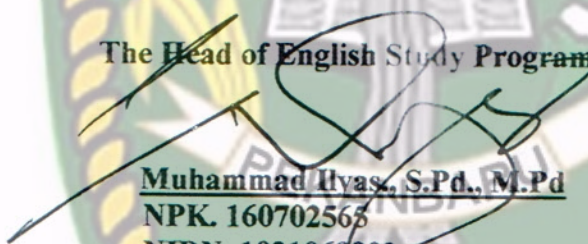
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## THESIS

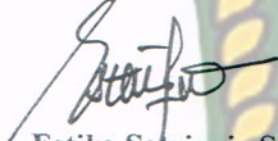
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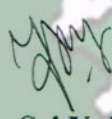
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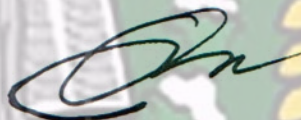


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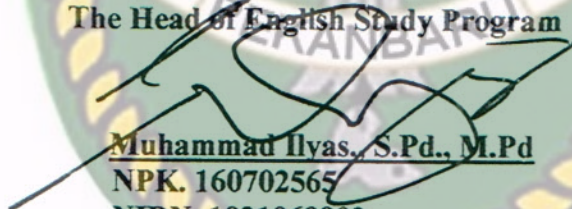


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## LETTER OF NOTICE

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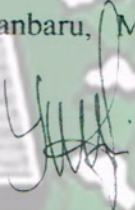
  
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## DECLARATION

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I admit that this thesis writing purely derived from my own ideas, expect some question (deliberately or un-deliberately) which were adopted or taken from various sources included in "reference". Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, March 2022

  
Yelvi Tri Nuristi Agustin

## ACKNOWLEDGEMENT

First of all, the writer would like to say thanks to ALLAH SWT for blessing the writer to complete this thesis with the title “**An Analysis of Reading Strategies Used in Academic Reading Class at the Third Semester Students of English Language Education of UIR**”

This thesis intended to fulfill one of the requirements of Sarjana Degree in English language education faculty of Islamic university of Riau. The writer would like to express her thanks deeply to all people who have helped the writer for completing this thesis.

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The writer realizes that this thesis may have several weaknesses.

Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

Pekanbaru, March 2022

Writer



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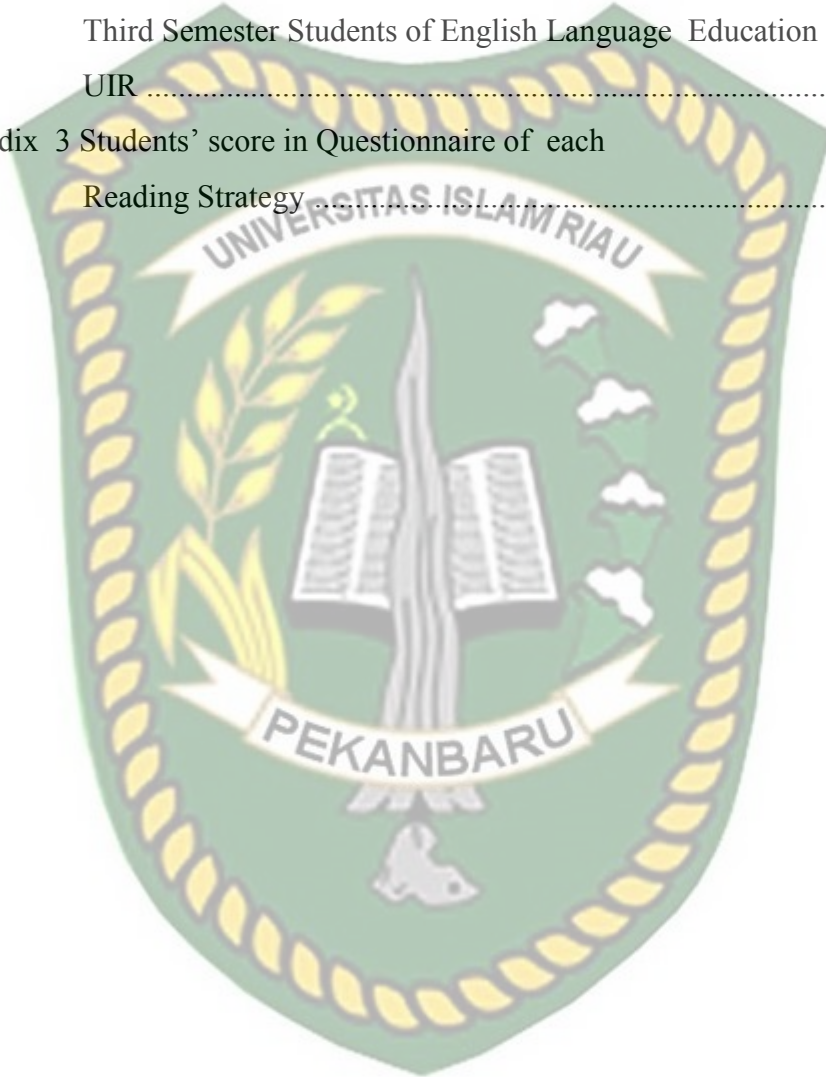
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# AN ANALYSIS OF READING STRATEGIES USED IN ACADEMIC READING CLASS AT THE THIRD SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION OF UIR

## ABSTRACT

The objective of the research is to know what are the academic reading strategies used in the third semester students in English Language Education of UIR. In this research the researcher analyzed the students reading strategy deal with the problem. There are some different types of strategies used by the students such as summarizing, synthesizing, paraphrasing, and annotating.

This is qualitative research. The research conducted in the third semester students at English Language Education of UIR. The population of this study will be the third semester students in 2020/2021 Academic Year at English Language Education of UIR. The researcher chose IIIA class as the sample of the research. It consist of 32 students. The instrument is in this research is questionnaire. The researcher distribute the questionnaire to participant by using Google form. The researcher score and analyses the result.

Based on the recapitulation of the research the research question of this research “What are the academic reading strategies applied in the third semester students in English Language Education of UIR it is found that 1) students often use Summarizing (41,42%) and Synthesizing (42,85%) in academic reading, 2) students sometimes use Paraphrasing (44,6%)and Annotating strategy (38,77%) in academic reading. Using of appropriate learning strategies in general and reading strategies in particular can enable students to take responsibility for their own learning by enhancing learner autonomy, independence and self-direction.

**Keywords:** academic reading, reading strategies



Dokumen ini adalah Arsip Miik :

**Perpustakaan Universitas Islam Riau**

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

In learning English, students have to master four basic language skills of the target language. Those basic skills are listening, speaking, reading, and writing. Speaking and writing are language production (productive skills), while listening and reading belong to language comprehension (receptive skills). Among those four skills, reading is vital in language comprehension.

Reading is one of the four skills that students should learn and care of. Reading process means not only read but tries to make interaction between the reader and the text. It is a constructive process that can help students to acquire new knowledge of language, experience about life and so on. Simply, reading is defined as the active process of understanding print and graphic texts (Souhila, 2014). It is deals with how the readers can convey the meaning through the written symbols and process them into their mind.

In the third semester students of English Language Education of UIR, academic reading is one of the subject taught in the third semester in English Language Education of UIR, most of students face many problems especially in comprehension of written materials when reading. According to them, understanding the meaning of texts can be a great challenge for example they are able to understand each word and even each sentence; but unfortunately, they fail to achieve the meaning of text as a whole.

In other words, the problem of the students in reading is, they difficult to understand meaning of the text and they cannot focus on what they read during the reading activity and still have difficulty to get purpose of the text. The another problem is that not every detail of information in the passage is needed to answer the reading questions but students usually read the reading passage word by word, and thus take a relatively longer time to read and understand the texts

For that reason, many psychologists and researchers, such as Beale (2013), assume that those who always struggle and find reading comprehension as a problematic issue is due to the fact that most of students lack their reading strategies that may help them to overcome their reading problems.

Reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text. According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel.

Reading is not just looking and pronouncing words in the text but comprehending all the components of a text. In teaching reading, a teacher may use many different strategies. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. There is certainly no shortage of descriptions or labels for activities that may be

classified as pertaining to instruction. Harmer (2007) has said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. The strategy can also be defined as a general direction set for the teaching process.

Furthermore, there is much evidence that has been shown on the importance of reading strategies and their effective role in enhancing and developing reading comprehension. Mc Namara et al (2009) views that reading strategies are more useful and beneficial for learners who show lack of knowledge in the domain of reading, as well as those with lower reading skill, these will lead the readers to become skilled and later they will be able to utilize the reading skills acquired without conscious efforts.

In the area of reading strategy studies, based on the researcher observation in the Third Semester Students of English Language Education of UIR have utilized different types of strategies some of them are as follows: skimming, scanning,, synthesizing, paraphrasing, self-questioning, annotating or analyzing and summarizing. This study prefers to deal with synthesizing, paraphrasing, self-questioning, Annotating or Analyzing and summarizing strategies since these strategies are the most necessary ones to be implemented in academic reading. Besides, it is also important to contribute more studies about skimming and scanning in reading skill as this study was carried out. The researcher want to know how these strategy work in teaching and learning process, and want to find out why this reading strategies still not work properly so that Third Semester Students of English Language Education of UIR still face some problems in academic reading.

Based on the explanation above, the researcher took a research with title “**An Analysis of Reading Strategies Used in Academic Reading Class at the Third Semester Students of English Language Education of UIR**”

### **1.2 Setting of Problem**

There are several problems faced by the third students in English Language Education of UIR. First, they find it difficult to understand the meaning of the text and they cannot focus on what they read during the reading activity and still have difficulty getting the purpose of the text. Second , students usually read the reading passage word by word, and thus take a relatively longer time to read and understand the texts. Third, they have problems in **using** effective and sufficient reading strategies to comprehend academic texts.

In this research the researcher analyze the students reading strategy deal with the problem. There are some different types of strategies used by the students; skimming, scanning,, synthesizing, paraphrasing, self-questioning, annotating or analyzing and summarizing.

### **1.3 Limitation of Problem**

Based on the setting of problem the researcher want to limit the research into reading strategies used by the third students in English Language Education of UIR based on synthesizing, paraphrasing, self-questioning, Annotating or Analyzing and summarizing. since these



strategies are the most necessary ones to be implemented in academic reading.

#### 1.4 Research Questions

The research questions for this research are as follow:

1. What are the academic reading strategies **used** in the third semester students in English Language Education of UIR?

#### 1.5 The Objective of the research

The objective of the research is to know what are the academic reading strategies **used** in the third semester students in English Language Education of UIR.

#### 1.6 Significant of Study

This result of the research hopefully can give contribution for some aspect.

- For students, this study is important as it seeks to identify what are the academic reading strategies and help the students overcome their reading comprehension problem, especially in academic reading.
- For lectures/teachers, this research hopefully can give additional information about what academic reading strategies can be used in teaching academic reading.
- For other researchers, this research hopefully can be used as reference for the next researcher who wants to discover academic reading strategies.

### 1.7 Assumption

The researcher assumes that the third students in English Language Education of UIR have used several reading strategies dealing with their comprehension problem in a reading academic class.

### 1.8 The Definition of Key Term

1. Reading strategies: Strategies are deliberate movements which the students choose to attain positive aim and objectives. In this research reading strategy is the techniques and methods use by the third students of English Language education of UIR to make their reading successful in academic reading class.
2. Academic Reading Strategy: Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. In this research academic reading strategy is the strategy used by third year students at English Language Education which consist of summarizing, paraphrasing, synthesizing, self-questioning, analyzing, and reviewing.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

Some theories related to the study are reviewed in this chapter. They are the theories of reading

##### 2.1.1 Nature of Reading

There are four skills in English: speaking, listening, writing and reading. All those skill are very important for English learners. Each skill has a different function in English. So, it is better for English learners to master all of those skills. One of those skills is reading skill.

Definition of reading appears in various perspectives. Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al.,2000).

Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson, Peters, Weber, & Roeber, 2007).

Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. According to Tarigan (2011) reading is

as a process that is done by readers to be used for getting the message conveyed to the writer on the medium of writing text.

Based on Harmer (2007) reading is useful for language acquisition. Heilman (2001) states reading is an active ongoing process that is affected directly by an individual's interaction with his environment. Reading is a process of understanding written language. Since reading is process, it start from viewing the linguistic surface representation and ends with the certain ideas or meaning about the message intended by the writer. Thus reading is a combination of a perceptual process and cognitive process.

Swann (2005) says if we say that a student is good at comprehension we mean that he or she can read accurately and efficiently, so as to get maximum information from the text. It means the readers try to find the message from what they have read. Moreover reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. This message is the idea of the writer. There are three steps that are involved in reading activities; they are the writer, written text and reader. Reading involves an interaction between through and language.

It means that the reader carries to the task a formidable amount of information and ideas, attitude and beliefs. This knowledge, joined with the ability to make ability predictions, determines the expectation of the readers. Moreover, based on a modern psycholinguistic perspective, reading is considered as a psycholinguistic guessing game. This activity involves an interaction between thought and language.

### 2.1.2 Components of Reading

Reading becomes great if the reader comprehends the reading text. It is an active cognitive ability (background of knowledge) to be interactive with material they read. According to King C and Stanley (2014) stated that reading has five components contained in reading text, they are:

The first is finding the main idea. Main idea is the most significant thing that will help the readers. The main idea is not only in the beginning of the paragraph, but also can be in the middle of paragraph and at the end of the paragraph as well. Main idea of the paragraph tells the reader what the writer's want the readers to know about the topic. The main idea is usually expressed as complete thought, and the main idea usually shows the writer's reason or purpose for writing and the message he or she wants to share with the reader.

The second is finding factual information. Factual information needs readers to scan specific details. The readers should be able to recognize the certain information in details such as person, reason, and comparison. It required the readers to read specific or details such as person, time, place, reason and event that usually appear in WH Question. (where, why, who, what, when, how).

The third is finding the meaning of vocabulary. It means the reader can develop their guessing ability of the word, which is not familiar with them. They can look up the meaning of the word in dictionary. The fourth is making inference. Inference is ability where the reader has to be able to read between the lines. The fifth is identify reference. The writer uses

reference word and being able to identify the words or phrases to which they refer help the reader to understand the reading passage.

### 2.1.3 Teaching Reading in University

Teaching reading assists the students to attain the achievement in reading. In teaching reading comprehension, a teacher should do the great effort to assist students to identify the meaning of the written text that they read.

According to Hughes (2000) the teacher needs to survey the students' interest with the material that they want to read then decide what text they might enjoy very much. Then the teacher should decide what basic reading comprehension skills need to be included such as using students' background knowledge, asking questions, making inferences, summarizing what they have been reading and analyzing the unknown vocabularies. Moreover, the teacher should be allowed to independently use the strategies which fit the learning goals.

Nation (2009) adds that teacher can consider some principles in teaching reading as follows (a) Meaning-focused input (reading purposes, appropriate to their language proficiency level, developing language proficiency), (b) Meaning-focused output (involving other language skills; listening, speaking, and writing activities), (c) Language-focus learning (developing the skills and knowledge needed for effective reading; phonemic awareness activities, phonic, spelling practice in a range of reading strategies; previewing, setting a purpose, predicting, posing questions, connecting background knowledge, paying attention to a text

structure, guessing words from context), (d) Fluency development (helping and pushing the learners to develop fluency in reading, making them enjoy, and motivated to read, encouraging them to read a lot).

It is clear that Nation (2009) focuses on four principles in teaching reading. They are meaning-focused input, meaning-focused output, language-focus learning and fluency development. He aimed that the teachers can consider his theories based on the school's need. The teacher can use those principles as an alternative and those are needed to be considered before teaching learning starts.

In the other hand, Nation (2009) states that intensive work on reading text can focus on some aspects such as *comprehension* (understanding a particular text), regular and irregular sound-spelling relations through teaching phonics, spelling rules, and reading aloud , vocabulary (underlying the useful words, the meaning and the use of the words), grammar (difficult grammatical features), cohesion (reference words, conjunctions, etc), genre features (the vocabulary, grammatical features, cohesive features, the purpose), and the strategies (guessing from context, using dictionary, simplifying difficult sentences, taking note, etc).

In summary, Nation suggests considering some aspects in teaching reading such as understanding particular text, vocabulary, grammar, genre features and the strategies.

There are three kinds of reading learned in university, those are intensive reading , extensive reading and academic reading. Intensive reading means reading for detail. It can be said when the students read the

text, they try to get every detail of the text. While extensive reading refers to reading which students do often (but not exclusively) away from the classroom. It means that the time for reading as usual can be done wherever the students are beside the classroom. Academic reading is a specific category of reading, these may be journal articles, chapters in edited books or chapters in textbooks. further explanation is as follow:

#### **2.1.3.1 Intensive Reading**

The notion of intensive reading, Harmer (2007) defined that the reading activity focuses on le Intensive reading means reading for detail. It can be said when the students read the text, they try to get every detail of the text. Brown (2010) explained that intensive reading is reading that focus on surface structure such as grammatical forms, meaning and so on.

Nation (2009) articulated Intensive study of reading text can be a means of increasing learners' about language features that are focused on the language that is being used. In summary, intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand it.

#### **2.1.3.2 Extensive Reading**

Harmer (2007) explained that the term extensive reading refers to reading which students do c

Furthermore, Nation (2009) added During extensive reading learners should be interested in objective of extensive reading is dealing with the meaning of it. The same argument by Day and Bamford (2010) added that characteristic extensive reading as involving a large quantity of varied, self selected, enjoyable



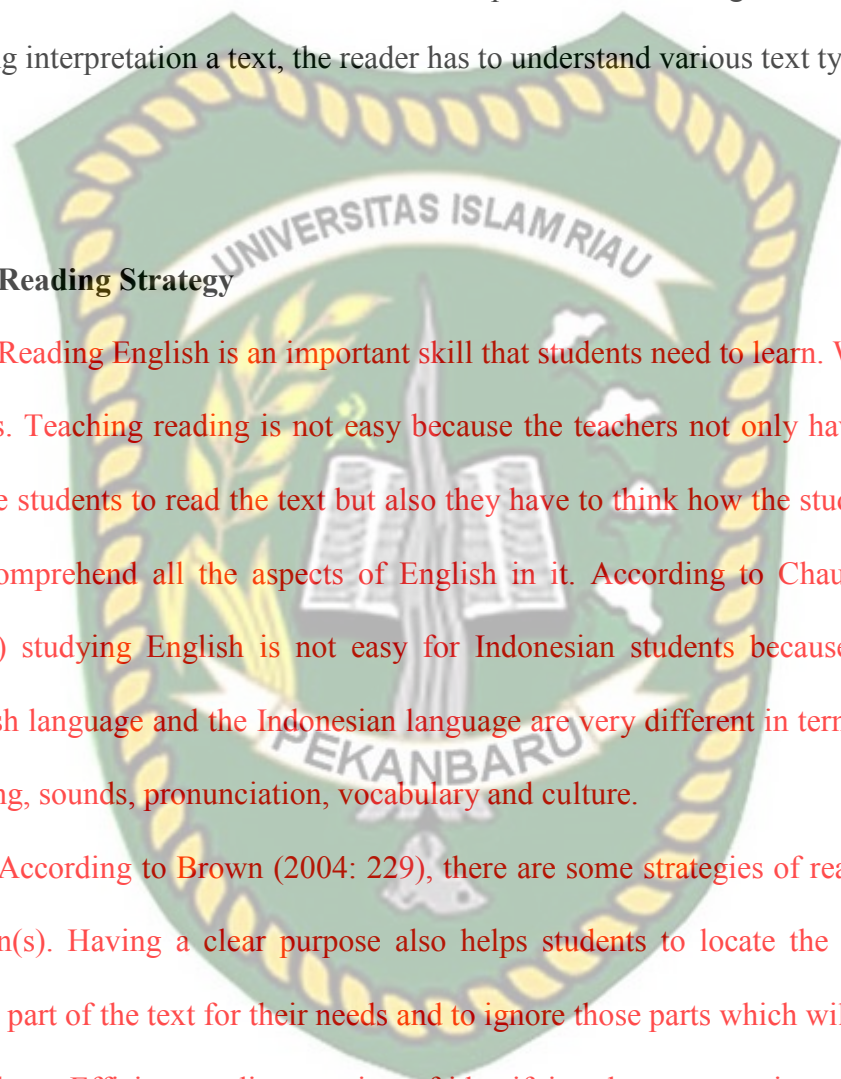
reading at a reasonably fluent speed. It is obvious in extensive reading that the reader can access, enjoy the literature which he/she has chosen wisely.

Therefore, to summarize, extensive reading is a kind of reading in which the reader can focus on the process of reading. Thus, it makes the reader focus on the process of reading. Moreover, making interpretation a text, the reader has to understand various text types.

#### 2.1.4 Reading Strategy

Reading English is an important skill that students need to learn. When reading a text the goal is to get the most out of the text. Teaching reading is not easy because the teachers not only have to get the students to read the text but also they have to think how the students can comprehend all the aspects of English in it. According to Chaudron (2004) studying English is not easy for Indonesian students because the English language and the Indonesian language are very different in terms of spelling, sounds, pronunciation, vocabulary and culture.

According to Brown (2004: 229), there are some strategies of reading comprehension: (1) the reader should have a clear purpose for reading a section(s). Having a clear purpose also helps students to locate the most useful part of the text for their needs and to ignore those parts which will not help them. Efficient reading consists of identifying the purposes in reading something so that we know what we are looking for and can weed out potentially distracting information; and (2) Ensure there are graphics and pictures to help beginners in decoding and comprehension (for beginning level learners). Alternatively use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).



Adler (2003) has said that comprehension strategies are conscious plans, sets of steps that good

The seven strategies he mentions appear to have a firm scientific basis for improving text comprehension. The first strategy is to identify what they do not understand and use appropriate strategies to resolve any problems in comprehension.

Second is metacognition. Before reading, the student should clarify their purpose for reading and

Third are graphic and semantic organizers which can illustrate concepts and relationships between parts of texts for fiction and for non-fiction as they read, 2) provide the students with tools they can use to examine and show relationships in a text, and 3) help students write well-organized summaries of a text.

### 2.1.5 Academic Reading

Sengupta (2002) defines academic reading as “Purposeful and critical reading of lengthy academic texts for studying specific major subject areas” (p. 3). According to Faizah (2004), academic reading is focused and is different from day to day reading. Levine, Ferenz, and Reves (2000) are of the opinion that the skill to read academic texts is regarded most crucial, which the university students need to undertake.

Research on academic reading has examined a list of strategies used by the competent and the less competent students. Students have to come across reading material which is much advanced and they should have the skills to grasp the main thoughts, philosophies, themes, and opinions from the academic text.

Academic reading strategies familiarize the students with new concepts and allow them to think in a different way by helping them to be focused and identify what they want to accomplish from their reading. Academic

reading is different from other forms of reading because it is complex and discipline-specific. It is carefully created from a number of sources and consciously requires looking into the authors' intentions and purposes.

Academic reading is a measured, challenging and multifaceted process in which students are dynamically engaged with a range of reading strategies. Academic reading improvement is possible provided students work on it and there are no short cuts or remedies which will cure the reading problems. Reading improvement is hard work and a difficult task, but it is rewarding as well.

Nevertheless, this process is only possible if the readers use a series of categories of analysis, some of which are specific to each academic discipline. Thus, working with a text and recreating its meaning entail both non discipline specific and specific strategies, which the expert reader incorporates intuitively while reading (Hermida, 2009); thus, "Making students skilful is a skill and a teacher needs to learn this skill" (Gull, 2014). Therefore, teachers in each discipline need to teach both the general analytical tools and the discipline- specific values and strategies that facilitate disciplinary reading and learning.

Academic reading is different from other types of reading and the length and level of texts vary. It involves an exhaustive reading of texts, which are subject explicit and include a thorough amalgamation of data from various resources. using academic reading strategies successfully largely depend on the awareness and flexibility of using these strategies. Shuyun and Munby (1996) believe that academic reading is a very thoughtful, serious, and multifaceted process.

Taking this view into consideration, it may not be over ambitious to specify that the second language learners should be active in developing a wide range of reading strategies, which helps them overcome difficulties when they encounter comprehension issues.

Academic reading is complex, multi-level and different from other kinds of reading. Based on Academic reading is extended reading of a range of texts varying in length. Unlike the regular (Carrell and Carson, 1997) and consciously finding authorial intentions and purposes (Huckin and Flower, 1990). Spack (1993) points out that academic reading is often a process of actively engaging with what is read, gleaning information and then fitting this information by thinking things through and finally being able to interpret the content flexibly to suit the purposes of the academic writing assignment. However, in spite of the commonalties, exactly what counts as academic reading is subject to interpretation.

#### **2.1.4 Academic Reading Strategy**

Reading Strategy has been defined by (Cohen, 2003) as mental processes that readers consciously select to use to complete reading tasks successfully. When students can select and use a strategy automatically , they have achieved independence in using the strategy.

It can be concluded that reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading

strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

According to Cohen (2003), reading strategies is mental processes that readers consciously select to use the complete reading tasks successfully. So, students need a strategy while reading tasks so students are able to read successfully. By implementing the reading strategies, it is giving reader the tools that can help them succeed

While Brantmeier (2002) said that the benefits of reading strategy use depend on how effectively readers use the strategies rather than the more knowledge of it. It relate with what they have read to their own experiences and knowledge. extend their understanding in critical and creative ways. Students can be taught to be strategic and effective readers. Struggling readers benefit from a variety of instructional approaches that demonstrate reading skills as subject content is taught.

Baker and Boonkit (2004) defined reading strategies as techniques and methods readers use to make their reading successful. So, the readers need a good technique and method to have a successful reading. In conclusion readers' strategy use while reading demonstrates their interaction with written texts, and effective use of strategies can improve their reading efficiency and text comprehension.

University students of English as a second language and English as a foreign language have to read a large volume of academic texts in English. However, many students enter university education underprepared for the reading demands placed on them (Dreyer & Nel, 2003). They show inability

to read selectively, that is, extracting what is important for the purpose of reading and discarding what is insignificant. So, When students struggle with reading comprehension they are at a severe disadvantage. They do not retain what has been read and eventually become dissuaded by reading altogether.

Strategies for language learning and language use have been receiving ever growing attention in the areas of L2 teaching and learning. The most general finding among these inquiries was that the use of appropriate language learning strategies leads to improved proficiency or achievement overall or in specific skill areas. These studies also supported the notion that the use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction.

University EFL learners need to recognize more fully that developing and using reading strategies could improve their reading ability in their content subjects and also their academic performance. Use of appropriate learning strategies in general and reading strategies in particular can enable students to take responsibility for their own learning by enhancing learner autonomy, independence and self direction.

Successful language learners may serve as informants for students experiencing less success in language learning. These factors are important because learners need to keep on reading when they are no longer in a formal classroom setting (Oxford & Crookall) stated in Hossein (2014). It means that it is not enough just to offer good instruction. Several important

features of good reading instruction also need to be present. Otherwise, the comprehension instruction will not take hold and flourish.

Strategies are conscious plans and sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

Carnine, Silbert and Kameenui (2007) stated that reading strategies such as summarizing, paraphrasing, synthesizing, self-questioning, analyzing are typically improving comprehension of Academic English text. These strategies can effectively contribute to enhancing the ability of English learners in comprehending academic reading text and can help them build up a constructive attitude toward English reading in academic and textual summarizing context. The strategies are described as follow:

**a. Summarizing**

According to Carnine, Silbert and Kameenui (2007) a summarizing is a short statement in readers' own words which contains their interpretation of the most important ideas in a text. A summary can be a couple of statement long if it covers a short passage, or it can be considered segments thereof. Carnine, Silbert and Kameenui (2007) also stated that a summary picks out the main points of a book, article, or other source and restates these points in the reader's own words. By highlighting these main points, readers will be left with a condensed version of a longer piece.

According to Silbert and Kameenui (2007) the procedure of summarizing are:

1. List the main ideas for each paragraph in the text.
2. Underline the main idea statements that include the most important ideas from the text.
3. Combine any ideas that could go into one sentence.
4. Number the ideas in logical order.
5. Write the summary in one paragraph

There are six steps of the procedure on how to write a summary. The first step is listing the main ideas for each paragraph in the passage. Read a main idea statement until the reader have read through them all. The second step is underlining the main idea statements that include the most important ideas from the passage. Look at each main idea statement again and discuss which main ideas to keep, which to leave out, and why. Constantly remind that only the most important information goes in the summary

The third step is combining any ideas that could go into one sentence. Only those main idea statements that contained the most important information have been selected. „Think aloud“ as the reader read the statements and identify some that could be combined into a single sentence. The forth step is numbering the ideas in logical order. Read the main idea statements and decide how to put them in order so they make sense. „Think aloud“ through the process of ordering the remaining main idea statements.

The fifth step is writing the summary in one paragraph. Once the important statements have been underlined, the ones that go together combined, and all the remaining ideas numbered in an order that makes sense, the summary can be written. The summary should be only one



paragraph long. The last step is editing the summary. To edit it is to check for correct capital letters, punctuation, spelling, and, most of all, whether the written summary makes sense. Finally, be sure to read the entire summary to model the process of checking to be sure it makes sense.

### **b. Paraphrasing**

Carnine, Silbert and Kameenui (2007) defined a paraphrasing as a kind of report on reading that is frequently required in college work. It represents a free passage, fully and proportionally, but in words different from the original. A paraphrase is a short summary of a writer's statement (usually no more than a sentence) in your own words concentrated only on what you think are the main points a writer is making, the ones for which supporting arguments are found.

From the statements above the writer concludes that a paraphrase is presenting a message from the authors' ideas in our own words of all the information in a brief passage. Paraphrasing or wording something along side from the original. It makes the meaning of the passage's is clearer and more concise. And it is a useful skill for almost any field of study or work specially in academic reading and academic writing.

There are some step in paraphrasing. Carnine, Silbert and Kameenui (2007) the former out the systematic paraphrasing strategies as follow :

1. to read text and find the unfamiliar word
2. to find the synonym for the unfamiliar words
3. change the sentence structure
4. paraphrase readings using their own words.

### c. Synthesizing

Carnine, Silbert and Kameenui (2007) stated that in synthesizing information students must make it in their own word, they must develop all of the reading comprehension strategies to know the meaning. They must connect the information that they found in various resources and interpret it, and put it back together into a transformed and coherent whole. Students who master this strategy are proficient in comprehending the texts that they read ,combining information from multiple source and passing that information through their own interpretations.

Carnine, Silbert and Kameenui (2007) states that in Strategies for synthesizing consist of the steps below:

1. Study the different sources of information carefully
2. Read with a purpose and think about what reader need to find out to make reader's decision
3. Identify the details from reader's sources that will help reader make a conclusion or judgment
4. Put those details together to solve the problem or make reader's conclusion
5. Make notes about the details reader's have collected to help reader
6. Organize reader's notes in lists, an outline, note cards, or a graphic organizer similar to the one below

### d. Self- Questioning

According to Carnine, Silbert and Kameenui (2007) self-questioning strategy is proposed that the focus of questions generated strategy is to let readers' attention fully concentrate on major concepts of the texts, and then to analyze the content with the prior knowledge and to do evaluation during the process of questioning and answering. If readers cannot correctly answer the questions which they generate, it means that readers do not understand the content of the text clearly and deeply.

Therefore, through self-questioning use, readers could be aware what they have already known or not after reading. From these two opinions, it can be concluded that the self-question strategy has helped the students in understanding a text and the questions that have been produced can make the reader understand the text content of the reading material, for this reason researchers deepen about the strategy of self-question in the process of understanding readings that occur in students.

Procedure of Questioning Strategy according Carnine, Silbert and Kameenui (2007) is as follows

1. Attend to clues as you read
2. Say some questions
3. Keep prediction in mind
4. Identify the answer
5. Talk about the answer

#### **e. Annotating/Analyzing**

Carnine, Silbert and Kameenui (2007) stated that Annotating or called as analyzing is a reading strategy that requires readers to write in the

margin of the text as they are reading. Annotating is marking the text to identify important information and record the readers' ideas in order to comprehend a difficult text.

According to Carnine, Silbert and Kameenui (2007) using an annotating strategy during reading will lead to some advantages. Firstly, it helps readers concentrate. By annotating readers can deliberately engage the author in conversation and questions, and stop to argue, pay a compliment, or clarify an important issue in order to maintain their concentration of what they are reading. Secondly, it helps readers pay attention to and understand important points. Annotating makes identifying the author's most important points, recognizing how they fit together, and noting readers' response become easier. Annotating also enables the readers to catch and understand implied meaning in the text. The next advantage is that it helps readers to lessen the load of working memory, annotating gives place for readers to hold their thinking. Therefore, overload of working memory can be avoided. Finally, readers' annotations can be proof of understanding and reminder. Furthermore, Carnine, Silbert and Kameenui (2007) stated there are some activities

1. Read title and subtitles of the text
2. Examine any illustrations that are included
3. Write questions and make predictions or connections near the text.
4. Mark word, phrase, sentence that can be key words or difficult words that need further information.

5. Write prediction, opinion, summaries of a text with your own words.
6. Reread annotations and draw conclusions from the text
7. Examine patterns and repetitions to determine possible meaning which is presented in the text.

In line with Carnine, Silbert and Kameenui , Kennedy (2012) claimed that students' ability in comprehending academic reading text can be improved by using some strategies; summarizing, paraphrasing, and synthesizing. These strategies are an effective strategy used by students during the process of reading comprehension, and they are designed to help students effectively understand complex reading demands. The strategies are described as follow:

**a. Summarizing**

Kennedy (2012) stated that summarizing is a reading strategy to help to understand what is being read and is an activity that requires students to comprehend, analyze and synthesize ideas. He said that it is an important skill for readers of all levels, even those at college and beyond. A summary therefore, is a shorter version of an original text, stating the main ideas some might suppose that summarization as a kind of reading strategy would be an effective strategy to smooth the progress of the cognitive process of comprehension. It can be said that summarization is an effective learning strategy that can help students to construct and retain a succinct summary of important propositions from text such as academic and textual text.

There are some steps in summarizing. According to Kennedy (2012), those are:

1. We delete redundancy and unimportant detail,
2. We provide a general term to cover several specific the original text
3. We locate and emphasize topic sentences, and invent ones if none are found
4. We combine ideas in sentences and paragraph.

#### **b. Paraphrasing**

According to Kennedy (2012) paraphrasing is translating the author's ideas into our own words. He stated that the paraphrase is a kind of report on reading that is frequently required in collage work. Whereas a precis is a digest of the essential meaning of an original passage, a paraphrase is a full length statement of that meaning. A paraphrase presents a free rendering of the sense of a passage, fully and proportionately, but in words different from the original.

Paraphrasing strategy done by the students has important role in increasing their reading comprehension achievement. That is because according to Kennedy (2012) paraphrasing strategy allows the student to demonstrate their understanding of the material by pulling its ideas and meanings into their own analysis and argument.

Kennedy (2012) use the following steps to paraphrase effectively:

1. Read slowly and carefully
2. Read the material through entirely before writing anything,
3. As you read, focus on both exact meaning and relationship among ideas
4. Begin paraphrasing sentence by sentence
5. Reading each sentence and identify its core meaning,
6. Don't try to paraphrase word by word
7. For words or phrases about which you are unsure of the meaning, check a dictionary to locate a more familiar meaning,
8. Combine several original sentences into a more concise paraphrase,
9. Compare your paraphrase with the original for completeness and accuracy.

**c. Synthesizing**

According to Kennedy (2012) states that Synthesizing involves merging new information with existing knowledge to create an original idea, see a new perspective, or form a new line of thinking to achieve insight. He also confirm that Synthesizing is the most complex of comprehension strategies. He also explain that synthesizing is the process whereby a student merges new information with prior knowledge to form a new idea, perspective, or opinion or to generate insight. Synthesizing is a process of ordering, recalling, retelling, and recreating information into a coherent whole.

Kennedy (2012) states that in Strategies for synthesizing consist of the steps below:

1. Read with a purpose
2. Identify the details from reader's sources
3. Make notes
4. Organize reader's notes in lists and write it

Another theory according to Sherer et al. (2012) there are two strategies can improve students' reading comprehension in academic text, called paraphrasing and reviewing strategy. These two strategies give good benefit for reader to comprehend and the academic text such as the academic article. The strategy is described as follow:

#### **a. Reviewing**

Reviewing strategies are ways for reengaging with information that the reader has already read. Review strategies are particularly valuable when the reader reads for a specific purpose such as textual text or academic text. Review strategies are a great way of helping readers to move information from our short-term to our long-term memory (Sherer et al. (2012). There are several steps to use to do this strategy:

1. Read the whole text
2. Find the information in the text
3. Look for key words in reading text
4. Reread the idea in in reading text
5. Write the new idea after reading the material

#### **b. Paraphrasing**

According to Sherer et al. (2012) Paraphrasing is expressing someone else's ideas or restates a passage in our own words. There are



some step in paraphrasing. Sherer et al. (2012) the the systematic paraphrasing strategies as follow :

1. Write a loose paraphrase and record necessary contextual information
2. Substitute synonyms
3. Change the order of ideas
4. Compare your completed paraphrase to your loose paraphrase and the original

Based on some theories from some experts which explained before, the researcher took the theory of reading strategies in academic reading by Carnine, Silbert and Kameenui. There are some reading strategies in academic reading :

- a. Summarizing
- b. Paraphrasing
- c. Synthesizing
- d. Self-questioning
- e. Analyzing

The researcher used the indicator of these reading strategies as an instrument of the research.

## 2.2 Relevance Studies

There have been some former students who have done their own researches as the researcher does.

Based on finding of Carnine, Silbert and Kameenui (2007) showed that reading strategies such as summarizing, paraphrasing, synthesizing,

self-questioning, analyzing are typically improve comprehension of Academic English text. These strategies believed can effectively contribute to enhancing ability of English learners in comprehending academic reading text and can help them build up a constructive attitude toward English reading in academic and textual summarizing context.

Based on the finding of research by Li and Munby (1996) ESL academic reading was a very deliberate, demanding and complex process in which the students actively invoked a variety of strategies in order to understand academic contextual materials. The students mentioned paraphrasing, repetition, using contextual clues to predict, looking for purposes and important information, visualizing, self-questioning, using background knowledge, paying attention to connectives, skimming, scanning, paying attention to topic sentences, using comparison and contrast, and picking out key words.

Sheorey and Mokhtari (2001) investigated the differences in the reported use of reading strategies of native and non-native English speakers when reading academic materials. The results revealed that both US and ESL students display awareness of almost all of the strategies included in the survey. Moreover, both groups attribute the same order of importance to categories of reading strategies in the survey, regardless of their reading ability: cognitive strategies, followed by metacognitive strategies, and support strategies.

Saengpakdeejit (2014) presented a qualitative investigation designed to provide a clear picture of the strategies used by students in their

academic reading The data analyses revealed two main emergent categories of reading strategies: 1) strategies for comprehending reading texts (SCT); and 2) strategies for enhancing textual comprehension (SETC) with altogether 39 individual reading strategies.

Nurazila AA., Suzana Ab R., Ety HH., Nor AA., Hasfazilah A., Samsiah B., Mohd Rizaimy with the title “The reading strategies awareness among English as a Second Language (ESL) Learners in Malaysia’s University”, This research paper aims to measure the awareness level of reading strategies of the English as Second Language (ESL) Learners in Universiti Teknologi MARA, Penang. This study has included the measurement of their perceived use of reading strategies while reading academic materials since reading of specialized academic material in the second language is beginning to receive attention. This type of academic reading is also important to test the learners’ reading comprehension skills and their knowledge of the text. An instrument of the Survey of Reading Strategies (SORS) was used for this study where it consists of three broad categories of reading strategies namely, Global Reading strategies, Problem Solving Strategies and Support Strategies. Analysis of the collected data revealed that the learners perceived the three strategies with a different frequency level depending on the purpose of reading academic materials. The data also provided evidence that they were able to practice them. The findings of the reading strategies awareness of ESL learners are discussed.

Poole (2005) used the Survey of Reading Strategies (SORS) to explore the reading strategies of 248 university ESL students from the

Midwest and South of the United States. The results revealed that problem-solving strategies were used with high frequency, while global and support strategies were used with medium frequency.

Karbalaei (2010) This study investigated whether there are any significant differences between EFL and ESL readers in metacognitive reading strategies when they are reading academic texts in English. One hundred and ninety undergraduate students (96 Iranians and 93 Indians) completed an instrument designed to measure the students' metacognitive awareness of reading strategies after performing a reading comprehension test. The result of this study indicated that the subjects in both groups reported a similar pattern of strategy awareness while reading academic texts although the two student groups had been schooled in significantly different socio-cultural environments. Regarding the difference existing among both groups, Indians reported more awareness and use of global support and total metacognitive reading strategies. Iranian students reported no significant difference in using problem-solving reading strategies.

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

This is qualitative research. Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2004). One identifier of qualitative research is the social phenomenon being investigated from the participant's viewpoint. In this research the writer uses one variable. The variable is An Analysis of Reading Strategies Used in Academic Reading Class at the Third Semester Students of English Language Education of UIR.

#### 3.2 Location and Time of the Research

This research will be conducted in the third semester students class at English Language Education of UIR Pekanbaru at Jl. Kaharuddin Nasution No 113 Pekanbaru Riau on April 2021.

#### 3.3 Participants

The population of this study will be the third semester students in 2020/2021 Academic Year at English Language Education of UIR. The researcher chose IIIA class as the sample of the research. It consists of 32 students.

### 3.4 Instruments of the Research

The instrument in this research is questionnaire. Questionnaire is the list of questions or statements that are given to participants. Sugiyono (2008) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondents. In this research, the researcher scoring systems are Always (A), Often (O), Sometimes (S), Rarely (R) and Never (N).

Tabel 3.1 The blue print of Indicators of Academic Reading Strategies

NO	Strategy	Indicators	Number of question
1	Summarizing	List the main ideas	1
		Underline the main ideas	2
		Combine any ideas	3
		Number the ideas in logical order.	4
		Write the summary	5
2	Paraphrasing	Read text and find the unfamiliar word	6
		Find the synonym	7
		Change the sentence structure	8
3	Synthesizing	Paraphrase readings	9
		Study the different sources of information carefully	10
		Read with a purpose	11
		Identify the details	12
		Put those details together	13
4	Self-Questioning	Make notes	14
		Organize notes in lists	15
		Attend to clues as you read	16
		Make some questions	17
		Keep prediction in mind	18
5	Annotating /Analyzing	Identify the answer	19
		Talk about the answer	20
		Read title and subtitles.	21
		Examine any illustrations	22
		Write questions and make	23

		predictions	
		Mark word, phrase, sentence	24
		Write prediction, opinion, summaries of a text	25
		Reread annotations and draw conclusions.	26
		Examine patterns and repetitions to determine possible meaning	27

Adapted from Carnine, Silbert and Kameenui (2007) and Kennedy (2012)

### 3.5 Data Collection Technique

In completing the data, the next step of this research is collecting the data. The questionnaires will take place at the English Language Department of UIR. Before the questionnaire is administered to the students, participants are familiarized with the aim of the research. The basic information about the research is specified on questionnaires as well. Prior to answering the questionnaire, participants are promised to remain completely anonymous.

The researcher will distribute the questionnaire to participants by using google form by sharing the questionnaire in whats application group of Class III A. After the participants are ready to fill out the questionnaire, the researcher will score it by using likert scale and analyze what are the academic reading strategies used in the third semester students in English Language Education of UIR.

### 3.6 Data Analysis Technique

In this research, the technique analysis data are:

1. Collecting data

The researcher creates questionnaires and distributes them to all of the participants of the research. In this research, there are 32 students who answer the questionnaires.

2. Categorized the data based on indicators

Afterwards, the researcher categorized the data based on the indicators to make it easier for writer to describing the data.

3. Describe the data

After categorizing the data, the writer to carry out analysis and describe the data according to the data obtained.

4. Make conclusion

The last step of the analysis data is conclusion, the writer make conclusion based on the data that obtained and generated in this study.

For the researchers to determine th what are the academic reading strategies used in the third semester students in English Language Education of UIR among the sampling, likert scale is used as the tool of the study, which ranges from strongly are Always (A), Often (O), Sometimes (S), Rarely (R) and Never (N). The Likert’s scale is divided into five options with two kinds of statements, positive and negative. The category of Likert’s scale options could be seen as follow:

Positive Statement and Score	Statement	Negative Statement and Score
5	A	1
4	O	2
3	S	3
2	R	4
1	N	5

Where :



- A : Always
- O : Often
- S : Sometimes
- R : Rarely
- N : Never

Positive statement is a statement which has a positive meaning. Always is scored by 5, often is scored by 4, sometimes is scored as 3, rarely scored as 2 and never is scored by 1. And vice versa for the negative statement, Always is scored 1, often is scored by 2, sometimes is scored by 3, rarely scored by 4 and never is scored by 1. After research scores the statement, it will be summarized and find the percentage to know which strategy is used more often in academic reading class.

For clarity and simplification, the results are summarized and presented in tables, which make

In completing the data, the next step of this research is collecting the data; the function of data collecting is to determine the result of the research. The researcher will distribute the questionnaire to participant by using google form. The researcher scores and analyzes the result.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Data Description

The questionnaire was used to know what are the academic reading strategies used in the third semester students in English Language Education of UIR. There were 28 students become the sample. In this research, researcher found reading strategies used by the third students in English Language Education of UIR based on summarizing, paraphrasing, synthesizing, paraphrasing, and Annotating or Analyzing since these strategies are the most necessary ones to be implemented in academic reading. The following table is the recapitulation of the research from 28 students:

**Table 1. Recapitulation of the Result**

No	Indicators	Always		Often		Sometimes		Rarely		Never	
		F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)
1	Summarizing	26	18,57	58	41,42	47	33,57	9	2,25	0	0
2	Paraphrasing	21	18,75	28	24	50	44,64	11	9,82	2	1,78
3	Synthesizing	26	15,47	72	42,85	55	32,73	11	6,54	1	0,05
4	Annotating	44	22,44	62	31,36	76	38,77	7	3,57	0	0

From table 1, it is illustrated that the dominant statement of first indicator (Summarizing) was in “often” category. Summarizing has 5 statements in the questionnaire and the total of students from 5 statements becomes 140 students’ responses (28 students each statement). It can be said that from 140 students’ respond, there was 58 (41,42%) students often use summarizing strategy, 26 (18,57%) always use summarizing in academic reading, 47 (33,57%) students

sometimes use summarizing and 9 (2,25%) students rarely use summarizing strategy in academic reading.

In the second indicator (Paraphrasing) in table 3, it can be seen that the dominant statement was in **“sometimes” category**. Paraphrasing has 4 statements in the questionnaire and the total of students from 4 statements becomes 112 students’ responses (28 students each statement). It can be said that from 112 students’ responses, there were 50 (44,64%) students who sometimes use **paraphrasing strategy**, 21 (18,75%) always use Paraphrasing in academic reading. Meanwhile 55 (32,73%) students sometimes use paraphrasing, 11 (9,82%) students rarely use Paraphrasing and 2 (1,78%) students never use Paraphrasing strategy in academic reading.

In the third indicators (Synthesizing) of table 1, it showed that the dominant statement was in **“often” category**. Synthesizing has 6 statements in the questionnaire and the total of students from 6 statements becomes 168 students’ respond (28 students each statement). It can be said that from 168 students’ respond, there was 73 (42,85%) **students often use synthesizing strategy**, 26 (15,47%) always use Synthesizing in academic reading, 55 (32,73%) students sometimes use Synthesizing and 11(6,54%) students rarely use s Synthesizing strategy in academic reading, and there were 1 (0,05%) students never use this strategy in academic reading.

In the last indicators (Annotating) in table 1, it is illustrated that the dominant statement of last statement and the total of students from 7 statements become 196 students’ responses (28 students each statement). It can be said that

from 196 students' respond , there was 76 (38,77%) **students sometimes use Annotating strategy** , 44 (22,44%) always use Annotating in academic reading, 62 (31,36%) students often use Annotating and 7 (3,57%) students rarely use Annotating strategy in academic reading.

Based on the recapitulation of the result of the research question “What are the academic reading strategies **used** in the third semester students in English Language Education of UIR it is found that 1) students **often** use Summarizing (41,42%) and Synthesizing (42,85%) in academic reading, 2) students **sometimes** use Paraphrasing (44,6%)and Annotating strategy (38,77%) in academic reading.

Each of indicators will be described in the following sections:

#### 4.1.1 Summarizing

Summarizing picks out the main points of a book, article, or other source and restates these points in the reader's own words. By highlighting these main points, readers will be left with a condensed version of a longer piece. The students' answer summarizing strategy as academic reading strategies **used** in the third semester students in English Language Education of UIR. , can be seen in Table 2.

**Table 2. Summarizing as Academic Reading Strategies used in the Third Semester Students in English Language Education of UIR**

N	Statement	Responds				
		A	O	S	R	N
1	I list the main ideas for each paragraph when I read the text	7 (25%)	7 (25%)	14 (50%)	0	0
2	I underline the main idea	6 (21,42%)	12 (42,85%)	10 (35,71%)	0	0

	statements that include the most important ideas when I read the text					
3	I combine any ideas that could go into one sentence when I read the text	3 (10,71%)	17 (60,71%)	6 (21,42%)	2 (7,14%)	0
4	I number the ideas in logical order when I read the text	4 (14,28%)	10 (35,71%)	10 (35,71%)	4 (14,28%)	0
5	I write the summary in one paragraph when I read the text	6 (21,42%)	12 (42,85%)	7 (25%)	3 (10,71%)	0
	Total	26 (18,57%)	58 (41,42%)	47 (33,57%)	9 (2,25%)	0

Based on table 2 it showed that 41,42% students “often (O)” do the summarizing steps, while 33,57% students “Sometimes (S)” do the steps. Other students “Always (A)” do the steps (26%) and 2,25% students “Never(N)” do the summarizing steps.

#### 4.1.2 Paraphrasing

Paraphrasing is presenting a message from the authors’ ideas in our own words of all the information in a brief passage The students’ answer of paraphrasing strategy as academic reading strategies **used** in the third semester students in English Language Education of UIR. can be seen in Table 3.

**Table 3. Paraphrasing as Academic Reading Strategies used in the Third Semester Students in English Language Education of UIR**

N	Statement	Responds				
		A	O	S	R	N
6	When I read the text I underline the unfamiliar word that i find	11 (38,28%)	6 (21,42%)	11 (39,28%)	0	0
7	I find the synonym for the unfamiliar words	4 (14,28%)	8 (28,57%)	14 (50%)	1 (3,57%)	1 (3,57%)
8	I change the sentence structure	2 (7,14%)	5 (17,85%)	13 (46,42%)	7 (25%)	1 (3,57%)
9	After reading the text, I make the paraphrase	4 (14,28%)	9 (32,14%)	12 (42,85%)	3 (10,71%)	0
	Total	21 (18,75%)	28 (24%)	50 (44,64%)	11 (9,82%)	2 (1,78%)

Table 3 illustrates that 44,64% students “Sometimes (S)” do the steps while 24% “Often (O)” do the paraphrasing steps. There were 18,75% students “Always (A)” do the test, 9,82% students “Rarely (R)” do the the steps and 1,78% students “Never(N)” do the paraphrasing steps.

#### 4.1.3 Synthesizing

Synthesizing information students must make it in their own words, they must develop all of the reading comprehension strategies to know the meaning. Students who master this strategy are proficient in comprehending the texts that they read ,combining information from multiple sources and passing that information through their own interpretations.

The students’ answer of paraphrasing strategy as academic reading strategies used in the third semester students in English Language Education of UIR. can be seen in Table 4.

**Table 4. Synthesizing Academic Reading Strategies used in the Third Semester Students in English Language Education of UIR**

N	Statement	Responds				
		A	O	S	R	N
10	I Study the different sources of information carefully	5 (17,85%)	13 (46,42%)	9 (32,14%)	1 (3,57%)	0
11	I read the text with a purpose and think about what I need to find out	8 (28,57%)	13 (46,42%)	6 (21,42%)	1 (3,57%)	0
12	I identify the details from my sources that will help me make a conclusion or judgment	4 (14,28%)	12 (42,85%)	10 (35,71%)	2 (7,14%)	0
13	I put source details together to solve the problem or make my conclusion	3 (10,71%)	12 (42,85%)	11 (39,28%)	2 (7,14%)	0
14	I make notes about the details I have collected to help reader	3 (10,71%)	10 (35,71%)	13 (46,42%)	1 (3,57%)	1 (3,57%)
15	I organize my notes in lists, an outline, note cards, or a graphic organizer or other to syntesizing the text	3 (10,71%)	12 (42,85%)	9 (32,14%)	4 (14,28%)	0
	Total	26 (15,47%)	72 (42,85%)	55 (32,73%)	11 (6,54%)	1 (0,05%)

Table 4 showed that 42,85% students “often (O)” do the Synthesizing strategy steps, while 0,05% students “Never(N)” do the Synthesizing strategy.

#### 4.1.4 Annotating/Analyzing

Annotating or called as analyzing is a reading strategy that requires readers to write in the margin of the text as they are reading. Annotating is marking the text to identify important information and record the readers' ideas in order to comprehend a difficult text. The students' answer of Annotating as academic reading strategies used in the third semester students in English Language Education of UIR. can be seen in Table 5

**Table 5 .Synthesizing Academic Reading Strategies used in the Third Semester Students in English Language Education of UIR**

N	Statement	Responds				
		A	O	S	R	N
16	I read title and subtitles.	17 (60,71%)	7 (25%)	4 (14,28%)	0	0
17	I examine any illustrations that are included (examine the print bold and italic, etc)	4 (14,28%)	9 (32,14%)	15 (53,57%)	0	0
18	I write questions and make predictions or connections near the text.	5 (17,85%)	5 (17,85%)	14 (50%)	4 (14,28%)	0
19	I mark word, phrase, sentence that can be key words or difficult words that need further information.	6 (21,42%)	11 (39,28%)	9 (32,14%)	2 (7,14%)	0
20	I write prediction, opinion, summaries of a text with own words.	5 (17,85%)	13 (46,42%)	10 (35,71%)	0	0
21	I Reread annotations and draw	3 (10,71%)	14 (50%)	10 (35,71%)	1 (3,57%)	0



	conclusions.					
22	I examine patterns and repetitions to determine possible meaning which is presented in the text.	4 (14,28%)	12 (42,85%)	12 (42,85%)	0	0
		44 (22,44%)	62 (31,63%)	76 (38,77)	7 (3,57%)	0

Table 5 showed that 38,77% students “Sometimes (S)” do the steps of analyzing while 31,63% “Often (O)” do the analyzing steps. There were 22,44% students “Always (A)” do the test, 9,82% students “Rarely (R)” do the steps and 3,57% students “Never(N)” do the analyzing steps.

#### 4.2 Discussion

The results of the questionnaire of oral communication apprehension revealed that reading strategies used by the third students in English Language Education of UIR were summarizing, paraphrasing, synthesizing, paraphrasing, and Annotating or Analyzing since these strategies are the most necessary ones to be implemented in academic reading.

##### 4.2.1 Summarizing

The result of the summarizing strategy showed that the students often use summarizing strategy. The research finding in this research is in line with the research of Wormeli (2005), he found that summarization strategy is the most used strategy use in the reading class of EFL students. He added that the summarization strategy can be considered quite mystifying and puzzling to students who are not familiar with the strategy.

In the article of Jones' research explained that summarizing is when we take large selections of text and reduce them, making sure to include the main points and the general idea of the article (Jones, 2012). The purpose of this strategy is to pull out the main ideas out of the passage and focus on the key details. According to Brown in Nguyen, Summarizing is a strategy that allows students to understand what is being read and is therefore it helps them retain important ideas and information given in a particular text

According to Jones (2012), "When summarizing, the reader strips away the extra verbiage and extraneous examples. They focus on the heart of the matter. They try to find the key words and phrases that, when uttered later, still manage to capture the gist of what they've read. The reader is trying to capture the main ideas and the crucial details necessary for supporting them. Jones (2012) also states that this strategy is truly about equipping your students to be lifelong learners.

This research is also in line with Mafula (2020) finding that through using strategy summarizing, students can improve their reading comprehension well. Based on the questionnaire result, students were motivated to read more. It can be concluded that using summarizing as strategy in reading increases students' reading comprehension as well as in reading academic.

#### **4.2.2 Paraphrasing**

The result of the paraphrasing strategy showed that the students sometimes use this strategy. They sometimes use the strategy by reading the text and underline the unfamiliar word that they find, they also find the synonym for the

unfamiliar words, they change the sentence structure and After reading the text, they make the paraphrase. This strategy is in line with Suwanto (2014) in his research that found paraphrasing strategies proven effective in literal and inferential reading comprehension together.

The Paraphrasing Strategy is designed to help students focus on the most important information in a passage and to improve students' recall of main ideas and specific facts. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words (Jean, 1984). According to Mazak, Zwier and Yilmaz (2005), there are four steps to paraphrase the text, two of which are (1) to understand what is read. (2) thinking about the idea, especially how the idea can be associated with a specific topic. Suwanto (2014) in his research found that paraphrasing strategies proven effective in literal and inferential reading comprehension together.

#### **4.2.3 Synthesizing**

The result of the Synthesizing strategy showed that students often use Synthesizing strategy. Synthesizing can be uses for understanding Reading Comprehension. Moreillon (2007:132) stated that Synthesizing strategy is to shed light on the significance of texts from the reader's point of view. Synthesizing also involves bringing together information from several sources. When the readers synthesize, they sort and evaluate information, they may find agreement among texts, or they may find conflicting "facts" like determining ideas and the readers make it in a value of judgments. Students access information efficiently

and effectively, to evaluate information critically and competently, and to use information accurately and creatively.

Synthesizing requires longer-term, in depth learning. When students are exploring curriculum-based subject or independent inquiry topics, the teacher-librarian can offer expertise in teaching information literacy skills and strategies. In synthesizing information students must make it in their own words. They must develop all of the reading comprehension strategies to know the meaning. They must connect the information that they found in various resources and interpret it, and put it back together into a transformed and coherent whole. Students who master this strategy are proficient in comprehending the texts that they read, combining information from multiple sources and passing that information through their own interpretations. Students must create, develop, and revise their schemas to synthesize a text.

#### **4.2.4 Annotating/Analyzing**

The result of the Annotating/Analyzing strategy showed that students sometimes use Annotating/Analyzing. They sometimes examine any illustrations that are included (examine the print bold and italic, etc) and they also mark word, phrase, sentence that can be key words or difficult words that need further information. Besides, they also sometimes examine patterns and repetitions to determine possible meaning which is presented in the text.

It is in line with research finding of Carol (2004) Annotating is a writing to learn strategy used while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading. It makes the reader's

dialogue with the text a visible record of the thoughts that emerge from the reading. A Carol (2004) mentions that annotating is a writing to learn strategy used while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading. It makes the reader's dialogue with the text a visible record of the thoughts that emerge from the reading.

Annotating text is also direct comprehension monitoring. Marking where comprehension breaks down helps the reader remember where to return to reread and further process the text. Taking notes helps to maintain attention, externally records the reader's understanding, and potentially provides a summary of the main points from the text (Danielle, 2007).

Then, annotating means writing notes of your text as you read. Readers are usually annotated by writing in the margins (outside edges) of a text. They might also underline or highlight the important passages. When you annotate, you are actively working with the text, helping your comprehension and retention. In other words, annotating will help you understand the text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusions

This study aimed to know what are the academic reading strategies used in the third semester students in English Language Education of UIR. UIR based Summarizing, paraphrasing, synthesizing, paraphrasing, and Annotating or Analyzing strategies are the most necessary ones to be implemented in academic reading.

Based on the recapitulation of the research the research question of this research “What are the academic reading strategies used in the third semester students in English Language Education of UIR it is found that 1) students often use Summarizing (41,42%) and Synthesizing (42,85%) in academic reading, 2) students sometimes use Paraphrasing (44,6%) and Annotating strategy (38,77%) in academic reading. Using appropriate learning strategies in general and reading strategies in particular can enable students to take responsibility for their own learning by enhancing learner autonomy, independence and self direction.

#### 5.2 Suggestions

a. For teacher

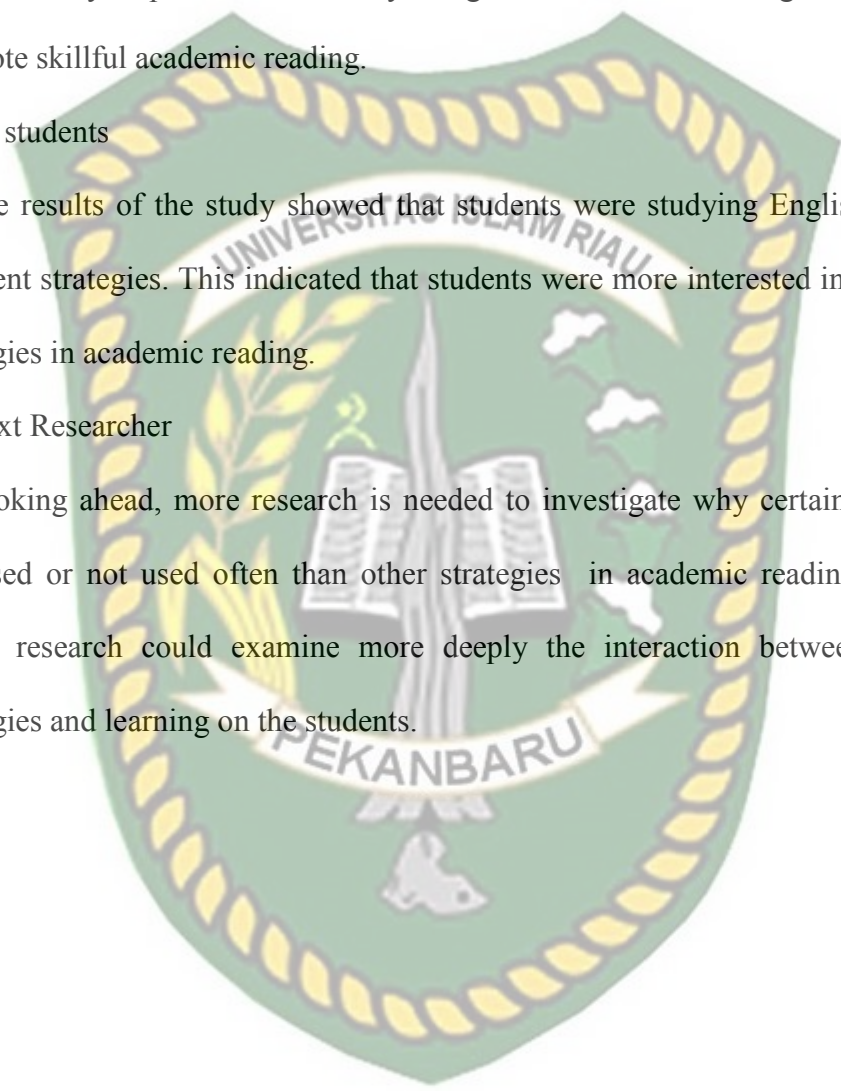
Academic strategy will no doubt play a vital role in enriching students' awareness of the mental processes involved in reading and the development of thoughtful and constructively responsive reading. Teaching students to become constructively responsive readers by using some academic reading strategies can promote skillful academic reading.

b. for students

The results of the study showed that students were studying English in quite different strategies. This indicated that students were more interested in using few strategies in academic reading.

c. Next Researcher

Looking ahead, more research is needed to investigate why certain strategies are used or not used often than other strategies in academic reading. Perhaps future research could examine more deeply the interaction between reading strategies and learning on the students.



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