

THE STUDENTS' PERCEPTION TOWARDS READING STRATEGIES AT 2ND SEMESTER STUDENTS OF STBA JIA IN ACADEMIC YEAR 2021/2022

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Abstract

This study discussed STBA JIA students' perception of reading learning in the 2nd semester of academic year 2021/2022 of STBA JIA, Bekasi". The purpose of this study is to investigate students' perceptions of reading strategies and to demonstrate that reading strategies can help students continue their learning to the next level. This research is carried out utilizing a qualitative research method, namely a descriptive design. The total number of students was 51 students of 2nd semester, and the data was collected through interviews questionnaires. The data analysis technique used was to explain the data from the questionnaire, which was handled using Google Forms. Google Form serves as a digital form to gather data in this study, and the findings serve to analyze the data. To put it another way, it was transformed into a pie or bar chart. The findings revealed that, in general, students' perceptions of reading strategies were favorable (positive), since most of them still pay attention and perform pre-reading, during reading, and after reading strategies. Reading strategies will always help and support the students in their reading comprehension performance.

Keywords: Students' Perception; Reading; Reading Strategies

INTRODUCTION

The education provided by STBA JIA strives to increase educational quality. These objectives can be met as soon as possible with effort and hard work. Despite these attempts, present education is still not as good as it could be. Students must always be taught and educated in order for their development to occur as intended. An opinion was claimed by a result of survey of Most Littered Nation in the World 2016 in (Pitri & Sofia, 2022), "Indonesian people's reading interest is very low compared to other countries. Indonesia is ranked 60 out of 61 countries. As is well known, interest is a source of motivation that will direct someone to do what they would do if given the option to choose. Interest is generated by factors that influence it, not by itself. Nature, talent, gender, degree of education, state of health, state of mind, and habits are examples of such factors. External factors include books or reading materials, as well as the surroundings. This interest is what motivates someone to engage in reading activities on a regular basis, both for academic reasons and out of simple enthusiasm.

What makes a good reader? Good readers think about what they read, note new vocabulary, and find for its meaning. What's more? Good readers should reflect on what they adore, what they learn, and want to know more, thereby they are able to understand the text, to arouse curiosity and motivation to read further. Reading plays a big role in students' language learning. Nowadays, many students of STBA JIA struggle to learn reading comprehension. It is no longer a secret that through reading, their vocabulary students can expand. They may find new words

that they have never seen before and search for their meanings in the dictionary. Reading can also make students fill their brain with new information when they read, owing to a powerful tool that enables one to acquire knowledge and understanding is reading. Grellet (1981) states that there are two basic reasons for reading that can be identified: reading for pleasure and reading for information. Reading for pleasure could entail reading humorous social media messages or literature. Meanwhile, reading for information can be divided into three categories: reading rapidly to appropriate material, evaluating information, and synthesizing knowledge from several sources. Reading is equivalent to providing students' brains food, and the food of the brain is what they read. By mastering in reading, it can change "learning to read" into "reading to learn". As seen in the students of STBA JIA, the problems or the students' difficulties are in reading comprehension. There are many STBA JIA students who struggle or are limited by problems with language knowledge, background information, motivation, reading strategies, and reading knowledge. Kruidenier (2002) conveyed that the ability to read a text, breakdown it, and understand its content is referred to as reading comprehension. The process of comprehending the reading text is not easy for the students to do. In every educational activity, students' perception is one of the most important factors that determines the reading activity effectiveness. Perception is a cognitive process that each person engages in in order to select, organize, translate, and understand data and sensory information obtained through sight, hearing, scent, touch, feeling, and appreciation in order to generate a meaningful image of the world. Goldstein (2010) states that "perception is the act of being aware of situations and matching them with meaningful thoughts". It strengthened by Demuth, (2013) perceptions are the subject of one's cognition. What one's perceive are only perceptions and there is nothing else accessible to her/him except perceptions. What one assumes is behind his/her perception and what allegedly causes it, is just a rational construct. Along from perceptions, one owns images, rational contracts, and ideas created by oneself. Students' perceptions of STBA JIA remain important in the reading learning process because knowing students' opinions can be very helpful for lecturers in finding strategies, methods or techniques, styles, and so on to deal with problems encountered by students during the learning process, particularly in reading learning. During this time, lecturers and students are doing teaching and learning activities online and offline, automatically, students' view will vary, much more in reading strategies.

METHOD

This 12-month study took place from August 2020 until September 2022. The second semester students of JIA's Literature Department were recruited based on the research subject requirements. The writers selected a morning and shift class with a sample of 30 students. They were observed by the writers. According to Kothari (2004) the scientific method of collecting non-numerical data through observation is known as qualitative research. The meanings, conceptions, definitions, traits, metaphors, symbols, and descriptions of things are discussed in this study, rather than their "counts or measures." This research looks on why and how a particular occurrence occurs rather than how frequently it occurs. This study is a descriptive study in which a scientific examination is conducted to gain knowledge about the existing state of phenomena. Nugrahani (2014) states that descriptive method is a method in which describe the process from time to time in a natural situations or natural context (natural settings) without any engineering from the researcher and can reveal a reasonable relationship between researchers and informants. Fieldnotes, questionnaires, interviews, and documentation were utilized to collect data for the study. The writers thoroughly studied the field notes and gained permission from the participants to undertake the research as the subject.

Then, all of the instruments must be prepared for data collection. The instruments were created by multiple steps, including generating the questionnaire, distributing the questionnaire to the students, and submitting the questionnaire in Google Form. Finally, the writers interviewed the students in semi-structured interviews. An opinion was claimed by Creswell (2009) data analysis comprises participant information analysis, preparation, organization, coding, and representation of the results in a table, graph, or figure, as well as interpretation of the results. After gathering the data, the writers should review it, generate the questionnaire findings, and then draft the interview transcript. Unimportant information from the interview was trimmed. The results of the interview and questionnaire were combined to get a conclusion.

RESULTS AND DISCUSSION

Results

The purpose of this study was to find out the students' perception in English reading learning of 2nd semester STBA JIA's in which 51 students who were asked to fulfill the questionnaire and some students were selected as the interviewee to share their feeling and way on learning reading.

The Results of Questionnaire Session

The writers had done the research and had gotten the complete data from the students by using a questionnaire. In order to tie all ideas up, (Irvin & Lunstrum, 1995) described some characteristics of an effective reader and ineffective readers and divides these characteristics into three groups, namely pre-reading, during reading, and after reading, for gaining the objectives of research, the writers analyzed the systematically and accurately. They could be described as follows:

Graphic. 1. Pre Reading Results

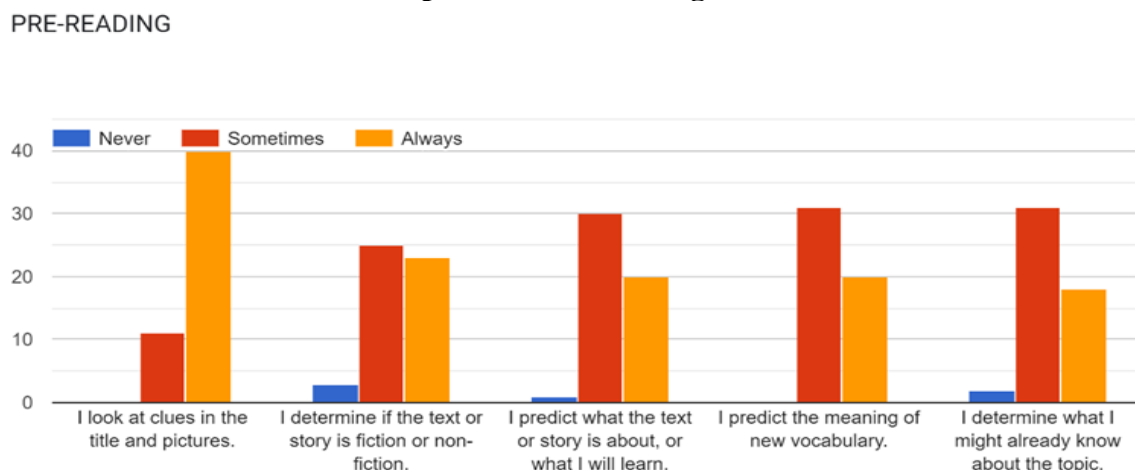


Table 1. Pre Reading Results

No	DESCRIPTIONS	NEVER		SOMETIMES		ALWAYS	
		Total	Percentage	Total	Percentage	Total	Percentage
1	I look at clues in the title and pictures.	0	0 %	11	21,6 %	40	78,4 %

2	I determine if the text or story is fiction or non-fiction.	3	5,9 %	25	49 %	23	45,1 %
3	I predict what the text or story is about, or what I will learn.	1	2 %	30	58,8 %	20	39,2 %
4	I predict the meaning of new vocabulary.	0	0 %	31	60,8 %	20	39,2 %
5	I determine what I might already know about the topic.	2	3,9 %	31	60,8 %	18	35,3 %

Graphic 2. During Reading Results

DURING READING

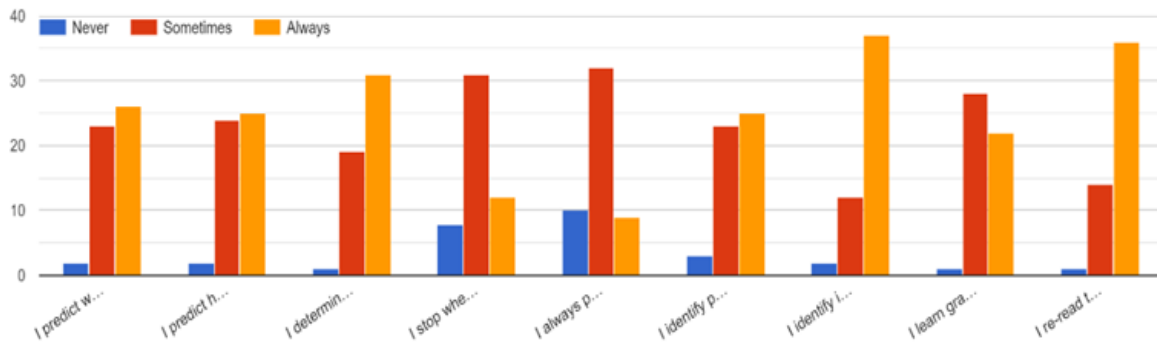


Table 2. During Reading Results

No	DESCRIPTIONS	NEVER		SOMETIMES		ALWAYS	
		Total	Percentage	Total	Percentage	Total	Percentage
1	I predict what might happen next in the text or story	2	3,9%	23	45,1%	26	51%
2	I predict how the text or story might end.	2	3,9%	24	47,1%	25	49%
3	I determine how I feel about the main character or events.	1	2%	19	37,3%	31	60,8%
4	I stop when a word or phrase doesn't make sense and correct it.	8	15,7%	31	60,8%	12	23,5%

5	I pass the sentences that are difficult to understand.	10	19,6%	32	62,7%	9	17,6%
6	I identify parts of the text or story I don't understand.	3	5,9%	23	45,1%	25	49%
7	I identify important parts of the text or story.	2	3,9%	12	23,5%	37	72,5%
8	I learn grammar and vocabulary from the text or story.	1	2%	28	54,9%	22	43,1%
9	I re-read the text to understand confusing parts.	1	2%	14	27,5%	36	70,6%

Graphic 3. After Reading Results

AFTER READING

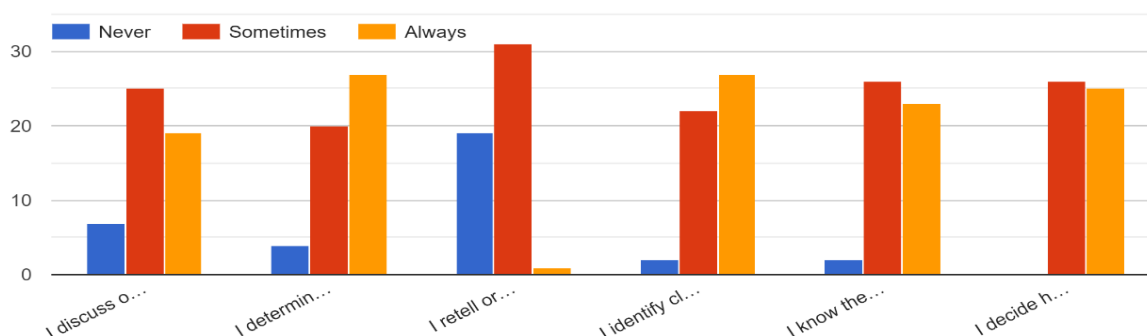


Table 3. After Reading Results

No	DESCRIPTIONS	NEVER		SOMETIMES		ALWAYS	
		Total	Percentage	Total	Percentage	Total	Percentage
1	I discuss or consider the main idea in the text or story.	7	13,7 %	25	49%	19	37,3 %
2	I determine what the author is trying to tell me.	4	7,8%	20	39,2%	27	52,9%
3	I retell or write the sequence of events in the text or story.	19	37,3%	31	60,8%	1	2%
4	I identify clues in the text or story to	2	3,9%	22	43,1%	27	52,9%

	help me understand the meaning.						
5	I know the general idea and information of the text or story.	2	3,9%	26	51%	23	45,1%
6	I decide how the text or story made me feel something.	0	0%	26	51%	25	49%

The Interview Session

The interview session conducted by the writers; this session is based on questions that aim to know that reading learning is supported by the reading strategies. The writers gave 8 questions of interview to 12 students of 2nd semester. Based on the answers of students from the first up to last question, when thinking reading, most students only think of stories, namely books. In fact, by the questions which the writers asked to students, there are many other types of reading materials that students can use to practice their developing reading skills, such us magazines, comics, manuals, newspapers, poetry, so on. The students realize that reading is good for them because it improves their focus, memory, empathy, and communication skills. It also can reduce their stress, improve your mental health, and help them live longer. Additionally, reading also allows them to learn new things to help their succeed in their study. A person who reads everyday gets better at it over time. Not surprisingly, daily readers exactly gain more enjoyment from it than those that read less often. It can even improve their critical thinking skills. At last, they have good learning experience, is adding values to them as learners. In other words, by reading learning, especially in reading strategy, it could help them to understand something they couldn't before, it's easy to use, and well-crafted. The entire experiences feel purposeful, and put the needs of them first. It is significantly supporting the students in their reading learning. From all interview questions, the writers concluded that the students had positive perception. The students assess an object or information with a positive view. In other words, the students gave positive responses in which form of action or attitude that show, accept, recognized, approves, implements, and follow the learning applied. Although, there are some students who also had negative perception.

Discussion

Based on the questionnaire and interview data, the writers expressed the answers of the research problem. Students' responses to the questionnaire and interview in this research indicated that the students in 2nd semester had positive perception towards reading strategies. They are comfortable enough and relax study reading and in the present case It was clearly shown by the score which there are still many students who pay attention or carry out reading strategies, including pre-reading, during reading, and after reading. According to the results of data analysis from both the questionnaire and the interview, pre-reading strategies assist students in knowing the objective, building prior knowledge on the subject before beginning to read, and focusing their whole attention on their reading. Then, during reading strategies, pay close attention to the reading assignment, keep a continual check on students' comprehension, and monitor students' reading comprehension. Finally, following reading strategies assist students in determining whether they met their reading goal, evaluating comprehension of what they read, summarizing the main ideas, and seeking additional information from other sources.

CONCLUSION

The purpose of this study was to find out the students' perception on their reading strategy. Students who consistently use pre-reading strategies activate students' prior knowledge and set a purpose for reading. Meanwhile, while reading strategies assist students in making connections, monitoring their learning, generating questions, and remaining engaged. Finally, after reading procedures allow students to summarize, question, reflect on, discuss, and respond to text. These reading strategies make them become good readers (proficient readers), but the students who never do these strategies, it infers that they are poor reading (ineffective reading). This research was carried out to investigate the students' perception toward reading strategies. Based on 51 respondents which 8 interview questions and 20 statements of questionnaire categorized always, sometimes, never were conducted by the writers. It clearly indicated that the students could express their opinions and have good or positive perception towards reading strategies. Reading is a remarkable element for everyday life which is it is a basic skill. The standard of reading strategies is not always done by all the students of 2nd semester, and it turns out that the students have various barriers. Reading entails connecting new text to prior knowledge. Students activate prior knowledge and construct a mental framework to which new information can be added. This process begins before reading, is strengthened when students interact with the text during reading, and is reflected on after reading as students integrate what they have read into their prior knowledge. So, it can be said that all reading strategies, including pre-reading, during reading, and after reading really support reading learning at the next level and students should be taught reading strategies so that they can master English, especially in reading.

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