DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF EFFECTIVE READING STRATEGIES USED IN ACADEMIC READING CLASS

UNDERGRADUATE THESIS

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DEPARTMENT OF LANGUAGES AND LITERATURE
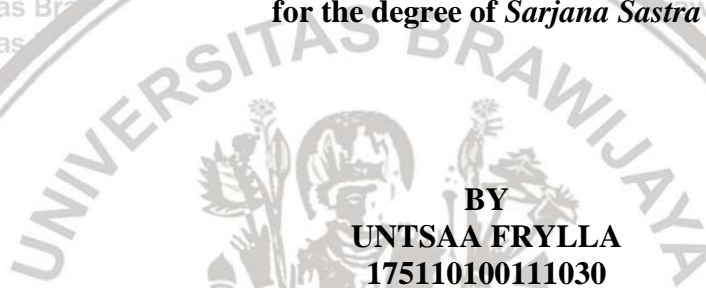**FACULTY OF CULTURAL STUDIES**
UNIVERSITAS BRAWIJAYA
2021

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Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Sastra*

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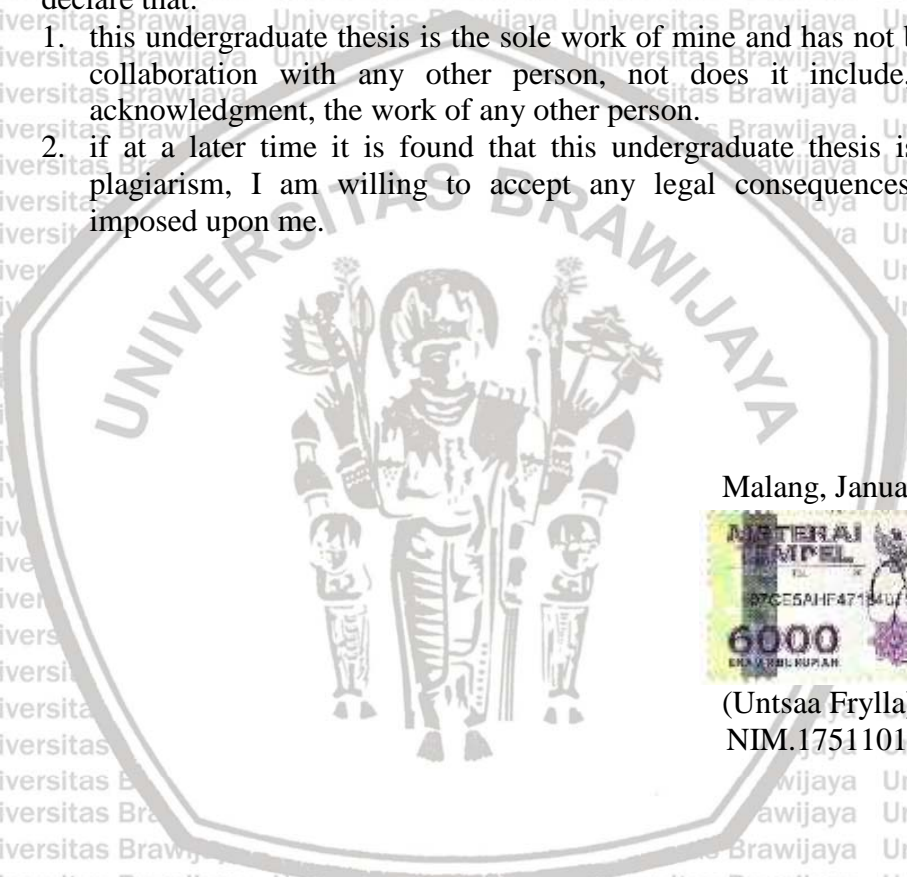
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This is to certify that the undergraduate thesis of Untsaa Frylla has been approved for the degree of *Sarjana Sastra*.

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ACKNOWLEDGEMENTS

First of all, all praises and gratitude to the presence of God Almighty who always gives me a blessing, convenience, and good conditions to finish my thesis titled "Descriptive Study on The Implementation of Effective Reading Strategies in Academic Reading Class".

Second, I would like to thank the people who support me during the process of conducting this thesis, presented to:

1. My supervisor, Ibu Emy Sudarwati S.S., M.Pd who gives me support, patience, and advice to accomplish this thesis.

2. My examiner, Ibu Ida Puji Lestari S.Pd., M.Pd. who gives this thesis feedback and evaluation.

3. My beloved parents, Ayah Farid and Mama Indah, sister Untsaa Nabilla who always be there for me. Through their support and affection, I can complete this thesis.

4. CaSas (Rebecca, Shofi, Rosi) and my best friend, Fiqri, for their advice, motivation, and encouragement to finish the thesis.

5. Berempat (Nevida, Dyah, and Rusman) along with Peggy for always helping and supporting me during the process of completing the thesis.

Malang, January 6th, 2021

Untsaa Frylla

ABSTRACT

Frylla, Untsaa. 2020. **Descriptive Study on The Implementation of Effective Reading Strategies Used in Academic Reading Class**. Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya, Malang. Supervisor: Emy Sudarwati, S.S., M.Pd.

Keywords: *reading, reading strategies, Academic Reading*

Reading is an essential skill that can be used for students to obtain information. To become effective readers, students have to make use of reading strategies. The 3rd term students of English Literature, Faculty of Cultural Studies Universitas Brawijaya undertaking *Academic Reading* course are expected to have already mastered the reading strategies. Therefore, the research aims: (1) to find out the type of reading strategies employed by the students in Academic Reading class; (2) to discover the most prominent type of reading strategies employed by the students in Academic Reading class.

The method used in this study was descriptive statistics proposed by William (2006). The data were collected through a questionnaire. To examine the data, questionnaire answers, the theory constructed by Mokhtari and Sheorey (2002) was used. The theory provided SORS (Survey of Reading Strategies) that was divided into three aspects: Global Reading Strategies, Problem-Solving Reading Strategies, and Support Reading Strategies.

The findings illustrate that the students implement three reading strategies, consisting of Problem-Solving Reading Strategies (3,95), Global Reading Strategies (3,61), and Support Reading Strategies (3,48). By having Problem-Solving Reading Strategies as the highest mean, this indicates that they are the most frequently used reading strategies employed by the students. Moreover, this implies that the students are active readers that can solve their problems directly in the text.

The study is expected to give some insight for lecturers and English instructors in improving their teaching regarding reading skill. Moreover, general readers are hoped to be able to enrich their knowledge on reading strategies and determine the appropriate reading strategies to be implemented, hence they can be effective readers.

ABSTRAK

Frylla, Untsaa. 2020. **Penelitian Deskriptif tentang Penerapan Strategi Membaca Efektif yang Digunakan di Kelas Academic Reading**. Program Studi Sastra Inggris, Jurusan Bahasa dan Sastra, Fakultas Ilmu Budaya, Universitas Brawijaya, Malang. Pembimbing: Emy Sudarwati, S.S., M.Pd.

Kata Kunci: membaca, strategi membaca, Academic Reading

Membaca merupakan keterampilan penting yang dapat digunakan siswa untuk memperoleh informasi. Untuk menjadi pembaca efektif, siswa harus memanfaatkan strategi membaca. Mahasiswa semester tiga jurusan Sastra Inggris, Fakultas Ilmu Budaya Universitas Brawijaya yang mengambil mata kuliah Academik Reading diharapkan telah menguasai strategi membaca. Dengan demikian, penelitian ini bertujuan untuk (1) mengetahui tipe strategi membaca yang digunakan oleh siswa di kelas *Membaca Akademik*; (2) mengetahui tipe strategi membaca paling utama yang digunakan oleh mahasiswa di kelas Academic Reading.

Metode yang digunakan dalam penelitian ini yakni statistik deskriptif yang digagas oleh William (2006). Data penelitian dikumpulkan melalui kuisioner. Untuk menganalisa data, yakni jawaban kuisioner, teori yang disusun oleh Mokhtari dan Sheorey (2002) diimplementasikan. Teori tersebut menyajikan SORS (Survey dari Strategi Membaca) yang terbagi dalam tiga aspek, yakni Global Reading Strategies, Problem-Solving Strategies, dan Support Reading Strategies.

Hasil penelitian menunjukkan bahwa mahasiswa menggunakan tiga jenis strategi membaca, yang terdiri dari Problem-Solving Reading Strategies (3,95), Global Reading Strategies (3,61), dan Support Reading Strategies (3,48). Dengan tingginya rata-rata yang dimiliki oleh Problem-Solving Reading Strategies, hal ini mengindikasikan bahwa strategi tersebut merupakan strategi yang paling sering digunakan oleh mahasiswa. Selain itu, hal ini menunjukkan bahwa mahasiswa tersebut merupakan pembaca aktif yang mampu mengatasi masalah membaca mereka secara langsung.

Penelitian ini diharapkan mampu memberi wawasan kepada dosen dan pengajar Bahasa Inggris dalam meningkatkan pengajaran mereka mengenai kemampuan membaca. Selain itu, pembaca diharapkan mampu memperkaya wawasan mereka mengenai strategi membaca dan mampu menentukan strategi membaca yang tepat yang bisa mereka implementasikan sehingga mereka bisa menjadi pembaca efektif.

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CHAPTER I

INTRODUCTION

This chapter consists of four sub-chapters: (1) Background of the Study; (2) Problems of the Study; (3) Objectives of the Study; (4) Definition of Key Terms.

1.1 Background of the Study

English literature students in Faculty of Cultural Studies, Universitas Brawijaya are expected to master the basic knowledge of four language skills which consist of listening, speaking, writing, and reading. Reading is an activity of looking at a series of written or printed symbols, such as books, articles, newspapers, etc. According to Grabe and Stoller (2002), reading is a competence used to describe a meaning from printed or written forms to interpret the information properly. Based on Djuharie (2008), people read because of two reasons, one solely for pleasure and the other is to find some information.

Reading involves some strategies aimed to make the readers become effective readers. Grabe (1991) states that effective readers are purposeful, flexible, rapid, gradually developing and understanding. Reading strategies are learning techniques, behaviors, problem-solving, or study skills which make learning process become effective and efficient (Oxford & Crocall, 1989). The reading strategies proposed by Mokhtari and Sheorey (2002) provide SORS

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theory. The framework can be applied to measure the level of the reader's awareness. The theory is categorized into three aspects: Global Reading Strategies, Problem-Solving Reading Strategies, and Support Reading Strategies. These strategies assist the readers to control, manipulate, and evaluate the reading materials during the reading process.

As one of the significant skills in language learning, reading skill is taught in English Literature, Universitas Brawijaya. The skill used to be divided into three levels, namely Reading Skills, Critical Reading, and Extensive Reading. However, as a result of the dynamic of knowledge, the curriculum of reading has undergone some changes. The constant exchange of new information and findings occurs globally, which leads to the adjustment of the academic curriculum. Some of the changes are intended to update the implemented understanding and follow recent knowledge. Thereby, the reading skills are currently parted into Short Functional Reading, Genre Based Reading, and Academic Reading.

Sengupta (2002) states that academic reading is a critical reading of lengthy academic texts to study a certain major field of study. In English Literature, Academic Reading focuses on preparing the students with the ability of understanding short functional text in a public or work place. The course aims to specifically train the students in perceiving and comprehending meaning in texts, for instance narrative descriptive, business letters, etc., which assist and support their writing skills. In the third semester, students are required to undertake the Academic Reading course which is regarded as the highest level of reading. When

studying this course, the students are expected to already master the techniques employed in reading academic texts.

The studies about reading strategies are still limited. Some research were conducted to explore the reading strategies awareness (Nurazila et al., 2011) and reading strategies applied by ESL students (Jaiswal, 2018). Nurazila et al., (2011) measured the Second Language Learners (ESL) awareness level of reading strategies in Malaysia's University. The results demonstrated that the learners acknowledged three reading strategies, consisting of Global Reading Strategies, Problem-Solving Reading Strategies, and Support Reading Strategies, with different levels depending on the purpose of reading, and they were able to implement those strategies. Jaiswal (2018) examined the Metacognitive Awareness of Reading Strategies Inventory (MARSI) used by ESL students. The results revealed that the students showed improvement in comprehending academic texts by applying the strategies and highly implemented Global Reading Strategies properly.

The current study focuses in finding out the use of effective reading strategies in Academic Reading class. Therefore, by conducting this study, the researcher is intended to discover the student's level of reading strategies because the strategies are closely related with their methods in doing English assignments. Furthermore, the researcher focuses on examining the students in Academic Reading class because they are supposed to have already acknowledged the four language skills. Thereby, they are the most compelling subjects of this study.

There might be several parties benefited from the results of the study. This study is expected to be able to give some insight for those who teach Academic Reading class. Lecturers and English instructions are hoped to be able to improve their teaching regarding reading strategies. General readers are hoped to be able to enrich their knowledge about reading strategies and determine an appropriate strategies that help them read texts effectively.

1.2 Problems of the Study

Based on the background of the study, this research is conducted to analyze the following problems:

1. What are the types of reading strategies employed by the students in Academic Reading class?

2. What is the most prominent type of reading strategies employed by the students in Academic Reading class?

1.3 Objectives of the Study

Based on the problems above, the researcher aims to find the objectives as follows:

1. To find out the types of reading strategies employed by the students in Academic Reading class.

2. To discover the most prominent type of reading strategies employed by the students in Academic Reading class.

1.4 Definition of the Key Terms

To avoid misunderstanding about the terms used, the significant key terms are defined as the following:

1. **Reading** : A competence to describe a meaning from printed and written materials and interpret the data properly (Grabe & Stoller, 2002).

2. **Reading strategies**: Learning techniques, behaviors, problem-solving, or study skills which make the learning process become effective and efficient (Oxford & Crocall, 1989).

3. **Academic reading**: Critical reading of lengthy from academic texts for studying a certain major field of study (Sengupta, 2002).
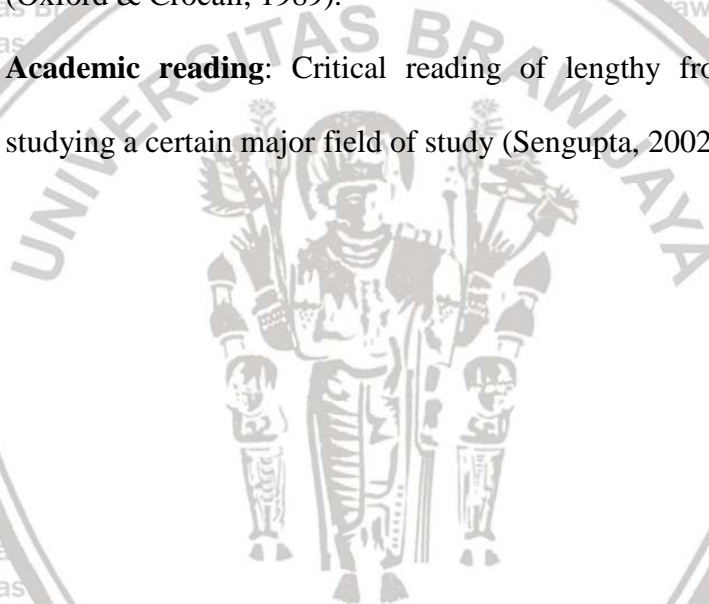
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of (1) Theoretical Framework; (2) Previous Studies.

They are explained as follows:

2.1 Theoretical Frameworks

This chapter presents two fundamental points, they are (1) Theoretical Frameworks covering (1) Reading; (2) Reading Strategies; (3) Measuring Reading Strategies; (4) Academic Reading. All of the points are described as follows:

2.1.1 Reading

Reading is a process of responding to comprehend information by combining previous knowledge to build a meaning (Nunan, 2003: 68). As one of the language skills, reading can be in forms of reading a book, short story, magazine, academic text, newspapers, etc. According to Sutarsyah (2013), reading is a interaction process between the author with his language media and the reader with their knowledge then the reader is attempt to interpret what about the author's say in the written text. Based on the statement above, the researcher concludes that reading is an activity of responding to a particular text by combining previous knowledge. Thereby, the readers can enrich their knowledge,

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understand about certain topics and can interpret the author has expressed in the text by reading.

Djuharie (2008) claimed that there are two reasons for reading. Those two motives are reading for pleasure and reading for information. In reading for pleasure, the readers are being entertained or motivated by reading literature, such as novels, comics, magazines, short stories, and poetry. Clark and Rumbold (2006) propose that reading for pleasure does not take time to understand the message in the text. They also claim that the readers can obtain knowledge and understanding about other cultures and support their reading habits. On other hand, reading for information aims to find new information based on reading purposes, and the readers would apply the information as the outcome of reading (Djuharie, 2008).

2.1.2 Reading Strategies

According to Brown (2007), strategies are particular techniques of approaching a task, modes of operation to reach a particular end, and planned designs for controlling and manipulating specific data. In other words, they are tactics for investigating data to reach certain goals. According to Cohen (1987, cited in Sutarsyah 2013, p.4) reading strategies are the mental process that readers consciously choose to use in achieving a reading task. These strategies have several characteristics such as planning, competition, conscious manipulation, and movement toward goals. Based on Lolino (2014), to suits the reading strategies there have an efficient style of strategies were below.

2.1.2.1 Skimming

Skimming is a technique in which the readers read the text quickly by glancing at it to find the general idea and understand the main idea of the content without reading the whole text. This involves recognizing the information, such as introductions, titles, headings, sub-headings, words in special print, visuals, first and last paragraphs, conclusion, etc. (Lolino, 2014).

2.1.2.2 Scanning

In scanning, the readers read the text by looking up and down quickly. This technique is used to find specific information, such as date, name, number, and fact without reading the whole text (Lolino, 2014).

2.1.2.3 Extensive Reading

Extensive reading means reading a length of text in their first language for pleasure. Texts that can be read using this technique are magazines, newspapers, and novels. The purpose of the strategy is to improve reading skills through interesting text (Lolino, 2014).

2.1.2.4 Intensive Reading

According to Djuharie (2008), intensive reading focuses on reading short text intensively to examine specific information. This activity includes accuracy

which involves a comprehension regarding the information involved in this strategy.

2.1.2.5 Previewing

The technique of reading quickly to obtain an overview, such as caption of images and headings, without reading the text words by words (Riyanto, 2019).

2.1.2.6 Predicting

In predicting, readers attempt to predict the next sentence based on what they read previously or what the sentence contains. Discourse markers, such as first, but, although, otherwise, etc., can assist the readers to guess the next idea of the sentences (Riyanto, 2019).

2.1.3. Measuring Reading Strategies

There are some ways that can be used to measure reading strategies, one of which is using a reading strategies instrument called SORS (Survey of Reading Strategies) which consists of 30 items. This instrument, established by Mokhtari and Sheorey (2002), seeks to measure which kind of strategies employed and the frequency in using the strategies while reading. The items are classified into three aspects, consisting of Global Reading Strategies (13 items), Problem-Solving Reading Strategies (8 items), and Support Reading Strategies (9 items).

Reading using Global Reading Strategies involve several techniques which include (i) having a purpose in mind; (ii) using reflection and carefully planned technique to monitor reading; (iii) using prior knowledge; (iv) predicting the text; (v) using textual features that are not involved in the main text, such as the index, glossary, headings, etc.; (vi) using text structure, cause and effect, and problem-solving stated by Meyer (1975); (vii) using context clues.

The Reading activities on Problem-Solving Reading Strategies consist of (i) monitoring or paying attention to text; (ii) adjusting the pace in reading; (iii) reading texts slowly; (iv) reading texts loudly; (v) visualizing the information; (vi) guessing the vocabulary that the readers do not know.

Support Reading Strategies are mechanism that assists the readers to understand the text by (i) paraphrasing; (ii) taking notes; (iii) asking themselves; (iv) revisiting the prior information.

Mokhtari and Sheorey (2002) argue that three levels of reading strategies are realized into statistics, particularly (i) High (mean of 3.5 or higher); (ii) Moderate (mean of 2.5 to 3.4); (iii) Low (mean of 2.4 or lower).

2.1.4 Academic Reading

Academic reading is reading academic text that is related to education field, has a length text, and consists of sentences which are challenging for the students or readers. It is different from reading interesting literature, such as novels, comics, and short stories.

Academic reading is the highest level of reading which is expected to be mastered by students in reading skills. According to Ruddel and Unrau, (1994, Schoenbach et al., 1999, cited in Lolino, 2014), readers must produce a mental representation, represent the memories that they have already understood, and be aware of the context of the text as they interact with it. Moreover, they have to observe their comprehension and support their ideas, views, and opinions through critical thinking.

In academic reading, the readers have to acknowledge the appropriate steps of reading to ease their understanding and be aware of the reading strategies that they use. The steps are regarded as BDA (Before-During-After) strategies which aim to activate the readers' prior knowledge to create new ideas and reflect to them after reading and combining the texts. Olmsted-Wang and Kostka (2014) divide the BDA (Before-During-After) reading strategies into three stages, which are explained below.

2.1.4.1 Before Reading

Before reading or Pre-reading is the first step of reading which prepares the readers before they read academic texts. This step can help the readers to read the text quickly or skim it, reflect on what they have already read, and make a prediction about what the text is about. In other words, it can help the readers to engage in the topic and feel more convinced about the reading task.

2.1.4.2 During Reading

In this step, the readers are interacting with the text to assure them that they are still on track and focus on the text's purposes. To make the readers comprehend the text easily, they can visualize what the context is about.

2.1.4.3 After Reading

This last step of reading is conducted after reading in which the readers are responding to what they have read. It concludes they can evaluate the text by summarizing, discussing the topic, evaluating the author's argument, etc.

2.2 Previous Studies

The current research uses previous studies to recognize the position of this study. Two research that had similar issues regarding reading strategies were conducted by Nurazila et al., (2011) and Jaiswal (2018). The first previous study was written by Nurazila et al., (2011) entitled *The Reading Strategies Awareness among English as a Second Language (ESL) Learners in Malaysia's University*. The study aimed to measure the level of awareness among ESL students in using reading strategies while they read academic texts. This study used a qualitative method, describing the statistics based on the questionnaire results and SPSS. The data were collected by using a questionnaire based on the theory proposed by Mokhtari and Sheorey (2002). The results of the study showed that Problem-

Solving Reading Strategies were the most effective reading strategies employed by students. The strategies helped them to understand the texts better.

The second previous study was titled *Enhancing Comprehension by Effectively Using Reading Strategies* by Jaiswal (2018). The researcher aimed to investigate whether reading strategies employed by students had an interdependence with their understanding. This quantitative study used the theory constructed by Mokhtari and Sheorey (2002) to analyze the data. To gather the data, the writer used some instruments, such as Metacognitive Awareness of Reading Strategies Inventory (MARSI), Pre-reading and Post-reading comprehension test, and t-test. The results demonstrated that metacognitive and cognitive reading strategies showed a positive relationship between the reading strategies and the students' understanding.

The current study examines reading strategies implemented by the third term English Literature students undertaking Academic Reading course. The method implemented in the study is descriptive statistics. The data was collected through an online questionnaire and examined using SPSS version 22. In analyzing the data, the writer was made use of SORS theory constructed by Mokhtari and Sheorey (2002).

CHAPTER III

RESEARCH METHOD

This chapter consists of four sub-chapters: (1) Research Design; (2) Data Sources; (3) Data Collection; (4) Data Analysis.

3.1 Research Design

As stated by Zikmund (1988), research design is a master plan that explains method, procedure, and process of gathering data information. The method used in the study was descriptive statistics because it can be used to illustrate quantitative descriptions of a large amount of data into a summary. The data are described as the basic features of the research. They represent the measure of variability to help the readers understand the analysis of meaning provided in tables of percentage and discussion (William, 2006, cited in Sharma Sohil, 2019).

3.2 Data Sources

According to Arikunto (2010), data source is where the data is taken or obtained from. The data source of the present study was questionnaire results consisting of 30 responses from each participant. The questionnaire is constructed and validated by Mokhtari and Sheorey, (2002). The responses were formed based

on a five-point Likert-scale, which ranged from (i) 1 or "never" or "almost never"; (ii) 2 or "only occasionally"; (iii) 3 or "sometimes"; (iv) 4 or "usually"; (v) 5 or "always" or "almost always". The questions were parted into three reading strategies, namely Global Reading Strategies (13 items), Support Strategies (9 items), and Problem-Solving Reading Strategies (8 items).

Using the purposive sampling method, the participants are selected based on pre-determined criteria that are appropriate to the research objectives (Sugiyono, 2016). The respondents have to fulfill some criteria that are mapped out by the writer, such as (i) they are the third term students of English Literature in Universitas Brawijaya the students are willing to be a participant; (ii) they are currently taking Academic Reading course; (iii) they have undertaken Short Functional Reading and Genre-Based Reading courses; (iv) they are willing to be a participant of the study.

The writer had made a pre-determined time limit in the online survey in which it was conducted in one week through a google form. Within a week, the researcher managed to gather 102 responses out of 114 students. Likewise, the writer claimed that the responses were enough to be the objects of the study and achieve the research objectives because they represent the whole sample, and adding more participants are provided similar information (Creswell, 2015).

3.3 Data Collection

In the process of gathering the data, the researcher used instrument as a tool to collect the data systematicly (Arikunto, 2000). To collect the data, the

researcher used the questionnaire related to reading strategies. The data of this research were collected through the following steps:

1. Making the questionnaire using Google form.

2. Distributing the questionnaire to the third term students taking Academic Reading course through WhatsApp and Line. Answering the questions took approximately 10 minutes of the time span given for the students.

3. Selecting 10 respondents randomly to be interviewed to seek their factors in determining a particular reading strategy.

4. Interviewing the respondents via WhatsApp and Line.

5. Transcribing the interview results. The results were used to support and reinforce the analysis of the findings.

3.4 Data Analysis

Bakri (2003), claims that data analysis is the process of reviewing, sorting, and grouping the data in order to formulate working hypotheses and draw the conclusions or theories in the research findings.

To find the research problems, the researcher analyzes the data through the following steps:

1. Making the table of types of reading strategies based on overall mean of each reading strategy, namely Problem-Solving Reading Strategies, Global Reading Strategies, and Support Reading Strategies.

3.1 Sample Table of The Types of Reading Strategies Based on Overall Mean

M	N	%
High		
Moderate		
Low		

2. Classifying the data using SPSS version 22.

3. Sorting out the questionnaire's responses and inserting the results of SPSS into the table.

4. Analyzing the types of reading strategies based on the overall mean of each reading strategy.

5. Making the table of analysis of percentage in each strategy.

3.2 Sample Table of Analysis of Percentage in Each Strategy

No. Item	Question		1	2	3	4	5
		N					
		%					

6. Analyzing the percentage of each reading strategy.

7. Making the table of the most prominent type of reading strategies.

3.3 Sample Table of The Most Prominent Type of Reading Strategies

Rank	Strategies Type	Mean	Std. deviation	p.value
Total				

8. Analyzing and describing the most prominent type of reading strategies.

9. Drawing the conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two main parts: (1) Findings; (2) Discussion. Findings analyze two objectives that have been found after conducting the analysis. Those objectives are the types of reading strategies employed by third term students in Academic Reading class and the most prominent type of reading strategies. Likewise, Discussion is given to describe the results of the analysis and demonstrate the gap filled from previous studies.

4.1 Findings

To answer the first and second problems of this research, the researcher explains the types of reading strategies employed by the students descriptively using tables of percentage.

4.1.1 The Types of Reading Strategies Employed

4.1.1.1 Problem-Solving Reading Strategies

Table 4.1 Problem-Solving Reading Strategies

M	N	%
High	90	88,2
Moderate	10	9,8
Low	2	2

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Based on the table above, 90 students (88,2%) were highly aware of using the Problem-Solving Reading Strategies, followed by 10 students (9,8%) in the moderate level, and 2 students (2%) in the low level. The majority of the students' competence was high in re-reading, adjusting their time while reading, predicting, and visualizing the information carried in the text.

Table 4.2 Analysis of Percentage in Problem-Solving Reading Strategies

No. Item	Question		1	2	3	4	5
7	I read slowly and carefully to make sure I understand what I am reading	N	0	5	23	43	31
		%	0	4,9	22,5	42,2	30,4
9	I try to get back on track when I lose concentration.	N	1	3	15	51	32
		%	1	2,9	14,7	50	31,4
11	I adjust my reading speed according to what I am reading.	N	1	1	22	44	34
		%	1	1	21,6	43,1	33,3
14	When text becomes difficult, I pay close attention to what I am reading.	N	1	5	12	48	36
		%	1	4,9	11,8	47,1	35,3
16	I stop from time to time and think about what I am reading	N	4	25	32	31	10
		%	3,9	24,5	31,4	30,4	9,8
19	I try to picture or visualize information to help remember what I read.	N	1	6	15	51	29
		%	1	5,9	14,7	50	28,4
25	When text becomes difficult, I reread it to increase my understanding.	N	1	2	11	46	42
		%	1	2	10,8	45,1	41,2
28	When I read, I guess the meaning of unknown words or phrases.	N	0	6	15	55	26
		%	0	5,9	14,7	53,9	25,5

There are 8 strategies in Problem-Solving Reading Strategies which are displayed in table 4.2. The highest mean, item 25, indicated that 46 students (45,1%) "re-readed" the text when it become difficult. As stated in item 14, 48 students (47,1%) paid closer attention to the text to assure them that they did not

miss the important points in the text. To focus more on the text and make them comprehend the information better, 51 students (50%) "*tried to get back on track when they lost concentration*" as shown in item 9. As stated in item 11, 44 students (43,1%) adjusted their reading pace based on their understanding. This adjustment occurred when they found difficulty in understanding the context of the text. Precisely, 43 students (42,2%) in item 7 adjusted their reading pace by "*reading slowly and carefully*" to completely absorb information. Approximately 55 students (53,9%) "*guessed the unknown words*" as shown in item 28. They considered that it was essentials for predicting the unknown words in order to construct the meaning related to the text.

4.1.1.2 Global Reading Strategies

Table 4.3 Global Reading Strategies

M	N	%
High	64	62,7
Moderate	36	35,3
Low	2	2

Table 4.3 above summarizes 102 students who are divided based on their competence in implementing the Global Reading Strategies. Out of 102 students, 64 students (62,7%) were highly aware of applying effective strategies while reading. Compared to the moderate usage, there were 36 students (35,3%) who sometimes used this strategy. It can be concluded that most of the students are able to implement this strategy by maintaining their understanding using their

experience and knowledge, having a purpose while reading, along with using typographical features and context clues. Approximately, only 2 students (2%) demonstrated a lower level in employing this strategy. This low level indicates their lack of awareness.

Table 4.4 Analysis of Percentage in Global Reading Strategies

No. Item	Question		1	2	3	4	5
1	I have a purpose in mind when I read.	N	1	6	18	45	32
		%	1	5,9	17,6	44,1	31,4
3	I think about what I know to help me understand what I read	N	1	2	12	55	32
		%	1	2	11,8	53,9	31,4
4	I take an overall view of the text to see what it is about before I read it.	N	2	13	24	38	25
		%	2	12,7	23,5	37,3	24,5
6	I think about whether the content of the text fits my reading purpose.	N	0	7	32	48	15
		%	0	6,9	31,4	47,1	14,7
8	I review the text first by noting its characteristics like length and organisation.	N	10	21	36	25	10
		%	9,8	20,6	35,3	24,5	9,8
12	When reading, I decide what to read closely and what to ignore.	N	1	16	31	33	21
		%	1	15,7	30,4	32,4	20,6
15	I use tables, figures and pictures in text to increase my understanding.	N	10	27	32	21	12
		%	9,8	26,5	31,4	20,6	11,8
17	I use context clues to help me better understand what I am reading.	N	2	9	24	56	11
		%	2	8,8	23,5	54,9	10,8
20	I use typographical features like bold face and italics to identify key information.	N	2	11	26	42	21
		%	2	10,8	25,5	41,2	20,6
21	I critically analyze and evaluate the information presented in the text.	N	1	14	42	34	11
		%	1	13,7	41,2	33,3	10,8
23	I check my understanding when I come across new information.	N	1	3	24	54	20
			1	2,9	23,5	52,9	19,6
24	I try to guess what the content of the text is about when I read.	N	3	9	22	50	18
		%	2,9	8,8	21,6	49	17,6
27	I check to see if my guesses about the text are right or wrong.	N	1	12	34	39	16
		%	1	11,8	33,3	38,2	15,7

The results of Global Reading Strategies are presented in percentage to show more detailed information descriptively. In terms of the highest mean, 55 students (53,9%) in item 3 were able to use their prior knowledge and linked it to the text to help them increase their skill in comprehending the reading. As for item 1, *"I had a purpose in mind"*, 45 students (44,1%) implemented the strategies to achieve their goals. This means that they already have intentions before. As an example, in item 23, about 54 students (52,9%) would *"check their understanding when they come across new information"* to assure them that the new information obtained was absorbed properly to produce good understanding. Followed by item 24, 50 students (49%) *"tried to guess what the content's about"*. In other words, before reading the text, the students had predicted the contents in the text by skimming or reading it quickly to get a general idea. This strategy links to item 4 in which about 38 students (37,3%) applied it already by taking an overall view of the text before reading it. Thereby, they can predict the contents of what they have skimmed. This strategy is also supported by typographical features, such as bold and italic which can be used to assist the students to remember the words.

4.1.1.3 Support Reading Strategies

Table 4.5 Support Reading Strategies

M	N	%
High	55	53,9
Moderate	44	43,1
Low	3	2,9

From table 4.5, precisely 55 students had a high awareness level which was realized in 53,9%. This implies that they are aware that Support Reading Strategies are the methods that can be used to relate themselves to their reading. Approximately 44 students (43,1%) showed moderate awareness, whereas 3 students (2,9%) had the lowest level in implementing the strategies. The low level indicates their low inability to relate to the text.

Table 4.6 Analysis of Percentage in Support Reading Strategies

No. Item	Question		1	2	3	4	5
2	I take notes while reading to help me understand what I read.	N	9	23	37	21	12
		%	8,8	22,5	36,3	20,6	11,8
5	When text becomes difficult, I read aloud to help me understand what I read.	N	14	14	21	27	26
		%	13,7	13,7	20,6	26,5	25,5
10	I underline or circle information in the text to help me remember it.	N	4	14	18	40	26
		%	3,9	13,7	17,6	39,2	25,5
13	I use reference materials (e.g., a dictionary) to help me understand when I read.	N	3	10	23	33	33
		%	2,9	9,8	22,5	32,4	32,4
18	I paraphrase (restate ideas in my own words) of better understand what I read	N	2	19	28	38	15
		%	3	18,6	27,5	37,3	14,7
22	I go back and forth in the text to find relationships among ideas in it.	N	0	9	32	42	19
		%	0	8,8	31,4	41,2	18,6
26	I ask myself questions I like to have answered in the text.	N	2	27	30	33	10
		%	2	26,5	29,4	32,4	9,8
29	When reading, I translate from English into my native language.	N	9	18	33	29	13
		%	8,8	17,6	32,4	28,4	12,7
30	When reading, I think about information in both English and my mother tongue.	N	3	5	19	44	31
		%	2,9	4,9	18,6	43,1	30,4

The table above contains 9 strategies that presents the student's awareness in employing the Support Reading Strategies. In terms of the highest mean, 44 students (43,1%) have employed item 30 "*think about information both in English and mother tongue when reading*". This indicates that the students frequently use their knowledge based on their first language to get the meaning and completely understand the texts written in the second language. This strategy refers to item 13, in which 33 students (32,4%) looked up to the dictionary when they came across difficult vocabularies. As for item 22, 42 students (41,2%) would "*go back and forth in the text*" to find the relationship between ideas in the text to assure them that they utterly understand the contents. To ease them in employing this strategy, 40 students (39,2%) in item 10 would "*circle and underline*" the text. They marked the information to emphasize the important part and assist them to remember the essential information.

4.1.2 The Most Prominent Type of Reading Strategies

This sub-chapter focuses on presenting the most prominent type of reading strategies implemented by the students in Academic Reading class.

Table 4.7 The Most Prominent Type of Reading Strategies

Rank	Strategies Type	Mean	Std. Deviation	p.value
1	Problem-Solving Reading Strategies	3,96	0.52	0.000
2	Global Reading Strategies	3,61	0.53	0.000
3	Support Reading Strategies	3,49	0.58	0.000
Total		3,69		

Among three reading strategies, Problem-Solving Reading Strategies were categorized as the most effective reading strategies employed by students in Academic Reading class. This shows that the students were more concerned about coping their problems while reading to comprehend the text better. The activities under these strategies require them to be spontaneous and arrange their reading time to become skilled readers.

The Global Reading Strategies were in the second rank. As illustrated in the table, the mean was 3,6, implying that it was less popular among the students. The strategies engage the students to interact with the text as described in the stage of reading (Before-During-After). The stages propose them to think critically and evaluate the information provided in the text.

Support Reading Strategies were reported in the last position in the moderate level in mean 3,49. This conveys that some students rarely used these strategies as reference tools to comprehend second language texts.

4.2 Discussion

The researcher analyzes the data using the theory of reading strategies proposed by Mokhtari and Sheorey (2002). The results reveal that Problem-Solving Reading Strategies (3,96 mean) is the most effective reading strategies implemented by the students, followed by Global Reading Strategies (3,61 mean), and Support Reading Strategies (3,49 mean). Problem-Solving Reading Strategies become the most prominent strategies because most students implement them to overcome their reading problems. They considered Academic Reading as the most

complex reading course that is structured out of various texts and difficult vocabularies depending on each topic. This means that some students still have difficulty while reading academic texts regardless of undertaking the highest reading skill. Therefore, they haven't mastered the reading skills and have a low reading awareness although they have superior cognitive abilities.

The students employ Problem-Solving Reading Strategies by re-reading the section when the texts are difficult to be understood. The technique assists them to examine the content in more detail to avoid leaving out important information, absorb the information and comprehend the text better. These findings are supported by Roskos and Neuman (2004) who claim that re-reading strategy can be used to comprehend the previous information better. However, students could take a longer time in the re-reading technique. To eliminate this problem, they pay closer attention to the texts. This implies that the students attempt to focus on the text when they loss of concentration and carefully read it to avoid excluding key points. Moreover, the implementation of re-reading and paying closer attention to the text are related techniques which can solve their reading problems.

These findings are in line with the study of Nurazila et al., (2011). They argue that Problem-Solving Reading Strategies are popular among learners since they help the students overcome their difficulty in reading academic texts. Moreover, the students rely on their concentration to focus and stay on track while reading the text, which are some characteristics of Problem-Solving Reading Strategies.

In terms of Global Reading Strategies, the students mostly have a purpose in their mind while reading academic texts. This implies that they only read texts which they think in line with their intentional planned goals and avoid reading opposite texts. Some of the goals are seeking answers for their assignments, obtaining new information, planned to pre-reading the article which related in academic text's topic to recognize the charateristics of structure and practicing reading articles for research purposes in the next semester. Furthermore, by having goals, they are likely to read important points and miss unnecessary information. To assist them in achieving their goal, they utilize typographical features such as bold text to get them more aware in author's key point and think about their prior knowledge, means thinking about the information that they obtained previously to comprehend the new information in the text better. These findings are supported by Cziko (1978, cited in Mokhtari & Sheorey, 2002) who suggests that Global Reading Strategies induce the readers to have priority and intentional activity that require them to think critically, use flexible strategies, and monitor themselves. Therefore, most students use Global Reading Strategies to become critical readers who can evaluate the author's arguments and differentiate between facts and opinions in Academic Reading text.

Support Reading Strategies are the least popular reading strategies among students. They mostly use the strategies by thinking the information in both English and their first language. They often read the text in their first language to get the meaning, especially in the second language written text for their understanding. This illustrates the importance of first language in second language

learning. Furthermore, the students also use an online dictionary in their smartphones to translate quickly the difficult terms they found while reading. This shows that some students still rely on the dictionary to find out the meaning of unknown words, because their limited of vocabularies. However, others rarely depend on the dictionary because they assume that it spends more time, distract their focus while reading, and tend to predict the words spontaneously.

In this study, the students are more interested in using Problem-Solving Reading Strategies because it helps them to overcome their problems directly while reading. Furthermore, the students can not maximize Global Reading Strategies because these strategies must be learned, and they have to be motivated to practice and implement them in their daily reading.

Likewise, Bishop, Reyes, and Pflaum (2016) also discover that Global Reading Strategies are difficult to be applied because teachers should practice these reading strategies to guide students through the reading process. They have to ask the students to be involved, more active in participating, and make a more explicit point regarding their opinion after they reading the text.

The results of this study are different from those of Jaiswal (2018). In the previous studies, Global Reading Strategies was the most effective strategies used by the students. This points out that the students were more concerned with the stage of reading instead. This study refutes this claim as it is revealed that Problem-Solving Reading Strategies are the most dominant and effective reading strategies implemented by the students. Therefore, by implementing the strategies, the students imply that they have proficiency in metacognitive awareness.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents two points: (1) Conclusion and (2) Suggestion. Conclusion is obtained from the previous chapter, the findings, and discussion. Suggestion is provided for the next researcher who will analyze the same research topic.

5.1 Conclusion

The present study investigates the effective reading strategies used in Academic Reading class in English Literature, Faculty of Cultural Studies Universitas Brawijaya. After analyzing questionnaire answers using descriptive statistics method, the findings reveal that the students implement three reading strategies, namely Problem-Solving Reading Strategies (3,96 mean), Global Reading Strategies (3,61 mean), and Support Reading Strategies (3,49 mean). Having the highest mean, Problem-Solving Reading Strategies are the most prominent reading strategies, meaning they are the most effective and efficient strategies to be implemented by the students. This conveys that the students are active readers that can solve their problem directly while reading academic texts.

The students solve their reading problems mostly by re-reading the academic text, which is one of the techniques in the Problem-Solving Reading

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Strategies. In terms of Global Reading Strategies, the students always use their experiences and prior knowledge and link them to the texts when they come across new information. Thinking the information in the native language and using references, such as dictionaries, are included in Support Reading Strategies.

5.2 Suggestion

5.2.1 Future Researchers

Future researchers can conduct a similar study using other subjects and reading course. The current study only focuses on the implementation of reading strategies. Therefore, the next researchers can study the factors contributing to the students' choice in implementing certain reading strategies.

5.2.2 Lecturers

This study can be used as a reference to help lecturers and English instructors to improve their strategies in teaching reading skills. Thereby, the students can overcome their problems in reading and become more proficient in analyzing academic texts.

5.2.3 General Readers

The study is expected to give some insight to general readers regarding reading strategies. Moreover, they are hoped to be able to determine their appropriate reading strategies and effectively implement them.

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APPENDIX

Appendix 1   Survey of Reading Strategies

The items below are used to classify the number of scale in questionnaire.

GLOB: Global Reading Strategies
PROB : Problem-Solving Reading Strategies
SUPP : Support Reading Strategies
N   : Total of the respondent

No. Items	Question	N	1	2	3	4	5
GLOB 1	I have a purpose in mind when I read	N	1	6	18	45	32
		%	1%	5,9%	17,6%	44,1%	31,4%
SUPP 2	I take notes while reading to help me understand what I read	N	9	23	37	21	12
		%	8,8	22,5	36,3	20,6	11,8
GLOB 3	I think about what I know to help me understand what I read	N	1	2	12	55	32
		%	1%	2%	11,8%	53,9%	31,4%
GLOB 4	I take an overall view of the text to see what it is about before I read it	N	2	13	24	38	25
		%	2%	12,7%	23,5%	37,3%	24,5%
SUPP 5	When text becomes difficult, I read aloud to help me understand what I read	n	14	14	21	27	26
		%	13,7	13,7	20,6	26,5	25,5

No. Items	Question	N	1	2	3	4	5
GLOB 6	I think about whether the content of the text fits my reading purpose	n	0	7	32	48	15
		%	0%	6,9%	31,4%	47,1%	14,7%
PROB 7	I read slowly and carefully to make sure I understand what I am reading	n	0	5	23	43	31
		%	0	4,9	22,5	42,2	30,4
GLOB 8	I review the text first by noting its characteristics like length and organisation	n	10	21	36	25	10
		%	9,8	20,6	35,3	24,5	9,8
PROB 9	I try to get back on track when I lose concentration	n	1	3	15	51	32
		%	1	2,9	14,7	50	31,4
SUPP 10	I underline or circle information in the text to help me remember it	n	4	14	18	40	26
		%	3,9	13,7	17,6	39,2	25,5

No. Items	Question	N	1	2	3	4	5
PROB 11	I adjust my reading speed according to what I am reading	n	1	1	22	44	34
		%	1	1	21,6	43,1	33,3
GLOB 12	When reading, I decide what to read closely and what to ignore	N	1	16	31	33	21
		%	1	15,7	30,4	32,4	20,6
SUPP 13	I use reference materials (e.g., a dictionary) to help me understand when I read	N	3	10	23	33	33
		%	2,9	9,8	22,5	32,4	32,4
PROB 14	When text becomes difficult, I pay close attention to what I am reading	n	1	5	12	48	36
		%	1	4,9	11,8	47,1	35,3
GLOB 15	I use tables, figures and pictures in text to increase my understanding	n	10	27	32	21	12
		%	9,8	26,5	31,4	20,6	11,8

No. Items	Question	N	1	2	3	4	5
PROB 16	I stop from time to time and think about what I am reading	n	4	25	32	31	10
		%	3,9	24,5	31,4	30,4	9,8
GLOB 17	I use context clues to help me better understand what I am reading	n	2	9	24	56	11
		%	2	8,8	23,5	54,9	10,8
SUPP 18	I paraphrase (restate ideas in my own words) of better understand what I read	n	2	19	28	38	15
		%	3	18,6	27,5	37,3	14,7
PROB 19	I try to picture or visualize information to help remember what I read	n	1	6	15	51	29
		%	1	5,9	14,7	50	28,4
GLOB 20	I use typographical features like bold face and italics to identify key information	N	2	11	26	42	21
		%	2	10,8	25,5	41,2	20,6

No. Items	Question	N	1	2	3	4	5
GLOB 21	critically analyze and evaluate the information presented in the text	N	1	14	42	34	11
		%	1	13,7	41,2	333	10,8
SUPP 22	I go back and forth in the text to find relationships among ideas in it	n	0	9	32	42	19
		%	0	8,8	31,4	41,2	18,6
GLOB 23	check my understanding when I come across new information	n	1	3	24	54	20
		%	1	2,9	23,5	52,9	19,6
GLOB 24	try to guess what the content of the text is about when I read	n	3	9	22	50	18
		%	2,9	8,8	21,6	49	17,6
PROB 25	When text becomes difficult, I reread it to increase my understanding	n	1	2	11	46	42
		%	1	2	10,8	45,1	41,2

No. Items	Question	N	1	2	3	4	5
SUPP 26	I ask myself questions I like to have answered in the text	n	2	27	30	33	10
		%	2	26,5	29,4	32,4	9,8
GLOB 27	I check to see if my guesses about the text are right or wrong	n	1	12	34	39	16
		%	1	11,8	33,3	38,2	15,7
PROB 28	When I read, I guess the meaning of unknown words or phrases	n	0	6	15	55	26
		%	0	5,9	14,7	53,9	25,5
SUPP 29	When reading, I translate from English into my native language	n	9	18	33	29	13
		%	8,8	17,6	32,4	28,4	12,7
SUPP 30	When reading, I think about information in both English and my mother tongue	n	3	5	19	44	31
		%	2,9	4,9	18,6	43,1	30,4

Appendix 2   The Questions of Interview

Question:

1. The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?
3. Problem-Solving Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?
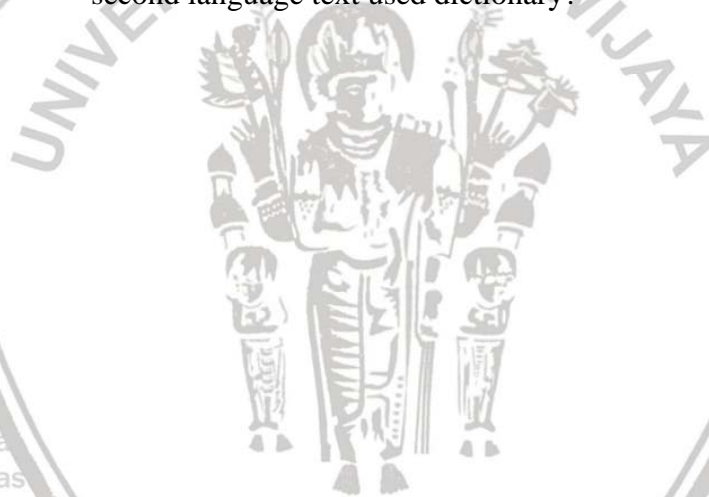
Appendix 3   The Results of Interview

Name: Ivana

Question	Answer
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	When I read article or passage, I tend to re-read the sentence with unfamiliar words to guess the meaning and search for the meaning in dictionary later, this strategy helped me to understand the text more better than before.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	I have already known mostly from the internet, but the lecturer made me understand it better about global strategy. Global issues are mostly available as articles in internet but as the lecturer sometimes made us discuss about a certain topic, so I became more aware and understand it better.
3. Problem-Solving Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	As i mentioned before, i used dictionary for guessing the unfamiliar words but sometimes if i can guess it, i'm not using this tool.

Name: Adin

Question	Answer
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	Because, with using re-reading strategy i can make more detailed and involves my concentration to focus and find the key points which might be missed on my first reading.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	In using this strategy, i'm still unfamiliar with this technique and never heard before. But, only several techniques it comes from my own which turned out that it included in this strategy.
3. Support Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	Because, the academic reading are dificult, which consist of the unfamiliar words in my native and second language. Then, i really need the dictionary to get the trully meaning.

Name: Tadjus

Question	Answer
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	Because, i always found the difficulty in the academic text which the text are complex also the vocabulary. It can makes me understand, if i re read the text and more focused.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	I think about what i know which involves my purposes in reading such as to gain the information in the academic text to accomplish my academic reading task and thinking the information that i already know to get understand.
3. Support Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	I tend to guessing around the sentences than using dictionary, because the time limit of reading.

Name: Tanika

Question	Answer
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	Normally, i always re-read 2-3 times to get the better comprehending in the overall view of the text and more focused in academic text because consist of lengthy text.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	I always think the preparation of my reading to achieve my goals and can differentiate between the facts and opinion.
3. Support Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	Sometimes i used dictionary, because i often guessing the words that i don't know in the text to saving my time.

Name: Hayyu

Question	Answer
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	In rereading, i can absorb more information on the text. For saving my time, i paid closer attention.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	i have a purposed to get the whole information and remember about the knowledge that i have before to get more understand the text.
3. Support Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	I rarely used the dictionary, because it would distracted my focus.

Name: Dilla	
Question	**Answer**
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	Re-reading strategies makes me to avoid the missed part point on the text, and more focused to get the better understanding.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	Using these strategies makes me aware of academic text which usually i have the intentional plan to achieve my assignment, and become more active to evaluate the author's argument in academic reading.
3. Support Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	I often used online dictionary to get the meaning quickly and understood.

Name: Anin	
Question	**Answer**
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	I'm using re reading for finding the information which i missed on the first part. Paid closer attention because i often loss of concentration to get back in track.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	I always have a purpose when i read something to do the task, and research purposes such as articles to practice on the next semester.
3. Support Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	I usually think the information in Bahasa Indonesia to get the meaning with guessing the words, therefore i rarely used dictionary.

Name: Silvia

Question	Answer
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	I always re-read the text to ease my understanding because the contents of the text are difficult. Paid closer attention to more careful with the text.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	I never heard these technique, and i just merely read the text to accomplish my reading assignment.
3. Support Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	I often used dictionary in google translate to get the meaning because the words in academic was difficult.

Name: Satria	
Question	**Answer**
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	I want to assure that i understand with re-reading, therefore i want to more focus and did not miss the important points.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	I mostly have a purpose in reading with recognizing the text by look the bold words which is usually the author emphasized the important point and made me to remembered it.When i get the new information in the text, usually i remembered my knowledge which i got on my previous reading to get more comprehend.
3. Support Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	I'm using the dictionary because lack of recognizing the vocabularies.

Name: Shevia

Question	Answer
1.The result of reading strategies revealed that Problem-Solving Reading Strategies was the most prominent used by students in this term. The technique was higly implemented in "re-read" and "pay closer attention. Based on your opinion, why you were interested to use these strategies in you're reading?	Based on my opinion, when i have a difficulty in my reading, rereading was the important key to absorb the information better and more concerned the text.
2. In the second position were Global Reading Strategies, which most of you still higly aware, such as think about what you know in you're reading and having a purpose in mind while reading academic text. Why you were mostly used Global strategies?	I aware of having a purpose in mind such as read the topic previously on the internet which related in academic reading text to make more familiar the charateristics of the structure and contents.
3. Support Reading Strategies was rarely used as references tool in you're reading, and why you were sometimes used the technique such as think about the information in Bahasa to get the meaning in the second language text used dictionary?	I think, the contents of academic reading are not familiar, which makes me tend to used dictionary for getting the meaning rapidly in my smartphone.

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4. Topik Skripsi   : Reading Strategies in Academic Reading
5. Judul Skripsi   : Descriptive Study on The Implementation of Effective Reading Strategies Used In Academic Reading Class

6. Tanggal Mengajukan   :
7. Tanggal Selesai Revisi   :
8. Nama Pembimbing   : Emy Sudarwati, S.S., M.Pd.
9. Keterangan Konsultasi   :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	9 Oktober 2020	Konsultasi Bab I, Bab II, Bab III		
2.	14 Oktober 2020	Acc Seminar Proposal		
3.	17 Oktober 2020	Pelaksanaan Seminar Proposal		
4.	23 Oktober 2020	Revisi Pasca Seminar Proposal		
5.	3 Desember 2020	Pengajuan Bab IV, Bab V		
6.	5 Desember 2020	Revisi Bab IV, Bab V		
7.	17 Desember 2020	Pelaksanaan Seminar		

		Hasil	
8.	18 Desember 2020	Revisi Bab I, II, III,IV,V	
9.	6 Januari 2021	Pelaksanaan Ujian Skripsi	
10.		.	
11.			
12.			
13.			

10. Telah dievaluasi dan diuji dengan nilai:

Malang, Januari 2021

Mengetahui,
Ketua Jurusan Bahasa dan Sastra

Dosen Pembimbing

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