

**EFL STUDENTS' READING STRATEGIES ACROSS DIFFERENT
ACHIEVEMENT LEVELS AT SMPN 21 MALANG**

UNDERGRADUATE THESIS

BY
REGINA WILUJENG
NIM 115110507111028

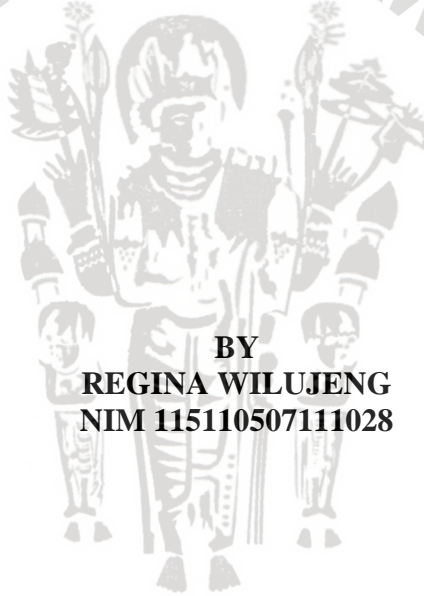


ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2016

**EFL STUDENTS' READING STRATEGIES ACROSS DIFFERENT
ACHIEVEMENT LEVELS AT SMPN 21 MALANG**

UNDERGRADUATE THESIS

**Presented to
University of Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***



**BY
REGINA WILUJENG
NIM 115110507111028**

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
2016**

DECLARATION OF AUTHORSHIP

Herewith, I

Name : Regina Wilujeng
NIM : 115110507111028
Address : Jl. D. Belayan V C4D No. 8 Malang

declare that:

1. this skripsi is the sole work of mine and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
2. if at a later time it is found that this skripsi is a product of plagiarism, I am willing to accept any legal consequences that may be, I am willing to accept any legal consequences that may be imposed to me.

Malang, 4 Agustus 2016



Regina Wilujeng
NIM 115110507111028

This is to certify that the *Sarjana* thesis of Regina Wilujeng has been approved by the Board of Supervisors.

Malang, August 4th 2016
Supervisor



Ive Emaliana, M.Pd
NIP: 19840214 201504 2 001



This is to certify that the *Sarjana* thesis of Regina Wilujeng has been approved by the Board of Examiners as one of the requirements for the degree of *Sarjana Pendidikan*



Drs. Sugeng Susilo Adi, M.Hum., Chair
NIP. 19680521 200801 1 004



Ive Emaliana, M.Pd., Member
NIP. 19840214 201504 2 001

Acknowledged by,

Head of English Language
Education Program

Vice Dean of Academic Affair



Esti Juning, M.Pd.
NIP. 19720604 200212 2 001



Syariful Muttaqin, M.A.
NIP. 19751101 200312 1 001

ABSTRACT

Wilujeng, Regina. 2016. **EFL Students' Reading Strategies Across Different Achievement Levels at SMPN 21 Malang**. English Education Study Program. University of Brawijaya. Supervisor: Ive Emaliana, M.Pd.

Keywords: reading strategies, achievement level

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 120 students from grade 7 and grade 8 using the questionnaire adapted from Lien (2011), "The Survey of Reading Strategies to collect the data in this research. Students divided in three groups, there are high achievers, mid achievers, and low achievers by their mid semester score.

The questionnaire consists of three various kind of reading strategies, there are Global Reading Strategies, Support Reading Strategies, and Problem Solving Strategies. Global reading strategies are those carefully planned technique applied by the students to monitor their reading, such as using their background knowledge and using typographical features, pictures, tables, etc. Support Reading Strategies consists of strategies that involves basic support mechanisms intended to hel the reader in comprehending the text, such as using dictionary, taking notes, underlining or highlighting textual information. Problem Solving Strategies are the procedures applied by the students while working directly with the texts.

The research revealed that students of SMPN 21 Malang were mostly use Problem Solving Strategies, such as trying to keep focused in reading (48%), reading slowly and carefully (40%), and rereading to increase the understanding (28%). Those findings showed that they are aware of their confidence in reading, fluency, recall of details, and word recognition improvement. High achievers reported to use their prior knowledge and using text features to make a better understanding of the texts they are reading. The result of this study recommended the teacher to encourage and motivate the students in using strategies in their reading activity. The next is for the future researcher, the research recommends to conduct a study related with reading strategies with different variables, such as age, sex, and motivation.

ABSTRAK

Wilujeng, Regina. 2016. **Strategi Membaca Siswa EFL Di Tingkat Kepintaran yang Berbeda di SMPN 21 Malang**. Program Studi Pendidikan Bahasa Inggris, Universitas Brawijaya. Pembimbing: Iye Emaliana, M.Pd.

Kata kunci: strategi membaca, level kepintaran

Penelitian ini ditujukan untuk mengeksplorasi strategi membaca yang digunakan oleh siswa SMPN 21 Malang ditinjau dari kemampuan mereka dalam berbahasa Inggris. Penelitian ini melibatkan 120 siswa dari kelas 7 dan kelas 8 dengan menggunakan kuesioner yang diadaptasi dari Lien (2011), “The Survey of Reading Strategies” untuk mengumpulkan data dalam penelitian ini. Siswa dibagi menjadi tiga kelompok, high-achievers, mid achievers, dan low achievers berdasarkan nilai UTS mereka.

Item pernyataan terbagi dalam tiga jenis strategi membaca, yaitu Global Reading Strategies, Support Reading Strategies, dan Problem Solving Strategies. Global Reading Strategies adalah strategi membaca yang digunakan siswa untuk mengontrol dan memonitor aktivitas membaca mereka, seperti menggunakan *background knowledge* dan menggunakan fitur tipografi. Support Reading Strategies adalah mekanisme dasar yang digunakan siswa untuk membantu mereka memahami teks. Sedangkan Problem Solving Strategies terdiri dari prosedur yang digunakan siswa ketika bekerja langsung dengan teks.

Penelitian ini mengungkapkan bahwa siswa SMPN 21 Malang paling banyak menggunakan Problem Solving Strategies yang terdiri dari mencoba untuk tetap fokus dalam membaca (48%), membaca dengan pelan dan hati-hati (40%), membaca berulang-ulang untuk meningkatkan pemahaman (28%) yang menandakan bahwa mereka tahu kebutuhan mereka akan kepercayaan diri, kefasihan, kemampuan untuk mengingat kembali, dan meningkatkan kemampuan mereka dalam pengenalan huruf. Hasil dari penelitian ini merekomendasikan guru untuk memotivasi murid mereka dalam menggunakan strategi dalam membaca dengan metode pengajaran yang disarankan, serta meningkatkan kepercayaan diri mereka. Selain itu peneliti juga merekomendasikan peneliti berikutnya untuk melakukan penelitian lebih lanjut tentang strategi membaca dengan variabel berbeda seperti umur, jenis kelamin, dan motivasi.

ACKNOWLEDGEMENTS

Alhamdulillahirobbil' alamin, all praise be to Allah SWT, who has given me life in this amazing world, and blessed me a strength to finish this undergraduate thesis. And to the Prophet Muhammad SAW, who has inspired me to live in Islam ways.

I would like to express my appreciation and a lot of thanks to my supervisor, Ive Emaliana, M.Pd who has patiently guided me and giving me lots of advice for the accomplishment of this thesis, and my examiner, Drs. Sugeng Susilo Adi, M.Hum for the comments and suggestions for the betterment of the thesis. I also express my gratitude to all lecturers of English Education Department who gave me the unforgettable experience in my study and also gave me lots of new knowledges in my life.

I would like to express my gratitude to the big family of SMPN 21 Malang, Mr. and all of the students of grade VII and grade VIII who gave me the time to take the data needed in my research.

I thank my beloved mother, Wiwik Widiati, my beloved father Sugiyono, my beloved sisters Regina Maulida and Regina Maulia, who have given me hope, spirit, support, motivation, and prayers to accomplish the undergraduate thesis. May Allah bless you all.

My dancing brothers and sisters, Sapphire Blue Squad, the greatest family ever for staying through thick and thins, and most importantly the motivations and prayers so I can get through all of the process needed in finishing my undergraduate thesis.

My friends in English Education Study Program 2011, especially Made, Silva, Rara, Ninis, Mery, Dessy, Nila, and Ruth for the golden days I had when going through the campus life. Love to bits, guys.

My partner in share, Rose, that will always all ears to listen all of my nags and burdens every single stuck time I got when I finished my undergraduate thesis. Also thank you for the countless nagging for almost two years. Renee, my unbiological little sister that wants her name to be in my acknowledgements. Yes, I got your name here. Thank me.

And I would like to thank every single person that contributed even a single moment in my life whose names can't be mentioned into words.

Finally, I realize that this thesis is far the word perfect, therefore, the constructive criticisms, advices, ideas, and suggestions for the thesis are very appreciated.

Malang,

Regina Wilujeng

TABLE OF CONTENT

TITLE PAGE	i
DECLARATION OF AUTHORSHIP	ii
SUPERVISOR'S APPROVAL	iii
BOARD OF EXAMINERS CERTIFICATE OF APPROVAL	iv
ABSTRACT	v
ABSTRAK	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENT	viii
LIST OF TABLE(S)	x
LIST OF FIGURE(S)	xi
LIST OF APPENDICES	xii
CHAPTER I : INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem of the Study	7
1.3 Objective of the Study	7
1.4 Significance of the Study	7
1.5 Definition of Key Terms	8
CHAPTER II : REVIEW OF RELATED LITERATURE	9
2.1 Theoretical Framework	9
2.1.1 The Nature of Reading in EFL	9
2.1.2 Reading Theories	10
2.1.3 Language Learning Strategies	11
2.1.4 Classification of Reading Strategies in EFL	12
2.1.5 Measurement of Reading Strategies	14
2.1.6 Student's Level of Achievement	15
2.2 Previous Studies	15
CHAPTER III : RESEARCH METHODS	17
3.1 Research Design	17
3.2 Research Setting	17
3.3 Data Source	18
3.4 Data Collection	18
3.5 Research Instruments	19
3.6.1 Validity and Reliability Instrument Test	20
3.6.1.1 Validity Test	21
3.6.1.2 Reliability Test	22
3.6 Data Analysis	23
CHAPTER IV : FINDINGS	24
4.1 Reading Strategies Used by High Achievers	24
4.2 Reading Strategies Used by Mid Achievers	27
4.3 Reading Strategies Used by Low Achievers	29

CHAPTER V : DISCUSSION

5.1 Global Reading Strategies

5.2 Support Reading Strategies

5.3 Problem Solving Strategies

33

33

36

36

CHAPTER VI : CONCLUSION AND SUGGESTION

6.1 Conclusions

6.2 Suggestions

41

41

42

REFERENCES

43

APPENDICES

48



LIST OF TABLES

Table 3.1	23
Table 4.1	24
Table 4.2	25
Table 4.3	26
Table 4.4	27
Table 4.5	28
Table 4.6	29
Table 4.7	30
Table 4.8	31
Table 4.9	32
Table 5.1	34
Table 5.2	37
Table 5.3	39



LIST OF FIGURES

Figure 3.1: The formula used to measure the frequency of the students' reading strategies 23



LIST OF APPENDICES

Appendix 1 : Survey of Reading Strategies Questionnaire	48
Appendix 2 : Instrument Validity and Reliability Test	51
Appendix 3 : Instrument Validation by Expert	59
Appendix 4 : Recommendation Letter from Dinas Pendidikan	61
Appendix 5 : Research Permission Letter	63
Appendix 6 : Berita Acara Bimbingan Skripsi	64



CHAPTER I

INTRODUCTION

This chapter will discuss background of the study, problem of the study, objectives of the study, significance of the study, and definition of key terms.

1. Background of the Study

In this globalization era, English has been used as the world's language for international communication in many countries. Furthermore, English is also used as the bridge to strengthen the relationship among all countries in the world.

Most of fields such as bussiness, science, education and technology are using English, a medium of communication in sharing information which can make the interaction between the communicators become a lot easier. Regarding the importance of English, people from various non-English speaking countries include Indonesia are learning English as a second or a foreign language so that they are able to communicate with other people. Due to the importance of mastering English, Indonesian government makes a policy to put English as one of compulsory subjects which is learnt in schools from junior high school to tertiary level of education.

English language teaching has four skills that need to be mastered by the students. There are reading, speaking, listening, and writing. Among those skills, reading appears to be the most important skill since it is a foundation of obtaining knowledge which may come from the other skills. Carrell (1989: 121-134) adds

that reading is the most important skill among those four skills in academic contexts because most students in schools that learn English as a foreign language or as a second language acquire and learn a lot of information through reading.

There are many reading materials which provide the students new vocabularies and phrases to develop their speaking and writing ability. EFL students need to read many English books to obtain their knowledge and to read theories not only from their English textbooks, but also online materials that mostly presented in written English. Therefore, the students need to have good way to read in obtaining new information which is essential to them.

Although there are many researchers that state English has been an important academic language skill for foreign language learners, in academic context, reading is considered as the central of new informations to gain a lot of access in alternative explanations and interpretations. By reading, students do not only receive informations from one source, for example their teachers, but they also can read many additional resources to add their concepts about things they are learning. Furthermore, reading also can be functioned as an independent learning to perform a better reading comprehension, learning more about subject matter, or improving language abilities. Further, Harmer (2007: 99) states that reading also provides a good model of writing, to learn more about vocabulary, grammar, and punctuation, also demonstrate the way to construct sentences, paragraphs, and whole texts.

The teaching of reading as a part of English lesson is firstly learnt by Indonesian students in junior high school based on Kurikulum 2013. According to

the basic competencies, the students are expected to apply the text structure and linguistic features to be implemented in the social function in accordance with the context of the material. In the 2013 curriculum, the students have to observe and questioning about the material, collect the information from the written text, then associate their background knowledge with the new information they obtained, and communicate the result of their reading activity. By applying the reading strategy, the students will communicate effectively since it will increase the students understanding about the material.

In contrary, reading activities in English classes appear to be done unsatisfiedly. Therefore, it is important for students to comprehend and understand reading texts written in English especially in academic context.

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.

Appropriate teaching techniques, teaching media, and teaching materials will be helpful for the students in experiencing reading for understanding the meaning of the 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 the needs of students who are high achievers, medium achievers, and low achievers as well.

Although the importance of EFL reading is unavoidable, reading is not an easy skill to accomplish. Kern (1989: 135-149) defines reading as a complex skill

which involve a combination of attention, memory, perceptual, process, and combination process to obtain new knowledge and new information. Besides, Clarke and Silberstein (1977: 36) add that the definition of reading as an active process which provides the students to use their background knowledge about the material then choose the most helpful cues that required to justify or reject the explanation.

Based on the facts stated above, EFL reading for junior high school 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 reading comprehension includes a set of complex arrangement of processes, so the students have to simultaneously decode words, access the word meanings, and construct meaning from sentences and larger section of texts, while combining the new information with the students's background knowledge, also monitoring meaning and repairing misunderstanding (Denton et al, 2007: 81). The second factor which show that reading is complex is that different basic reading and linguistic skills, general vocabulary and word knowledge, the ability to allocate and relocate attention are possessed by students, and the students' strategies to enhance understanding, monitor meaning, and solve problems when reading written texts.

Regarding the students reading strategies which are used, not all students 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 achievers that is why the high achievers appear to be more successful to get the

meaning of the texts. By knowing high, medium, and low achievers reading strategies, the teacher will create the reading activities which may improve medium or low achievers reading strategies so that they can become successful readers too.

There are several definitions of EFL reading strategies. Garner (1987) defines reading strategies as generally planned and playful activities done by students in order to comprehend the intended meaning in the texts. Besides that, 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 what they read. Furthermore, Yukselir (2014:67) compiles some examples of reading comprehension strategies, namely skimming, scanning, reading for meaning, predicting, activating general information, making inferences, differentiating main ideas from supporting details, noticing cognates and word families, guessing word meanings from context and assessing those guesses, and following references. Therefore, reading strategies are the way the students experience their reading activities when they are comprehending text.

A lot of of research focused on reading strategies in foreign language learning. From those research, there are many differences that have been found in reading strategies that has been used by students from different achievement levels. Some studies also investigated the reading strategies used by students with 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

reader. Meanwhile the lower ones will lose the meaning of the sentences when decoded, seldomly skipped words as unimportant, and have a negative concept-as a reader. Furthermore, Paris and Jacobs (1984:2083) add that skilled readers are often engage in purposeful activities that require planful thinking, flexible strategies and periodic self-monitoring, while the novice ones are often seem unaware of these strategies and the need to use them.

From the previous explanation above, by knowing EFL reading strategies used by the students, English teacher will facilitate the junior high school students learning especially to comprehend reading texts successfully. As junior high school students have special characteristics as the beginner level learners of learning English in academic setting, it is important to investigate the students' reading strategies based on their English achievement. This study will inform which strategies are used by high achievers, medium achievers, and low achievers. It is aimed that the English teachers can help the low achievers to use reading strategies that are used by high achiever students. Thus, the English teachers will select appropriate reading technique that encourage students to apply particular strategies which are implemented by the high achiever students.

From the explanations above, the researcher will explore the reading strategies that are used by the SMPN 21 Malang students in relation to their achievement levels, to know what reading strategies to apply by students so that they will comprehend the English texts maximumly. Besides, the researcher chooses SMPN 21 Malang with some considerations. The school is one of the best Junior High Schools in Malang. Started from 2007, this school has been declared

as Sekolah Standar Nasional (SSN). This school is also accessible since the headmaster and the teachers are all welcomed with the researcher, so it makes the researcher easier to conduct a research in the school. So, it is hoped that this research will give appropriate picture of students' reading strategies particularly in national standard school setting.

1.2 Problem of the study

The problem of the study is what strategies do students refer the most during the process of reading in each level of achievement?

1.3 Objective of the Study

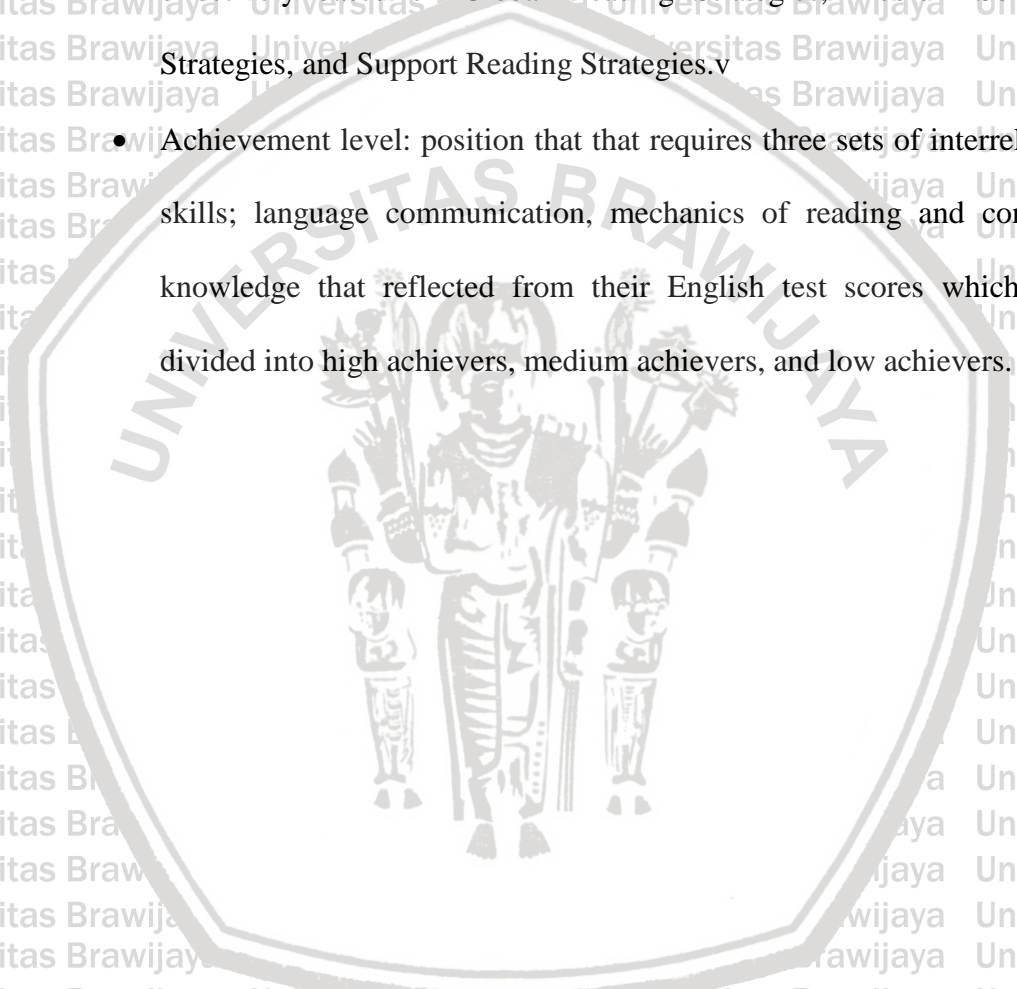
Based on the description on the background, the research aims to reveal the strategies that are used by students across different achievement levels.

1.4 Significance of the Study

This study is expected to give the contribution for the English teachers and future researchers. For English teachers, this research will help them to find what is the best reading strategies to be implemented when they are facilitating the students in reading activities. This also can be the consideration of the teachers when they select appropriate teaching media, and teaching technique for reading activities. For future researchers, this present study will give introductory result over reading strategies study to be enhanced into deeper research in the teaching of English.

1.5 Definition of Key Terms

- Reading strategies: the comprehension process that are selected by the readers to get the meaning and makes sense of the texts they read effectively based on Global Reading Strategies, Problem Solving Strategies, and Support Reading Strategies.v
- Achievement level: position that that requires three sets of interrelated skills; language communication, mechanics of reading and content knowledge that reflected from their English test scores which are divided into high achievers, medium achievers, and low achievers.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss about definitions of reading, language learning strategies, classification of reading strategies, measurements of reading strategies, and previous studies.

2.1 Theoretical Framework

2.1.1 The Nature of Reading in EFL

Reading is one of important skills when learning English besides listening, writing, and speaking. There are lots of researchers explored reading strategies from foreign language readers used to to make up for their lack of reading achievement. Nevills (2004), cited from Pilar (2003), states that reading is composed of two main processes, there are decoding and comprehension which are related to each other. Decoding is more in pronouncing texts, while comprehension is more to getting the meaning from texts. Meanwhile Kern (1989: 135-149) defined reading as a complex skill which involve a combination of attention, memory, perceptual, process, and combination process to obtain new knowledge and new information. Clarke and Silberstein (1977: 36) adds the definition of reading as an active process which provides the students to use their preliminary expectation about the material then choose the most helpful cues that required to justify or reject the explanation. In short, reading can be easily defined as the process which the learner receives and interprets a message from printed

materials. Reading is a process of how information is processed from the text into meanings, starting with the information obtained by the reader from the text, and ending with what reader gains. Goodman (1976) and Smith (1973) indicated that reading is not merely a sum of various decoding and comprehension sub skill, but also a language process to reconstructing the readers' ideas and information.

2.1.2 Reading Theories

There are some theories of reading. The theories are mainly explained about the mechanisms of reading and the process of reading comprehension.

There are three reading theories; bottom-up theories, top-down theories, and the interactive models. The bottom up model, according to Brown (1994: 284) is a process of decoding meaning from the printed page (focused on the text), recognize linguistic signals, and use linguistic data processing mechanisms to impose some sort of order on these signals.

Top down model is a psycholinguistic guessing game (focuses on the reader). It allows the students to receive input from the text, makes predictions based on their background knowledge and language processing skills, also tests and confirms and revise the prediction.

Next is an interactive model which allows both of bottom-up and down models, strategies, and the students' skill. It involves the interaction between the reader and the text and between identification and interpretation skill.

2.1.3 Language Learning Strategies

As stated in the Chapter 1, most of Indonesian students are learning English and they have to master it according to the government's law. But the fact says the opposite. Not everyone can understand English, but some non-native students can use the language very well. During the learning process, one might find that some people can learn English very quickly and well, but on the other hand, some people might have problem in learning. Therefore, many researchers have conducted lots of studies to find how learners go about learning something, what makes learner successful at learning something, and why some people are more effective at learning than others (Lee 2010: 133).

Meanwhile, Rigney (1978) and Rubin (1987) cited from Lee (2010: 136) stated that language learning strategies is a behaviors, steps, or techniques that language learners apply to facilitate language learning. Scarcella and Oxford (1992: 63) defined language learning strategies as a specific actions, behaviors, steps or techniques to solve the difficult language task. When the students consciously picked strategies that fit their language, these strategies will be a useful toolkit for an active, conscious and purposeful self regulation of learning.

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 information obtained.

Siegle and McCoach (2005) states that the different success is caused by various factors, such as the learners' characters environmental surroundings and the learning strategies applied by the learner.

2.1.4 Classification of Reading Strategies in EFL

Reading strategies are divided into two categories; cognitive strategies and metacognitive strategies. As stated by Wenden & Rubin (1987: 19), cognitive strategies are mental steps or process that student use to process linguistic and sociolinguistic content. O'Malley & Chamot (1990) adds that cognitive strategies are functioned to construct associations between new and existing knowledge of the student, and operating the incoming information to enhance learning. Based on 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 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 note-taking that means writing down the main idea, important points, outline, and summary. Fourth is deduction, which consciously applying rules to produce or understand the topic. The fifth is imagery means relating new knowledge to visual 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 second language by identifying a familiar word in the first language that sounds 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 elaboration, it is a strategy that relating new information to other concepts in memory. The eighth is contextualization is placing a word or phrase in a meaningful language sequence. Next is elaboration that relates new information to

other concepts in memory. The last is inferencing, a strategy using available information to guess meanings of new items, predict outcomes.

On the other hand, metacognitive strategies are higher critical thinking skills that help reader achieve the knowledge of whether they understand the text or not.

Learners can identify available texts, decide which texts are important for their specific task, and set goal for comprehension. According to Bishop et al. (2005:

27-28) metacognitive strategies consists of several factors. There are imagine, make connections, analyze text structure, recognize words and understand sentence, explore inferences, ask questions, determine important ideas and themes, evaluate, summarize and synthesize

First is imagine. This will allow the students to involve variety of sense. This strategy enables readers to visualize the scenes in the texts and refer to their senses to predict the features of substances.

Second is make connections. This strategy permits readers to connect their background knowledge with information from the text.

Third is analyzing text structure which will involve readers to discover the genre of the text and also use other specific feature in the texts such as linking devices, table of contents, and subheadings.

Fourth is recognizing words and understand sentences this refers to the familiarity with the lexical and grammatical knowledge and contextual cues to understand the sentences.

Fifth is exploring the inferences which means students are expected to recognize cause and effect relationship by using this strategy.

Sixth is asking questions. The students will question themselves for instance on the author's message or its relationship with the real life.

Seventh is determining the important ideas and themes. The introductory and concluding parts are the most important parts that readers need to pay attention on order to determine important ideas and themes.

The last is evaluating, summarizing and synthesizing. This strategy contains the importance of pausing while or after reading to construct meaning.

2.1.5 Measurements of Reading Strategies

Sheorey and Mokhtari (2001) from their research entitled "Differences In the Metacognitive Awareness of Reading Strategies Among Native and Non-Native Readers" has developed SORS, a research instrument in the form of questionnaire focused in reading strategies to measure metacognitive reading strategies. It includes three subcategories. First, is Global Reading Strategies (GLOB) are those intentional, carefully planned technique implemented by students to monitor and manage their reading, such as having a purpose in mind, previewing the text as to its length and organization, or using typographical, tables, and figures. Second is Problem Solving Strategies (PROB) are the actions and procedures that students use while working directly with the texts. For example, adjusting one's speed of reading when the material becomes difficult or easy, guessing the meaning of unknown words, and rereading the text to improve comprehension. The last is Support Strategies which involves basic support mechanisms intended to help the reader in comprehending the text, such as using

dictionary, taking notes, underlining, or highlighting textual information. In 2001, Lien (2011) with his EFL Learners' Reading Strategy Use in Relation of Reading Anxiety has adapted and modified the questionnaire developed by Sheorey and Mokhtari, which is used in this research.

2.1.5 Students' Level of Achievement

A lot of researchers proved that language achievement and the usage of reading strategies is equal, proved that L2 readers with high achievement can solve their reading problems or manage their reading with increasing the usage of reading strategies while reading to enhance comprehension. Baker and Brown (1984) and Kletzein (1991) found that students with low achievement are often lacking in reading strategies, meanwhile students with high achievement, or skilled readers tend to be aware of the strategies they going to use in reading, and more able to reflect on and monitor their cognitive processes while reading. Alexander and Jetton (2000) also found the similar result regarding the language achievement and the usage of reading strategies. They suggested that using reading strategies and the awareness of using them is a key of superior reading comprehension and successful learning. By focusing on strategies that used by all of the students from high, medium, and low level of achievement, the researcher can recommend teaching methods to be used by the teachers so the goal of English learning can be achieved.

2.2 Previous Studies

In this study, the researcher refers to some previous studies, such as Pilar (2013) and Wahyuni (2012). Pilar's study was entitled "The Reading Strategies Implemented by Successful English Learners at SMPN 13 Malang". Her study intended to analyze the reading strategies which was used by successful English learners in pre-reading, whilst-reading, and post-reading phase. The result shows the successful learners were implementing some of reading strategies in pre-reading, whilst-reading, and post reading activity. The researcher used descriptive quantitative research design.

The other studies refer to Wahyuni (2012), from her thesis entitled "Eleventh Graders Reading Strategies in Reading English Texts at SMAN 8 Malang". Her study aimed at figuring out the reading strategy employed by the eleventh graders of senior high school while reading an English text. Taking the same field as Pilar's, Wahyuni's study examines the reading strategy used by the students during pre-reading, whilst-reading, and post-reading. The result of the questionnaires show that the most frequently used strategy were skimming the text to catch the meaning during pre-reading, looking up dictionary to find out the meaning of important words during whilst-reading, and re-reading the text to remedy comprehension failures during the post-reading.

CHAPTER III

RESEARCH METHODS

In this chapter, the researcher will present in details the methodology of the research used in this study. It is divided into several sub chapters. They are research design, research setting, research population and sample, data collection, data analysis and research instruments.

3.1 Research Design

This study used descriptive quantitative research design as it obtained information about the reading strategy used by students across different achievement level in SMPN 21 Malang.

Descriptive research involves technique collection used to specify, delineate, or describe occurring phenomena naturally without experimental manipulation. Following the design of a survey method, the study was mainly based on quantitative data since the data presented were in the numerical form.

3.2 Research Setting

The research setting referred to the place where the data are collected. In this study, the data were collected at SMPN 21 Malang. The researcher chose the school based on some considerations. First, the school is listed in SSN (Sekolah Standar Nasional) proved by the school achievement in the minimum average

score of National Exam 6,50. The school has “A” accreditation with lots of achievements in both of academic or non-academic settings.

3.3 Data Source

The research population in this study was all the students of SMPN 21 Malang. The sample of this study were the students from grade 7 and 8. The reason why the students from 9 graders were not selected because they have graduated from the school. Then the researcher picked four classes consists of two classes from grade 7 and 8 as the samples to represent the research population.

A total of 120 students were participated in this research. There were 72 students from grade VII and 48 students from grade VIII. Then, the researcher grouped the students based on their achievement level (low-level, mid-level, and high-level) by using relative grading that has the advantage of allowing researchers’ own interpretation and adjusting the unpredicted ease or difficulty of a test. The researcher took the ratio of high level : mid-level : low level = 30% : 40% : 30% so the number of the students are 36 students from high achievers, 49 students from mid achievers and 35 students from low achievers.

3.4 Data Collection

The data were reading strategies which were used by students when they do reading activities from different achievement level in SMPN 21 Malang. More detail, the data were strategies implemented by low-level, mid-level, and high-level of achievement. The data were taken from the questionnaire to indicate the

students' reading strategies and the students' mid-semester test score to indicate the student's group of achievement level. The researcher distributed questionnaires and asked the subjects to fill it on Tuesday, June 2th 2015, from 07.00 AM – 12.00 PM in 15 minutes each class.

3.5 Research Instruments

To collect the data, the researcher used two instruments, namely students' mid-semester score and questionnaire. The first instrument is the students' mid-semester test score to determine the students' group based on their achievement levels. There were 72 students from grade VII and 48 students from grade VIII. At first, the researcher expected to have 150 participants in this present study. But when the researcher took the data, there were few classes that were not available because the students were having daily test and there were few students who were absent. The researcher also found out that few of the students were unfinished in filling all of the items in the questionnaire and left few numbers blank.

In this research, the researcher only used one instrument because it has passed the validity and reliability test (See the Appendix 2 for the completed data of the test). The Survey of Reading Strategies Questionnaire was used in this research. The researcher adapted the questionnaire from Lien (2011) that was previously developed by Sheorey and Mokhtari (2001). Lien modified the questionnaire to measure the metacognitive reading strategies used by EFL students in Taiwan. The questionnaire consisted of 30 items divided in three

subcategories: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), and Support Strategies (SUP). (See Appendix 1).

The SORS items were using Likert Scale Questionnaire since this method was simple, flexible, and reliable (Dornyei, 2003:36). Likert Scale consists of a series of statements related to a particular target with the respondents are asked to indicate the extent to which they agreed or disagreed by marking one of the responses ranging from 'strongly agree' to 'strongly disagree'. The scale that used in this questionnaire was ranging from never, rarely, sometimes, usually, and always.

The questionnaire developed by Lien was chose because it has the same field with the researcher's, reading strategies used in EFL students. Before the researcher distributed the questionnaire to the students, the researcher adapted the statement items in Indonesian language and has passed the expert validity by the researcher's advisor, Ms. Ive Emaliana, S.S., M.Pd on May, 26th 2015 (See Appendix 3). The validity and reliability test (see Appendix 2) were done to assess the questionnaire's validity and reliability.

3.5.1 Validity and Reliability Instrument Test

The instrument' validity and reliability test were done with the purpose of testing if the instrument which was used in the research had fulfilled the criteria of a good measurement tool or appropriate with the standard of research method. Considering the data collection method in this research was using questionnaire, then the honesty of the participants in answering the questions were

the most important factor in this research. The validity or the relevancy of the data results were determined by the instrument used during the research. A good instrument fills the three criterions, there are (1) valid; (2) reliable; and (3) practical. When the measurement tool used is not valid, or cannot be believed and not reliable, then the result of the resesarch will not picture the real condition.

3.6.1.1 Validity Test

Assessing the validity of score-based interpretations is important to the researcher because most instruments used in educational investigations are designed constructs such as intelligence, creativity, anxiety, critical thinking, motivation, self esteem, and attitudes represent abstract variables derived from theory and or observation (Ary et al, 2010).

The validity test was done using Product Moment Correlation Method, which compared the coefficient correlation value between the question item with the amount of the answer (r value) by the r table in the determined failure (alpha).

It also was done with comparing the significance value with used alpha. If the significancy value is smaller than the alpha, so the question item is valid (Frost, 2015). The completed data of the validity test can be seen on Appendix 2.

Tabel 4.1. Instrument Validity Test Result

Item	Coefficient Correlation	p-value	Item	Coefficient Correlation	p-value
S01	0.447	0.013	S16	0.622	0.000
S02	0.805	0.000	S17	0.584	0.001
S03	0.438	0.015	S18	0.661	0.000
S04	0.540	0.002	S19	0.482	0.007

S05	0.490	0.006	Valid	S20	0.586	0.001	Valid
S06	0.669	0.000	Valid	S21	0.476	0.008	Valid
S07	0.647	0.000	Valid	S22	0.530	0.003	Valid
S08	0.373	0.042	Valid	S23	0.367	0.046	Valid
S09	0.476	0.008	Valid	S24	0.371	0.044	Valid
S10	0.476	0.008	Valid	S25	0.546	0.002	Valid
S11	0.414	0.023	Valid	S26	0.493	0.006	Valid
S12	0.551	0.002	Valid	S27	0.506	0.004	Valid
S13	0.615	0.000	Valid	S28	0.695	0.000	Valid
S14	0.384	0.036	Valid	S29	0.484	0.007	Valid
S15	0.376	0.041	Valid	S30	0.443	0.014	Valid

Source: Data processed (2015)

The result of instrument validity test of the question items in “Strategi Membaca Dalam Pelajaran Bahasa Inggris” questionnaire which contained 30 items were valid using the Product Moment Correlation Method using the coefficient correlation larger than r value (0.361). It was concluded that the question items are valid and can be used in further process of the analysis.

3.6.1.2 Reliability Test

Instrument reliability test was done with Cronbach’s Alpha method using the criteria of Coefficient Index Reliability which the lowest limit that used in asserting if the question items that were used were reliable (0.600). The result of instrument validity test was provided in the table.

Table 4.2 Instrument Reliability Test Result

Cronbach's Alpha	N of Items
.908	30

From the table 4.2 it was known that the “Strategi Membaca Dalam Pelajaran Bahasa Inggris” questionnaire which contains 30 items was reliable with the Alpha Cronbach value 0.908 which is higher than the limit of Coefficient Index Reliability (Tavakol, 2011).



3.6 Data Analysis

To analyze the data, the researcher measured the frequency of the students' reading strategies from high achievers, mid achievers, and low achievers, the researcher used the formula as follow:

Figure 3.1 The formulas used by the researcher to measure the frequency of the students' reading strategies

$$\frac{\text{number of high achievers (always, usually, sometimes, occasionally, never) use the strategy}}{\text{the number of the students from high achievers}} \times 100\%$$

$$\frac{\text{number of mid achievers (always, usually, sometimes, occasionally, never) use the strategy}}{\text{the number of the students from mid achievers}} \times 100\%$$

$$\frac{\text{number of low achievers (always, usually, sometimes, occasionally, never) use the strategy}}{\text{the number of the students from low achievers}} \times 100\%$$

After the researcher measured the percentage of every students' reading strategies, the researcher transferred the data obtained into a table, and put it into percentage.

Table 3.1 The table used by the researcher to transfer the data

CAT	Strategies	Never (%)	Rarel y (%)	Someti mes (%)	Usuall y (%)	Alway s (%)

From the table that presented below, the researcher then took top three reading strategies that used by students in SMPN 21 Malang.

CHAPTER IV

FINDINGS

One of the students' characteristics, namely different achievement levels appeared to show different choice of reading strategies. In this research, the researcher presents the data found in the questionnaires as follow.

4.1 Reading Strategies Used by High-Achiever Students

Table 4.2 showed that the global reading strategies which were applied by high-achiever students. There were three strategies that were mostly used by the students, such as predicting or guessing text meaning (37%), using prior knowledge (31%), and using text features such as tables and pictures (31%).

Table 4.1. Global Reading Strategies used by high-level of achievement students

GLOBAL READING STRATEGIES (GLOB)						
CAT	Strategies	Never (%)	Rarely (%)	Some times (%)	Usually (%)	Always (%)
GLOB1	Setting purpose for reading	0	3	14	63	20
GLOB3	Previewing text before reading	3	3	40	34	20
GLOB2	Using prior knowledge	0	0	29	40	31
GLOB4	Checking how text content fits purpose	0	6	51	26	17
GLOB5	Noting text characteristics	0	11	34	37	17
GLOB6	Determining what to read	0	11	32	48	9
GLOB7	Using text features (e.g tables)	0	0	23	46	31

GLOB8	Using context clues	0	0	46	34	20
GLOB9	Using typographical aids (e.g. bold)	3	8	43	29	17
GLOB10	Evaluating what is read	0	6	40	43	11
GLOB11	Checking understanding across new information	0	0	26	48	26
GLOB12	Predicting or guessing text meaning	0	9	9	46	37
GLOB13	Confirming predictions	3	3	37	43	14

Table 4.2 showed that the supporting reading strategies used by high-achievers students. There were three strategies that usually applied by the students to support their reading. There were reading a lot when text becomes hard (46%), thinking about the information they earned from the English texts in their mother language (31%), and using dictionary to look up for difficult words they might found in the text (29%) to support their reading comprehension.

Table 4.2. Support Reading Strategies used by high-level of achievement students

SUPPORT READING STRATEGY						
CAT	Strategies	Never (%)	Rarely (%)	Some times (%)	Usually (%)	Always (%)
SUP1	Taking notes while reading	6	11	43	37	3
SUP2	Reading a lot when text becomes hard	3	9	17	26	46
SUP3	Underlining information in text	0	14	34	29	20
SUP4	Using reference materials (e.g. dictionary)	0	12	24	35	29
SUP5	Paraphrasing for better understanding	3	6	34	31	23
SUP6	Going back and forth in text	0	3	26	43	28
SUP7	Asking oneself questions	0	11	43	34	11
SUP8	Translating from English to native language	0	3	14	54	28
SUP9	Thinking about information in both English and mother	0	3	20	48	31

language					
----------	--	--	--	--	--

Table 4.3 shown below were the Problem Reading Strategies used by high-level of proficiency students. These strategies were those that were used by students to solve their reading difficulties. From the data shown below, 48% students claimed to trying to stay focused on reading. Followed by 40% students that were reading slowly and carefully to make sure that they were understand about the information from the text. In addition, there were 28% of the students that choose to re-reading for better understanding.

Table 4.3. Problem Reading Strategies used by high-level of achievement students

PROBLEM READING STRATEGIES						
CAT	Strategies	Never (%)	Rarely (%)	Some times (%)	Usually (%)	Always (%)
PROB1	Reading slowly and carefully	0	0	14	46	40
PROB2	Trying to stay focused on reading	0	0	6	46	48
PROB3	Adjusting reading rate	0	0	29	54	17
PROB4	Paying close attention to reading	0	0	20	57	23
PROB5	Pausing and thinking about reading	0	0	31	57	11
PROB6	Visualizing the information read	6	0	14	57	23
PROB7	Re-reading for better understanding	0	3	23	46	28
PROB8	Guessing meaning of unknown words	0	3	26	46	26

4.1.2. Reading Strategies Used by Mid-Level of Achievement Students

Based on the table below, the researcher found that students were mostly used text features such as pictures, tables, diagram, etc. (37%), using prior knowledge to monitor or manage their reading (27%), and setting purpose for reading (22%).

Table 4.4. Global Reading Strategies used by mid-level of achievement students

GLOBAL READING STRATEGIES						
CAT	Strategies	Never (%)	Rarely (%)	Some times (%)	Usually (%)	Always (%)
GLOB1	Setting purpose for reading	0	2	41	35	22
GLOB3	Previewing text before reading	8	16	24	41	10
GLOB2	Using prior knowledge	0	6	22	45	27
GLOB4	Checking how text content fits purpose	6	6	39	33	16
GLOB5	Noting text characteristics	6	10	43	33	8
GLOB6	Determining what to read	4	16	37	27	16
GLOB7	Using text features (e.g tables)	0	4	21	39	37
GLOB8	Using context clues	4	8	31	45	12
GLOB9	Using typographical aids (e.g. bold)	6	8	63	18	4
GLOB10	Evaluating what is read	0	18	35	31	16
GLOB11	Checking understanding across new information	0	6	33	45	16
GLOB12	Predicting or guessing text meaning	0	12	34	37	14

GLOB13	Confirming predictions	0	16	31	37	16
--------	------------------------	---	----	----	----	----

From the table below, there were three strategies that were most applied by the students to enhance their reading comprehension. First was going back and forth in text (29%), then followed by reading a lot when the text becomes hard (24%), and using reference materials (e.g dictionary) to find the meaning of difficult words (22%).

Table 4.5 Support Reading Strategies used by mid-level of achievement students

SUPPORT READING STRATEGIES						
CAT	Strategies	Never (%)	Rarely (%)	Some times (%)	Usually (%)	Always (%)
SUP1	Taking notes while reading	4	24	43	22	4
SUP2	Reading a lot when text becomes hard	2	35	29	29	24
SUP3	Underlining information in text	6	16	41	24	12
SUP4	Using reference materials	2	18	26	31	22
SUP5	Paraphrasing for better understanding	2	16	29	41	12
SUP6	Going back and forth in text	0	8	27	37	29
SUP7	Asking oneself questions	2	14	41	41	2
SUP8	Translating from English to native language	2	12	25	41	20
SUP9	Thinking about information in both English and mother language	35	25	25	16	0

Table 4.6 shows that there were three top strategies that used by students from mid-level language proficiency. First is re-reading for better understanding (37%), trying to stay focused on reading (35%), and reading slowly and carefully (31%).

Table 4.6. Problem Reading Strategies used by mid-achievers

PROBLEM READING STRATEGIES						
CAT	Strategies	Never (%)	Rarely (%)	Some times (%)	Usually (%)	Always (%)
PROB1	Reading slowly and carefully	2	6	29	33	31
PROB2	Trying to stay focused on reading	0	6	20	39	35
PROB3	Adjusting reading rate	3	8	41	35	14
PROB4	Paying close attention to reading	0	10	29	41	20
PROB5	Pausing and thinking about reading	0	12	29	37	22
PROB6	Visualizing the information read	0	6	39	41	14
PROB7	Re-reading for better understanding	0	12	16	35	37
PROB8	Guessing meaning of unknown words	0	16	31	41	20

4.1.3. Reading Strategies Used by Low-Level of Achievement Students

Based on the table below, the researcher picked the top three global reading strategies that always used by low level of achievement students to work with the text directly or to manage and monitor their reading comprehension intentionally and carefully. First was determining what to read (25%), then followed by noting text characteristics (22%), and using text features such as tables and figures (20%).

Table 4.7 Global Reading Strategies Used by Low-Level of Achievement Students

GLOBAL READING STRATEGIES						
CAT	Strategies	Never (%)	Rarely (%)	Some times (%)	Usually (%)	Always (%)
GLOB1	Setting purpose for reading	0	5	28	53	14
GLOB3	Previewing text before reading	2	19	47	25	5
GLOB2	Using prior knowledge	3	3	39	44	11
GLOB4	Checking how text content fits purpose	0	2	53	33	11
GLOB5	Noting text characteristics	0	11	22	44	22
GLOB6	Determining what to read	3	5	28	39	25
GLOB7	Using text features (e.g tables)	2	8	20	35	20
GLOB8	Using context clues	0	8	39	42	11
GLOB9	Using typographical aids (e.g. bold)	3	28	33	30	5
GLOB10	Evaluating what is read	0	19	50	30	0
GLOB11	Checking understanding across new	5	3	28	42	8

	information					
GLOB12	Predicting or guessing text meaning	0	8	33	53	5
GLOB13	Confirming predictions	0	5	44	33	16

Table 4.8 showed the reading strategies used by low level of achievement students. From the table, it can be concluded that students from lower level achievement were tend to going back and forth in the text to increase their understanding (22%), reading a lot when the text becomes harder (16%), and underlining information in the text (11%).

Table 4.8 Support Reading Strategies Used by Low-Level of Achievement Students

SUPPORT READING STRATEGIES						
CAT	Strategies	Never (%)	Rarely (%)	Some times (%)	Usually (%)	Always (%)
SUP1	Taking notes while reading	3	19	42	30	5
SUP2	Reading a lot when text becomes hard	0	11	44	28	16
SUP3	Underlining information in text	3	11	47	28	11
SUP4	Using reference materials	0	8	50	36	5
SUP5	Paraphrasing for better understanding	5	8	47	27	11
SUP6	Going back and forth in text	5	3	28	42	22
SUP7	Asking oneself questions	3	14	42	36	5
SUP8	Translating from English to native language	0	11	28	42	8
SUP9	Thinking about information in both	0	8	42	42	8

	English and mother language				
--	-----------------------------	--	--	--	--

Table 4.9 below shows the problem reading strategies used by students from lower level of proficiency. The researcher picked top three the most used strategies that were used by the students in solving the problems they face when they are reading. Reading slowly and carefully was picked by 28% students. Then re-reading for better understanding was chosen by 25% students, and visualizing the information from the text (22%).

Table 4.9 Problem Reading Strategies Used by Low-Level of Achievement Students

PROBLEM READING STRATEGIES						
CAT	Strategies	Never (%)	Rarely (%)	Some times (%)	Usualy (%)	Always (%)
PROB1	Reading slowly and carefully	0	8	17	47	28
PROB2	Trying to stay focused on reading	0	28	38	22	8
PROB3	Adjusting reading rate	3	14	44	36	Un3
PROB4	Paying close attention to reading	2	11	19	47	19
PROB5	Pausing and thinking about reading	3	11	30	47	8
PROB6	Visualizing the information in the text	0	8	27	42	22
PROB7	Re-reading for better understanding	5	3	25	42	25
PROB8	Guessing meaning of unknown words	3	11	33	39	Un14

CHAPTER V

DISCUSSIONS

This present study shows that EFL students in SMPN 21 Malang tend to use more Problem Solving Strategies are reading English texts (see Table 5.2 and 5.3). The Problem Solving Strategies such as trying to stay focused on reading, reading slowly and carefully, rereading for better understanding, and visualizing the information in the text. The result of this study is different from previous study conducted by Chen (2015) that EFL learners use more Global Reading Strategies to manage their reading. Meanwhile, this present study's result is consistent with the previous research done by Lien (2011) that Chinese EFL learners preferred to use more Problem Solving Strategies than Global and Support Reading Strategies. Based on responses gathered from the SORS, overall there are students from three different achievement levels (high, mid, and low achievers) revealed similarities in their strategy use preferences.

5.1 Global Reading Strategies

From the table displayed below, high achievers are reported to have a high use of these three strategies. Those are predicting or guessing text meaning, using prior knowledge, and using text features to make a better understanding of their reading. Meanwhile, the mid achievers tend to use text features, using prior knowledge, and considering using prior knowledge as important strategy to maintain their reading. In the other hand, low achievers are revealed to use these

following strategies; determining what to read, noting text characteristics, and using text features.

Table 5.1 Top-three Global Reading Strategies used by three groups of different proficiency levels.

	High Achievers	Mid Achievers	Low Achievers
1. Predicting or guessing text meaning	37%	1. Using text features	46%
2. Using prior knowledge	31%	2. Using prior knowledge	31%
3. Using text features	31%	3. Setting purpose for reading	29%
			1. Determining what to read
			2. Noting text characteristics
			3. Using text features
			48%
			40%
			20%

Interestingly, all of the groups of proficiencies shared the same strategy, that is using text features in the text such as tables, figures, and pictures.

Researcher concludes that the students of SMPN 21 Malang are aware of the role of using text features such as pictures and tables in enhancing their reading comprehension. Not only pictures and tables, but text features also include headings, subheadings, bulleted listis, sidebars, footnotes, illustrations, diagram, charts, graphics, captions, and symbols. During the comprehension process, the students will consciously analyze and compare what they have noticed during reading (Yi & Yi, 2009: 193). Text features can increase the students' attention since they provide them with an additional source to depict the meaning from the text.

Text features also work as useful tools to create deeper understanding about the text. Students can actually conclude the meaning from the text they are reading by paying a closer attention to the text features in the text. Anderson's

study (quoted from Pan & Pan, 2009: 194) determines that students comprehension skill will potentially increase when the students generate mental image as they read. Text features also help students to remember and improve inference toward the text, along with the prediction abilities. In addition to that, researcher suggested the teachers of SMPN 21 Malang to use SQ4R (Survey, Question, Read, Recite, Review, Reflect) as the method in teaching reading comprehension. First, the students will survey the features in the text, such as headings, subheadings, pictures, tables, diagrams, chart, etc. then turn them into result of the students' survey into questions. Next, ask the students to read the passage and answer the questions they made previously to remember the main idea, important information, and details. Afterwards, the students should reflect on the passage and check their understanding about the texts to generate additional questions.

However, students from high level and mid level achievement revealed to use 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 in reading comprehension as many studies (e.g. Anderson, 1994 and Al-Jahwari & Al-Humaidi, 2014) have clearly pointed out that understanding the role of background knowledge in reading can make a closer reason of students' failure and success in comprehending the written text. Based on the result, teacher should 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 building the bridge between the students' knowledge and the text, there are

strategies that can be done by the teachers, such as brainstorming, classroom discussion, semantic mapping, graphic organizers, anticipation guide, audiovisual aids, questioning, prediction, linking topic to students' culture, and K-W-L (Know-Want-Learn) charts as suggested by Al-Jahwari & Al-Humaidi (2014: 171). Using K-W-L charts will help the students in organizing the information before they read, during the reading, and after the reading. It also can be used to engage the students in a new topic, activate prior knowledge, share unit objectives, also monitor their reading.

Those two teaching methods mentioned before can be taught in one class with various level of students' achievement level in three meetings. The first meeting teacher will apply one teaching method to high achievers, the second meeting teacher can apply the same teaching method to mid achievers, and the third meeting the teacher will just do the same with low achievers. Therefore, all of the students can be more encouraged in using strategy in their reading activities and the goal of successful readers can be achieved.

High achievers and mid achievers are were reported to be unaware of using the text characteristic such as text organization to help them comprehending 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 because low achievers are more aware of their rhetorical structure organized in the text to serve the writer's way in telling the readers about their purpose.

5.2 Support Reading Strategies

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 mother language to make an easier comprehension, and using reference materials (e.g. dictionary) to support their reading. Meanwhile, low achievers are more encouraged to go back forth in the text, reading a lot when text gets harder, and 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 harder, and underlining information in the text. Researcher finds the fascinating result as previously found on the Global Reading Strategies, students from different level of proficiencies shared the same strategy in supporting their reading that is reading a lot when the text gets harder.

From the table below it is also clear that high and mid achievers are using reference materials to support their reading. According to the result, the researcher 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 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 find the meaning of unfamiliar words, since their preferences in reading, going back and forth in the text underlining information in the text, and reading a lot when text becomes harder may not sufficient in making a better understanding in reading. In fact, many studies found that L2 dictionary use improves reading comprehension and could lead to lexical development. Bogaards quoted from

Richard (2008: 20) found that learners were significantly more likely to identify the correct definition of new words than guessing the meaning of them contextually.

Table 5.2 Top-three Support Reading Strategies used by three groups of different proficiency levels.

High Achievers		Mid Achievers		Low Achievers	
1. Reading a lot when the text gets harder	46%	1. Going back and forth in the text	29%	1. Going back and forth in the text	22%
2. Thinking about information from English to mother language	31%	2. Reading a lot when the text gets harder	24%	2. Reading a lot when text becomes harder	16%
3. Using reference materials (e.g. dictionary)	29%	3. Using reference materials (e.g. dictionary)	22%	3. Underlining information from the text	11%

5.3 Problem Solving Reading Strategies

Table presented below is top three reading Problem Solving Reading Strategies used by students in SMPN 21 Malang. Students' choice of strategies are varied from trying to stay focused on reading, reading slowly and carefully, re-reading for better understanding, and visualizing information in the text. As the researcher has explained in the beginning of the chapter, students in SMPN 21 Malang are tend to use Problem Solving Strategies, showed by the amount of the students' percentage in choosing the strategies. From the result can be concluded

that EFL readers often face reading problems, so they are used to apply reading

strategies such as trying to stay focused on reading, reading slowly and carefully, and rereading for better understanding.

The present study supports Madhumathi and Ghosh's (2012: 134) study showed students tend to re-read and visualize information from the text. The students' preferences clearly show that the students develop proper attention to the text that they are reading and also aware of their comprehension process and able to manage when they are losing their attention towards the text. When the students concentrate more to the text, they will be able to understand the sequence of meaning embedded from the text. Rereading can help students to understand hard word and to help the story makes sense since the students may missed the important details at the first time reading the text (Robb, 1996).

Table 5.3 Top-three Problem Solving Strategies used by three groups of different proficiency levels.

High Achievers		Mid Achievers		Low Achievers	
1. Trying to stay focused on reading	48%	1. Re-reading for better understanding	37%	1. Reading slowly and carefully	28%
2. Reading slowly and carefully	40%	2. Trying to stay focused on reading	35%	2. Re-reading for better understanding	25%
3. Re-reading for better understanding	28%	3. Reading slowly and carefully	31%	3. Visualizing information in the text	22%

Researcher also noticed that there are two similar strategies used by students from three different proficiency levels; reading slowly and carefully and re-reading for better understanding. Re-reading for better understanding, as stated

by Roskos and Neuman (2014), Pikulski and Chard (2005), and Samuels (1979) can help students to develop a deeper understanding about what they have read, help students read better in fluency and allowing them to provide more attention in making sense of the text they read, also develop a greater accuracy in reading since the words that the students may found difficult to make sense on the first time reading will be progressively more easy to parse.



CHAPTER VI

CONCLUSION AND SUGGESTION

6.1 Conclusion

From the results and discussions from the previous chapters, there are several conclusions that can be drawn as follows:

1. Students in SMPN 21 Malang are tend to use Problem Solving Strategies in their reading comprehension activity included trying to stay focused on reading, reading slowly and carefully, rereading for better understanding, and visualizing the information in the text. It may happened because the students are aware of their reading fluency, recall of details, word recognition improvement, and most importantly, the students' confident in learning English. If they are not confident about what they are learning, it will automatically affect their motivation.
2. High achievers are reported to use their prior knowledge and using text features to make a better understanding on the text they are reading. Thus, teacher should encourage students to use picture when they are reading since it can increase the students' attention also as additional source to depict the meaning from the text. The students of SMPN 21 Malang also aware that the use of text features as it can help them to improve inference towards the text, along with the prediction abilities. SQ4R (Survey, Question, Read, Recite, Review, Reflect) is one of the teaching method that suggested by the researcher. Activating prior knowledge was also the strategy used by high

achievers, as some researchers have clearly pointed out that understanding the role of background knowledge is important since it works as a bridge to the texts that they are reading. Brainstorming, classroom discussion, semantic mapping, graphic organizers, anticipation guide, audiovisual aids, questioning, prediction, linking topic to the students' culture, and KWL should help the students in increasing the usage of connecting their background knowledge with the text to understand the text better.

3. Using dictionary will also helpful for the students who are lack in vocabulary skill since Chen (2015) stated that readers need to know a large percentage of the vocabulary in the text, in order to comprehend the meaning to make their reading activity meaningful. Teacher also need to have a vocabulary lesson including multiple exposure to words, exposure to words in meaningful contexts, rich and varied information about each word, establishment of ties between instructed words students experience and prior knowledge, and activate participation of the students in vocabulary learning process.

6.2 Suggestions

Firstly, the researcher would like to suggest the teacher to motivate their students to use reading strategies to read English texts by using the teaching methods that the researcher has recommended previously. Second is for the next researcher, the researcher would like to suggest doing a study in language learning strategies for EFL students from different aspects such as sex, motivation, age, and culture.

REFERENCES

- Abbot, M.L. (2006). ESL reading strategies: Differences in Arabic and Mandarin speaker test performance. *Language Learning*, 56, 633-670.
- Afflerbach, P., Pearson, D., Paris, G. Clarifying Between Reading Skills and Reading Strategies. *The Reading Teacher*, 67(5), pp. 364-373.
- Antoni, N. Exploring EFL Teachers' Strategies in Teaching Reading Comprehension. *Jurnal Penelitian Pendidikan*, 11(2), 39-51.
- Alsamadani, H.A. (2012). Reading Strategy Instruction in Saudi Schools. *Journal of Language Teaching and Research*, 3(5), pp. 829-837.
- Anderson, N. (1991). Individual Differences in Strategy Use in Second Language Reading and Testing. *Modern Language Journal*, 75, 460-472.
- Ary, D., Jacob, L.C., Sorensen, C., Razavieh, A. (2010). Introduction to Research in Education 8th Edition. Wadsworth: Cengage Learning.
- Bishop, P.A., Boke, N., Pflaum, S.W., Kirsch, N. (2005). Just Pretending to Read. In M. M. Caskey (ed.), Making a difference: Action research in middle level education (pp. 185-213). *Greenwhich: Information Age Publishing*.
- Brown, H.D. (2007). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall Regents.
- Booth, D., & Swartz, L. (2004). Literacy techniques: Building Successful Readers and Writers (2nd ed.). Ontario, Canada: Pembroke Publishers Limited.
- Carrell, P.L. (1989). Metacognitive awareness and second language reading. *The Modern Language Journal*, 73(2), 121-134.
- Carrell, P.L. (1998). Can reading strategies be successfully taught?. *The Language Teacher* 22(3), (7-14).
- Carrell, P.L. (1998). Metacognition and EFL/ESL Reading. *Instructional Science*, 26 97-112.
- Chan, D. W. (2003) Reading Strategy Use and Motivation Among Chinese Good and Poor Readers in Hongkong. *Journal of Research in Reading*, 26(2), 177-190.
- Cheng, C., Chen, L. (2015). The Use of EFL Reading Strategies among High School Students in Taiwan. *The Reading Matrix: An International Online Journal*, 15(2), 156-166.

Chen, H.T., Teng, C.W., Wang, B.T. (2015). Using iPad to Facilitate English Vocabulary Learning. *International Journal of Information and Education Technology*. ProQuest.

Clarke, Mark A. and Silberstein, S. (1977). Toward a realization of psycholinguistic principles for the ESL Reading Class. *Language Learning*, 27(1), 136-137.

Cromley, J.G., Avezedo, R. (2006). Self Report of Reading Comprehension Strategies: What Are We Measuring?. *Metacognition Learning*, 229-247.

Dornyei, Z. (2003). *Questioner in Second Language Research: Construction, Administration, Processing*. New Jersey: Lawrence Erlbaum Associates.

Goodman, K.S., Goodman, Y.M. (1976). Learning to Read is Natural. *ERIC Journal*.

Garner, R. (1987). Metacognition and Reading Comprehension. *Cognition and Literacy Series*. Norwood, NJ: Ablex.

Grabe, W. (1991). Current Developments in Second Language Reading Research. *TESOL Quarterly*, 25(3), 375-406.

Grabe, W.; Stoller, L.F. (2001). Reading for Academic Purposes: Guidelines for the ESL/EFL Teacher. M. Celce Murcia (ed), *Teaching English as a second foreign language* (187-203). Boston: Heinle & Heinle.

Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow, England: Pearson Longman.

Hasanah, N. (2013). Improving Students Motivation in Reading Comprehension by Using Multiple Intelligences Strategies: A Classroom Action Research at Grade VIII G Students of SMP Negeri 1 Alian, Kebumen in the Academic Year of 2012-2013. *Published Thesis*. English Department Faculty of Languages and Arts Semarang State University.

Hsu, Shiu-chen. The Reading Strategies Used by EFL Technical Students. 159-174

Huang, H.-C., Chen, C.-L. & Lin, C.-C. (2009). EFL Learners' Use of Online Reading Strategies and Comprehension of Texts: An Exploratory Study. *Computers & Education*, 52(1), 13-26.

Kern, R. G. (1989). Second Language Reading Strategy Instruction: Its effect on Comprehension and Word Inference Ability. *The Modern Language Journal*, 73, 135-149

Kurikulum 2013 Bahasa Inggris SMP. <http://www.pendidikan-diy.go.id/file/mendiknas/kurikulum-2013-kompetensi-dasar-smp-ver-3-3-2013>. Retrieved on April, 1st 2016.

Lai, Ya-Li, Tung, Yu-Jung, Luo, Shu-Ying. (2008). Theory of Reading Strategies and its Application by EFL Learners: Reflections on Two Case Studies. 153-168.

Lau, K.L., & Chan, D. W. (2003). Reading Strategy Use and Motivation Among Chinese Good and Poor Readers in Hongkong. *Journal of Research in Reading*, 26(2), 177-190

Lee, C.K. (2010). An Overview of Language Learning Strategies. *ARECLS*. 132-152.

Lien, Hsin-Yi. (2011). EFL Learners' Reading Strategy Use in Relation to Reading Anxiety. *Language Education in Asia*, 2(2). 199-212.

Munsakorn, Nuttanuch. (2012). Awareness of Reading Strategies among EFL Learners at Bangkok University. *International Scholarly and Scientific Research & Innovation*, 6(5), 253-256.

O'Malley, J.M., Chamot, A.U. (1990). *Learning Strategies in Second Language Acquisition*. New York: Cambridge University Press.

Pikulski, J.J., & Chard, D.J. (2005). Fluency, Bridge Between Decoding and Reading Comprehension. *The Reading Teacher*, 58, 510-519.

Magogwe, J.M. (2013). Metacognitive Awareness of Reading Strategies of Botswana English as Second Language Students of Different Academic Reading Proficiencies. *Reading & Writing*, 4(1). 8 pages. Retrieved from <http://dx.doi.org/10.40102/rw.v4i1.29>

Mokhtari, K., Sheorey, R. (2002). Measuring ESL Students' Awareness of Reading Strategies. *Journal of Development Education*, 25(3), 2-10.

Nassaji, H. (2003). Higher Level and Lower Level Text Processing Skill in Advanced Reading Comprehension. *The Modern Language Journal*, 87, 2:261-276

Oxford, R.L. (1990). *Language Learning Strategies: What Every Teacher Should Know*, Heinle & Heinle Publishers.

Pita, Asa Susila. (2013). The Reading Strategies Implemented by Successful English Learners at SMPN 13 Malang. *Unpublished Thesis*. University of Malang.

Paris, S.G., Jacobs, J. (1984). The Benefits of Informed Instruction for Childrens' Reading Awareness of Comprehension Skills. *Child Development*. 55, 2083-2093.

Pikulski, D.J., Chard, D.J. (2005). Fluency: Bridge Between Decoding and Reading Comprehension. *The Reading Teacher*. Wiley Online Library.

Roskos Kathleen, Neuman Susan B. 2014. Best Practices in Reading: A 21st Century Skill Update. *The Reading Teacher*, 67(7), 507-511. doi: 10.1002/trtr.1248

Richards, J.C. (2008). *Approaches and Methods in Language Teaching*. Cambridge Language Teaching Library.

Rigney, J.W. (1978). Learning Strategies: A Theoretical Perspective. In H.F. O'Neil, Jr. (Ed). *Learning Strategies*, pp 164-205. New York: Academic Press.

Robb, Laura. (1996). *Reading Strategies that Work: Teaching Your Students to Become a Better Reader*. Scholastic Inc.

Samuels, S.J., (1979). The Method of Repeated Readings. *The Reading Teacher*. JSTOR Journals.

Sheorey, R., Mokhtari, K. (2001). Differences in the Metacognitive Awareness of Reading Strategies Among Native and Non-Native Readers. *System*, 29(4), 431-449.

Siegle, D. & McCoach B. (2005). Making a Difference: Motivating Gifted Students Who Are Not Achieving. *Teaching Exceptional Children*, 38(1), 22-27.

Singhal, (2001). Reading Proficiency, Reading Strategies, Metacognitive Awareness and L2 Readings. *The Reading Matrix*, 1(1). Retrieved from <http://www.readingmatrix.com/articles/singhal/>

Tavakol, M. (2011). Making Sense of Cronbach's Alpha. *NCBI Journals*.

Vosoughi, M., Sharifabad, E.B. (2012). A Comparative Meta-Analysis on the Effect of Higher vs. Lower Level Skills in EFL Reading. *International Journal of Linguistic*, 4(4), 116-128.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
Wahyuni, I. (2013). Eleventh Graders' Reading Strategies in Reading English Texts at SMA Negeri 8 Malang. *Unpublished Thesis*. University of Malang.

Wenden, A., Rubin, J. (1987). *Learners Strategies in Language Learning*. Great Britain: Cambridge University Press.

Wenden, A & Rubin, J. (1987). Learner Strategies, Metacognitive Awareness, and L2 Readers. *The Reading Matrix*, 1, 1-9.

Zhang, Dongbo. (2014). Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study. *The Modern Language Journal*, 96(4), 558-575

Zarrati, Z., Nambiar, R.M.K., Maasum, Tengku N.R.T.M.,. (2013). The Importance of Text Structure Awareness in Promoting Strategic Reading Among EFL Readers. *Elsevier Ltd*.

Al Jahwari, Al Humaidi. 2015. *Prior Knowledge in EFL Reading Comprehension: Omani Teachers' Perspectives & Classroom Strategies*.

Yi-Chun, P., Yi-Ching, P. (2009). *The Effects of Picture on the Reading Comprehension of Low Proficiency Taiwanese English Foreign Language College Students: An action research study*.

UNIVERSITAS BRAWIJAYA

APPENDICES



APPENDIX 1
Survey of Reading Strategies
(Adapted from Lien, 2011)

SURVEI STRATEGI MEMBACA DALAM
PELAJARAN BAHASA INGGRIS

Nama : _____
 Kelas : _____
 No. Absen : _____

Kuesioner ini adalah sebuah kuesioner untuk melihat strategi membaca pada teks dalam bahasa Inggris. Semua informasi dalam kuesioner ini akan digunakan sebagai data untuk skripsi saya. Waktu yang dibutuhkan untuk mengisi kuesioner ini adalah sekitar 10 menit. Untuk waktu yang anda luangkan untuk mengisi kuesioner ini, saya ucapkan terima kasih.

Regina Wilujeng
 Pendidikan Bahasa Inggris
 Universitas Brawijaya

CARA MENGISI KUESIONER

1. Tulis nama Anda pada kolom yang telah disediakan.
2. Bacalah kuesionernya dengan cermat, kemudian jawablah setiap pernyataan dengan jujur sesuai dengan apa yang Anda rasakan ketika Anda sedang membaca teks berbahasa Inggris, dengan memberi lingkaran pada nomor (1, 2, 3, 4, dan 5)
3. Setelah membaca setiap poin kuesioner, lingkari nomor (1, 2, 3, 4, dan 5) yang paling cocok dengan apa yang Saudara rasakan ketika membaca.
 Lingkari nomor :
 1 apabila: tidak pernah atau hampir tidak pernah.
 2 apabila: jarang
 3 apabila: sekali-kali
 4 apabila: sering
 5 apabila: selalu dan hampir selalu
4. Apabila terdapat kesalahan saat memberi jawaban, Anda dapat mencoret jawaban Anda yang salah dan kemudian lingkari jawaban baru anda.

Contoh:

NO.	Pernyataan	Tidak Pernah - Selalu				
1	Saya tahu apa tujuan saya membaca teks dalam bahasa Inggris.	1	2	3	4	5
2	Saya mencatat ketika membaca teks dalam bahasa Inggris untuk membantu saya mengerti tentang apa yang saya baca.	1	2	3	4	5

CAT	Pernyataan	Tidak pernah - Selalu				
GLOB1	Saya tahu apa tujuan saya membaca teks dalam bahasa Inggris.	1	2	3	4	5
SUP1	Saya mencatat ketika membaca teks dalam bahasa Inggris untuk membantu saya mengerti tentang apa yang saya baca.	1	2	3	4	5
GLOB2	Saya berpikir tentang apa yang saya tahu untuk membantu saya mengerti tentang apa yang saya baca dalam bahasa Inggris	1	2	3	4	5
GLOB3	Saya akan membuat gambaran umum tentang teks dalam bahasa Inggris yang akan saya baca.	1	2	3	4	5
SUP2	Ketika teks dalam bahasa Inggris menjadi sulit dipahami saya membaca (dengan mengeluarkan suara) untuk membuat saya lebih mengerti tentang apa yang saya baca.	1	2	3	4	5
GLOB4	Saya akan berpikir apakah isi dari teks dalam bahasa Inggris tersebut cocok dengan tujuan saya untuk membaca.	1	2	3	4	5
PROB1	Saya membaca dengan pelan dan hati-hati untuk memastikan saya mengerti teks dalam bahasa Inggris apa yang saya baca.	1	2	3	4	5
GLOB5	Saya melakukan review pada teks dengan melihat karakteristik teks dalam bahasa Inggris tersebut seperti panjang teks dan organisasinya.	1	2	3	4	5
PROB2	Ketika saya kehilangan konsentrasi ketika membaca teks bahasa Inggris, saya berusaha untuk mengembalikan konsentrasi saya.	1	2	3	4	5
SUP3	Saya menggaris bawahi/melingkari informasi penting dalam teks berbahasa Inggris untuk mempermudah diri saya dalam mengingatnya.	1	2	3	4	5
PROB3	Saya menyesuaikan kecepatan membaca teks dalam bahasa Inggris saya berdasarkan pada apa yang saya baca.	1	2	3	4	5
GLOB6	Ketika saya membaca, saya memutuskan bagian teks bahasa Inggris mana yang harus benar-benar saya baca, dengan yang tidak.	1	2	3	4	5
	Saya menggunakan kamus untuk membantu saya mengerti teks bahasa Inggris apa yang sedang saya baca.	1	2	3	4	5
14	Ketika teks dalam bahasa Inggris menjadi sulit untuk dipahami, saya memberi perhatian lebih pada teks tersebut.	1	2	3	4	5
15	Tabel, figur, dan gambar akan mempermudah saya dalam memahami sebuah teks dalam bahasa Inggris.	1	2	3	4	5
16	Saya berhenti membaca sekali-kali dan berpikir tentang teks dalam bahasa Inggris apa yang sedang saya baca.	1	2	3	4	5
17	Saya menggunakan kalimat petunjuk untuk membuat saya lebih mengerti tentang teks bahasa Inggris apa yang saya baca.	1	2	3	4	5

NO.	Pernyataan	Tidak pernah - Selalu				
18	Saya melakukan parafrase (mengungkapkan kembali gagasan-gagasan pada teks berbahasa Inggris dengan bahasa sendiri) untuk memperkaya pemahaman saya pada apa yang saya baca.	1	2	3	4	5
19	Saya akan mencoba untuk membayangkan dan memvisualisasikan untuk membuat saya mengingat informasi yang saya dapatkan dalam teks bahasa Inggris.	1	2	3	4	5
20	Saya menggunakan fitur tipografi seperti huruf yang dicetak tebal/miring untuk mengidentifikasi informasi penting dalam teks bahasa Inggris.	1	2	3	4	5
21	Saya menganalisa dengan kritis dan mengevaluasi informasi yang terdapat pada teks dalam bahasa Inggris.	1	2	3	4	5
22	Untuk menemukan hubungan antara paragraf-paragraf dalam teks bahasa Inggris, saya akan membaca teks tersebut berkali-kali.	1	2	3	4	5
23	Saya akan mengecek pemahaman saya ketika saya mendapatkan informasi yang baru saya dapat dalam teks berbahasa Inggris.	1	2	3	4	5
24	Saya akan menebak isi keseluruhan pada teks dalam bahasa Inggris ketika saya mulai membaca.	1	2	3	4	5
25	Ketika teks dalam bahasa Inggris yang saya baca menjadi sulit untuk dipahami, saya akan membacanya lagi untuk meningkatkan pemahaman saya.	1	2	3	4	5
26	Saya mempertanyakan pertanyaan yang ingin saya jawab dalam teks bahasa Inggris.	1	2	3	4	5
27	Saya akan mengecek apakah tebakan-tebakan yang saya buat tentang teks bahasa Inggris yang saya baca benar atau salah.	1	2	3	4	5
28	Ketika saya membaca, saya menebak arti dari frasa dan kata dalam bahasa Inggris yang tidak saya ketahui.	1	2	3	4	5
29	Ketika saya membaca, saya menerjemahkan teks bahasa Inggris yang saya baca ke dalam bahasa Indonesia.	1	2	3	4	5
30	Ketika saya membaca, saya berpikir tentang informasi yang saya dapatkan dalam bahasa Inggris dan bahasa Indonesia.	1	2	3	4	5

APPENDIX 2
INSTRUMENT VALIDITY TEST

Correlations

	S01	S02	S03	S04	S05	S06	S07	S08	Total
S01 Pearson Correlation	1	.425*	.333	.485**	.117	.467**	-.112	.155	.447*
Sig. (2-tailed)		.019	.073	.007	.540	.009	.556	.413	.013
N	30	30	30	30	30	30	30	30	30
S02 Pearson Correlation	.425*	1	.347	.486**	.465**	.500**	.459*	.253	.805**
Sig. (2-tailed)	.019		.060	.006	.010	.005	.011	.177	.000
N	30	30	30	30	30	30	30	30	30
S03 Pearson Correlation	.333	.347	1	.236	.529**	.213	.314	-.007	.438*
Sig. (2-tailed)	.073	.060		.208	.003	.258	.091	.970	.015
N	30	30	30	30	30	30	30	30	30
S04 Pearson Correlation	.485**	.486**	.236	1	.272	.640**	-.016	.293	.540**
Sig. (2-tailed)	.007	.006	.208		.146	.000	.934	.116	.002
N	30	30	30	30	30	30	30	30	30
S05 Pearson Correlation	.117	.465**	.529**	.272	1	.355	.385*	.150	.490**
Sig. (2-tailed)	.540	.010	.003	.146		.054	.036	.429	.006
N	30	30	30	30	30	30	30	30	30
S06 Pearson Correlation	.467**	.500**	.213	.640**	.355	1	.286	.417*	.669**
Sig. (2-tailed)	.009	.005	.258	.000	.054		.126	.022	.000
N	30	30	30	30	30	30	30	30	30
S07 Pearson Correlation	-.112	.459*	.314	-.016	.385*	.286	1	.228	.647**
Sig. (2-tailed)	.556	.011	.091	.934	.036	.126		.226	.000
N	30	30	30	30	30	30	30	30	30
S08 Pearson Correlation	.155	.253	-.007	.293	.150	.417*	.228	1	.373*
Sig. (2-tailed)	.413	.177	.970	.116	.429	.022	.226		.042

	N	30	30	30	30	30	30	30	30
Total Pearson Correlation		.447*	.805**	.438*	.540**	.490**	.669**	.647**	.373*
Sig. (2-tailed)		.013	.000	.015	.002	.006	.000	.000	.042
N		30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).



Correlations

		S09	S10	S11	S12	S13	S14	S15	S16	Total
S09	Pearson Correlation	1	.182	.419*	-.045	.465**	.472**	.371*	.360	.476**
	Sig. (2-tailed)		.337	.021	.812	.010	.008	.044	.051	.008
	N	30	30	30	30	30	30	30	30	30
S10	Pearson Correlation	.182	1	.267	.546**	-.119	-.123	.184	.051	.476**
	Sig. (2-tailed)	.337		.155	.002	.531	.516	.331	.789	.008
	N	30	30	30	30	30	30	30	30	30
S11	Pearson Correlation	.419*	.267	1	-.062	.342	.063	.356	.196	.414*
	Sig. (2-tailed)	.021	.155		.744	.065	.742	.053	.300	.023
	N	30	30	30	30	30	30	30	30	30
S12	Pearson Correlation	-.045	.546**	-.062	1	.112	.052	.176	.190	.551**
	Sig. (2-tailed)	.812	.002	.744		.557	.786	.352	.315	.002
	N	30	30	30	30	30	30	30	30	30
S13	Pearson Correlation	.465**	.119	.342	.112	1	.416*	.338	.523**	.615**
	Sig. (2-tailed)	.010	.531	.065	.557		.022	.068	.003	.000
	N	30	30	30	30	30	30	30	30	30
S14	Pearson Correlation	.472**	-.123	.063	.052	.416*	1	.573**	.494**	.384*
	Sig. (2-tailed)	.008	.516	.742	.786	.022		.001	.006	.036
	N	30	30	30	30	30	30	30	30	30
S15	Pearson Correlation	.371*	.184	.356	.176	.338	.573**	1	.401*	.376*
	Sig. (2-tailed)	.044	.331	.053	.352	.068	.001		.028	.041
	N	30	30	30	30	30	30	30	30	30
S16	Pearson Correlation	.360	.051	.196	.190	.523**	.494**	.401*	1	.622**
	Sig. (2-tailed)	.051	.789	.300	.315	.003	.006	.028		.000
	N	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.476**	.476**	.414*	.551**	.615**	.384*	.376*	.622**	1

Sig. (2-tailed)	.008	.008	.023	.002	.000	.036	.041	.000
N	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).



Correlations

		S17	S18	S19	S20	S21	S22	S23	S24	Total
S17	Pearson Correlation	1	.405*	.079	.598**	.264	.115	.130	-.047	.584**
	Sig. (2-tailed)		.026	.679	.000	.159	.545	.493	.806	.001
	N	30	30	30	30	30	30	30	30	30
S18	Pearson Correlation	.405*	1	.484**	.215	.667**	.028	.218	.389*	.661**
	Sig. (2-tailed)	.026		.007	.253	.000	.885	.246	.034	.000
	N	30	30	30	30	30	30	30	30	30
S19	Pearson Correlation	.079	.484**	1	.300	.347	.307	-.158	.411*	.482**
	Sig. (2-tailed)	.679	.007		.107	.060	.099	.405	.024	.007
	N	30	30	30	30	30	30	30	30	30
S20	Pearson Correlation	.598**	.215	.300	1	.214	.489**	.046	-.113	.586**
	Sig. (2-tailed)	.000	.253	.107		.257	.006	.808	.554	.001
	N	30	30	30	30	30	30	30	30	30
S21	Pearson Correlation	.264	.667**	.347	.214	1	.055	.190	.273	.476**
	Sig. (2-tailed)	.159	.000	.060	.257		.773	.315	.145	.008
	N	30	30	30	30	30	30	30	30	30
S22	Pearson Correlation	.115	.028	.307	.489**	.055	1	.000	.131	.530**
	Sig. (2-tailed)	.545	.885	.099	.006	.773		1.000	.489	.003
	N	30	30	30	30	30	30	30	30	30
S23	Pearson Correlation	.130	.218	-.158	.046	.190	.000	1	.048	.367*
	Sig. (2-tailed)	.493	.246	.405	.808	.315	1.000		.800	.046
	N	30	30	30	30	30	30	30	30	30
S24	Pearson Correlation	-.047	.389*	.411*	-.113	.273	.131	.048	1	.371*
	Sig. (2-tailed)	.806	.034	.024	.554	.145	.489	.800		.044
	N	30	30	30	30	30	30	30	30	30
Total	Pearson Correlation	.584**	.661**	.482**	.586**	.476**	.530**	.367*	.371*	1

Sig. (2-tailed)	.001	.000	.007	.001	.008	.003	.046	.044
N	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).



Correlations

		S25	S26	S27	S28	S29	S30	Total
S25	Pearson Correlation	1	.364*	.364*	.167	.398*	.056	.546**
	Sig. (2-tailed)		.048	.048	.378	.029	.769	.002
	N	30	30	30	30	30	30	30
S26	Pearson Correlation	.364*	1	.353	.372*	.108	-.001	.493**
	Sig. (2-tailed)	.048		.055	.043	.570	.995	.006
	N	30	30	30	30	30	30	30
S27	Pearson Correlation	.364*	.353	1	.327	.332	.128	.506**
	Sig. (2-tailed)	.048	.055		.078	.073	.501	.004
	N	30	30	30	30	30	30	30
S28	Pearson Correlation	.167	.372*	.327	1	.432*	.222	.695**
	Sig. (2-tailed)	.378	.043	.078		.017	.239	.000
	N	30	30	30	30	30	30	30
S29	Pearson Correlation	.398*	.108	.332	.432*	1	-.104	.484**
	Sig. (2-tailed)	.029	.570	.073	.017		.585	.007
	N	30	30	30	30	30	30	30
S30	Pearson Correlation	.056	-.001	.128	.222	-.104	1	.443*
	Sig. (2-tailed)	.769	.995	.501	.239	.585		.014
	N	30	30	30	30	30	30	30
Total	Pearson Correlation	.546**	.493**	.506**	.695**	.484**	.443*	1
	Sig. (2-tailed)	.002	.006	.004	.000	.007	.014	
	N	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Instrument Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.908	30





**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA**

Jalan Veteran, Malang 65145 Indonesia
Telp. (0341) 575875 (direct), Fax. (0341) 575822 (direct)
E-mail: fib_ub@ub.ac.id http://www.fib.ub.ac.id

Nomor : 1059 /UN10.12/AK/2015
Lampiran :
Perihal : Permohonan Ijin Penelitian

Malang, 25 MAY 2015

Yth. Kepala Diknas Pendidikan dan Kebudayaan
Jalan Veteran
Malang

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara :

Nama : Regina Wilujeng
NIM : 115110507111028
Semester : VIII (Delapan)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul "EFL STUDENTS' READING STRATEGIES ACCROSS DIFFERENT PROFICIENCY LEVEL IN SMPN 21 MALANG".

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiaanya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Prof. Ir. Ratya Anindita, M.S., Ph.D.
19610908 198601 1 001

Tembusan:
Yth. Kepala Sekolah SMP Negeri 21 Malang
Jalan Danau Tigi
Malang

Surat Pernyataan

Saya, yang bertandatangan di bawah ini,

Nama : Regina Wilujeng

NIM : 115110507111028

Semester : VIII (Delapan)

Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul: *EFL STUDENTS' READING STRATEGIES ACCROSS DIFFERENT PROFICIENCY LEVEL IN SMPN 21 MALANG*

akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan: 19 Mei 2015

Yang membuat pernyataan;



Regina Wilujeng
NIM. 115110507111028

Ketua Program Studi
S1 Pendidikan Bahasa Inggris

Dr. Sugeng Susilo Adi, M.Hum
NIP. 19680532 200801 1 004

Mengetahui:

DEKANO FAKULTAS PENDIDIKAN DAN KEBUDIDAYAAN UNIVERSITAS BRAWIJAYA



Prof. Ir. Rasya Anindita, M.S., Ph.D.
NIP. 19610908 198601 1 001



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : <http://diknas.malangkota.go.id> | Email : disdik_mlg@yahoo.co.id
Kode POS : Malang 65145

REKOMENDASI

Nomor : 074 / 1794 / 35.73.307 / 2015

Menunjuk surat dari Dekan Fakultas Ilmu Budaya Universitas Brawijaya Malang tanggal 25 Mei 2015 Nomor 1059/UN10.12/AK/2015 Perihal : Permohonan Ijin Penelitian, maka dengan ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada :

1. Nama : Regina Wilujeng
2. NIM : 115110507111028
3. Jenjang : S1
4. Prodi. / Jurusan : Pendidikan Bahasa Inggris
5. Tempat Pelaksanaan : SMP Negeri 21 Malang
6. Waktu Pelaksanaan : Mei s.d Juni 2015
7. Judul : Efl Students' Reading Strategies Across Different Proficiency Level in SMPN 21 Malang

Dengan Ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala SKPD / Sekolah ybs;
2. Tidak Mengganggu proses belajar – mengajar;
3. Berlaku selama tidak menyimpang dari peraturan;
4. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk dilaksanakan sebagaimana mestinya.

Malang, 25 Mei 2015

A.n. KEPALA DINAS PENDIDIKAN
Kota Malang



Tembusan :

1. Kepala SMP Negeri 21 Malang
2. Dekan Fakultas Ilmu Budaya Universitas Brawijaya Malang
3. Yang bersangkutan



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145
Telp/Fax. (0341) 575822 (direct)
Email: fib_ub@brawijaya.ac.id http://www.brawijaya.ac.id

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Regina Wilujeng
2. NIM : 115110507111028
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Reading
5. Judul Skripsi : EFL Students' Reading Strategies Across Different Achievement Levels
6. Tanggal Mengajukan : 18 Februari 2015
7. Tanggal Selesai Revisi : 8 Agustus 2016
8. Nama Pembimbing : Ive Emaliana, M.Pd
9. Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.		Konsultasi Judul	Ive Emaliana, M.Pd	<i>Ive</i>
2.	25 Mei 2015	Konsultasi Bab 1, 2, 3	Ive Emaliana, M.Pd	<i>Ive</i>
3.	26 Mei 2015	Revisi Bab 1, 2, 3	Ive Emaliana, M.Pd	<i>Ive</i>
4.	27 Mei 2015	Konsultasi Bab 1, 2, 3, dan Acc Sempro	Ive Emaliana, M.Pd	<i>Ive</i>
5.	1 Juni 2015	Pelaksanaan Seminar Proposal	Ive Emaliana, M.Pd	<i>Ive</i>
6.	2 Juni 2015	Revisi setelah Seminar Proposal	Ive Emaliana, M.Pd	<i>Ive</i>
7.	3 Juni 2015	Pelaksanaan Penelitian	Ive Emaliana, M.Pd	<i>Ive</i>
8.	11 Januari 2016	Konsultasi Bab 4	Ive Emaliana, M.Pd	<i>Ive</i>
9.	14 Januari 2016	Revisi Bab 4	Ive Emaliana, M.Pd	<i>Ive</i>
10.	16 Januari 2015	Konsultasi Bab 5	Ive Emaliana, M.Pd	<i>Ive</i>

11.	22 Juli 2016	Revisi Bab 5 dan Acc Seminar Hasil	Ive Emaliana, M.Pd	<i>Ive</i>
12.	26 Juni 2016	Pelaksanaan Seminar Hasil	Ive Emaliana, M.Pd	<i>Ive</i>
13.	1 Agustus 2016	Revisi setelah Seminar Hasil	Ive Emaliana, M.Pd	<i>Ive</i>
14.	4 Agustus 2016	Ujian Kompre	Ive Emaliana, M.Pd	<i>Ive</i>
15.	8 Agustus 2016	Revisi Setelah Ujian Kompre	Ive Emaliana, M.Pd	<i>Ive</i>

Telah dievaluasi dan diuji dengan nilai:



Mengetahui,
Pembantu Dekan 1 Bidang Akademik



Syariful Muttaqin, MA
NIP. 19750101 200312 1 001

Malang, 10 Agustus 2016
Dosen Pembimbing

Ive Emaliana, M.Pd
NIP. 19840214 201504 2 001