

**A SMALL-SCALE STUDY OF READING STRATEGIES USED BY THE
STUDENTS IN ENGLISH LANGUAGE EDUCATION DEPARTMENT
ISLAMIC UNIVERSITY OF INDONESIA BATCH 2015**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English language Education**



By:

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ISLAMIC UNIVERSITY OF INDONESIA**

2017

APPROVAL SHEET

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RATIFICATION SHEET

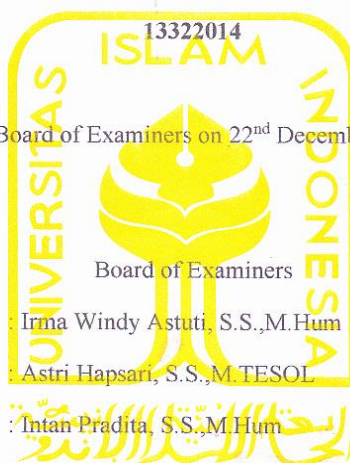
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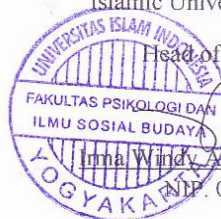
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 22nd of December 2017

The writer,



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DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. The dean of Faculty of Psychology and Socio-Cultural and Sciences Islamic University of Indonesia Dr. rer. nat. Arief Fahmi, S.Psi.,M.A., Psikolog
2. The head of English Language Education Department Irma Windy Astuti S,S.,M.Hum
3. My thesis supervisor Irma Windy Astuti S,S.,M.Hum who guide and help me during I write this thesis
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8. My Ldr friends Yuliani a place to pour out my heart, always listen and understand me

9. My cool and amazing friends that have spent four years together at English Language Education Department batch 2013. Hopefully we always keep in touch each other
10. All those who helped the researcher to complete the thesis which may not mentioned one by one.

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Last but not least, the author believes that this thesis is still far from perfect. Consequently, improvements are needed. Therefore, suggestions and recommendations are compulsory for further improvements. Finally, the author expect this thesis can be beneficial for the readers.

Yogyakarta, 22nd December 2017

Suly Tari Yolanda Fahlepi

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TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
DEDICATION	v
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
ABSTRACT	xv
CHAPTER 1 INTRODUCTION	1
1.1. Background of the Study	1
1.2. Identification of the Problem	4
1.3. Limitation of the Problem	5
1.4. Problem Formulation	5
1.5. Objectives of the Study	5
1.6. Significant of the Study	5
CHAPTER 2 LITERATURE REVIEW	7
2.1. Literature Review	7
2.1.1 Reading in Foreign Language	7
2.1.2. Reading Strategies in Foreign Language	9
2.2. Review on Relevant Study	12
2.3. Theoretical Framework	14
CHAPTER III RESEARCH METODOLOGY	16
3.1. Research Design	16
3.2. Population and Sample	17
3.2.1. Population	17

3.2.2. Sampling	17
3.3. Data Collecting Technique	18
3.3.1. Instrument	18
3.3.2. Validity	23
3.3.3. Reliability	24
3.4. Data Analysis Techniques	24
3.4.1. Respondent Personal Information	25
3.4.2. Questionnaire Survey of Reading Strategies (SORS)	25
4.4.3. Steps of Data Analysis Technique	26
CHAPTER IV RESEARCH FINDING	28
4.1. Research Finding	28
4.1.1. The Result of Respondent Personal Information	28
4.1.2. The Result of Reading Strategies Used by the Student	29
A. Items of Global Reading Strategies	30
B. Items of Problem-Solving Strategies	31
C. Items of Support Strategies	33
4.2. Discussion	37
4.2.1. Reading Strategies Used and the Items Most Used	37
CHAPTER V CONCLUSION AND RECOMMENDATION	40
5.1. Conclusion	40
5.2 Recommendation	41
REFERENCES	42
APPENDICES	46

LIST OF TABLES

Table 2.1. Category of Reading Strategies	10
Table 3.1. Distribution of Questionnaire Items	19
Table 4.1. Respondents' Personal Information	28

LIST OF FIGURES

Figure 1. Theoretical Framework	15
Figure 2. The Average Score of Reading Strategies Category	29
Figure 3. Chart of Global Reading Strategies	31
Figure 4. Chart of Problem-Solving Strategies	32
Figure 5. Chart of Support Strategies	34
Figure 6. Average of Each Items	35

LIST OF APPENDICES

Appendix 1 Questionnaire of Survey of Reading Strategy (SORS)
(Indonesian Version)

Appendix 2 Questionnaire of Survey of Reading Strategies (SORS)
(English Version)

Appendix 3 Descriptive Statistic of Each Categories

Appendix 4 Data Analysis

Appendix 5 Surat Keterangan Selesai Penelitian

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ABSTRACT

The major aim of this study is to map and describe the reading strategies used by the student in English Language Education Department Islamic University of Indonesia. The participants were 71 students from English Language Education Department Islamic University of Indonesia batch 2015. The Survey of Reading Strategies (SORS) by Sheorey and Mokhtari (2002) was used as the instrument to collect data. The instrument contained 30 items including 13 global reading strategies, 8 problem solving strategies and 9 support reading strategies. The findings indicated that the participants used *problem solving strategies* more ($\bar{X}=3,68$) followed by *support reading strategies* ($\bar{X}=3,68$) and the last *global reading strategies* ($\bar{X}= 3 ,38$), which means the use of *problem solving strategies* and *support reading strateagies* are high and the use of *global reading strategies* is still on medium level. The result of this present study will help the students to improve their reading ability by utilize reading strategies in an appropriate and effective way.

Keywords: reading, reading strategies, English language education students

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, objective of the research, and significance of the research.

1.1. Background of the Study

Nowadays, English has become a world language that very useful in daily life especially in education context. English as a foreign language in Indonesia and it means that learning English is not easy. English has become one of subject in the school, and in this modern era, English become more develop so that many schools that using English as a language to daily communication. In English, there are have four skills that must be mastered by the student which is reading, writing, speaking and listening skill. Each skill have a difficulties to mastered.

Reading is one of English skill that must be mastered by the student. Reading can help student to get information and they can build their vocabulary and knowledge. Mastering reading skill can make student easy in writing, speaking, and listening skill because each skill has a relation. To mastering reading, student must be use appropriate strategies when learning reading because it will help student to get effectively in reading, easier when reading and it will become successful in learning reading.

Reading still become difficult activity for most students. Many students feel they can not find the information or purpose from the text, they can not

construct meaning the text. Not only that, student also have lack interest in reading they still assume that reading is a boring activity. Inappropriate learning strategy can be a reason reading become difficult and boring activity. Therefore, students need to find and apply effective and appropriate strategies to learning reading. Pani (as cited in Karami, 2008) defines reading strategies as the mental operations involved when readers approach a text effectively to make sense of what they read. Good readers apply more strategies more frequently and more effectively than poor readers. Good readers are realize of the strategies and know how to use the strategies appropriately (Sheorey and Mokhtari, 2001). When the readers know appropriate strategies and applying effectively it can make them easier to achieve the goals or purposes in reading. The benefits of reading strategy use depend on how effectively readers use strategies (Brantmeier,2002). Therefore, appropriate strategy for reading is important because it can make the student interest in reading and they also can know suitable strategy and how strategy that can facilitate them in reading so that they can easy to comprehend and get information from what they read. Sheorey and Mokhtari (2002) suggested a reading strategy with three categories of reading strategies: metacognitive strategies (Global reading strategies), cognitive strategies (Problem-solving reading strategies) and support strategies. The categories is part of SORS (Survey of Reading Strategies) to measure learners' strategy use while reading.

Reading strategies has been investigated by many researchers. The researchers has the result from their research that indicated a high awareness of reading strategies in EFL students (Chen & Chen, 2015) and students had a

preference for global reading strategies, followed by problem-solving strategies and support strategies. Other research also has similarity result about reading strategies that student used global reading strategies more than problem-solving strategies and support strategies (Yousefian, 2016). Not only that, gender also become influence when using reading strategy. Female students used EFL reading strategies significantly more frequently than male students (Chen & Chen, 2015). All in all, most of EFL students use global reading strategies than other strategies and also gender also influential in using strategies. The results of the present study will helps learners to increase the ability of using reading strategies and utilize the strategies in an appropriate and effective way.

Based on the the issues above, most students have a problem to apply they reading strategies effectively. Especially in English language education department batch 2015 (PBI UII 2015) that have some problem in reading. According PBI UII 2015, they sometimes feel bored when reading, they cannot understand the meaning of the text, and also sometimes they feel difficult when find the information from the text, timing also become a problem for them because they think reading spending many times. Considering the phenomena mentioned earlier, this study aims to map the reading strategies used by students in English Language Education Department in batch 2015 because they have been experiences in learning reading and then they also take reading subject in English language education. It will help students to know an appropriate strategy when learning reading so it can facilitate students to understand and comprehend what

they have read and also reading strategy influence the student to understand and comprehend the text.

1.2. Identification of the Problem

The researcher analyzes about reading strategies used by PBI 2015 students. The problem related to student learning strategies use in learning reading. Based on informal interview from several students in English language education department UII, reading still become difficult activity. Sometimes they feel lazy when the teacher/lecturer given a text that not interesting, they feel bored when reading, and sometimes they cannot understand the meaning or the purpose of the text that they read. They also think that reading spending their time because when they cannot understand the meaning of the text, they have to re-read the text more. In this case, using strategies to learning reading is important because it can facilitate them when learning reading and they cannot feel difficult anymore, but in nowadays many students lack in choosing the appropriate strategy to learning reading.

Students sometimes feel good, enjoy and are interested in reading but they sometimes feel bored when reading is one of the problems in reading activity. Interest in reading can help the students to choose an appropriate strategies to learning reading and good strategies will help them to eliminate boredom itself. because they will feel comfort and enjoy when reading with appropriate strategy.

Each students have different ability, experiences and also knowledge related to reading strategies. They already know, learned and get some knowledge from the lesson in the class that explain about reading strategies. They can use

their background knowledge to find appropriate reading strategy based on their characteristic. In general, most of the students have same problem. They feel bored, difficult and can not comprehend or construct meaning the text when reading. Students need to master in reading strategies and apply appropriate strategies when reading. It will help them to be more interest, enjoy and easy to understand what they read.

1.3. Limitation of the Problem

This study will focus on reading strategies used by the students which is implemented in English Language Education Department Islamic University of Indonesia Batch 2015 (PBI UII 2015)

1.4. Formulation of the Problem

Based on the identification and limitation of the problem, the problem of this research can be formulated as follows: what are reading strategies used by the students in English Language Education Department Islamic University of Indonesia batch 2015?

1.5. Objective of the Study

This study aimed to map and describe the reading strategies used by the students in English Education Departement at Islamic University of Indonesia Batch 2015.

1.6. Significance of the Study

The results of this research are to give contribution to English lecturer, Students of English Language Education, English Language Education

Department of The Faculty of Psychology and Socio-Cultural Sciences of Islamic University of Indonesia and other researchers.

1. For English Lecturer

The researcher hopes that this research will be useful for english lecturer. They can increase their information about strategies used by the student when mastering reading and they can more aware the students needed in learning reading.

2. For Students of English Language Education

This research will useful to help the students know and understand about reading strategies and students can apply it when they reading. Students can be more aware to use appropriate strategies to them when reading

3. For English Language Education Department, Faculty of Psychology and Socio-Cultural Sciences

The researcer hopes that this study can be useful for the English Language Department especially in developing knowledge on the strategies of mastering reading.

4. For Other researchers

This study is expected to inspire the other researchers to investigate and improving the research about reading strategies that used by the students.

CHAPTER II

LITERATURE REVIEW

In this chapter, author elaborates systematic analysis of references related to the research. The theories discussed in this chapter are thoroughly related to the title of the research. This chapter consists of literature review, review on relevant studies, and theoretical framework of the research.

2.1. Literature Review

This subchapter systematically elaborates theories related to the main key words of this research, which are reading in foreign language and reading strategies in foreign language.

2.1.1. Reading in Foreign Language (EFL Reading)

Reading is a process to building an understanding and getting an information from the text. Second or foreign language reading can be claim as one of the most important skills (Khaki, 2014). A reading skill can be described as a cognitive ability which a person is able to use when interacting with texts (Urquhart & Weir, 1998). It explains that interaction is not only when we talk

with someone but also in reading there are have deep interaction between reader and a text to understand and comprehend the meaning of the text. Reading is a complex interaction between the text, the reader and the purposes for reading, which are formed by the reader's previously knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated (Hughes, 2007). It means that when reading there are have interaction between the reader and the texts to get some information and meaning of the text. It also supported with background knowledge or experience of the reader about reading. Reading also an individual process that different readers have different interpretations (Maarof & Yaacob, 2011). In the other word, each individual have different understanding about what they read because each individual also have different background knowledge that help them in understanding the text. As Grabe and Stoller (2001) said that reading process requires that the reader create knowledge and combine it with information and expectation that reader already has.

Reading in a second or foreign language (SL/FL) has been an important component of language learning (Zoghi, Mustapha, Rizan & Maasum, 2010). Reading is one of English skill that must be mastered. Reading is a basic and complementary skill in language learning (Chastain, 1988). So that, reading is important skill that can help the students to increase their knowledge, understanding, vocabulary and also reading can help student good in other English skill. As Harmer (2007) said, reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. In addition,

according to Grabe and Stoller (2005) reading has purposes, the purpose of reading is to search for key information and for general comprehension and then reading is to learn from texts.

2.1.2. Reading Strategies in Foreign Language (EFL Reading Strategies)

Reading strategies is a technique or a way that student's used to help them easier when reading process. Reader usually choose their own way or technique that can make them easier to understand the text. Good readers are realize of the strategies and know how to use the strategies appropriately (Sheorey and Mokhtari, 2001). Over the years, Reading in second or foreign language have shown a strong focus in relation to complex cognitive development. Using reading strategies in foreign language effectively is considered to be one of important factors to successful language learning (Ikeda & Takeuchi, 2006).

There are some definition of reading strategies in foreign language (EFL Reading Strategies) from researchers that define reading strategies differently. Olshavsky (1977) defined reading strategies in foreign language as a purposeful means of understanding message of the author from the text. According to Oxford and Crookall (1989), reading strategies as learning technique, behavior, problem-solving skills, or study skills that can lead learners to more effective and efficient learning. It means that reading strategies can help and direct the learner easier to get information and they also can construct the meaning of the text, learner not only reading without understand the text but they can reach and achieve the

purposes of what they read. Pani (as cited in Karami, 2008) defines reading strategies as the mental operations involved when readers approach a text effectively to make sense of what they read. Good readers apply more strategies more frequently and more effectively than poor readers. Reading strategies in foreign language (EFL Reading Strategies) as how the way the readers manage interaction with the text and how the readers use strategies effectively to achieve reading comprehension (Carrell, Gajdusek & Wise, 1998). In addition, Reading strategies indicate how the readers understand of what they read and what they do or how they respond when they do not understand (Block, 1986). It means that reading strategies also help the reader to solve the problem when reading process. Although different researchers define reading strategies in different perspective but they have the same agreement that define reading strategies as realize activity that the reader take to achieve the purpose of reading.

There are several experts that discuss categories of reading strategies in second language or foreign language (ESL/EFL reading strategies) and they divide into some categories of reading strategies. The categories of reading strategies will be presented in table 2.1.

Table 2.1. Category of Reading Strategies

Author	Category	Theory
Goodman (1970)	Bottom-up	Bottom-up strategies which is recognizing a multiplicity of linguistic signals, such as letters, morphemes, syllables, word, phrases, grammatical cues and discourse markers and applying linguistic.
		Top-down strategies involve drawing on

	Top-down	someone intelligence and experience to understand a text through puzzle-solving process or concluding meaning to decide what to retain or what not to retain.
Sheorey and Mokhtari (2002)	Global Reading Strategies	Global reading strategies are defined as purposeful and carefully planned technique or strategies used by readers to monitor or manage their reading. For example: setting goals before reading, skimming the text and structure, evaluating what to read or ignore and guessing what the material is about.
	Problem-Solving Strategies	Problem-solving strategies are defined as techniques or actions used by readers while working directly on the text. Some examples are changing reading speed, going back when losing concentration, re-reading for better comprehension.
	Support Strategies	Support strategies are using or applying support tools to comprehend the text, such as using dictionaries, taking notes, summarizing, underlining key words.
El- Kaumy (2004)	Metacognitive	Metacognitive strategies into three categories: first, planning which is the readers have a reading purpose and read the text according the purpose. Second, self-monitoring that learners organize reading process. Last, self-evaluation it means that learners change strategies if necessary when they cannot reach the purpose of the text
Shinghal (2001)	Cognitive	Cognitive strategies that used by second language or first language learners (SL/FL learners to modify or manipulate the language, such as summarizing, paraphrasing, analyzing and using context clue.

Three main categories of reading strategies based on Sheorey and Mokhtari (2002) are the focus in this study. The instrument developed by this categories of reading strategies is Survey of Reading Strategies (SORS). The

researcher choose instrument from Sheorey and Mokhtari (2002) because many researchers and previous study using this instrument to find reading strategies than the other. It will be explain more in chapter 3.

2.2. Review on Relevant Study

There are some previous researches that relevant to this study. Based on research by Poole (2009), entitled “The Reading Strategies Used by Male and Female Colombian University Students” aimed to discover whether females and males significantly varied in utilization of reading strategies. The participation of this study were 352 (male=117; female=235) low to intermediate Colombian university students who completed the Survey of Reading Strategies or SORS (Mokhtari & Sheorey, 2002). The result showed that males’ overall strategy use was moderate, as was their use of nearly half of their individual strategies. Females’ overall strategy use was high, as was their use of half their strategies. Females’ overall strategy use was significantly higher than males.

In second research by Nisbet & Huang (2015), entitle “Reading Strategies Use and Reading Proficiency of EFL Students in China”. The purpose of this study was to explore the relationship between reading strategy use and reading proficiency among Chinese university students of English as foreign language. The participants were 241 students at two university in northwest china. Strategy use was measured utilizing Mokhtari and Sheorey’s (2002) survey of reading strategies (SORS). The result revealed that the mean use of problem-solving

strategies was significant higher than the mean use of global reading strategies and support reading strategies. Study results provided evidence that a significant relationship exists between reading strategy use and reading proficiency.

In third research by Chen & Chen (2015), entitled “The Use of EFL Reading Strategies among High School Students in Taiwan”. The purpose of this study was to explore the use of English as a Foreign Language (EFL) reading strategies used by high school students. The participants were 1,259 students from 34 high schools in Taiwan. The Survey of Reading Strategies (SORS) by Mokhtari and Reichard (2002) was used as the instrument to collect data on the participants’ usage of reading strategies. The results indicated a high awareness of reading strategy use among EFL high school students. Students had a preference for global reading strategies, followed by problem-solving strategies and support strategies. Female students used EFL reading strategies significantly more frequently than male students.

Other research come from Yousefian (2016) entitled “Reading Strategies Used by Iranian EFL Learners While Reading Academic Texts. The aim of this study was to explore the nature and frequency of the reading strategies used by the EFL learners while reading academic texts. There was a sample of 45 English language (EFL) learners from Islamic Azas University, Falavarjan Branch. The instrument utilized in this study was a survey questionnaire with 30 items including 13 global reading strategies, 8 problem solving strategies and 9 support reading strategies. The survey was going to signify how much EFL learners use each of these strategies while reading academic texts. The findings indicated that

participants used global reading strategies (44.5%) than problem solving strategies (29.0%) and support reading strategies (26.5%). The results of the present study will help learners to promote the ability of using reading strategies and utilize the strategies in an appropriate and effective way.

Those researches above are relevant to this present study because all of the researches aim to study reading strategies used by the student. The differences between these researches and my research are the participation. The instrument to collect data based on research by Hung & Ngan (2007) is also different with my research but the other research has the same instrument with my research to collect data. All researches above are relevant with this study and the researches can be used as references.

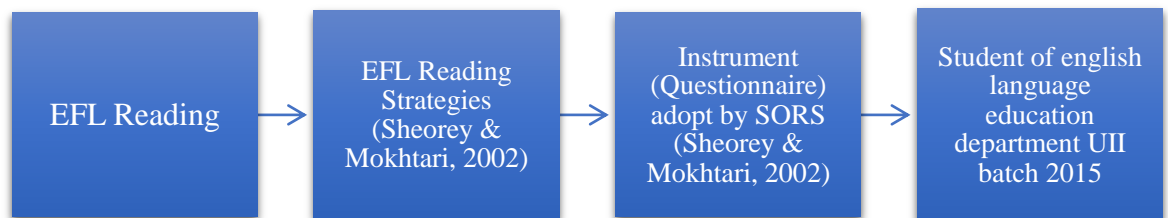
2.3. Theoretical Framework

In general, the main topic in this research is EFL reading strategies. Conducted with the aim of this study which is to map strategies used by the student in learning reading. Sheorey and Mokhtari (2002) suggested a reading strategy with three categories of reading strategies: global reading strategies, problem-solving reading strategies and support strategies. Global reading strategies are defined as purposeful and carefully planned technique or strategies used by readers to monitor or manage their reading, such as setting goals before reading, skimming the text and structure. Problem-solving strategies is techniques or actions used by the readers while working directly on the text, Such as changing reading speed, inferring from the context, re-reading for better

comprehension. Support strategies are when using or applying support tools to comprehend the text, such as using dictionaries, taking notes, summarizing, underlining key words, etc.

To reach those goals the researcher used survey research as research method. Bounded variable in this research is student of English Language Education Department of Islamic University of Indonesia (PBI UII) Batch 2015. As English students, they need to know and become successful in learning reading with appropriate strategies.

The theoretical framework of this research can be illustrated in the following diagram:



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method which is used for collecting data in this research. This chapter will discuss about the research design including research method and design, population and sample, data collection techniques, and analysis techniques.

3.1. Research Design

This study was designed to find out the reading strategies used by the student in English language education department batch 2015 (PBI UII 2015). This study using quantitative research method based on the aims and needs of the research. According to Williams (2007) quantitative research involves data collection that is typically numeric and use mathematical models as the methodology of data analysis. There are several types of quantitative research method, they are survey research, correlation research, experimental research and casual comparative research.

This study used a survey research. According to Pinsonneault and Kraemer (1993) survey means gathering information about the characteristics, actions, or opinions of a large group of peoples. Kraemer (1991) identified three characteristics of survey research. First, survey research is used to quantitatively

describe specific aspects of given population. Second, the data required for survey research are collected from people. The last, survey research uses a selected portion of the population from which the findings can later be generalized back to population. In survey research, the researcher needs survey media as a tool to communicate with the object research. There are three kinds of survey media that used in survey research, that are written survey, verbal survey and mix mode survey. In this research, the researcher will use written survey because using questionnaire as instrument.

3.2. Population and Sample

3.2.1. Population

The respondent of this research was conducted at English Language Education Department Islamic University of Indonesia Batch 2015. According to Arikunto (2006), population is the overall subject of research. The population in this research consist of 71 students based on the total of active students in English Language Education Department Islamic university of Indonesia batch 2015. The researcher chooses student of English Language Education Department UII batch 2015 because they already have experiences in learning reading and then they also take reading subject in English language education, so it will helps students to know an appropriate strategies and make them easier when reading a text in the future.

3.2.2. Sampling

Sample is a part of population which has same characteristics (Arikunto, 2006). A sample is finite part of statistical population that studied to gain information about the whole (Webster, 1985). According to Arikunto (2006) if the population is less than 100, all population can be sampled but if the population is over 100, the researcher can take 10% up to 15% or 20% up to 25% or more from all population as sample. The population of this research is 71 participants, it means that the population is less than 100 and it was a small population. So, the researcher took all of the population as total population sampling.

3.3. Data Collecting Techniques

This subchapter explains data collecting techniques which are instrument, validity and reliability.

3.3.1. Instrument

Instrument is a tool or facilities used by the researchers to collect data in order to make research easier and the results better, in term of a careful, complete and systematically so easier processed (Arikunto, 2006). This part explains about instrument that researcher used to collect data. In this research, the researcher using questionnaire as instrument to find the result of the study. The questionnaire of Survey of Reading Strategy (SORS) by Mokhtari & Sheorey (2002) will be used in this research. Initially, Mokhtari and Richard (2002) develop a questionnaire which was called Metacognitive Awareness of Reading Strategies Inventory (MARS). Later, Mokhtari and Sheorey (2002) designed the SORS that could measure metacognitive perception of reading strategies of adolescent and

adult students who had English as their second or foreign language. The SORS has been extensively adapted not only in ESL contexts but also in EFL contexts. The SORS consist of 30 items with 3 categories, which are global reading strategies, problem-solving strategies and support strategies. Global reading strategies (13 items) are defined as purposeful and carefully planned technique or strategies used by readers to monitor or manage their reading. For example, setting goals before reading, skimming the text and structure, evaluating what to read or ignore, guessing what the material is about (Mokhtari & Sheorey, 2002). Problem-solving strategies (8 items) are defined as techniques or actions used by the readers while working directly on the text. For example are changing reading speed, going back when losing concentration, re-reading for better comprehension (Mokhtary & Sheorey, 2002). Support strategies (9 items) are using or applying support tools to comprehend the text, such as using dictionaries, taking notes, summarizing, underlining key words, etc. (Mokthari & Sheorey, 2002). Respondents were asked to complete a translated Indonesian version of 30 items survey of reading strategies (SORS).

Table 3.1. Questionnaire of Survey of Reading Strategies (SORS) by Mokhtari & Sheorey (2002) (Indonesian version)

Statement		Scale				
GLOB	Saya memiliki sebuah tujuan dalam benak saya ketika membaca.	1	2	3	4	5

SUP	Saya mencatat ketika membaca untuk membantu saya memahami apa yang saya baca	1	2	3	4	5
GLOB	Saya berpikir tentang apa yang saya ketahui untuk membantu saya memahami apa yang saya baca .	1	2	3	4	5
GLOB	Saya mengambil pandangan teks secara garis besar untuk melihat isi dari teks tersebut sebelum membacanya	1	2	3	4	5
SUP	Ketika teks menjadi sulit, saya membaca dengan keras untuk membantu saya memahami apa yang saya baca	1	2	3	4	5
GLOB	Saya berpikir apakah isi teks sesuai dengan tujuan membaca saya	1	2	3	4	5
PROB	Saya membaca dengan pelan dan berhati-hati untuk meyakinkan saya paham apa yang saya sedang baca.	1	2	3	4	5
GLOB	Saya mengulas kembali teks dengan terlebih dulu mencatat sifat-sifatnya seperti panjang dan organisasinya	1	2	3	4	5
PROB	Saya mencoba kembali ke jalur bacaan ketika hilang konsentrasi	1	2	3	4	5
SUP	3). Saya menggaris bawahi atau melingkari informasi pada teks untuk membantu saya mengingatnya	1	2	3	4	5
PROB	1. Saya menyesuaikan kecepatan membaca saya berdasarkan apa	1	2	3	4	5

	yang saya sedang baca					
GLOB	2. Ketika membaca, saya memutuskan apa yang akan dibaca secara mendalam dan apa yang akan diabaikan.	1	2	3	4	5
SUP	. Saya menggunakan referensi materi (contohnya kamus) untuk membantu saya memahami apa yang saya baca	1	2	3	4	5
PROB	. Ketika teks menjadi sulit, saya memperhatikan lebih dekat apa yang saya baca.	1	2	3	4	5
GLOB	. Saya menggunakan tabel dan gambar pada teks untuk meningkatkan pemahaman saya.	1	2	3	4	5
PROB	. Saya berhenti dari waktu ke waktu dan berpikir tentang apa yang saya baca	1	2	3	4	5
GLOB	. Saya menggunakan petunjuk berdasarkan konteks untuk membantu saya memahami apa yang saya baca	1	2	3	4	5
SUP	. Saya memparafrase (menyatakan kembali pemikiran dengan kata-kata sendiri) untuk memahami apa yang saya baca	1	2	3	4	5
PROB	. Saya mencoba menggambarkan informasi untuk membantu saya mengingat apa yang saya baca	1	2	3	4	5
GLOB	. Saya menggunakan fitur-fitur tipografi seperti bold face (kata yang ditebalkan) dan italic (kata yang dimiringkan) untuk	1	2	3	4	5

	mengetahui informasi kunci					
GLOB	. Saya dengan kritis menganalisa dan mengevaluasi informasi yang disajikan pada teks .	1	2	3	4	5
SUP	. Saya membaca berulang-ulang untuk menemukan keterkaitan antar pemikiran didalam bacaan	1	2	3	4	5
GLOB	. Saya meneliti pemahaman saya ketika saya menjumpai informasi baru	1	2	3	4	5
GLOB	24. Saya mencoba menebak apa isi teks ketika membaca	1	2	3	4	5
PROB	. Ketika teks sulit dipahami, saya kembali membaca untuk meningkatkan pemahaman	1	2	3	4	5
SUP	. Saya menanyakan diri sendiri tentang pertanyaan yang saya jawab pada teks	1	2	3	4	5
GLOB	. Saya memeriksa untuk melihat apakah tebakan saya tentang teks tersebut benar atau salah	1	2	3	4	5
PROB	. Ketika membaca, saya menebak makna dari kata atau frase yang tidak diketahui	1	2	3	4	5
SUP	. Ketika membaca, saya menterjemahkan dari Bahasa Inggris ke Bahasa Ibu	1	2	3	4	5
SUP	. Ketika membaca, saya berpikir tentang informasi baik dalam Bahasa Inggris maupun Bahasa Ibu	1	2	3	4	5

*NOTE: - GLOB= global reading strategies

- PROB= problem-solving strategies

- SUP= support strategies

The questionnaire items were rated on five-point Likert-type scale: 1. I never or almost never (*Saya tidak pernah atau hampir tidak pernah melakukan ini*), 2. I do this only occasionally (*Saya melakukan ini hanya sekali*), 3. I sometime do this (*Terkadang saya melakukan ini*), 4. I usually do this (*Saya biasanya melakukan ini*), 5. I always or almost always (*Saya selalu atau hampir selalu melakukan ini*). The higher the number that respondents indicate applies to them, the more frequent the use of the particular strategy is reflected.

3.3.2. Validity

Validity is defined as the extent to which a concept is accurately measured in quantitative study (Heale & Twycross, 2015). According to Fraenkel and Wallen (1993) validation of an instrument is the process of collecting evidence to support inferences. Validation is important process for researcher to take consideration when selecting instrument.

This part explains about how to ensure that instrument of reading strategies for the present research is appropriate to serve the purpose of this research. The researcher used 30 items that adopt from Mokhtary and Sheorey (2002) as the instrument in this research to find out reading strategies used by the students in English Language Education Department Islamic university of Indonesia batch 2015.

The instrument was field-tested extensively using large and diverse population including native and non-native speakers of English and was found to have well-established validity and reliability data (Alpha= .93) which are

described in Mokhtari and Richard (2002) This instrument is also already used by many experts and researcher around the world.

3.3.3. Reliability

The tendency toward consistency found in repeated measurements of the same phenomenon is referred to as reliability (Carmines & Zeller, 1979). According to Manstead and Semin (2001), a measure is reliable if it yields the same result on more than one occasion or when it used in different individual. The questionnaire from Mokhtari and Sheorey (2002) about Survey of Reading Strategies (SORS) were presented in English language, it constructed and revised under guidance of independent study advisor. The questionnaire were approved and improved by advisor and were tested by some students.

The internal consistency reliability coefficients (as determined by Cronbach's alpha) for its three subscales, which were based on the results of a series a factor analyses, were as follow: Global Reading Strategies (0,92), Problem Solving Strategies (0,79) and Support Strategies (0,87). The reliability for the overall scale was 0,93)

3.4. Data Analysis Techniques

The questionnaires that used in this research took 30 items from Survey of Reading Strategies (SORS) by Mokhtari & Sheorey (2002).

3.4.1. Respondent Personal Information

The first part was designed to collect information of the respondent, such as name, age, gender, and student number. Those are only general personal information for respondent who fill in the questionnaire.

3.4.2. Questionnaire SORS (Survey of Reading Strategies)

This questionnaire presented with circle the number (1,2,3,4 or 5). The scale of questionnaires indicated the frequency of each strategy.

1 = **Never or Almost never** do this

2 = Do this **only occasionally**

3 = **Sometimes** do this

4 = **Usually** do this

5 = **Always or Almost always** do this

Scoring SORS is quite easy and can be done by the respondents. Respondents can transfer the score for each categories that they have been filled to the score sheet, which accompanies the instrument. Then, they can add up the score for each categories to get overall score. Then, to get average score that mean the result, the overall score divide by 30 (all items in SORS questionnaire), to get the result they can match their average score with key to averages by Sheorey and Mokhtari (2002) that categorized as below:

High = 3.5 or higher

Moderate = 2.5 to 3.4

Low = 2.4 or lower

This usage levels provide convenient standards that can be used for interpreting the score averages obtained by respondents. In this study the researcher used Microsoft Excel to analyze the data from the questionnaires into statistical package.

- Part I: the descriptive statistics were used to find frequencies, percentage and mean (\bar{x})
- Part II: the questionnaire of three categories of reading strategies; Global reading strategies, Problem-solving strategies and Support strategies. The mean (\bar{x}), and percentages were used to compute the data.

3.4.3. Steps of Data Analysis Technique

Step of data analysis in this research refers to Mokhtari and Sheorey (2002), the researcher took same appropriate steps with this research.

- The first step was review of literature reading strategies.
- Mokhtari & Sheorey questionnaire were chosen as the instrument
- Translating the questionnaire from English to Indonesia
- Checked one by one item in questionnaire to make sure that is was easy to understand the meaning
- Distributed 30 items questionnaire to 71 PBI UII students batch 2015
- Used Microsoft Excel to analyze the data from questionnaire into statistical package.

The questionnaire were distributed to 71 students in English Language Education Department at October 30, 2017 and October 31, 2017. The researcher assisted for more or less 30 minutes until the students completed the questionnaire.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes the finding obtained from the questionnaires to examine reading strategies used by the students in English language education department of Islamic university of Indonesia batch 2015 who participated in this survey research.

The result consist of two parts; the respondent general information and the use of reading strategies based on Sheorey and Mokhtari (2002) category on reading strategies: global reading strategies, problem-solving strategies and support strategies. Additionally, tables and figures were also presented to give detailed explanations.

4.1. RESEARCH FINDING

4.1.1. The Result of Respondent Personal Information

Item		Frequency
Gender	Female	47
	Male	24

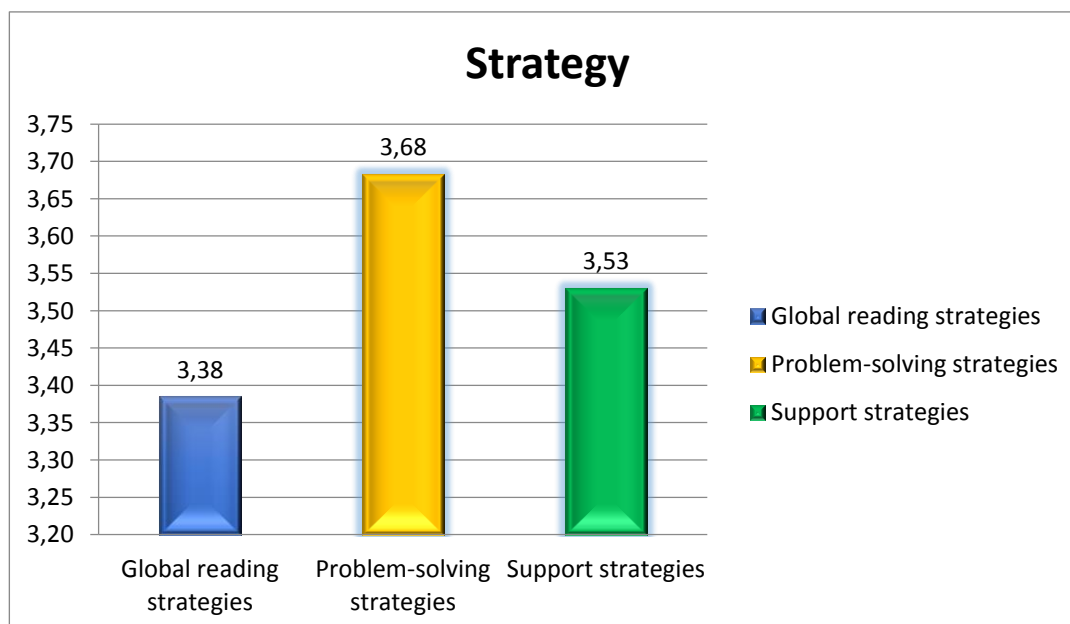
Age	19-20 Years old	54
	>20 Years old	17

Table 4.1. Respondent Personal Information

Total respondent was 71 students who completed the questionnaire. Based on table above, there are 47 female students and 24 male students. The age of the students mostly 19-20 years old.

4.1.2. The Result of Reading Strategies Used by the Students

Based on research reading strategies used by the students in English



language education department Islamic university of Indonesia batch 2015, the result can be shown in the figures below.

Figure 2. The Average Score of Reading Strategies Category

Based on the diagram of the average score of reading strategies above, it showed the perceived reading strategies used of the respondent while learning reading, in term of individual strategies, as well as the strategy groups which are global reading strategies, problem-solving strategies and support strategies. As the finding show, the average of problem-solving strategies ($\bar{X}=3,68$) higher than support strategies ($\bar{X}= 3,53$) and global reading strategies ($\bar{X}= 3,38$). Based on key to averages from Sheorey and Mokhtari (2002), problem-solving strategies and support strategies is higher used by the students (higher score: 3.5 or above) and global reading strategies is medium used by the students (medium score: 2.5 to 3.4). It means that the respondents mostly always or almost always using problem-solving strategies and support strategies and also they sometimes using global reading strategies.

A. Items of Global Reading Strategies

Based on the result of SORS questionnaire that have been answered by the students, there are average of global reading strategies items that most frequently used by the students until the least frequently used by the students. The description will be shown in the chart below.

GLOB-1: I have a purpose in mind when I read

GLOB-2: I think about what I know to help me understand what I read

GLOB-3: I take an overall view of the text to see what it is about before reading it

GLOB-4: I think about whether the content of the text fits my reading purpose

GLOB-5: I review the text first my noting its characteristic like length and organization

GLOB-6: when reading, I decide what to read closely and what to ignore

GLOB-7: I use tables, figures, and pictures in text to increase my understanding

GLOB-8: I use contexts clues to help me better understand what I am reading

GLOB-9: I use typographical features like bold face and italics to identify key information

GLOB-10: I critically analyze and evaluate the information presented in the text

GLOB-11: I check my understanding when I come across new information

GLOB-12: I try to guess what the content of the text is about when I read



GLOB-13: I check to see if my guesses about the text are right or wrong

Figure 3. Chart of Global Reading Strategies

Based on the chart above, the higher frequently strategy used is glob-1 that stated “I have a purpose in mind when I read”($\bar{X}= 3,85$). While glob-7 which is “I use tables, figures, and pictures in text to increase my understanding” is the lowest strategy used ($\bar{X}= 2,93$).

B. Items of Problem-solving Strategies

Based on the result of questionnaire that have been answered by the students, there are average of problem-solving strategies items that most frequently used by the students until the least frequently used by the students. The description will be shown in the chart below.

PROB-1: I read slowly and carefully to make sure I understand what I am reading

PROB-2: I try to get back on track when I lose concentration

PROB-3: I adjust my reading speed according to what I am reading

PROB-4: when text becomes difficult, I pay closer attention to what I am reading

PROB-5: I stop from time to time and think about what I am reading

PROB-6: I try to picture or visualize information to help remember what I read

PROB-7: When text becomes difficult I re-read it to increase my understanding

PROB-8: When I read, I guess the meaning of unknown words or phrases

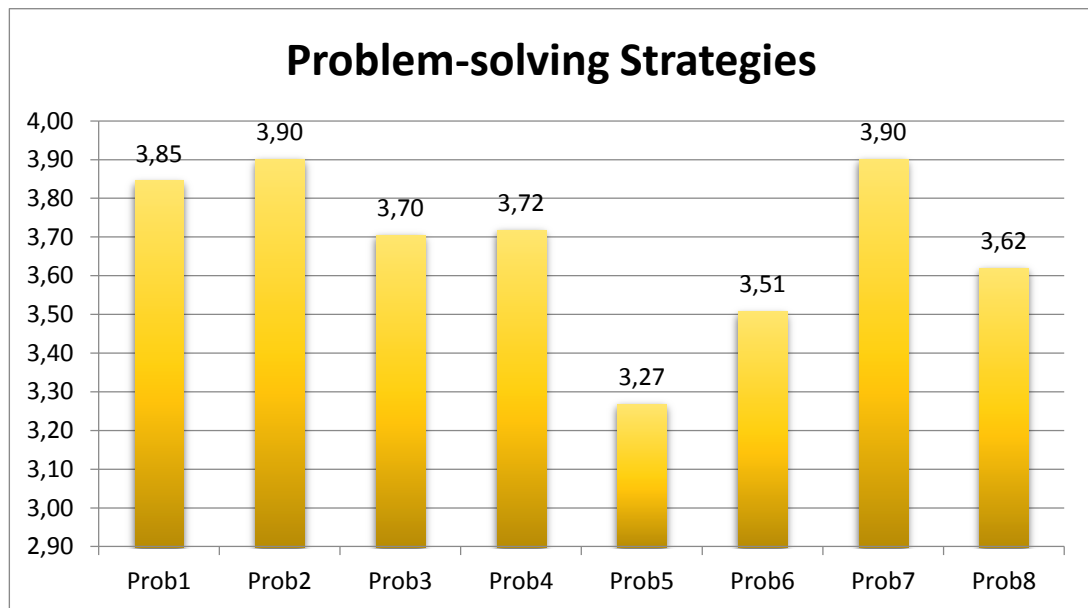


Figure 4. Chart of Problem-solving Strategies

Based on the chart above, there are the similar frequency used between prob-2 and prob-7. Prob-2 stated” I try to get back on track when I lose concentration” ($\bar{X}= 3,90$) and prob-7 “When text becomes difficult I re-read it to increase my understanding” ($\bar{X}= 3,90$). Both of them are most frequently used in problem-solving strategies. While prob-5 stated”I stop from time to time and think about what I am reading” ($\bar{X}= 3,27$) is the least strategy used by the students in problem-solving strategies.

C. Items of Support Strategies

Based on the result of questionnaire that have been answered by the students, it also show the average of support strategies items that most frequently

used by the students until the least frequently used by the students. The description will be shown in the chart below.

SUP-1: I take notes while reading to help me understand what I read

SUP-2: When text becomes difficult, I read aloud to help me understand what I read

SUP-3: I underline or circle information in the text to help me remember it

SUP-4: I use references materials (e.g.a dictionary) to help me understand what I read

SUP-5: I paraphrase (restate ideas in my own words) to better understand what I read

SUP-6: I go back and forth in the text to find relationships among ideas in it

SUP-7: I ask myself questions I like to have answer in the text

SUP-8: When reading, I translate from English into my native language

SUP-9: When reading, I think about information in both English and my mother tounge

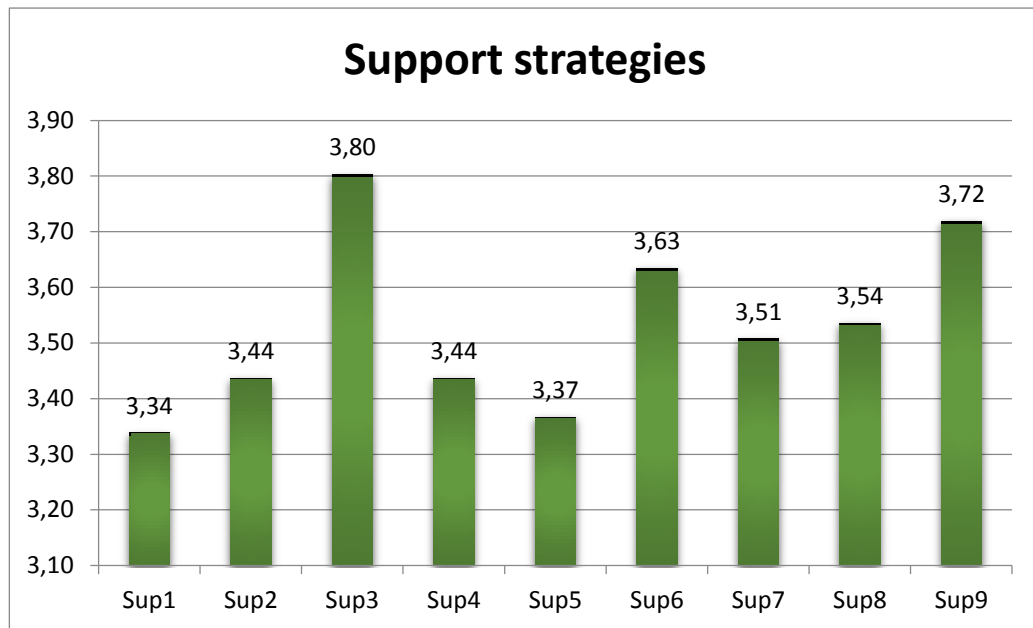


Figure 5. Chart of Support Strategies

According to the chart of support strategies above, sup-3 stated "I underline or circle information in the text to help me remember it" ($\bar{X} = 3,80$) is the most frequently used by the students in support strategies and sup-1 "I take notes while reading to help me understand what I read" ($\bar{X} = 3,34$) is the least strategy used by the student because it has the lowest average.

There are a chart that show the averages for each items in questionnaire based on group strategies (global reading strategies, problem-solving strategies and support strategies).

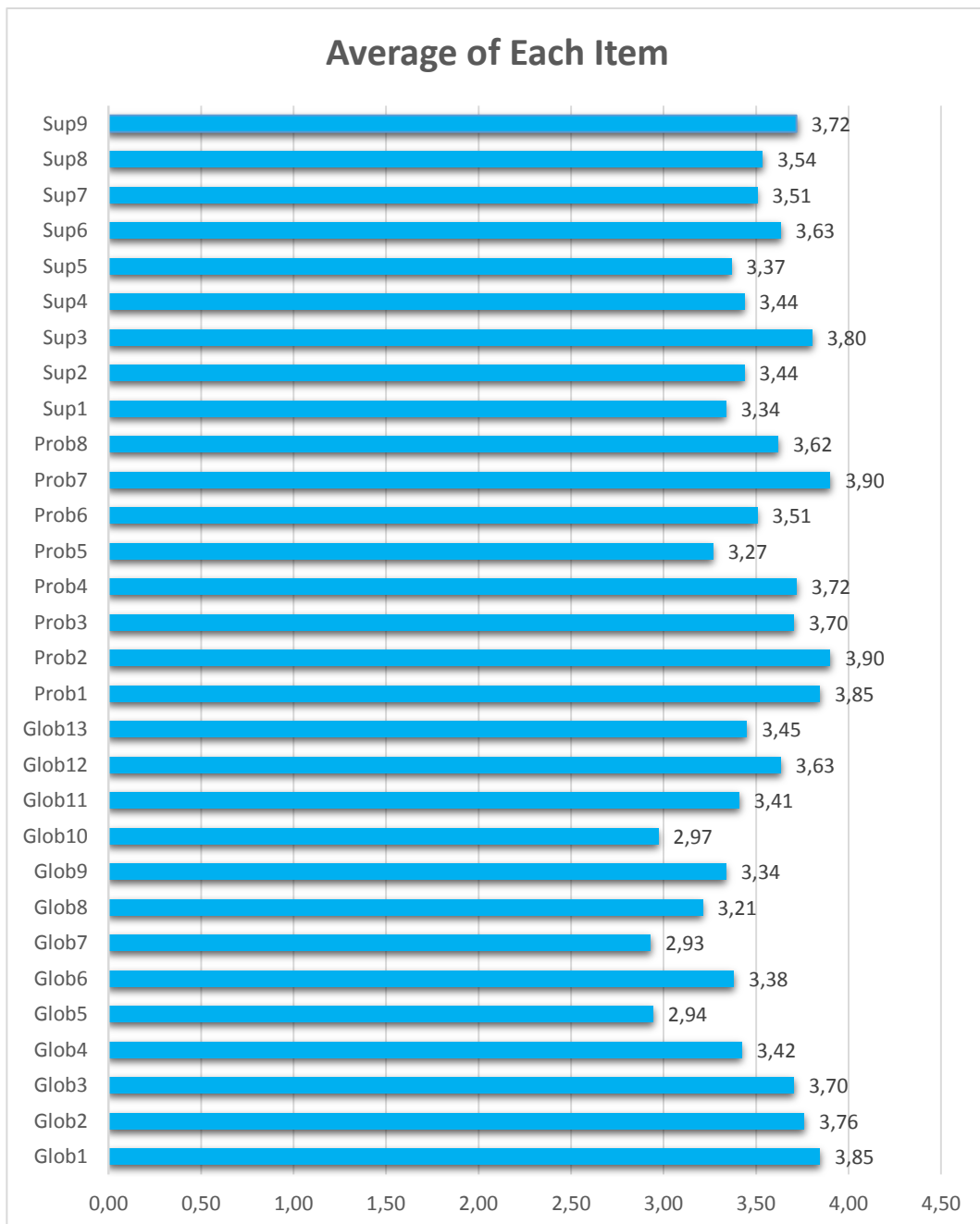


Figure 6. Average of Each Item

Based on the chart above, it show the average for each items in questionnaire. The highest average is problem-solving strategies number 2 and 7 (Prob2 and Prob7) that have same average ($\bar{X}= 3,90$). While the least average is global reading strategies number 7 ($\bar{X}= 2,93$).

4.2. DISCUSSION

4.2.1. Reading Strategies Used by The Students and The Items That Used Most by The Students In Each Categories of Reading Strategies.

The data was collected through the questionnaire of survey of reading strategies (SORS) by Sheorey and Mokhtari (2002), to answer question of this study concerning reading strategies used by the students. The result of this present research reveals that students most frequently used problem-solving strategies ($\bar{X}=3,68$), followed by support strategies ($\bar{X}= 3,53$) and global reading strategies ($\bar{X}= 3,38$) is the least frequently used by the students in reading. According to Sheorey and Mokhtari (2002), key to averages that categories as; High (3.5 or higher), Medium (2.5 – 3.4), and Low (2.4 or lower).

It can be concluded that in this research, problem-solving strategies is high level than global and support strategies. Even support strategies is also in high level and global reading strategies in medium level. Problem-solving strategies is the techniques or actions used by the readers while working directly on the text, Such as changing reading speed, inferring from the context, re-reading for better comprehension (Sheorey&Mokhtari, 2002). According to Urquhart & Weir (1998) reading skill can be described as a cognitive ability which a person is able to use when interacting with texts. The result of this research show that many students using techniques or direct actions when reading the text to help them easier to understand the text. The result of this research is similar to research finding that have been done by Nisbet and Huang (2015) in which the most

strategy used by the student is problem-solving strategies. Based on Nisbet and Huang (2015), it was design to investigate reading strategy use and reading proficiency of EFL students in China.

In Yousefian's (2016) research finding, Global reading strategies is the most frequently used by EFL learners from Islamic Azas University, Falavarjan Branch. While in this research global reading strategies stand as the least frequently used by the students in English language education department Islamic university of Indonesia batch 2015. So, Yousefian's finding research was different from this research.

Based on the result of each category of reading strategies, it show the items that have high frequently and low frequently used by the students. It can be seen in figure 2 until figure 7. In the item of global reading strategies shows that item number 1 (glob-1) that stated "I have a purpose in mind when I read" is the most frequently used by the student ($\bar{X}= 3,85$). While, item number 7 (glob-7) which is "I use tables, figures, and pictures in text to increase my understanding" is the least strategy used by the students ($\bar{X}= 2,93$). It means that students not always using tables, figures or picture to increase their understanding. In problem-solving strategies, the item that most frequently used by the students is items number 2 (Prob-2) and 7 (Prob-7) because they are have the same average. Which is Prob-2 stated "I try to get back on track when I lose concentration" ($\bar{X}= 3,90$) and prob-7 "When text becomes difficult I re-read it to increase my understanding" ($\bar{X}= 3,90$). While item number 5 (prob-5) which is "I stop from

time to time and think about what I am reading” ($\bar{X}= 3,27$) is the least strategy used by the students in problem-solving strategies. It show that students did not stop for a while to think and try to understand that they read, they only re-read the text when they did not understand. Then, in support strategies the students mostly use item number 3 (sup-3) that state”I underline or circle information in the text to help me remember it” ($\bar{X}= 3,80$) is the most frequently used by the students in support strategies and item number 1 (sup-1) “I take notes while reading to help me understand what I read” ($\bar{X}= 3,34$) is the least strategy used by the students. It means that when reading most students only underline the information of the text and did not take notes to help them understand the text.

In this case, all of the students are use strategies when their reading. They can use their reading strategies appropriately and effectively to help them easy to understand and comprehend the text. Students have to be more aware about their reading strategies to become better language learners. They can use reading strategies to increase their reading ability. The lecturer also can accompany and guide the students based on the students’ needed in their reading strategies. This present study expected that the students can improve their reading skills by using appropriate reading strategies.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on research finding in previous chapter and recommendation for further research.

5.1. Conclusion

The purpose of this research is to investigate reading strategies used by the students in English Language Education Department Islamic University of Indonesia batch 2015. There were 71 students of English Language Education Department Islamic University of Indonesia batch 2015 who participated to fill in the questionnaire.

The conclusion in this study based on the research finding and discussion on reading strategies used by the students. This current study shows that students in English Language Education Department Islamic University of Indonesia Batch 2015 use problem-solving strategies ($\bar{X}=3,68$) significantly higher than support strategies ($\bar{X}= 3,53$) and use support strategies significantly higher than global reading strategies ($\bar{X}= 3,38$). This result was similar with the finding that have done by Nisbet and Huang (2015) which the most frequently strategies used by the students is problem-solving strategies.

However, from the overall items in the questionnaire based on the chart of average of each items of questionnaire, the highest frequently item is problem-

solving item number 2 ($\bar{X}=3,90$) and 7 ($\bar{X}=3,90$) (Prob-2 and Prob-7). Prob-2 stated "I try to get back on track when I lose concentration" and prob-7 "When text becomes difficult I re-read it to increase my understanding". They have the same average that mostly used by the students. While, the lowest frequently item is global reading strategies number 7 ($\bar{X}=2,93$) (glob-7) "I use tables, figures, and pictures in text to increase my understanding". It means that the students mostly like when reading they try to re-read and concentration on the text while using tables, pictures or figures to increase their understand.

5.2. Recommendation

In general, there are recommendations for this research; first of all, this is suggestion for students in English Language Education Department Islamic University of Indonesia to be more aware in reading strategies used. Researcher suggest that the student should know and more aware appropriate reading strategies to them because it will help them easier in reading and students will enjoy in reading process. They can identify their own characteristic when reading to know appropriate reading strategies for them and also they can learning or reading about reading strategies in this research or another sources. More read, more knowledge. It means that, by reading student can increase their knowledge and by knowing their reading strategies it will make them easier in process reading.

Second, the researcher recommendation for further research that should give more information about reading strategies that can motivate students more aware in using reading strategies.

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APPENDIX 1

Questionnaire of Survey of Reading Strategies (SORS) (Indonesian Version)

SURVEI TENTANG STRATEGI MEMBACA Kouider Mokhtari dan Ravi Sheorey, 2002

ANGKET PENELITIAN

Strategi Membaca Yang Digunakan oleh Mahasiswa/Mahasiswa Pendidikan Bahasa Inggris di Universitas Islam Indonesia Angkatan 2015

I. PETUNJUK PENGISIAN

Tujuan survey ini adalah untuk mengumpulkan informasi terkait ragam strategi yang anda gunakan ketika membaca materi akademik dalam **Bahasa Inggris** terkait dengan sekolah (contohnya membaca teks buku untuk pekerjaan Rumah (PR) atau ujian, membaca artikel jurnal dan sebagainya). Setiap pernyataan diikuti oleh lima angka 1, 2, 3, 4, dan 5, yang masing-masing memiliki makna sebagai berikut:

‘1’ bermakna bahwa “Saya tidak pernah atau hampir tidak pernah melakukan ini”

‘2’ bermakna bahwa “Saya melakukan ini hanya sesekali”

‘3’ bermakna bahwa “terkadang saya melakukan ini” (Sekitar **50%**.)

‘4’ bermakna bahwa “Saya biasanya melakukan ini”

‘5’ bermakna bahwa “saya selalu atau hampir selalu melakukan ini”.

Setelah membaca setiap pernyataan, lingkari nomor (1, 2, 3, 4, atau 5) yang mengaplikasi jawaban Anda. Perlu dicatat bahwa tidak ada respon yang salah atau benar pada point di survey ini dan jawablah berdasarkan seberapa benar pernyataan-pernyataan tersebut menggambarkan diri anda.

Atas perhatian dan waktu yang anda luangkan untuk mengisi angket ini, peneliti mengucapkan terima kasih

Yogyakarta, 30 Oktober 2017

Suly Tari Yolanda Fahlepi

II. IDENTITAS RESPONDEN

Nama Lengkap :
NIM :
Umur :
Jenis Kelamin : L / P

Cara Pengisian: Lingkari nomor 1, 2, 3, 4 atau 5 sesuai dengan jawaban

anda pada kolom yang telah tersedia.

No	Pernyataan	Tidak pernah	Jarang	Kadang - Kadang	Sering	Selalu
1	Saya memiliki sebuah tujuan dalam benak saya ketika membaca.	1	2	3	4	5
2	Saya mencatat ketika membaca untuk membantu saya memahami apa yang saya baca	1	2	3	4	5
3	Saya berpikir tentang apa yang saya ketahui untuk membantu saya memahami apa yang saya baca .	1	2	3	4	5
4	Saya mengambail pandangan teks secara garis besar untuk melihat isi dari teks tersebut sebelum membacanya	1	2	3	4	5

5	Ketika teks menjadi sulit, saya membaca dengan keras untuk membantu saya memahami apa yang saya baca	1	2	3	4	5
6	Saya berpikir apakah isi teks sesuai dengan tujuan membaca saya	1	2	3	4	5
7	Saya membaca dengan pelan dan berhati-hati untuk meyakinkan saya paham apa yang saya sedang baca.	1	2	3	4	5
8	Saya mengulas kembali teks dengan terlebih dulu mencatat sifat-sifatnya seperti panjang dan organisasinya	1	2	3	4	5
9	Saya kembali untuk kembali ke jalur bacaan ketika hilang konsentrasi	1	2	3	4	5
10	Saya menggarisbawahi atau melingkari informasi pada teks untuk membantu saya mengingatnya	1	2	3	4	5
11	Saya menyesuaikan kecepatan membaca saya berdasarkan apa yang saya sedang baca	1	2	3	4	5
12	Ketika membaca, saya memutuskan apa yang akan dibaca secara mendalam dan apa yang akan diabaikan.	1	2	3	4	5
13	Saya menggunakan referensi materi (contohnya kamus) untuk membantu saya memahami apa yang saya	1	2	3	4	5

	baca					
14	Ketika teks menjadi sulit, saya memperhatikan lebih dekat apa yang saya baca.	1	2	3	4	5
15	Saya menggunakan tabel dan gambar pada teks untuk meningkatkan pemahaman saya.	1	2	3	4	5
16	Saya berhenti dari waktu ke waktu dan berpikir tentang apa yang saya baca	1	2	3	4	5
17	Saya menggunakan petunjuk berdasarkan konteks untuk membantu saya memahami apa yang saya baca	1	2	3	4	5
18	Saya memparafrase (menyatakan kembali pemikiran dengan kata-kata sendiri) untuk memahami apa yang saya baca	1	2	3	4	5
19	Saya mencoba menggambarkan informasi untuk membantu saya mengingat apa yang saya baca	1	2	3	4	5
20	Saya menggunakan fitur-fitur tipografi seperti bold face (kata yang ditebalkan) dan italic (kata yang dimiringkan) untuk mengetahui informasi kunci	1	2	3	4	5
21	Saya dengan kritis menganalisa dan	1	2	3	4	5

	mengevaluasi informasi yang disajikan pada teks .					
22	Saya membaca berulang-ulang untuk menemukan keterkaitan antar pemikiran didalam bacaan	1	2	3	4	5
23	Saya meneliti pemahaman saya ketika saya menjumpai informasi baru	1	2	3	4	5
24	Saya mencoba menebak apa isi teks ketika membaca	1	2	3	4	5
25	Ketika teks sulit dipahami, saya kembali membaca untuk meningkatkan pemahaman	1	2	3	4	5
26	Saya menanyakan diri sendiri tentang pertanyaan yang saya jawab pada teks	1	2	3	4	5
27	Saya memeriksa untuk melihat apakah tebakan saya tentang teks tersebut benar atau salah	1	2	3	4	5
28	Ketika membaca, saya menebak makna dari kata atau frase yang tidak diketahui	1	2	3	4	5
29	Ketika membaca, saya menterjemahkan dari Bahasa Inggris ke Bahasa Ibu	1	2	3	4	5
30	Ketika membaca, saya berpikir tentang informasi baik dalam Bahasa Inggris maupun Bahasa Ibu	1	2	3	4	5

APPENDIX 2

Questionnaire of Survey of Reading Strategies (SORS) (English Version)

SURVEY OF READING STRATEGIES Kouider Mokhtari dan Ravi Sheorey, 2002

QUESTIONNAIRE

Small-scale Studies of Reading Strategies Used by the Students in English Language Education Department Islamic University of Indonesia Batch 2015

I. RESPONDENT INFORMATION

Name :

Student Number :

Gender : Female/Male

II. DIRECTIONS

The purpose of this survey is to collect information about the various strategies you use when you read school-related academic materials in ENGLISH (e.g., reading textbooks for homework or examinations; reading journal articles, etc.). Each statement is followed by five numbers, 1, 2, 3, 4, and 5, and each number means the following:

'1' means that 'I never or almost never do this'.

'2' means that 'I do this only occasionally'.

'3' means that 'I sometimes do this'. (About 50% of the time.)

'4' means that 'I usually do this'.

'5' means that 'I always or almost always do this'.

After reading each statement, circle the number (1, 2, 3, 4, or 5) which applies to you. Note that there are no right or wrong responses to any of the items on this survey.

Statement	Never	Occasionally	Sometimes	Usually	Always
I have a purpose in mind when I read.	1	2	3	4	5
I take notes while reading to help me understand what I read.	1	2	3	4	5
I think about what I know to help me understand what I read.	1	2	3	4	5
I take an overall view of the text to see what it is about before reading it.	1	2	3	4	5
When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5

I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
I read slowly and carefully to make sure I understand what I am reading.	1	2	3	4	5
I review the text first by noting its characteristics like length and organization.	1	2	3	4	5
I try to get back on track when I lose concentration.	1	2	3	4	5
I underline or circle information in the text to help me remember it.	1	2	3	4	5
I adjust my reading speed according to what I am reading.	1	2	3	4	5
When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
I use reference materials (e.g. a dictionary) to help me understand what I read.	1	2	3	4	5
When text becomes difficult, I pay closer attention to what I	1	2	3	4	5

am reading.					
I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
I stop from time to time and think about what I am reading.	1	2	3	4	5
I use context clues to help me better understand what I am reading.	1	2	3	4	5
I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
I try to picture or visualize information to help remember what I read.	1	2	3	4	5
I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
I go back and forth in the text to find relationships among	1	2	3	4	5

ideas in it.					
I check my understanding when I come across new information.	1	2	3	4	5
I try to guess what the content of the text is about when I read.	1	2	3	4	5
When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4	5
I ask myself questions I like to have answered in the text.	1	2	3	4	5
I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
When I read, I guess the meaning of unknown words or phrases.	1	2	3	4	5
When reading, I translate from English into my native language.	1	2	3	4	5
When reading, I think about information in both English and my mother tongue.	1	2	3	4	5

APPENDIX 3

Descriptive Statistic of Reading Strategies

Descriptive Statistic of Overall Categories Reading Strategies

Strategies	Average
Global reading strategies	3.38
Problem-solving strategies	3.68
Support strategies	3.53

Descriptive Statistic of Each Items Reading Strategies

GLOB		PROB		SUP	
Glob1	3.85	Prob7	3.85	Sup2	3.34
Glob3	3.76	Prob9	3.90	Sup5	3.44
Glob4	3.70	Prob11	3.70	Sup10	3.80
Glob6	3.42	Prob14	3.72	Sup13	3.44
Glob8	2.94	Prob16	3.27	Sup18	3.37
Glob12	3.38	Prob19	3.51	Sup22	3.63
Glob15	2.93	Prob25	3.90	Sup26	3.51
Glob17	3.21	Prob28	3.62	Sup29	3.54
Glob20	3.34			Sup30	3.72
Glob21	2.97				
Glob23	3.41				
Glob24	3.63				
Glob27	3.45				

APPEENDIX 4

Data Analysis

1 2	Gender	Global reading strategies										Problem-solving strategies							Support strategies													
		1	3	4	6	8	12	15	17	20	21	23	24	27	7	9	11	14	16	19	25	28	2	5	10	13	18	22	26	29	30	
3	L	4	3	4	3	4	3	4	4	3	3	4	4	3	5	4	3	3	3	3	4	3	3	2	4	3	3	3	3	3	4	
4	L	3	3	3	3	3	3	3	3	2	2	2	2	3	3	3	3	3	2	3	3	3	3	3	3	2	2	3	3	3	3	
5	P	5	5	5	4	4	3	4	4	5	4	5	4	5	4	5	3	4	4	5	5	3	4	2	5	5	5	4	4	4	5	
6	P	5	5	1	5	3	2	1	3	2	1	4	5	5	3	5	5	5	5	3	5	5	1	5	2	5	2	3	5	5	5	
7	P	3	4	3	3	3	3	4	3	3	3	3	3	4	4	3	3	5	3	4	5	3	4	4	3	4	3	4	4	5	4	
8	P	4	4	4	4	3	4	4	3	4	3	3	3	3	4	3	4	4	3	4	4	3	3	4	3	4	3	4	3	3	3	
9	P	4	4	4	4	4	4	4	4	5	4	4	4	4	5	5	3	4	4	4	5	5	3	5	5	4	5	4	4	4	4	
10	L	4	3	4	4	3	4	4	5	3	4	4	4	3	3	3	4	4	3	4	4	3	4	4	3	3	3	3	5	4	4	
11	L	3	4	4	3	3	2	2	4	3	3	3	3	3	4	5	4	4	4	4	4	3	3	4	5	5	4	3	4	3	3	
12	P	4	4	5	5	4	5	2	4	1	1	1	4	4	4	5	4	4	4	4	4	4	4	5	4	5	3	4	3	5	5	
13	P	5	4	4	4	3	3	3	3	3	3	5	5	5	5	4	4	4	3	4	4	4	4	3	4	3	4	4	4	3	3	
14	P	4	5	5	5	4	4	5	4	5	3	5	3	1	4	5	5	5	5	5	5	4	5	5	5	5	4	4	5	5	5	
15	L	5	5	5	3	3	2	2	5	2	3	3	5	4	4	5	4	5	3	5	3	5	5	5	2	5	2	4	2	4	5	
16	L	3	4	2	2	2	2	4	2	3	3	3	4	2	3	4	3	3	2	4	3	3	4	4	3	3	4	3	4	4	4	
17	P	5	4	3	3	2	5	1	3	2	3	4	4	5	4	4	1	5	3	3	4	5	3	2	3	3	4	5	4	5	3	
18	P	4	4	3	4	2	4	2	4	4	3	4	5	3	3	2	4	4	4	2	5	4	4	5	4	3	3	4	5	3	4	
19	P	4	5	5	4	3	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	5	4	4	4	5	3	4	
20	L	4	4	4	4	4	3	3	3	4	3	3	4	4	4	5	3	4	3	4	4	3	3	5	3	3	3	3	4	3	3	
21	L	5	4	3	2	5	1	3	2	3	3	4	2	2	2	3	2	3	4	3	3	3	3	2	2	3	2	4	3	2	4	3
22	P	5	3	5	3	4	5	1	4	3	3	4	5	5	5	5	5	4	4	4	5	4	5	5	5	3	5	4	3	5	5	
23	L	3	3	3	4	3	2	3	3	2	2	4	4	4	4	3	2	4	4	2	2	3	2	2	3	3	2	2	4	3	4	
24	P	3	3	4	3	4	2	2	3	4	2	4	2	4	2	5	5	4	3	4	4	4	4	2	3	5	4	4	4	3	4	4
25	L	4	4	4	3	4	3	3	4	4	5	4	4	4	5	4	4	3	2	4	5	4	4	3	3	4	4	4	5	3	4	
26	P	4	4	4	2	1	2	1	2	5	1	3	3	3	3	5	5	3	2	5	5	5	4	5	5	3	5	3	5	5	4	

27	P	4	4	4	5	4	5	3	4	4	4	3	4	3	4	4	5	4	4	3	4	3	4	5	5	2	4	3	4	2	3	
28	P	5	4	3	5	3	5	3	3	5	4	4	3	3	4	4	5	4	3	4	5	4	3	3	5	4	4	4	3	3	4	
29	L	4	3	4	2	2	3	3	3	3	3	3	3	3	3	3	1	3	2	3	3	4	3	2	3	2	2	2	3	3	3	
30	P	4	4	4	3	3	4	4	3	4	2	3	3	5	4	3	4	3	2	4	3	3	3	3	3	4	4	3	3	4	2	3
31	L	3	3	2	3	2	3	2	3	2	3	2	3	3	4	4	4	3	2	4	4	2	3	2	3	2	2	4	4	4	4	4
32	P	4	4	5	3	3	4	4	2	3	2	3	4	4	5	4	4	5	3	3	3	4	4	4	5	4	2	4	3	2	5	
33	P	3	3	1	2	2	2	5	3	2	2	3	4	4	3	4	3	3	3	2	4	4	2	3	3	2	2	3	4	2	3	
34	P	5	4	4	3	3	5	2	4	3	3	4	3	2	3	5	4	3	4	4	4	2	5	2	5	5	3	4	3	4	4	
35	L	2	3	2	2	3	3	2	3	3	3	3	3	4	3	4	3	2	3	3	4	4	3	3	4	3	3	4	4	2	3	
36	P	2	3	3	2	1	3	3	4	4	3	3	4	4	4	4	4	4	3	3	4	4	2	2	3	3	3	3	3	3	3	
37	L	3	4	5	2	4	3	4	3	5	4	4	4	3	4	4	3	3	2	4	3	4	5	5	5	1	5	4	5	2	3	
38	P	5	4	4	4	4	4	2	2	2	2	2	2	2	4	4	4	4	4	4	3	3	3	5	3	4	4	2	3	2	4	4
39	P	4	4	4	4	3	4	3	4	3	3	4	4	3	4	3	4	5	4	4	4	4	5	5	4	4	4	4	3	5	5	
40	P	3	5	4	3	4	4	3	4	4	3	3	3	3	5	4	3	2	4	3	4	4	4	5	4	3	3	4	3	3	4	
41	L	5	4	5	4	1	2	2	2	3	1	3	4	1	4	2	3	5	3	2	4	1	5	4	2	2	2	3	2	1	1	
42	P	3	4	4	4	3	3	4	3	3	3	3	4	3	5	4	3	3	3	3	3	4	4	4	5	3	3	4	5	4	4	
43	P	3	3	4	4	4	3	3	3	3	2	3	4	4	4	5	4	4	4	3	4	3	3	5	4	4	4	2	3	4	4	
44	P	3	4	4	4	5	3	4	2	3	2	4	4	3	5	4	5	1	2	4	4	5	2	1	2	2	3	2	2	5	5	
45	P	3	3	3	3	2	3	3	2	3	2	3	3	2	4	3	4	3	2	3	3	3	3	3	3	3	4	2	2	3	3	3
46	P	3	4	4	4	3	3	3	4	3	3	3	3	3	5	4	3	4	4	3	5	3	5	3	5	5	3	4	3	4	4	
47	L	3	4	3	4	3	4	2	2	3	3	4	3	3	3	3	4	3	2	3	3	3	4	3	5	3	3	5	3	3	3	
48	L	2	3	3	3	3	2	2	2	3	3	4	4	2	3	3	4	2	3	3	3	3	2	4	2	3	4	3	2	2	2	
49	L	5	2	4	3	2	4	5	2	5	3	4	2	3	2	5	3	4	4	2	2	3	3	2	3	3	4	3	4	4	2	
50	P	2	4	4	3	4	4	3	3	4	4	4	4	4	4	4	4	4	3	4	4	4	3	2	4	4	4	4	4	4	4	
51	P	4	3	5	3	3	4	4	5	2	3	3	3	3	2	4	4	2	4	4	4	4	3	5	5	3	5	4	2	2	4	
52	L	4	4	4	3	3	3	3	4	3	4	3	3	3	3	4	4	4	4	3	3	3	4	5	4	4	3	4	4	3	3	

53	P	4	4	3	4	3	3	4	3	3	3	3	4	4	4	4	3	4	3	4	4	4	4	4	4
54	L	3	4	4	3	2	2	3	3	4	4	4	4	2	4	4	4	3	3	4	3	3	3	3	3
55	P	4	4	4	4	1	3	1	3	2	3	4	4	4	3	4	3	2	3	4	4	1	2	1	3
56	P	4	3	3	3	3	3	2	2	3	2	3	3	3	3	2	2	4	2	3	3	3	3	3	3
57	P	4	3	3	4	2	3	3	3	4	3	3	3	4	5	4	3	4	2	4	4	3	3	3	4
58	L	3	4	3	2	2	2	1	2	2	2	2	3	4	4	4	4	2	4	4	2	2	5	3	3
59	L	4	4	4	3	4	5	1	2	2	4	4	4	4	5	4	4	2	5	4	5	4	3	1	3
60	P	5	4	4	4	3	4	3	3	3	3	3	2	4	3	5	4	4	4	3	2	5	3	3	4
61	P	4	4	4	4	3	4	4	4	4	3	3	3	4	4	3	4	4	3	4	3	4	2	3	3
62	P	4	3	2	2	2	3	2	3	4	4	4	2	3	3	4	4	4	4	3	3	4	4	3	3
63	P	5	4	4	2	1	1	2	2	2	2	2	2	2	4	4	4	3	4	3	3	3	2	4	4
64	P	4	4	4	4	4	5	4	4	5	4	5	4	5	5	4	5	5	3	5	4	5	4	2	5
65	P	5	3	4	4	3	3	3	4	4	3	3	5	5	4	4	3	4	4	3	5	4	4	5	5
66	P	5	4	4	5	3	4	5	4	5	3	4	5	4	4	5	4	5	3	5	5	5	4	5	5
67	P	4	3	4	4	3	4	3	4	5	4	4	4	5	5	4	4	5	4	5	5	4	3	2	5
68	L	3	2	2	2	3	3	3	2	3	3	3	4	4	4	2	3	3	2	2	4	4	3	2	2
69	P	3	4	4	3	2	4	3	2	4	3	4	4	3	2	3	4	3	2	4	3	2	3	3	3
70	P	4	4	4	4	3	4	3	3	4	4	4	3	4	3	3	4	4	4	3	3	3	4	2	3
71	P	3	3	2	2	2	3	2	2	2	2	2	2	2	3	4	4	4	4	3	3	3	2	4	3
72	L	5	5	5	5	4	5	4	5	5	4	4	5	5	5	4	5	5	5	5	4	5	5	4	5
73	P	5	5	4	5	3	3	4	5	4	5	5	5	5	4	5	4	5	5	5	5	5	4	2	4

APPENDIX 5



UNIVERSITAS ISLAM INDONESIA FAKULTAS PSIKOLOGI DAN ILMU SOSIAL BUDAYA

Program Studi Psikologi (S1), Program Studi Ilmu Komunikasi (S1), Program Magister Profesi Psikologi (S2), Program D III Bahasa Inggris

Surat Keterangan Penelitian

Nomor : 198/Ka.Prodi/10/B.Ing/XII/2017

Yang bertanda tangan di bawah ini:

Nama : **Irma Windy Astuti, S.S., M.Hum.**
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa yang bersangkutan di bawah ini:

Nama : **Suly Tari Yolanda Fahlepi**
NIM : 13322014
Fakultas : Psikologi dan Ilmu Sosial Budaya
Jurusan : Pendidikan Bahasa Inggris

Telah selesai melakukan penelitian yang di lakukan pada bulan Oktober 2017 di Program Studi Pendidikan Bahasa Inggris Fakultas Psikologi dan Ilmu Sosial Budaya untuk memperoleh data dalam rangka menyusun skripsi yang berjudul “ **A Small – Scale Study of Reading Strategies Used by the Students in English Language Education Department Islamic University of Indonesia Batch 2015**”

Demikian keterangan ini dibulatkan dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Yogyakarta, 29 Desember 2017

Kaprodi Pendidikan Bahasa Inggris FPSB UII



Irma Windy Astuti, S.S., M.Hum.