# UTILIZING WORDPRESS IN INVESTIGATING ENGLISH FOREIGN LEARNERS' READING STRATEGIES

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***Abstract:*** *The purpose of this study is to reveal what kinds the students' reading strategies. The Participant in this research were the students of third semester of English Education Department of STKIP Muhammadiyah Pringsewu lampung who took Reading 2. There were 38 students who involved in this research. Since this research used qualitative research design that involved case study, the researcher only took 5 students as the samples of the research that were taken from the group created by researcher in order to get rich and deep information. The data collecting technique used in this research were in depth interview, document that was taken from wordpress, and observation in analyzing the data, the researcher processed the data through some steps, namely; 1). Organize the data, 2), identify framework, 3). Sort the data in to framework, 4). Use the framework for descriptive analysis, 5). Second order analysis. The research finding obviously describe that the students used three main strategies in reading namely, Cognitive Reading Strategy, Metacognitive Reading Strategy and Compensation Reading Strategy.*

***Keywords :*** *Wordpress, Cognitive Reading Strategy, Metacognitive Reading Strategy and Compensation Reading Strategy.*

## INTRODUCTION

Reading strategies is an important aspect that should be learnt by the students to achieve the reading purpose. As the strategy is a tool to help the students comprehend the text and solve the reading problems. Every student uses strategies in reading that might be different from one to another; the strategies used by the students can determine whether they are successful reader or not in comprehending the reading text.

As declared by Soleimani & Hajghani (2013) reading comprehension strategies separate the passive, unskilled reader from the active reader. Moreover, Barnett in Zheng & Kang (2014) asserted that reading strategies are defined as the mental operations involved when readers approach a text effectively and

make sense of what they are reading. Thus, reading strategies used as the tool for mastering the text and help the readers understand the text well.

There are many kinds of reading strategies but Shang (2010) mentioned three major reading strategies, namely cognitive, metacognitive and compensation strategies. According to Chamot and Kupper in Shang (2010) cognitive strategies are approaches "in which learners work with and manipulate the task material themselves, moving towards task completion". In addition, Chamot and Kupper in Shang (2010) stated, metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. The last is compensation strategies, as mentioned by Caverly & Yang in Shang (2010) another factor resulting in successful reading is the development of vocabulary knowledge

The previous studies about reading strategies had been conducted by some researchers. Such as Shan-Shan (2013), Zare (2013), Li (2010), Shokrpour (2012) and Acosta & Ferri (2010). Based on the previous study

reading strategies have important role in reading process since they are used to comprehend the reading text. So, the students need too aware what reading strategies they use.

Based on the teaching and learning process in reading 2 class, the researcher found that in comprehending the reading text the students used their reading strategy although they do not know what kind of reading strategies used for overcome the their reading problems. Therefore, for knowing the kinds of reading strategies are important in comprehending the reading text.

The recent trend of language teaching today is utilizing the use of Information and Communication Technology ( ICT) in language learning for establishing an effective and efficient process that help both the teacher and students for achieving the successful learning. Kariman in Warni (2017) states that the use of Information and Communication Technology (ICT) in language learning has become one of the prominent challenges in language teaching. Specially in the Indonesian context in globalization era, with the rapid development of science and

technology, it may, with potential, engage students in language learning. One of the ICT that is applicable in education is Wordpress. Seery (2012) mentioned that Wordpress is a web-based software used for publishing websites. There are two: Wordpress.com which is mainly used as a blogging platform, where all material is hosted by Wordpress; and Wordpress. Org. Which has extensive additional features (Plugins) which extend it beyond blogging use. Wordpress. Org is self-hosted; the user provides their own webspace for putting the material online. This document relates to Wordpress.org.

In this case for exploring the students' reading strategies, the researcher used the Worpress. It is a site which gives the blog facility that used by the students to tell about their reading experience through reflective journal in their blog. Thus, this research aims to reveal what kind of reading strategies used by the English Education students in reading 2 class.

## METHOD

The researcher conducted this research at the third semester in academic year 2016- 2017. The participant of the research were the students of third semester who took reading 2 in STKIP Muhammadiyah Pringsewu Lampung. The numbers of participant of the research were 38 students. Since the researcher used qualitative research, which involved case study in this research, the researcher only took 5 samples taken from the representative of the group in reading class as the purposive sample for getting deep information. The data collecting technique used in this research , such as; depth interview, document that was taken from wordpress, and observation In analyzing the data, the researcher processed the data through some steps, namely; 1). Organize the data, 2), identify framework, 3). Sort the data in to framework, 4). Use the framework for descriptive analysis, 5). Second order analysis.

## DISCUSSION

Interrelated to the research question what kind of reading strategies used by the English Education students in reading 2 class. The researcher used some data collecting techniques for answering

that research question, such as; in depth interview and document. Based on the result of in depth interview the researcher found the information about reading strategies as follows;

SS1 : *"Formerly, I read the question in the item test of reading to understand what I should find in the text. I try to be relaxed and concentrate in reading. Since the reading text is very long I try to skim I do not read whole the text. I summarize the main idea of the text. When I found the difficulty in vocabulary, I try to guess from the context like find out the synonym of antonym. And for getting the detail information from the text I use scanning".*

SS2 : *"When reading the text, the most reading obstacle is vocabulary since each text has different term depend on the topic. Some reading strategies also used like previewing, connecting and selecting, but generally the strategies that I use are scanning and skimming".*

SS3 : *"When I do the reading test I read the question first continued by reading the text at glance to get the main point of the question. For getting the general information from the text I use skimming. I also read the topic sentence from each paragraph for getting the main idea".*

SS4 : *"In reading the English text the main poin is knowing the information from the text not the meaning of each word from the text. In this case, the strategy used in reading the text firstly knows the title, since the title can describe whole the text. Moreover, I also try to find out the key word in each paragraph for finding the main idea in each paragraph. In finding the detail information from the text I use scanning. Sometime I also use predicting for getting the whole point from the text as well skimming for getting the general information from the text".*

SS5 : *"Based on my reading experience, I sometime get the difficulties in understanding the text. For solving this problems, I apply some reading strategies namely; active reading by focusing to the questions, previewing by reading at glance to think over about the reading text's goal, scanning for finding the location of specific information from the text, underlining the important information from the text and critical reading as an effort to be able communicate with the text".*

Meanwhile, from the document that written by the students in Wordpress for three times when they were reading, the researcher found the result as the table bellows;

**Table 1**

| Student | Reflective Journal |
| --- | --- |
| **SS1** | Honestly, In English I very like reading, because when I read some English text I feel challenged. In reading the text, I try to read the question then the text. I often find the difficulty in understanding the new vocabulary for overcome this problem I try to understand it by myself or consult to dictionary |

When I was reading text and I do not know about the meaning or the purpose from the text. it is so difficult. I can open glossary or just read carefully the sentence. Sometime I also try to connect the contain of the reading text with by background knowledge.

In reading the text, sometime I try to not open the dictionary, I apply some reading strategies like skimming or reading the whole text, find out the synonym to guess from the context.

|  |  |
|---|---|
| **SS2** | I feel afraid when I do the task, because I do not know the meaning and vocabulary. My experience when I do the task, I always repeat again and again the part of text which has difficult word, I read it detail. |

In reading the texts which have high level difficulty like TOEFL, my strategies are scanning and skimming in answering the question.

I feel happy when I read the text which I am familiar of it. I can use my background knowledge to understand it. More over I read many kinds of text, more proficient I am.

| **SS3** | My experience when reading the text is quite difficult to understand the |
|---|---|

vocabulary. So sometime I still need to confirm the meaning from dictionary.

Since I have problem in vocabulary when I read the text, I try to read many kinds of text write the difficult words from the text and memorize it, so when I meet the similar word in other text I have been familiar with it.

From my group discussion, I have new information about many kinds of text that can be applied I reading the text. Therefore, I try to use some strategies like skimming, scanning skipping selecting the meaning in mind, read title and analyze the words. Those kinds of strategies help me in reading.

| **SS4** | When I am doing the reading task, I feel confused, doubt and panic because I do not know the meaning of vocabulary. The strategy used is find out the key words to be more understand the intension of the text. |
|---|---|

In understanding the text, I try to get the meaning word by word. It spends much time. So, I try to understand the text generally by skimming.

My problem in reading the text especially, when I do the reading test is time. I lack of the time I cannot read fast. To overcome the

problem, I try to understand the text by understanding the title.  I think title reflects the content of the text.

When I read the text I feel challenged. I find many new vocabularies. But, sometime I get difficulties to understand the meaning of vocabulary. For solving these problems I open dictionary.

**SS5**  In doing the reading task I read the question first before reading the text. Focusing to the text helps me to read more effectively and save the time.

I need to read the text many times to understand whole the text. Therefore, I use skimming strategy to help me understand the text. But, when I should find out the specific information from the text, I apply scanning strategy.

The last result from the interviewed guide for reading strategies, the researcher found the result as follows,

Table 2. The result of observation

| Students | Strategies |
|---|---|
| **SS1** | Keep meaning in mind<br>skips un known words (guesses contextually)<br>read the title (make inference)<br>use knowledge of the world<br>use illustration |
| **SS2** | keep meaning in mind<br>read the title (make inference)<br>recognizes<br>use a variety of types of context clue |
| **SS3** | keep meaning in mind<br>skips un known words (guesses contextually)<br>read the title (make inference)<br>analyze unknown words |
| **SS4** | read the title (make inference)<br>use knowledge of the world<br>use illustration |
| **SS5** | skips un known words (guesses contextually)<br>use knowledge of the world<br>use illustration<br>read the title (make inference) |

From the data about, the researcher has found three primary reading strategies that mentioned by Shang (2010). namely cognitive, metacognitive and compensation strategy. As cognitive strategy used by the learner to understand the text by

themselves. From in depth interview the students mentioned;

> *Formerly, I read the question in the item test of reading to understand what I should find in the text. SS1*

> *Generally the strategies that I use are scanning and skimming".SS2*

> *When I do the reading test I read the question first continued by reading the text at glance to get the main point of the question. SS3*

> *The strategy used in reading the text firstly knows the title, since the title can describe whole the text. SS4*

> *Active reading by focusing to the questions. SS4*

Moreover, from the students' document from reflective journal in Wordpress, they mentioned some activities that included to the cognitive reading strategies. Such as:

> *I try to read the question then the text. 1SS*

> *I try to understand the text by understanding the title.SS4*

> *In doing the reading task I read the question first before reading the text. SS5*

Meanwhile, the cognitive strategies found in observation, such as;

> *read the title (make inference)SS1*

> *recognizes SS2*

> *use a variety of types of context clue SS2*

> *use illustration SS4.SS5*

Beside cognitive strategy, the students also used metacognitive strategy, in in-depth interview

> *Since the reading text is very long I try to skim I do not read whole the text. I summarize the main idea of the text. and I try to be relaxed and concentrate in reading SS1*

> *Some reading strategies also used like previewing, connecting and selecting, but generally the strategies that I use are scanning and skimming.SS2*

> *active reading by focusing to the questions, previewing by reading at glance to think over about the reading text's goal.SS5*

Then, from the students' reflective journal in Wordpress, the metacognitive strategy found, such as:

> *Sometime I also try to connect the contain of the reading text with by background knowledge.SS1*

> *I can use my background knowledge to understand it. More over I read many kinds of text, more proficient I am.SS2*

*I need to read the text many times to understand whole the text.SS5*

And the last from the interviewed guide, the students stated

*I use knowledge of the world and illustration SS1, SS3, SS4 & SS4*

In addition, the last strategy used by the students was compensation strategy for helping them to overcome vocabulary problem. Based on in-depth, the students used some reading activities as follows;

*When I found the difficulty in vocabulary, I try to guess from the context like find out the synonym of antonym. SS1*

*When reading the text, the most reading obstacle is vocabulary since each text has different term depend on the topic. Some reading strategies also used like previewing, connecting and selecting.SS2*

*I also try to find out the key word in each paragraph for finding the main idea in each paragraph. SS4*

Next, from the document of reflective journal in Wordpress, as follows;

*I often find the difficulty in understanding the new vocabulary for overcome this*

*problem I try to understand it by myself or consult to dictionary.SS1*

*When I was reading text and I do not know about the meaning or the purpose from the text. it is so difficult. I can open glossary or just read carefully the sentence.SS2*

*I try to read many kinds of text write the difficult words from the text and memorize it, so when I meet the similar word in other text I have been familiar with it.SS3*

*When I am doing the reading task, I feel confused, doubt and panic because I do not know the meaning of vocabulary. The strategy used is find out the key words to be more understand the intension of the text.SS4*

*Sometime I get difficulties to understand the meaning of vocabulary. For solving these problems I open dictionary.SS5*

The last but not least, the compensation strategy found in observation as follows;

*Keep the meaning in mind. SS1, SS2, SS3*

*Skips unknown word (guessed contextually).SS5*

The three primary reading strategies found from the result of the research above namely, cognitive reading strategy, metacognitive reading strategy and compensation

reading strategy. Those reading strategies were applied since the students get reading problem. As cognitive reading strategy as mentioned by Chamot and Kupper in Shang (2010) are approaches "in which learners work with and manipulate the task material themselves, moving towards task completion". In reading process, the students use their prior knowledge for solving their reading problem like understanding first the title, the illustration and they try to read the question first then they read the text. Meanwhile, as metacognitive reading strategy as Chamot and Kupper in Shang (2010) stated, metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned. By using this strategy, the students have great effort in manage their learning process by trying to understand the reading problems and try to solve it, and monitoring their reading comprehension. And the last, compensation strategies, as mentioned by Caverly & Yang in Shang (2010) another factor resulting in successful reading is the development of vocabulary knowledge. In this case, the students use some vocabulary aids in understanding the reading text, namely by keep meaning on certain vocabulary in their mind, skips unknown word and deducing the meaning from context.

The result of this research is in line with the previous researches that conducted by Shan-Shan (2013), Zare (2013), Li (2010), Shokrpour (2012) and Acosta & Ferri (2010). That proved the students used the reading strategies for understanding the reading text. This research also found that three major strategies as declared by Sahan (2010) namely cognitive, metacognitive and compensation strategies are used by the students in reading the text.

**CONCLUSION**

There are three primary reading strategies used by the students to read the text which help them to understand the reading text such as Cognitive Reading Strategy, Metacognitive Reading Strategy and Compensation Reading Strategy.

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