IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 8, No. 1, January 2024, pp. 174-193

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

READING STRATEGIES APPLIED BY BENGKAYANG STUDENTS TO OVERCOME THEIR COMPREHENSION PROBLEMS

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https://doi.org/10.24071/ijiet.v8i1.6888
received 25 July 2023; accepted 31 January 2024

Abstract
Reading is one of the language skills that learners must acquire. However, many students experience difficulties because they lack English knowledge. There are strategies that students can use to overcome their reading difficulties such as translating, asking questions, and using other references. Research about English reading strategies has been conducted in several regions in Indonesia such as in Aceh Besar and Medan, but in Bengkayang, there has never been any research done on that topic. Thus, this study aimed to find out Bengkayang senior high school students' strategies to overcome their English reading difficulties. The participants of this study were 90 first-grade senior high school students from four senior high schools in Bengkayang. This study uses a quantitative descriptive method by using a questionnaire as its data collecting instrument. The questionnaire contains three open-ended questions and sixteen closed-ended questions. The findings showed that Bengkayang students faced some problems in reading English texts such as lack of vocabulary and grammatical mastery. The strategies to overcome the difficulties are divided into three categories Support, Problem-solving, and Global strategies. Based on the findings, Problem-Solving strategies are the type of strategies that the students often use while comprehending reading texts.

Keywords*:* difficulties, reading, strategies

Introduction

Reading is one of the skills in learning English that is important to learn. However, reading activities are not as easy as expected. Every reading activity has its difficulties which need to be overcome by students depending on each student's appropriate reading techniques to make it easier for them to understand the contents of the reading texts. Thus, reading comprehension includes activities to understand a text by making a new meaning that is more relevant by using previous knowledge. Furthermore, reading comprehension is linked to learners' capacity to recognize and rectify grammatical faults (Jarrah & Ismail, 2018). Besides that, understanding a reading text is an activity that must be carried out carefully so that the results in concluding the contents of the text do not leave the context of the reading.

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Senior high school students in Indonesia need the knowledge to understand reading texts because reading texts at the tertiary level is more complex. To prepare students' knowledge in the field of more critical reading, it is necessary to develop reading skills. Reading comprehension is an activity to understand the content of the text. However, in terms of reading, there must be problems in understanding the contents of the reading text. Hasibuan (2018) said that students still struggle to extract information from texts, and there are a variety of reasons why they are unable to complete reading tasks, including a lack of vocabulary, failure to grasp the main idea, difficulty pronouncing words, a lack of interest in reading and reading comprehension was previously difficult to achieve.

Besides that, there is also research on difficulties in understanding the text experienced by remote area students even though the numbers are not many. Dini (2020) states those in rural locations typically do not have the same resources as students in suburban or urban areas. Because this rural area is far from the city center, it is not developed enough. In this case, students in rural areas face several problems caused by two factors, namely external and internal. Based on Dini's research, physics, cognition, and psychology are all internal factors. Family and school environment are examples of external variables. However, research on reading comprehension difficulties in remote areas is important because it can help students solve problems in understanding reading texts better.

Many of the existing studies have discussed difficulties in reading and understanding the contents of the reading text. However, very few of the existing studies discuss the strategies used by students in overcoming difficulties that arise when reading or understanding the contents of reading texts, especially in Bengkayang where students may have the same problems as previously mentioned. Thus, this study aims to find out the strategies of senior high school students in Bengkayang to overcome their difficulties when comprehending English reading texts. The research questions underlying this study are "What are the strategies to overcome the difficulties faced by Bengkayang senior high school students in comprehending English texts?".

The results of this study are expected to help students, especially from remote areas, to know that there are strategies that they may apply to overcome difficulties in understanding the contents of the reading texts.

Reading and reading comprehension

Among the four language skills in English, reading is the most popular skill to teach (Pramono, 2018). Pramono argued that reading, which entails the receipt and comprehension of language, may be quite beneficial to the instructor in assisting pupils in efficiently adapting to English. Reading also can be a skill in English that can be used for mastering English by learning reading English theories. In reading, students must persevere to read a text because reading is not just a monotonous activity but a pleasurable activity. Students usually look for their reading materials according to the reading text that they enjoy as a beginning to draw their attention to reading. This can also be supported by the existence of visual aids that aim to make students enjoy their reading texts more. Students are more likely to read books with interest when visual aids such as photos, videos, and projectors are used, making it simpler for them to comprehend the abstract ideas in the writings (Yunus, Salehi, & John, 2013).

Understanding a book is a complex process in which the text's meaning is derived from a combination of state, literal meanings of words and phrases, as well as inferred meanings that can be formed uniquely by the readers (Lestari, Fitriani, & Erdina, 2017). In this activity, students may use their language to interpret the meaning of words and phrases that are in the texts to be more easily understood by readers. Reading comprehension is a remarkable achievement of balancing and organizing several abilities in a complicated and fast-paced system of routines that makes understanding appear to be a simple and joyful activity for proficient readers (Wulandari, 2018). When a student can master the ability to read, is it said that the student has already passed through a lengthy process of reading. Because reading requires consistency in improving the ability to decipher a text publication. In the reading process, there is a cognitive process which is a repository of information that has been previously obtained for a long period. This process can help students remember the information contained in the text and easily develop that information with new theories according to the context of the reading.

Senior high school students' English reading difficulties

In reading, there are certain difficulties in understanding reading texts. This arises because students do not have sufficient mastery of vocabulary in English and also sentence structure or grammar. According to Zuhra (2015), many terminologies in the texts were unfamiliar to the students, and the phrases or sentences were lengthy. Mastery of vocabulary is very necessary if the students want to master a foreign language, especially English. Vocabulary knowledge is one of the finest measures of one's ability to read well and pick up new information from texts (Moghadam, Zainal, & Ghaderpour, 2012).

Sentence structures or English grammar can make students' understanding of English texts seem more difficult because when they do not have prior knowledge of the sentence structures or English grammar, they will find it difficult to make guesses about the meaning of unfamiliar words in the texts. Based on the result of research by Akbari (2014) grammar skills suggest improved comprehension and can be used as a predictor of reading success. Negara (2016) stated that grammar is used to convey a clear meaning or intent in a sentence. With the mastery of grammatical knowledge, can help students to find out the relationship between one sentence and another.

Motivation in reading is also needed for students to improve their reading skills because by having good motivation in reading students can gain more information about what they want to know in this world. However, some students do not have an interest in reading which makes them have difficulties in comprehending the English reading text. Akmal, Dhivah, and Mulia (2020) said that students should be encouraged to read more since strong motivation and sufficient topic knowledge will substantially assist in reading comprehension. Therefore, improving students' interest in reading is needed.

English reading ability in 3T areas

Pramono (2018) said that however, the country continues to struggle to provide equal access to education, particularly in rural areas. This can be supported by several factors, namely the students who do not have the background to study English which makes it difficult for students in rural areas to capture English

knowledge easily. As they go toward mastery, the students must construct a framework of knowledge that will act as a scaffold for additional learning (O'Reilly, Wang, & Sabatini, 2019). Another factor is learning material, which is because some rural areas cannot be accessed easily due to not having the infrastructure to get to the target area. By looking at these considerations, the distribution of learning materials requires a long process. So, adequate access is needed to distribute learning materials so that students are quickly fulfilled.

There are also perspectives from people in rural areas about learning English. Shahnaz and Gandana (2021) said that many individuals in rural regions still regard English as a foreign language that does not necessarily provide immediate advantages to their lives. A perspective like this can affect students' interest in learning English because the language is not used as the main language in their daily communication. Another perspective is from the students' parents. So, it is necessary to change the point of view of students and parents that learning English can also be beneficial for students' future.

Strategies in reading comprehension

Mokhtari and Sheorey (2002) said reading skills are used in the context of reading strategies, which are defined as "an interactive process that aims to gain meaning from the related text". He also grouped the reading strategies into three strategies such as global strategies, problem-solving strategies, and support strategies. For global strategies, it can be seen from the actions taken by readers intentionally to understand the contents of certain texts such as the use of instructions that are by the reading context to better understand the reading text. Tuyen and Huyen (2019) stated that contextual clues help readers understand a word's place in a sentence as well as the ideas being discussed there. Bolukbas (2013) said that the objectives of pre-reading techniques are to motivate students, activate their past topic knowledge, spark their interest through early assessments, and concentrate their attention on unfamiliar words. To gain more information in reading text requires knowledge mastery. Children can be helped to understand the topic by using visuals in pre-reading activities by relating their past knowledge to the text (Phuong & Trang, 2021).

Next is problem-solving strategies which can be interpreted as actions that readers take directly to understand the reading text, such as stopping directly and thinking about what they read. By stopping from time to time, the students can gain a more detailed understanding of the text. Cardenas (2020) as cited in Mart (2012) stated that in a teacher-led classroom context where vocabulary and grammar are given in bite-sized portions, intensive reading enables the reader to carry out an in-depth study. In the problem-solving category, reading speed is also needed to know the level of students' reading skills. The text could be read very quickly if speed-reading software is used (Kukkonen & Oslo, 2021). In that research also mentioned about the read slowly that said about close reading is like slow reading.

The last strategy is the support strategy which is defined as a support action taken by the reader to meet the needs of the reader in understanding the contents of the reading text, such as paraphrasing the information obtained from the text in the reader's own words. Ilter (2017) said that the goal of paraphrasing is to encourage the use of full sentences, allow students access to the specific content being taught, and make it simpler for readers to understand paraphrases in texts. Support

strategies also mention that asking questions is one of the useful strategies used by students to improve their reading skills and also add more knowledge. Blything and Cain (2020) stated that if teachers place a strong emphasis on word-reading skills development, confirmatory questions may keep younger kids interested in a book. Dwiningtiyas, Sofyan, and Puspita (2020) said that teachers play a crucial role in children's mastering of reading comprehension.

Method

This research was conducted in four senior high schools in Bengkayang, West Borneo. The research was conducted to answer the research question "What are the strategies to overcome the difficulties faced by Bengkayang senior high school students in comprehending English texts?". To answer the research question, this study used a descriptive quantitative method. According to the University of Southern California Libraries (n.d.), quantitative approaches focus on precise measurements and statistical, mathematical, or numerical analysis of data gathered by surveys, polls, and other forms of data collection, or by modifying historical statistical data using computational methods.

The participants were 90 students who answered the questionnaire. The participants of the study were first-grade senior high school students who were expected to know and apply strategies for comprehending English texts. The questionnaire that was used was developed by adapting from Mokhtari and Sheorey's (2002) study. The questionnaire used to collect data using two types of questions, namely closed-ended and open-ended questions. The sixteen closed-ended questions were in the form of yes/no, often/seldom, and multiple-choice questions. Then, the open-ended questions asked about the reasons for the participants' answers to the closed-ended questions. The questionnaires which were created by using Google Forms were shared with the students in the four schools in Bengkayang through a link that was sent to all of the participants' Whatsapp numbers.

After the data were collected, they were filtered according to the questions. Next, the data were grouped into several categories through several stages where for closed-ended questions, the same number of answers was calculated for each question that was still in the same domain. After the data were analyzed, the next step was to calculate the amount of data for each statement by finding the average number of 'sometimes' and 'often' answers in each closed-ended question and also calculating the total percentage of each open-ended question. Then, the results of these calculations were sorted starting from the statement that gets the highest percentage to the lowest percentage to see the level of frequency of students using reading strategies and also to see the students' greatest difficulties in reading. After that, the step taken was to conclude the survey results by looking at concluding that the top three of the statements in each category were the main strategies or the main difficulties that students do and experience in reading. This activity was also carried out to form clear findings.

Findings and Discussion

The data analysis results revealed the students' difficulties in reading English texts and also the strategies that they used to overcome the difficulties. Besides using the three main strategies of Support, Problem-Solving, and Global Strategies,

the students also used other strategies in their reading. The findings of this study are presented below.

Students' difficulties in reading English texts

Table 1. Students difficulties in reading English texts

Difficulties in Reading English Texts	Total Number of Respondents Choosing the Answer	Percentage
Lack of vocabulary	63	**70%**
Lack of grammatical mastery	35	**38.90%**
Lack of background knowledge of English.	16	17.80%
Lack of interest in reading English texts	15	16.70%
Lack of pronunciation	3	3.30%
Poor Pronunciation	3	3.30%
Lack of comprehension	2	2.20%

From Table 1 above, it can be seen that the two biggest problems that the students faced when reading an English text were a lack of vocabulary and grammar mastery. Moghadam, Zainal, and Ghaderpour (2012) stated that one of the best indicators of reading aptitude and the capacity to learn new information from texts is vocabulary knowledge. By looking at this statement, vocabulary mastery in learning a language is very important and is one of the main things that must be learned. However, in this research, there are 63 respondents (70%) stated that the problem of insufficient vocabulary knowledge caused them to have difficulties in understanding English texts. This happened because their background knowledge of English is not enough. It can be proven by the students' answers which stated that they began to learn English when they were in junior high school (see Table 2 below). A total of 36 students (40%) had just started learning English in junior high school.

Table 2. Students' English background

School Level	Total Number of Respondents Choosing the Answer	Percentage
Junior high school	36	**40%**
Senior high school	11	12.20%
Elementary school	10	11.10%

Two of the participants stated that their vocabulary insufficiency problem appeared due to their late English learning.

> Excerpt 1:
> "Because when I was in elementary school, no one taught me English."
> (P1's statement collected from the Questionnaire on February 13, 2023, translated by the researcher)

Excerpt 2:
"In my school, there was no English subject."
(P2's statement collected from the Questionnaire on February 13, 2023, translated by the researcher)

The second biggest problem which was faced by the students in understanding English texts was their lack of grammar knowledge. As can be seen in Table 1 above, there are 35 students with a percentage of 38.90% who chose lack of grammar mastery as their problem in understanding English texts. Negara (2016) said that to communicate a distinct meaning or intent in a statement, grammar is utilized. In reading, grammar is essential for students to overcome their comprehension problems because mastering grammar can assist them not just in communicating well but the most important thing is that the students can gain the information from the text correctly without misunderstanding the content. Hence, the students need to learn grammar in an enterprising and deep way to master the grammar of the English language.

The other problems that the students faced when reading English which got the medium positive responses from the respondents with the percentage of between 16% to 17.79% are a lack of interest in reading English and a lack of knowledge about English. Based on the percentage in Table 1, there are 15 students (16.70%) who are not interested in reading English. Looking at this problem, the students need more motivation to increase their interest in reading, especially English texts. Akmal, Dhivah, and Mulia (2020) stated that students should be given greater motivation to read because mastering reading will be greatly aided by strong motivation and adequate subject knowledge. Students also do not have enough knowledge of English which makes them unfamiliar with English. There are 16 students (17.80%) who chose the statement of not having background knowledge of English. Therefore, the learners must build a framework of information that will serve as a scaffold for further learning as they progress toward mastery (O'Reilly, Wang, & Sabatini, 2019).

The difficulties that get the lowest score are the lack of understanding and lack of pronunciation. Students with major pronunciation issues who do not address them right away will experience difficulty with understanding, which will prevent them from achieving the primary aim of language study (Tejeda & Santos, 2014). Based on that statement, it can be said that students need to have a behavior to practice their English pronunciation. 6 students have poor pronunciation with a percentage of 6.70%. About 2.20% of the students (two of them) have a lack of understanding in their reading comprehension activity.

The strategies used by students to overcome their comprehension problems

Support strategies

Table 3. Support strategies used by students

Support Strategies	Never	Seldom	Sometimes	Often
I ask myself questions I like to have answered in the text.	4	10	19	57
	4.40%	11.10%	**21.10%**	**63.30%**

Support Strategies	Never	Seldom	Sometimes	Often
I go back and forth in the text to find relationships among its ideas.	3	12	24	51
	3.30%	13.30%	**26.70%**	**56.70%**
When reading, I translate from English into the Indonesian language.	6	11	19	54
	6.70%	12.20%	**21.10%**	**60%**
When reading, I think about information in both English and Indonesian.	6	13	27	44
	6.70%	14.40%	**30%**	**48.90%**
I underline or circle information in the text to help me remember it.	13	8	26	43
	14.40%	8.90%	**28.90%**	**47.80%**
I paraphrase (restate ideas in my own words) to better understand what I read.	4	18	34	34
	4.40%	20%	**37.80%**	**37.80%**
I use links to reference materials (e.g. a dictionary, or other related texts) to help me understand what I read.	4	18	37	31
	4.40%	20%	**41.10%**	**34.40%**
I take notes while reading English texts to help me understand what I read.	14	17	32	27
	15.60%	18.90%	**35.60%**	**30%**
When text becomes difficult, I read it aloud to help me understand what I read.	31	11	27	21
	34.40%	12.20%	**30%**	**23.30%**

Based on Table 3 above, it can be seen that for Support Strategies, three common strategies are used by the students to help them comprehend English texts. Those three strategies of 'Asking questions which they like to have answered in the text', 'Going back and forth in the text to find relationships among its ideas', and 'Translating from English into the Indonesian language'. Those three strategies get the top three highest positive responses of 'Often' and 'Sometimes' (84.40%, 83.40%, and 81.10% respectively). The strategy of asking questions can benefit both students and teachers where both parties become more intense in understanding reading texts. Blything, Hardie, and Cain (2020) stated that confirmatory questions may help younger children stay interested in a book, especially when teachers emphasize the development of word-reading skills.

The next strategy which gets the second highest positive responses from the respondents is 'Going back and forth in the text to find relationships among its ideas'. This strategy may be chosen by the respondents as the strategy that they often used when they faced difficulty in understanding the English text that they were reading because by using this strategy they wanted to ensure that their understanding of the text was correct. The findings of a study conducted by

Madhumathi and Gosh (2012) found that the supportive method was the one that the students favored. His research also found out that the strategy of 'Going back and forth the text to find the relationships among its ideas' was chosen as the eleventh most chosen strategy among all other strategies.

The third highest positive response from the respondents is 'Translating English into the Indonesian language'. This strategy was used by the students when they faced difficulty in English reading comprehension. About 81.10% of students chose the 'Sometimes' and 'Often' options when they were asked about using this strategy to overcome their difficulties in comprehending English texts. Owji (2013) believes that it is possible to define translation as a decision-making and problem-solving process. Seeing this statement, it can be said that students often use translation techniques as one of the best solutions for understanding an English reading text.

The five other Support Strategies get medium positive responses from the respondents with a percentage of between 60% to 79.99%. Those five strategies are 'Thinking about information in both English and Indonesian', 'Underline or circle information in the text', 'Paraphrase the information', 'Using links to reference materials such as dictionaries', and 'Taking notes while reading English texts'. Atiullah, Fitriati, and Rukmini (2019) said that when taught behavior is not relevant, higher-order thinking techniques are utilized to find a solution. Because of this, in reading, students need high thinking skills to create and analyze ideas from the information contained in the text using Indonesian and English. The next strategy is to underline or circle information which can help students easier in finding out new information and improve their understanding of the text. Reading studies on underlining, which authors employ to assist readers in discovering points in a book like headers, previews, and enumeration, has had conflicting outcomes (Mahdavi & Azimi, 2012). Paraphrasing strategy is also utilized by the students to overcome their difficulties in reading. Ilter (2017) said that the purpose of paraphrasing is to make it easier for readers to grasp paraphrases in texts, give students access to the specific knowledge being taught, and encourage them to utilize full sentences. Madhumathi and Gosh (2012) stated that reading is an interactive, meaningful building process in which readers apply a variety of ways to understand information from many accessible sources, according to studies on second language reading. It can be said that references from other sources can help the learners to gain more information which can impact their understanding of the reading text. The last strategy is taking note of the information in the text. Students who use note-taking tools focus more on key information and less on unimportant stuff (Rahmani & Sadeghi, 2011). Based on that statement, it can be concluded that note-taking is one of the helpful strategies for students to increase their reading comprehension.

The Support Strategy which gets the lowest positive responses from the respondents is 'Reading the text aloud to understand it when the text is too difficult to understand'. This strategy gets only 53.30% of positive responses 'Often' and 'Sometimes'. By employing this method, the students' hearts may be brought back to life, which can help them feel less drowsy and motivate them to read and think (Huda, Zakaria, & Kartanegara, 2015). Therefore, this strategy can build students' motivation in reading and they cannot feel bored by using this strategy during reading activities.

Problem-solving strategies

Table 4. Problem-solving strategies used by students

Problem-Solving Strategies	Never	Seldom	Sometimes	Often
When the text becomes difficult, I re-read it to increase my understanding.	1	9	26	54
	1.10%	10%	**28.90%**	**60%**
I try to get back on track when I lose concentration.	5	6	20	59
	5.60%	6.70%	**22.20%**	**65.60%**
When text becomes difficult, I pay closer attention to what I read.	4	9	18	59
	4.40%	10%	**20%**	**65.60%**
I read slowly and carefully to ensure I understand what I read.	3	11	19	57
	3.30%	12.20%	**21.10%**	**63.30%**
I adjust my reading speed according to what I am reading.	3	13	19	55
	3.30%	14.40%	**21.10%**	**61.10%**
I stop from time to time and think about what I am reading.	5	11	20	54
	5.60%	12.20%	**22.20%**	**60%**
When I read, I guess the meaning of unknown words or phrases.	7	16	16	51
	7.80%	17.80%	**17.80%**	**56.70%**
I try to visualize or picture information to help me remember what I read.	10	16	30	34
	11.10%	17.80%	**33.30%**	**37.80%**

Based on Table 4 above, It can be seen that in Problem-solving Strategies, three strategies are mostly used by the students to assist them in comprehending English texts. Those three strategies of 'Re-read the texts when it becomes difficult', 'Get back on track when losing concentration', and 'Pay closer attention to the text'. Those three strategies get the top three highest positive responses of 'Often' and 'Sometimes' (88.90%, 87.80%, and 86% respectively). Ahilbekovna (2020) argued that students' understanding could be improved by increasing their reading speed through repeated, timed reads of literature at their instructional level. The research also said that accustoming students to re-read the same text at a certain time helps them to find their mistakes in reading vocabulary. Judging from this, it can also be said that students can indirectly enrich their vocabulary to more easily understand an English text.

The second highest strategy is to get back on track when losing concentration which can assist the students to be more focused on reading. It can be said that most students might focus on their reading text and put a significant effort into reading to assist them in getting the important information in the texts. Sorqvist and Marsh (2015) Stated that higher concentration levels do not always need more work, even though effort and concentration frequently go hand in hand when compensating for

a more challenging activity. This statement proves that having a high level of concentration makes it easier for students to be able to understand reading texts without too much effort but still requires effort. Therefore students are expected to be able to refocus so that reading activities are not easily distracted which results in errors in understanding the reading text.

The next strategy is to pay closer attention to the text which can help students to gain more detailed information on the text. Reading pay closer to text is related to closer reading which can impact the students' reading comprehension skills. Dakin (2013) stated that students may accurately identify the reading goal, the meaning, and the primary concept by carefully examining the various text elements and text structures using the close reading method. By the closer reading method, the students know about their purpose in reading and can enhance their attention to the new information in the text. Therefore, this strategy is usually used by the students in their reading comprehension activity.

The four other strategies get medium positive responses from the respondents with a percentage of between 74% to 85%. Those three strategies are 'Read slowly', 'Adjust the reading speed', 'Stop time to time', and 'Guess the meaning'. In reading, speed is needed for learners to know the level of their reading skills. The strategy of reading slowly can help the students pay attention to the information in the text to gain a good comprehension of the content of the text. In other words, slow reading is similar to close reading (Kukkonen, 2021). The same researchers also said that Utilizing speed-reading software could result in reading text incredibly quickly. Looking at this statement, it can be seen that many tools of reading speed can support students in increasing their reading skills. The next strategy is to stop from time to time, which is a technique usually used by students to find out about the information they just found in a reading text. With a stop from time to time, students are more able to explore new information intensively to gain a better understanding. Cardenas (2020) as cited in Mart (2012) stated that intensive reading enables the reader to perform a thorough analysis in a teacher-led class setting where vocabulary and grammar are covered in brief chunks.

The last strategy which gets medium positive responses from the students is to guess the meaning which can build students' ability in reading. Hardanti, Sutarsyah, and Yufrizal (2015) stated that the guessing approach of the surrounding words, images, experiences, and imagination contributed to the context strategy's meaning and led to improved accomplishment. Guessing the meaning of a vocabulary or content is also useful for students to be able to take advantage of their background knowledge to understand the contents of the reading text. Besides that, this technique can be used to train students' way of thinking to be more critical.

The Problem-solving strategy which gets the lowest positive responses from the respondents is 'Visualize or picture information'. This strategy gets only 71.10% of positive responses of 'Often' and 'Sometimes'. Byrne, Angus, and Wiles (2019) believe that by including images within the information, visualization offers the potential to increase the overall amount and type of information that is communicated, not just to increase abstract information. Based on that research, it can be said that visualizing information can assist students with more complex information.

Global strategies

Table 5. Global strategies used by students

Global Strategies	Never	Seldom	Sometimes	Often
I check to see if my guesses about the text are right or wrong.	5	11	15	59
	5.60%	12.20%	**16.70%**	**65.60%**
I think about whether the content of the text fits my reading purpose.	6	11	27	46
	6.70%	12.20%	**30%**	**51.10%**
I think about what I know to help me understand what I read.	3	16	24	47
	3.30%	17.80%	**26.70%**	**52.20%**
I check to see if I understand when I read new information.	5	16	34	35
	5.60%	17.80%	**37.80%**	**38.90%**
I use context clues to help me better understand what I am reading.	1	22	21	46
	1.10%	24.40%	**23.30%**	**51.10%**
I check my understanding when I come across new information.	3	21	30	36
	3.30%	23.30%	**33.30%**	**40%**
I like an overall view of the text to see what it is about before I read English texts.	5	22	21	42
	5.60%	24.40%	**23.30%**	**46.70%**
I try to guess what the content of the text is about when I read.	13	14	28	35
	14.40%	15.60%	**31.10%**	**38.90%**
I review the text first by noting its characteristics like length and organization.	6	24	27	33
	6.70%	26.70%	**30%**	**36.70%**
I have a purpose in mind when I read an English text.	11	21	32	26
	12.20%	23.30%	**35.60%**	**28.90%**
When reading English texts, I decide what to read closely and what to ignore.	9	23	21	37
	10%	25.60%	**23.30%**	**41.10%**
I use typographical features like boldface and italics to identify key information.	15	20	28	27
	16.70%	22.20%	**31.10%**	**30%**
I use tables, figures, and pictures in the text to increase my understanding.	16	24	24	26
	17.80%	26.70%	**26.70%**	**28.90%**
I critically analyze and evaluate the information presented in English texts.	11	32	30	17
	12.20%	35.60%	**33.30%**	**18.90%**

Table 5 above shows that for Global Strategies, three strategies are used by the students to assist them in English reading comprehension. Those three strategies of 'Check the guesses', 'Think the content of the text fits with the reading purpose', and 'Think about the students' know' get the top three highest positive responses of 'Often' and 'Sometimes' (82.30%, 81%, and 78.90% respectively). In guessing the text, the students need to have good vocabulary mastery to make it easier for them to guess the contents of the text. It means that students can learn vocabulary by guessing the content of the text. Guessing from context helps improve reading efficiency. The capacity to deduce a word's meaning without consulting a dictionary saves time and permits the reader to keep reading uninterrupted (Mart, 2012). Therefore using guessing techniques the students can enhance their vocabulary knowledge.

The next technique is thinking about the content with the percentage 81% of students utilizing the technique to support them in their reading comprehension development. To fit with students' reading purposes, the students need to think critically to gain the content of the text. Based on Marboot, Roohani, and Mirzaei (2020) as cited in Aghajani and Gholamrezapour (2019) stated that The process of learning, effective information seeking, and cognitive development all depend on critical thinking (CT). Because of this, critical thinking needs to be taught to students so that their level of reasoning increases.

The third highest positive response from the respondents is 'Think about what the students' know'. About 78.90% positive responses of 'Often' and 'Sometimes'. McNeil (2011) said that numerous studies show that background information related to the text's subject matter aids understanding. With background knowledge, the students can understand the content of the text easily. Based on the statement above from the expert shows that background knowledge is important and needed for students' reading comprehension skills.

The nine other Global Strategies get medium positive responses from the respondents with a percentage of between 61% to 77.99%. Those nine strategies are 'Check the new information', 'Use context clues', Check the understanding of the new information', 'Overall view of the text', 'Guess the content', 'Review the length and organization of the text', 'Have a purpose in mind', 'Decide what to read closely', and 'Use Typographical features'. One way to check new information in the reading text is to discuss the meaning of the vocabulary or phrases in the text. Puspitasari and Sari (2020) stated that discussing meaning can teach students how to question, summarize, restate, and add comments to one another to deepen their understanding. The following strategy is to use context clues that are related to the vocabulary used in the text. In using context clues, the students are trained to be active in guessing the content by the clues in the context. Tuyen and Huyen (2019) stated that contextual cues reveal how a word fits in a phrase and the concepts being explored within. The overall view of the text before reading also has a part in comprehending the English text. Fisher (2016) said that to obtain a sense of what will be in the text before reading, one needs to preview it first. Hence, the students can prepare their skills to understand the text. In reading, the guessing activity is usually done before the reading activity starts. It can be said that there is a need for pre-reading like guessing the content of the text which can motivate students to be more interested in reading activity. Bolukbas (2013) said that the goals of pre-reading strategies are to excite pupils, activate their prior knowledge of the subject,

pique their interest through early assessments, and focus their attention on unfamiliar words. Review activity in reading also can assist students to know the characteristics of the text which can help them decide whether to read the text or not. As mentioned before by Fisher (2016), discovering what readers are going to read before it is read is the goal of previewing. It can be said that previewing the length and the organization of the text is needed to interact with students to read the text with enthusiasm. Another strategy is to decide what to read closely. Hinchman and Moore (2013) said that reading closely entails delving as deeply as you can into the particular points that make up a literary piece. In this strategy, students are intended to be wise in reading by being able to determine which parts of the text need to be read intensively. It aims to develop students' understanding abilities. The last strategy is to use typographical features which is the technique that students utilize to help them in their comprehension problems. Lonsdale (2014) as cited by Lonsdale (2016) stated that to achieve high readability, it is crucial to take into account, mix and alter each typographic component individually.

The two Global strategies which get the lowest positive responses from the respondents are 'Use tables, figures, and pictures' and 'Analyze and evaluate the information critically'. These strategies get only 55.60% and 52.20% of positive responses of 'Often' and 'Sometimes'. Phuong and Trang (2021) stated that by connecting their prior knowledge to the text, children may be guided to absorb the material by employing visuals in pre-reading exercises. It can be said that pictures, tables, or others can catch students' attention which can make students easier in understand the text. The second strategy is to analyze and evaluate the information critically. Analyzing and evaluating are related to critical reading which can train students' thinking skills in reading. Liu (2019) claimed that critical reading is a high-level knowledge of written content that calls for interpretation and assessment abilities that allow readers to discriminate between relevant and irrelevant information, separate facts from views, and ascertain the author's aim and tone. Therefore, students need to enhance their critical reading skills to have a good understanding of English reading text.

Other strategies to deal with comprehension problems

Table 6. Other strategies to deal with comprehension problems

Other Strategies	Total Number of Students Choosing the Answer	Percentage
Translate using a dictionary and Google Translate	44	**48.90%**
Learn a lot from books or other references	16	**17.80%**
Repeat the vocabulary	13	14.40%
Ask the teacher and friends	11	12.20%
Clues from pictures or other English books/texts	3	3.30%
Read slowly	1	1.10%
Watch English film	1	1.10%

From Table 6, it can be seen that the two other strategies that students utilize to assist them in reading comprehension are translating using a dictionary and learning from books or other references. The first point is about translating. Stepanova (2017) stated that translation is commonly understood to mean converting a text "word-for-word" from one language into another while preserving the original's meaning. About 44 students (48.90%) stated these techniques were likely used by the students for their understanding of the English text. This happened because most of the students lack vocabulary and then they like to use Google Translate to find the meaning of some words in the text. It can be proven by the two students' answers which stated that they have difficulty in vocabulary and using Google Translate to overcome their difficulties.

> Excerpt 3:
> "When I encounter difficulties while reading English texts I immediately open the internet like Google to overcome these difficulties." (P3's statement, Questionnaire on March 8, 2023, translated by the researcher)
> Excerpt 4:
> "I usually use an English dictionary or Google Translate to be able to understand what the English text means." (P4's statement, Questionnaire on March 8, 2023, translated by the researcher)

The second point is learning from books and other references. This strategy is not far from the word literacy which is also called reading activities. By using this strategy, students can accustom themselves to liking reading activities through books or other references so that students' comprehension skills in reading continue to increase if done continuously. Ganie, Deliana, and Rangkuti (2019) said that students' reading comprehension has to be improved to aid in the study of English as well as to raise the level of their general knowledge. Therefore, students need to learn from other books or references to gain more knowledge of all aspects of reading.

There are 16 students (17.80%) who are learning with the references. It means students need support to assist them in reading. So, the students can improve their comprehension with guidance from other references. Looking at this statement, there is some evidence from the students in doing their strategies.

> Excerpt 5:
> "By reading articles from other books." (P5's statement, Questionnaire on February 22, 2023, translated by the researcher)
> Excerpt 6:
> "Seek information from English subject teachers." (P6's statement, Questionnaire on February 13, 2023, translated by the researcher)

The other strategies that students utilized when reading English which got medium positive responses from the respondents with a percentage of between 12% to 14.50% are 'Repeating Vocabulary' and 'Asking the Teacher and Friends'. Naeimi and Foo (2014) said that to increase their lexical knowledge and reading comprehension, students should use a vocabulary learning technique. Based on the statement above, it can be said that vocabulary is needed to make it easier for students to understand the contents of the text. The repetition of vocabulary also

makes it easier for students to remember new vocabulary in the text which can indirectly increase vocabulary in their language learning. Furthermore, asking activity in reading also can improve students' knowledge in understanding the reading text. The role of the surrounding people in learning is also needed because apart from written sources such as books, knowledge from people around can also help students improve their reading skills by asking questions about things they do not know. Dwiningtiyas, Sofyan, and Puspita (2020) also said that for kids to successfully master reading comprehension, teachers are crucial. Therefore, teachers or friends are needed to help students gain new information about the reading text.

The three strategies that get the lowest score are 'Seeing clues from pictures or other English books', 'Reading Slowly', and 'Watching English Films' with the percentage of positive responses of 'Often' and 'Sometimes' 3.30%, 1.10%, and 1.10% respectively. The first strategy of using clues from pictures or other books is necessary for the students to do. By using pictures from the textbook, students can see the information in the pictures. Triwinarsih (2023) stated that with pictures, students can more quickly understand concepts than they might be able to with text. Hence, pictures or other English books can support students' learning process in increasing their reading comprehension. The second one is reading slowly which is still related to the speed of reading. Fast or slow reading can determine the accuracy of students in understanding the contents of the text. Muchtar (2019) stated to extract specific information from the text, students often read slowly. Therefore, each student has his reading speed according to the student's ability and expertise in understanding the reading text. The last one is watching an English film which has a relation with reading by reading a subtitle in the film. When watching a movie and seeing a word they don't understand, students can pause the film and look up in a dictionary to determine its definition and they can also take note of new words to improve their English (Roslinda, Raja, & Prayuda, 2021). By gaining a new vocabulary, it can make it easier for students to understand the text without misunderstanding.

Conclusion

The findings of this study found that the major problems that the students faced while reading English texts were related to vocabulary and grammatical mastery. Most of the students (70% of them) faced these difficulties when they were doing their reading activity which made it hard for them to understand the reading texts. The students' answers to the open-ended questions asking about their reasons for having such difficulties revealed that some of the students mentioned their late learning of English. It is indeed known from the demographic information of the participants of this study that about 40% of the participants started learning English when they were in junior high school. Based on this finding, it can be said based on the participants' perception the older a person is, the more difficult it will be for them to learn a foreign language, especially if they do not have a good English background as a guide for further learning.

This study also finds out the strategies under the three types of reading strategies (i.e., Support Strategies, Problem-solving Strategies, and Global Strategies) which are commonly done by the students to overcome their comprehension problems. For Support Strategies, most of the students utilize

asking questions, going back and forth, and translating which those three strategies get above 80% of positive responses from the students. For the Problem-solving Strategies, the strategies that get above 85% of positive responses are re-reading the text, getting back on track when they lose concentration, and paying closer attention to the text. As for the Global Strategies, the strategies that get above 77% of positive responses from the students are checking guesses, thinking the content of the text fits with the reading purposes, and using students' background knowledge. There were other strategies that students used to overcome their reading difficulties. Those strategies are translating using a dictionary and Google Translate and learning a lot from books or other references. Students use translation techniques by using a dictionary or Google Translate because students want to find out the meaning of the words in the reading text and also the words' pronunciation. As for the strategy of learning from books or other references, students use it to enrich their vocabulary, so it makes it easier for them to understand the content of reading texts and increase students knowledge in learning English grammar.

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