

## Analysis of English Learners' Strategies in Improving Their Reading Comprehension: A Study of Literature

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### ABSTRACT

*Reading is a necessary ability for learning and understanding a variety of disciplines. It's not enough to simply read one must also know how to read properly. This is where reading strategies come in. This study aims to define reading strategies and reading comprehension, as well as various methods used by English language learners to improve their reading comprehension skills and to identify variables that affect reading skills. This study uses a literature review as a research method. In this study, eight articles were reviewed. The articles reviewed were taken from the Google Scholar database, whose topic is English Learners' Strategies for Improving Their Reading Comprehension. The articles reviewed are limited to those using student research subjects, with the year of publication in the last 10 years from 2023. To direct and facilitate data search, the authors set several goals, including definitions and concepts of reading, various methods students use to develop their reading skills, and variables that affect reading skills. The results show that the majority of the six studies studied focused on how students used to read strategies. This study emphasizes how important it is to teach students well to improve their reading skills. The reviewed articles also mention various impact of implementation of these reading skills such as; improved comprehension skills, better vocabulary development, and inculcation of critical thinking skills among English language learners.*

**KEYWORDS:** *reading strategies; reading comprehension; study of literature*

### INTRODUCTION

Reading is a necessary ability for learning and understanding a variety of disciplines. It is not enough to simply read; one must also know how to read properly. This is where reading strategies come in. According to Bich (2020) For students to improve other English abilities and to acquire knowledge for their major, they must be able to read in English. According to Pratiwi (2019) Reading is a process of interaction between the reader and the material in which all of the reader's social and contextual circumstances interact with all of the schematic information.

Despite having to read a lot of academic materials in English, many students who enroll in university are unprepared for the reading requirements placed on them.

The capacity to read, understand, and interpret written words on a page of an article or other reading material is referred to as reading skills (Sari Dewi et al., 2020). A person with strong reading comprehension abilities will be able to quickly absorb textual material while reading. If someone learns to read, it becomes a lifelong activity. Additionally, the reader is expected to engage in critical thought while reading at all times in order to comprehend the author's point of view. Reading frequently is the only way to improve your reading ability. A hobby is creating a reading culture or habit.

In addition, reading has a positive impact on students' writing, spelling, and vocabulary skills. Additionally, reading comprehension is defined as "the process of concurrently extracting and constructing meaning through interaction and involvement with written language (Khoiriah, 2017)." One fundamental language acquisition skill that cannot be separated from other language skills is reading (Nurdianingsih, 2021). The goal of reading comprehension instruction is to help students comprehend written languages. Students that understand the topic well keep track of their comprehension as they read and employ various methods or strategies to decode meaning. The students can demonstrate their comprehension of the texts' content by drawing judgments about what they have read.

The way readers interact with written text and how these interactions help (or hinder) text comprehension are revealed through a study of reading strategies (Bilonozhko & Syzenko, 2020). (Rahimi & Babaei, 2021) identified four types of reading strategies as follows Skimming, is a reading strategy for accelerating reading speed. That the goal of skimming is to gain an overview of the text's structure and the key message of a paragraph in a book. Scanning, Scanners are used to extract specific information. Scanner use is crucial to improving your reading. Making Predictions, is "The problem of using existing knowledge of patterns or systems to anticipate what might happen in a new situation. Questioning, Students can check their understanding and maintain interest in their reading by asking questions. Questions can be used by readers prior to, during, and after reading. By asking the correct questions, a reader can focus on the most crucial details in a document.

A person will have strong reading comprehension if they choose the right reading method. According to Latif (2018), reading comprehension is the capacity to derive meaning from written material. When readers comprehend the author's message, they are deemed successful. Furthermore, reading comprehension was described by Coiro (2021) as a multifaceted process including the interaction of a variety of elements, such as readers' prior knowledge, reading techniques, the text, readers' interest in the subject, and readers' type knowledge. These elements work in concert when reading a printed text. The readers' comprehension of what they are reading increases when interference arises in those exchanges.

This review of the literature analyzes current research on the influence of English language learners' reading comprehension practices. This article's goal is to illustrate the numerous reading comprehension models, reading strategy needs, and reading strategy models. With the increasing demand for English proficiency in today's globalized world, it is crucial for English learners to develop strong reading skills that enable them to comprehend and analyze complex texts effectively. The article intends to assist English learners in creating successful

reading strategies so that learners can enhance their reading comprehension ability in the target language by studying the different types of reading strategies and the elements impacting them. Additionally, it is intended that it would offer fresh perspectives for researchers and students in the field of teaching foreign languages on more efficient approaches to support students' reading development.

## LITERATURE REVIEW

### 1. Reading Comprehension

Reading comprehension is one language ability that has long been regarded as being crucial for all students to learn since it allows them to better absorb the variety of information available in printed sources (Bagus et al., 2020). The goal is to gain an overall understanding of what is described in the text to obtain meaning from words or sentences Latif (2018) Reading comprehension has a significant role in lifelong learning. The reader and the text engage in conversation as they read. All academic levels and subject areas require reading comprehension from students (Özdemir & Akyol, 2019). Testing and evaluation focus on determining the degree of pupils' reading comprehension abilities (Arung, 2015). It is expected that assessments used to gauge student achievement will deliver accurate and trustworthy data.

The comprehension of small linguistic units including phonemes, morphemes, syllables, words, phrases, and sentences is included in the broad category of micro-skills of reading comprehension. Macro skills, on the other hand, cover more fundamental reading abilities, such as obtaining specific information, general knowledge, textual meaning, textual allusions, and even comprehension beyond textual meaning (Mantra et al., 2020). Additionally, pupils should be able to use reading skills automatically to comprehend the reading.

English learners must therefore master both the micro and macro abilities to read in order to equip them with such a crucial talent. Because English is still regarded as a foreign language in Indonesia, reading comprehension skills are very crucial for students there. According to Mantra et al., (2020) micro-skills in reading comprehension are as the following: (1) discrimination between graphemes and typical English orthographic patterns, (2) store pieces of the language of different lengths in short term memory, (3) process writing with efficient speed to meet objectives, (4) get to know the core words, and interpret word order patterns and their significance, (5) recognize grammatical words of class nouns, verbs, etc., Systems, for example, tense, agreement, pluralization, patterns, rules, and elliptical shapes, (6) know that certain meanings can be expressed in different forms of grammar, (7) get to know the cohesive tool in written discourse and its role in signaling the relationship between and between clauses.

Moreover Mantra et al., (2020) describe that macro skills in reading comprehension are as follows: (1) Recognizing the communicative function of the written text in accordance with its form and purpose, (2) understanding the rhetorical form of written discourse, (3) providing explicit context using background knowledge, (4) drawing conclusions about relationships and connections between events, determining causes and effects, and detecting relationships such as main ideas, supporting ideas, new information, the information, etc. (5) be able to distinguish between the literal and implied meanings, (6) be able to identify specific cultural references and interpret them in the context of a relevant cultural scheme, and (7) be able to develop and use a

variety of reading strategies, such as scanning and skimming, spotting discourse markers, figuring out a word's meaning from context, and activating schemes for text interpretation.

The significance of reading comprehension for English language learners was discussed in the section above; in this section, we discuss the factors that are known to affect reading comprehension. A learner's capacity to comprehend texts in the English language has been discovered to be influenced by a number of contributing elements, despite the fact that reading comprehension is a complex process and a challenging talent to test (Li & Zhang, 2019). These elements comprise, but are not limited to: vocabulary proficiency. The capacity to decode English words from their orthographic representation (Li & Zhang, 2019). reading the fundamental causes of this group of learners' difficulties in reading texts written in English is crucial for resolving these issues. The subsections that follow examine these many elements and make an effort to condense some of the most important discoveries pertinent to the study that is discussed later in the present work.

a. Vocabulary knowledge

For both EAL students, vocabulary knowledge has been proven to be an important predictor of reading comprehension (Li & Zhang, 2019). Such studies on vocabulary show that inadequate vocabulary abilities can severely restrict a learner's capacity to grasp written texts (Siswanto et al., 2019). Although studies show that vocabulary knowledge is a requirement for comprehension, higher levels of vocabulary coverage (e.g., 98% to 100%) may not always translate into 100% comprehension (Schmitt et al., 2017). Lack of vocabulary knowledge might make it difficult for EAL students to use written materials in class to complete assignments and respond to queries (Siswanto et al., 2019).

b. Word decoding skills

Learners must be able to decode words in texts (word recognition) and use lexical information to comprehend meaning at the sentence and discourse levels in order to interpret texts effectively (Parkin, 2021). The straightforward approach to reading emphasizes that comprehension and decoding are two distinct abilities that operate separately from one another. As a result, students can have strong comprehension abilities despite having weak decoding abilities. According to research, these conclusions are unclear for EAL students. Although the majority of research indicates that EAL students have high decoding skills, reading comprehension is a problem for them (Siswanto et al., 2019).

c. Reading fluency

The ability to read a text rapidly, accurately, and with appropriate emotion is referred to as reading fluency, and it includes the capacity to use the right pauses and intonation when reading a text aloud. A fluent reader is one who can read quickly and accurately. According to (Young et al., 2019) Fluency is regarded as a crucial component of reading comprehension since it reveals the reader's cognitive commitment to word decoding and word recognition.

d. General language ability

While the majority of academics concur, that linguistic ability is multifaceted. Depending on the goal of the assessment and the level of abstraction, this idea of general language capacity enables the conceptualization of each learner's language proficiency as either unitary or divided (Harsch, 2014). By including both holistic and discrete measures of language proficiency in our study of EAL learners' reading comprehension, we can investigate the extent to which measurements of particular linguistic abilities, such as vocabulary test results, are able to explain variation in reading comprehension in addition to assessments of the participants' general linguistic competence.

## 2. Reading Strategy

Reading strategy are a type of monitoring system that includes self-reflection on the part of the reader, knowledge of how they engage with the text, and a relationship between those things and text comprehension and the goal of reading techniques is to comprehend the text's meaning (Teevno & Raisani, 2017). According to Suwantharathip, (2015) Effective reading instruction and learning techniques have several benefits, including enhancing foreign language proficiency. According to (Spjeldnæs & Karlsen, 2022) Reading strategies have an impact on readers' ability to modify their reading habits in response to text complexity, task demands, and other contextual factors.

Reading is a highly strategic activity in which readers constantly create meaning by employing a range of strategies. Numerous studies have revealed a beneficial connection between students' reading strategies and their reading comprehension abilities (Aaronson et al., 2007). When learning reading skills, learners' work to identify a paragraph's primary idea, explain any obscure words, phrases, or sentences, and summarize what they have read. These techniques help readers analyze their reading-related issues and evaluate their preparation and results. Reading techniques help both proficient and less adept readers become better readers. Readers who have mastered several reading techniques understand when, how, why, and how best to apply them to their reading comprehension processes.

According to Banditvilai (2020) investigated the impact of reading strategies on the learners' reading proficiency, reading comprehension skills can be greatly improved by using reading techniques, which also have a significant impact on students' reading comprehension abilities. Students progress from being only passive knowledge consumers to becoming active meaning creators. Successful readers make an effort to use a variety of techniques to understand the materials. Readers should participate in the reading process by employing various methods to check their understanding. Pellicer-Sánchez et al., (2021) based on how they are applied: before, during, and after reading, reading methods were divided into three groups. The practice of looking over a text or graphic before reading it is known as pre-reading.

Pre-reading is intended to activate the students' prior knowledge or personal schemata. The definition of background knowledge is the pupils' past information, which includes their general and cultural knowledge. Readers made use of prior knowledge to incorporate new material into what they already knew. Pre-reading helps students learn how to process the new material they will be exposed to. Readers need reading methods to assist them attain reading



comprehension, including creating a portion of their reading vocabulary and setting goals for subsequent reading. The while-reading phase aims to aid in comprehension of the writer's intent, style, and abilities as well as to enhance comprehension of the text's structure, clarify its content, and pinpoint its major theme.

While reading exercises may help pupils fully comprehend the subtleties of what they read. Post-reading techniques are meant to encourage consolidation of knowledge or reflection on what has been read as well as connecting the text to the readers' prior knowledge, interests, or points of view. Banditvilai (2020) studied how reading techniques affected the English reading comprehension of third-year marketing students in Thailand. He worked with Thai students. Researchers discovered that students had positive beliefs about reading tactics and the degree to which they influenced pupils' reading comprehension. (Spjeldnæs & Karlsen, 2022) It was discovered after a study on the reading habits of first-year Business English students at a Thai university that the students used a variety of reading techniques to help them understand the English text. Finding the definitions of unfamiliar words or their usage in an English-Thai dictionary was the most popular tactic. For readers to understand what they are reading, they need reading strategies.

## **METHOD**

Researchers used the Study of Literature as a research method. as a means of enabling one to understand and use language (Pandey & Pandey, 2021). Throughout the reviewed studies, the authors discovered that most of the studies under review have a variety of research focuses, including (1) determining the impact of using particular reading strategies on students, (2) highlighting the most and least frequent number of strategies, (3) highlighting and resolving the difficulties faced by students. The instrument used in this research is an article with the topic Analysis of English Learners' Strategies in Improving Their Reading Comprehension. The number of articles reviewed was 6 articles, with several criteria such as (1) articles with publications in the last 10 years, (2) articles reviewed were taken from the Google Scholar database.

## **RESULTS AND DISCUSSION**

The broad conclusions from the literature review that was done in regard to the examination of language learners' techniques for enhancing reading comprehension are presented in this chapter. This study examines eight papers that are pertinent to the subject. These findings give a general overview of the field's body of knowledge and point out how the articles differ and relate to one another as well as what conclusions can be taken from them.

## **FINDINGS**

### **1. Impact of using particular reading strategies on students**

As students work to improve their reading comprehension skills, using specialized reading methods can have a significant impact on them (Fitriana, 2018), especially on English

language learners. These methods improve vocabulary growth, support the development of critical thinking, boost motivation and engagement, and cultivate transferable abilities (Khazaal, 2019). As a result, students are more prepared to handle academic problems, communicate clearly, and be successful in both their academic and professional efforts. These results provide a comprehensive overview of the body of research on the effects of specific reading strategies on students. They highlight differences, similarities, and important conclusions that can be drawn from the publications being evaluated.

## 2. Strategies Used by Learners to Improve Their Reading Comprehension

The papers under consideration also go over several strategies used by pupils to enhance their reading comprehension. An analysis of eight research that looked at how students could improve their reading comprehension revealed a variety of strategies used.

- a. The first article by Putra & Suzanne (2022) found that students applied six reading strategies to improve their comprehension of a text. The most popular strategy was previewing, followed by reading introductions and summaries. The most common strategy was rereading, with 81% of respondents using it. The most common strategy was summarizing, with 44% of respondents using it. The most common strategy was reviewing, with 19% using it. Overall, students applied various reading strategies to enhance their comprehension of the text.
- b. According to Teevno & Raisani (2017) Students employed a variety of reading tactics, although they were only limited to answering questions, summarizing the material, reading aloud, studying grammatical patterns, translating the text into their native tongues, looking up word meanings, and learning spellings. However, students struggled with longer readings, summarizing and skimming to get the main points, giving reading passages and texts appropriate titles, and expressing and clarifying their ideas in English. Due to their deficiencies, children must be taught reading strategies that will help them advance their knowledge and abilities in those areas. The reading comprehension levels of students in urban and rural settings were found to be significantly different.
- c. Banditvilai (2020) Claims that pupils had a respectable degree of reading comprehension thanks to reading techniques like skimming, scanning, forming predictions, and asking questions. However, depending on the students' prior knowledge and the complexity of the assignments, the students' degree of comprehension may change from task to task. Most pupils were able to incorporate reading techniques into their reading processes. It may be said that the teacher gave the kids the chance to develop the skill by giving them the chance to guess and ask questions.
- d. Based on research by Deliany & Cahyono (2020) metacognitive reading strategies awareness of all students is high. It also indicates high metacognitive reading strategies use. The result revealed that there was a different level of awareness between female and male students. However, further analysis using an independent sample t-test showed that

the level of awareness between groups was not significant. Also, there were no significant differences in all subscales of metacognitive reading strategies use, which confirms that gender played no role in determining the metacognitive reading strategies awareness and metacognitive reading strategies use. Regardless of gender, the students' high awareness of metacognitive reading strategies indicates that they are good at reading and can be considered skilled readers.

- e. Dewi & Salmiah (2019) discovered that students employed a similar method. Every student had a different reading comprehension style, but the majority of them adopted a bottom-up approach. If a bottom-up strategy is applied to texts or discourses with high vocabulary difficulties, it will result in time running out because it must translate every challenging word that is present in the text or discourse. However, if it is applied to texts or discourses with low vocabulary difficulties, it will greatly aid the reader in understanding so that the reader will easily translate text or discourse. The first comprehension text demonstrates that the top-down approach is more appropriate when used to address all textual or discourse difficulties; informants who use this approach provide more accurate answers than those who use the bottom-up approach.
- f. Hastomo et al, (2022) finds that pupils' reading comprehension can be enhanced by the partner reading strategy. The results of this study then demonstrate that this tactic can enhance pupils' academic activities. Additionally, student participation had a significant impact on their learning outcomes. Students can be engaged in the learning activity and have a high degree of engagement by using a partner reading strategy, which can lead to good learning results.

### 3. Difficulties Faced by Students in Reading

Article Title	Difficulties in Reading
English Reading Strategies and their Impact on Students' Performance in Reading Comprehension	Precising longer texts, paraphrasing and skimming
Metacognitive Reading Strategies Awareness and Metacognitive Reading Strategies Use of EFL University Students across Gender	Adjusting the reading speed, rereading the text, reading aloud, and guessing the meaning of the difficult words
Students' Reading Strategies At English Educational Department	Texts with low vocabulary, applied to texts or discourses,
Students' Strategies in Improving Their Reading Comprehension	inferring strategy, reviewing strategy
Partner Reading Strategy: An Effective Strategy For Improving Students' Reading Comprehension	Finding the main idea, supporting idea, unfamiliar vocabularies, and inference.
The Effectiveness of Reading Strategies on Reading Comprehension	skimming, scanning, making predictions and questioning



The results show that the six articles reviewed stated that they found it difficult to carry out the vocabulary session because they have limited knowledge of words. Difficult for them to Precision longer texts, paraphrasing and skimming, Difficult for them to Adjust the reading speed, rereading the text, reading aloud, and guessing the meaning of the difficult words, Difficult for them to Texts with low vocabulary, applied to texts or discourses, it is difficult for them to inferring strategies, reviewing strategies, it is difficult for them to find the main idea, supporting ideas, unfamiliar vocabularies, and inferences, it is difficult for them to skimming, scanning, making predictions and questioning.

### 3.2 DISCUSSION

Based on the finding above, there are some reading strategies that could be applied by students including previewing, followed by reading introductions, summaries, answering questions, summarizing the material, reading aloud, studying grammatical patterns, translating the text into their native tongues, looking up word meanings, learning spellings, skimming, scanning, forming predictions, asking questions, metacognitive reading strategies, bottom-up strategy, partner reading strategy this finding is kontras with study by Putra & Suzanne, (2022) it was known from their research's findings that the students had used several reading techniques to increase their reading comprehension. The students' pre-reading strategies included: 1) reading introductions and summaries; 2) creating questions; 3) writing the main points of what the reader already knows about the text; and 4) creating a pre-reading outline.

Thus, it can be inferred from the six publications that have been evaluated that English language learners can use reading methods at each level of reading, even when the frequency is different, to increase reading comprehension. In other words, their use of reading techniques in their reading activities—both before and after reading—increases their reading comprehension. According to findings from a survey of the recent literature, the six publications under consideration produced findings that dramatically diverge from those of earlier analyses. This fact also fits with study by Reti Indriastuti (2021) who claims that reading is primarily descriptive text with minimal text structure.

### CONCLUSION

Based on the reviewing of six research articles with various focuses on reading strategies, several key findings emerge. First, this study consistently demonstrates the positive impact of using specific reading strategies on English language learners. Implementation of this strategy has resulted in improved comprehension skills, better vocabulary development, and inculcation of critical thinking skills among English language learners. In addition, the article describes the effectiveness of different reading strategies. Some strategies have proven to be highly impactful, while others have shown relatively less impact. This knowledge can guide English language learners in selecting the most effective strategies based on learning needs and contexts, ultimately maximizing the benefits of their instructional practice.

In addition, the articles reviewed have discussed the difficulties faced by English language learners in the realm of reading comprehension. These challenges include decoding complex texts, overcoming vocabulary barriers, and engaging with content. By recognizing and

overcoming these difficulties, English language learners can help overcome these barriers, leading to improved reading skills.

Overall, this review of research articles underscores the importance of using evidence-based reading strategies to support learning. By integrating effective strategies into instructional practice. In addition, the findings from this article contribute to the advancement of educational practice by providing insight into the impact of reading strategies on learning outcomes, highlighting the most effective strategies, and offering solutions to address common challenges.

In conclusion, the research articles reviewed collectively emphasize the importance of utilizing appropriate reading strategies to improve reading comprehension skills. English language learners can use these findings as a guide for implementing effective strategies, adapting instruction to needs, and overcoming difficulties, which in turn promotes the development of advanced readers among English language learners.

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