ANALYSIS OF STUDENTS' READING STRATEGIES AT RIAU KEPULAUAN UNIVERSITY

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Abstrak
Membaca merupakan salah satu kemampuan yang harus dikuasai oleh mahasiswa jurusan Bahasa Inggris Universitas Riau Kepulauan. Pada kenyataannya siswa Bahasa Inggris Universitas Riau Kepulauan mempunyai masalah didalam pemahaman membaca, hal ini mungkin disebabkan oleh minimnya strategi membaca yang mereka kuasai atau gunakan didalam menguasai keterampilan membaca. Jurnal ini bertujuan untuk menemukan: Stretegi membaca bahasa Inggris yang digunakan oleh siswa; Kemampuan siswa didalam pemahaman membaca. Jurnal ini menggunakan metoda deskriptif kuantitatif. Pupulasi penelitian ini adalah seluruh mahasiswa semester dua jurusan Bahasa Inggris Universitas Riau Kepulauan. Hasil penelitian menunjukkan bahwa strategi Membaca Memory adalah yang banyak atau selalu digunakan oleh mahasiswa. dan Kemampuan mahasiswa dalam pemahaman membaca pada semester dua jurusan bahasa Inggris Universitas Riau Kepulauan berada di level Sedang.

Keywords: *Language Learning Strategies, Reading Comprehension*

INTRODUCTION

English has become more important in the era of globalization, because it is not only a means of communication but also a means for transferring science and technology. It can be seen in any electronic medium or even newspapers, which are mostly written in English. In addition, English is one of the international languages that is used by the people worldwide to communicate. Reading is one of the complex ways in learning English, and reading is important for everybody in order to cope with new knowledge in their changing world of technological age. The existence of the importance of reading will hopefully continue to increase in the years to come. People consider reading as an important activity, so that people usually say that reading is the window of the world. By reading, people can get the information widely without going anywhere. Thus,

reading, one of language skills, should be mastered well by the students because reading is an essential factor that influences one's activity in communication.

The reading process requires two tasks to get done. The first task is that the students must recognize the printed words. The second task is that the students must be able to construct meaning from the words or sentences that have been called comprehension. Comprehension is the process of understanding ideas from text to the reader's mind or comprehension is how the students understand and get the messages from the printed words. Reading without comprehension is nonsense and useless. In this case, when reading a text the students review sounds, letters, vocabularies, memorize the spelling of words, the meaning of words and word combinations, and

preview grammar. The more the students read, the better their comprehension on the reading material will be.

In order to have good reading comprehension, the students should have good strategies in reading. The strategies will help them to be strategic readers. Good readers should employ effective reading strategies when they read because effective strategies can be as tools to help students to get deeper understanding about the text. Strategies play an important role in reading a foreign language text. Many researchers found that reading strategies will help students to read effectively and efficiently. And they also found that reading strategies have significant contributions to learning English, especially in reading classes for comprehending English text. Reading strategies could improve students' reading comprehension. Therefore, the students should have many and various strategies in reading to make them easier in understanding texts, and how to be independent, effective and efficient learners.

There are many definitions of learning strategies such as "behaviors and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process" by Weinstein and Mayer (1986) and "behaviors of a learner that are intended to influence how the learner processes information" by Mayer (1988).

It is cannot be identified that which learning strategies are practical. It is essentially neutral until the context of its use is thoroughly considered. What makes a strategy positive and helpful for a given learner? A strategy is useful if the following conditions are present: (a) the strategy relates well to the L2 task, (b) the strategy fits the particular student's learning style preferences to one degree or another,

and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill the conditions such as making learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" are required of language learners. Several research studies in both first and second language contexts indicate that effective learners use appropriate learning strategies when they deal with academic tasks, whereas less effective learners apply strategies infrequently or inappropriately (O'Malley &Chamot, 1990; Wenden& Rubin, 1987).

Beside, Learning strategies are step taken by students to enhance their own learning. The word of strategy comes from the ancient Greek term "*strategia*" meaning generalship or the art of war or steps and action taken for the purpose of winning a war. The warlike meaning of strategia has fortunately fallen away, but the control and goal directness remain the modern version of the word. Learning strategies is specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (Oxfrod, 1990: 8).

Language learning strategies include strategies for identifying the material that need to be learned, distinguishing from other materials, grouping it for easier learning, and formally committing the material to memorize when it does not seem to be acquired naturally (Cohen, 1998: 5). Learning strategies are produced by the learner in order to make their own language learning as effective as possible. O'Malley and Chamot (1990: 9) state that focusing on selected aspects of new information, analyzing and monitoring information during the encoding process, evaluating the learning when it is completed, or assuring oneself that the learning will

succeed as a way to ally anxiety. Thus, the strategies have to be learned in the same way. In learning English, the students have various strategies. They will apply their own strategies as to master it. For example, they pay attention to their teacher's explanation. The other strategy can be memorized. They will memorize the material that has been given by the teacher. The students in this level have a good memorization.

From the definition above, it can be concluded that the language learning strategy as the leaner's procedure and technique that facilitate him or her in learning the language or learning strategies are the mental process which learner's employ to learn and use the target language.

The goal of language learning is to develop students' communicative competence. One aspect of the communicative competence is strategic competence which refers to the ability to use strategies. The researcher would like to show the oxford concept about language learning strategies; it is can be seen as the following explanation. Oxford (1990) explains about the concept of language learning strategies. He divided the strategies in to two groups they are *direct and indirect strategies.*

Oxford (1990: 37) says that direct strategies are language learning strategies that directly involve the target language. All direct strategies require mental processing of language. These strategies is for dealing with the new language, like the performer in a stage play, working with language itself in a variety of specific task and situation. This strategy consists of memory strategies, cognitive strategies and compensation strategies.

Memory strategies, sometimes called mnemonics, have been used for thousands of years. People used memory strategies to remember practical information about learning, weather, or when they were born. After literacy became commonplace, people forgot their previous reliance on memory strategies and disparaged those techniques as "gimmicks." Now memory strategies are regaining their prestige as powerful mental tools. The mind cab store some 100 trillion bits of information, but only part of that potential can be used unless memory strategies come to the aid of the learner.

Memory strategies fall into four sets:

The first, creating mental linkages consist of three points, they are:*grouping, associating elaborating* and *practicing new words in to a context.* Second*,* Applying Images sounds, Oxford (1990: 39) dividing this strategies to four sets. Four strategies are including here: *using keywords, semantic mapping, and representing sounds in memory.* Third*,* Reviewing well, this category contain just one strategy, it strategy is *structured reviewing.* Looking at new target language information once is enough. It must be reviewed in order to be remembered. Fourth, Employing Action,The two strategies in this set, *using physical response or sensation* and *Using Mechanical tricks,* both involve some kind of meaningful movement or action. These strategies will appeal to learners who enjoy the kinesthetic or tactile modes of learning.

Memory strategies can be powerful contributors to language learning; some research shows that language students rarely report using these strategies. It might be that students simply do not use memory strategies very much, especially beyond elementary levels of language learning. However, an alternative explanation might be that they are unaware of how often they actually do employ memory strategies.

Cognitive strategies are essential in learning a new language. Such strategies a varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learner.

According to Oxford (1990: 43) states that cognitive strategies consist of four points, they are: the first, Practicing, strategies for practicing are among the most important cognitive strategies. The cognitive strategies including: *repeating, formally practicing with sounds and writing system, recognizing and using formulas and pattern, recombining, and practicing naturalistically.* Of the five practicing strategies, probably the most significant one is *practicing naturalistically.* Second, Receiving and Sending Messages, two strategies for receiving and sending messages are: *getting the idea quickly* and using resources for receiving and sending messages. The former uses two specific techniques for extracting ideas, while the latter involves using a variety of resources for understanding or producing meaning. Third, Analyzing and reasoning, this strategy consists of: *reasoning deductively, analyzing expressions, analyzing contrastively, translating* and transferring. This set of five strategies concerns logical analysis and reasoning applied to various target language skills. Often learners can use these strategies to understand the meaning of a new expression or to create a new expression. Fourth, Creating structure for input and output.

Language learners often feel besieged by "whirling words" from radio and TV programs, films, lectures, stories, articles, and conversations. To understand better, learners need to structure all this input into manageable chunks by using strategies such as *taking notes, summarizing,* and *highlighting.*

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. This strategy consist of two sets: *guessing intelligently in listening and reading, and overcoming limitations in speaking and writing.* Guessing strategies, sometimes called "inferencing," involve:*using a wide variety of clues, linguistic and non linguistic* to guess the meaning when the learner does not know all the words. Overcoming limitations in speaking and writing dividing to eight points, they are: *switching the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words,* and using a circumlocution or synonym. Eight strategies are used for overcoming limitations in speaking and writing. Some of these are dedicated solely to speaking, but some can be used for writing.

Based on explanation above can be concluded that. The *direct strategies* are the strategies which involve use of the new language, and this strategy consists of three groups: *memory, cognitive,* and *compensation.* Furthermore, these strategies can be applied to the four language skills.

The second major strategy is indirect strategies. This strategy is for general management of learning and can be likened to the director of the play. This strategy consists of metacognitive strategies, affective strategies, and social strategies.

Oxford (1990: 136) metacognitve means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process or metacognitive strategies help language learning indirectly by helping learners to manage and monitor their learning. Metacognitive strategies include three strategy sets. They are: Centering your learning, this strategy include:*overviewing and lingking with already known material, paying attention,* and *delaying speech production to focus on listening.* This set of three strategies help learners to converge their attention and energies on certain language task, activities, skills, or materials. Arranging and planning your learning, this set contains six strategies, all of which help learners to organize and plan so as to get the most out of language learning. These strategies touch many areas: *finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task,* and the last one *seeking practice opportunities.* Evaluating your learning, in this set are two related strategies, both aiding learners in checking their language performance: *self-monitoring* and *self-evaluating.*

Affective strategies refers to emotions, attitudes, motivations, and values. It is possible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets of affective strategies exist*: lowering your anxiety, encouraging yourself,* and *taking your emotional temperature.* Lowering your anxiety, this strategy consists of three points. They are: *using progressive (relaxation, deep breathing, or mediation), using music,* and *using laughter.* Each of strategies has a physical component and mental component. Encouraging yourself, there are three set of strategies in this strategies. It strategies include: *making positive statements, taking risk wisely,* and *rewarding yourself.*This set of three strategies is often forgotten by language learners, especially those who expect encouragement mainly from other people and do not realize they can provide their own. However, the most potent encouragement-and the only available encouragement in many independent language learning situations-may come from inside the learner. Self-encouragement includes saying supportive things, prodding oneself to take risk wisely, and providing rewards. Taking your emotional temperature, the four strategies in this set help learners to assess their feelings, motivations, and attitudes and, in many cases, to relate them to language tasks. It strategies consist of: *listening to your body, using a checklist, writing a language learning diary,* and the last one *discussing your feelings with someone else.*

Social Strategies, Oxford (1990: 144) states language is a form of social behavior; it is communication occurs with others. Learning a language this involve other people, and appropriate social strategies are very important in this process. Three sets of social strategies, each set comprising two specific strategies are included here: *asking questions, cooperating with others, and empathizing with others.*

Asking question, this set of strategies involves asking someone, possibly a teacher or native speaker or even a more proficient fellow learner, for clarification, verification, or correction. It strategies include: *Asking for clarification or verification* and *asking for correction.* Cooperating with

others, these strategies are the basis of cooperative language learning, which not only increases learners' language performance but also enhances self-worth and social acceptance. The set of strategies are: *cooperating with peers* and *cooperating with proficient users of the new language.* Empathizing with others, there are two points of this strategies, *developing cultural understanding* and *becoming aware of others' thoughts and feelings.* Empathy can be developed more easily when language learners use these two strategies.

As the explanation above, Oxford (1990: 321-324) states that from 62 strategies in direct and indirect strategy concepts there are 50 strategies are useful for reading.

METHOD

This research is descriptive method. The purpose of this research is to determine relationship to make prediction quantitatively. Gay (2000: 275) states that "a descriptive study determines and describes the way things are or descriptive research involves collecting data in order to answer the question about the status of the subject of study". Besides, Arikunto (2006: 350) states that the descriptive research describes the data in the simple analysis. It uses the percentage and simple expression. In this case, this research wants to analyze the English reading language learning strategies used by the students and their ability in reading comprehension. The data collected through the observation, questionnaire, and interview toward the students. The data analyzed by making

The result of the questionnaire was studied and identified to find out English reading language learning strategies used by the students in learning English reading. For the identification of students' strategies, the researcher calculated the mean as it is the most common measurement used in classifying students' category. This idea is also supported by Ary, et.al (Furchan (Translator)), 2005: 159.

FINDING AND DISCUSSION

The findings presented below based on the information from the questionnaire. The questionnaire included six reading strategies that were developed by Oxford (1990). They were **Memory, Cognitive, Compensation, Metacognitive, Affective** and **Social** reading strategies. In analyzing the questionnaire, Linkert Scale model was used. Then, the data are presented by using Oxford intensity. The following table shows the result of an analysis the strategies used by the students in comprehending reading texts.

Table 11:
Result of reading strategies used by students in comprehending reading texts

Strategy	Average	Criteria	Total Mean	Tendency
1. Grouping	3.9	High		
2. Associating Elaborating	3.9	High		
3. Using Imaginary	4.0	High		
4. Semantic Mapping	3.7	High	3.6	Memory Reading Strategies
5. Using Keywords	3.7	High		
6. Structured Reviewing	4.1	High		
7. Using Physical Response or Sensation	3.7	High		
8. Paying attention	3.6	High		
9. Organizing	3.9	High		Metacognitive Reading Strategies
10. Setting goals and objectives	4.6	Very high	3.5	
11. Self evaluating	3.9	High		
		High		
12. Using progressive Relaxation, deep breathing, or mediation	4.1	High		
13. Making positive statements	4.1	High	3.4	Affective Reading Strategies
14. Taking risk wisely	4.5	High		
15. Rewarding yourself	3.5	High		
16. Repeating	4.1	High		
17. Practicing Naturalistically	4.1	High		
18. Using Resources for receiving and sending message	3.5	Very high	3.3	Cognitive Reading Strategies
19. Taking Note	4.5			
		High		
20. Asking for correction	3.6	High	3.2	Social Reading Strategies
21. Developing cultural understanding	3.7	High		

The table above shows that, the reading strategies used by the second semester students of the English department of Riau Kepulauan University memory reading strategies (mean 3.6). Then is followed by metacognitive reading strategies (mean 3.5). Both these strategies are over the "always and usually" range. Then affective reading strategies (mean 3.4), cognitive reading strategies (mean 3.3). The last strategies are social reading strategies (mean 3.2) as the lowest

strategies used by the students. From sub strategies of each strategy, it was found that there were twenty one reading strategies used by the students. For more detail, *see appendix 1*.

From the table it can be seen that there are sub indicators of all strategies that have the same average score. The highest average score is 4.6 this is *for setting goals and objectives* strategy. Then, *for taking risk wisely* and *Using Resources for receiving and sending message* strategies are at average score (4.5). Followed by *Structured Reviewing, Using progressive Relaxation, Deep Breathing, or Mediation, Making Positive Statements, Repeating* and *Practicing Naturalistically* all of these strategies have the same average score (4.1). Meanwhile average score (4.0) is for *Using imaginary* strategy. Next, for *Grouping, Associating Elaborating, Organizing*, and *Self evaluating* strategies got average score (3.9). For *Semantic Mapping, Using Keywords, Using Physical Response or Sensation,* and *Developing Cultural Understanding* strategies get average score (3.7). Besides, averages (3.6) are for *Paying Attention* and *Asking for Correction* strategies. The last one is *Rewarding Yourself* and *Reasoning Deductively* with average (3.5).

From the description above, it can be concluded that all of those strategies are *always* and *usually* used by the second semester students of the English department of Riau Kepulauan University and the intensity of those reading strategies used by the students are at *Very High* and *High* criteria. The description of the intensity of using reading learning strategies by the students is presented in *appendix 1*.

The following is the description of the six reading strategies used by the students in the reading comprehension activity. The questionnaire results tend to show that the students use more Memory Reading Strategies. Oxford (1990) states that memory strategies are among the most important for the students in comprehending reading passage.

There were four (4) Indicators and ten (10) Sub Indicators of Memory Reading Strategies. The four indicators were: a). Creating Mental Linkages, b). Applying Images and Sounds, c). Reviewing Well, and d). Employing Action. While its sub indicators were: a). Grouping, b). Applying Images and Sounds, c). Practicing New Words in to a Context, d) Using Imaginary, e). Semantics Mapping, f). Using Key Words, g) Repeating Sound in Memory, h). Structured Reviewing, i). Using Physical Response or Sensation, and j). Mechanical Techniques.

The following table shows the result of an analysis of the students' intensity in using Memory Reading Strategies.

Table 12:
Result of the students' intensity in using Memory Reading Strategies

Reading Strategies	Indicator	Sub Ind	Percentage of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
MEMORY READING STRATEGIES	Creating Mental Linkage	1	5	19	15	56	6	22	-	-	1	4
		2	6	22	12	44	8	30	1	4	-	-
		3	4	15	9	33	6	22	4	15	-	-
	Average		18.6		44.3		24.6		6.2		1.2	
	Applying images and sounds	4	9	33	10	37	8	30	-	-	-	-
		5	3	11	16	59	5	19	3	11	-	-
		6	7	22	11	41	4	15	4	15	1	4
		7	3	11	7	26	9	33	8	30	-	-
	Average		19.2		40.8		24.2		14		0.9	
	Reviewing Well	8	11	41	9	33	6	22	1	4	-	-
	Average		41		33		22		3.7		0	
	Employing Action	9	5	19	13	48	10	37	4	15	-	-
		10	2	7	7	26	4	15	5	19	4	15
	Average		13.2		37		26		17		7.5	
	Total average		22.8		38.8		24.2		10.2		2.4	

The intensity of using *Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Action* strategies is categorized into five frequencies based on the scores obtained shown in table above; Very high, High, Medium, Low and Very Low.

The following explanation is about the intensity of students using Memory Reading Strategies. First, the Indicator of *Creating Mental Linkages,* there were 18.6% of student categorized at very high and included in the scores ranged of 4.5 – 5.00, and 44.8% of students were categorized at high

criteria with the range score of 3.50 – 4.49. Then, 24.2% of students were categorized medium; the score ranged from 2.50 – 3.49, and about 14% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there was 1.2% of student categorized at very low criteria. The total average score of this strategy was 3.8 in the range score of 3.50 – 4.49. This value is categorized at high level of frequency. It indicates that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

Second, for *Applying Images and Sounds* there were 19.2% of students *always* used this strategy; they were categorized at very high criteria and included in the range score of 4.50 – 5.00. Then, 40.8% of students were categorized at high criteria, it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49, 24.2% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the scores ranged from 2.50 – 3.49. On the other hand, 14% of the students *rarely* used this strategy with the range score of 1.50 – 2.49. The category is at low criteria. Besides, there were 0.9% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they are *never* using this strategy. Finally, the total average score for *Applying Images and Sounds strategy* was 3.7; it shows that the intensity of students using this strategy was at *usually* levels.

Third, the Indicator of *Reviewing Well* shows that 13.2% of students were at very high category. The score ranged from 4.50 – 5.00. Then, 33% of students were categorized high with the range score of 3.50 – 4.49, 22% of students *sometimes* used this strategy; it means that they were at medium criteria, the

score ranged from 2.50 – 3.49, and about 3.7% of the students were categorized low with the range score of 1.50 – 2.49. It interprets that the students rarely used this strategy. Besides, there was no student at very low criteria. The last one, the total average score for *reviewing well strategy* was 4.1, it can be concluded that the students usually used this strategy.

Finally, for the Indicator *Employing Action,* 13.2% of students were categorized very high and included in the score ranged of 4.5 – 5.00.37% of students were categorized high that is in the range score of 3.50 – 4.49. Then, 26% of students were categorized medium, this score ranged from 2.50 – 3.49, and about 17% of students were categorized low, the score ranged from 1.50 – 2.49. The last one, there were 7.5% of students were categorized in low criteria. The total average score of using this strategy was 3.3, in the range score of 2.50 – 3.49. It indicates that the second semester students of English department of Riau Kepulauan University sometimes used this strategy in reading the text.

From the result of the whole analysis, shows that 22.8% of students always used memory reading strategies and 38.8% of them usually used this strategy. Then, 24.2% of students at the second semester of the English department of Riau Kepulauan University sometimes used this strategy, 10.2% of students rarely used this strategy, and the last one 2.4% of them never used memory reading strategies when they are reading a text.

The table above describes the intensity of using the memory reading strategies. After computed the data it was found that the mean total of *Memory Reading Strategies* was 3.6 in the range score of 3.50 – 4.49. This value is categorized at high level frequency. It can be concluded that the

second semester students of the English department of Riau Kepulauan University usually used memory reading strategies when they are reading the texts.

The Use of Cognitive Reading Strategies

Cognitive Strategies are essential in learning a new language. Such strategies a varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learner. There were four (4) indicators and thirteen (13) sub indicators of cognitive reading strategies *(see on appendix 1).* The following table shows the result of an analysis of the students Intensity in Using Cognitive Reading Strategies.

Table 13:
Result of the students' intensity in using cognitive reading strategies

Reading Strategies	Indicator	Sub Ind.	Percentage of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
COGNITIVE STRATEGIES	Practicing	11	7	26	17	63	2	7	1	4	-	-
		12	-	-	7	26	17	63	2	7	1	4
		13	14	52	7	26	4	15	-	-	2	7
	Average		**26**		**38.3**		**28.8**		**3.7**		**3.7**	
	Receiving And Sending Message	14	4	15	9	33	10	37	2	7	2	7
		15	18	67	5	19	3	11	1	4	-	-
	Average		**41**		**26**		**24**		**5.5**		**3.7**	
	Analyzing and Reasoning	16	6	22	8	30	8	30	4	15	1	4
		17	5	19	3	11	11	41	5	19	3	11
		18	-	-	5	19	9	33	10	37	3	11
		19	2	7	2	7	5	19	9	19	9	33
		20	4	15	7	26	8	30	3	11	5	19
	Average		**20**		**18.6**		**27.8**		**20.2**		**15.5**	
	Creating Structure for input and output	21	-	-	4	14	9	33	5	19	9	33
		22	6	22	10	37	5	19	2	7	4	15
		23	4	14	5	19	11	41	5	19	2	7
	Average		**12**		**23.3**		**26.3**		**15.1**		**13.8**	
	Total Average		**24.7**		**26.5**		**26.7**		**11.1**		**9.1**	

The intensity of using *Practicing, Receiving and sending Message, Analyzing and Reasoning,* and *Creating Structure for Input and Output* Strategies is categorized into five frequencies based on the scores obtained shown in table above; very high, high, medium, low, and very low. Firstly, the Indicator of *Practicing* shows that there were 26% of students *always* used this strategy; they were categorized at very high criteria and

included in the range score of 4.50 – 5.00. Then, 38.3% of students were categorized at high criteria it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49. Next, 28.8% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the score ranged from 2.50 – 3.49. Meanwhile, 37% of the students *rarely* used this strategy, with the ranges score of 1.50 – 2.49, the category was at low criteria. Besides, there were 37% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they were *never* using this strategy. Finally, the total average score for *practicing strategy* was 3.8; it shows that the intensity of students using this strategy was at *usually* levels.

Second, for *Receiving and Sending Messages strategies,* 41% of students were categorized very high and included in the range score of 4.5 – 5.00, and 26% of the students were categorized high that is in the range score of 3.50 – 4.49. Then, 24% of students were categorized medium, with the score ranged from 2.50 – 3.49, and 5.5% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there were 3.7% of students categorized in low criteria. The total average score of using this strategy was 3.5, in the range score of 3.50 – 4.49. It indicates that that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

Third, the Indicator of *Analyzing and Reasoning,* there were 20% of students *always* used this strategy; they were categorized at very high criteria and included in the score range of 4.50 – 5.00. Then, 18.6% of students were categorized at high criteria it means that they were *usually* using this strategy, which is in therange score of 3.50 – 4.49, and 27.8% of students were

categorized medium; it indicates that the students *sometimes* used this strategy, the score ranged from 2.50 – 3.49. On the other hand, 20.2% of the students *rarely* used this strategy, with the range score of 1.50 – 2.49. The category is at low criteria. Besides, there were 15.5% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they *never* used this strategy, and the total average score for *analyzing and reasoning was* 2.7; it shows that the intensity of students using this strategy at *medium* levels.

Finally, the Indicator of *Creating Structure for Input and Output,* 12% of students were categorized very high and included in the range score of 4.5 – 5.00, 23.3% of students were categorized high that is in the range score of 3.50 – 4.49. Then, 26.3% of students were categorized medium; the score ranged from 2.50 – 3.49, and about 15.1% of students were categorized low, the score ranged from1.50 – 2.49. The last one, there were 13.8% of students categorized in low criteria. The total average score of the students using *creating structure for input and output* strategy was 3.7; in range the score of 3.50 – 4.49. It indicates that that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

From the result of the whole analysis, shows that 24.7% of students always used cognitive reading strategies and 26.5% of them usually used this strategy. Then, 26.7% of students at the second semester of the English Department of Riau Kepulauan University sometimes used this strategy, 11.1% of students rarely used this strategy, and the last one 9.1% of them never used cognitive reading strategies where they are reading a text.

The table above describes the intensity of students using the cognitive

reading strategies. After computing the data it was found that the mean total of this strategy was 3.3 in the range score of 2.50 – 3.49. This value is categorized at medium level frequency. It can be concluded that the second semester students of the English department of Riau Kepulauan University sometimes used cognitive reading strategies when they are reading texts.

The use of Compensation Reading Strategies

Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, of vocabulary. This strategy consists of one indicator and two sub indicator. The indicator was guessing intelligently, and they sub indicators were: a) using linguistic Clues and, b) using other clues. The following table is a summary of an analysis of the students Intensity in Using Compensation Reading Strategies

Table 14:

Result of students' intensity in using Compensation Reading Strategies

Reading Strategies	Indicator	Sub Ind.	Percentage of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
Compensation reading strategies	Guessing Intelligently	24	1	4	2	7	7	26	4	15	13	48
		25	-	-	5	19	8	30	8	30	6	22
Average			2		13.2		28		22.5		35	
Total Average			2		13.2		28		22.5		35	

The intensity of using *Guessing Intelligently* Strategy is categorized into five frequencies based on the scores obtained shown in table above; very high, high, medium, low, and very low. From the table above shows that, the indicator of *Guessing intelligently strategy,* there were 2% of students *always* used this strategy; they were categorized at very high criteria and included in the score range of 4.50 – 5.00. Then, 13.2% of students were

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categorized at high criteria it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49, 28% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the score ranged from 2.50 – 3.49. Besides, 22.5% of the students *rarely* used this strategy, with the range score of 1.50 – 2.49. The category is at low criteria. The last one, there were 35% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they *never* used this strategy.

Based on the explanation above, it can be interprets that 2% of second semester students of the English Department of Riau Kepulauan University always used compensation reading strategies in reading English text. After computed the data it was found that the mean total of *compensation reading strategies* was 2.2 in range score 1.50 – 2.49. This value is categorized at medium level of frequency. It means that the students at the second semester of the English department of Riau Kepulauan University rarely used this strategy.

The Use of Metacognitive Reading Strategies

Metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process or metacognitive strategies help language learning indirectly by helping learners to manage and monitor their learning. There were three (3) indicators and thirteen (10) sub indicators of metacognitive reading strategies. The indicators were; a) Centering Your Learning, b) Arranging And Planning Your Learning, C) Evaluating Your Learning. Meanwhile it sub indicator are: a) Overviewing and Linking with already known material , b) Paying Attention, c) Finding Out

About Language Learning, d) Organizing e) Setting Goals and Objectives, f) Identifying the Purpose of Language Task, g) Planning for a Language Task, h) Seeking Practice Opportunities, i) Self-Monitoring, and j) Self-Evaluating. The following table showed that a result of an analysis of the students Intensity in Using Metacognitive Reading Strategies.

Table 15:
Result of students' intensity in using Metacognitive Reading Strategies

Reading strategies	Indicator	Sub Ind.	Percentage of answer									
			always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
METACOGNITIVE STRATEGIES	Centering Your Learning	26	2	7.4	8	30	9	33	4	15	4	15
		27	7	26	10	37	3	11	5	19	2	7.4
	Average		16.7		33.5		22		17		11.2	
	Arranging and Planning your Learning	28	1	3.7	9	33	11	41	3	11	3	11
		29	7	26	12	44	5	19	3	11	-	-
		30	13	48	8	30	3	11	3	11	-	-
		31	7	26	4	15	12	44	2	7.4	2	7.4
		32	1	3.7	8	30	10	37	3	11	5	19
		33	4	15	7	26	10	37	4	15	2	7.4
	Average		20.4		29.6		31.5		11.1		7.4	
	Evaluating Your Learning	34	5	19	8	30	10	37	2	7.4	2	7.4
		35	7	26	13	48	4	15	2	7.4	1	3.7
			22.5		39		26		7.4		5.5	
	Total Average		19.8		34.0		26.5		11.8		8.0	

The intensity of using *centering your learning, arranging and planning your learning,* and *evaluating your learning* strategies is categorized into five frequencies based on the scores obtained shown in table above; very high, high, medium, low, and very low. Firstly, for indicator *centering your learning,* 16% of students were categorized very high and included in the range score of 4.5 – 5.00. 33.5% of the students were categorized high that is in the range score of 3.50 – 4.49. Then, 22% of students were categorized medium, with the score ranged from 2.50 – 3.49. Besides, about 17% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there were 11.2% of students categorized in low criteria. The total average score of using this strategy was 3.3, in the range score of 2.50 – 3.49. It indicates that that the second semester students of English department of Riau Kepulauan University sometimes used this strategy in reading the text.

Second, for *arranging and planning your learning* indicator, there were 20.4% of students *always* used this strategy; they werecategorized at very high criteria and included in the range score of 4.50 – 5.00. Then, 29.6% of students were categorized at high criteria, it means that they were *usually* used this strategy, which is in the range score of 3.50 – 4.49, and 31.5% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the scores ranged from 2.50 – 3.49. On the other hand, 31.5% of the students *rarely* used this strategy with the range score of 1.50 – 2.49. The category is at low criteria. Besides, there were 7.4% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they are *never* using this strategy. The total average score for *applying images and sounds strategy* was 3.5; it shows that the intensity of students using this strategy was at *usually* levels.

Finally, the Indicator of *evaluating your learning* shows that 22.5% of students were at very high category. The score ranged from 4.50 – 5.00. Then, 39% of students were categorized high with the range score of 3.50 – 4.49, 26% of students *sometimes* used this strategy; it means that they were at medium criteria, the score ranged from 2.50 – 3.49, and 7.4% of the students were categorized low with the range score of 1.50 – 2.49. It interprets that the students rarely used this strategy. Besides, there were 5.5% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they are *never* using this strategy. Finally, the total average score for *evaluating your learning* strategy was 3.7; it shows that the intensity of students using this strategy was at *usually* criteria.

From the result of the whole analysis, shows that 19.8% of students always used metacognitive reading strategies and 34.0% of them usually used this strategy. Then, 26.5% of students at the second semester of the English department of Riau Kepulauan University sometimes used this strategy, 11.8% of students rarely used this strategy, and the last one 8.0% of them never used metacognitive reading strategies when they are reading a text.

The table above describes the intensity of using the metacognitive reading strategies. After computed the data it was found that the mean total of Metacognitve Reading Strategies was 3.5 in the range score of 3.50 – 4.49. This value is categorized at high level frequency. It can be concluded that the second semester students of the English department of Riau Kepulauan University usually used metacognitive reading strategies when they are reading the texts

The use of Affective Reading Strategies

The term affective refers to emotions, attitudes, motivations, and values. It is possible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies. Three main sets of affective strategies exist: a) Lowering Your Anxiety, b) Encouraging Yourself, and c) Taking Your Emotional Temperature. Meanwhile it consists of ten sub indicators; a) Using Progressive Relaxation, Deep Breathing, or Mediation, b) Using Music, c) Using Laughter, d) Making Positive Statements, e) Taking Risk Wisely, f) Rewarding Yourself, g) Listening to Your Body, h) Using Checklist, i) Writing Language Learning Diary, and j) Discussing Felling with Someone else. The following table showed that a result of an analysis of the students

Intensity in Using Affective Reading Strategies.

Table 16:
Result of students' intensity in using Affective Reading Strategies

Reading strategies	Indicator	Sub Ind.	Percentage of answer									
			Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
Affective reading strategies	Lowering Your Anxiety	36	7	26	11	41	5	19	2	7.4	2	7.4
		37	4	15	6	22	4	15	2	7.4	11	41
		38	3	11	8	30	10	37	4	15	2	7.4
	Average		17.3		31		23.6		9.9		18.6	
	Encouraging Your self	39	5	19	13	48	7	26	2	7	-	-
		40	6	22	9	33	7	26	3	11	2	7.4
		41	11	41	11	41	2	7.4	2	7.4	1	3.7
	Average		27.3		40.6		19.8		8.4		3.7	
	Taking Your Emotional Temperature	42	11	41	8	30	6	22	1	3.7	1	7.4
		43	2	7.4	6	22	8	30	5	19	6	22
		44	6	22	9	33	6	22	3	11	3	11
		45	3	11	9	33	6	22	8	30	1	3.7
	Average		20.3		29.5		24		15.9		11.0	
	Total Average		21.6		33.7		22.4		11.4		11.1	

The intensity of using *Lowering Your Anxiety, Encouraging Yourself,* and *Taking Your Emotional Temperature* Strategies is categorized into five frequencies based on the scores obtained shown in table above; high, very high, medium, low, and very low. Firstly, the Indicator of *Lowering Your Anxiety* shows that there were 17.3% of students *always* used this strategy; they were categorized at very high criteria and included in the range score of 4.50 – 5.00. Then, 31% of students were categorized at high criteria it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49, and about 23.6% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the score ranged from 2.50 – 3.49. Next, 9.9% of the students *rarely* used this strategy, with the ranges score of 1.50 – 2.49, the category is at low criteria. Besides, there were 18.6% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they were *never* using this strategy, the total average score for *practicing strategy* was 3.2; it shows that the intensity of students using this strategy was at mediumlevels.

Second, for *Encouraging Yourself Strategy,* 27.3% of students were categorized very high and included in the range score of 4.5 – 5.00. 40.6% of

the students were categorized high that is in the range score of 3.50 – 4.49. Then, 19.8% of students were categorized medium, with the score ranged from 2.50 – 3.49. Besides, about 8.4% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there were 3.7% of students categorized in low criteria. The total average score of using this strategy is 3.8, in the range score of 3.50 – 4.49. It indicates that that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

Finally, the Indicator of *Taking Your Emotional Temperature,* 20.3% of students were categorized very high and included in the range score of 4.5 – 5.00, 29.5% of students were categorized high that is in the range score of 3.50 – 4.49. Then, 24% of students were categorized medium; the score ranged from 2.50 – 3.49, and about 15.9% of students were categorized low, the score ranged from1.50 – 2.49. The last one, there were 11.0% of students categorized in low criteria. The total average score of the students using taking your emotional temperature strategy was 3.3; in range the score of 2.50 – 3.49. It indicates that that the second semester students of English department of Riau Kepulauan University sometimes used this strategy in reading the text.

From the result of the whole analysis, shows that 21.6% of students always used affective reading strategies and 33.7% of them usually used this strategy. Then, 22.4% of students at the second semester of the English department of Riau Kepulauan University sometimes used this strategy, 11.4% of students rarely used this strategy, and the last one 11.1% of them never used affective reading strategies where they are reading a text.

The table above describes the intensity of students using the affective

reading strategies. After computing the data it was found that the mean total of this strategy was 3.4 in the range score of 2.50 – 3.49. This value is categorized at medium level frequency. It can be concluded that the second semester students of the English department of Riau Kepulauan University sometimes used affective reading strategies when they are reading texts.

The use of Social Reading Strategies

Oxford (1990: 144) states language is a form of social behavior; it is communication occurs with others. Learning a language this involves other people, and appropriate social strategies are very important in this process. The following table showed that a result of an analysis of the students Intensity in Using Social Reading Strategies.

Table 17:
Result of students' intensity in using Social Reading Strategies

Reading strategies	Indicator	Sub Ind.	Always		Usually		Sometimes		Rarely		Never	
			F	%	F	%	F	%	F	%	F	%
SOCIAL STRATEGIES	Asking Questions	46	7	26	7	26	9	33	2	7.4	2	7.4
	Average		26		26		33		7.4		7.4	
	Cooperating with others	47	5	19	8	30	6	22	7	26	1	3.7
		48	3	11	10	37	7	26	7	26	-	-
	Average		15		33.5		24		26		1.85	
	Empathizing with others	49	10	37	5	19	6	22	5	19	1	3.7
		50	-	-	3	11	5	19	6	22	13	49
	Average		18.5		15		20.5		20.5		26.4	
	Total Average		19.8		24.8		25.8		17.9		11.8	

The intensity of using *asking question, cooperating with others* and *empathizing with others* strategies is categorized into five frequencies based on the scores obtained shown in table above; very high, high, medium, low, very low. First, the Indicator of *asking question,* there were 26% of student categorized at very high and included in the scores ranged of 4.5 – 5.00, 26% of students werecategorized at high criteria with the range score of 3.50 – 4.49. Then, 33% of students were categorized medium; the score ranged from 2.50 – 3.49, and about 7.4% of students were categorized low with the score ranged from 1.50 – 2.49. The last one, there was 7.4% of student categorized at very

low criteria. The total average score of this strategy used is 3.6 in the range score of 3.50 – 4.49. This value is categorized at high level of frequency. It indicates that the second semester students of English department of Riau Kepulauan University usually used this strategy in reading the text.

Second, for *cooperating with others,* there were 15% of students *always* used this strategy; they were categorized at very high criteria and included in the range score of 4.50 – 5.00. Then, 33.5% of students were categorized at high criteria; it means that they were *usually* using this strategy, which is in the range score of 3.50 – 4.49, and about 24% of students were categorized medium; it indicates that the students *sometimes* used this strategy, the scores ranged from 2.50 – 3.49. Next, 26% of the students *rarely* used this strategy with the range score of 1.50 – 2.49. The category is at low criteria. Besides, there were 18.5% of the students categorized very low, that is in the range score of 0.00 – 1.45. It means that they are *never* using this strategy. The total average score for *cooperating with others* was 3.3; it shows that the intensity of students using this strategy was at mediumlevels.

Finally, for the Indicator*empathizing with others,* 18.5% of students were categorized very high and included in the score ranged of 4.5 – 5.00, and 15% of students were categorized high that is in the range score of 3.50 – 4.49. Then, 20.5% of students were categorized medium, this score ranged from 2.50 – 3.49, and about 20.5% of students were categorized low, the score ranged from 1.50 – 2.49. The last one, there were 26.4% of students were categorized in low criteria. The total average score of using this strategy is 2.8, in the range score of 2.50 – 3.49. It indicates that the second semester students of English department of Riau Kepulauan

University sometimes used this strategy in reading the text.

From the result of the whole analysis, shows that 19.8% of students always used social reading strategies and 24.8% of them usually used this strategy. Then, 25.8% of students at the second semester of the English department of Riau Kepulauan University sometimes used this strategy, 17.5% of students rarely used this strategy, and the last one 11.8% of them never used social reading strategies when they are reading a text.

The table above describes the intensity of using the social reading strategies. After computed the data it was found that the mean total of *social reading strategies* was 3.2 in the range score of 2.50 – 3.49. This value is categorized at medium level frequency. It can be concluded that the second semester students of the English department of Riau Kepulauan University sometimes used social reading strategies when they are reading the texts.

After scoring the questionnaire for each answer sheet the students average score was computed in order to know the level of students' reading Strategies. It was found that there was no students got very high score. Meanwhile, there were 9 students (22.2%) who got high score and 18 students (66.6%) got medium score. Besides, there was no student got low and very low score. It means that the students' reading strategies at second semester of the English Department of Riau Kepulauan University was at Medium *(Enough Level)*. The distribution of data students' reading strategies is as follows:

Table 18:
The Distribution of students' Reading Strategies

No	Interval	Frequency	%	Level
1	4.50 – 5.00	-	-	Very High
2	3.50 – 4.49	9	22.2	High
3	2.50 – 3.49	18	66.6	Medium
4	1.50 – 2.49	-	-	Low
5	0.00 – 1.45	-	-	Very Low
	Total	27	100	

CONCLUSION

The conclusion of the Students' reading strategies and their ability in reading comprehension at the second semester of the English department has eventually come to conclusions:

The reading strategies used by the students at the Second semester of the English department of Riau Kepulauan University is Memory Reading Strategies, the total mean of students' use this strategy is 3.6 in the range score of 3.50 – 4.49. This value is categorized as high level of frequency. It indicates that the students usually use memory reading strategy when they are reading the English texts. The students' ability in reading comprehension at the Second semester of the English department of Riau Kepulauan University at the *Enough* criteria or at *Average* Level.

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