An Analysis of Students' Reading Strategies in Understanding English Text at First Semester Students of STIE-SAK Academic Year 2025/2026

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ABSTRACT

In this research, the writer used descriptive research to analyze the students' reading strategies in reading English text at first semester students of STIE-SAK academic year 2025/2026. This research was done in order to get description about students' reading strategies used by the students in reading English text. The population of this research was the students at first semester of Development economics of STIE-SAK academic year 2025/2026. The instruments of this research were questionnaire. Based on the research findings in the previous chapter, the researcher could draw a conclusion that the students were dominantly used reading strategies because there were 82,35% of students had positive responses. In pre-reading stage, it was found that there were 46,1% in "always" option, 26,3% in "usually option, 19,7% in "sometime" option, 3,9% in "seldom" and "never" option. During reading, there were many responses chose by students in "always" option. It was about 42 responses in "always" option, 39 responses in "usually" option, 25 responses in "sometime", 18 responses in seldom, and 9 responses in "never" option. Furthermore, the result of the students' responses in post-reading was dominant in "usually" option. There were 26 responses in "always", 46 responses in "usually", 18 responses in "sometime", 7 responses in "seldom", and 17 responses in "never". The researcher could draw a conclusion that the students used reading strategies in reading English text.

Keywords: Reading, Reading Strategies; English Text

INTRODUCTION

Reading plays great role and it is important to be learned. It needs more comprehension to get information from the text because reading is the process of interaction between the reader and the writer while reading. The readers should have strategies to do the reading texts before they get information of the text. It seems that through reading, English student can achieve their comprehension on the text and the items that they read. It can be said that reading is very complicated and it is hard to be understood. It needs strategy to get the comprehension from the reading materials. Through reading strategy, students can fix their reading purposes to improve knowledge. Students are regularly asked to respond to the text; these activities encourage them to engage with the text in as natural a way as possible, Clementson (2005).

Students should comprehend the reading text and know the reading purpose and reading strategy in reading process. It could be said that students have to prepare their self in learning process in order to get knowledge and become success. It is not easy the teacher has to make teaching process become meaningful and fun to increase students' interest. Students need a way or strategy in understanding the lesson. It means that lecturer has to teach some strategies for the students in teaching reading in order students could be easy to get information and comprehend the text.

In fact, the data of the interview that was done by the lecturer to the students at first semester of STIE-SAK, it was found that the students faced problems in getting the information or understanding the text. It seemed that students failed in doing reading activity because they had lack of comprehension on the text and the text that the students read, students did not have enough vocabulary mastery as well as the background experiences to comprehend the text, the students did not effort to read more deeply, the students did not use strategy in reading activity, they just read the literal meaning without looking to the clues from the reading text. All of the problems made students failed in reading comprehension from the reading text. In this research, the researcher was interested to investigate students' reading strategies in reading English text. The researcher thought that reading strategies were needed to be investigated to students to get the real data in using reading strategies. So, the title of this research is *"An Analysis of Students Reading Strategies in Understanding English Text at First Semester Students of STIE-SAK academic year 2025/2026"*.

Reading is important case in language. Readers try to search and find the information and looking to the clues in the text to understand the text. According to Pollard L (2008) reading is essential for students to practice the skills of reading. Students need to be introduced to and given opportunities to practice various sub-skills. Reading is a great source of language learning: language can be acquired from reading as opposed to studied directly. Brown (2004) also explains reading is a skill that is taken for granted. In foreign language learning, reading is likewise a skill that teachers simply expect learners to require. In addition, Clemenston (2005) explains in reading it is needed to make:

1) predicting,
2) using background knowledge, reading for details, and
3) responding the text.

It could be concluded that in the process of teaching and learning, reading plays important role, it is a process to get the meaning or information that is conveyed by the writer in the text. It is not an easy way to do, the reader need to pay attention to the reading text in order to comprehend the text by predicting, using background knowledge, reading for details and responding the text.

There are several types of reading. Brown (2004) divides readings into genres of reading. With an extraordinary number of genres of reading:

1) academic reading (general interest articles, technical reports, reference material, textbooks, theses, essays, papers, etc)
2) job related reading (messages, letter/emails, memos, reports, schedules, label, sign, financial documents, etc)
3) personal reading (newspapers, magazines, schedules, calendar, maps, etc).

Therefore, the genre of a text enables readers to apply the reading strategies to understand the reading text. The readers need to pay attention to the material that the readers read to decide the purposes of reading comprehension. Then Brown (2004) describes the types of reading in the following:

1) perceptive
2) selective
3) interactive, and

4) extensive.

To conclude it, reading involves students interact with text by looking to the text, reading need a process to get the understanding of the text. Readers needs to know the types and genres of the text because reading is most definitely an active process; the efficient reader interacts with a text, predicting what will come next, and bringing his or her knowledge of the subject and language to the text.

Strategy in reading are the others factors that also can improve students reading comprehension. According to Chambers & Grogery (2006) state reading strategies help students make good use of the time they must spend reading, by contrast the teacher might play the role of facilitator – providing the time and a forum for students to discuss among themselves how they approach their reading of different text genres, how much time they devote to reading, when and where they do it, and so forth.

Furthermore, there are some kinds of reading strategies. Newington (1998) sets reading strategies what do the readers do and how to be a better reader:

1. Before Reading (set a Purpose for Reading, preview the text, activate background knowledge, and predict)
2. During Reading (cross-check, reread, predict and confirm, skip, read on, and go back, connect background knowledge to the information in the text, think about explicit and implicit
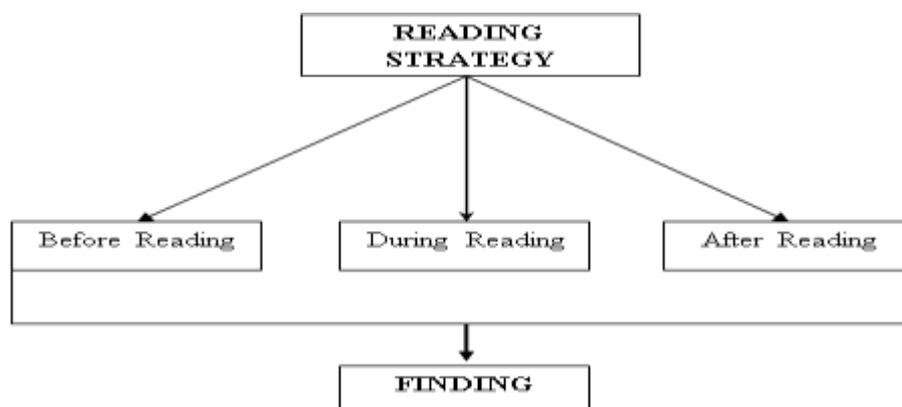
information, and stop and review.

3. After Reading (retell and summarize, use a graphic organizer, draw conclusions, reread, discuss and respond, and write to support understanding.

All of the strategies that is explained above, reading strategies can be learned by students to comprehend reading skill. Thus lecturer should teach strategy for the students in reading comprehension because the use of reading strategies results in improving comprehension and greater self-confidence. The use of comprehension strategies is clearly evident in the reading of skilled readers, and it is crucial for effective reading.

In this research, the researcher was interested to analyze students' reading strategy to find out the students' strategy in reading comprehension. The strategy in three phases of reading: before reading, during reading and after reading. The conceptual framework could be seen as follows:

METHODS

In this research, the researcher used descriptive research to analyze the students' ability of in speaking informative speech. Gay (2000) states that the descriptive research involves collecting data in order to answer the questions concerning the current status of the subject of the study. Thus, the form of this research was descriptive research, the aim of this research was to analyze students' reading strategies in reading English Text at first semester

of STIE-SAK academic year 2025/2026. The popuation in this research was the first semester of Development Economics of STIE-SAK academic year 2025/2026.

In this research, the researcher used questionnaire in collecting, interpreting and analyzing the data. Questionnaire was used to record only the relevant data in accordance with the focus of the research, the questionnaire criteria were (before reading, during reading and aafter reading. The technique of data analysis described detail. Therefore, the researcher applies the theory from Gay & Airasian (2000), they are data managing: the researcher collected the data from questionnaire and interview, reading/memoing: the researcher read the questionnaire and interview from the students, description: the researcher described the data from all instruments, classifying: the researcher classified the instrument, interpreting: the researcher interpreted the data in order to get the conclusion of the research. In analyzing the data, the researcher count on the mean score, and count the frequencies of the students' reading strategy. Finally, the researcher found the finding or the data and the data would be described systematically.

RESULT

There data in this research were collected from questionnaire, the questionnaire used to know the students' strategies in reading English text. From the result of questionnaire, the students' used strategies in reading English text, the activities were divided into three teaching stages; pre-reading, while-reading and post-reading. From the questionnaire, the students made options in the questionnaire of this research, there were five options namely 1 (always), 2 (Usually), 3 (sometime), 4 (seldom), and 5 (never). From five options, the total options were 323 options (17 questions of questionnaire times 19 students). After calculating the result of questionnaire, there were 103 options who said "always" option, 105 options that were in "usually" option, 58 options that chose "sometime" option, 28 options that were in "seldom" option, and 29 options were in "never" option. The percentage of the students' responses toward the result could be seen in the following:
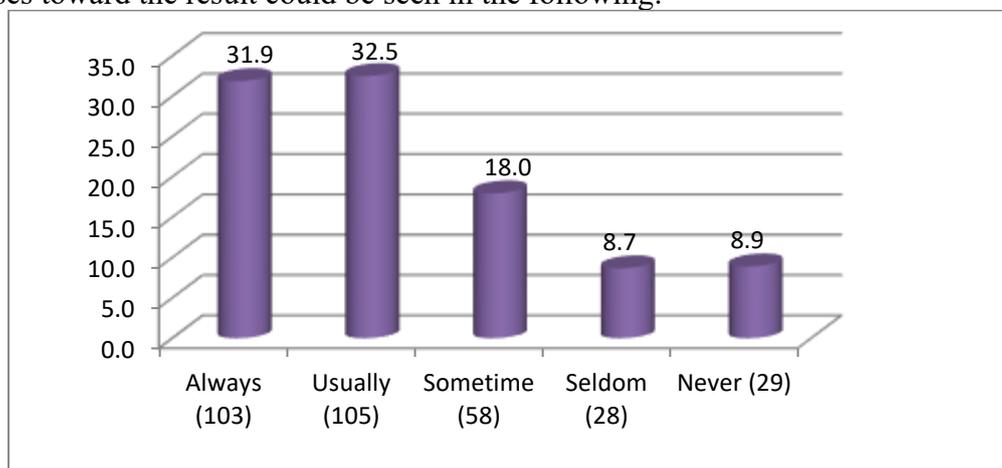
From the chart, it could be seen that for reading strategies used by the students in reading English text was categorized into five options: there were 31,9% was in "always" option chosen by the students, 32,5% was "usually" option, 18,0% was in "seldom" option, and 8,9% was in "never" option. The students' responses were divided into two categories: positive for "always, usually, and sometime" options, and negative for "seldom and never option". Based on the data, most of the students used reading strategies because there were 82,35% of students had positive responses in their questionnaire.

After calculated the students' responses in general, then the researcher divided the reading strategies into three parts: pre-reading stage, while-reading stage, and post-reading stage. The descriptions as follows:

a. **Students' Reading Strategies in Pre-Reading Stage**

During this stage, there were some activities done by the students as their strategies in reading comprehension. In general, the students always had strategies before reading, because there were 35 responses who chose "always" option before reading, 20 responses said "usually" used strategies before reading, 15 responses said "sometimes" used reading strategies before reading, 3 responses "seldom" used reading strategies, and 3 responses also said "never" used reading strategies before reading or in pre-reading stage. It could be concluded that most of the students gave positive responses in pre-reading stage.

b. **Students' Reading Strategies in While-Reading Stage**

In while-reading stage, there were some activities done by the students as their strategies in reading comprehension. There were seven activities during reading but totally, there were many responses chose by students in "always" option. It was about 42 responses in "always" option, 39 responses in "usually" option, 25 responses in "sometime", 18 responses in seldom, and 9 responses in "never" option. Then it was described the percentage of the students in while-reading stage or before reading:
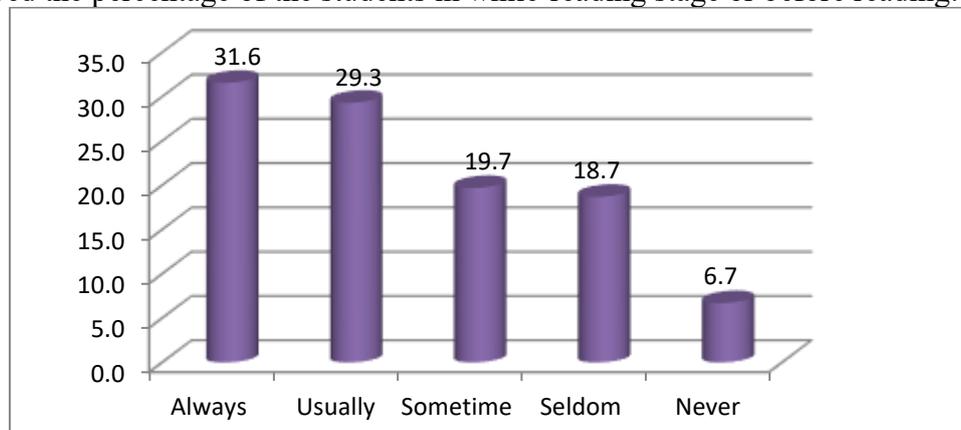
From the chart, it was found that there were 32,6 % responses in "always" options, 29,3% in "usually" option, 19,7% in "sometime" option, 18,7% in "seldom" option, and 6,7% responses in "never" option. From the result, the students used strategies during reading comprehension.

c. **Students' Reading Strategies in Post-Reading Stage**

After reading, readers should use strategies to conclude the information from the text, and to make conclusions from the text. There were six activities in the questionnaire from the post-reading stage in this research. But the result of the students' responses in post-reading was dominant in "usually" option. There were 26 responses in "always", 46 responses in "usually", 18 responses in "sometime", 7 responses in "seldom", and 17 responses in "never". From the result the researcher could concluded that the students used reading strategies after reading text. The percentage of the students in post-reading stage or after reading could be seen as follows:
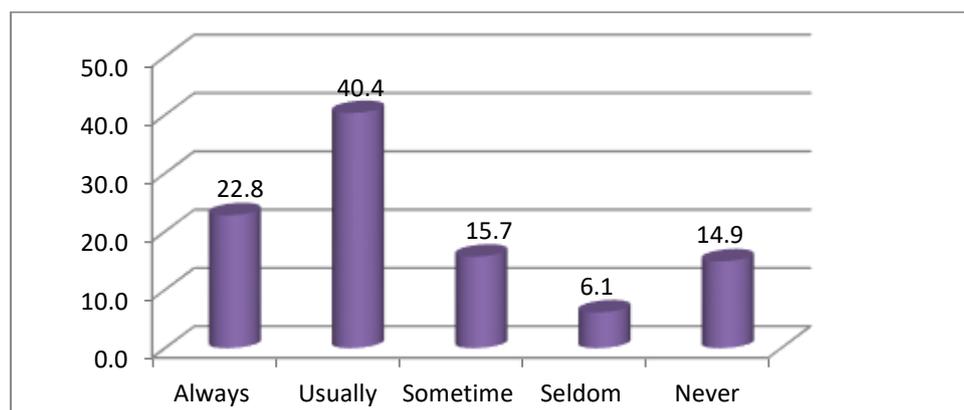
The chart above showed that there were 22,8% responses from the students in "always" option, 40,4% responses from the students in "usually" option, 15,7% responses in "sometime" option, 6,1% responses in "seldom" option, and there were 14,9% students in "never" option. In reading strategies used by the students, the researcher got that the students usually used reading strategies after reading.

From the present findings on the use of reading strategies made by the first semester students of STIE-SAK academic year 2025/2026, it showed that the students more dominantly in "usually and always" option. This finding was proved that students usually used reading strategies in reading English text. Thus, it could also be inferred that the students had strategies in reading English text. The reading strategies which were dominant used by the students in three parts of activities were described: first, in pre-reading stage, the dominant strategies used by the students namely: preview the text and active background knowledge. During reading, the strategies used were dominant in cross-check, and predict/confirm. Finally, the strategies used by the students after reading or post-reading stage were retell/summarize, and reread.

CONCLUSION

Based on the findings of this descriptive research conducted with first-semester students of STIE-SAK in the 2025/2026 academic year, it can be concluded that the students dominantly used reading strategies in understanding English texts. The data from the questionnaire showed that 82.35% of the students gave positive responses (always, usually, and sometimes), indicating frequent use of strategies in all three stages of reading: pre-reading, while-reading, and post-reading. In the pre-reading stage, students commonly previewed the text and activated background knowledge; during reading, they frequently applied cross-checking and predicting/confirming strategies; and in the post-reading stage, they generally retold, summarized, and reread the text. Overall, the results demonstrate that most students actively employed appropriate reading strategies to support their reading comprehension of English texts.

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