

Enhancing Reading Comprehension for Magister Degree Students Through Self-Reflection

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Abstract

Self-reflection has been hailed as a potential avenue into work-based learning. However, the purpose of this research is to use self-reflection to improve the reading skills of B2 and C1 students at the CEFR level. This finding is expected to be a reference for the education sector, government, business, and academia in promoting, designing, and implementing self-reflection learning in English reading. Two sets of analyses were performed in this study. To begin, the authors examine the self-reflection of master students enrolled in an English proficiency program. Second, the authors examine the Internet search for self-reflection learning in reading. More specifically, the authors used Google Classroom and web resources to analyse real-world data from a reading self-reflection task of 14 students in reading B2 and C1. Based on the findings from the examination of the identified self-reflection reading task, students still had some difficulties in understanding the context of the reading. Self-reflection has been identified as a key topic in talent development from the point of view of work-based learning. Policymakers, educators, researchers, and participants should investigate ways to encourage, create, and implement microlearning to help individuals learn on the right track through valid knowledge and ethical thinking.

Keywords: Reading Comprehension, Self-reflection, CEFR, Magister Students

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INTRODUCTION

Reading is a process where we understand the meaning of the text. In the reading process, there is something called understanding, which means that, in this case, students must have an understanding of what they are reading, which is called reading comprehension. Let's look at the definition of reading comprehension as stated by Healy (2002, p.3). Reading comprehension is about understanding; namely, understanding the written word, understanding the content that has

been read, and understanding the construction of meaning in a text. Meanwhile, Kintsch (2005, p.71) states that understanding is not a unified process; students can find some information through several components of the reading process. According to Woolley (2011:5), which states that reading comprehension is the process of making meaning from texts. This statement is also supported by Horowitz (2014), who argues that reading comprehension is a complex cognitive process in which the reader must also be intentional and thoughtful while reading,

monitoring words and their meanings as the reading progresses. So, they can not only read the text but also get the meaning and can compose sentences.

The purpose of this study is to strengthen reading comprehension skills in English proficiency courses for teachers through self-reflection. As a matter of fact, the teacher's role must shift from lecturing to training and mentoring students while they practice reading methods; the emphasis should be on practicing. Moreover, reading comprehension is being highlighted as a skill that should be taught and mastered rather than simply as a sub-skill in implementing foreign language conversation activities.

Therefore, one way to improve students' abilities in reading comprehension is to give them space to understand and look for their strengths and weaknesses through self-reflection. Self-reflection is one way that we can recognize the strengths and weaknesses that exist within us. According to Sedairia (2019) one of these skills is self-reflection; which is considered as advanced critical thinking strategy because of the significant role that it plays in developing EFL students' ability to understand, interpret, and reflect upon the meaning of what is being read; that is, improving reading comprehension. Self-reflection is very important for students in understanding a lesson, especially for those who are interested in language learning, where they will be more qualified to determine their learning needs and goals. Also, equip them with specific terms related to the field being discussed. However, the application of self-reflection in learning will have a good impact on student achievement. As in the results of research presented by Brown (2019), the study found that when students are given a clear statement of course goals and feedback about their work through self-reflection and instructor communication, they have a solid understanding of their academic progress.

Based on the previous research, there is still limited discussion about how teacher enhance reading comprehension skill especially for CEFR level with the efficient strategy. Utami (2021) stated that the results of this study showed that during the learning-from-home policy students

liked to read anything but lecture materials and they argued that reading was tedious and difficult. Besides that, Muflaha (2021) the limitation of technologies, students that don't activate the camera during learning, the teacher can't observe the students' respond to the material that have been prepared, and other problems.

Nevertheless, previous research has suggested that self-reflection can help students gain more confidence in the goal-means relationship, implying that they will have stronger levels of self-regulation. As a result, self-reflection can be used as a strategy or solution to improve reading. This gap prompted the researcher to conduct this study. Two research questions are formulated in response to the previously stated problem: 1) What are the CEFR reading comprehension skills difficulties for magister students 2) How can an integrative strategy based on self-reflection practices help to develop self-reflection learning skills?

The purpose of this study is to determine the extent to which an integrative strategy based on reflective practices can improve reading comprehension and self-reflection learning skills of magister students enrolled in an English proficiency for teachers course. This study is also beneficial to both students and lecturers because it can yield valuable findings in the field of using reflection and self-learning practices to teach reading comprehension to English master's students.

METHODS

The researcher employed qualitative content analysis in this study. According to Johnson (2014), the primary focus of qualitative research is the collection of qualitative data. The content analysis method was used in this qualitative study to find the answer to the research question. The purpose of content analysis is to identify specific characteristics of a material. This method can be used to analyse a wide range of written or visual materials, including textbooks, web pages, newspapers, speeches, and other types of documents. This descriptive content analysis must be used, particularly to describe the specific content of official documents.

The target population of the current study contained students at English Magister Students in on of Universities in Jakarta. There are 14 participants were involved in the study from 3 classes. The Participants in this study were 4 Magister English Major Students who have taken with random sampling from 14 Students taking an English proficiency for teacher's course offered as course at one of the universities in Jakarta of academic year 2022. They were selected because they were considered successful students in Reading, identified by their report in the individual self-reflection reading task. Initially, students with the highest scores of the listening task were targeted.

However, after ranking all students according to the scores received, five students were found to gain the same score in the bottom rank of the group. All of them were then included as the participants of this study, making the total number of 14 participants. The selected participants were heterogeneous in terms of faculty and year of study. For data analysis, researcher used Halliday's systematic functional linguistic.

In the English proficiency for teachers course, all students were expected to write a self-reflection report of no more than three pages in order to demonstrate their overall reflection of the course on four main points:-self-evaluation of their understanding of the concepts and applications of reading in the web source:

- self-evaluation of their reading development (from all assignments they have done);
- self-evaluation of their problems on reading;
- self-suggestions of how to improve their reading.

In this study, the final self-reflection report was used as a data source because it can collect participants' thought processes while attempting to achieve their learning goals (i.e., learning English reading skills), allowing the researcher to observe how they regulate their own learning through their views of learning progress, a shift in their beliefs about learning, and a shift in their psychological needs (Boekaerts & Cascallar, 2006).

The researcher conducted a review of the results of the reading self-reflection task that had been carried out by the students by dividing them into two categories, namely table B2 CEFR Level and C1 CEFR Level, with the following results:

RESULTS AND DISCUSSION

Table 1. Reading B2 Self-Reflection Analysis

Name	Sentence / Clause	Participants	Verb / Transitivity	Circumstance	Conjunction
Student A	After doing this Exercise, I realize that I have to practice a lot. I still make many mistakes in this reading practice especially in part 1 and part 4. I have some problems in reading part 1 (match different sentences session, In this section, you read four short texts, such as adverts, product descriptions, etc. Then you match different sentences with each of those texts.) and also in part 4 (Complete the text or fill in the blanks session).	I,	Doing Reading Make	After doing this Exercise Reading Practice I have some problems in reading part 1 (match different sentences session, and also in part 4 (Complete the text or fill in the blanks session).	After That
Student B	I had difficulty in locating the information in the questions because some of the content are similar to one another. To overcome this problem, I think I need to read the statements more carefully as well as pay attention more on the context clues, i.e., the surrounding sentences. I need to keep in mind that although it is explicitly mentioned in the text does not mean that it is the right answer. By carefully reading the options as well as the paragraph surely will help us in choosing the correct answer. I believe that I need to enrich my vocabulary and knowledge by reading more and more passages.	I	Locating Reading Enrich	I had difficulty in locating the information To overcome this problem, I think I need to read the statements more carefully	Because of.. As well as... That Although

Student C	I had difficulties in terms of vocabulary, reading speed, lack of focus, identifying main ideas, and understanding language structure (grammar). I found many new words or phrases such as "start from scratch", "extravagance", "alter", "pitfall", "pre-empt", "out-dated", "reinvigorated", "bulk", and so forth.	I	Found	I had difficulties in terms of vocabulary, reading speed, lack of focus, identifying main ideas, and understanding language structure (grammar).	And Or
Student D	In order to improve this deficiency, I need to do reading practice a lot because practices make perfect. Based on some sources, including James Scrivener, the strategy that can be used for this kind of reading is scanning. According to Scrivener, scanning is a kind of fast reading for specific individual pieces of information.		Do		Because That For In order

Table 2.
Reading C1 Self-Reflection Analysis

Name	Sentence / Clause	Participants	Verb / Transitivity	Circums tance	Conjunc Tion
Student A	I realize that there are so many vocabularies that I didn't really understand I have some difficulties in guessing the correct gap because at my point of view it It's hard to decide which one is the most suitable to filling the gap. In this Reading C1 I realize that the vocabulary is more difficult. It is difficult to answer if I didn't know the meaning. sometimes I didn't know the meaning or sometimes I also forgot the meaning. To solve this problem maybe I can check in dictionary the next time I practice because it can't be direct solving.	I My It	Solving	I realize that there are so many vocabularies that I didn't really understand In this Reading C1 I realize that the vocabulary is more difficult.	That So Or Because
Student B	Although the statement mentions <i>patronage</i> and <i>sponsorship</i> which correlate with the notion of <i>charity</i> , we still need to find the implied meaning as it cannot be seen explicitly. Then I made a wrong implication which led to the wrong answer. Here I learned to carefully think about the author's implied and intended meanings in order to obtain the correct answer.	I We	Find Seen Made Learned	we still need to find the implied meaning as it cannot be seen explicitly. Here I learned to carefully think about the author's implied and intended meanings in order to obtain the correct answer.	Although And As In order
Student C	I only managed to answer 2 out of 6 questions. Most of the questions that are wrong are part of looking for the main idea and interpreting the implied meaning. It is the same as the previous assignment, at the beginning I read the instructions and questions well. While, I tried to make some predictions regarding to the text. Read the text and guessing the meaning of words that I do not know. Sometimes I use the context and the rest of the text to help me. Take notes! Because it will help you to highlight the important points. Think about different ways when using the text. It means when we read information leaflet, find some specific information there. If we read a message, try to think how it would be replied. Skim and scan both shorter and longer texts. It is good idea in order to get general idea of what the texts are talking about. Practice, reflect, and evaluate. These kinds of activity will lead me into the better one.	I It	Managed Read Tried Use	I only managed to answer 2 out of 6 questions. It is the same as the previous assignment, at the beginning I read the instructions and questions well.	That For And Because When If In order

Student D	Finding the detailed information Finding and fitting the missing paragraphs Reading the options Deciding the main idea of each paragraph Finding the cause of why the character mentioned the 'romantic novels where the entrapped heroine finds her freedom and salvation through music.	Finding Reading Deciding	And where
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Analysis of Reading B2 CEFR and C1 CEFR Level

Based on the results from Tables 1 and 2, there is information that we can take based on Haliday's systematic functional linguistics where almost all students have the same vocabulary. Starting from the participant's analysis used by students in writing Reading B2 self-reflection starting with (*I*), even though there was 1 student who did not write participant information in his self-reflection sentence. Furthermore, in the word verb/transitivity there are several different words among students, such as (*Doing, Reading, Make, Locating, Enrich, Found, Do*) and there are several conjunctions used, such as coordination conjunctions (*for, or, and*) and some subordinating conjunctions (*After, That, Because of, As well as, That, Although, Because, That, In order*). Furthermore, there are additional statements made by students in table 2 Reading C2 Self-reflection, such as in the statements of participants who have more than one participant (*I, We, My, It*), and the verb/transitivity sentences used are more in-depth, such as (*Solving, Find, Seen, Made, Learned, Managed, Tried, Used, Finding, and Deciding*). Finally, in the conjunction section, there are already various variations used, such as coordinating conjunctions (*So, Or, And, For*) dan some subordinating conjunctions (*That, Because, Although, As, In order, If, When, where*).

Furthermore, in the table below we will see the scores obtained by students at the Reading B2 CEFR level and Reading C1 CEFR level as follows:

Table 3. Reading B2 CEFR Scores

Participants	Level of Test			
	Part 1	Part 2	Part 3	Part 4
Student A	4/7	5/6	6/6	11/15
Student B	5/7	5/6	5/6	14/15
Student C	4/7	2/6	4/6	10/15
Student D	3/7	4/6	5/6	9/15

Table 4. Reading C1 CEFR Scores

Participants	Level of Test		
	Part 1	Part 2	Part 3
Student A	5/6	3/6	4/7
Student B	5/6	6/6	5/7
Student C	2/6	3/6	5/7
Student D	6/6	4/6	4/7

In the table above, we can see that almost all students can do 50 percent of the total questions, although there are 2 students, namely student C and student D, who have difficulty doing the test in Table 3: CEFR level B2 reading In this case, student C had difficulty doing the test in Part 2 because she had difficulty understanding new vocabulary, understanding the information contained in the diagram, and also understanding what the author meant. Furthermore, student D had difficulty doing part 1 of the test because, at the same time, she was on a trip, so his reading focus and concentration were not maximally exposed. As for table 4, reading C1 CEFR Level from all tests, only 1 student did not reach 50% of the total questions, namely student C in part 1, where the difficulty experienced was almost the same as reading B1 CEFR Level. However, the overall value of self-reflection is very good for students and can be done on a much larger scale.

Finally, the researcher looked at the problems and what strategies were used by the students in solving the reading of B2 CEFR and C1 CEFR Level difficulties. The following information can be conveyed based on the results of the self-reflection task of Reading B2 and C1 CEFR level:

Table 5. Reading B2 CEFR problems and strategies

Participants	Problems	Strategies
Student A	Lack of Vocabulary, more focus, Time or	Focus, find keywords, Close attention, Elimination Recheck

Student B	duration and Lot of text difficulty in locating the information in the questions because some of the content are similar to one another	Comprehend the text completely before matching the statements.
Student C	Difficulties in terms of vocabulary, reading speed, lack of focus, identifying main ideas, and understanding language structure (grammar).	Predicting, Clarifying Questioning 5W 1H, Summarizing
Student D	Hard to define the main idea reading focus and Concentration were not maximally exposed. Missing supporting ideas or the missing sentences were not easy to find.	Reading practice, scanning. focus more and find a comfortable and appropriate place to do the reading activity. analyzing the context and finding keywords from the sentences before and after the missing sentence.

information, purpose of particular paragraph, fitting the missing paragraphs and the questions are hierarchy	finding the topic sentence, Reading the options, switched, Deciding the main idea of each paragraph Scanning and finding the keywords
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In table 5, we can note that the problems experienced by student A and student C are almost the same, but both have different strategies for solving difficulties. Student A did focus, find keywords, close attention, elimination, and recheck in solving difficulties, while Student C did predict, clarify, and summarize to answer difficult questions. Furthermore, student B and student D implicitly have the same difficulties, although they are explained in different ways, but both have different strategies for solving difficult questions, as shown in table 5. Furthermore, in table 6, the problems faced by students A, B, and C are almost the same as those in table 5, while there is one student D who has a different level of problem from the previous table. In the strategic section, students A, B, and C still apply the same strategy as in table 5. Only one student experienced a strategic change in dealing with very specific and detailed questions in Reading C1 CEFR.

Table 6. Reading C1 CEFR problems and strategies

Participants	Problems	Strategies
Student A	vocabularies that I didn't really understand, difficulties in doing filling gap in paragraph, vocabulary is become more complex	Focus, Find keywords, close attention, Elimination and Recheck
Student B	difficulty in locating the information in the questions because some of the content are similar to one another	comprehend the text completely before matching the statements.
Student C	difficulties in terms of vocabulary, reading speed, lack of focus, identifying main ideas, and understanding language structure (grammar)	Read the instructions and questions well, Read the text and guessing the meaning of words, Take notes, Think, Skim and scan, Practice, reflect, and evaluate.
Student D	Finding the detailed	Using keyword, Scanning the text and

CONCLUSION

It can be concluded that self-reflection has an influence on students' ability to improve reading comprehension, even though there are some difficulties experienced by students. As for the results of this study, the researchers really hope that educators can apply self-reflection to students to explore the extent of understanding they have gained so far. so that the output of the teaching and learning process can be achieved. The researchers suggest that those who want to do similar research be able to do it on a large scale so that it has a broad impact.

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