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rawijaya	This study is aimed to explore the reading strategy which are used by students from SMPN 21 Malang in their achievement levels. This study involved involved in their achievement levels.	3rawijay
rawijaya	Universit120 students from grade 7 and grade 8 using the questionnaire adapted from Lien roll as E	
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rawijaya	Students divided in three groups, there are high achievers, mid achievers, and low	Brawijay
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rawijaya	Universi Strategies. Global reading strategies are those carefully planned technique applied sitas E	3rawijay
rawijaya	by the students to monitor their reading, such as using their background	3rawijay
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rawijaya	Universitas The research revealed that students of SMPN 21 Malang were mostly use rsitas E	
rawijaya	Universi Problem Solving Strategies, such as trying to keep focused in reading (48%), iversities E	Brawiiav
rawijaya	Universit reading slowly and carefully (40%), and rereading to increase the understanding ersitas E	3rawijay
rawijaya	(28%). Those findings showed that they are aware of their confidence in reading, fluency, recall of details, and word recognition improvement. High achievers	3rawijay
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Irawijaya Irawijaya		
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the basic competencies, the students are expected to apply the text structure and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitlinguistic features to be implemented in the social function in accordance with the it context of the material. In the 2013 curriculum, the students have to observe and University questioning about the material, collect the information from the written text, then sit as B Universitas Brawijaya University and communicate the result of their reading activity. By applying the reading Universi strategy, the students will communicate effectively since it will increase the itas students understanding about the material. In contrary, reading activities in English classes appear to be done Universi unsatisfiedly. Therefore, it is important for students to comprehend and understand reading texts written in English especially in academic context. Universi Related to reading activities, students' various characteristics can bring several challenges to the teacher. The teacher should accomodate the students' process in reading activities so that the teaching and learning process is meaningful. Sitas Br Universi Appropriate teaching techniques, teaching media, and teaching materials will be helpful for the students in experiencing reading for understanding the meaning of Universithe written texts. As mentioned by Brown (2007), there is no single method of language teaching to show the universal success in the teaching, especially in reading in this present study. Appropriate reading activities should accomodate sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe needs of students who are high achievers, medium achievers, and lowsitas ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas achievers as well. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitias Bra Although the importance of EFL reading is unavoidable, reading is not an Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities easy skill to accomplish. Kern (1989: 135-149) defines reading as a complex skill

Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University which involve a combination of attention, memory, perceptual, process, and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi combination process to obtain new knowledge and new information. Besides, sit as Clarke and Silberstein (1977: 36) add that the definition of reading as an active Universit process which provides the students to use their background knowledge about the Brawi Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversi material then choose the most helpful cues that required to justify or reject the Universitas Brawijaya Unive University explanation. Universitas BraBased on the facts stated above, EFL reading for junior high schools students appear to show that various students' characteristics may include in the factors which influence the complex activities in reading. The first factor is that Universi reading comprehension includes a set of complex arrangement of processes, so the sitas students have to simultaneously decode words, access the word meanings, and Universit construct meaning from sentences and larger section of texts, while combining the new information with the students's background knowledge, also monitoring Universitimeaning and repairing misunderstanding (Denton et al, 2007: 81). The second Sitas Brawijaya Universi factor which show that reading is complex is that different basic reading and linguistic skills, general vocabulary and word knowledge, the ability to allocate Universitand relocate attention are possessed by students, and the students' strategies tositas Brawijaya enhance understanding, monitor meaning, and solve problems when reading Universitas Brawijaya Universitas Brawijaya Universitas Br Regarding the students reading strategies which are used, not all students it as Br apply the same strategies. In reading activities, when comprehending written texts, students who are high achievers tend to use better reading strategies than the low ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi achievers that is why the high achievers appear to be more successful to get the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya meaning of the texts. By knowing high, medium, and low achievers reading Brawijayo Universitas Brawijaya Universitas Brawijaya Universi strategies, the teacher will create the reading activities which may improve it as itas Brawijaya Universitas Brawijaya univers Universiteaders toojaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya defines reading strategies as generally planned and playful activities done by Universitstudents in order to comprehend the intended meaning in the texts. Besides that, sit as Abbott (2006: 637) states that reading strategies as the mental operations or comprehension process that readers select and apply in order to make sense of University what they read. Furthermore, Yukselir (2014:67) compiles some examples of sitas reading comprehension strategies, namely skimming, scanning, reading for Universit meaning, predicting, activating general information, making inferences, sitas differentitating main ideas from supporting details, noticing cognates and word Universit families, guessing word meanings from context and assessing those guesses, and Sitas Brawijay Universi following references. Therefore, reading strategies are the way the students it as experience their reading activities when they are comprehending text.

Universitas Universitas BravA lot of of research focused on reading strategies in foreign languagesitas Brawijaya learning. From those research, there are many differences that have been found in reading strategies that has been used by students from different achievement sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi levels. Some studies also investigated the reading strategies used by students with it as Brawijaya higher and lower level of achievement. Singhal's study (2001) reveals that the higher achievement level students will keep the meaning of the passage in mind while reading, skipped unimportant words, and have positive self-concept as a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reader. Meanwhile the lower ones will lose the meaning of the sentences when ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi decoded, seldomly skipped words as unimportant, and have a negative concept-assitas a reader. Furthermore, Paris and Jacobs (1984:2083) add that skilled readers are University often engage in purposeful activities that require planful thinking, flexibles it as Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universities Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrayFrom the previous explanation above, by knowing EFL reading strategies it as used by the students, English teacher will facilitate the junior high school students ersi learning especially to comprehend reading texts successfully. As junior high sitas Br Universi school students have special characteristics as the beginner level learners of sitas learning English in academic setting, it is important to investigate the students Universit reading strategies based on their English achievement. This study will informaticas which strategies are used by high achievers, medium achievers, and low Universitachievers. It is aimed that the English teachers can help the low achievers to use Sitas Brawijaya Universi reading strategies that are used by high achiever students. Thus, the English strategies teachers will select appropriate reading technique that encourage students to apply University particular strategies which are implemented by the high achiever students. Universitas Br Universitas Bra From the explanations above, the researcher will explore the reading strategies that are used by the SMPN 21 Malang students in relation to their ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universitachievement levels, to know what reading strategies to apply by students so that it as Br ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit they will comprehend the English texts maximumly. Besides, the researcher chooses SMPN 21 Malang with some considerations. The school is one of the best Universi Junior High Schools in Malang. Started from 2007, this school has been declared Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

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rawijaya	University materials. Reading is a process of how information is processed from the	Universitas Braw	vijay
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rawijaya	Universi meanings, starting with the information obtained by the reader from the	text, and sitas Braw	vijay
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rawijaya	University reading is not merely a sum of various decoding and comprehension sub		
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rawijaya	also a language process to reconstructing the readers' ideas and information	on Universitas Braw	
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rawijaya	Universi There are three reading theories; bottom-up theories, top-down theories	, and the sitas Braw	vijay
rawijaya	University interactive models. The bottom up model, according to Brown (1994:	284) is a	vijay
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Universitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra As stated in the Chapter 1, most of Indonesian students are learningsitas Brawijava English and they have to master it according to the government's law. But the fact University says the opposite. Not everyone can understand English, but some non-native itas Brawijaya Universitas Brawijaya University find that some people can learn English very quickly and well, but on the other Universithand, some people might have problem in learning. Therefore, many researchers it as have conducted lots of studies to find how learners go about learning something, University what makes learner successful at learning something, and why some people are Universi more effective at learning than others (Lee 2010: 133). Meanwhile, Rigney (1978) and Rubin (1987) cited from Lee (2010: 136) Universitated that language learning strategies is a behaviors, steps, or techniques that sites language learners apply to facilitate language learning. Scarcella and Oxford Universit (1992: 63) defined language learning strategies as a specific actions, behaviors, Sitas Brawijaya Universi steps or techniques to solve the difficult language task. When the students it as consciously picked strategies that fit their language, these strategies will be a Universituseful toolkit for an active, conscious and purposeful self regulation of learning.sitas Brawijaya In short, we can conclude the definitions of language learning strategies as specific way employed by the learner to make a better understanding of the new sites Brawijaya Universitas Brawijaya Universitinformation obtained iversitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya various factors, such as the learners' characters environmental surroundings and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe learning strategies applied by the learner. Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit2.1.4 Classification of Reading Strategies in EFL Sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra Reading strategies are divided into two categories; cognitive strategies itas and metacognitive strategies. As stated by Wenden & Rubin (1987: 19), cognitive Universi strategies are mental steps or process that student use to process linguistic and last Braw Universitas Brawijaya are functioned to construct associations between new and existing knowledge of Universithe student, and operating the incoming information to enhance learning. Based on sites Brown (2007: 35), there are prominent cognitive strategies in EFL. First is translation, means using the L1 as a base for understanding or producing a topic in Universi the target language. Second is grouping, which allows the students to reordering and classifying the material to be learned based on common attributes. Third is Universit note-taking that means writing down the main idea, important points, outline, and sitas summary. Fourth is deduction, which consciously applying rules to produce or Universit understand the topic. The fifth is imagery means relating new knowledge to visual Universi concepts in memo via familiar, easily retrievable visualizations, phrases or locations. The sixth is keyword. It is a strategy that remembers new word in the University second language by identifying a familiar word in the first language that sounds sitas Braw like or otherwise resembles the new word and generating easily recalled images of some relationship between the new word and familiar word. The seventh is ersitas Brawijaya Universitas Brawijaya Universitas Universitelaboration, it is a strategy that relating new information to other concepts insit as Universitas Brawijaya meaningful language sequence. Next is elaboration that relates new information to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universities Brawijaya set goal for comprehension. According to Bishop et al. (2005: Universities Brawijaya Universities Brawijaya Universities Brawijaya	
rawijaya	Universi 27-28) metacognitive strategies consists of several factors. There are imagine,	
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rawijaya	University trategy enables readers to visualize the scenes in the texts and refer to their	tas Brawijay
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rawijaya	Universitas Second is make connections. This strategy permits readers to connect their strategy permits readers to connect the strategy permits readers th	tas Brawijay
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rawijaya	Third is analyzing text structure which will involve readers to discover the	tas Brawijay
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rawijaya Irawijaya	Universitgenre of the text and also use other specific feature in the texts such as linkings.  Universitas Brawii.  Wijaya Universit	tas Brawijay
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Universitas Brawijaya Universitas Sixth is asking questions. The students will question themselves for instance Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiton the author's message or its relationship with the real life. Brawijava Seventh is determining the important ideas and themes. The introductory and University concluding parts are the most important parts that readers need to pay attention on sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya order to determine important ideas and themes. niversitas Brawijaya Universitas Brawijaya Universitas PThe last is evaluating, summarizing and synthesizing. This strategy contains Brawijaya Universithe importance of pausing while or after reading to construct meaning./a **Measurements of Reading Strategies** Sheorey and Mokhtari (2001) from their research entitled "Differences In the Metacognitive Awareness of Reading Strategies Among Native and Non-Universi Native Readers" has developed SORS, a research instrument in the form of questionnaire focused in reading strategies to measure metacognitive reading University strategies. It includes three subcategories. First, is Global Reading Strategies Sitas Brawijaya University (GLOB) are those intentional, carefully planned technique implemented by students to monitor and manage their reading, such as having a purpose in mind, University previewing the text as to its length and organization, or using typographical, sitas Br tables, and figures. Second is Problem Solving Strategies (PROB) are the actions and procedures that students use whle working directly with the texts. For roll as Brawijaya Universitas Brawijaya Universitexample, adjusting one's speed of reading when the material becomes difficult orsitas easy, guessing the meaning of unknown words, and rereading the text to improve comprehension. The last is Support Strategies which involves basic support Universi mechanisms intended to help the reader in comprehending the text, such as using Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universit dictionary, taking notes, underlining, or highlighting textual information. In 2001,
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	UniversitLien (2011) with his EFL Learners' Reading Strategy Use in Relation of Readingsitas Brawija
rawijaya rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija Anxiety has adapted and modified the questionnaire developed by Sheorey and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universit Mokhtari, which is used in this research aya Universitas Brawijaya Universitas Brawija
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rawijaya	Universit solve their reading problems or manage their reading with increasing the usage of sitas Brawija
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rawijaya	Universi reading strategies while reading to enhance comprehension. Baker and Brownsitas Brawija
rawijaya	Universi (1984) and Kletzein (1991) found that students with low achievement are often inversitas Brawija
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rawijaya	Universitacking in reading strategies, meanwhile students with high achievement, orsitas Brawija
rawijaya	University Iniversity Iniversity and to be aware of the strategies they agains to use in reading and
rawijaya	Universita skilled readers tend to be aware of the strategies they going to use in reading, and Universita Brawija
rawijaya	Universitimore able to reflect on and monitor their cognitive processes while reading. Sitas Brawija
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rawijaya	Universit Alexander and Jetton (2000) also found the similar result regarding the language sitas Brawija
rawijaya 	Universities Brawija achievement and the usage of reading strategies. They suggested that using
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rawijaya Irawijaya	Universitas Brawija Universitas Brawija Universitas Brawija Universitas Brawija Universitas Brawija
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rawijaya	of the students from high, medium, and low level of achievement, the researcher Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
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rawijaya	Universitas Bra In this study, the researcher refers to some previous studies, such as Pilarsitas Brawi	ijay
rawijaya rawijaya	(2013) and Wahyuni (2012). Pilar's study was entitled "The Reading Strategies Braw	ijay iiay
rawijaya	Universi Implemented by Successful English Learners at SMPN 13 Malang". Her study it as Brawi	
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rawijaya	intended to analyze the reading strategies which was used by successful English	
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rawijaya	Universities in pre-reading, whilst-reading, and post-reading phase. The result shows Universities Brawijaya Universities Brawijaya Universities Brawijaya	ijay iiav
rawijaya	Universithe successful learners were implementing some of reading strategies in pre-sitas Brawi	
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rawijaya	Universita Universitas Brawi	ijay
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rawijaya	Universi "Eleventh Graders Reading Strategies in Reading English Texts at SMAN 8	ijay
rawijaya	University Dieventing States Reading States in Reading English Texts at Statistics Brawi	ijay
rawijaya	Universi Malang". Her study aimed at figuring out the reading strategy employed by the sitas Brawi	ijay
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rawijaya	Universitie eleventh graders of senior high school while reading an English text. Taking the Brawi	
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rawijaya	score of National Exam 6,50. The school has "A" accreditation with	Universitas	Brawijay
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rawijaya	Universit achievements in both of academic or non-academic settings. Brawijaya	Universitas	Brawijay
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rawijaya	Malang. The sample of this study were the students from grade 7 and	ulniversitas	Brawijay
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rawijaya	Universitas Braw graduated from the school. Then the researcher picked four classes consist	Universitas	Brawijay
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rawijaya 	Universit classes from grade 7 and 8 as the samples to represent the research popula	tioniversitas	Brawijay
rawijaya 	Universita  A total of 120 students were participated in this research. There	Universitas	
rawijaya	Universi A total of 120 students were participated in this research. There		
rawijaya	Universi students from grade VII and 48 students from grade VIII. Then, the re	searcher	Brawijay
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rawijaya rawijaya	Universit grouped the students based on their achievement level (low-level, mid-le		
rawijaya	Universit high-level) by using relative grading that has the advantage of a	niversitas allowing	
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rawijaya	University a test. The researcher took the ratio of high level: mid-level: low level	= 30% :	Rrawijay
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rawijaya	do reading activities from different achievement level in SMPN 21 Malar	ig. More Universitas	Brawijay
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rawijaya	Universit students' reading strategies and the students' mid-semester test score to indicate Brawija
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rawijaya 	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya To collect the data, the researcher used two instruments, namely students'
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Irawijaya Irawijaya	Universitiand mid-semester score and questionnaire. The first instrument is the students' mid-sitas Brawijas Universitas Brawijas
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rawijaya	Universitas Rrawijas
rawijaya	levels. There were 72 students from grade VII and 48 students from grade VIII. At Brawija
rawijaya	Universi first, the researcher expected to have 150 participants in this present study. But Sitas Brawija
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rawijaya	Universit when the researcher took the data, there were few classes that were not available sitas Brawija
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rawijaya	Universita Universitas Brawijay
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rawijaya Brawijaya	Universitas B. In this research, the researcher only used one instrument because it has Brawijay
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rawijaya	Universi passed the validity and reliability test (See the Appendix 2 for the completed datasitas Brawija
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rawijaya	Universitas Brawija Universitas Brawija Universitas Brawija Universitas Brawija
rawijaya	Universit research. The researcher adapted the questionnaire from Lien (2011) that was it as Brawija
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rawijaya	Universit previously, developed by Sheorey and Mokhtari (2001). Lien modified the Brawija
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rawijaya	Universit students in Taiwan. The questionnaire consisted of 30 items divided in three itas Brawija
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universities of statements related to a particular target with the respondents are asked to it as Brawijaya and it is a statement in this questionnaire was ranging from never, rarely, sometimes, usually, and it is a statement it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya universit as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this questionnaire developed by Lien was chose because it has the same it as Brawijaya it in this question in this research on the same it as Brawijaya it in this question in this research was using it as Brawijaya it in this question in this research was using it as Brawijaya it in this question in this research was using it as Brawijaya it in this question in this research was using it as Br	
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The instrument' validity and reliability test were done with the purpose Universities Bray Universitie	
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method. Considering the data concerton method in this research was asing	
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rawijaya	Universitiesearcher because most instruments used in educational investigations vare sitas Bra	
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rawijaya	Universit which compared the coefficient correlation value between the question item with Stas Bra	wijay
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rawijaya	Universitas Braudaya Universitas Bra	awijaya
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	S02   0.805   0.000   Valid   S17   0.584   0.001   Valid	wijay
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rawijaya	$\begin{bmatrix} 910 & 0.476 & 0.008 & 0.014 & 925 & 0.546 & 0.002 & 0.014 \end{bmatrix}$	Brawijaya
rawijaya	S11   0.414   0.023   Valid   S26   0.493   0.006   Valid	Brawijaya
rawijaya	S12   0.551   0.002   Valid   S27   0.506   0.004   Valid	Brawijaya
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rawijaya	Universi Source: Data processed (2015)	
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rawijaya	Universitas Br The result of instrument validity test of the question items in "Strategi Universitas"	Brawiiav
rawijaya	Universit Membaca Dalam Pelajaran Bahasa Inggris" questionnaire which contained 30 sitas	
rawijaya	University	
rawijaya	items were valid using the Product Moment Correlation Method using the	Brawijaya
rawijaya	Universi coefficient correlation larger than r value (0.361). It was concluded that the sitas	
rawijaya	Universit Universit	
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rawijaya	Universita Universitas	
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rawijaya		Ph 11
rawijaya	Universitas L Universitas B Universitas B Universitas Instrument reliability test was done with Cronbach's Alpha method using	Brawijay
rawijaya	Universithe criteria of Coefficient Index Reliability which the lowest limit that used in Sitas	
rawijaya	Universitas Braw jaya Universitas	
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rawijaya	instrument validity test was provided in the table. Universitas Brawijaya Universitas	
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rawijaya	University Figure 3.1 The	formulas used	l by the r	esearch	er to meas	ure the f	reguen	cy of the	tas	Brawija
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rawijaya	University percentage.		4	A			aya	Universi		
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rawijaya										
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rawijaya		to show different choice						tas	Brawijay
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rawijaya	Universi hy high	achiever students. There w	ara throa	etratogies	that we	re mostly	iversi	tas	Brawijay
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rawijaya	Universit	ge (31%), and using text fea	itures suc	h as tables	and pic	etures (319	niversi	tas	Brawijay
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rawijaya	Universit	tudents cl	aimed to trying to	stay focuse	d on readi	ng. Follo	wed by 40%	students	Brawijay
rawijaya									
rawijaya	Universita		reading slowly and	carefully	io make s	ure mat	ney were u Nawijava	universitas	
rawijaya			nformation from th	ne text. In a	addition, t	here were		e students	Brawijay
rawijaya	Universita	as Bra	CII		UK,	1.	va	Universitas	
rawijaya	Universita	hat choose	e to re-reading for b	etter unders	standing.	14,		Universitas	
rawijaya	Universita						. \	Universitas	
rawijaya		Table 4.3.	Problem Reading S	trategies us	ed by high	-level of	achievemen		
rawijaya	Universi			M READI					Brawijay
rawijaya	Universi	CAT	Gr. 1	Never	Rarely	Some	Usually	Always	Brawijay
rawijaya	Universit	CAT	Strategies	(%)	(%)	times (%)	(%)	(%) ersitas	
rawijaya	_	PROB1	Reading slowly	0	0	14	46	40ersitas	
rawijaya	Universit		and carefully					<del>Julyers</del> itas	Brawijay
rawijaya	Universita	PROB2	Trying to stay	0	0	6	46	48 Universitas	Brawijay
rawijaya	Universita		focused on reading					Universitas	
rawijaya	Universit		Adjusting reading	0	0	29	54	Urlíversitas	
rawijaya	Universita		rate						
rawijaya	P	C Promi	Paying close	0	0	20	57 Aya	Universitas Universitas	Brawijay
rawijaya	Universita	5	attention to	4 8			ijaya	Universitas	
rawijaya	Universit		reading Pausing and	0	0	31	√57aya	Universitas	
rawijaya	Universita		thinking about	Ü	O	31	Tawijaya	Universitas	
rawijaya	Universit	e Rrawi	reading		- OTHV	ersitas	Brawijava	Universitas	
rawijaya	Universita	PROB6	Visualizing the	s Brawija	aya Univ	14 ersitas	57 Brawijaya	Universitas	
rawijaya	University		information read  Re-reading for	- 17		ersizas		Ur <u>2</u> 8/ersitas	
rawijaya	Universita		better Universita			_		Universitas	
rawijaya	Universita	'	understanding					Universitas	
rawijaya	Universit	PROB8	Guessing	s Brawiia	ava <sup>3</sup> Univ	26 ersitas	Brawijaya	Universitas	Brawijay
rawijaya	Universita		meaning of unknown words					Universitas	
rawijaya	Universita							Universitas	
rawijaya	Universita							Universitas	
rawijaya	Universita							Universitas	
rawijaya	Universita							Universitas	
rawijaya	Universita							Universitas	
rawijaya	Universita							Universitas	
rawijaya	Universita							Universitas	
avviiava	OHIVEISILE	12 DIAM	jaya Universitä	o Diawija	iya UIIIV	ciaild2	prawijaya	OHIVEISILAS	DIAWIJAY

universitas Brawijaya											
universitas Brawijaya	rawijaya	Univers	itas Bra	wiiava	Universitas	Brawijay	a Univers	sitas Bra	awiiava	Universitas	Brawijay
rawijaya Universitas Brawijaya Universitas B											
Universitas Brawijaya											
universitas Brawijaya											
universitas Brawijaya											
universitas Brawijaya											
universitas Brawijaya											
universitas Brawijaya											
rawijaya Universitas Brawijaya Universitas B				0 0							
rawijaya Universitas Brawijaya Universitas B		Univers	4.1.2. R	eading St	rategies Used	l by Mid-L	evel of Ach	iievemen	t Students	Universitas	
Tawlijaya Universitused text features such as pictures, tables, Udiagram, etc. (37%), using priors tas Brawlijay Universitas Brawlij		Univers	itas Bra	wijaya	universitas	Brawijay	a univers	sitas Bra	awijaya	universitas	
Tawlijaya Universitused text features such as pictures, tables, Udiagram, etc. (37%), using priors tas Brawlijay Universitas Brawlij		Universi	itas Bra	Wijaya Based on	the table belo	Brawijay ow. the rese	a Universearcher four	sitas Bra nd that stu	awijaya idents wer	Universitas e mostly	Brawijay
Tawijaya Universitas Brawijaya Universitas B	rawijaya	Univers	itas Bra	wijaya	Universitas	Brawijay	a Univers	sitas Bra	awijaya	Universitas	Brawijay
Tawijaya Universitas Brawijay	rawijaya	Univers	used te	xt feature	s such as pi	ctures, tab	les, diagrar	n, etc. (	37%), \usi	ng priorsitas	Brawijay
rawijaya universitas Brawijay	rawijaya	Univers	itas Bra	wijaya	Universitas	P	<b>Univers</b>	sitas Bra	awijaya	Universitas	Brawijay
universitas Brawijay universit	rawijaya	Univers	knowled	ige to mo	onitor or man	age their re	eading (27%)	%), and s	setting pur	pose for sitas	Brawijay
universitas Brawijay universit	rawijaya	Univers	reading	(22%)				as Br	awijaya	Universitas	Brawijay
Table 4.4. Global Reading Strategies used by mid-level of achievement students.  GLOBAL READING STRATEGIES  Initial GLOBAL Setting purpose for Company and the state of the st	rawijaya	Univers	itas Bra	wijay				, V	awijaya	Universitas	Brawijay
Table 4.4. Global Reading Strategies used by mid-level of achievement students.  GLOBAL READING STRATEGIES  Initial GLOBAL Setting purpose for Company and the state of the st	rawijaya	Univers	itas Bra	W		AS A			vijaya	Universitas	Brawijay
GLOBAL READING STRATEGIES    Continued CAT   Strategies   Continued CAT   Cont	rawijaya	Univers	itas Bra		511			1	va	Universitas	
rawijaya universitas Brawijaya universita	rawijaya	Univers	Table 4.	4. Global					evement stu	idents Green identification in the contraction in t	Brawijay
rawijaya universitas Brawijaya universitas	rawijaya	Univers	it:		GLUBAL		Alle		Henally	Alwaye	Brawijay
rawijaya universitas Brawijaya univers	rawijaya	Univers	CAT	Stra	ategies	The second of the second	* U.F.				Brawijay
rawijaya Univ Sit before reading reading and reading and reading and reading across and reading across before reading and reading across and reading across and reading across and reading before reading before reading before reading before reading and reading across are reading before reading and reading across and reading across and reading across and reading across are reading before reading before reading before reading readin	rawijaya	Universi				VYS			4	hiversitas	Brawijav
rawijaya Universita Brawijaya		Univers	LOB1		urpose for	0	2	41	35	niversitas	Brawijay
rawijaya rawijaya universita before reading	rawijaya	Univers	LOB3		ng text	8	16	24	41	hive <sub>0</sub> sitas	Brawijay
rawijaya rawijaya universitas Brawijaya univ	rawijaya				0,00			21	11		
rawijaya rawijaya universitas Brawijaya univ		UniverG	LOB2			0	6	22	45		
rawijaya Universitas Brawijaya Universitas B		Univers	ita			26				Universites	
rawijaya Universitas Brawijaya Universitas B		G	LOB4	_	Franks, J	6	6	39	33	1 10	
rawijaya Universitas B characteristics  GLOB6 r Determining what to read  Universitas B characteristics  GLOB7 Using text features (e.g tables)  Tawijaya Universitas B rawijaya Universitas B rawijaya Universitas B rawijaya rawijaya Universitas B rawija					1,000	6	10	//3	33		
rawijaya Universitas Brawijaya Universitas B					1 19 2)		10	43	33		
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Iniversitas B				_		4	16	37	27	Iniv16citos	Brawijay
rawijaya Universitas Br (e.g. tables)  Universitas Br (e.g. tables		Univers	too Dra	read		4 4			Viewe	I losticio de tibo e	
rawijaya Universitas Brawijaya Universitas B		G				0	4	21	39	.)/	
rawijaya Universitas Brawijaya Universitas B					-	1	0	21	4		
rawijaya Universitas Brawijaya Universitas B							and the same of th				
rawijaya universitas Brawijaya universitas B											
rawijaya Universitas Bra understanding across Brawijaya Universitas Brawijaya Universita		Gl	LOB10	Evaluatin						Injunitasitas	Brawijay
universitas Bright understanding acrossas Brawijaya Universitas Bright understanding acrossas Brawijaya Universitas Bright understanding acrossas Brawijaya Universitas Bright universitas Bright universitas Bright universitas Brawijaya Univers				read	Universitas	B 11					
universitas Brawijaya						O .	•			10	
Universitas Brawijaya											
rawijaya Universitas Brawijaya Universitas B				11110110						universitas	brawijay
rawijaya Universitas Brawijaya Universitas B				guessing	rexr						
rawijaya Universitas Brawijaya				meaning	universitas						
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay											
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay											
rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay											
	rawijaya										
rawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijav	rawijaya	Univers	itas Bra	wijaya	Universitas	Brawijay	a Univers	sitas Bra	awijaya		
, ,	rawijaya	Univers	itas Bra	wijaya	Universitas	Brawijay	a Univers	sitas Bra	awijaya	Universitas	Brawijay

rawijaya	Universita	s Braw	iiava Univers	itas Bra	wiiava l	Jniversitas	Brawijaya	Universitas	Brawijay
rawijaya	Universita					Jniversitas Jniversitas			
rawijaya	Universita					Jniversitas Jniversitas			
rawijaya	Universita					Jniversitas			
rawijaya	Universita					Jniversitas			
rawijaya	Universita					Jniversitas			
rawijaya	I hada awalika				!!	Indiana wa Mara	Duanillania	11.2	Brawijay
rawijaya	Universita		onfirming redictions			16 versitas Iniversitas		10	
rawijaya	Universita					Jniversitas			
rawijaya									
rawijaya	Universite	E Braw	rom the table bel	ow, there	were thre	ee strategies t	that were m	ost applied Universitas	Prowijay
rawijaya Brawijaya	Universita		dents to enhance						
		•			- , -			_	
rawijaya rawijaya	Universita	orth in te	ext (29%), then f	ollowed b	y reading	g a lot when	the text bec	omes hard	Drawijay
rawijaya rawijaya		_							
Irawijaya Irawijaya			d using reference	e materi	als (e.g d	lictionary) to		_	
rawijaya rawijaya	Universita		yords (22%).			95	Brawijaya		
rawijaya			1) 0.	- 6	2 0		rawijaya		
Irawijaya Irawijaya	Universita Universita			TAS	o B		vijaya		
Irawijaya Irawijaya						77/4			
Irawijaya Irawijaya	Universit	able 4.5	Support Reading			mid-level of a		Students	
rawijaya rawijaya	Universit	/	SUPP	Never			Usually		Brawijay Brawijay
Irawijaya Irawijaya		CAT	Strategies	(%)	(%)	times	(%)	(0/)	
Irawijaya	Universi				اردعوا	(%)		liveisitas	Brawijay
Irawijaya		SUP1	Taking notes	4	24	43	22	Alversitas	
Irawijaya	Universit	CUD2	while reading	2	35	29	20	hiversitas	
rawijaya 		SUP2	Reading a lot when text	2	33	29	29	24iversitas	
rawijaya	Universit	11	becomes hard		1121			<b>D</b> niversitas	
rawijaya		SUP3	Underlining	6	16	41	24	42iversitas	
rawijaya	Universita		information in			E I		Universitas	
rawijaya	Universita	SUP4	text Using reference	2	18	26	31	Universitas	
rawijaya	0111101310	3014	materials	2	10	20	31	u Chriversitas	
rawijaya		SUP5	Paraphrasing	2 4	16	29	41 Ay	<del>luniver</del> sitas	
rawijaya	Universita		for better				ijaya	universitas	
rawijaya	Universita		understanding	0	8	27	wijaya	<u>Univer</u> sitas	
rawijaya	Universit		Going back and forth in text	0	8	27	Lra37jaya	129iversitas	
rawijaya	Universit	SUP7	Asking oneself	2	14	Ju versitas 41 Ju versitas	Brawijaya 41	Universitas	
rawijaya	Universita	is Braw	questions					universitas	
rawijaya	Universit		Translating Vers			Jn ver <sub>25</sub> .as		1 120 iversitas	
rawijaya	Universita		from English to			Jniversitas		universitas	
rawijaya	Universita	SI/P9	native language Thinking about			Jniversitas 25		<u>Univer</u> sitas	
rawijaya	Universita		Thinking about information in					universitas	
rawijaya	Universita		both English	itas Bra	wijaya l	Jniversitas	Brawijaya	universitas	
rawijaya	Universita		and mother vers	itas Bra	wijaya l	Jniversitas	Brawijaya	n Universitas	
rawijaya	Universita		languagenivers					<u>Univer</u> sitas	
rawijaya	Universita					Jniversitas			
rawijaya	Universita			itas Bra	wijaya l	Jniversitas	Brawijaya		
rawijaya	Universita	s Braw	ijaya Univers	itas Bra	wijaya l	Jniversitas	Brawijaya	a Universitas	Brawijay
rawijaya	Universita	s Braw	ijaya Univers	itas Bra	wijaya l	Jniversitas	Brawijaya	a Universitas	Brawijay
rawijaya	Universita	s Braw	ijaya Univers	itas Bra	wijaya l	Jniversitas	Brawijaya	universitas	Brawijav

10,111,0,10	011110101		0.70. 011170101606	<i>-</i> <b>- - - - - - - - - -</b>	701 011117	OFFICE		011110101606	
rawijaya	Universit	as Brawij	jaya Universitas	Brawija	, va Univ	ersitas	Brawijava	Universitas	Brawijav
rawijaya		as Brawij		_				Universitas	
rawijaya		as Brawij						Universitas	
rawijaya		as Brawij						Universitas	
rawijaya	Universit	as Brawij						Universitas	
rawijaya		as Brawij						Universitas	
rawijaya		as Brawij						Universitas	
rawijaya		as Brawij						Universitas	
rawijaya			ble 4.6 shows that t						
rawijaya									
rawijaya	Universit	from mid-l	evel language profi	ciency. Fir	st is re-re	eading for	r better unde Brawijaya	erstanding	Brawijay
rawijaya			ng to stay focused o						
rawijaya		as Brawij	_					Universitas	
rawijaya	Universit	(31%).	jaya Universitas				Brawijaya	Universitas	
rawijaya		as Brawij					Brawijaya	Universitas	
rawijaya		as Brawij					Brawijaya	Universitas	
rawijaya	Universit	Table 4.6. l	Problem Reading Str	rategies use	ed by mid	l-achiever	Systemiiaya	Universitas Universitas	
rawijaya	Universit	as Brawij	PROBLE	M READI		ATEGIE	The state of the s	I I I I I I I I I I I I I I I I I I I	Brawijay
rawijaya	Universit		Ctuatarian	Never	Rarely	Some times	Usually	Always (%)	
rawijaya	Universit	as	Strategies	(%)	(%)	(%)	(%) Va	<u>Universitas</u>	
rawijaya	Universit	PROB1	Reading slowly	2	6	29	33	131 versitas	
rawijaya	Universi	7/	and carefully	( L'A)	. (H e	\$ .C			Brawijay
rawijaya	Universi	PROB2	Trying to stay	0	6	20	39	35 <sup>vers</sup> itas	
rawijaya	Universi		focused on reading		121 1/60		F	hiversitas	
rawijaya	Universit	PROB3	Adjusting	3	8	41	35	14versitas	
	Universit		reading rate		Real Property	Y		Phivorgitas	Brawijay
		PROB4	Paying close	0	10	29	41	20	
rawijaya	Universit Universit		attention to	315				Universitas	
rawijaya	Universit		reading Pausing and	0	12	29	37	Universitas	
rawijaya			thinking about			2)	3,	U <sup>2</sup> 2versitas	
rawijaya	Universit		reading	135				Universitas	
rawijaya	Universit	PROB6	Visualizing the	0	6	39	41 <sup>a</sup>	Universitas	
rawijaya	Universit		information read Re-reading for	0	12	16	aya 25	Universitas	
rawijaya	Universit		better	0	12	10	35aya		
rawijaya	Universit Universit	as Brawi	understanding				wijaya		
rawijaya rawijaya		PROB8	Guessing	0	16	31	41 Provincy	Universitas Universitas	Drawijay
		as Brawij	meaning of	Drowiio	ya Univ		Brawijaya		
rawijaya	L		,				Brawijaya	l.	
rawijaya		:as Brawij :as Brawij		_				Universitas Universitas	
rawijaya									
rawijaya		as Brawij						Universitas	
rawijaya		_	ling Strategies Use	-					
rawijaya		as Brawij						Universitas	
rawijaya		as Brawij						Universitas	
rawijaya		as Brawij						Universitas	
rawijaya		as Brawij		_				Universitas	
rawijaya 		as Brawij						Universitas	
rawijaya 		as Brawij						Universitas	
rawijaya		as Brawij						Universitas	
rawijaya	Universit	as Brawij	jaya Universitas	s Brawija	ya Univ	ersitas	Brawijaya	Universitas	Brawijay

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rawijaya	Universi	tas Brawi	jaya Universitas	Brawija	va Univ	ersitas l	Brawijaya	Universitas	Brawijay
rawijaya		tas Brawi		_	_			Universitas	
rawijaya		tas Brawi			-			Universitas	
rawijaya		tas Brawi						Universitas	
rawijaya		tas Brawi						Universitas	
rawijaya		tas Brawij						Universitas	
rawijaya					-				
rawijaya		tas Brawij	sed on the table b	elow, the	researche	r picked	the top thr	ee global Universitas	
			ategies that always u	-	-				
rawijaya					-				
rawijaya	Universi	with the to	ext directly or to n	nanage an	d monitor	their re	ading comp	rehension	Diawijay
rawijaya									
rawijaya			y and carefully. F			U		, ,	
rawijaya	Universi	tas Brawij	aya Universitas	Brawija cteristics	ya Univ (22%) ar	ersitas l	Brawijaya text features	Universitas	Brawijay
rawijaya	Universi	tas Brawi	y noting text chara	ciclistics					
rawijaya			figures (20%).				Brawijaya	Universitas	
rawijaya		tas Brawij				35	Brawijaya	Universitas	
rawijaya	Universi	tas Brawij	av				rawijaya	Universitas	
rawijaya	Universi	tas Brawi Table 4.7 (	Global Reading Strate	egies Used	l by I ow-	Level of A	Achievement	Universitas	
rawijaya	Universi	Students	nobal Reading Strate	egies esec	r by Low-	Level of I	Terrie verifeir	Universitas	
rawijaya	Universi	tas	GLOBAI	READI	NG STRA	TEGIES		Universitas	Brawijay
rawijaya	Universi	ta //	72	Never	Rarely	Some	Usually		Brawijay
rawijaya	Universi	CAT	Strategies	(%)	(%)	times (%)	(%)	(%)ersitas	Brawijay
rawijaya	Universi	GLOB1	Setting purpose	0	5	28	53	<del>liyers</del> itas	Brawijay
rawijaya	Universi	OLOD!	for reading			4	7		Brawijay
rawijaya	Universi	GLOB3	Previewing text	2	19	47	25	h5versitas	Brawijay
rawijaya	Universi	t 👢	before reading		R. D.	)		<b>I</b> niversitas	Brawijay
rawijaya	Universi	GLOB2	Using prior	3	3	39	44	Jniversitas	Brawijay
rawijaya	Universi	GLOB4	knowledge Checking how	0	2	53	33	Universitas	
rawijaya	Universi		text content fits				33	Universitas	
rawijaya	Universi	tas L	purpose	E5:	bus.			Universitas	
rawijaya	Universi	GLOB5	Noting text	0	11	22	44 a	Ur <sup>22</sup> versitas	Brawijav
rawijaya	Universi	CLODG	characteristics	2		20	39 ya	<del>Unjvers</del> itas	
rawijaya	Universi	GLUBO	Determining what to read	3	5	28	.jaya	Universitas	
rawijaya	Universi		Using text	2	8	20	/\/\35\\ya	Ur20ersitas	
rawijaya		tas Brawi	features (e.g				lawijaya	Universitas	
rawijaya	Universi	tas Brawi	tables)		Ter OTHY	ersitas	Brawijava	Universitas	
rawijaya	Universi	GLOB8	Using context	Brawija	ya Univ	39 ersitas l	42 rawijaya	11 Universitas	
rawijaya	Universi	GLOR9 W	Using Universities	Brawija				Un <u>s</u> versitas	
rawijaya		tas Brawi	typographicalsitas				Brawijaya	Universitas	
rawijaya		tas Brawi	aids (e.g. bold)	Brawija				Universitas	
rawijaya		GLOB10	Evaluating what	Brawija	va 19	50	Brawijaya	Universitas	Brawijay Rrawijay
rawijaya	Universi		is read	Brawija			raw <sub>4</sub> jaya	Universitas	
rawijaya		GLOBIIWI tas Brawi	Checking understanding	J	_		Brawijaya	Universitas	
rawijaya		tas Brawi	across new ersitas	Brawija Brawija	_		Brawijaya	Universitas	
rawijaya		tas Brawij						Universitas	
rawijaya rawijaya		tas Brawij		_	_			Universitas	
		tas Brawij						Universitas	
rawijaya					_				
rawijaya		tas Brawij			_			Universitas	
rawijaya	universi	tas Brawij	aya Universitas	s rawija	iya Univ	ersitas l	<b>brawijaya</b>	Universitas	Brawijay

rawijaya		111,01,01							
	<b>Universitas Bra</b>	wiiava Universita	s Brawijaya	a Unive	rsitas B	rawiiava	Universit	tas E	Brawijav
rawijaya	Universitas Bra		s Brawijaya				Universit		
rawijaya	<b>Universitas Bra</b>		s Brawijaya				Universi		
rawijaya	<b>Universitas Bra</b>	wijaya Universita	s Brawijaya	a Unive	rsitas B	rawijaya	Universi	tas E	Brawijay
rawijaya	<b>Universitas Bra</b>	wijaya Universita	s Brawijaya	a Unive	rsitas B	rawijaya	Universi	tas E	Brawijay
rawijaya	<b>Universitas Bra</b>	wijaya Universita	s Brawijaya	a Unive	rsitas B	rawijaya	Universi	tas E	Brawijay
rawijaya	Universi <mark>tas Bra</mark>	information	s Brawijaya	a Unive	rsitas B	rawijaya	Universit	tas E	Brawijay
rawijaya	Univers tGLOB12		s Browijaya	a gnive	rsiggs B	raw <u>s</u> aya	Universit	tas E	Brawijay
rawijaya	Universitas Bra	wij guessing textrsita	s Brawijaya	a Unive	rsitas B	rawijaya	Universit	tas E	Brawijay
rawijaya	Universitas Bra		s Brawijaya	a Unive	rsitas B	rawijaya	Universit	tas E	Brawijay
rawijaya	Universitas Bra	Confirming predictions	s Brawijaya	a Unive	rsitas B	rawijaya	Universit	tas E	Brawijay
rawijaya	Universitas Bra		s Brawijaya	a Unive	rsitas B	rawijaya	Universi	tas E	Brawijay
rawijaya		wijaya Universita							
rawijaya	Universitas Bra	Table 4.8 showed the	reading strate	egies use	d by low	level of ach	ievement	tas E	Brawijay
rawijaya	Universitas Bra	s. From the table, it	can be conc	luded the	rsitas B	rawijaya ts from lov	Universit	tas E	Brawijay
rawijaya	Universitas Bra	wijaya II tuole, it	can be cone	raded till	as B	grawijaya	Universi	tas E	Brawijay
rawijaya	Universitachiever	ment were tend to go	oing back ar	nd forth	in the te	ext to incre	ase theirs	tas E	Brawijay
rawijaya	Universitas Bra	wing (22%) modified	lot when	the toyt	haaamaa	ijaya	Universit	tas E	Brawijay
rawijaya		anding (22%), reading	, a lot when	me text	becomes	s narder (1)			
rawijaya	Universitas	ning information in the	text (11%).	整	1/		Universi		
rawijaya	Universita	7 78	(AA)						Brawijay
rawijaya 	Universi	STALL STALL	(Carrie	1135	The same	7,			Brawijay 
rawijaya	Universi Table 4.	8 Support Reading Str	ategies Used	by Low-	Level of A	Achievemer	nf		Brawijay
rawijaya	Students					Y	niversi		Brawijay 
rawijaya	Universit	SUPPOR	T READIN			T 1			Brawijay 
rawijaya	Universit CAT	Strategies	Never 1	Rarely (%)	Some times	Usually (%)	Always (%)		
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	Universitas B Universitas B	Table 4	.9 below shows	s the probler	n readin	g strategi	ies used by	students	as Drawija
rawijaya									
rawijaya	Universities B		•		-	-			
rawijaya	Universitas B Universitas B	rawijaya gies that w	ere used by the	students in	solving	the probl	ems_thev_fa	Universita	as Brawija
rawijaya									
rawijaya	they a	re reading.	Reading slowly	y and carefu	lly was p			nts. Then	as Brawija
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rawijaya	Univers		ig to stay	0	28	38	22		as Brawija
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rawijaya	UniversiteROI	3	sting reading	3	14	44	36		as Brawija
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rawijaya	Universitas B	rawijaya text	universitas	Brawijaya	Unive	rsitas B	rawijaya	Universita	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Bra This present study shows that EFL students in SMPN 21 Malar	igltend tositas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universituse more Problem Solving Strategies are reading English texts (see Tabl	e 5.2 and sitas	Brawijay
rawijaya	Universit 5.3). The Problem Solving Strategies such as trying to stay focused on	Iniversitas reading,	Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitreading slowly and carefully, rereading for better understanding, and vi		
rawijaya	Universitas Braw Univer	Universitas previous	
rawijaya			Brawijay
rawijaya	University study conducted by Chen (2015) that EFL learners use more Global	Reading	Brawijay
rawijaya	Universite University Strategies to manage their reading. Meanwhile, this present study's	Universitas result discitas	
rawijaya Irawijaya			
rawijaya	University consistent with the previous research done by Lien (2011) that Chiral Chira	iese EFL	Brawijay
rawijaya	Universitlearners preferred to use more Problem Solving Strategies than Gl		
rawijaya	Universit	niversitas	
rawijaya	Support Reading Strategies. Based on responses gathered from the SOR	S overall	Brawijay
rawijaya	Universithere are students from three different achievement levels (high, mid,		
rawijaya	Universitas	Universitas	
rawijaya	Universitachievers) revealed similarities in their strategy use preferences.	Universitas	
rawijaya	Universitas Bl	Universitas	
rawijaya	Universitas Bra	Universitas	Brawijay
rawijaya	Universit 5.1 BraGlobal Reading Strategies jaya	Universitas	Brawijay
rawijaya	Universitas Brawija wijaya	Universitas	Brawijay
rawijaya	Universitas Bra From the table displayed below, high achievers are reported to		
rawijaya	high use of these three strategies. Those are predicting or guessing text	meaning,	Brawijay
rawijaya			
rawijaya 	Universitusing prior knowledge, and using text features to make a better understa		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya their reading. Meanwhile, the mid achievers tend to use text features, usuniversitas Brawijaya Universitas Bra	universitas sing prior	Brawijay
rawijaya			
rawijaya	Universit knowledge, and considering using prior knowledge as important sta		
rawijaya rawijaya	Universitas Brawijaya	Universitas use these itas	
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rawijaya	University following strategies; determining what to read, noting text characterist		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitusing text features Universitas Brawijaya Universitas Brawijaya	Universitas	
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rawijaya	Universitable 5.1 Top-three Global Reading Strategies used by three groups of University Proficiency levels. Iniversity Brawijava University Brawijava	<u>Universitas</u>	
	High Achievers Mid Achievers Low Achiever	<u>Universitas</u>	Drawijay
rawijaya	1. Predicting or 37% 1. Using text 46% 1. Determining	48%	Drawijay
rawijaya rawijaya	Lining a validada Divancilia va	48% Universitas	Drawijay
rawijaya rawijaya	Universitas B meaning  2. Using Universitas 2. Using prior  31%  2. Noting text Value of the prior characteristics	40% versitas	
rawijaya	Universitas 2. Using prior 31% prior characteristics 3. Using text available 3	Universitas 20% versitas	
rawijaya rawijaya	Universities 3. Using text 31% 3. Setting 29% features	Universitas	
rawijaya	Universities purpose purpose	Universitas	
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rawijaya	Universi Interestingly, all of the groups of proficiencies shared the same	strategy,	Rrawijay
rawijaya			
rawijaya	Universit that is using text features in the text such as tables, figures, and Universit	pictures. Sitas	Rrawijay
rawijaya	Universit Researcher concludes that the students of SMPN 21 Malang are aware of		
rawijaya			
rawijaya	Universita of using text features such as pictures and tables in enhancing their Universita.	r reading	Rrawijay
rawijaya	Universit comprehension. Not only pictures and tables, but text features also		
rawijaya	Universities L	Universitas	
rawijaya	University headings, subheadings, bulleted listis, sidebars, footnotes, illustrations,	diagram,	Rrawijay
rawijaya			
rawijaya	Universities, graphics, captions, and symbols. During the comprehension pro Universities Braw	Universitas	
rawijaya	Universi students will consciously analyze and compare what they have notice		
rawijaya	Universitas Brawijay	Universitas	Brawijay
rawijaya	reading (Yi & Yi, 2009: 193). Text features can increase the students'	attention	Brawijay
rawijaya	Universit since they provide them with an additional source to depict the meaning		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	Universittest Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya			
rawijaya	Text features also work as useful tools to create deeper under	rstanding Universitas	Brawijav
rawijaya	Universit about the text. Students can actually conclude the meaning from the text		
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	Brawijav
rawijaya	University reading by paying a closer attention to the text features in the text. Ar	nderson's	Brawijav
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** University (quoted from Pan & Pan, 2009: 194) determines that ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi comprehension skill will potentially increase when the students generate mentals it as sitas Brawijaya Universitas Brawijaya Univer University inference toward the text, along with the prediction abilities. In addition to that, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br researcher suggested the teachers of SMPN 21 Malang to use SQ4R (Survey, Universit Question, Read, Recite, Review, Reflect) as the method in teaching reading Universit comprehension. First, the students will survey the features in the text, such as it as headings, subheadings, pictures, tables, diagrams, chart, etc. then turn them into Universitiesult of the students' survey into questions. Next, ask the students to read the Universi passage and answer the questions they made previously to remember the mainsitas idea, important information, and details. Afterwards, the students should reflect on Universithe passage and check their understanding about the texts to generate additional sitas Universit questions. However, students from high level and mid level achievement revealed to Universituse prior knowledge as their reading strategy when students from low level of achievement are unaware of using it. Activating prior knowledge has a big impact Universitin reading comprehension as many studies (e.g. Anderson, 1994 and Al-Jahwari & Sitas Bl Al-Humaidi, 2014) have clearly pointed out that understanding the role of background knowledge in reading can make a closer reason of students' failure University and success in comprehending the written text. Based on the result, teacher should it as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas encourage students to pay more attention to the students in making connection of what they are already know with the information embedded from the text. In Universi building the bridge between the students' knowledge and the text, there Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University strategies that can be done by the teachers, such as brainstorming, classroom ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi discussion, semantic mapping, graphic organizers, anticipation guide, audiovisual sitas aids, questioning, prediction, linking topic to students' culture, and K-W-L Universi (Know-Want-Learn) charts as suggested by Al-Jahwari & Al- Humaidi (2014:sitas Brawijaya Universitas Brawijaya Universit before they read, during the reading, and after the reading. It also can be used to sitas Brawijaya Universitengage the students in a new topic, activate prior knowledge, share unitsitas Brawijaya Universities Brawi Universities Brawi Universities Brawi Universities Brawi tives, also monitor their reading.

Those two teaching methods mentioned before can be taught in one class Brawijaya Universi with various level of students' achievement level in three meetings. The first sitas meeting teacher will apply one teaching method to high achievers, the second Universit meeting teacher can apply the same teaching method to mid achievers, and thesitas third meeting the teacher will just do the same with low achievers. Therefore, all Universit of the students can be more encouraged in using strategy in their reading activities Brawijaya University and the goal of successful readers can be achieved. High achievers and mid achievers are were reported to be unaware of Universitusing the text characteristic such as text organization to help them comprehendingsitas Brawijaya the text. Meanwhile, low achievers were using the strategy as the way of them to make a better understanding of the text they are reading. It probably happened Universit because low achievers are more aware of their rethorical structure organized in thesitas Brawiiava text to serve the writer's way in telling the readers about their purpose. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University Braying Reading Strategies Wijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra In the Support Reading Strategies, high achiever students are reported to read a lot when the texts get difficult, thinking about information in English to Universities Brawn available. Universit mother language to make an easier comprehension, and using reference materials it as Brawijava Universitas Brawijaya Universitiencouraged to go back forth in the text, reading a lot when text gets harder, and Sitas Brawijaya using reference materials. Students in low level of proficiency, in the mean time, are tend to go back and forth through the text, reading a lot when text becomes Universitharder, and underlining information in the text. Researcher finds the fascinating Sitas Brawijaya result as previously found on the Global Reading Strategies, students from different level of proficiencies shared the same strategy in supporting their reading Universithat is reading a lot when the text gets harder. From the table below it is also clear that high and mid achievers are using University reference materials to support their reading. According to the result, the researcher sitas Brawijaya noticed that both of high achievers and mid achiever revealed to be aware of their need in using dictionary. They often reported that without a good lexical sites Universi knowledge, it will be really difficult for them to get the meaning of the text. Due to the problem, the teacher should encourage low achievers to use dictionary to Universi find the meaning of unfamiliar words, since their preferences in reading, going Universitas Brawijaya Universitas Brawijaya Universitas Universi back and forth in the text underlining information in the text, and reading a lotsitas when text becomes harder may not sufficient in making a better understanding in Universi reading. In fact, many studies found that L2 dictionary use improves readingsitas Brawijaya Universitas Brawijaya Universitas Brawijaya comprehension and could lead to lexical development. Bogaards quoted from Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Richard (2008: 20) found that learners were significantly more likely to identify	Brawijay
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rawijaya	Table 5.2 Top-three Support Reading Strategies used by three groups of different	Brawijay
rawijaya	proficiency levels.	Brawijay
rawijaya	High Achievers Mid Achievers Low Achievers  1. Reading a lot 46% 1. Going back and 29% 1. Going back 22%	Brawijay
rawijaya	Universitas when the text forth in the text and forth in Universitas	
rawijaya	Universita gets harder the text ya Universitas	
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rawijaya	2. Thinking 31% 2. Reading a lot 24% 2. Reading a lot 16%	Brawijay
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rawijaya	Universit reference materials (e.g. information niversitas	
rawijaya	University materials (e.g. dictionary from the text miversity)	Brawijav
rawijaya	Universitas Universitas	
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rawijaya	Universit 5.3 Problem Solving Reading Strategies Universitas	
rawijaya	Universitas B	
rawijaya	Table presented below is too three reading Problem Solving Reading	Brawijay
rawijaya	Universit Strategies used by students in SMPN 21 Malang. Students' choice of strategies sitas	
rawijaya	Universitas Brawija Universitas	
rawijaya	Universitare varied from trying to stay focused on reading, reading slowly and carefully, re-sitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universities Brawing and Universities reading for better understanding, and visualizing information in the text. As the Universities	Brawijay
rawijaya	Universi researcher has explained in the beginning of the chapter, students in SMPN 21sites	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universi Malang are tend to use Problem Solving Strategies, showed by the amount of the sitas	Brawijay
rawijaya	students' percentage in choosing the strategies. From the result can be concluded	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universithat EFL readers often face reading problems, so they are used to apply readingsitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universit strategies such as trying to stay focused on reading, reading slowly and carefully,	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitand rereading for better understanding.ijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Brawijaya	Brawijay
rawijaya	Universi showed students tend to re-read and visualize information from the text. Thesitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	students' preferences clearly show that the students develop proper attention to the	Brawijay
rawijaya	text that they are reading and also aware of their comprehension process and able	Brawijay
rawijaya	Universitas Brawijaya Universitas	Brawijay
rawijaya	Universito manage when they are losing their attention towards the text. When the students it as	Brawijay
rawijaya	Universitas Brawi Universitas	Brawijay
rawijaya		Brawijay
rawijaya	Universit meaning embedded from the text. Rereading can help students to understand hard sites	Brawijay
rawijaya	Universitas  Universitas	
rawijaya	Universi word and to help the story makes sense since the students may missed the state of the students may missed the state of the sta	
rawijaya	Universi important details at the first time reading the text (Robb, 1996).	
rawijaya		
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rawijaya	Universit  Table 5.3 Top-three Problem Solving Strategies used by three groups of different University Proficiency levels	Drawijay
rawijaya	Didiciency levels.	
rawijaya	Universität High Achievers Mid Achievers Low Achievers Low Achievers 2700 1 Particular	
rawijaya Irawijaya	Universita 1. Trying to stay 48% 1. Re-reading for 37% 1. Reading Universitas focused on better slowly and Universitas	
rawijaya	Universitias reading understanding carefully universitias	
rawijaya Irawijaya		
rawijaya	Universita 2. Reading Universitas slowly and 40% 2. Trying to stay 35% 2. Re-reading for better 25% resitas	
rawijaya	Universitias slowly and focused on for better a Universitias Universitias carefully reading understanding Universitias	
rawijaya	Universitas Brawijaya Universitas	
rawijaya	3. Re-reading for 28% 3. Reading 31% 3. Visualizing 22%	Brawijay
rawijaya	Universitas better slowly and information in understanding Universitas carefully Universitas the text	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitas Bra Researcher also noticed that there are two similar strategies used by sitas	Brawijay
rawijaya	University students from three different proficiency levels; reading slowly and carefully and	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas	Brawijay
rawijaya	Universitye-reading for better understanding. Re-reading for better understanding, as stateds it as	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	
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rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	From the results and discussions from the previous chapters, there are several sitas Brawijay
rawijaya	Universitas	Prawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya		Students in SMPN 21 Malang are tend to use Problem Solving Strategies insitas Brawijay
rawijaya	Universitas	their reading comprehension activity included trying to stay focused on stay focused on Brawijay
rawijaya		
rawijaya	Universitas	reading, reading slowly and carefully, rereading for better understanding, and Sitas Brawijay
rawijaya	Universita Universita	Visualizing the information in the text. It may happened because the students it as Brawijay
rawijaya	Universi	
rawijaya rawijaya	Universit	are aware of their reading fluency, recall of details, word recognition liversitas Brawijay
rawijaya Irawijaya	Universit	
	Universit	improvement, and most importantly, the students' confident in learningsitas Brawijay
rawijaya	Universita	English. If they are not confident about what they are learning, it will Brawijay
rawijaya	I Indiana walka	Universities Presuites
rawijaya	Universitas	actionationing arrest their montation.
rawijaya		High achievers are reported to use their prior knowledge and using textsitas Brawijay
rawijaya		features to make a better understanding on the text they are reading. Thus,
rawijaya	Universitas	Bra Brawijay
rawijaya	Universitas	teacher should encourage students to use picture when they are reading since its itas Brawijay
rawijaya	Universitas	Brawija wijaya Universitas Brawijay
rawijaya		can increase the students' attention also as additional source to depict the strawijay
rawijaya	Universitas	meaning from the text. The students of SMPN 21 Malang also aware that the
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya		use of text features as it can help them to improve inference towards the text; sitas Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya along with the prediction abilities. SQ4R (Survey, Question, Read, Recite, Brawijaya)
rawijaya		
rawijaya		Review, Reflect) is one of the teaching method that suggested by the
rawijaya		Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya researcher. Activating prior knowledge was also the strategy used by high sitas Brawijaya
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijay
rawijaya	Universities achievers, as some researchers have clearly pointed out that understanding the Bray	wijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijay
rawijaya	Universitas role of background knowledge is important since it works as a bridge to the sitas Bray	wijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya texts that they are reading. Brainstorming, classroom discussion, semantic Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	wijay 
rawijaya		
rawijaya	Universitas mapping, graphic organizers, anticipation guide, audiovisual aids, questioning, sitas Bray	
rawijaya	Universitas Brawijaya	
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rawijaya 	universities students in increasing the usage of connecting their background knowledge	wijay 
rawijaya	Universitas Brawijaya Universitas Braw	
rawijaya	Universitas with the text to understand the text better.  Yawijaya Universitas Bray	
rawijaya Irawijaya	Universitas Braw Universitas Using dictionary will also helpful for the students who are lack in vocabulary Universitas Bray	wijay wijay
rawijaya	Universitas skill since Chen (2015) stated that readers need to know a large percentage of sitas Bray	vijay viiav
rawijaya	Universita Universitas Bray	vijay
rawijaya	Universi the vocabulary in the text, in order to comprehend the meaning to make their Bray	иijay
rawijaya	University reading activity meaningful. Teacher also need to have a vocabulary lesson liversitas Bray	wijay
rawijaya	University meaningful. Teacher also need to have a vocabulary lesson liversitas Bray	wijay
rawijaya	Universit including multiple exposure to words, exposure to words in meaningfulsitas Brav	
rawijaya	Universitate contexts, rich and varied information about each word, establishment of ties Bray	wijay
rawijaya		
rawijaya Irawijaya	Universitas between instructed words students experience and prior knowledge, and Sitas Bray Universitas Universitas Bray	wijay
rawijaya	Universitas activate participation of the students in vocabulary learning process.  Universitas Bray	
rawijaya	Universitas Bl	
rawijaya	Universitas Bra	
rawijaya	Universités Bray Universités Bray Universités Bray	
rawijaya	Universitas Brawii	viiav
rawijaya	Universitas BrayFirstly, the researcher would like to suggest the teacher to motivate their Bray	vijay
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rawijaya	Students to use reading strategies to read English texts by using the teaching Universitas Bray Universitas	wijay
rawijaya	Universit methods that the researcher has recommended previously. Second is for the next sitas Brav	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	wijay
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rawijaya	University strategies for EFL students from different aspects such as sex, motivation, age, it as Bray	vijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braw	
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rawijaya	Brown, H.D. (2007). Principles of Language Learning and Teaching. New	Jersey:	Brawijay
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rawijaya	Universitas Br 26 97-112. Universitas Brawijaya Universitas Brawijaya	<i>cience</i> , Universitas	Brawijay
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rawijaya	and Poor Readers in Hongkong. <i>Journal of Research in Reading</i> , 20 177-190.	5(2), Universitas	Brawijay
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rawijaya	Universi Cheng, C., Chen, L. (2015). The Use of EFL Reading Strategies among Hi		
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rawijaya	Louwnal 15(2) 156 166	Universitas	
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rawijaya	Universit	bahasa Inggris, saya berusaha untuk mengembalikan konsentrasi saya.		niversitas	
rawijaya	Univers SUP3	Saya menggaris bawahi/melingkari informasi penting	1 2	Universitas 3. 4 5	
Irawijaya	Universita	dalam teks berbahasa Inggris untuk mempermudah diri		Universitas	
Irawijaya	Univers tas PROB3	saya dalam mengingatnya. Saya menyesuaikan kecepatan membaca teks dalam	1 2	Universitas	
rawijaya	Oniversitas E	bahasa Inggris saya berdasarkan pada apa yang saya baca.	1 2	UniterSitas	
Irawijaya	Univers GLOB6	Ketika saya membaca, saya memutuskan bagian teks	1 2	3Jni4ersitas	
Irawijaya	Universitas Bra	bahasa Inggris mana yang harus benar-benar saya baca, dengan yang tidak.	aya	Universitas	
rawijaya 	Universitas Bray	Saya menggunakan kamus untuk membantu saya	1 2	Universitas 3. 4 5.	Brawijay
rawijaya	Universitas Brav	mengerti teks bahasa Inggris apa yang sedang saya baca.	lwijaya 	Universitas	Brawijaya
rawijaya	Univers to Brav	Ketika teks dalam bahasa Inggris menjadi sulit untuk	wijaya	3Jni4ersitas	
rawijaya	Universitas Brav	dipahami, saya memberi perhatian lebih pada teks as Bratersebut.		Universitas	
rawijaya	Universitas Bray	Tabel, figur, dan gambar akan mempermudah saya dalam	w <sub>l</sub> ijaya	3 niversitas	
rawijaya	Univers tas Brav	memahami sebuah teks dalam bahasa Inggris. ISUA Bra		Universitas	
rawijaya	Universitles Brav	Saya berhenti membaca sekali-kali dan berpikir tentang teks dalam bahasa Inggris apa yang sedang saya baca.	w <sup>1</sup> ijay <sup>2</sup> a	3ni4er5tas	
rawijaya	Univers tas Bran	Saya menggunakan kalimat petunjuk untuk membuat saya	w <sub>lijaya</sub>	<del>Jiniyersit</del> as	
rawijaya	Universitas Brav	lebih mengerti tentang teks bahasa Inggris apa yang saya		Universitas	
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rawijaya	Universitas Brav			Universitas	
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rawijaya	Universitas Brav		awijaya	Universitas	
rawijaya	Universitas Brav	vijaya Universitas Brawijaya Universitas Bra	awijaya	Universitas	Brawijaya

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Jniversitas <b>S</b>		Universitas Brawijaya			Universitas	
	Drawijaya		Universita			
NO	Brawijaya		Universita	Tidak perna	huniversitas	Brawijay
		oniversitas brawijaya				
	kembali gaga	kan paranase (mengungkapk Isan-gagasan pada teks berba	hasa			
Jnivers tas	Inggris denga	an bahasa sendiri) untuk men	perkaya (S	s Brawijaya		
Jnivers tas						
Jnivers tas			UHIVEISHA	s Braw <del>i</del> jaya	Universitas	Brawijay
Jniversitas				s Brawijaya	Universitas	Brawijay
Jniversi <u>tas</u>	Inggris.va	Universitas P	Universita		<u>Unive</u> rsitas	Brawijay
Jnivers tas				s¹Braw²jay³a	<sup>4</sup> ni <sup>5</sup> ersitas	Brawijay
Jniversitas				s Brawijaya	Universitas	
Jniversit21s	Saya mengan	alisa dengan kritis dan meng	evaluasi	1 raw2jay3	4ni5ersitas	
Jniversitas <b>S</b>		ng terdapat pada teks dalam b	pahasa	ijaya	Universitas	
Individual to a		nukan huhungan antara parag	raf-			Brawijay
Jniversitas.				. 23	Universitas	
Jniversita /			F		Universitas	Brawijay
Jnivers 23/			. 1.7	1 2 3	4 5 iversitas	Brawijay
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Jnivers 24	Saya akan me	enebak isi keseluruhan pada t		1 2 3		
Iniversit	bahasa Inggr	is ketika saya mulai membac	a.	1 2 2		Brawijay
25			a baca	1 2 3	4 5	
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			gin saya	1 2 3		
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	saya buat ten	tang teks bahasa Inggris yang		//		
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Iniversitas				1 2 3	4 migersitas	Brawijay
Iniversitas		nembaca, saya berpikir tenta	ng list of the		4 <sub>10</sub> .5	Drawijay
	informasi yai	ng saya dapatkan dalam baha	sa Inggris			
			1			
Jniversitas <b>J</b>	Brawijaya	Universitas Brawijaya	Universita	s Brawijaya	Universitas	
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Jniversitas <b>S</b>	Brawijaya	Universitas Brawijaya	Universita	s Brawijaya	Universitas	Brawijay
Jniversitas	Brawijaya	Universitas Brawijaya	Universita	s Brawijaya	Universitas	Brawijay
	Brawijaya	Universitas Brawijaya	Universita	c Prowiiovo	Universitas	Ph 11
	Iniversitas	Iniversitas Brawijaya	Iniversitas Brawijaya Universitas Brawijaya Iniversitas Brawijaya Universitas Brawijaya	Iniversitas Brawijaya Universitas Brawijaya	Iniversitas Brawijaya Universitas Universitas Universitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijay	Iniversitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas

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	Brs C		H	<i>'</i>		11.			va	Hni		Brawijay
	Sig. (2-tailed)	.019		.060	.006	.010	.005	.011	.177	.000		Brawijay
	N	30	30	30	30	30	30	30	30	30		Brawijay
	S03 Pearson Correlation	.333	.347	N 1	.236	.529**	.213	.314	007	.438*		Brawijay
							Š					Brawijay
	Sig. (2-tailed)	.073	.060		.208	.003	.258	.091	.970	.015		Brawijay
Universit	N	30	30	30	30	30	30	30	30	30		Brawijay
	S04 Pearson Correlation	.485**	.486**	.236	1	.272	.640**	016	.293	.540**		Brawijay
		(3)				6						
	Sig. (2-tailed)	.007	.006	.208		.140	.000	.934	.110			
	N	30	30	30	30	30	30	30	30	30		
		.117	.465**	.529**	.272	1	.355	.385*	.150	.490**	4	
		540	010	003	146		054	036	429	006		
	8 (	.540	.010	.003	4 1		.034	.030	ava	Uni	versitas	
	N	30	30	30	30	30	30	30	30 ava	30	versitas	
		.467**	.500**	.213	.640**	.355	1	.286	.417*	.669**		Brawijay
	BraySig. (2-tailed)	.009	.005	.258	.000	.054		926	3022	.000		
		Situa				vers	tas E	Brawi	jaya	Uni		Brawijay
	N.F. "	ersitas	Brav	vijaya	a Un	vers	tas 8	30. Brawi	aya jaya	30		Brawijay
			.459*	.314	016				.228	.647**		Brawijay
			Bons	V .091	.934	V.036	ta <sub>126</sub>			.000		
		ersitas	Brav	vijaya	a Un	vers	itas E	Brawi	iava	Uni	versitas	Brawijay
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Universitas	S08 Pearson Correlation	sil55	.253	007	.293	ve <sup>150</sup>	t:417*E	.228	jaya			Brawijay
			B177\	VI.970	.116			.226				
Universitas	Brawijaya Unive	ersitas	Brav	vijaya	a Un	vers	itas E	Brawi	jaya	Uni	versitas	Brawijay
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Universitas	Brawijaya Unive	ersitas	Brav	wijaya	a Un	ivers	itas E	3rawi	jaya			
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rawijaya	Universitas	Rrawijava	Universitas	Brawijava	Universitas	Rrawijaya		Brawijay
rawijaya	Universitas	*. Correlation is s	significant at the 0.0	95 level (2-tailed).	Universitas	Brawijaya	Universitas	
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rawijaya Brawijaya	Universitas			- 14	337	.021	.812	.010	.008	.044	.051	.008		Brawijay
	Universitas					vijay		ivers		Draw	ijaya	Uni		Brawijay
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rawijaya rawijaya	Universitas	S10 Pearson C	Correlation	.182	1	.267	.546**	.119	123	.184	.051	.476**		Brawijay
rawijaya	Universitas	Sig (2-tai	iled)	.337		.155	.002	.531	.516	331 331	jaya 789	.008		Brawijay
rawijaya	Universitas	Diawijay								raw	ıjaya	Uni		Brawijay
rawijaya rawijaya	Universitas			30	30	30	30	30	30	30	Ja/30	U301		Brawijay
rawijaya rawijaya	Universitas	S11 Pearson C	Correlation	.419*	.267	1	062	.342	.063	.356	.196	.414*		Brawijay
rawijaya rawijaya	Universitas	Sig. (2-tai	iled)	.021	.155		.744	.065	.742	.053	.300	.023		Brawijay
rawijaya	Universita Universita		3		4/		-(3)	*						Brawijay
rawijaya	Universi	N		30	30	30	30	30	30	30	30	30		Brawijay
rawijaya	Universi	S12 Pearson C	Correlation	045	.546**	062	1	.112	.052	.176	.190	.551**		Brawijay
rawijaya 	Universit	Sig. (2-tai	iled)	.812	.002	.744		.557	.786	.352	.315	.002		Brawijay
rawijaya	Universit				W 1.A	14	19					/ Pi		Brawijay
rawijaya	Universit	N		30	30	30	30	30	30	30	30	30		Brawijay
rawijaya	Universita	S13 Pearson C	Correlation	.465**	.119	.342	.112	1	.416*	.338	.523**	.615**		Brawijay
rawijaya	Universita	Sig. (2-tai	iled)	.010	.531	.065	.557	Ĭ	.022	.068	.003	.000		Brawijay
rawijaya	Universitas							1				/ Uni		Brawijay
rawijaya	Universitas			30	30	30	30	30	30	30	30	30		Brawijay
rawijaya	Universitas		Correlation	.472**	123	.063	.052	.416*	1	.573**	.494**	.384*		Brawijay
rawijaya	Universitas	Sig. (2-tai	iled)	.008	.516	.742	.786	.022		.001	.006	.036		Brawijay
rawijaya	Universitas	Braw									ijaya	l .		Brawijay
rawijaya	Universitas			30	30	30	30	30	30	30	ijay <sup>3</sup> 8	30		Brawijay
rawijaya 	Universitas	S15 Pearson C	Correlation	.371*	.184	.356	.176	.338		тау	.401*	.376*		Brawijay
rawijaya 	Universitas	Brawliaya Sig. (2-tai	Unive	.044	.331	.053	.352	.068	.001	Braw	.028	.041		Brawijay
rawijaya	Universitas	Brawijaya	Unive		Brav	vijay	a Ur	ivers	itas	Braw		Uni		Brawijay
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rawijaya	Universitas	Total Pearson C	Correlation	.476**	.476**	\.414*\	.551**	.615**	.384*	.376*	.622**			Brawijay
rawijaya	Universitas		Unive	sitas	Brav	vijay	a Ur	ivers	itas	Braw	ijaya			Brawijay
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		Correlation	.405*	1	.484**	.215	.667**	.028	.218	.389*	.661**		
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Regina Wilujeng Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Semesterijayavııı (Delapan) sitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universita Program Studi : S1 Pendidikan Bahasa Inggris **Universitas Brawijaya** rawijaya Universitas dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul: EFL STUDENTS' READING STRATEGIES ACCROSS DIFFERENT Universitas Brawijaya PROFICIENCY LEVEL IN SMPN 21 MALANG akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan **Universitas Brawijaya** rawijaya terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia. Iniversitas Brawijaya Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku. rawijaya Tanggal pernyataan: 19 Mei 2015 rawijaya Yang membuat pernyataan; rawijaya rawijaya rawijaya Regina Wilujeng **Universitas Brawijaya** rawijaya NIM. 115110507111028 Ketua Program Studi S1 Pendidikan Bahasa Inggris Universitas Brawijaya Universitas Brawijaya rawijaya Dr. Sugeng Susike Kdi, M. Hum University S Plof. It. Rayla Anindita, M.S., a Anindita, M.S., Ph.D. 4 **Universitas Brawijaya** NIP. 19680532 200801 1 004 Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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