

THE USE OF READING STRATEGIES IN ACADEMIC READING BY INDONESIAN LEARNERS

Erni Erni

Faculty of Teachers Training and Education
University of Riau, Indonesia

Corresponding author: erni@lecturer.unri.ac.id

Article Info	Abstract
<p>Received: 31 March 2021 Accepted: 22 April 2021 Published: 30 April 2021</p> <hr/> <p>Keywords: the use; reading strategy; academic reading; Indonesian learners</p>	<p>This case study explores the Indonesian learners' reading strategies and identifies high and low-group learners' reading strategies. Semi-structured interviews, questionnaires, and open-ended questions were triangulated for validity and reliability data. Several findings were revealed. The Indonesian learners read critically and varied through cognitive, metacognitive, and affective strategies. They applied more cognitive strategies than metacognitive and affective strategies, which was less helpful and less encouraged to think critically. Technology advances, self-concept, and time have affected the strategies used. High and low-group learners also read differently in terms of cognitive, metacognitive, and affective strategies. The high group learners read efficiently, critically with various reading strategies, while the low group learners are more literal, attractive, but straightforward, and specific in reading strategy. This implied that students need to be facilitated with proper reading strategies and reading facilities and use metacognitive strategy to enable critical thinking and affective strategy to overcome anxiety, fear, and relaxation. The socio-cultural strategy needs to be used by learners to reach the four skills required by the Indonesian new curriculum. Meanings were shaped by social interaction and cultural context, which then created fun learning and a conducive learning environment.</p>

INTRODUCTION

Reading is a source of knowledge, and comprehending a reading text requires skills, strategies, and background knowledge. Successful reading is determined by scientific factors and the reading strategy used (Lie et al., 2010). Improper reading strategy contributes to the failure in reading comprehension achievement. To understand an academic text, students must read critically and interactively on what they read and what readers think. Most students cannot understand English for academic communication, while this is currently needed to face the Indonesian 2020 free market. The Indonesian learner has to prepare themselves well for a very competitive free market. Mastering

English well and having competence in English can increase people's chances of getting work (Nunan, 2018).

In the English Education Study Program, FKIP UNRI, learning English involves four skills such as listening, speaking, reading, and writing. Among the four skills, reading is the receptive skill as its function is to access science and technology. Therefore, in the 2014 curriculum, reading courses are distributed in five semesters with ten credits for five classes: reading I, Reading II, Reading III, Intensive Reading, and Academic Reading and Writing.

Survey on students reading tests showed that most students unsuccessful on the test. Most students fell in reading comprehension test questions, where out of 35 students, only six students got a score of 75-89, 7 students with a score of 60-74, 10 students with a score 55-69, and 12 students with a score of 40-54. (Source: English Study Program. FKIP, University Riau, 2019). The students have not been successful yet in reading course class, and they spend much time reading activities. Their reading strategies are not suitable for their academic level as college readers contribute to their failure. They are fluent in reading, but they do not get meaningful messages from what they read.

In reading comprehension process, the students were supposed to identify main ideas, recognize supporting details and paragraph organization, draw the inference, and draw the conclusion. (Koda, 2017). The comprehension subskills may put readers under pressure for a complex reading process (Landi & Ryherd, 2017). This pressure makes that the students did not perform well on the test.

Many factors contributed to students' academic reading failure, such as learners' background knowledge, teachers' teaching strategy, readers reading strategies, teaching material and media, learning facilities, etc. Motivation factors, including learning target and interest, self-efficacy, gender, affected EFL/ ESL strategies used (Lin, 2019). The teacher's instructional strategy and cultural intervention affected the learner's reading strategies, and comprehension (Zhang, 2008) as reading strategy and skill are crucially for academic reading and lifelong learning.

This study is limited to learners' reading strategies in reading academic text. The learner's reading strategy did not meet the English reading course's demands; learners did not apply the proper reading strategy that they failed in the reading comprehension test. Concerning these problems, it was necessary to conduct a case study on the application of reading strategies in reading academic texts by Indonesian learners. The result of the analysis could be used as a guideline for lecturers in design instructional to reduce Indonesian learners' failure to read academic texts. The research questions are: 1) How is Indonesian learners' reading strategy in reading an academic text?. 2) Do the high and low-group Indonesian learners applied different strategies in academic reading?

This study aims to analyze the use of reading strategies by Indonesian learners in reading academic texts. To achieve this research purpose, the researcher explored the Indonesian learners' reading strategy in reading academic text and identifying strategies used by high and low group learners to read an academic text. In line with these research objectives, the study is expected to benefit the teacher in implementing teaching strategies and designing a reading learning model that matches students' learning strategies. Teachers and education practitioners need to create a conducive learning environment so that learners' reading strategies meet the teaching model applied by teachers to achieve curriculum goals. The researcher, especially a case study research, explores the reading strategy's influence on reading achievement.

Language Learning Strategy

A language learning strategy is a plan or action taken by readers to improve their language learning process. Proficiency in English Language teaching can be achieved by the learners when they find and use strategies well. There are two main strategies in the language learning process, communication strategies and production strategies (Tarone, 1980). Learning strategies are ways used by learners in order that learn happily, faster and easier, flexible, effective and efficient in different context. (R. Oxford, 1990). The action is carried out automatically to acquire knowledge and transferred it into different contexts (Wenden, 1991). Some features of language learning strategies: allowing students to become more independent, expanding the role of language teachers, case-oriented, flexible, influenced by various factors (R. Oxford, 1990).

Reading Strategies

There are six characteristics/behaviors of language learning strategies. They are 1) referring to a particular action or technique; 2) observable. 3). Problem-solving-oriented. 4). contribute to learning; 5). can be shared consciously and then becoming automatic. 6) behavior that cannot change (Ehrman, Wenden, and Rubin 1990). Language learning strategy is an observable learning activity, it is a generative action that is developed by students to improve the language acquisition process and competencies, it is a visible and invisible behavior, action, and involves information and memory (vocabulary knowledge, grammar rules) (Lessard-Clouston, 1997). Generally, learners' behavior in LLS also appears in learning reading activities.

Readers apply many reading strategies in an academic reading course. Cognitive, metacognitive, and affective reading strategies are more applicable for second and foreign language learners (Weinstein & Mayer, 1986). A cognitive strategy is a mental operational step to process the text's linguistic and sociolinguistic content, known as the direct transformation of the reading text learned. A metacognitive strategy refers to readers' ability to control their cognitive process through organizational acts, monitoring, and modification as a function of learning outcomes. An affective strategy refers to readers' reading activities aiming to focus attention, maintain concentration, control

tactics, build and maintain concentration, and manage time effectively. A cognitive strategy is also known as process and product of perspective reading (Anderson, 1991). Metacognitive involves activities carried out by readers to control and evaluate strategies they used (Teoh, 1996). This strategy can help readers recognize what they are doing or do not understand (Willis, 2008). Metacognitive strategies are used more by proficient readers than less skilled readers as it requires high critical thinking. Less skilled readers would find it more difficult in the literacy situation to master the complex and longer text (Sitthitikul, 2007). Socio-affective strategy is a reading procedure created by readers to get a conducive reading (Teoh, 1996).

The reading strategy used by readers depends on their reading level and background knowledge. The cognitive, metacognitive, and affective reading strategies are used by readers, as presented in table 1 below.

Table 1. Reading Strategy Categories

Type	Descriptions	Categories
Cognitive	Basic rehearsal strategies	Repeat, order, remember
	Complex rehearsal strategies	Copy, underline, colorize
	Basic elaboration strategies	Form a mental image Form a phrase or sentence
	Complex elaboration strategies	Paraphrase, summarize, describe, Relates to background knowledge Create an analogy
	Basic Organizational strategies	Group, order, list, Organize parts of speech, Create chronological listing
Metacognitive	Complex organizational strategies	Outline, create a hierarchy. Create a diagram,
	Comprehension monitoring strategies	Check for comprehension failures, Self-questioning, check to understand Guide reading behavior
Affective	Support strategies	Alert, relaxed to overcome test anxiety. Reduce external distractions. Study in a quiet place.

(Weinstein & Mayer, 1986)

In the reading process, successful readers keep in mind the message through the text, slightly read every word and phrase in the text, skip the unimportant words, and have a positive self-concept. Meanwhile, unsuccessful readers tend to lose meaning when reading text, read short terms, rarely skip over unimportant words, find all necessary words/phrases to have the overall meaning, and have a negative self-concept when

reading. The main meaning line is the way the reader describes the meaning of a sentence uninterruptedly. Simultaneously, word-solving strategies are activities that the reader does in understanding the difficult words in the text (Block, 1986).

Reading strategy is very broad in scope and meaning and strategy are used differently by advanced readers and novice readers (the reader is not yet proficient). Integrating socio-culture, cognitive, and affective dimensions are convincingly needed for conceptual cross-fertilization reading (R. L. Oxford, 2013). Moreover, Reading strategies are classified into general and local strategies (Block, 1986) as presented in table 2 below.

Table 2. General and Local strategies of reading

General reading strategies	Local reading strategies
<ul style="list-style-type: none"> • Anticipation • Recognition • Information Integration • Asking information • Interpretation • General knowledge • Giving comment • Monitoring. • Associating • Reacting 	<ul style="list-style-type: none"> • Paraphrase • Re-read • Questioning clause and sentence • Ask the definition of words. • Solve difficult words

High and Low Group Learners' Reading Strategies

Learner characteristics, interest, perception, and achievement level, etc., influence the language learning strategy used. The higher achievement learners tend to use various strategies, while the lower achievement learners tend to use simpler strategies. The better readers use metacognitive strategies by monitoring their reading comprehension, adjusting their reading rates, and considering their reading objectives (Otwinowska & Foryś, 2017) while the novice readers use compensation strategies. The difference between the high achievement and low achievement learners in using compensation strategies was also found, however the use of affective-strategy showed statistically significant differences (Ghee et al., 2010). The usage of metacognitive reading strategy showed that a more proficient second language reader, consequently being more successful second language readers, is more aware of strategy usage (Bećirovic et al., 2017). High and low group learners use different reading strategies in terms of cognitive, metacognitive, socio-affective, compensation, or other strategies.

Reading and Theory Reading

The reading process transfers meaning or messages from the author to the reader, where the reader actively interacts with the text to obtain meaning (Nutall, 1996). The reader must have a strong cognitive language proficiency about the reading content and the text's linguistic aspects (academic text). Reading is the ability to understand and conceive the meaning of words, phrases, sentences, paragraphs, and essays (Spiro et al., 2017). Understanding academic texts and journal articles requires a high level of reading ability (Hayes, 1995). Language for communication and social (conversational language or social language) differs in patterns and mastery with language for academic (Cummins, 1979). Students' reading failure in higher education is due to their misunderstanding of these conceptual differences.

Top-down, bottom-up, and interactive theories are reading skills that readers use. A reader must be alert and actively access the relevant mental lexical representations through a top-down strategy such as grapheme-phoneme association, syntax, and words or text meanings (Landi & Ryherd, 2017). The reader should process specific and related information through a bottom-up strategy (Ness, 2009). The reader manages his or her cognitive capacity since the brain has a limited ability for processing data (Landi & Ryherd, 2017) through an interactive strategy.

Schema theory also plays a dominant role in the reading process because interchanges occur from what readers read, known, and sought. A proficient reader can quickly access the schemata and spontaneously, without much forceful attention to information processing (Li et al., 2020). In reading, top-down and bottom-up theories also play an essential role in which readers predict meaning through top-down strategies and comprehend meaning through vocabulary and spelling (Nunan, 1989). Readers apply all of these reading theories in the form of a comprehensive reading strategy to make their meaning based on knowledge, experience, and understanding of the text material. An internal mental lexical representation positively contributes to reading comprehension success (Asher, 2017), and it is associated with internal attention (Ness, 2016). Decoding, relating, assimilating, and consolidating schemata to achieve success in reading comprehension need to be completed by readers (Asher, 2017).

The reader must also understand the socio-cultural factor from which the new text originates to obtain a comprehensive understanding of the text. Metacognitive strategies, which require high cognitive thinking, are used mostly by high intelligent language learners in learning a language, and these strategies were able to develop learners' critical thinking. However, technological advances, mood, feeling, attitude, and curriculum influenced the low use of language learning strategy (Sari et al., 2019).

ESL in Indonesian Context

The new Indonesian curriculum (termed as the new K13) aims the students to master the four kills (4C): (Communication, Collaboration, Critical Thinking, and Problem Solving, dan Creativity and Innovation (Harosid, 2017) and (DIKTI., 2014). Teaching reading in the Indonesian context, the lecturer helps the students to develop their social and personal competence as the lecturer's teaching procedure focus[es] on the guideline from the lesson plan, which is derived from the curriculum provided by the national institution or Indonesian Ministry of Education (Erni & Yamat, 2019). Communication and collaboration skill in learning is acquired through interaction in which social strategy takes a role. This means that the lecturer's teaching needs to support the learners in applying social strategy in reading as suggested by the curriculum 2013 (K13 revision). Metacognitive strategies, which require high cognitive thinking, are mostly used by high group learners and were able to develop learners' critical thinking. However, technology advances, mood, feeling, attitude, and curriculum still use the lower language learning strategy (Sari et al., 2019).

METHODS

This case study research used a qualitative approach to investigate students' reading strategies on the academic text. This study analysed learners' academic reading strategies and the strategy used by low-group and high-group learners. The study was carried out in the English Education Study Program, Faculty of Teachers, Riau University. The participants were all students who learned Reading III course from C class at 2019-2020 academic year as case study design is not sampling research (Stake, 1978). These 35 participants facilitated researchers' access to collect research data.

The data in a case study research were taken from various techniques such as questionnaires, interviews, written documents, and field notes and carried out in an extended period (Sanjani, 2020). The questionnaires, semi-structured interviews, and essay questions were instruments used to collect the data. The data collected depends on the symptoms based on the study's objectives and context (Creswell, 2005). The instrument was a combination and adaptation of Oxford's and Mayer's categories. Using these categories was because they described the reading strategy component in more detail and appropriate to the participant of this study. The questionnaire consisted of 50 items with four categories. The semi-structured interview and open-ended questions were also used as a triangulation method. Peer checking and contrast analysis were also done for a reliability and the trustworthiness of the data gained and as a prerequisite for qualitative data analysis.

The data collection procedure was done in two phases. Firstly, by distributing questionnaires to participants, by interviewing each participant using a semi-structured interview, and giving open-ended questions. Secondly, the triangulation procedures were done. The data were analysed immediately after the data was obtained. The data obtained

from the questionnaire were analysed by grouping the data into themes and categories. The interview data were then verbatim transcribed first and continued to peer-checking process for data validation and reliability and then confronted to data from the open-ended essay. The themes of the interview data were analysed to determine the students' reading strategies in academic reading. The three data themes were analysed interchangeably for the interpretation process to answer the research questions.

RESULT AND DISCUSSION

The data collected were presented, interpreted, and analysed to answer research questions. Data gained from interviews, questionnaires, and open-ended questions. There were two research questions in this study. Research question 1: How are Indonesian learners' reading strategies in reading academic texts? The themes of the reading strategy of the interview data were analysed and then were confronted with the questionnaire and open-ended essay. The verbatim transcription and peer checking were carried out for data validity and reliability. The thematic analysis was done to the verbatim transcription, which was then put into categories to interpret the reading strategy used by students in reading academic text.

Results and Discussion of Cognitive Strategies in Reading

There are 29 themes identified from the verbatim transcriptional interview data that have been confronted to the verbatim transcription of questionnaire and open-ended questions data about reading strategies. The themes were then classified into categories. Data interpretation shows that students used cognitive reading strategies throughout out sixteen categories which were the themes. Table 4 describes the themes and categories of cognitive reading strategies

Table. 4 Students' Cognitive Strategy of Reading

Themes	Categories
Reciting	Reciting
Re-reading	Re-reading
Read heading, subheading	
Underline main points	Underline the main idea
Underline explanation of main points	
Underline example	
Underline important words/phrases	
Underline while reading the first time	
Underline while reading the second time	
Copying exact words and sentence structure	Copying essential/ important phrases
Copying exact/ same words but own sentence structure	
Make notes using different colours	

Reading once	Retention/ retaining of information
Include in notes in exact form	
Include in notes in modified form	
Paraphrasing	Paraphrasing
Translating	Translating
Integrative imagery	Integrative imagery
Summarizing	Summarizing
Using prior knowledge	Using prior knowledge
Connect with real-life mentally	Creating analogy
Connect with real-life mentally	
Connect with real-life orally	
Connect with real-life in note form	
Connect with real-life orally	
Surveying italics before reading	Surveying passage before reading
Pay attention to visual representation	Pay attention to visual representation
Drawing lines/arrows on text	Concept mapping
Using diagrammatical/organizational structure	
Mind-mapping	Mind-mapping
Schematizing	Schematizing

The first category is *reciting*. The reader recited at the beginning of the reading activity to understand the text by connecting all existing knowledge with the reading text read. The next category is *re-reading*. It was done by readers to understand the author's messages, where the reader *read headings and read sub-headings*. The following themes of readers' reading strategies are also *underlining the main points, underlining examples, underlining important words or phrases*. These were then categorized as *underlining the main points*. The category *highlighting main points* was also observed to proceed to the second reading activities.

Copying essential phrases is the fourth category that appears when students carry out reading activities. The themes derived were copying exact words and sentence structure, copying the same words with their sentence structure, and making notes using different colours. Retention is the fifth category done by reading more than once, includes notes in exact form, and includes notes in modified form. The sixth to tenth categories are - paraphrasing, translating, integrative imagery, - summarizing, and using prior knowledge. These six categories were used integratively, in which these five categories are fundamental skills in reading.

The next category is *creating an analogy*. It was a process of making meaning to the message in the reading text by linking the text information to real-life knowledge. *Connect with real-life mentally, connect with real-life orally, connect with real-life in note form* were the themes of this category. The analogy is an advanced cognitive strategy. The next category was *surveying passage before reading and pay attention to*

visual representation. These two categories of reading strategies are integrative. They were not too difficult and usually used by beginners or advanced.

The next category is *mind mapping*. Here the reader makes complete conclusions of the text by creating a mind map about its message. The last category is *schematizing*. Here the statements that were identified and concluded through a process of evaluation, thorough argumentation. Schematizing is a high-level reading skill that readers also applied. The students read critically through cognitive strategy: reciting, re-read, underline the main idea, copying important phrases, retaining information, paraphrasing, translating, integrative imagery, and summarizing, using prior knowledge, and creating analogy, mind mapping, and schematizing.

Results and Discussion of Metacognitive Strategy

There are 13 themes identified from the verbatim transcriptional interview data. These themes are specified into *self-testing*, *creating pre-reading questions*, *monitoring and evaluating*, and *guessing meanings from context* categories under metacognitive strategies. The themes and categories of metacognitive reading strategies are presented in table 5 below.

Table 5. Students' Metacognitive Reading Strategy

Themes	Categories
Pre-reading	Self-testing
Whilst-reading	
Post-reading	
Before reading	Creating pre-reading questions
While reading	
After reading	
Constantly check and verify	Monitoring and evaluating
Predict during Reading	
Predicting contents before reading	
Contextual clues	Guessing meanings from context
What presently learned from the text	
Prior knowledge	
Ask Friends/classmates	Consulting someone/other texts
Ask Teachers	

The first category under the metacognitive aspect is *self-testing*, which is identified from the themes before *reading*, *whilst reading*, and *after reading*. Readers use self-testing as

a reading strategy to control the interpretation process before, during, and after reading activities. The second category is *creating the pre-reading question*. In this reading activity, the readers were asking questions before reading the text, referring to the existing titles, subtitles, and symbols. *Creating pre-reading questions* is done at the beginning, medium, and end of the reading process as a strategy to help improve understanding of the text. *Monitoring and evaluating* is the third category in the metacognitive aspect of reading strategy identified from themes *constantly check and verify, predict during reading, predicting contents before reading*. In these activities, the readers were checking, verifying, and predicting content to monitor and evaluate their reading. *Monitoring and evaluating* are also interactive skills of reading.

The fourth strategy is *guessing meanings from the context* identified from the theme's *context clues, what is presently learned from the text, and prior knowledge*. *Guessing* is a fundamental reading strategy in the metacognitive aspect. The readers, in reading activities, also used the guessing strategy where they make understanding meaning through context and activating background knowledge.

The last category is *consulting others* which is also a part of the metacognitive strategy. The readers were asking someone, friends, classmate, and teachers for verification and ensuring. This is critical reading, a demanding strategy applied by readers for better comprehension achievement.

In summary, Metacognitive strategies are used by readers in reading for academic purposes. They control and monitor their reading activities consciously for better comprehension and achievement. The readers were also doing *Self-testing, monitoring and evaluating, guessing meanings, and consulting others* to control or monitor their reading activities. These are observable learning activities, visible behaviour, action, or learning technique, which students develop to improve the language acquisition process and develop language competencies.

Results and Discussion of Affective Reading Strategy

Positive self-talk, using images of success, and acknowledging content are categories derived from the themes obtained. Readers performed positive self-talks before reading, while reading, and post-reading. The readers do these as they would like to show that they could comprehend the selection read. Besides, the reader did these to reduce anxiety and to increase reading motivation. The themes and categories of affective reading strategies as presented in table 6 below.

Table 6. Affective Reading Strategy

Themes	Categories
Before reading	Positive self-talk
While reading	
After reading	
Using images of success	Using images of success
Acknowledging content	Acknowledging content

Positive self-talk is a strategy used to get a positive atmosphere in reading activities. Affective strategy is done in all reading process. Positive self-talk is used to control emotions and avoid high anxiety levels. The next category is *using images of success*, a strategy to control oneself to remain confident in understanding the meaning of a text. Acknowledging the content as a way of receiving implicit or explicit information is also done by students.

In summary, learners were applying cognitive strategy, metacognitive, and socio-affective strategy in reading activities. The readers were reciting, re-reading, underlining the main idea, copying essential/ important phrases, retaining information, paraphrasing, translating, using integrative imagery, summarizing, using prior knowledge, surveying passage before reading, pay attention to visual representation, concept mapping, mind-mapping, schematizing, and creating an analogy to comprehend the text. These are cognitive strategies known as a mental operational step used by the reader to understand the text. The readers then control their cognitive process through organizational action, monitoring, and modification for perfect learning outcomes. The readers are doing *self-testing, creating pre-reading questions, monitoring and evaluating, guessing meanings from context, and consulting with someone* as a metacognitive strategy of reading. Lastly, the readers' affective strategies were *performing positive self-talk, showing an image of success, and acknowledging content*. Readers did these to focus on activities, maintain concentration, control fatigue, establish and maintain motivation, and effectively manage reading time.

Clarification, verification, correction; cooperation with peers, empathy and aware of others are social strategies applied in reading activities (R. L. Oxford & Gkonou, 2018) were performed by the learners. Lack of socio-cultural strategy applied by readers, but it is useful in reading comprehension as meaning were also shaped by social interaction and contextual factors, and it is an observable activity. Language teachers allow students to become more independent, expanding the role of teachers, problems-oriented, teachable, flexible, and influenced by various factors (R. Oxford, 1990).

Results and Discussion of Strategy Used by Higher and Lower Group

The second research purpose is to identify the different reading strategies used by middle-up and middle-low-group students in reading academic text. Students' academic records tests were used to divide classes into two parts. For this purpose, the researcher used data

from student scores on the mid and the post-test at the Academic Department of University office. There were 35 students as the study participant, sixteen students in the middle-low group and sixteen students in the middle up group, and three were out of the study because they did not submit the questionnaires, did not participate in the interview section. Interview, questionnaire, and open-ended questions were also triangulated to get validity and reliability data, and peer checking for the data trustworthiness.

There were 26 themes identified from the middle-up group and 22 themes from the middle-low group. The themes were then classified into 14 categories for the middle-up group and 12 categories for the middle-low group. The themes and categories of both groups are presented in table 7 below.

Table 7. Cognitive Strategies of High and Low Group Learners

Theme/ Categories of High Group	Theme/ Categories Low Group
Reciting	Reciting
Re-reading	Re-reading
	Read heading, read sub-heading
Underline main idea	Underline main idea
Underline main point	Skimming
Underline explanation of main points	Underline main point
Underline examples	Underline explanation of main point
Underline important words/ phrases	Underline examples
Underline while reading the first time	Underline important words/phrases
Underline while reading the second time	
Copying important phrases	Copying important phrases
Copying exact words and sentence structure	Copying exact words and sentence structures
Copying exact words but own sentence structure	Copying exact words but our sentence structure
Make notes using different colours	Copying own words and sentence structure
Make notes using different shapes	Make notes using different colours
	Make notes using different shapes
Retention of information	Retention of information
Reading more than once	Reading more than once
Including notes in an exact form.	
Including notes in modified form	
Paraphrasing	Paraphrasing
Translating	Translating
Summarizing	Summarizing
Using prior knowledge	Integrative imagery
Creating analogy	Using prior knowledge
Connect with real-life mentally	
Pay attention to visual representation	Creating an analogy
	Connect with real-life mentally

Concept mapping	Connect with real-life orally
Drawing lines/arrows on text	Connect with real-life in note form
Using diagrammatical/organizational structure	Surveying passage
Mind-mapping	Surveying passage before reading
Schematizing	Surveying italics before reading

The high group readers were reciting, re-reading, underlining main ideas, retaining information, paraphrasing, translating, summarizing, using prior knowledge, and creating analogy. They were also paying attention to visual representation and important phrases. Concept mapping, mind mapping, and schematizing were also found in their reading activities. It is interpreted that the high group reader applied full of strategy, use a variety of strategies, read critically.

Meanwhile, the low group of readers seems less varied in applying the reading strategy for cognitive aspects. They were reciting, re-reading, underline the main idea, copying important phrases, retaining information, paraphrase, translating, summarizing, integrative imagery, and using prior knowledge. The specifics thing of this group is they were creating analogy by connecting to real-life orally, mentally, and in a note form. The other specific reading activities of the low group learners were surveying passages before reading and using integrative imagery. They spend more time on these two categories that they lose time for answering the reading questions. For the cognitive aspect of strategy, the high group learners are more critical, while the low group learners are more literal and attractive.

Results and Discussion of Meta-Cognitive Strategy Used by High and Low Groups

Nine themes were identified and then classified into five categories for the high group and five categories. The themes and categories of high and low groups are presented in table 8 below.

Table 8. Metacognitive Strategies Used by High and Low Group Learners

Themes/categories of low group	Themes and categories of high group
Self-testing	Self-testing
After reading	During reading
	After reading
Creating pre-reading questions	Creating pre-reading questions
Before reading	Before reading
While reading	While reading
After reading	After reading
Monitoring and evaluating	Monitoring and evaluating
Constantly check and verify	Constantly check and verify
Predict during reading	Predict during reading

Guessing meanings	Consulting
Contextual clues	Consulting someone/other texts
What presently learned from the text	friends/classmates
From prior knowledge	teachers
Predicting contents before reading	Guessing meanings

For the metacognitive strategy, upper group readers were using more varied reading strategies than low-group readers. Similar themes were used by both groups, such as *self-testing*, *creating pre-reading questions*, *monitoring*, and *evaluating*. For guessing the meaning category, the upper-group readers used context clues, bottom-up strategy, and *top-down strategy* to comprehend the reading text. However, the lower group readers just guess without applying specific reading skills. The upper group readers were making *predictions about content before reading*, while the lower group reader was *consulting someone* by asking friends, lecturers, and guessing. Both groups apply metacognitive strategy. High group readers used a more complex metacognitive strategy while the low group readers use a more basic one.

Results and Discussion of Affective Strategy Used by High and Low Group Learners

There were four themes with three categories identified from the upper group readers and four themes with two categories from the lower group readers. The themes and categories of reading strategies for the affective strategies of middle-up and middle-low are presented in the following table 9.

Table 9. Affective Strategies of middle-up and middle-low group

Themes/ Categories of high group	Themes/ Categories of low group
Positive self-talk	Positive self-talk
a. before reading	a. before reading
b. while reading	b. while reading
	c. after reading
Using images of success	Using images of success
Acknowledging content	

Both high group readers and low group readers were mentioning *positive self-talk*. They were also showing the *image of success* in their reading activities. The low group learners were doing positive self-talk longer than the upper group readers. This is because positive self-talk and an image of success could decrease anxiety and increase confidence in reading activities.

Both groups were mentioning positive self-talk and an image of success in reading activities. The high group readers were *acknowledging the content* in reading activities, while the low group readers did not. It illustrated that the high group readers try to understand the text comprehensively through their evaluation and argumentation.

Shortly, the high group used full of strategy, variety of strategies, and read critically while the low group had a specific reading strategy. The low group was creating analogy by connecting to real-life orally, mentally, and in a note form. They were also surveying passages before reading and using integrative imagery. They then spent more time in reading activities, that they lose time for answering the reading questions. However, both the high and low groups applied cognitive reading strategies. For the cognitive strategy, the upper group readers are more critical, while the middle-low group reader is more literal and attractive.

Metacognitive strategies of high group learners were varied and more complex, while the low group learners were more basic and more unadorned in reading comprehension activities. Both groups used the metacognitive strategy in different ways.

For affective strategy, both groups were mentioning positive self-talk and an image of success in reading activities. The high group readers acknowledged the content in reading activities, while the low group readers did not. It illustrated that the high group readers try to understand the text comprehensively through their evaluation and argumentation.

CONCLUSION

The conclusion is the result of the discussion presented dealing with research questions. The Indonesian learners read critically through cognitive, metacognitive, and affective strategies. They use various strategies in reading academic texts. These three strategies were applied alternately. Cognitive strategies were applied more than metacognitive and affective strategies because technology advances self-concept, skills, experiences, and timed affect the strategy used.

The Indonesian learners used more cognitive strategies than metacognitive and socio-affective strategies. They applied strategy in different ways. The learners were reciting, re-reading, underlining the main idea, copying essential/ important phrases, retaining information, paraphrasing, translating, using integrative imagery, summarizing, using prior knowledge, surveying passage before reading, pay attention to visual representation, concept mapping, mind-mapping, schematizing, and creating an analogy to comprehend the text. This is a mental operational step done by the reader to get a deeper understanding.

Through metacognitive strategy, readers control and monitor their reading activities consciously for better comprehension and achievement. The readers were also doing Self-testing, monitoring and evaluating, guessing meanings, and consulting others are categorized as a metacognitive strategy. The readers then control their cognitive process through organizational action, monitoring, and modification for perfect learning outcomes. The readers were doing self-testing, creating pre-reading questions, monitoring and evaluating, guessing meanings from context, and consulting with someone.

The readers used affective strategy by mentioning positive self-talk, showing an image of success, and acknowledging content. They did it in all t-reading activities. Positive self-talk is a strategy used to create a positive atmosphere in reading activities. It is also used to control emotions and avoid high anxiety levels. Using images of success is done to control themselves to remain confident in understanding the meaning of a text. Then, acknowledging the content to receive implicit or explicit information is also done by students. Learners do these to focus attention on activities, maintaining concentration, controlling fatigue, establishing and maintaining motivation, and effectively managing reading time.

The answer to the research question two, the reading strategies used by high group learners are different from the low group. They differently used cognitive, metacognitive, and affective reading strategy. The High group learners read efficiently, critically and used various reading strategies, while the low group learners were more specific and straightforward in reading strategy.

For cognitive reading strategies, the high group learners were creating analogy by connecting to real-life mentally while the low group learners were creating analogy by connecting to real-life orally, mentally, and in note forms. The lower group was surveying passages before reading and using integrative imagery to spend more time reading activities. This wastes their time for answering the reading questions. The high group readers are more critical, while the low group readers are more literal and attractive in their cognitive reading strategies.

The higher group learners' metacognitive strategies were more varied and complex, while the lower group learners were more basic and simpler in their reading comprehension activities. Both groups used the metacognitive strategies in different ways. For affective strategy, both groups were mentioning positive self-talk and an image of success in reading activities. The higher group readers acknowledged the content in reading activities, while the lower group did not. It illustrated that the upper group readers try to understand the text comprehensively through their evaluation and argumentation.

Lack use of socio-cultural strategy used by readers but it is helpful in reading comprehension as meaning was also shaped by social interaction and contextual factors. It is an observable activity. As a noticeable learning activity, by facilitating language learning strategies, teacher allow students to become more independent, expanding the role of language.

This implied that the teachers need to facilitate students with an appropriate reading strategy to read better. In his/her teaching reading activities, the teacher needs more practice on the metacognitive and affective strategy to create fun learning and create a conducive learning environment. Metacognitive strategy as a high-level strategy facilitates learners' critical demanding. Socio-affective strategy is also a helpful strategy

use to comprehend a text better as meaning is shaped through context, social and personal interaction.

It is recommended that the following researchers conduct a more specialized study about reading strategies dealing with the phenomenon that appeared in this study. Teachers who teach academic reading are also recommended to consider students' reading strategies that are not appropriate to their reading level. Recommendations are also given to teachers or lecturers to examine the impact of reading strategies on the achievement of the learning outcomes Reading course.

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