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THE 4th INTERNATIONAL LANGUAGE AND LANGUAGE TEACHING CONFERENCE

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AND LANGUAGE TEACHING CONFERENCE

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Preface

The organizing committee are pleased to present the e-proceedings of the 4th International Language and Language Teaching Conference (LLTC) 2017. The conference was organized on 3-4 November 2017 by the Undergraduate Program of English Language Education in collaboration with the Graduate Programs of English Language Education and English Language Studies, Sanata Dharma University. In this e-proceedings, there are around 50 papers on various topics related to English language teaching, literature and linguistics.

Editors

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**HOW DO THEY READ THE TEXTS?
EFL STUDENTS' READING STRATEGIES
IN DOING ONLINE READING TASKS**

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Abstract

This study aims at finding out Indonesian EFL students' reading strategies in reading online texts. Anderson (2001, p. 16) classified the strategies into three categories, namely: "global strategies, problem-solving strategies, and support strategies". This research employed a descriptive study involving 22 students who were taking Basic Reading II class in the second semester of English Language Education Study Program, Sanata Dharma University. The mean scores of all three categories also demonstrate that they are heavy users of online reading strategies. They have high tendency to use problem solving strategies (mean=4.0), which is followed by global reading strategies (mean=3.8). The least preferred strategies are support strategies (mean=3.5). The surveys, interviews, and reflections indicate that online reading tasks provide opportunity for students to utilize various reading strategies.

Keywords: EFL reading, online reading, reading strategies

Introduction

Reading foreign language texts gives some challenges to students. In Indonesian context, some EFL students face greater complexity when they have to read foreign language texts. One of the challenges is the fact that their linguistic knowledge in the foreign language tend to be limited. They also have much less experience with reading exposure in L2 materials. In addition, L2 readers might find different social interpretation in L2 texts which may hinder the reading comprehension. Furthermore, these variables may lead to students' foreign language reading anxiety which might influence their performance in classes.

Reading courses are offered in the first four semesters aiming at developing students reading skills and helping them cope with the challenges they face in the classroom. Basic Reading 2, a course for the 2nd semester students, focuses on promoting students' comprehension skills. Furthermore, it aims at encouraging EFL readers to apply various reading strategies when reading various kinds of texts. When students are able to apply various strategies, they can read L2 text more effectively (Sheorey & Mokhtari, 2001; Huang, Chern, & Lin, 2009).

Some studies have investigated how students use various reading strategies when dealing with foreign texts. Malcolm (2009) investigated students' choice of reading strategies and their proficiency. She found out that students with

low proficiency tended to translate the L2 text, while students with higher proficiency tended to use metacognitive strategy. The study is confirmed by Hong-nam & Page (2014) who conducted a study involving Korean EFL students. They found out that most advanced level students use metacognitive strategy, such as global and problem-solving strategies.

In technology-enhanced learning context, Anderson (2003) adapted Survey of Reading Strategy (SORS) to find out students' online reading strategies. He emphasized that being aware of the strategies they use is crucial for both ESL and EFL learners. Huang et al. (2009) confirmed Anderson's findings by suggesting that when "learning in the online environment, students must be equipped with strategies and skills which would play a pivotal role in determining their learning effectiveness and outcomes." He explored that global reading strategy enables students to comprehend the texts better. These studies suggested that reading strategies are important to help students learn effectively.

In Indonesian context there were several studies related to reading (Masduqi, 2014; Widiati & Cahyono, 2006) Nonetheless, to the writer's knowledge, there is none or little research conducted to investigate Indonesian students' online reading strategies in reading L2 texts. Therefore, this research focuses on discovering students' online reading strategies when doing online reading "challenges" or online reading tasks. With this goal in mind, the researcher distributed questionnaire Online Survey of Reading Strategies (OSORS) by Anderson (2003), investigated students' reflection, and conducted focus group discussion.

EFL Reading

L2 reading is an important activity in learning a foreign language. Besides getting new information from written discourse, students also get various benefits by reading L2 materials, such as: vocabulary, sentence structure and social contexts. Readers constantly make meaning by reading process (Day and Bamford, 2002). In English Language Study Program, Sanata Dharma University, Basic Reading II is designed to help students develop their basic reading skills, such as previewing, skimming for main ideas, scanning for details and guessing meanings from context. Furthermore, students are encouraged to utilize some reading strategies when they read L2 texts. The class implemented technology-enhanced activities, because the time spent experiencing hand-on reading activity in class is not sufficient for learners to reflect on what they read. It enabled the researcher to describe the reading strategies employed by students when reading foreign language texts in online environment.

Reading strategies

Reading strategies in EFL context have been on-going discussion among scholars. It is considered important in developing EFL ability (Day & Bamford, 2002) Furthermore, awareness of reading strategies results in comprehension of author's messages and effective ways of learning (Oxford & Crookall, 1989 in Malcolm, 2009). On the other hand, Hayashi (1999) claims that good readers are able to "find their own way and strategy efficiently, so extensive reading is more

important than teaching students about reading strategies”. These different findings encouraged this current research to describe reading strategies used by Indonesian EFL students.

Reading strategies could be broken down into several types. A classification proposed by Goodman (1970 in Rafferty & Barnard, 2012) categorized two kinds of processes when we read, namely: bottom-up and top-down. The bottom up strategy includes “data driven strategies” (p. 120, Hayashi, 1999). It involves recognizing some linguistic clues such as vocabulary, discourse markers, and translations. However, the top-down strategies includes conceptually driven strategies (Keiko) involving contextual guessing and inferring meaning from the context.

Furthermore, Sheorey & Mokhtari (2001, p. 436) come up with three categories of reading strategies: “metacognitive, cognitive and support strategies”. It is further developed by Anderson (2003) who classified the strategies into three reading strategies, namely “global-reading strategies, problem-solving strategies, and support strategies” (p. 16). The global reading strategies are done by previewing, monitoring, having specific goals, and evaluating the texts. When the students employ the global reading strategies, they do actions to deal with problems they face when reading the texts, such as rereading the texts, guessing the meaning of the texts, or visualizing the information in the texts. Furthermore, students also use support strategies by checking the meaning in the dictionary or translating. This study distributed the questionnaire modified by Taki (2016) to explore Indonesian students’ reading strategies when reading L2 materials.

Online Reading Tasks

The implementation of Moodle, a learning management system for teacher to manage learning materials, does not only allow teachers to post reading materials, but also enable students to do online reading tasks or reading challenges in the form of reading responses. Some studies extensively show that reader responses influence reading comprehension positively. Utami, Zaim, & Rozimela (2014) found out that reader responses strategy gave positive effects to reading comprehension. Similar results were pointed out by (Granger, Black, & Miller, 2007) who indicated that reader responses played a positive role in students’ reading comprehension and attitude.

Method

This research employed a descriptive study involving 22 students who were taking Basic Reading II class in the second semester of English Language Education Study Program, Sanata Dharma University. This study obtained the data from 5 male students and 17 female students. The data were collected and investigated by distributing online reading survey (Taki, 2016), investigating reflections, and conducting interview.

Findings and Discussion

Table 1 demonstrated the participants’ online reading strategies. Mokhtari and Sheorey (2002), Anderson (2003), and Taki (2016) shared similarities in

interpreting the mean scores. A mean score of 3.5 or greater is interpreted as high. Furthermore, mean scores of 2.5-3.4 are considered medium and 2.4 or lower as low. The results of the questionnaire show that Indonesian EFL learners are proved to be high-strategy users when reading English materials. As seen in table 1, the overall mean score is 3.77 (SD=0.43). The mean scores of all three categories also demonstrate that they are high users of problem solving strategies (4.0), global reading strategies (3.8), and support strategies (3.5).

Table 1. The participants' online reading strategies

	Global Reading	Problem-Solving	Support	Overall
Mean	3.8	4.0	3.5	3.77
SD	0.2	0.2	0.6	0.43
Interpretation	High	High	High	High

The table show that the students had the highest tendency to employ problem solving strategies (M=4.0; SD=0.2). This is in line with Hong-nam and Page (2014) who mentioned that “problem-solving strategies were used significantly more than global and support strategies” by EFL learners. The second most used strategies are global reading strategies, which are more employed than support strategies. The findings elaborate the top three and the bottom three strategies in individual category.

The Indonesian EFL students prefer to read online texts by using problem solving strategies. They found that problem solving strategies are more beneficial because they were still struggling in understanding the vocabulary and comprehending the text.

Table 2. Top three problem solving reading strategies

No	Strategies	Mean
19	“When online text becomes difficult, I reread it to increase my understanding.”	4.4
26	“I try to guess what the content of the online text is about when I read.”	4.3
23	“I read slowly and carefully to make sure I understand what I am reading online.”	4.2

(Taki, 2016, pp. 16-19)

The top three problem solving strategies are rereading the text, guessing the content, and adjusting the reading speed for comprehension. When they couldn't understand the texts, they reread them slowly. One students reflected the process of rereading the text and adjusting his speed.

sometimes I need to reread one paragraph before if I read too fast and can't connect the previous paragraph into the next.

The harder the texts, the slower they read because they want to guess the meaning of the content. One student narrated that she found unfamiliar vocabulary in the text that hindered her comprehension so she took time to understand the content of the articles. None of the problem-solving strategies (9 items) were employed at the medium level (mean 2.5-3.4) or the low level (lower than 2.4). This finding of the current research is in line with those of previous studies (Alhaqbani & Riazi, 2012, Sheorey & Mokhtari, 2001, and Hong-nam & Page, 2014) that EFL students have the tendency to use problem solving strategies because they still encountered some linguistic difficulties and took some actions to solve the problems.

Besides problem solving strategies, students also utilized global reading strategies. They employed metacognitive strategies like previewing the text, predicting the meaning and evaluating the articles.

Table 3. Top three problem solving strategies

No	Strategies	Mean
5	“I first scroll through the online text to see what it is about before reading it.”	4.2
8	“When I read online, I guess the meaning of unknown words or phrases.”	4.1
2	“I critically evaluate the online text before choosing to use the information I read online.”	4

(Taki, 2016, pp. 16-19)

When they read articles in the Internet, they tried to predict what the texts are about. They were also able to predict the meaning of the vocabulary from the surrounding context. And they were being critical by evaluating the texts with their background knowledge or other texts. This reflection by a student also demonstrates that she utilized this type of reading strategies:

I used predicting strategy on the second reading challenge because I already read some articles about discrimination of women rights. So, I just need to predict and make sure the information that I got before is accurate with the information on the newest article.

The excerpt shows that she predicted and evaluated the text. This is in line with the result of the surveys that the learners are also high users of global reading strategies (17 items out of 18 items).

The least preferred strategies were the support strategies. However, it should be noted that items 28, “using reference materials such as using dictionary”, is also the most employed method to understand what the students read. It may also play role in slowing down their reading speed. The online reading challenges offered them more opportunities to access the World Wide Web. Besides using online dictionary, they also used Google translate to understand several sentences in the text. They felt that the digital tools helped them in comprehending the text. Table 4 shows the three highest strategies in the support reading strategies.

Table 4. Top three support reading strategies

No	Strategies	Mean
28	“I use reference materials (e.g., an online dictionary) to help me understand what I read online.”	4.6
31	“I print out a hard copy of the online text then underline or circle information to help me remember it.”	4.2
33	“I go back and forth in the online text to find relationships among ideas in it.”	4

(Taki, 2016, pp. 16-19)

The bottom three strategies belong to the support strategies. They tended not to participate in online chat with their peers (mean=2.5) and read aloud in class (mean=3). In the interview, they mentioned that they preferred to ask their fellow friends directly, because they would get direct answers. Moreover, one of the bottom three strategies is reading aloud, which means the students preferred to read texts silently.

Table 5. Bottom three reading strategies

No	Strategies	Mean
39	“I participate in live chat with native speakers to solve my problems.”	2.3
40	“I participate in live chat with other language learners to solve my problems.”	2.5
32	“When online text becomes difficult, I read aloud to help me understand what I read.”	3

(Taki, 2016, pp. 16-19)

Unlike the other strategies, students tended not to participate in chats with native speakers. This is the least used strategy in the survey (mean=2.3). The possible explanation for the low usage of this strategy is that they didn’t have

much access to the native speakers. It is easier for them to directly ask their peers or their teacher.

Conclusion

The survey suggests that in general the Indonesian EFL students were high users of reading strategies. The most preferred reading strategies are the problem solving strategies. The students encountered problems which slow down their reading speed so they reread the L2 materials, guessed the meaning of the content and adjusted their reading speed. The learners tended to be more aware of these reading methods than global reading strategies. However, they also utilized metacognitive strategies by previewing the texts, guessing the meaning from the context, and evaluating the texts critically. It is thought provoking to note that the students also relied much on the digital tools like dictionaries and Google apps. However, the bottom three strategies were categorized as support strategies. They had the tendency not to employ reading aloud strategy. Moreover, they preferred asking questions to friends and peers directly instead of using chat applications to get direct answers.

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