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Acknowledged by

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titled "Descriptive Study on The Implementation of Effective Reading Strategies Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Unive in Academic Reading Class". Brawijaya Universitas Brawijaya Universitas Brawijaya

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

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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.

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Unive in the text. ava Universitas Brawijava

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

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

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

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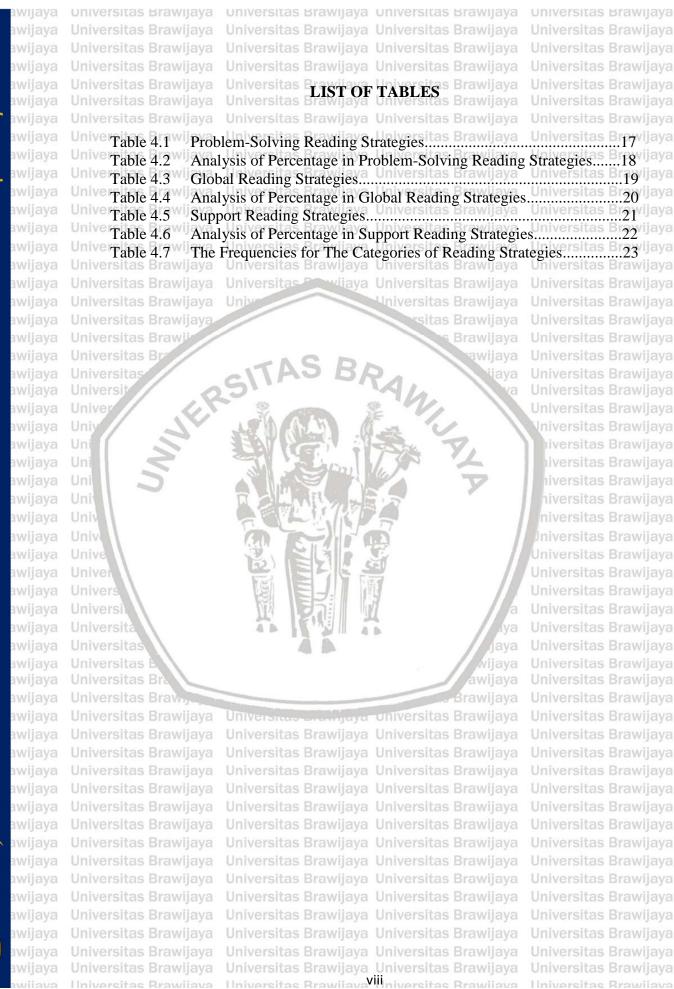


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This chapter consists of four sub-chapters: (1) Background of the Study;

(2) Problems of the Study; (3) Objectives of the Study; (4) Definition of Key

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1.1 Background of the Study

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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 newspapers

used to describe a meaning from printed or written forms to interpret the

unive information properly. Based on Djuharie (2008), people read because of two layer

Unive reasons, one solely for pleasure and the other is to find some information. as Brawijava

Universitas B Reading involves some strategies aimed to make the readers become jaya

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Unive flexible, rapid, gradually developing and understanding. Reading strategies are lava

learning techniques, behaviors, problem-solving, or study skills which make

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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: Strategies, Problem-Solving Reading Strategies, and Support Reading Strategies.

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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

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

Unive Functional Reading, Genre Based Reading, and Academic Reading.

Academic Reading course which is regarded as the highest level of reading. When Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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

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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 lava Awareness of Reading Strategies Inventory (MARSI) used by ESL students. The results revealed that the students showed improvement in comprehending Unive academic texts by applying the strategies and highly implemented Global Reading available and highly available and highl Unive Strategies properly.

University strategies in Academic Reading class. Therefore, by conducting this study, the lava 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

The current study focuses in finding out the use of effective reading

language skills. Thereby, they are the most compelling subjects of this study. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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?
- Unive 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

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

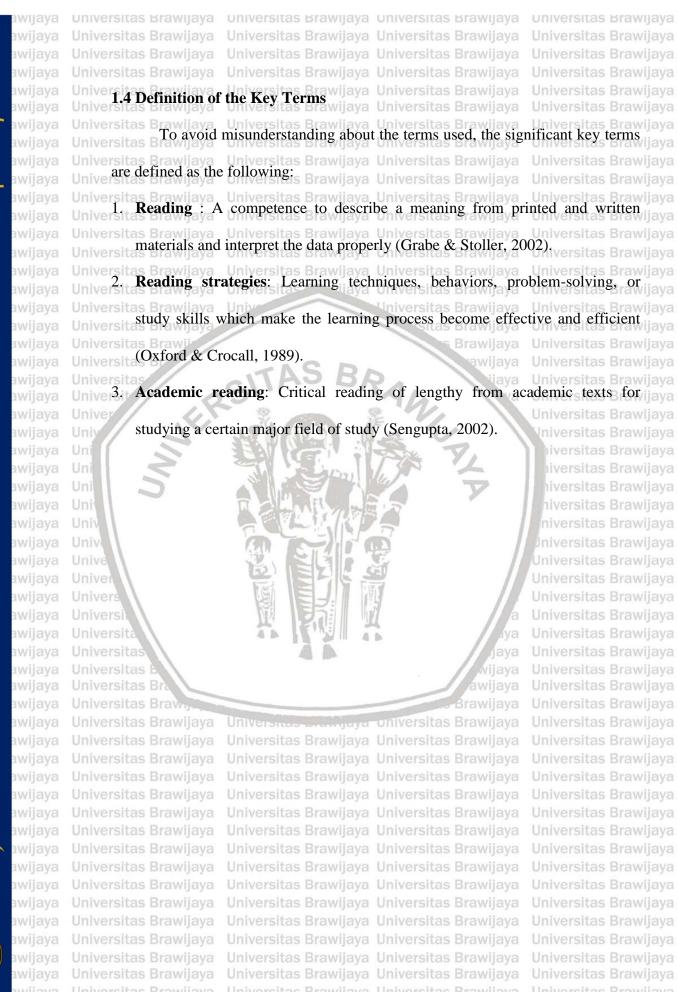
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2. To discover the most prominent type of reading strategies employed by the Universitas Brawijaya U Universitas Brawijaya

University students in Academic Reading class. University Brawijaya

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Universitas Brawijaya Universitas Brawijaya REVIEW OF RELATED LITERATURE This chapter consists of (1) Theoretical Framework; (2) Previous Studies. They are explained as follows: Brawijaya Universitas Brawijaya 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: Unive 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 Unive the language skills, reading can be in forms of reading a book, short story, lava Unive magazine, academic text, newspapers, etc. According to Sutarsyah (2013), reading lava Unive is a interaction process between the author with his language media and the reader layer University 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University 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.

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as Brawijaya Universitas Brawijaya Univer 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).

Unive 2.1.2 Reading Strategies

According to Brown (2007), strategies are particular techniques of Univerapproaching a task, modes of operation to reach a particular end, and planned lava designs for controlling and manipulating specific data. In other words, they are Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya tactics for investigating data to reach certain goals. According to Cohen (1987, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya movement toward goals. Based on Lolino (2014), to suits the reading strategies Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya there have an efficient style of strategies were below. Brawlaya



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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).

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2.1.2.3 Extensive Reading

Extensive reading means reading a length of text in their first language for level

Univerpleasure. Texts that can be read using this technique are magazines, newspapers, lava

Universal and novels. The purpose of the strategy is to improve reading skills through

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According to Djuharie (2008), intensive reading focuses on reading short Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

text intensively to examine specific information. This activity includes accuracy Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

universitas Brawijaya universitas Brawijaya awijaya which involves involved in this a comprehension regarding the information strategy. Universitas Brawijaya awijaya 2.1.2.5 Previewing awijaya awijaya The technique of reading quickly to obtain an overview, such as caption of awijaya awijaya images and headings, without reading the text words by words (Riyanto, 2019). awijaya awijaya awijaya awijaya awijaya Unive 2.1.2.6 Predicting awijaya awijaya In predicting, readers attempt to predict the next sentence based on what awijaya awijaya they read previously or what the sentence contains. Discourse markers, such as awijaya awijaya first, but, although, otherwise, etc., can assist the readers to guess the next idea of awijaya awijaya the sentences (Riyanto, 2019). awijaya awijaya awijaya awijaya awijaya 2.1.3. Measuring Reading Strategies awijaya Universitas a There are some ways that can be used to measure reading strategies, one of lava awijaya Universitas Brawijaya Univerwhich is using a reading strategies instrument called SORS (Survey of Reading lava awijaya Strategies) which consists of 30 items. This instrument, established by Mokhtari awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya awijaya and Sheorey (2002), seeks to measure which kind of strategies employed and the awijaya awijaya frequency in using the strategies while reading. The items are classified into three awijaya aspects, consisting of Global Reading Strategies (13 items), Problem-Solving Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Reading Strategies (8 items), and Support Reading Strategies (9 items). Strategies (9 items). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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V 6	Reading using Global Reading Strategies involve several techniques which
ve ve	include (i) having a purpose in mind; (ii) using reflection and carefully planned
V 6	technique to monitor reading; (iii) using prior knowledge; (iv) predicting the text;
V 6	(v) using textual features that are not involved in the main text, such as the index,
V 6	glossary, headings, etc.; (vi) using text structure, cause and effect, and problem-
V 6	solving stated by Meyer (1975); (vii) using context clues.

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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)

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.

guessing the vocabulary that the readers do not know.

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

Univer2.1.4 Academic Readingitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas B Academic reading is reading academic text that is related to education lava 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 Universitas Brawijaya Universitas Brawijaya

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awijaya awijaya 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

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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 Universe explained below.

Unive 2.1.4.1 Before Reading

Universitias Before reading or Pre-reading is the first step of reading which prepares lava the readers before they read academic texts. This step can help the readers to read Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University the text quickly or skim it, reflect on what they have already read, and make a level 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. IVersitas Brawijaya Universitas Brawijaya Universitas Brawijaya



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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.

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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

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The current research uses previous studies to recognize the position of this

University. Two research that had similar issues regarding reading strategies were level

Unive conducted by Nurazila et al., (2011) and Jaiswal (2018). The first previous study available

was written by Nurazila et al., (2011) entitled *The Reading Strategies Awareness*

University among English as a Second Language (ESL) Learners in Malaysia's University.

Unive The study aimed to measure the level of awareness among ESL students in using lava

reading strategies while they read academic texts. This study used a qualitative Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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 Universitas Brawijaya Universitas Brawijaya

Mokhtari and Sheorey (2002). The results of the study showed that Problem-

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

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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 Strategies Inventory (MARSI), Pre-reading and Post-reading Unive Reading

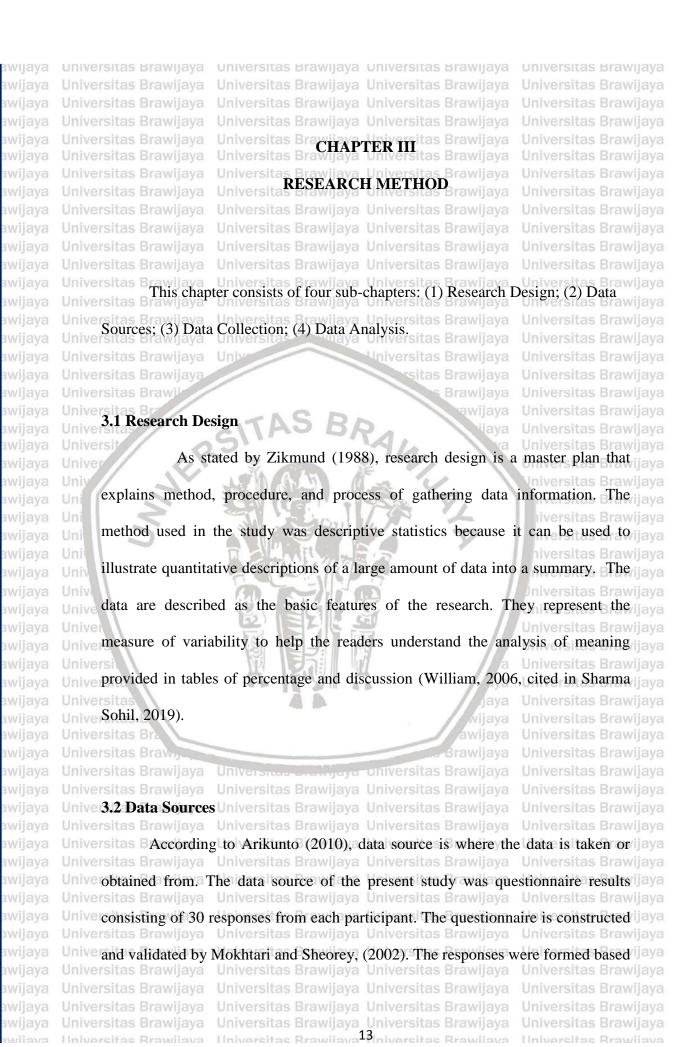
comprehension test, and t-test. The results demonstrated that metacognitive and cognitive reading strategies showed a positive relationship between the reading

strategies and the students' understanding.

The current study examines reading strategies implemented by the third Unive term English Literature students undertaking Academic Reading course. The lava University method implemented in the study is descriptive statistics. The data was collected available method implemented in the study is descriptive statistics. Univerthrough an online questionnaire and examined using SPSS version 22. In lava University analyzing the data, the writer was made use of SORS theory constructed by Universitas Brav

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Unive Mokhtari and Sheorey (2002).



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on a five-point Likert-scale, which ranged from (i) 1 or "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).

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

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Universities In the process of gathering the data, the researcher used instrument as a all and a larger than the process of gathering the data, the researcher used instrument as a larger than the process of gathering the data, the researcher used instrument as a larger than the process of gathering the data, the researcher used instrument as a larger than the process of gathering the data, the researcher used instrument as a larger than the process of gathering the data, the researcher used instrument as a larger than the process of gathering the data, the researcher used instrument as a larger than the larger than Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya tool to collect the data systematicly (Arikunto, 2000). To collect the data, the Universitas Brawijaya Universitas Brawijaya

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awijaya awijaya	researcher used the questionnaire related to reading strategies.	The data of this
awijaya	Universitas Prawijava Universitas Prawijava Universitas Brawijava	Universitas Brawijaya
awijaya	research were collected through the following steps:	Universitas Brawijaya
awijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijaya	Universitas Brawijaya
awijaya	Universital. Making the questionnaire using Google form. Brawijaya	Universitas Brawijaya
awijaya awijaya	2. Distributing the questionnaire to the third term students	taking Academic
awijaya	Universitas Brawilava Universitas Rrawilava Universitas Rrawilava	
awijaya	Reading course through WhatsApp and Line. Answer	
awijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Brawijava
awijaya	took approximately 10 minutes of the time span given for	the students.
awijaya	Universitas Brawijava Universitas Brawijava	Universitas Rrawjjava
awijaya	3. Selecting 10 respondents randomly to be interviewed to	seek their factors
awijaya	Universitas Brawii	Universitas Brawijaya
awijaya	Universitas Bin determining a particular reading strategy.	Universitas Brawijaya
awijaya	Universitas 17A3 RD Lijaya	Universitas Brawijaya
awijaya	University 4. Interviewing the respondents via WhatsApp and Line.	Universitas Brawijaya
awijaya	Univer	Universitas Brawijaya
awijaya	5. Transcribing the interview results. The results were use	ed to support and
awijaya	Uni	niversitas Brawijaya
awijaya	reinforce the analysis of the findings.	niversitas Brawijaya
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awijaya	Univ	Universitas Brawijaya
awijaya	Unive 3.4 Data Analysis	Universitas Brawijaya
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awijaya 	Bakri (2003), claims that data analysis is the process of r	
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awijaya	Unive and grouping the data in order to formulate working hypothe	
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awijaya awijaya		Universitas Brawijaya
awijaya	Universitas BTo find the research problems, the researcher analyzes th	
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awijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
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awijaya	Universital. Making the table of types of reading strategies based or	
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	Universities Beach reading strategy, namely Problem-Solving Reading	
awijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijaya
awijaya	Universitas EReading Strategies, and Support Reading Strategies.	Universitas Brawijaya
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Universitas B3.1 Samp Universitas Brawijaya	ole Table of The Type	es of Reading Strategies	Based Brawijaya Brawijaya Brawijaya
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Universitas Era Moderate	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya
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Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya	Universitas Brawijaya

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> citas Brawijaya Classifying the data using SPSS version 22.

Sorting out the questionnaire's responses and inserting the results of SPSS

into the table.

- 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	niversitas Brawija 4 5 Iniversitas Brawija
		N			Universitas Brawija
	EL S	%		29	Universitas Brawija

Making the table of the most prominent type of reading strategies. As Brawlaya

3.3 Sample Table of The Most Prominent Type of Reading Strategies

nk	Strategies Type		Mean	Std. deviation	n p.value
jaya	Universitas Brawijaya	U	niversitas	Brawijaya	Universitas Brawi
jaya	Universitas Brawijaya	U	niversitas	Brawijaya	Universitas Brawi
aya	Universitas Brawijaya	U	niversitas	Brawijaya	Universitas Brawi
iaya	Universitas Brawijaya	U	niversitas	Brawijaya	Universitas Brawi
al ya	Universitas Brawijaya	U	niversitas	Brawijaya	Universitas Brawi
	nk jaya jaya jaya jaya jaya	jaya Universitas Brawijaya jaya Universitas Brawijaya jaya Universitas Brawijaya jaya Universitas Brawijaya	jaya Universitas Brawijaya U jaya Universitas Brawijaya U jaya Universitas Brawijaya U jaya Universitas Brawijaya U	jaya Universitas Brawijaya Universitas jaya Universitas Brawijaya Universitas jaya Universitas Brawijaya Universitas jaya Universitas Brawijaya Universitas jaya Universitas Brawijaya Universitas	jaya Universitas Brawijaya Universitas Brawijaya

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awijaya 4.1 Findings awijaya awijaya awijaya awijaya awijaya awijaya using tables of percentage. awijaya awijaya awijaya awijaya awijaya

universitas Brawijaya universitas Brawijaya Universitas BrachaPTER IVitas Brawijaya FINDINGS AND DISCUSSION Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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. Iniversitas Brawijaya To answer the first and second problems of this research, the researcher explains the types of reading strategies employed by the students descriptively Unive 4.1.1 The Types of Reading Strategies Employed Strawijaya Unive 4.1.1.1 Problem-Solving Reading Strategies rsitas Brawijaya Unive Table 4.1 Problem-Solving Reading Strategies as Brawijaya itas 🎖 rawijaya Universitas Brawijaya Univer aya Universitas Brawijaya 88,2 90 itas gawijaya Universitas Brawijaya

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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.

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Table 4.2 Analysis of Percentage in Problem-Solving Reading Strategies

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abic	4.2 Analysis of 1 effectiage in 110	JUICI	ersitas	ing ixea	unig D	uaugn	as Brawi
No. B	rawijaya Question		rsitas	Brawija Brawija	aya ₃ Uı aya Uı		as Brawi as Brawi
itas B	I read slowly and carefully to make sure I understand what I am reading	N	0	3Wija	aya ₂₃ Ur aya Ur	43	as Brawi
	2511	%	0	4,9	22,5	42,2	30,4
9	I try to get back on track when I lose concentration.	N	71	3	15 Ui	iv 51 sit	as 32awi
		%	19	2,9	14,7	50	31,4
11	I adjust my reading speed according to what I am reading.	N	1	4	22	iversit	as Brawi as 34awi
		%	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 wi
16	I stop from time to time and think about what I am reading	N	4	25	32 ^{UI}	ivg _i sit	as To awi
11		%	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	a ₁₅ Ui	iversit iversit	
itas	4 4	%	1	5,9	ay14,7U	iiv 50 sit	28,4
25	When text becomes difficult, I reread it to increase my understanding.	N	-1	2 ^{wija} awija	aya <mark>l1</mark> Ur aya Ur	46 Versit	as Brawi as Brawi
itas B	rawn	%	1	Br2wij	10,8	45,1	41,2
28	When I read, I guess the meaning of unknown words or phrases.	UNIV	ersotas	Brawij	aya ₁₅ Uı	iv e sit	26av
LUO D	idinjaya Omvorsitas biawijaya	%	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

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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

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4.1.1.2 Global Reading Strategies

Table 4.3 Global Reading Strategies

construct the meaning related to the text.

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

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



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experience and knowledge, having a purpose while reading,

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typographical features and context clues. Approximately, only 2 students (2%)

Brawiiava Universitas Braw demonstrated a lower level in employing this strategy. This low level indicates

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their lack of awareness.

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Table 4.4 Analysis of Percentage in Global Reading Strategies

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awijaya	unive	I SILAS E	orawijaya Ulliversitas o daya	UIII	versitas	Blawi	aya u	Hiversi	las Diav
awijaya	Unive		rawijaya U Question	Uni	versitas	Brawi,	aya U	nivarsit	as Brav
awijaya	Unive		rawijaya		rsitas	Brawi	aya U	niversi	as Bray
awijaya	Unive	rsitas E	I have a purpose in mind when I read.	N %		5,9	18 17.6	45 44,1	32
awijaya	Unive	rsitas E	I think about what I know to help me		1	SAMI)	aya, U	niversi	as Brav
awijaya	Unive	rsit3s	understand what I read	N	1	2	ayl2 U	niv 55 si	as 32 rav
awijaya	Unive	rsit	diadistand what I read	%	14.	2	11,8	53,9	31,4
awijaya	Unive		I take an overall view of the text to	ENT.	2	12	24 U	niversi	as Brav
awijaya	Univ	4	see what it is about before I read it.	N	2/	13	24	niversi	as ²⁵
awijaya	Uni		SEATTLE STATE	%	2	12,7	23,5	37,3	a 24,5av
awijaya	Uni	6	I think about whether the content of	N	0	7	32	niv ₄₈ si	as <mark>B</mark> rav
awijaya	Uni		the text fits my reading purpose.	150/	Δ.		1.1	hiversi	as Bray
awijaya	Uni		I review the text first by noting its	%	0	6,9	31,4	47,1	14,7
awijaya	Univ	8	characteristics like length and	N	10	21	36	nivorsi	as <mark>P</mark> rav
awijaya	Univ	\ \	organisation.		10	21			as Brav
awijaya	Unive	1/		%	9,8	20,6	35,3	24,5	
awijaya	Unive	12	When reading, I decide what to read	N	1	16	/31 U	nivarsi	as 21 rav
awijaya	Unive		closely and what to ignore.	T.			/// II	niversi	as Bray
awijaya	Unive	rsi		%	1	15,7	30,4	32,4	20,6
awijaya	Unive	700 1	I use tables, figures and pictures in	N	10	27	/32 U	niv21 si	as 12ray
awijaya	Unive		text to increase my understanding.	%	9,8	26,5	a 31,4 U	20,6	11,8
awijaya	Unive	rsitas F	I use context clues to help me better			/ Awi	ava II	niversi	as Rray
awijaya	Unive	17	understand what I am reading.	N	2	9 awi	24	56	as Bray
awijaya	Unive		raw	%	2	8,8	a 23,5 U	54,9	a 10,8av
awijaya	Unive		I use typographical features like bold	uni	versitas	Brawi	iava U	niversi	as Brav
awijaya	Unive	20 Isitas E	face and italics to identify key	N	versitas	Brawi	aya U	niversi	as Brav
awijaya	Unive		information.	%	versitas				ac Brau
awijaya	Unive		I critically analyze and evaluate the	%	versitas	10,8	25,5	41,2	20,6
awijaya	Unive	2.1	information presented in the text.	N	versitas	Brawi	ava U	niversit	as <mark>H</mark> rav
awijaya	Unive		rawijava Universitas Brawijava	%	verditas	13,7	a 41,2 U	33,3	a 10,8av
awijaya	Unive		I check my understanding when I	Цяi	versitas	Brawi	ava, U	niv <u>s</u> rsi	as 20 av
awijaya	Unive	rsitas F	come across new information.	Uni	versitas	Brawi	iava II	niversi	as Bray
awijaya	Unive	rsitas F	rawijaya Universitas Brawijaya	Uni	versitas	2,9	23,5	52,9	19,6
awijaya	Unive		I try to guess what the content of the	N	ver3itas	B ₁ 9 ₁ wi	ay22 U	ni 50 sit	as 18rav
awijaya	Unive	100000	text is about when I read.	%	2,9	B _{8,8} //	100	120	17,6
awijaya	Unive		I check to see if my guesses about		versitas	-	21,6	49	as Bray
awijaya	Unive	27	the text are right or wrong.	N	versitas	Brawi 12 Brawi	34	39	16
awijaya	Unive		rawijaya Universitas Brawijaya	%	verditas	11,8	33,3	38,2	15,7
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awijaya awijaya 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

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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 students had predicted the students had 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

new information obtained was absorbed properly to produce good understanding.

understanding when they come across new information" to assure them that the

University what they have skimmed. This strategy is also supported by typographical available what they have skimmed.

Unive overall view of the text before reading it. Thereby, they can predict the contents of the variable overall view of the text before reading it.

Unive features, such as bold and italic which can be used to assist the students to lava

remember the words.

Unive 4.1.1.3 Support Reading Strategies va Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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e sit High aw	jaya ₅₅ Unive	rsit 53,9 raw
Moderate	ijaya ⁴⁴ Unive	rsit43,Braw
Low	jaya ₃ Unive	rsita _{2,9}



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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

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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

awijaya	Unive	isitas E	4.0 Analysis of Fercentage in Su	hho	i i Kcau	ing bu	ategies	niversit	as Brawijaya
awijaya awijaya	Unive	No. Item	Question	PA	1	2	ayaş Uı		as Brawijaya as Brawijaya
awijaya	Unive	2	I take notes while reading to help me understand what I read.	N	9	23	37		as 12 awijaya
awijaya	Univ	/	understand what I read.	%	8,8	22,5	36,3	20,6	as Brav vijaya 11 , 8
awijaya	Uni		When text becomes difficult, I read	40	, o	Y,	20,2	liversit	as Brawijaya
awijaya	Uni	5	aloud to help me understand what I	N	14	14	21		as $_{26}^{\circ}$ awijaya
awijaya	Uni		read.	100	1			niversit	as Brawijaya
awijaya	Uni			%	13,7	13,7	20,6	26,5	a:25,5av/ijaya
awijaya	Univ	10	I underline or circle information in	N	4	14	18	niversit 40	as Brawijaya 26
awijaya	Univ	10	the text to help me remember it.	. 2	4	14	10	niversit	
awijaya	Unive		3 2 3	%	3,9	13,7	17,6	39,2	a 25,5awijaya
awijaya	Unive		I use reference materials (e.g., a				// Ui	niversit	as Brawijaya
awijaya	Unive	13	dictionary) to help me understand	N	3	10	/ 23 _U	niversit	as ³³ rawijaya
awijaya	Unive	si	when I read.	0/	2.0	0.0	20.5	22.4	D
awijaya	Unive	- W V	T	%	2,9	9,8	22,5	32,4	32,4
awijaya	Unive		I paraphrase (restate ideas in my own words) of better understand what I	N	2	19	av28 U	nivagsit	as Is rawijaya
awijaya	Unive	rsitas E	read	11	2	Vii	ava III		as Brawijaya
awijaya	Unive		Touc	%	3	18,6	27,5	37,3	as14,7awijaya
awijaya	Unive		I go back and forth in the text to find			Brawij		•	as Brawijaya
awijaya	Unive	reitae F	relationships among ideas in it.	N	ersitas	Brawii	32 U	42 niversit	as Brawijaya
awijaya	Unive		rawijaya Universitas Prawijaya	%	0	8,8	31,4	41,2	18,6
awijaya	Unive		I ask myself questions I like to have	N	rers2tas	B27wii	30 U	11 / 22 o i t	as 10 awijaya
			answered in the text.						
awijaya	Unive	0.000	rawijaya Universitas Brawijaya	%	rersitas	26,5	29,4	32,4	as _{9,8} awijaya
awijaya 	Unive	20	When reading, I translate from	N	versitas versitas	18	33	29	as Brawijaya as Brawijaya
awijaya	Unive		English into my native language.			DIGWIJ	- 1		
awijaya	Unive		rawijaya Universitas Brawijaya	%	rer8,8as	17,6	32,4	28,4	as12,7awijaya
awijaya		rsitas E	When reading, I think about awaya information in both English and my	Univ	rersitas	Brawij			as Brawijaya
awijaya	Unive		mother tongue.	UNin	vers ³ tas	Br ⁵ wij	aya ¹⁹ U	niversit	as <mark>31</mark> rawijaya
awijaya	Unive		rawijaya Universitas Brawijaya	%	2,9	4.9	18,6	43,1	30,4 vijaya
awijaya	Unive	rsitas E	rawijaya Universitas Brawijaya	Uni	versitas	Brawij	aya U	niversit	as Braw ijaya



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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

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4.1.2 The Most Prominent Type of Reading Strategies

remember the essential information.

Universitas a This sub-chapter focuses on presenting the most prominent type of reading lava Unive strategies implemented by the students in Academic Reading class. Inversitas Brawijaya

Table 4.7 The Most Prominent Type of Reading Strategies

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Rank	awijaya Strategies Type Brawij	aya _{Mean} /e	Std. Deviation	Universalue Brawija
sitas Bi sitas Bi	Problem-Solving Reading Strategies	3,96	rsitas Brawijaya rsitas 1 ^{0.52} vijaya	Universitas Brawija
sitas Bı	Global Reading Strategies	aya 3,61 ve	rsitas 10.53vijaya	Unive _{0.000} s Brawija
sitas Bi	Support Reading Strategies	a /a _{3,49} /e	0.58	0.000 Braw
Total	rawijaya Universitas Brawij rawijaya Universitas Brawij	3,69	rsitas Brawijaya rsitas Brawijaya	Universitas Brawija



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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 s Brawijaya Universitas Brawijaya time to become skilled readers. iava Universitas Brawijaya Universitas Brawijaya

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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 Unive strategies as reference tools to comprehend second language texts.

Unive 4.2 Discussion

Universities 18 The researcher analyzes the data using the theory of reading strategies 18 values proposed by Mokhtari and Sheorey (2002). The results reveal that Problem-Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya become the most prominent strategies because most students implement them to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya overcome their reading problems. They considered Academic Reading as the most



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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.

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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 are 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 the 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.

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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 Unive suggests that Global Reading Strategies induce the readers to have priority and level Unive intentional activity that require them to think critically, use flexible strategies, and leave Unive monitor themselves. Therefore, most students use Global Reading Strategies to lava

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Universities Support Reading Strategies are the least popular reading strategies among Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 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 Universitas Brawijaya understanding. This illustrates the importance of first language in second language versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Unive become critical readers who can evaluate the author's arguments and differentiate lava

between facts and opinions in Academic Reading text.



awijaya awijaya 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.

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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 available. 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.

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universitas Brawijaya universitas Brawijaya Universitas Bra CHAPTER Viitas Brawijaya CONCLUSION AND SUGGESTION Universitas Brawijaya Universitas Brawijaya 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. Iniversitas Brawijaya 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). Unive Having the highest mean, Problem-Solving Reading Strategies are the most lava Univerprominent reading strategies, meaning they are the most effective and efficient lava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive strategies to be implemented by the students. This conveys that the students are leave Universative readers that can solve their problem directly while reading academic texts. whave Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br The students solve their reading problems mostly by re-reading the lave

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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.

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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.

Unive 5.2.2 Lecturers

This study can be used as a reference to help lecturers and English Unive instructors to improve their strategies in teaching reading skills. Thereby, the lava Universidents can overcome their problems in reading and become more proficient in layar Universitas Brav

Unive analyzing academic texts.

Unive 5.2.3 General Readers sitas Brawijaya Universitas Brawijaya

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



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Appendix 1 Survey of Reading Strategies Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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

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GLOB: Global Reading Strategies

ya Universitas Brawijaya PROB: Problem-Solving Reading Strategies

SUPP: Support Reading Strategies

: Total of the respondent

awijaya	Universitas Braw	ijaya Univer	sitas Brav	wijaya Un	iversitas	Brawijaya	Universi	tas Brawi	jaya
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awijaya	Universitas Br		%	1%	5,9%	17,6%	44,1%	31,4%	jaya
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awijaya	Universitas Braw	ijaya Univer				23,5%	37,3%	24,5%	jaya
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awijaya	Universitas Braw	to help me				Brawijaya	Universi	tas Brawi	
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The Questions of Interview Universitas Brawijaya Universitas Brawijaya

Question:

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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 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?

Universitas Ba 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?

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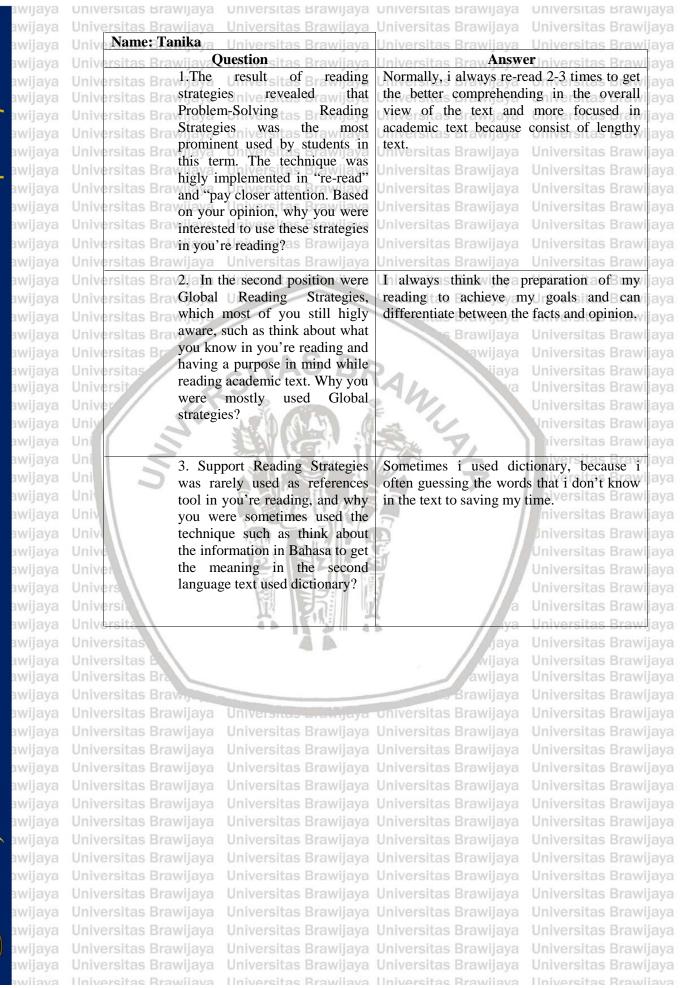
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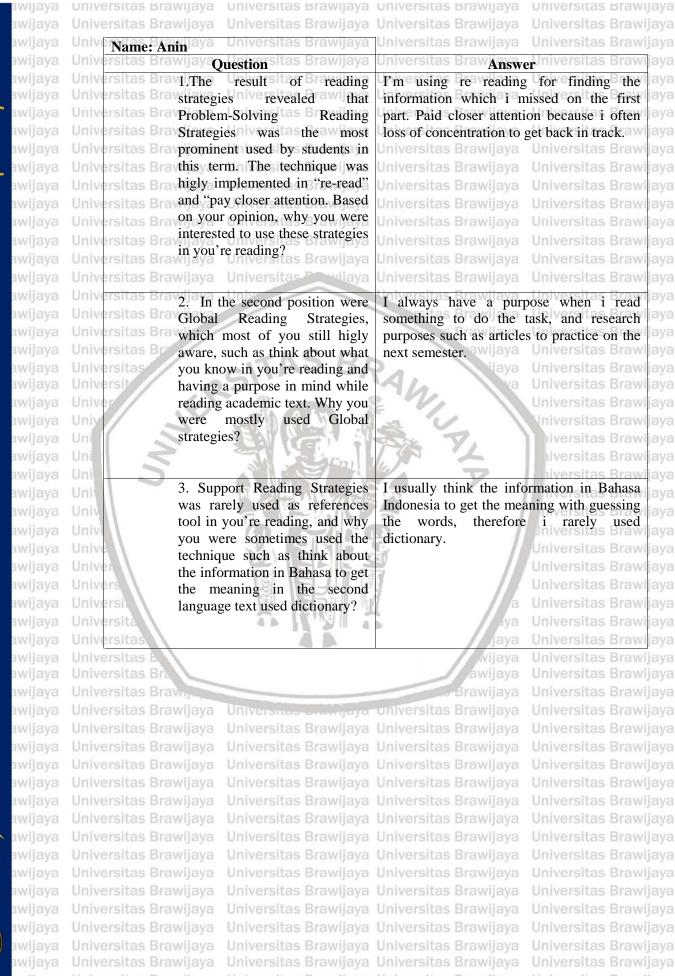
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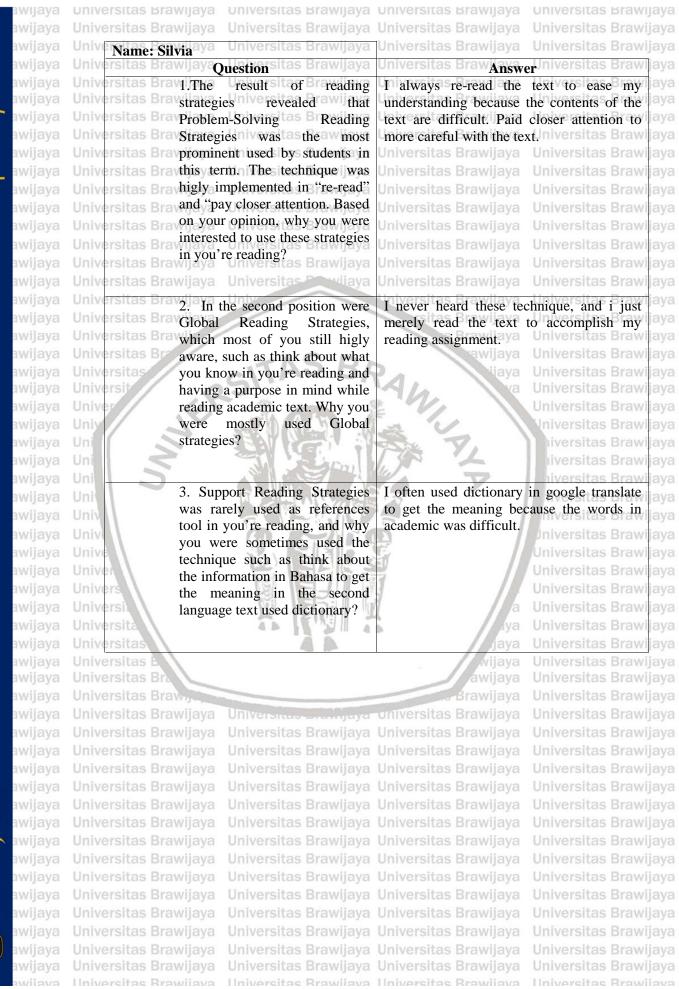
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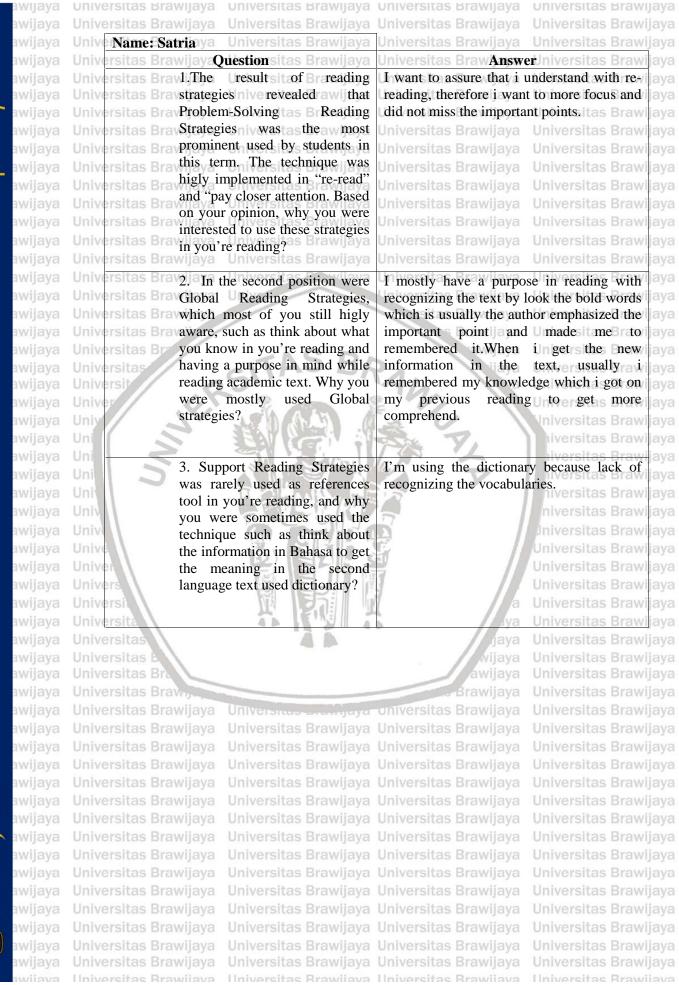


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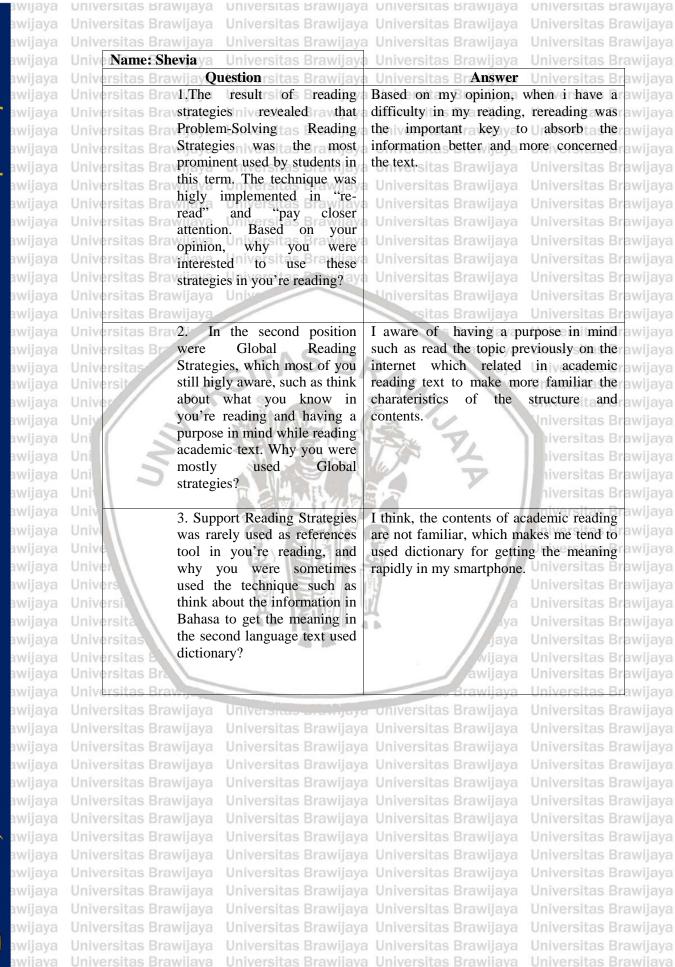
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Tanggal Mengajukan

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8. Nama Pembimbing

Keterangan Konsultasi

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Emy Sudarwati, S.S., M.Pd.

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