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A Survey on Reading Strategies Implemented by the English Study Program Students of FKIP Universitas Riau

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ABSTRACT

This study investigated the types of reading strategies applied by 5th semester students of the English Department at Riau University. The background of this study emphasizes how important good reading techniques are for academic achievement as students often do not know how to improve their comprehension. Knowing the types and frequency of reading strategies used by the students was the main objective of this study. A total of 99 students from three classes were given questionnaires to complete as part of the descriptive-quantitative technique. With a focus on comprehension monitoring and summarizing tactics, the results showed a variety of reading strategies, including cognitive, metacognitive, and social strategies. The results show that skilled readers use a wide variety of useful techniques, which improve reading comprehension and general academic achievement. This research helps create efficient teaching strategies and provides prospective teachers with the knowledge they need to improve reading comprehension skills. Ultimately, the study underscores the importance of fostering strategic reading among students to support their learning journey.

1. Introduction

Reading is an active procedure that requires one to focus on the text (Rohmah & Wahyuningsih, 2023). Reading is the primary way for students to interact with various related resources, such as research articles and textbooks, and acquire knowledge from various fields. Despite this, there are significant barriers that students have to overcome in their reading habits; many lack efficient methods to navigate difficult material, which often leads to poor comprehension and disinterest. According to (Neuenhaus et al., 2023), an instructional approach to strategy use might be enlightening, taking into account students' strategic preferences.

Reading strategies include intentional actions that readers take to improve their comprehension and derive meaning from written material (Yoshikawa & Leung, 2020). To understand academic knowledge, students must actively analyze the

material they read and consider multiple points of view. Most importantly, to motivate students to go beyond simply completing assignments and strive for academic excellence, educators must skillfully communicate the importance of the assigned reading material. Without this understanding, students can spend a lot of time just applying inefficient strategies and make them experience difficulties in achieving adequate grades in their academic fields. Furthermore, according to (Grabe & Stoller, 2001) the reading process requires readers to be proficient in using diverse strategies. These effective strategies are based on the needs and suitability of each individual.

According to recent research, there are marked differences in the use of different reading methods by students of different ability levels. For example, research by Febrimarini Br Sinulingga (2022) showed that more proficient reading students use more strategies more successfully than their less skilled peers, who often turn to simple methods such as translation or memorization. In addition, Thuy et al. (2020) emphasized how university students underused social and metacognitive methods, indicating a lack of knowledge about their capacity to promote deeper understanding. The results of this study indicate an urgent need for instructional interventions that can improve student comprehension and the application of efficient reading techniques.

Even with the abundance of research on reading techniques, there is still a significant knowledge gap on how certain populations such as students in Riau University's English Department approach reading academic texts. This is because reading academic material in English is difficult for EFL students, as suggested by (Maguire et al., 2020) that the expectations of academic reading are often implicit and difficult to explain, thus emphasizing the need for clearer help and guidance. Closing this gap is crucial as the circumstances and difficulties students face can affect the reading strategies they choose and how well those strategies work.

The purpose of this study was to investigate the types and prevalence of reading methods used by 5th semester students of the English Department at FKIP Universitas Riau. By examining these strategies thoroughly, the researcher intends to offer a more comprehensive view of current procedures and see opportunities to improve reading instruction to help children succeed academically. This research is important because it adds to the knowledge of students' use of reading strategies and informs instructional strategies that can improve reading comprehension outcomes.

2. Methodology

This study examined the reading strategies used by fifth semester students of the English Department at Riau University using descriptive-quantitative research methodology. Quantitative research involves the collection and analysis of numerical data to describe, explain, predict, or organize phenomena of interest (Gay, Mills, & Airasian, 2012). In short, researchers use a descriptive quantitative

design to gather information about a phenomenon by viewing it in its natural environment and describing it descriptively.

In this study, to ensure a representative sample reflecting the larger student population, 66 students were selected as the sample using cluster random sampling from a total of 99 students enrolled in the program. A structured questionnaire was used to collect data on different reading methods. These strategies were divided into two categories: direct strategies, including memory, cognitive, and compensatory strategies, and indirect strategies, such as metacognitive, affective, and social strategies based on the Oxford (1990) language learning strategies. On a scale of “Never” to “Always”, students were asked to rate how often they used the 19 statements in the questionnaire about these tactics. To give a clear picture of how often different reading strategies are used, the quantitative data from the questionnaire was examined using descriptive statistical methods. Averages and percentages were calculated. The data for this study was conducted between October and November 2024 at the Department of English, Faculty of Teacher Training and Education, Riau University in Pekanbaru, Riau. In order to provide important insights into the subject of English education and guide future teaching methods, this study used a methodical approach to identify and characterize the stakes.

3. Result and Discussion

After the data was collected, the researcher found a large amount of data that had to be presented. Table 1 below shows a recapitulation of the reading strategies used by fifth semester students of Riau University's English study program.

Table 1. Recapitulation of Students Questionnaire about “Reading Strategies”

Strategies	Mean Score	Rank
Memory Strategies	4.13	High
Cognitive Strategies	4.24	High
Compensation Strategies	3.90	High
Metacognitive Strategies	3.47	Medium
Affective Strategies	3.74	High
Social Strategies	3.47	Medium

Based on Table 4.6 above, all strategies are classified from high to medium rankings. Based on the table, the most used strategies by 5th English Department students are memory strategies with a mean score of 4.13, cognitive strategies with a mean score of 4.24, compensation strategies with a mean score of 3.90, affective strategies with a mean score of 3.74 and metacognitive strategies & social strategies which have the same mean score of 3.47. In summary, it can be concluded that the strategy most used by students in reading English passages is the memory strategy.

Students increasingly use learning techniques that help them understand the text, such as memory strategies (4.13), cognitive strategies (4.24), and compensation

strategies (3.90). This is because these techniques enable them to gather information, understand text structures, and overcome comprehension limitations more effectively. Effectiveness strategies (3.74) were also very important as students emphasized the importance of having motivation and a positive attitude when learning. In contrast, metacognitive (3.47) and social (3.47) strategies were used with lower frequency as reading was often seen as an individual activity. As a result, students put more emphasis on comprehending the text in a relaxed way rather than discussing, evaluating or interacting with others. This encourages a more individualized and efficient learning style in comprehending academic texts, which often leads to a lack of speed and accuracy in analyzing information

Memory Strategies in Reading

This indicator focuses on helping students retain and recall information from the text. The findings are presented in the table below:

Table 2. Students Feedback on Their Memory Strategies in Reading

No	Items	Always	Often	Sometimes	Seldom	Never	Mean Score
1	I use my senses to understand and retain the information I read.	32 (48.5%)	28 (42.4%)	6 (9.1%)	- (0%)	- (0%)	4.39
2	I deduce a new word or expression by examining its previously understood components.	18 (27.3%)	28 (42.4%)	14 (21.2%)	6 (9.1%)	- (0%)	3.87
TOTAL		50 (38.6%)	56 (42.2%)	20 (17.42%)	6 (5.3%)	0 (0%)	132 (103.52%) 4.13

Based on the table above, it shows that students apply reading memory strategies, with an average score of 4.39 in the first question, the majority of students (48.5%) always use their senses to understand and remember the material they have read, which indicates how often they use this method. With a mean score of 3.87, which was slightly lower than the first question, the second question revealed that 27.3% of students consistently inferred new words or expressions by checking previously learned components. With an overall mean score of 4.13, students' tendency to use memory strategies during reading was reflected by the fact that sense-based memory methods were used more frequently than deduction strategies.

Cognitive Strategies in Reading

This indicator focuses on helping readers maintain and improve their comprehension during reading activities. The table above shows students' responses regarding their cognitive reading strategies with an average score of 4.51, the majority of students (60.6%) always use prior knowledge to understand the text they read, while 31.8% do so frequently. This shows that this method is very common. The findings are presented in the table below:

Table 3. Students Feedback on Their Cognitive Strategies in Reading

No	Items	Always	Often	Sometimes	Seldom	Never	Mean Score
1	I use my knowledge to comprehend the text I'm reading.	40 (60.6%)	21 (31.8%)	4 (6.1%)	1 (1.5%)	- (0%)	4.51
2	I reason (analyze and infer aspects of grammar, vocabulary, etc.) what I read to understand the text.	21 (31.8%)	26 (39.4%)	16 (24.2%)	3 (4.5%)	- (0%)	3.98
TOTAL		61 (46.2%)	47 (35.6%)	20 (15.15%)	4 (3.0%)	0 (0%)	132 (99.95%) 4.24

With a mean score of 3.98, reasoning by checking grammar, vocabulary, and other features was only used by 31.8% constantly, 39.4% often, and 24.2% sometimes. With an overall mean score of 4.24, knowledge utilization-based techniques were used more frequently than analysis and inference strategies. This illustrates how children usually rely more on experiential comprehension than in-depth reading analysis.

Compensation Strategies in Reading

This indicator focuses on helping students overcome gaps in their language knowledge when reading. The findings are presented in the table below:

Table 4. Students Feedback on Their Compensation Strategies in Reading

No	Items	Always	Often	Sometimes	Seldom	Never	Mean Score
1	I infer the content of the text by making connections between words, phrases, ideas, etc., in the reading material.	20 (30.3%)	22 (33.3%)	15 (22.7%)	8 (12.1%)	1 (1.5%)	3.78
2	I infer the content of the reading passage based on the information provided (title, familiar vocabulary, topic sentence, etc.).	22 (33.3)	27 (40.9%)	14 (21.2%)	3 (4.5%)	- (0%)	4.02
TOTAL		42 (31.8%)	49 (37.1%)	29 (21.95%)	11 (8.3%)	1 (0.75%)	132 (99.90%) 3.90

The table above shows students' responses regarding their reading compensation strategies. The average score for the first item is 3.78, with 30.3% of students always summarizing the content of the reading by connecting words, sentences, or concepts, 33.3% often doing so, and 22.7% sometimes applying it. With an

average score of 4.02 on the second item, 40.9% of students often use this method, while 33.3% of students always infer the content of the reading based on the information provided, such as the title or well-known language. With an overall mean score of 3.90, the strategy of compensating based on available information was used more frequently than the strategy of connecting textual elements, indicating that students relied more on explicit clues than inferences based on word relationships to understand the passage.

Metacognitive Strategies in Reading

This indicator focuses on helping students control and organize their reading process. The findings are presented in the table below:

Table 5. Students Feedback on Their Metacognitive Strategies in Reading

No	Items	Always	Often	Sometimes	Seldom	Never	Mean Score
1	Prior to doing reading, I plan to read.	11 (16.7%)	22 (33.3%)	31 (47.0%)	2 (3.0%)	- (0%)	3.63
2	I focus my attention on the text when reading.	28 (42.4%)	29 (43.9%)	8 (12.1%)	- (0%)	1 (1.5%)	4.25
3	I use related resources (such as dictionaries and thesaurus, whether printed or online) to enhance my comprehension of the text.	24 (36.4%)	24 (36.4%)	17 (25.8%)	1 (1.5%)	- (0%)	4.08
4	I organize my reading for efficiency.	12 (18.2%)	28 (42.4%)	17 (25.8%)	9 (13.6%)	- (0%)	3.65
5	I create my own reading schedule.	2 (3.0%)	12 (18.2%)	26 (39.4%)	22 (33.3%)	4 (6.1%)	2.78
6	I coordinate the strategy used during reading.	2 (3.0)	23 (34.8%)	30 (45.5%)	9 (13.6%)	2 (3.0%)	3.20
7	I monitor my reading activities.	4 (6.1)	13 (19.7%)	24 (36.4%)	19 (28.8%)	6 (9.1%)	2.85
8	I evaluate my reading.	11 (16.7%)	18 (27.3%)	22 (33.3%)	14 (21.2%)	1 (1.5%)	3.36
TOTAL		94 (17.8%)	169 (32.0%)	175 (33.1%)	76 (14.39%)	14 (2.65%)	528 (99.94%) 3.47

The table above shows students' responses regarding their metacognitive strategies in reading. With 42.4% always and 42.4% often focusing on the text while reading, the majority of students tend to do so, with the highest average score of 4.25. With 36.4% always and 36.4% often using dictionaries and thesauruses, utilization of related resources is also quite high, with a score of 4.08. The level of application of reading organization for efficiency (3.65), planning before reading (3.63), and assessment of reading activities (3.36). Students did not

consistently use strategies involving creating a reading schedule (2.78), coordinating strategies while reading (3.20), and monitoring reading activities (2.85), as evidenced by the lower scores. With an overall mean score of 3.47, the most popular metacognitive strategies were using additional resources and concentrating on the text. This suggests that students are more reactive to reading comprehension compared to systematic planning and monitoring.

Affective Strategies in Reading

This indicator focuses on a set of strategies, enable readers to manage their emotions, beliefs, attitudes and motives when interacting with written content. The findings are presented in the table below:

Table 6. Students Feedback on Their Affective Strategies in Reading

No	Items	Always	Often	Sometimes	Seldom	Never	Mean Score
1	I am internally driven during the reading process by activating positive emotions, beliefs, and attitudes.	12 (18.2%)	31 (47.0%)	18 (27.3%)	5 (7.6%)	- (0%)	3.76
2	I generate and maintain motivation when reading.	15 (22.7%)	24 (36.4%)	21 (31.8%)	6 (9.1%)	- (0%)	3.72
TOTAL		27 (20.4%)	55 (41.6)	39 (29.5)	11 (8.33)	- (0%)	132 (99.83%) 3.74

The table above shows students' responses about their affective reading strategies. With a mean score of 3.76, 47.0% of students reported that they feel internally motivated while reading by frequently triggering positive feelings, beliefs, and attitudes, and 18.2% reported that they do so consistently. In addition, with a mean score of 3.72, 36.4% of students often use these tactics to maintain and sustain motivation while reading, and 22.7% always do so. With an overall mean score of 3.74, most students apply affective techniques in reading at a fairly good level, indicating that motivational and emotional components are very important in improving reading comprehension.

Social Strategies in Reading

This indicator focuses on contextual, communicative and cultural elements in their efforts to understand what they read. The table above shows students' responses regarding social strategies in reading. About 34.8% of students regularly interact with others to gain knowledge and learn new things while studying, while 16.7% always participate, resulting in an average score of 3.45. The findings are presented in the table below:

Table 7. Students Feedback on Their Social Strategies in Reading

No	Items	Always	Often	Sometimes	Seldom	Never	Mean Score
1	I engage with others during reading to acquire knowledge and exchange ideas.	11 (16.7%)	23 (34.8%)	17 (25.8%)	15 (22.7%)	- (0%)	3.45
2	I address knowledge gaps in the text through interaction with others.	11 (16.7%)	28 (42.4%)	20 (30.3%)	7 (10.6%)	- (0%)	3.65
3	I consider the sociocultural context and sociocultural identity when reading.	9 (13.6%)	17 (25.8%)	28 (42.4%)	11 (16.7%)	1 (1.5%)	3.33
TOTAL		31 (15.6%)	68 (34.3%)	65 (32.82%)	33 (16.66%)	1 (0.5%)	198 (99.88%) 3.47

Moreover, in terms of expressing understanding in writing through interaction with others, 42.4% of students consistently use this strategy, and 16.7% always do so, with an average score of 3.65. On the other hand, in terms of adjusting social and cultural contexts and identities while reading, 25.8% of students consistently used this strategy, and 13.6% always did, with an average score of 3.33. To summarize, social strategies in learning were applied by students at a very high level, with an overall mean score of 3.47, indicating that social interaction was effective in improving their comprehension of the text.

4. Conclusion

The types and frequency of reading methods used by 5th semester students in the English Department at FKIP Universitas Riau have been successfully determined by this study. The results showed students' awareness and application of direct and indirect ways to improve comprehension, indicating a high use of a variety of effective reading strategies. This emphasizes the importance of teaching specific reading methods as they are critical to helping students become more proficient readers. The study also identifies opportunities for teachers to implement specific interventions that can encourage higher levels of strategic reading proficiency. To evaluate the long-term effects of specific reading strategy training on academic achievement and investigate the differences in the efficacy of these techniques across different student demographics, future research could concentrate on longitudinal studies.

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