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A SURVEY OF ENGLISH DEPARTMENT STUDENT'S READING STRATEGY IN READING ACADEMIC ARTICLES

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Abstract: This study aims to identify students' strategies for reading academic articles, examine the challenges they face, and describe how they address these issues within the English Study Program at Pattimura University. A survey design and quantitative method were used, with data collected through questionnaires and in-depth interviews. Results show that students commonly use reading strategies, specifically the GLOB, PROB, and SUPP strategies, to enhance comprehension and critical thinking. Key challenges include unfamiliar vocabulary and difficulties in connecting ideas within the text. Students said that without these strategies, they struggle to maintain concentration and understand the content. The findings suggest that these reading strategies can improve both comprehension and writing skills, providing valuable insights for students in developing critical review papers on academic texts.

Keywords: *Student Problems, Students Strategies, Academic article.*

SURVEY STRATEGI MEMBACA MAHASISWA BAHASA INGGRIS DALAM MEMBACA ARTIKEL AKADEMIK

Abstrak: Penelitian ini bertujuan untuk mengidentifikasi strategi mahasiswa dalam membaca artikel akademis, mengkaji tantangan yang mereka hadapi, dan mendeskripsikan cara mereka mengatasi masalah tersebut di Program Studi Bahasa Inggris Universitas Pattimura. Desain yang digunakan adalah survei dan metode kuantitatif, dengan pengumpulan data melalui kuesioner dan wawancara mendalam. Hasil menunjukkan bahwa siswa umumnya menggunakan strategi membaca, khususnya strategi GLOB, PROB, dan SUPP, untuk meningkatkan pemahaman dan kemampuan berpikir kritis. Tantangan utama yang mencakup kosa kata yang tidak familiar dan kesulitan dalam menghubungkan ide-ide dalam teks. Siswa mengatakan bahwa tanpa strategi tersebut, mereka kesulitan mempertahankan konsentrasi dan memahami isi teks. Temuan ini menunjukkan bahwa strategi membaca tersebut dapat meningkatkan pemahaman dan ketrampilan menulis, memberikan wawasan berharga bagi siswa dalam mengembangkan makalah tinjauan kritis terhadap teks akademik.

Kata Kunci: *Permasalahan Siswa, Strategi Siswa, Artikel Akademik*

INTRODUCTION

Reading is one of the skills in learning a language including English. It is an essential aspect of everyday living in a civilised society. It is among the most crucial determinants in developing an individual's vision, as it shapes his personality and makes him closer to other individuals. It makes individuals truly free and protects them from ignorance and false beliefs (Ünal, 2010). In college-level courses, students struggle to read and understand some reading materials such as academic articles and textbooks. According to Study and Learning Centre (2015) “ reading academic articles is a skilful practice. it means that students will get better if the more they do reading and practice it.” In the English department, of FKIP Pattimura University the students were expected to read academic articles to get the information that supports them in certain subjects like Research, and seminar classes in writing their skripsi. They should find academic articles related to their topic as their sources.

Furthermore, Reading academic articles is a complex task for students. Reading academic articles is a process to make a connection between the text that they read and their knowledge to pass the task. Sohail (2015) stated that Academic reading is different from other types of reading and the length and level of texts vary at various stages. These texts are challenging as they have philosophies which are expressed in a complex language and may include challenging words and sentences. ‘’ (p.116). It means that when reading academic text the students try to collaborate the meaning with the text. Understanding the text forces the students to understand the background that was written by the author of the text to know the context of the text itself.

A previous study was conducted by Chen, (2017) under the title of an exploratory study of NNES graduate students' reading comprehension of English journal articles The purpose of this study was to identify NNES graduate students' comprehension difficulties and reading strategies when reading English Journal Articles. In addition, the study explored how the relationship between reading difficulties and reading strategies is characterized. The study participants were 456 graduate students undertaking various majors in Taiwan. Both survey and interview methods were employed. The results of the study revealed that the participating students had medium-to-high levels of reading comprehension difficulties and that they tried to use various reading strategies. There is a significantly negative correlation between English journal articles reading difficulties and

reading strategies. Furthermore, Alghail and Mahfoodh, (2016), conducted a research study with the title *Academic Reading Difficulties Encountered by International Graduate Students in Malaysian University*. In this study, it was reported that the large amount of time consumed in reading research articles, book chapters, and books to prepare content for their theses. The students revealed that they had to refer to many research articles and book chapters while writing their theses. This was further explained by the graduate students when they indicated that they had to read journal articles and book chapters more than one time to find the information they were looking for. Furthermore, they felt that they had to read more than one time to be able to understand the content of journal articles and other reading materials so that they could improve the quality of their research.

The previous studies above concentrate on the correlation between students' reading difficulties and reading strategies, but they did not cover the strategies that are used by the students in reading academic articles and they conducted their study far from this city or this country.

Based on the condition above, the researcher was interested in exploring more about what is behind the students' perception of challenges that they have in reading academic articles. Therefore, the researcher proposes to study students' problems and strategies for reading academic articles at the English Study Program of Pattimura University. The study was focused on the following research questions: What reading strategies did the students have in reading academic articles? What kinds of problems did the students have in reading academic articles? How did the students do to solve their problems in reading academic articles? The objectives of the study are: to find out the students' strategies in reading academic articles, to explain the students' problems in reading academic articles and to describe the way the students used to solve the problems.

METHODOLOGY

The methodology that was conducted to support this research is survey design under quantitative research design. Survey research is quantitative research in which the whole population or the sample describes the population's attitudes, opinions, behaviors, or characteristics (Creswell, 2012). This research design is the way to complete the data and search the results of this study. It is about the activity that is done to know the aim of this research. In this study, a quantitative method design was used. The quantitative

design of this study is to know the students' strategies in reading academic articles, the researcher used a questionnaire which contains 30 item statements. To support the data from the questionnaire the researcher uses an interview which contains 2 basic questions. There were 5 students from each semester taken by the researcher to be sampled in the interview. After that, the researcher analyzed the data by using the percentage formula based on Anas Sudijono (2005). The procedures for conducting survey research are:

1. Identify Research Question. It aims to describe the population of participants, contrast groups in terms of particular attributes, and relate the research variable.
2. Identify the population, sampling frame, and sample. It aims to establish the number of populations, acquire the participants' names, and decide the sample.
3. Determine survey design and procedures for data collection. It considers the technique of collecting data.
4. Develop and place the instrument
5. Administer the instrument. It considers the technical things that will happen while conducting the research, such as obtaining permission to conduct the survey.
6. Analyze data to Address the Research Questions
7. Write the report

Hence, the researcher will carry out some steps as follows:

1. Ask permission from the English study program.
2. Distribute the questionnaire for students to be filled.
3. Interview the students to find out the problem
4. Calculate the data percentages.
5. Make a transcript of the data collection.
6. Generalize the data collection.
7. Conclude.

RESULTS

English Department Students's Reading Strategies Used in Reading Academic Articles.

1. The Results of the Global Reading Strategy

There were thirteen items in a survey that asked students about their personal experience in using the Global reading strategy to read academic articles, the results

show that 15 students (29,1%) always had a purpose, 20 students (41%) usually, 12 students (25%) sometimes, 1 student (2,1%) was occasionally, and 1 student (2,1%) was never had a strategy in reading academic articles. The second item of this strategy shows that 9 students (27,1%) always thought to help them understand what they read, 21 students (43,75%) usually, 13 students (21,1%) sometimes, and 1 student (2,1%) occasionally had something in mind when read. The third item of this strategy shows that 8 students (12,5%) always take an overall view of the text, 14 students (27,1%) usually, 24 students (47,1%) sometimes, 5 students (16,6%) occasionally, and 1 student (2,1%) had something in mind when read.

The fourth item of this strategy shows that 9 students (18,75%) always thought about the content of reading purpose, 20 students (41,6%) usually, 14 students (27,1%) sometimes, and 5 students occasionally had something in mind when they read. The fifth item of this strategy shows that 18 students (14,5%) always review the text first by noting its characteristics, 8 students (16,6%) usually, 22 students (48,8%) sometimes, and 11 students (22,1%) occasionally had when they read. The sixth item of this strategy shows that 11 students (23%%) always decide to read closely or to ignore, 13 students (27,1) usually, 17 students (35,4%) sometimes, and 7 students (14,5%) occasionally have when they read.

The seventh item shows that 11 students (23%) always use tables, figures, and pictures to increase understanding, 9 students (18,75%) usually, 19 students (39,5%) sometimes, 7 students (14,5%) occasionally, and 2 students (4,1%) never had something in mind when read. The eighth item shows that students (8,3%) always used context clues to understand when reading, 16 students (33,1%) used them usually, 23 students (48%) used them sometimes, and 5 students (10,5%) occasionally when reading. The ninth item shows that 5 students (10,4%) always use typographical features to identify key information, 13 students (27,1%) usually, 20 students (41,6%) sometimes, 9 students (18,75%) occasionally, and 1 student (2,1%) was had something in mind when read.

The tenth item shows that 6 students (12,5%) always critically analyze the information, 19 students (39,5%) usually, 17 students (35,4%) sometimes, and 6 students (12,5%) occasionally when reading. The eleventh item shows that 13 students (27,1%) always check their understanding when they get new information, 28 students (58,3%) usually do, 5 students (10,4%) sometimes, and 2 students

(4,1%) have something in mind when reading. The twelfth item shows that 17 students (35,4%) always trying to guess the content of the text, 22 students (45,8%) usually, 7 students (14,5%) sometimes, and 2 students (4,1%) had only occasionally when read. The last item of this strategy shows that 16 students (33,3%) always checked to see if the guesses were right or wrong, 14 students (29,1%) usually, 14 students (29,1%) sometimes, and 4 students (8,3%) had only occasionally when read.

2. The Results of Problem-Solving Reading Strategies

There were eighteen items in a survey that asked students about their experience using Problem-solving strategies to read academic articles. The results show that 18 students (37,5%) always read slowly and carefully, 24 students (50%) usually, and 6 students (12,5%) sometimes have when reading. The second item of this strategy shows that 10 students (20,8%) always try to get back when lose concentration, 29 students (60,4%) usually, and 9 students (18,75%) sometimes have when reading. The third item reveals that there are 6 students (12,5%) always adjust their reading speed, 16 students (33,3%) usually, 22 students (45,8%) sometimes, and 4 students (8,3%) occasionally when reading.

The fourth item shows that 19 students (39,5%) always pay closer when the text becomes difficult, 22 students (48,8%) usually do, and 7 students (14,5%) sometimes do when reading. The fifth item of this strategy shows that 5 students (10,4%) always stopped from time to time and thought when reading, 11 students (23%) usually, 23 students (48%) sometimes, 7 students (14,5%) occasionally, and 2 students were never have something in mind when read. The sixth item shows that 11 students (23%) always pictured or visualised information, 18 students (37,5%) usually, 17 students (35,4%) sometimes, and 2 students (4,1%) only occasionally had when read.

The seventh item of this strategy shows that 29 students (60,4%) always re-read when the text becomes difficult, 15 students (31,25%) usually, and 4 students (8,3%) sometimes have when reading. The last item of this strategy shows that 9 students (18,75%) always guessed the meaning of unknown words or phrases, 29 students (60,4%) usually, 6 students (12,5%) sometimes, and 4 students (8,3%) only occasionally had when read.

3. The Results of Support Reading Strategy.

There were nine items in a survey that asked students to read academic articles. The results show that 9 students (18,75%) always take notes while reading, 20 students (41,6%) usually, and 19 students (39,5%) sometimes have when reading. The second item of this reading strategy shows that 9 students (18,75%) always read aloud when the text became difficult, 13 students (27,1%) usually, 13 students (27,1%) sometimes, 8 students (16,6%) occasionally, and 5 students (20,4%) never have something in mind when read. The third item of this strategy shows that 29 students (60,4%) always underlined or circled the information in the text, 14 students (29,1%) usually, 4 students (8,3%) sometimes, and 1 student (2,1%) never had in mind when read.

The fourth item of this strategy reveals that 22 students (45,8%) always used reference materials, like dictionaries, 17 students (35,4%) usually, and 9 students (18,75%) sometimes when reading. The fifth item of this strategy shows that 12 students (25%) paraphrased, 19 students (39,5%) usually, 11 students (23%) sometimes, 3 students (6,25%) occasionally, and 3 students (6,25%) never have something in mind when read. The sixth item of this strategy shows that 12 students (25%) always go back and forth in the text, 24 students (50%) usually, 6 students (12,5%) do sometimes, and 6 students (12,5%) occasionally have when read.

The seventh item of this reading strategy shows that 6 students (12,5%) always asked self-questions, 17 students (35,4%) usually, 20 students (41,6%) sometimes, 3 students (6,25%) occasionally, and 2 students (4,1%) never have something in mind when read. The eighth item of this category shows that 20 students (41,6%) always translated from English to a native language, 11 students (23%) usually, and 13 students (27,1%) sometimes have when reading. The last item of this strategy shows that 16 students (33,3%) always thought about the information in both languages, 16 students (33,3%) usually, 12 students (25%) sometimes, and 4 students (8,3%) occasionally had when read.

English Department Students' Problems in Reading Academic Articles and the Solution the Problems

To answer research questions number two and three about kinds of problems and the way the students used to overcome those problem, the researcher used in-depth interviews with five students from three different semesters, from 5th semester, 7th semester and 9th semester. The results of the interview are described as follows. In reading the academic reading materials, the students were expected to gather key information and ideas from the reading, organize, and summarize ideas, and connect readings and ideas to the topic of the assignment.

Student A and student E

Both student A and student E had almost the same answer. For question number one about the problems that the students faced while reading academic text, they said that they had problems understanding the articles because of the unfamiliar words and phrases. To overcome this problem, these students preferred to guess the meaning rather than open the dictionary. Their reason is that it is wasting time because they used to finish reading some articles in a short period and they had to spend time making papers and doing critical reviews about those academic materials.

The second problem from student A and student E is about the content of the reading. According to them reading in an academic context is different from everyday reading where the readers have to become active readers in understanding the concept from the authors. To overcome this problem, they preferred to highlight important information. Here, student A and student E underlined very important information from the readings, they also sometimes wrote something directly on that articles before coming up to summarize the whole reading

Student B

Like student A, student B also had problems comprehending academic articles was having inadequate of vocabulary. For this problem, student B always used a monolingual dictionary, because according to him, an English dictionary provides a good definition of vocabulary and its example of usage in sentences. Besides that, her level of study needs to use this kind of dictionary.

To start reading text, student B always used a scan to see very important information and then she underlined that information. In understanding fully about the text, student B always read silently, because this technique helped her to become more focused.

Student C

Not like other students, student B did not consider having poor vocabulary as an obstacle to understanding the academic article. He said that he could understand the passage from other words and that he knew their meanings. But on certain occasions, to make sure about the meanings of the article student B only focused on content words and opened a monolingual dictionary to find the explanation about the meaning of the unfamiliar words.

Student D

The content seemed becoming a major problem for student-student D because the academic articles according to her are about experts' ideas and their critical opinions. She always had problems understanding the content. This student used something different from other samples. She said that she always started reading the text by using skimming, because through this strategy at least she knew something generally about the content of the reading. She focused on the title and then paid attention to the subtopics and other related main ideas. Based on this activity, she then used a bilingual dictionary to find the meaning. She had reason to use the English-Indonesia dictionary since it was easier for her to understand the text quickly.

To understand the content of the article, student D often used the concept of mind map. Starting from a central theme, elements branch out to show relationships among aspects of a topic. According to student D, the process of creating a mind map was to consider the relationships among ideas and aspects of the topic. By putting these relationships, she deepens her understanding of the article. Finally, a mind map helped her build the structure or arguments for her paper assignment.

DISCUSSION

English Department Students's Reading Strategies Used in Reading Academic Articles.

Based on the results of the questionnaire, the students's reading strategies used in reading academic articles were the highest. The finding is also supported by the studies conducted by Sheorey and Mokhtari (2001) who reported that readers tend to consciously use reading strategies while reading. Also to achieve reading goals, English Department students were reported to use a wide array of reading strategies. The participants showed reasonably high reading strategies while they read academic articles in English.

The result showed that 20 students (41,6%) have a purpose in mind when they read. This result is also consistent with Saricoban (2002) which reports that successful readers tend to use strategies including determining the purpose of reading and understanding the message that the author of the texts is given. It was also proved by the result showed that 21 students (43,75%) think about what they know to help them understand what they read.

In global reading strategy use, the most preferred strategies were "I have a purpose in mind when I read", "I think about what I know to help me understand what I read", "I think about whether the content of the text fits my reading purpose", "I check my understanding when I come across new information", " I try to guess what the content of the text is about when I read". The use of these reading strategies indicates that the readers have a purpose for reading which will facilitate reading as they know what they need to know in a reading text. Similarly, the readers tend to guess to understand the content better. Moreover, the participants tend to have a general understanding of what they read.

In problem-solving reading strategies, the most preferred items were "I read slowly and carefully to make sure I understand what I am reading", "I adjust my reading speed according to what I am reading", "When I read, I guess the meaning of unknown words or phrases". These preferences may imply the subjects know how to cope with difficult texts and their main strategies are simply focusing more and adjusting reading speed.

As for the most preferred support reading strategies, "I underline or circle information in the text to help me remember it". Was the most favoured strategy by all

the participants. The reason why these strategies were most used may be that they are some of the most basic strategies that can be used and they may not require high awareness of reading strategy use. As far as the most used strategies are concerned, the item in support reading strategies is “I use reference materials (e.g. a dictionary) to help me understand what I read”. Was the most preferred by all the students. This can indicate that the students simply chose this strategy as helpful. Moreover, the strategy was also the most used by the students in support of reading strategies “ When reading, translate from English into my native language”.

Furthermore, the finding of this research is also consistent with the previous study conducted by Mokhtari and Sheorey (2002) who designed to find the strategies used by the students to read the academic texts or articles. The result of this study showed that the three categories of reading strategies have different results, but the researcher found that most of the students were dominant in using each of this reading strategies which was clearly shown by the responses of the students when they were asked to use the strategies and most of them tend to use each of these reading strategies.

Problems in Reading Academic Articles and the Way Out

According to Hukom and Ferdinandus said that in the English Education study program where the students are engaged to comprehend the text more deeply, they need a strategy that helps them not only to answer the multiple-choice tasks, essays, and other kinds of reading comprehension tasks. Like other EFL students, the students at the English Department of Pattimura University had problems when they read academic articles. In general, they had two problems, the first problem was concerned with insufficient vocabulary and the way to relate one idea with other ideas in the articles.

For the first problem, most students said that poor vocabulary influenced them in comprehending the text. To overcome this problem, students A and E, for example, preferred to guess the meaning of the words from context because they had to spend much time reading another article. Some experts also agree that guessing meaning from context is helpful, they say that guessing the meaning of unfamiliar words in context is the most practical method to comprehend both written and oral communication. For some people, words learned in context are much more easily retained than those learned by any other methods because it involves generalizable skills of interpreting surrounding

text, predicting, and testing predictions while reading which enhance reading skills as a whole (Coady and Nation, 1988; Liu and Nation, 1985)

Other students also used the conventional way; which is using a dictionary to find the meaning of the new words. In general dictionary according to Hunt and Beglar (2005) maintains that dictionaries help increase learners' reading comprehension speed, and help students remember and use new words accurately as well as appropriately. Dictionaries are also found to be effective in raising students' awareness of L1 and L2 transitions, and boosting their linguistic competence at the word level between L1 and L2. One student used to use a monolingual dictionary because she said this dictionary provides a real definition of words and their examples, besides it is also appropriate for the students' level. In line with this, Thumb (2004) points out that monolingual dictionaries language learners' skill in guessing the word meaning from the provided context in their L2. Rundell (1999) maintains that using monolingual dictionaries may maximize L2 learners' language capacity from the L2 exposure and contextualization that these dictionaries provide. Maghsodi (2010) points out that the range of lexical and grammatical input embedded in monolingual dictionaries is an invaluable resource in learners' L2 production.

Other students liked to use bilingual dictionaries because it helped them quickly find the word's meanings in Bahasa Indonesia. The advantages of using bilingual dictionaries can be seen as Nation (2008) maintains that learning L2 vocabulary is faster if the meaning of the word is provided in the L1 first. Folse (2004) as well as Lotto and de Groot (1998) also conclude that L2 learners have higher word retention rates if the L1 translations and definitions are provided. That is, L2 learners who are provided with the L1 translations retain new vocabulary more successfully since they have more opportunities to confirm the word's meaning in the first place.

The second problem the students had difficulties covering all related ideas in the articles. Two students applied the highlighting strategy. They underlined important information as well as used colorful markers. Edisawati (2013) said that highlighting strategy has advantages for the students. She said that the advantage of the highlighting strategy is that helps students focus on important information and ideas in the text. When students highlight the text, students increase their concentration in reading. This helps students to remember about the idea that the students want.

Other students used scanning and skimming to find out general and specific information. Both skimming and scanning are specific reading techniques for quick and efficient reading comprehension (Grellet, 1981). Mark (2009) assumed that skimming is a reading strategy that can be used as a pre-reading technique and a speed-reading technique, while the scanning strategy is that it can help students locate where the answers are found in the reading passage.

The last way that used to understand the content of the article is using a mind map. The student said that through this way he could easily get the points from the entire article. Mind mapping thus promotes creative thinking, and encourages “brainstorming” (Eppler 2006; Zeilik nd). Furthermore, Farrand et al. (2002) said that the main use of mind mapping is to create an association of ideas.

CONCLUSION

From the entire result of the study described in Chapter IV, the researcher concluded that: The use of reading strategies when reading academic articles was mostly used by the students of the English Department. Moreover, the three categories of reading strategies GLOB, PROB and SUPP Strategies help the students when they are challenged to read academic articles. Furthermore, the students can improve their critical thinking when they use those strategies, so it is important to note that most of the students need strategies to help them understand what they read.

The problems that the students faced when reading academic articles were they found unfamiliar words or phrases, and difficulty covering the related ideas in the text and the content of the text. Poor vocabulary is the most problematic in reading academic articles. Therefore, the students mostly usually or always use the three reading strategies to bridge their understanding of the texts. Moreover, the use of the reading strategies makes it easy to solve that problem because each items of the strategies emphasize what they expected to read in the texts itself. It is because reading academic articles is not only comprehending the texts but students should critically think about the information written by the experts in the articles.

The way the students solved their problems was by guessing the meaning from context, using dictionaries, highlighting, scanning and skimming and mind mapping. Respondents agreed that using a dictionary or Google Translator as the alternative provided in these strategies can solve or handle the difficulties in the articles. They also

said that without using these strategies when reading academic articles it can make them lose their concentration to understand the texts.

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