

THESIS

**READING STRATEGIES USED BY EFL LEARNERS AT
INDONESIAN MUSLIM UNIVERSITY**

(Strategi Menyimak Wacana yang Diterapkan oleh Mahasiswa Jurusan
Bahasa Inggris pada Universitas Muslim Indonesia)



BY

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P060021008

**ENGLISH LANGUAGE STUDY
POSTGRADUATE PROGRAM
HASANUDDIN UNIVERSITY
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APPROVAL FORM

Title : **Reading Strategies Used by EFL Learners at Indonesian Moslem University**
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ABSTRAK

ABDILLAH ASSAGAF, Strategi menyimak wacana yang diterapkan oleh mahasiswa Jurusan Bahasa Inggris pada Universitas Muslim Indonesia Makassar. (Dibimbing oleh Hj. Hafsa Amin Nur dan James Shewmaker).

Menyimak wacana sebagai suatu mata kuliah wajib di Jurusan Bahasa Inggris akan banyak mendukung paling tidak dalam hal mendapatkan informasi dan memajukan kemampuan mahasiswa dalam Bahasa Inggris. Dan bahkan, untuk pengharapan lebih lanjut, sebagai suatu kecakapan hidup dalam rangka mendukung masa depan mereka.

Berkenaan dengan memahami suatu teks atau bahkan memiliki suatu kemampuan yang baik dalam menyimak, seorang penyimak harus mempunyai pengetahuan kebahasaan, dan wawasan semesta. Terhadap hal ini, adalah suatu hal yang agaknya sukar terpenuhi sebagai seorang mahasiswa. Namun demikian, seorang pembelajar bahasa yang baik biasanya memperlengkapi dirinya dengan tindak, langkah, dan sikap khusus dalam memudahkannya menyimak dengan baik. Dengan kata lain, menggunakan strategi atau siasat menyimak wacana.

Berdasarkan fenomena di atas, kajian ini diarahkan untuk menggambarkan strategi menyimak yang mahasiswa terapkan, dan membandingkan antara penggunaan strategi menyimak dengan prestasi akademik menyimak mahasiswa.

Dua puluh mahasiswa jurusan bahasa Inggris terekrut dalam kajian ini. Responden tersebut diminta mengisi kuesioner yaitu inventarisasi strategi menyimak, kuesioner ini memuat jenis tanggapan a, b, c, d, dan e dan skor atau nilai tanggapan berturut-turut 1, 2, 3, 4, 5. Data yang terkumpul ditabulasi dan dianalisa dengan menggunakan statistic deskripsi untuk menentukan strategi menyimak dan kategori strategy belajar yang digunakan oleh mahasiswa. Selanjutnya, untuk mencari tahu apakah strategy menyimak dan prestasi akademik menyimak berkorelasi atau tidak. Keputusan diambil dengan menghitung skor total strategi menyimak dan skor rata-rata kategori strategi belajar. Skor ini dihubungkan dengan angka interval.

Kajian ini mengungkap bahwa mahasiswa cenderung menggunakan strategi pada tingkat frekuensi **agak dan biasanya**. Dan bahwa terdapat suatu korelasi yang kuat antara strategi menyimak dengan prestasi menyimak.

ABSTRACT

ABDILLAH ASSAGAF, “Reading Strategies Used by EFL Learners at Indonesian Moslem University” (Supervised by Hj. Hafsa Amin Nur and James Shewmaker).

Reading as a compulsory subject in English department will contribute at least for getting information and advancing students ability in English, and others, reading is as a life-skill in order to support their future. In terms of comprehending a text or even possessing a good ability to read, a reader must have linguistic knowledge, and knowledge of the world.

Acquiring good ability to read English is difficult for EFL learners. Nevertheless, a good language learner usually equips himself with specific actions, steps, and behavior in facilitating him to read well. In other words, using reading strategies.

This study aims at describing reading strategies the students use and comparing between the use of the reading strategy and reading class achievement.

Twenty students of English Department of Indonesian Moslem University were involved in this study. The respondents were asked to fill in questionnaire—reading strategy inventory. It contains response a, b, c, d, and e and score for each 1, 2, 3, 4, 5 consecutively. The collected data were then tabulated and analyzed by means of statistic description in order to determine reading strategies and or learning strategy category used by the students and to find out the correlation between the reading strategy and reading class achievement. The decision was taken by counting up total score of reading strategies and that average score of learning strategy category. These scores were related to interval figure.

This study found that student tend to apply strategies in at a frequency level of **somewhat and usually**. And that there is a strong correlation between Reading Strategies with Reading Class Achievement.

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Abdillah Assaqaf

CHAPTER I

INTRODUCTION

1.1 Background

Reading is one of the four basic skills in language learning. Before reading is taught, it is good if learners have mastered at least a beginning level of grammar and vocabulary. As we know that, focusing on this receptive skill will enforce learner's comprehension of how to use language. This means that the more familiar these words with, derivational and inflectional, syntactic structure, collocation and idiomatic expression phenomena, the easier or the quicker they will understand. In other words, reading can be a good way to review the language one has already learned.

Generally, in EFL/ESL classroom reading receives special focus. This emphasis is based on actual reasons; (Richards and Renandya, 2002:273).

First, many foreign language students often have reading as one of their most important goals, they want to be able to read for information and pleasure, for their career, and for study purposes.

Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written text can enhance the process of language acquisitions.

Besides the importance of reading as seen above, those who conduct this receptive activity, especially for EFL students, meet with a lot of

hindrances. Interaction between reader and text require synchronization between the message that the text offers and previous knowledge the reader has. About this Finocchiaro (1986:319) states: “in order to interpret the reading, input information and existing schemata must be compatible”.

Another hindrance is an intellectual capacity to find out what the unfamiliar words mean in context. In this case, Twaddel (1927:274) in Long and Richard (1987:319) states:

The reader or listener encountering a new word can panic, especially if he has been trained to panic, or he can, have acquired the skill of inferring from context. In the later case, he uses what is not unfamiliar in the context to convey a meaning (not necessarily complete, or precise) of the phrase or sentence. Whatever meaning he attributes to that phrase or to that sentence determines a meaning he can begin to have for that new word

In addition, the reader endlessly attempts to know what a passage exposes, the general description, or what information is found in the text. Eventually, the reader would like to paraphrase the content of the passage. Referring to this, Long and Richard (1987:239) emphasized that

Reading for thorough comprehension is reading in order to master the total message of the writer, both main points and supporting details. It is the stage of understanding at which the reader is able to paraphrase the author's idea

Taking notice of the importance of these linguistic phenomena, in order to facilitate learners in it, apart from having linguistic knowledge itself learners

also should have specific practical ways to help them be successful language learners. These ways are called learning strategies.

In reality, we can take note of the differences between successful second language learners and less successful ones. If this condition is regarded as a natural matter, of course, the opportunity to advance in the target language skill just for those who have a lucky fate. However, success in language learning often depends on strategies the learners use. Even though it is not the only determinant aspect but Brown, (2001:59) states that “successful mastery of the second language will be due to a large extent to a learner’s own personal investment of time, effort and attention to the second language learning in the form of an individual battery of strategies for comprehension in the language”. Moreover, (Richards and Renandya, 2002:124) state that “these strategies can facilitates the internalization, storage, retrieval, or use of the new language”.

In terms of reading, there are three points why reading strategies are important, (Richards & Renandya 2002:289):

”(1) Strategies help to improve reading comprehension as well as efficiency in reading (2) By using strategies, students will be reading in the way that expert readers do.(3) Strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other part of the text”.

Without using the strategies like these, probably this receptive reading skill is felt as a boring activity. By means of this approach considerably

enforce our refusal that failures to comprehend are always attributed to language – specific deficit (Long & Richards, 1987:218). In this case, perhaps a word wasn't in the reader's vocabulary; a rule of grammar was unsupplied, an anaphoric cohesive tie was improperly coordinated, and so on.

Reading ability probably constitutes an obligatory aspect for EFL students. As basic considerations, various reasons and advantages have been mentioned above. To arrive at this skill, National Curriculum, especially in English Learning-Teaching process, places Reading One and Reading Two syllabuses in college curriculum along with emphasizing reading comprehension. This is also applied in the Faculty of Letters of Indonesian Moslem University, concentrates on English department.

Referring to the general barriers as mentioned previously, the writer devoted his attention to observing how the EFL students in this college conducted reading, and whether they used strategies to support their reading achievement.

1.2 Problem Statement

In view of the preceding discussion, this study aims at answering the following research questions:

1. What kinds of reading strategies do the students use in reading?
2. How does the use of reading strategies correlate with reading class achievement?

1.3 Objectives of The Study

Based on the problem statements, the writer directs this study :

1. To describe the kinds of reading strategies frequently used by students in reading activities.
2. To describe correlation between reading strategies with reading achievement.

1.4 Significance of The study

It is expected that the findings of this research will be important as:

1. Additional resources for those who are interested in the study of English, especially on reading comprehension.
2. Further support for the English learning and teaching process
3. Resources for the improvement of English proficiency.

1.5 Scope of the Study

This research is restricted to reading activity. The researcher focuses his attention on the strategies for reading used by students. Thus, the main emphasis will be on observing and describing the student's specific behavior, action, and steps to facilitate them in getting comprehension in reading.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Practices of Good Language Learners

Perhaps going after or repeating other's failure in the process of acquiring any skill is a bad thing. Conversely, if someone wishes to be successful, it is a good idea to imitate what successful people do, especially, for achieving skills in a second language, such as English. Good language learner studies need to be referred. This study as a basic consideration on the birth of learning strategies.

The following statements reveal what good language learners do in their second language learning. Taken from Rubin (1975, in Johnson, 2001:147).

- “ - *The good language learner is a willing and accurate guesser.*
- *The good language learner has a strong drive to communicate, or to learn from communication. He is willing to do many things to get his message across.*
- *The good language learner is often not inhibited. He is willing to appear foolish if reasonable communication results. He is willing to make mistakes in order to learn and to communicate. He is willing to live with a certain amount of vagueness.*
- *In addition to focusing on communication the good language learners is prepared to attend to form. The good language learner is constantly looking for patterns in the language.*
- *The good language learner practices.*
- *The good language learner monitors his own and speech*

of others. That is, he is constantly attending to how well his speech is being received and whether his performance meets the standards he has learned.

- *The good language learner attends to meaning, he knows that in order to understand the message it is not sufficient to pay attention to the language or to the surface form of speech”.*

Considering the account above, it is revealed that to be successful in second language learning one should not depend strongly on the dictionary but rely on one’s cognitive function, namely guessing. We underline also that obviously learning a second language is like having the first one – having a strong will to communicate, making mistakes in order to learn or to communicate and so on. In terms of these, let’s have Finocchiaro (1986,17) states:

“It is important to remember, however, that even in acquiring his native tongue, the child must be in an environment where he hears meaningful ‘noises’ and where other people react to the sounds he makes. The stages of language development in all children appear to be biologically determined, but they must receive (hear) the primary data (meaningful speech) which they will then process”

Furthermore, it is obvious that good language learners in their second language learning are unseparated from the system of language. It seems that when they express their ideas, experiences, thoughts, and feelings, they remain emphasizing on the importance of grammatical form or structure as a part of productive skill. Apart from learning patterns in the language, the way they approach language learning refers to “a belief that the fluent use of a

language was essentially a set of habits which could be developed with a lot of practice.” (Yule, 1988:153).

The other essential thing we have here is to evaluate oneself. It seems that they estimate or monitor their progress, think about what has been acquired, find out how to overcome various learning problems. In other words, having self – management and problem identification. Moreover, the good language learners besides concentrating on the grammatical system, for the sake of communication, they also learn how language is used as a means of communication. In other words, they refer to the functional views of language. For instance, the sentences ‘Why don’t you close the door?’ from a structural viewpoint, it is unambiguously an interrogative. But from a functional viewpoint, it is ambiguous. In some circumstances, it may function as a question or as a command. In other situation, it could be intended as a plea, a suggestion, or a complaint. (Littlewood, 1986:1-2).

Other research in this area was conducted by Rubin and Thomson (1982, in Brown, 2001:209). They identify that good language learners:

- *Find their own way, taking charge of their learning*
- *Organize information about language.*
- *Are creative, developing a feel for the language by experimenting with its grammar and words.*
- *Make their own opportunities for practice in using the language inside and outside the classroom.*
- *Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word.*
- *Use mnemonics and other memory strategies to recall*

what has been learned.

- *Make errors work for them and not against them.*
- *Use linguistic knowledge, including language of their first language, in learning a second language.*
- *Use contextual cues to help them in comprehension.*
- *Learn to make intelligent guesses.*
- *Learn chunks of language as wholes and formalized routine to help them perform beyond their competence.*
- *Learn certain tricks that help to keep conversation going.*
- *Learn certain production strategies to fill in gaps in their competence.*
- *Learn different style of speech and writing and learn to vary their language according to the formality of situation.*

From the description above, it can be seen that the way they learn second language is independent or rely on his own learning experience. Their big attention to language make them collect as much information as possible to support their ability and place second language learning as a routine or frequent activity. Here, we have that, in practice, instead of staying in difficulty, they try to facilitate themselves using various strategies. Moreover, we note that basically they approach language by applying direct methods. "Everything said in the classroom had to be expressed in the second language." (Yule, 1988:153). The other approach they use by means of their first language. It can be justified, based on Rutherford, (1987:8) that "Everyone who has acquired a native language, then, unconsciously knows something about how to acquire any other language."

In addition, Brown, (2001:207) states that :

There is no single magic formula for successful foreign language

learning. It is proved that sometimes there are learners who seem to have a knack for language learning. So that they are not consciously aware of learning strategies. But often successful learners have achieved their goals only through conscious systematic application of a battery of strategies.

Talking about success in second language learning refers to productive and receptive skills one possess. To arrive at these, of course, we can point to at least two factors which seem to have a strong effect to the learning and the habit formation. Firstly, the learning itself requires spending time in various kinds of linguistic efforts. The result of learning in the short-term period differs from taking an English course in the long term. One who frequently uses English will achieve more fluency than someone who stays in a vacuum. About this Finocchiaro, (1986:19) states that “Second language learning, therefore, means acquiring new habits or ways of using the speech organs and learning the forms and the arrangements of forms required by the system. It means acquiring the habits of language through the intensive and extensive practice of numerous examples.”

Secondly, the process of habit formation is expected to combine with the learners motivation. About this Harmer, (1991:9) state that “a strongly motivated students is in a far better position as a learner than a student who is not motivated.” Furthermore, it is divided into two main categories: extrinsic motivation, which is concerned with factors outside the classroom, and

intrinsic motivation, which is concerned with what take place inside the classroom.

2.2 Learning Strategies for EFL/ESL

A. Definition

There are many factors that have influence upon success in academic learning. These include attitude, motivation, aptitude, and health. Success in learning a foreign language, such as English, also depends on other factors. One of these has to do with the way learners interact with the learning material.

In learning English, learners can benefit by attempting to find out the various ways to help them be more effective in learning. These are practically applied in the form of specific actions, behavior, steps or techniques the learners use to improve their progress in developing second language skills.

Paying more attention to this language phenomena Oxford (1990, in Johnson 2001:153) states that learning strategies are “specific actions taken by the learner to make it easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations”. Similarly, Brown, (2001:210) states that strategies are “specific methods of approaching a problem or task, modes of operation for achieving a

particular end, or planned design for controlling and manipulating certain information”.

In order to clarify, let's look at what English learners do below (Brown, 2001:312).

- *To improve their speech skill, three times a week, meeting with an English-speaking conversation partner for lunch*
- *Living with American family so he can learn the culture and language in full time immersion situation.*
- *Taping English labels to all the objects in her dorm room*
- *Practicing song lyrics in English*
- *Regularly reading Newsweek, the New York Times and American comic books.*
- *Drawing pictures of new words and creating flow charts showing how they fit together semantically.*
- *Using a green highlighters to mark the main points in the notes she takes in class, outline the notes and writing summary.*
- *Encouraging himself by using performance in learning English.*

The first point, we make here is that second language learners need other peoples' help. It is justified by Brown (2001,181) “language is for communicating with people (whether through oral or written modes), and the more they engage in such face-to-face communication, the more their overall communicative competence will improve.” The second point is that the learners can equip themselves with learning instruments. For storing and memorizing for instance, noting down a word or phrase in the target language on or vocabulary cards, articles, flow charts. “The advantages of cards for retrieval are obvious, since they can be arranged

alphabetically either by target word or translation, or they can be arranged/rearranged by topic, the latter would be very useful for the learner when, writing a composition.” Wallace (1982:61).

Finally, here we have that students involve their own personalities through the use of linguistic exercise, it seems that learners don't think about anxiety. They aren't afraid of applying what they already know. This refers to an effective strategy, especially taking risks wisely. If learners stay in this condition, probably, it can help them overcome potential barriers to learning, in other words, they aren't in the habit to do linguistic actions.

B. Learning Strategies Categories

In order to analyze and identify easily what good language learners do in the process second language learning, Oxford (1990, in Richards and Renandya, 2000:121) differentiates learning strategies into the following categories:

- a. *Cognitive*
Cognitive strategies involve the identification, retention, and retrieval of language element, for example : learners have known what word they usually more frequently see. And have identified collocation items by means of his observation in reading, etc. This strategy relates mainly to mental and intellectual function.
- b. *Metacognitive*
Strategies of this type deal with the planning, monitoring, and evaluation of language learning activities. For

example, students may develop a plan for monitoring their progress by constantly comparing their current level of proficiency with the course goals outlined in the curriculum.

c. Affective

Affective strategies are those that serve to regulate emotion, attitude, and motivation. For example, students may read linguistically simplified books to develop a positive attitude toward reading material.

d. Social

These strategies refer to actions learners take to interact with users of the language. For example, students may deliberately seek out opportunities to use the target language with native speakers of the language.

The learning paradigm above refers to how to learn based on the role of the learner in the process. Establishing language tasks by means of this pattern helps learners maximize all of their capacity. It may mean the learners function his mental, intellectual, manage and direct himself in identifying and overcoming learning hindrance, encourage himself to work in pairs and even maintaining his attitude to wards language task.

The significance of this way is to help learners know learning steps, easily solve problems, have self-confidence, and build up mutual relationship among learners. Furthermore, with respect to the learning-teaching process, what are expected from applying this paradigm is to place learners as the primary factor. However, this doesn't mean that replace the function of teacher as the delivery of language to the students, but at least the method that the learner employs to internalize and to perform in the language are as important as the teacher's

methods. (Brown, 2001:59)

Furthermore, here are six examples of learning strategies, taken from the category system developed by Oxford (1990, in Johnson, 2001:152).

- a. *Taking risks wisely*
Pushing oneself to take risks in a language – learning situation, even though there is a chance of making a mistake or looking foolish. Risks must be tempered with good judgment.
- b. *Remembering new language information according to its sound*
One of Oxford's examples is a way of learning foreign language vocabulary. You think of a word in your language (or any other language) which sounds like the word you are trying to learn.
- c. *Finding out about language learning*
Making efforts to find out how language learning works by reading books and talking with other people and then using this information to help improve one's own language learning.
- d. *Cooperating with peers*
Working with other language learners to improve language skills..
- e. *Switching to mother tongue*
- f. *Repeating*
Saying or doing something over and over.

One of affective principles in learning is risk-taking. In this case, students are ready to try out their newly acquired language, to use it for meaningful purpose, ask questions, and to assert themselves, Probably this serves as a good beginning instead before of having correctness, right answers, and intelligent guess. In some learning–teaching processes, students generally are encouraged to express their ideas,

experiences, thought and filing (in productive skill) as well as are expected to discover what the writer or speaker's message means using guess, paraphrase and so on. If this is expected to run well, it is better to have a classroom which supports this or is tolerant of risk-taking.

In learning a target language, apart from having the system of language-grammar or structure, the learners also are required to possess the vital aspect of language –vocabulary. In terms of this, to know a word in target language, it may mean the ability to recognize it in its spoken or written form, and to relate it to an appropriate object or concept Wallace, (1987:28). Therefore, through relating target language vocabulary to native language vocabulary expected there are amount of repetition or frequent exposure of the amount of repetition or fragment exposure of a new word.

It is widely known that reading aims at acquiring information. By doing this the students gets, especially, linguistic knowledge and knowledge of the world. The obtained information may mean theories and principles of language learning need to answer student's need. Concerning this strategy, Crawford (in Richard and Renandya, 2002 :84) states: "Materials obviously reflect the writer's views of language and learning, and teacher (and students) will respond according to how well these match their own beliefs and expectations. Moreover Krashen & Terrel (in Finocchiaro, 1986:6) that we acquire language when we obtain

comprehensible input, i.e, when we understand what we hear or read.

If both talking with other people, and cooperating with peers are regarded as an example of learning strategies they include what is called cooperative learning. It enables students to work together in pairs and groups, share information and come to each others aid. (Brown, 2001 :47)

The strategy of switching to mother tongue occurs in speaking. Instead of stopping to say something, the speaker inserts his first language words into the target language. It may mean an error but the speaker doesn't have anymore choice. That's why, using this strategy enables conversation to continue. Concerning mistakes or errors produced by learners Yule, (1986:154) states that an error then, is not something which hinders a student's progress, but is probably a clue to the active learning progress being made by a student as he or she tries out strategies of communication in the new language.

In terms of repeating, this refers to a belief that the fluent use of a language was essentially a set of habits which could be developed with a lot of practice (Yule, 1986:155).

In addition, in terms of metacognitive strategies, O'Malley and Chamot (1990, in Johnson, 2001:154) reveal three examples :

- a. *Directed attention : deciding in advance to attend in general to a learning task and to ignore irrelevant distracters; maintaining attention during task execution.*
- b. *Self-Management : understanding the conditions that help one successfully accomplish language task and*

arranging for the presence of those conditions; controlling one's language performance to maximize use of what is already known.

- c. *Problem identification : explicitly identifying the central point needing resolution in task or identifying an aspect of the task that hinders its successful completion.*

In second language learning–teaching process, the learners encounter language tasks. The assignments they do have a relationship with other language activities in the classroom. For instance, Reading One and Reading Two, for example, as well as applying reading relates to other language skills–writing, speaking, and listening. By knowing this learning paradigm, one is not inhibited and not distracted by bad habitual action in learning.

By means of self–management, students can assess themselves. This self assessment refers to learners' language knowledge and knowledge of the world which directly relates to or contributes to executing the particular language task that is being conducted. In other words, the linguistic competence the learner brings to the task and what former experience, ideas, and information he has had with respect to the task he encounters.

In problem identification, the learner is encouraged to recognize what he knows and what he doesn't know. As an observed figure, he is expected to inventory some determinant aspect in order to make the target language learning run well. For instance, in the early steps, taking notes of unfamiliar

words, the system of language or structure, and message itself etc. Having these at least, enables second language learners to be more directed in executing the task.

Another linguistic term in terms of the strategies foreign language learners may use is communication strategy. Communication strategies are used in accomplishing oral communicative purposes. What foreign language learners show is strategic competence. So the shape of communication strategies are categorized by such as paraphrase, word coinage, and mime. These sorts of ruses (verbal and nonverbal) compensate for breakdowns in communication. The main difference between learning strategy and communication strategy is that learning strategies are for increasing or improving English proficiency but communication strategies are just for compensating for breakdowns in communication.

Another difference between learning strategy and communication strategy is that learning strategy indicates how foreign language learners apply the strategy is unseen (cognitive and affective). Conversely, communication strategy can be seen and identified by, especially, the interlocutors. So we usually see or hear the speaker says or acts, for instance:

- What? Means asking for clarification.

- Excuse me? Means asking someone to repeat something.
- Using paraphrase for structures one can not produce.
- Using mime and non-verbal expression to convey meaning.

Mutual understanding between the speaker and the interlocutor is a basic principle of a conversation. To arrive at this, those involved in oral activity attempt to satisfy each other or to avoid having conversation breakdowns. However, linguistic deficit and lack of background knowledge often stay as a barrier. To solve these problems, the speaker, consciously or not, uses some of the above communication strategies. It usually occurs that the word or phrase produced by speaker still unfamiliar for the learner, the way to speak so rapidly and even when the topic is only partially understood.

2.3 How to Become a Better Reader.

Using reading strategies in the reading process is a significant step toward to becoming a good reader. However, these have to be applied with steps in reading. The steps are main idea, supporting details, transitions, and context clues (Broderick, 1994:151-157). These must be known exactly by reader including how to identify them in text. Those who are reading attempt to find out these.

The main idea (general idea) usually refers to the topic sentence or the central point of a paragraph. This leading sentence isn't always in the first

sentence but can be found in the middle, or at the end of the paragraph. Even both at the beginning and in the last paragraph, sometimes, through topic sentence.

The sentence that the writer presents can be an evidence, or supporting ideas, and explanation. This is categorized as supporting details. What the writer actually wishes to attain in this case is to give the reader adequate information. In addition, supporting details consist of major and minor details.

Another important thing to build reading ability is understanding transitions. They are words and phrases like “because” and “although” that show the connections between ideas. So, the advantage of this is to help to link one part of the text to another.

Moreover, vocabulary in context still constitutes a big hindrance. Foreign students of English probably have difficulty with unfamiliar words when they read. To solve this they may use a dictionary. However, another useful way that is also usually performed is called context clues. The simple practical understanding about this is that a word meaning comes from other words in the sentence. Knowing this facilitates guessing of words the reader is unfamiliar with. About this Wallace, (1987:33) states that the general sense of the context and also the form or structure of the word itself, are probably the kind of clues that most readers use to guess the meaning of unknown words without using a dictionary.

2.4 Reading Strategy

A. Definition

It is widely known that in EFL/ESL classroom environments, English teachers offer their students various kinds of reading materials. Learners may become confused or depressed when their lack of comprehension prevents them from understanding the message.

In order to get rid of this problem, experts who study second language learning have come up with several good ideas. What they offer is very significant in this field. So, right now, we have what is called reading strategy. According to Duffy (1993:322, in Richard and Rinandya 2002:287) reading strategy can be defined as “plans for solving problems encountered in constructing meaning.” Furthermore, “they range from bottom-up vocabulary strategies, such as looking up an unknown word in the dictionary, to more comprehensive action, such as connecting what is being read to the reader’s background knowledge.”

B. Kinds of reading strategies

Those who have an advanced understanding, are going to handle reading material in various ways. What they usually do, as follows, is taken from Janzen (Richard and Rinandya, 2002:287).

- 1. Skimming through reading material*
- 2. Looking at subheadings and graphics so as to give himself*

- a general idea of what the text will be about*
3. *Connecting the material in the chapter to what he already knows.*
 4. *Frequently, asking himself question about the text.*
 5. *Looking back or ahead to link one part of the text to another.*
 6. *When he is puzzled by the context, searching for clues in the context, trying to paraphrase, or considering what he knows about text structure..*

The practical steps of understanding the text content shown above predominantly refers to how to reconstruct information. Those who apply these probably have fewer linguistic hindrances encountered in the passage, such as, unknown words, strange structure, cohesive devices and even language function. In order to get the general picture and detail information by means of identifying, organizing number of idea, and even relating previous idea with others.

Moreover, to understand reading strategy, let's consider, Brown's strategy descriptions which can be practically applied in the classroom (Brown, 2001: 306-310).

1. *“Skim the text for main idea*
Skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main ideas, or message and possibly some of the developing or supporting ideas.
2. *Scan the text for specific information.*
Scanning is quickly searching for some particular piece or pieces of information in a text, scanning exercises may ask student to look for names, or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract

specific information without reading through the whole text.

3. *Guess when you aren't certain*

This is an extremely broad category. Learners can use guessing to their advantage to ;

- *Guess the meaning of a word*
- *Guess a grammatical relationship (a pronoun reference)*
- *Guess a discourse relationship*
- *Infer implied meaning (between the line)*
- *Guess about a cultural reference*
- *Guess content messages*

4. *Analyze vocabulary*

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it , several techniques are useful here.

- *Look for prefixes (co-, inter-, un-, etc) that may give clues.*
- *Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is".*

Classroom reading activities commonly requires students to find information and to process language, this means that the learners are expected to obtain knowledge to enhance additional knowledge and linguistic knowledge as a part of the language acquisition process.

Learning to read by using skimming and scanning constitutes a conscious effort in collecting and organizing information from the text in structured ways. In terms of these, the learner knows the early precise steps until the last in understanding the message. Through these types of reading may mean one who reads enable to extract the needed notion and in term of facilitating to do paraphrase or exposing one's own word's.

Skim and scan are not easy comprehensive actions. It sounds so

easy but difficult to do. These must be supported by learner's overall language proficiency or his general language skill including vocabulary, syntax and discourse. Concerning these, probably each learner has various abilities. For instance, cohesive devices and syntactic structures in text may be overcome but it is found difficult to go over a number of words in it. That is why it is necessary to use guessing and word analysis to attain the meaning. With respect to word meaning, here we underscore (Finocchiaro, 1986:35) that "words become meaningful only when studied and considered in context, that is with all the other words which surround them and which help give them their meaning." To classify this, here we have the word "hand". The following sentences describe that the meaning of this word is determined by context.

- *Show me your hand*
- *Hand in your papers*
- *Language is handed down from mother to child*

2.5 Relation Between Learning Strategy with Reading Strategy

The examples and categories of learning strategies above refer to a general description of how the EFL learners conduct learning tasks. Certainly, the ways learners approach and establish their language learning activity—speaking, writing, reading, and listening, differ based on which one of these four language skills they are doing. In reading, the way to have an

understanding about the text involves processing linguistic data and the message itself. How to process these two items refers to various numbers of comprehensive actions. By interpreting the categories and examples of learning strategies into reading activity, we find what readers actually do to arrive at comprehending reading material.

In reading, readers attempt to maximize their mental and intellectual functions. At the beginning of it, readers predict title and sentences. As they continue to read, however, their prediction will change as they receive more information from the text. Harmer (1991:183) states that the process of understanding the text matches up to these predictions.

In predicting, it is widely accepted in this field that readers use two ways. These are skimming and scanning. The first enables reader to have or predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. The later is to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2001:308).

Other cognitive actions in terms of reading receptive activities are guessing unknown words and summarizing. Probably, it is inevitable for EFL learners to meet with the unfamiliar words in texts. When this occurs, readers may stop reading the text. Fortunately, good and intelligent EFL learners solve this by guessing before, perhaps, taking the ultimately way, for

instance, looking up words in dictionary or asking for friends help. Concerning guessing (Walter, 1982:17) states that

“Three things can help you guess words you don’t know:

- What you find in the text*
- What you know about similar situation, and*
- What you know about the world”*

Even though the result of guessing usually doesn’t produce a dictionary definition, at least the reader uses his linguistic knowledge, and knowledge of the world in attempting to understand the words in a text.

Furthermore, to guess the entire message in a passage reader needs to have summarizing skill. This is particularly required in a long passage in order to avoid reading repeatedly. What readers usually do in this case is to conclude what each paragraph emphasizes. Probably, every 15 lines the reader makes a short summary of what he has just read. In addition, based on the text, the readers note problem causes, and proposed solutions (Walter, 1982:29-38).

Apart from having prediction and the other comprehensive actions mentioned above, there are two modes of processing written texts. They are called bottom-up and top-down processing. The first refers to readers recognizing a multiplicity of linguistic signals and using their linguistic data-processing mechanism to impose some sort of order on these signals. From among all the perceived data, the reader selects the signals that make sense,

that cohere, that mean. The later refers to we draw on our own intelligence and experience to understand a text (Brown, 2001:299).

Further account of these modes relates to schemata. Finnachiaro, (1986:78) states that “Bottom-up processing is called data driven since it occurs through the recognition of details and comments in the text. Top-down processing occurs as the organism (the mind) makes general predictions on higher levels and the searches the input for information to put into these partially satisfied higher order schemata.”

Then, he states that:

“Top-down processing facilitates the assimilation of concepts and ideas if they are anticipated or consistent with the reader’s conceptual expectations. Bottom-up processing ensures that the reader will be sensitive to novel information.”

Moreover, in metacognitive strategy, we have self-management. In this case the reader comprehends the reading material by maximizing what she/he knows about the text. Thus, the way to ascertain word meaning is to use context clues as effectively as possible. About this Walter states (1982:20) that the relationship between words you know and words you don’t know can help you understand the new words. Also Harmer (1991:24) states that:

If we are really to teach students what words mean and how they are used, we need to show them being used, together with other words, in context. Words do not just exist on their own: they live with other words and they depend upon each other.

In addition to clues in the context, finding meaning can be supported by morphological analysis. In terms of this Lado states (1988:172) that to read a word accurately, readers must be able to identify written words by form when they can not be predicted from context.

In relation to how to read in order to comprehend what one reads, the reader may facilitate himself by following what the authors suggest. One of them is Walter (1982:28) who states that:

“Read as slowly as you like, and as many times as you like, before beginning the questions. Look back at is as often as you want while you are doing the exercises.”

Another example of metacognitive strategy is to identify more problems. With respect to reading activities, readers should explicitly find out the central point in the reading task. What readers should increasingly underline in this case are language items such as, vocabulary, syntax, and discourse markers. Processing this items successfully enables the reader to avoid having comprehension difficulty. This view point can be justified by noticing Mackey (in Long, and Richard, 1987:248) where he states that:

“Reading is discussed under the term information-gathering skills. Comprehension skill involving the perception and interpretation of all the linguistic signals which make up the text.”

The importance of this skill also described as basic premise of having foreign language competence as stated by Harmer, (1991:153) that if

language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.

In reading, the three items above need to be given close attention by the reader in processing text. This is called bottom-up processing or data driven processing. And then, the existence of vocabulary, syntax, and discourse as a central issue in reading in relation to comprehensive consideration (in Long, and Richard, 1987:240-241):

- *Word are vehicles of meaning*
- *Discourse analysis makes student conscious of the effect of organization on the message of a writer, and how one idea leads to text.*
- *Syntactic structure deficiency could cause communication breakdown or comprehension difficulty.*

The same emphasis revealed by Finocchiaro, (1986:13) that the student and community in which he lives are central to the learning process. In addition, he added that to facilitate groups should discuss the title, language variation in the first paragraph, and illustrations (if any) (Finocchiaro, 1986:79).

Another learning strategy category which plays a significant role is social strategy. This refers to learning with others or working with other language learners to improve language skills. If this strategy is applied in reading, it is often in the form of asking a friend for the meaning of a new word (Johnson, 2001:152-153).

Finally, we arrive at how the readers regulate emotions in comprehending reading material. This refers to affective strategy. It is widely accepted in this field that the most obvious reason for giving students reading material is to encourage them to be better readers. However, the problem is that readers may become nervous or demoralized by difficult reading materials.

Based on these two statements which contrast with each other, a successful/good reader tries to avoid the fear of failure and simple frustration in using their receptive ability in reading. (Harmer, 1991:84-86).

2.6 Strategy Inventory for Language Learning (SILL)

One of the simple methods used to find out the second language student's strategies is a structured survey such as SILL. In lieu of students' own opinion, the observer ask them to match up what they feel, or experience, and do with what strategy statements the observer reveals or presents.

Being able to remember their own learning strategies and describing them is not so easy as the observer expects. Also by means of SILL, the observer does not have to very much depend on the learner's ability to describe their internal behavior.

What is the SILL like? Oxford (1990, in Brown, 2001:221) explains that SILL is an extensive questionnaire covering fifty separate strategies in six major categories. In other words, It consists of parts A,B,C,D,E, and F. What we have here are statements about learning English (in four basic English skills). On a separate worksheet, students write their responses (1,2,3,4, or 5) that tells how true of them the statements are (how well the statements describe the student's English learning strategies). The responses are:

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me.

2.7 Resume of Learning Strategy for Reading

Learning strategy comes from what good language learners do in their second language learning. If it is correlated to reading, learning strategies categories (cognitive, metacognitive, affective, and social) and examples of learning strategy as mentioned above will raise particular action, behavior, and steps:

- a. Cognitive strategy
 - Predicting content of the text, involving skimming and scanning.

- Guessing unknown words
- Analyzing vocabulary
- Summary
- Bottom-up and Top-down

b. Metacognitive

1. Self-management in learning;

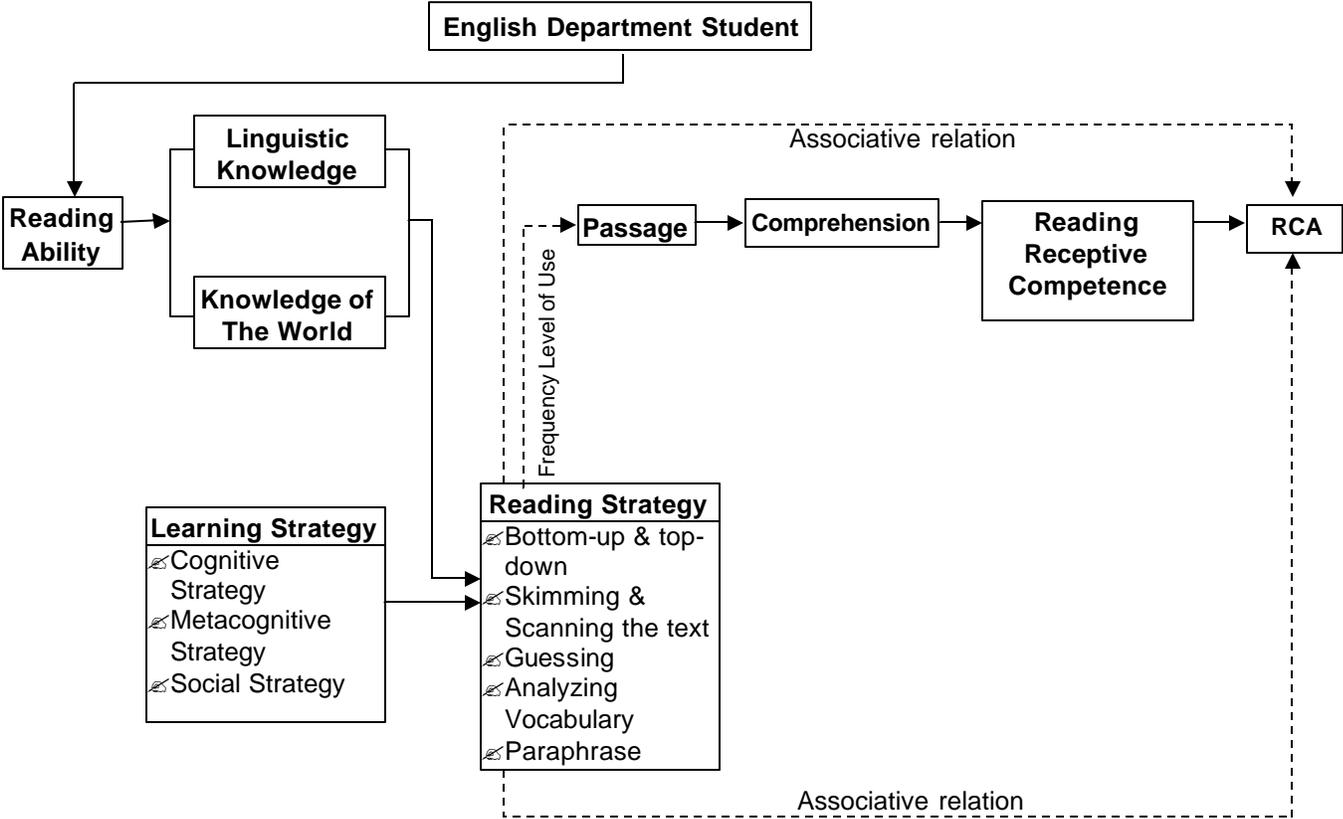
- Maximizing what one knows about the text including context clues, and morphological analysis as well as connecting the material.
- Following practical direction of understanding reading task.

2. Identifying in reading task; including vocabulary, syntax, and discourse markers.

c. Social strategy

- Cooperating with peers, including asking friends for having the meaning of words, and looking up the dictionary.

2.8 Conceptual Framework



CHAPTER III

METHODOLOGY

3.1 Research Method

The scientific research paradigm used in this study is descriptive research. The main reasons are :

- It is concerned with providing descriptions of phenomena that occur naturally.
- Descriptive research can provide a measure of frequency, for example, of the occurrence of a particular learning strategy found in reading activities.

This chapter is divided into population and sample, source of data, procedure of data collection, and technique of data analysis.

3.2 Population and Sample

This research was conducted in Faculty of Letter at Indonesian Muslim University, especially, referring to those who have taken Reading Two in 2003-04 on English Literature Course.

The amount of students in this class is about 40. From this amount, 20 students were chosen using a random sampling technique. The way to have

them is to pick up at random. Each of population was given one certain number consecutively (on paper), and then they were entered in box. Finally, the observer took the number papers out one by one (blind fold).

3.3 Source of Data

The focus of study is to describe reading strategies the students used in reading and the use of reading strategies compared with reading class achievement. Based on these, the data are kinds of reading strategies the students use in reading and students achievement in Reading Two.

In order to collect the data, the writer attempted to discover the specific actions, steps of the readers in reading activities and got academic grades list of reading for each students in academic year 2003/2004 (in reading two).

3.4 Instrument of Research

The data were collected by means of a reading strategy inventory. This inventory contains 21 reading strategy statements and responses a, b, c, d, e for each strategy. The responses show which strategies the respondents use in reading. And the score for each responses are 1, 2, 3, 4, 5 consecutively.

The reading strategy inventory is based on learning strategy categories which consist of cognitive, metacognitive, affective, and social strategies. Because of personal technical considerations, the affective one is not covered

in this study. The writer regards that what the affective category refers to, let say, emotion and interest, are an invisible and changeable attitude or behavior.

3.5 Procedure of Data Collection

1. In attempting to collect the data for the kinds of reading strategies that the students use in order to comprehend a text, the writer uses a suitable data collection device. It is a close questionnaire. This questionnaire, strategy inventory for reading, was distributed to respondents (20 students). Then, technical direction enabled them to fill it in easily.

Furthermore, this strategy inventory for reading was based on Oxford's strategy inventory for language learning (SILL). What the writer has taken from this is kinds of reading strategy statements with a number of certain responses that the students choose. The respondents (learners) choose the most suitable responses. The kinds of responses (in worksheet) are:

- a. Never or almost never true of me
- b. Usually not true of me
- c. Somewhat true of me
- d. Usually true of me
- e. Always or almost always true of me

To enable the respondents to understand the questionnaire, it was translated into Indonesian.

2. The other required data in this research is student's achievement in Reading Two 2003/2004. Through the academic grade list of reading scores, the writer noted each respondents' reading academic grade, then it was compared with the score of reading strategy.

3.6 Data Analysis Technique

The data obtained were analyzed using descriptive statistics. This provides information about certain reading strategies used based on the frequency of occurrences. Therefore, in this research, to determine the kinds of reading strategies the student used through counting up and classifying total score of reading strategy or learning strategy into response a, b, c, d, and e (frequency level of the use of strategy) based on interval figure.

To calculate frequency easily, it was facilitated by the following:

1. Strategy inventory for reading or questionnaire (appendix **A**).
2. Reading strategies responses converted to numerical score (appendix **B**)
3. Table 1: Strategy category and score.
4. Table 2: Summary of score and response of learning strategy category.

5. Formula average count:

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_n}{n}$$

where:

\bar{x} : average figure

x_1 : the data

n : the amount of data

Then, the use of reading strategies was compared with reading class achievement the students possessed by means of:

6. Table 3. The result of data analysis.

7. Table 4. Percentage for each of interval figure of reading strategy

8. Table 5. Percentage for each of interval figure of reading class achievement.

9. Table 6. Statistic description for RS and RCA.

10. Formula of Correlation

$$r = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

11. Graphic of Correlation.

CHAPTER IV

FINDING AND DISCUSSION

4. 1 Introductory Notes of Finding

This study presents reading strategies the students used in reading and the correlation between reading strategies used with the students' reading achievement. The strategies the students used in reading can be seen by revealing the frequent level of the use of the strategies. Then the kinds of the reading strategies are categorized into learning strategies. Here, we can also see the frequent level of the use of learning strategies.

In order to reveal the second problem statement (chapter I), this research is equipped with **reading class achievements of reading two in academic year 2003-2004** (appendix D), then it is compared with **the total score of respondent response about the offered reading strategies statements**.

4.2 Reading Strategies the Students Use in Reading

A. Kinds of Reading Strategies Used by Students

In order to get what reading strategies are used by students, 20 respondents were asked to give responses (a, b, c, d, and e) toward the

21 available reading strategies statements (see appendix A). The total scores of each of the reading strategies were (appendix B) classified into responses a, b, c, d, and e or usage level of reading strategy used by students.

- a. Never or almost never true of me
- b. Usually not true of me
- c. Somewhat true of me
- d. Usually true of me
- e. Always or almost always true of me

To determine the frequency of use of an individual strategy, it is necessary to have score conversion. It is divided into 5 items. And then, the minimum score of each items is $20 \times 1 = 20$, and the maximal one is $20 \times 5 = 100$. Based on this, the interval figure response a, b, c, d, and e as follows.

$$20 - 35 = a$$

$$36 - 51 = b$$

$$52 - 67 = c$$

$$68 - 83 = d$$

$$84 - 99 = e$$

Concerning each reading strategy score and the interval figure, as well as response category (a, b, c, d, e) illustrated in the appendix C. based on the account of this, here we get reading strategy the student used by noticing the frequency level of the use of the strategies. There are 4 out of 21 RS or 19,05 % stay in the interval figure 52-67. it means that the strategies are **somewhat used** or get **response c**. They are:

6. Using pre-reading questions (metacognitive)
7. Identifying topic sentence (cognitive)
11. Applying background knowledge (cognitive)
21. Categorizing information from the text (cognitive)

From this, 3 RS categorized cognitive, there are also 1 RS categorized metacognitive.

Moreover, there are 17 out of 21 RS or 80,95 % stay in the interval figure 68-83. It means the frequent level of these are **usually used** or get **response d**. they are:

1. Repetitive reading (cognitive)
2. Guessing words meaning (cognitive)
3. Word analysis (cognitive)
5. Looking up unknown words in the dictionary (social)
9. Attention to clause structure (cognitive)
13. Pause to think about text (cognitive)

14. Seeking help of friends (social)
15. Asking oneself Questions about the text (metacognitive)
12. Paraphrasing text (cognitive)
18. Checking accuracy of prediction (metacognitive)
19. Making notes while reading specific information (metacognitive)
20. Reading entire text once or more for big picture (cognitive)
4. Looking at context for word meaning (cognitive)
8. Considering title/predicting content (cognitive)
10. Attention to main idea and supporting details (cognitive)
17. Summary after reading (cognitive)
16. Trying to connect previous sections of text (cognitive)

From this, 12 RS categorized into cognitive, 3 into metacognitive, and 2 RS categorized social strategies.

B. Frequency of Learning strategies used by students

After revealing the kinds of RS used by students by emphasizing on frequency level of the strategies used, the next discussion is in terms of classifying 21 reading strategies into learning strategy categories. They are cognitive, metacognitive, and social strategies. The emphasis

also refers to describing the frequency of each category. In order to approach this discussion, it is necessary to:

- a. Classify reading strategy items into the three learning strategy categories-cognitive, metacognitive, and social strategy. (also see App. C)
- b. The average score of learning strategy category is determined by using the formula:

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \dots + x_n}{n}$$

where:

\bar{x} : average figure

x_1 : the data

n : the amount of data

- c. The range of interval figure as a basis for determining kinds of responses (a, b, c, d and e) reading strategies classification into the LS category-cognitive, metacognitive, and social strategies, it can be seen:

Table 1: Strategy category and score

Strategy Number	Strategy Category			
	Reading Strategy	Score	Learning Strategy	Score
1	Repetitive reading	79	Cognitive	1.040
2	Guessing word meaning	72		
3	Word analysis	73		
4	Looking at context for words meaning	69		
7	Identifying topic sentences	60		
8	Considering title/predicting content	69		
9	Attention to clause structure	74		
10	Attention to main idea and supporting details	69		
11	Applying background knowledge	67		
12	Paraphrasing text	68		
13	Pause to think about the text	79		
16	Trying to connect previous section of text	69		
17	Summary after reading	75		
20	Reading entire text once or more for big picture.	77		
21	Categorizing information from text	60		
6	Using pre-reading questions	65	Metacognitive	280
15	Asking oneself question about the text	73		
18	Checking accuracy of prediction	71		
19	Making notes while reading specific information	71		
5	Looking up unknown words in the dictionary	80	Social	159
14	Seeking help of friends	79		

The total score of each learning strategy—cognitive, metacognitive, and social are written in the shape of the average scores:

a. Cognitive

$$\bar{x} = \frac{79 + 72 + 73 + 69 + 60 + 69 + 74 + 69 + 67 + 68 + 79 + 69 + 75 + 77 + 60}{15}$$

$$\bar{x} = \frac{1040}{15}$$

$$\bar{x} = 70,67 \text{ (average score)}$$

b. Metacognitive

$$\bar{x} = \frac{65 + 73 + 71 + 71}{4}$$

$$\bar{x} = \frac{280}{4}$$

$$\bar{x} = 70,00 \text{ (average score)}$$

c. Social

$$\bar{x} = \frac{80 + 75}{2}$$

$$\bar{x} = \frac{159}{2}$$

$$\bar{x} = 79,50 \text{ (average score)}$$

In order to complete description above, look at table below:

Table 2: Summary of score and response of LS category

No	LS Category	Average Score
1.	Cognitive	70,67
2.	Metacognitivie	70,00
3.	Social	79,50

The table above indicates that all categories are in the range of interval figure 70 – 89 which is related to response d. This means that, in reading activity, most students **usually use** cognitive, metacognitive, and social strategies.

4.3. The Correlation Between Reading Strategy and Reading Achievement

In order to describe the correlation between the use of reading strategy and the reading academic grade, there are two important things that need to be compared:

1. Individual score of students in using reading strategies (see appendix **B**) (variable one).
2. Individual grade of students in reading (reading two 2003-2004) (See appendix **D**) (Variable two).

It is expected that these two data; the use of reading strategy and reading class achievement correlated positively or not.. Facilitating this correlation applied the formula correlation:

$$r = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}}$$

This formula contains items and represent to:

- r : Correlation between RS and RCA
- n : the number of respondents (20 students)
- x_i : Score of RS the students have individually (See Appendix B)
- y_i : Reading Class achievement the student have individually in reading two (see App C)
- $x_i y_i$: The multiplying result of the score of RS and RCA the students have individually
- x_i^2 : Quadratic Score of RS
- y_i^2 : Quadratic grade of RCA
- $\sum x_i y_i$: The total of multiplying result of RS and RCA
- $\sum x_i$: Total of RS the students have
- $\sum y_i$: Total of RCA
- $\sum x_i^2$: Total of quadratic score of RS response.
- $(\sum x_i)^2$: Total quadratic score of RS response

$\sum y_i$: Total of quadratic score of RCA

$(\sum y_i)^2$: Total quadratic score of RCA

A. Data Processing

The data RS and RCA are included into the data analysis table. They are called x_i and y_i respectively. These pass through a multiple treatment it is $x_i y_i$. The next column, the data turn into the quadratic figure x_i^2 and y_i^2 .

Moreover, to drop the data score in formula, each of items above are counted up, thus here we have $\sum x_i$, $\sum y_i$, $\sum x_i y_i$, $\sum x_i^2$, $\sum y_i^2$. Then, the total score of x_i or $\sum x_i$, and of y_i or $\sum y_i$ both turn into the quadratic figure. So, here we have $(\sum x_i)^2$ and $(\sum y_i)^2$ for more detail, look at the data analysis below.

Table 3 : The result of data analysis

Student	x_i (RS)	y_i (RCA)	$x_i y_i$	x_i^2	y_i^2
1	97	95	9.215	9.409	9.025
2	86	90	7.740	7.396	8.100
3	80	75	6.000	6.400	5.625
4	84	80	6.720	7.056	6.400
5	65	60	3.900	4.225	3.600
6	86	90	7.740	7.396	8.100

7	90	95	8.550	8.100	9.025
8	55	40	2.200	3.025	1.600
9	84	92	7.728	7.056	8.464
10	88	95	8.360	7.744	9.025
11	75	85	6.375	5.625	7.225
12	90	97	8.730	8.100	9.409
13	55	65	1.925	3.025	1.225
14	84	75	6.300	7.056	5.625
15	70	85	5.950	4.900	7.225
16	85	95	8.075	7.225	9.025
17	75	80	6.000	5.625	6.400
18	65	55	3.575	4.225	3.025
19	85	90	7.650	7.225	8.100
20	70	55	3.850	4.900	3.025
	? x_i 569	? y_i 564	? $x_i y_i$ 126.583	? x_i^2 125.713	? y_i^2 129.248
	(? x) ² 2461.761	(? y) ² 2446.096			

Taking notice of the above table, we get statistic description of RS and RCA. It consist of percentage, minimum, maximum, average, median, mode, and standard deviation. These can be seen:

Table 4 Percentage for each of interval figure of RS

Interval Figure	Response Category	Frequency	Percentage	Explanation
86–89	a	6	30%	Very high
73–85	b	8	40%	High
60–72	c	4	20%	Middle
47–59	d	2	10%	Low
≤ 46	e	0	0%	Very low
		20	100%	

Table 5 Percentage for each of interval figure of RCA

Numerical Grade	Letter Grade	Frequency	Percentage	Explanation
86–99	a	9	45%	Very high
73–85	b	5	25%	High
60–72	c	1	5%	Middle
47–59	d	3	15%	Low
≤ 46	e	2	10%	Very low
		20	100%	

Moreover, the following we have minimum, maximum, average, median, mode, and standard deviation for both RS and RCA.

Table 6 *Statistic description for RS and RCA*

Statistic Items	RS (x)	RCA (y)
Minimum	55	35
Maximum	97	97
Average	78,45	78,2
Median	84	85
Mode	84	95
Standard Deviation	11,75	19,12

Based on the table above, it can be explained that minimum score or grade is the lowest figure obtained by respondents in RS and RCA. Statistically minimum score describes the lowest ability of respondents in one score or grade classification. So, the table above shows that the lowest score of respondents in RS is better than the lowest grade of respondents in RCA.

Maximum figure is the highest score or grade obtained by respondents. It is concerned with the highest ability of respondents in one score or grade classification. The score of RS and the grade of RCA in the

maximum figure above are the same. It shows that the highest ability of respondents in RS and RCA are the same.

Statistically, average score describes a general ability in one score or grade classification. This means figure shows that 78,45 % respondents frequently use RS and 78,2 % respondents receive good grade in RCA.

Median is a middle score or grade after these figure classified from the lowest to the highest score or grade, or conversely. Statistically, median means the middle ability of respondents commonly which refer to numerical figure. So, in the table 6 above, here we have 84 for RS and 85 for RCA. In other words, these figure describe the middle ability of respondents in RCA and the middle level of the use of RS.

Mode is the most frequently score or grade in one score or grade classification. So, here we have the figures 84 for RS and 95 for RCA. In other words, the most frequent grade of RCA is better than the most frequent level of the use of RS.

Standard deviation describes the heterogent or homogent level of respondents in one score or grade classification. The bigger the standard deviation score is, the more heterogent the respondent is. Conversely, the smaller the standard deviation score is, the more homogent the respondent is. What we have in the table above is 11,75 for RS and 19,12 for RCA.

These figures show that the score of RS more homogent than the grade of RCA.

Statistic description in the table 6 shows linear relation. It means that the low or the high score of RS is followed by the low or the high grade of RCA. This description can be a basic consideration to do a correlation count between RS and RCA.

B. Formula Application

To know the correlative degree between Reading strategy (x) and Reading class achievement (y), it is counted up by means of correlation coefficient formula (r):

$$\begin{aligned}
 r &= \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\} \{n \sum y_i^2 - (\sum y_i)^2\}}} \\
 &= \frac{20(126.583) - (1.569)(1.564)}{\sqrt{\{20(125.713) - 2.461.761\} \{20(129.248) - 2.446.096\}}} \\
 &= \frac{2.531.660 - 2.453.916}{\sqrt{(2.514.260 - 2.461.761) (2.584.960 - 2.446.096)}} \\
 &= \frac{77.744}{\sqrt{52.449 - 138.864}}
 \end{aligned}$$

$$= \frac{77.744}{85.382,79}$$

$$r = 0,9105$$

$$r^2 = 0,8290$$

The score r 0,9105 means positive grade of correlation coefficient, and approaching to the score positive one (+1). It shows that correlation between RS (x) and RCA (y) is strong, and that the two variables has high positive correlation. In order to see the percentage level of correlation between RS (x) and RCA (y), the score of correlation coefficient 0,9105 must be changed in quadratic figure. Thus, here we have, the score r^2 0,8290 or determinant coefficient as a correlation degree between RS & RCA, and the percentage level of the correlation is 82,90%. In other words, 82,90% RS determined RCA.

In order to describe the strong correlation mention above, here we have the following account. What reader usually do basically are linguistic and conceptual processing as well as other comprehensive actions. In the other hand, comprehension or achievement requires an ability to reconstruct message and an adequate English proficiency itself.

In order to have what information lives in passage, it is necessary to identify main idea, supporting details, or specific information. These may be

reached by skimming, scanning, applying background knowledge or top-down processing.

Moreover, the text contents written using language signals. To solve these, reader usually detects them using bottom-up processing. Of course, this requires an adequate English proficiency. This fact is reasonable as it is very often reader meets with the unknown/unfamiliar words in passage. Therefore, it is inevitable to analyze grammatical form and meaning of word-for-word to have the meaning of the whole sentence.

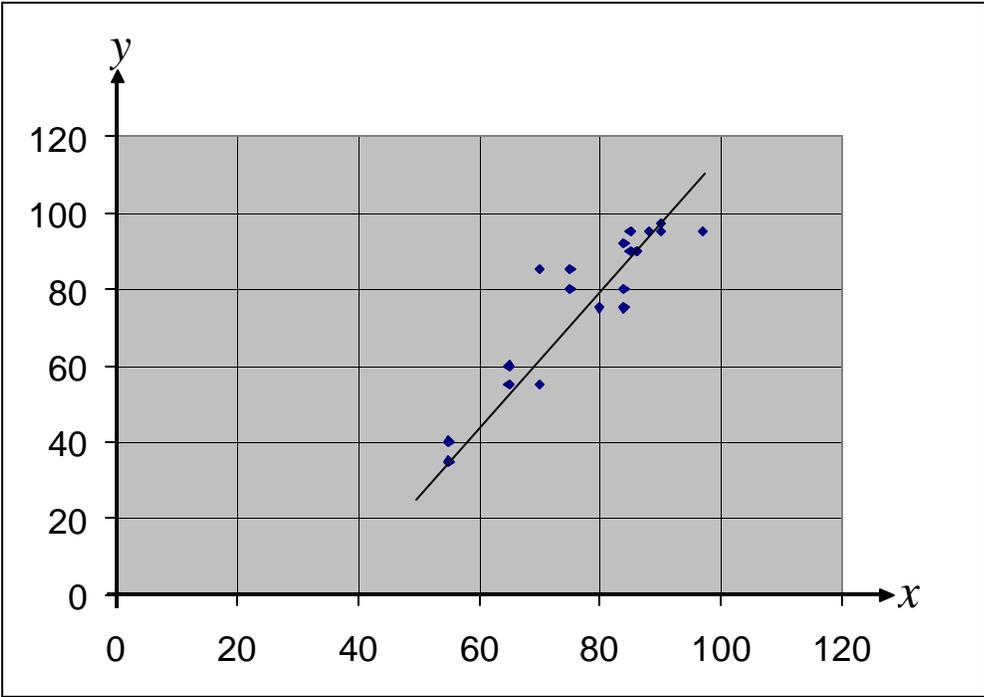
Other comprehensive actions which support comprehension, repetitive reading, guessing unfamiliar word, pre-reading questions, asking oneself questions about the text, checking accuracy of prediction considering title, connecting sections of text, summary, and paraphrasing text. In addition, seeking others help and opening dictionary.

Apart from having correlation and determinant coefficient, to determine correlation level between the 2 variables, we can use a graphic representation, in which we take notice of the scattered dots on a straight line. These dots we have here refer to the scores of RS and RCA (see table 3). These graphically indicate correlation between RS with RCA.

The dots scatter and not to go along with the straight line or spreading irregularly, so the correlation coefficient is zero. In other words, there is no

linear correlation between variable x and variable y . What we have in this study is the dots assemble and go along with the straight line which go obliquely upwards (from left to right), so there is a strong positive correlation between two variables. And, if the dots assemble and go along with the straight line which go obliquely downward (from left to right) between the two variables, there is a strong negative correlation.

Scores of RS and RCA above can be illustrated using the following scatter diagram:



Scatter Diagram

The figure illustrates that there is a strong positive correlation between reading strategy with reading class achievement of twenty students. It can be seen through the graphic that the dots which relate reading strategy and reading class achievement scores assemble or crowd around following the straight line pattern which go obliquely upward (from left to right).

The scatter diagram above also describe that there is a linear correlation between RS and RCA. Here, we have, the increase scores of RS followed by the grades of RCA. It can be identified by paying attention to the dots:

1. (97,95), 2. (86,90), 3. (80,75), 4. (84,80), 5 (65,60), 6 (86,90), 7. (90,95), 8. (55,40), 9. (84,92), 10. (88,95), 11. (75,85), 12. (90,97), 13. (55,35), 14. (84,75), 15, (70,85), 16 (85,95), 17. (75,80), 18. (65,55), 19. (85,90), 20. (70,55)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Considering the result of the data analysis and discussion in the previous chapter, it can be drawn several conclusions as follows:

1. Based on total score of each of RS which is related to interval figure, the frequency level of RS are 4 which are **somewhat used**, they are: using pre-reading questions (metacognitive), identifying topic sentence (cognitive), applying background knowledge (cognitive), and categorizing information from the text (cognitive).

Moreover 17 which are **usually used** by students. They consist of 12 RS categorized cognitive strategy. They are: repetitive reading, guessing words meaning, word analysis, attention to clause structure, pause to think about text, paraphrasing text, reading entire text once or more for big picture, looking at context for word meaning, considering title/predicting content, attention to main idea and supporting details, summary after reading, and trying to connect previous sections of text.

And then, 3 Reading Strategies are categorized into metacognitive strategy. They are: asking oneself questions about the text, checking accuracy of prediction, and making notes while reading specific information.

Two other Reading Strategies which are also usually used related to social strategy. They are: looking up unknown words in the dictionary, and seeking help of friends.

What we have above is there are twelve reading strategies relate to cognitive strategy. It means that students, in reading, apply so much mental and intellectual function. And that students just following common reading direction which almost related to cognitive strategies. Also students seem still use most common strategy which relate to social strategy.

It seems that, the three learning strategy categories, in this study, are **usually used** by students. The average score of cognitive, metacognitive, and social strategies stayed in interval figure 68 - 83.

2. By taking notice of grade or score the students obtained individually in reading strategy and reading class achievement, it seems that there is strong correlation between reading strategy and reading class

achievement of the twenty students. Students who have a high score of reading strategy also have a high grade of reading class achievement. And conversely, one who has a low score of reading strategy, also has a low grade of reading class achievement (see table 6).

5.2 Suggestions

Reading strategies are regarded as a way to improve comprehension and ability as well as, at least minimizing the difficulty that EFL students have in reading. In view of this the writer suggests that EFL students should be equipped with the list of reading strategy statements before reading class begins. And even, they are taught how to apply the strategies.

This study is still out of complete scientific work category. The valid and objective study requires the good recognition of respondent, in this case, knowledge or understanding of respondent towards the research instrument the researcher use. That's why, for further study, it is expected that the offered reading strategies can be understood by respondents well.

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Appendix A

STRATEGY INVENTORY FOR READING (INVENTARISASI STRATEGI MEMBACA DALAM BAHASA INGGRIS)

C. Petunjuk Pengisian Kuesioner

Pernyataan di bawah ini adalah strategi yang digunakan dalam memahami materi bacaan Bahasa Inggris. Bacalah setiap pernyataan dan tanggapan anda tersedia sebagai berikut :

- a. Tidak pernah atau hampir tidak pernah berlaku bagi saya
- b. Biasanya tidak berlaku bagi saya
- c. Agaknya berlaku bagi saya
- d. Biasanya berlaku bagi saya
- e. Selalu atau hampir selalu berlaku bagi saya

Berilah tandah () pada kolom lembar jawaban yang tersedia dengan memperhatikan tanggapan yang tersedia di atas (a, b, c, d, e)

Tanggapan yang anda berikan bukan berarti **bagaimana seharusnya Anda atau orang lain membaca dan bukan dinilai benar atau salah, tetapi apakah pernyataan itu merupakan strategi yang selama ini Anda terapkan/gunakan dalam membaca dalam Bahasa Inggris.**

LEMBAR KUESIONER

Nama :
 No. Register :
 Semester : II (Reading Two) Tahun Akademik 2003-04
 Jurusan : Bahasa Inggris

No.	Strategi dalam Membaca	Jenis Tanggapan				
		a	b	c	d	e
1.	Saya membaca materi lebih dari tiga kali atau berkali-kali untuk memperoleh ide utama, ide pendukung dan pemahaman menyeluruh.					
2.	Untuk mengetahui kata-kata yang maknanya baru, saya membuat dugaan-dugaan.					
3.	Saya menemukan arti kata-kata dengan memperhatikan awalan dan/atau akhiran kata tersebut.					
4.	Dalam menebak arti kata-kata tertentu atau kata-kata teknis lainnya dalam konteks, saya dibantu oleh kata-kata disekitar kata tersebut.					
5.	Jika saya menemukan kata-kata yang tidak diketahui, saya akan mencarinya di kamus.					
6.	Terlebih dahulu saya mencermati pertanyaan-pertanyaan yang ditawarkan sehubungan dengan teks, sebelum menyimak materi bacaan.					
7.	Pada baaan yang agak panjang, saya berupaya menemukan kalimat topik (kalimat utama dan pertama) tiap paragraf.					
8.	Sebelum menyimak materi bacaan, hal pertama yang saya amati adalah judulnya. Saya mencoba memprediksi apa yang akan diungkapkan oleh penulis.					
9.	Agar saya dapat memahami kalimat dengan baik dalam wacana, saya mengidentifikasi anak kalimat dan induk kalimatnya.					
10.	Ide utama dan ide pendukung merupakan fokus utama saat saya membaca					
11.	Selain mengetahui pengetahuan kebahasaan, dalam membaca saya mencocokkan pegetahuan umum yang saya miliki dengan materi yang sedang saya baca.					
12.	Sebelum menjawab pertanyaan bacaan, saya mencoba memahami isi bacaan dengan kata-kata sendiri dan membuat ringkasannya di otak.					
13.	Saat membaca, saya sering berhenti untuk memikirkan apa yang baru saja dibaca.					
14.	Saya bekerjasama denga teman saat mengalami kesukaran					
15.	Dalam membaca, saya menghindari kata-kata yang seperti <i>apa, di mana, berapa lama, yang mana</i> , dan sebagainya dalam pikiran saya.					
16.	Dalam membaca, saya juga mencocokkan/menghubungkan bagian teks sebelumnya dengan bagian teks yang sedang saya baca					

No.	Strategi dalam Membaca	Jenis Tanggapan				
		a	b	c	d	e
17.	Setelah membaca, saya mencoba membuat kesimpulan mengenai teks tersebut dengan kata-kata sendiri.					
18.	Setelah membaca satu atau dua kali, saya mengecek prediksi saya mengenai isi bacaan tersebut.					
19.	Dalam membaca, saya mencatat informasi-informasi spesifik yang ada dalam bacaan.					
20.	Saya membaca seluruh teks atau satu kali atau lebih untuk memperoleh gambaran umum mengenai teks tersebut.					
21.	Saya membuat kategori/pengelompokan informasi-informasi yang potensial dari teks yang dapat mendukung pemahaman saya mengenai teks tersebut.					

Appendix B

Reading Strategies Responses Converted to Numerical Score

No. Resp.	Reading Strategy Numerical Score																					Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	5	4	5	4	5	3	5	4	5	5	4	5	4	5	4	5	5	5	5	5	5	97
2	4	5	4	3	5	4	3	4	4	4	5	4	4	5	5	3	5	4	4	4	3	86
3	4	4	4	5	4	3	3	4	4	4	5	3	4	4	4	2	5	4	4	4	2	80
4	4	5	5	4	4	5	4	5	3	3	5	4	4	4	4	5	4	3	3	3	3	84
5	4	2	3	2	4	4	2	2	3	2	2	2	4	4	4	4	3	4	3	4	3	65
6	5	4	5	4	5	4	4	4	2	5	2	5	5	4	5	4	4	4	5	4	2	86
7	5	4	4	4	4	5	4	4	5	4	3	4	5	4	4	4	5	5	4	5	4	90
8	2	2	4	2	4	2	2	2	2	2	2	2	4	4	2	2	2	4	3	4	2	55
9	4	3	5	5	4	3	3	4	4	2	5	4	4	4	5	4	5	4	4	4	4	84
10	4	4	5	3	5	4	3	5	5	4	5	4	5	4	5	4	5	3	4	4	3	88
11	4	4	4	4	4	2	2	2	4	4	4	4	4	4	4	4	3	4	2	4	4	75
12	4	5	4	4	4	4	5	5	4	5	4	5	4	4	4	5	4	5	4	3	4	90
13	4	2	2	2	4	2	2	2	3	2	2	2	4	4	2	2	3	2	2	4	3	55
14	5	5	4	5	4	2	2	4	4	5	4	4	4	4	4	4	4	3	4	4	5	84
15	4	5	2	2	4	4	3	4	4	4	2	2	4	4	4	2	2	4	4	4	2	70
16	4	3	5	4	4	4	4	4	5	4	4	5	4	4	5	4	3	3	4	5	3	85
17	4	4	4	4	4	4	3	4	4	4	2	2	4	4	2	4	4	2	4	4	4	75
18	4	2	2	4	4	2	2	2	4	2	3	3	4	4	2	3	4	4	4	4	2	65
19	5	5	2	4	4	4	4	4	5	4	4	4	4	5	4	4	5	4	4	4	2	85
20	4	4	4	2	4	4	3	4	5	2	2	5	3	2	4	2	4	5	2	3	2	70
Total	79	72	73	69	80	65	60	69	74	69	67	68	79	79	73	69	75	71	71	77	60	1499

Appendix C

The amount of Reading Strategy Score and Response Category

RS	Total Score	Response					Category LS
		a	b	c	d	e	
		20 – 35	36 – 51	52 – 67	68 – 83	84 – 99	
1	79	-	-	-	/	-	Cognitive
2	72	-	-	-	/	-	Cognitive
3	73	-	-	-	/	-	Cognitive
4	69	-	-	-	/	-	Cognitive
5	80	-	-	-	/	-	Social
6	65	-	-	/	-	-	Metacognitive
7	60	-	-	/	-	-	Cognitive
8	69	-	-	-	/	-	Cognitive
9	74	-	-	-	/	-	Cognitive
10	69	-	-	-	/	-	Cognitive
11	67	-	-	/	-	-	Cognitive
12	68	-	-	-	/	-	Cognitive
13	79	-	-	-	/	-	Cognitive
14	79	-	-	-	/	-	Social
15	73	-	-	-	/	-	Metacognitive
16	69	-	-	-	/	-	Cognitive
17	75	-	-	-	/	-	Cognitive
18	71	-	-	-	/	-	Metacognitive

19	71	-	-	-	✍	-	Metacognitive
20	77	-	-	-	✍	-	Cognitive
21	60	-	-	✍	-	-	Cognitive

Appendix D**Reading Class Achievements**

Respondent	Reading Class Achievement	
	Letter	Numeral
1	A	95
2	A	90
3	B	75
4	B	80
5	C	60
6	A	90
7	A	95
8	E	40
9	A	92
10	A	95
11	B	85
12	A	97
13	E	35
14	B	75
15	B	85
16	A	95
17	B	80
18	D	55
19	A	90
20	D	55

Interval Grade:

86 - 98 = A

73 - 85 = B

60 - 72 = C

47 - 59 = D

<46 = E