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**EXPLORING READERS' STRATEGIES IN STAGES OF READING
NARRATIVE TEXT: A REFLECTION OF EFL LEARNER
AT IAIN SYEKH NURJATI CIREBON**

A THESIS

**Submitted to the English Language Teaching Department
Tarbiyah and Teacher Training Faculty Syekh Nurjati State Islamic
Institute Cirebon in Partial Fulfillment of the Requirements of
Undergraduate Degree**



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ABSTRACT

Siti Andini 14121310354 Exploring Readers' Strategies in Stages of Reading Narrative Text: A Reflection of EFL Learner at IAIN Syekh Nurjati Cirebon.

This study primarily intended to explore what strategies are commonly used by EFL learner in pre-, during-, and post-, reading narrative text. Strategies are a set of abilities under conscious control of the reader (Grabe and Stoller (2010:8)). Strategies are also purposeful. Some have quite specific purposes or goals. Reading strategies is important for helping readers to improve comprehension (McNamara (2007: 11)). This study focuses on what strategies are commonly used by EFL learner in pre-, during-, and post-, reading stages. As put in Hedgcock and Ferris (2009:162) activities in these stages are often neglected. In fact, interactive process between the reader and the text, including in pre-reading, during-reading, and post-reading stages are more important.

The purpose of this study is to identify what strategies are commonly used by EFL learner in pre-, during-, and post-reading narrative text in English language teaching department of IAIN Syekh Nurjati Cirebon.

This research also takes a qualitative method in analyzing data where the data obtained from interview from three respondents as primary source of the data. Then it is used to identify what strategies are commonly used by EFL learner in pre-, during-, and post-, reading narrative text.

The result of this study, there are five strategies are commonly used by EFL learners in pre-reading narrative text; those are specifying a purpose for reading (20%), previewing the text (13%), predicting the contents of the text or section of text (20%), posing question about the text (20%) and guessing meaning of new word from context (20%). In during-reading stage there are seven strategies are commonly used by EFL learners; those are checking prediction (15%), finding answers to posed question (15%), rereading (14%), connecting text to background knowledge (14%), using discourse markers to see relationship (14%), paying attention to text structure (14%) and connecting one part of the text to another (14%). Finally, in post-reading stage there are six strategies are commonly used by EFL learners; those are summarizing information (16%), checking comprehension (16%), critiquing the author (17%), critiquing the text (17%), judging how well purposes for reading were met (17%) and reflecting on what has been learned from the text (17%). Strategies are commonly used by EFL learner in pre-, during-, and post reading narrative text only concerns on efferent stance because respondent's attention is concentrated on the plot as well as the complete text.

Key Words: reading strategies, pre-reading, during-reading, post-reading, EFL learner.



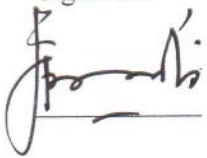





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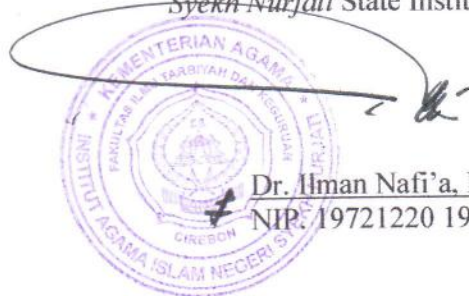
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RATIFICATION

This thesis entitled **“EXPLORING READERS’ STRATEGIES IN STAGES OF READING NARRATIVE TEXT: A REFLECTION OF EFL LEARNER AT IAIN SYEKH NURJATI CIREBON”** written by Siti Andini, student number 14121310354, has been examined on 28th July 2016. It has been accepted by the board of examiners. It has recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teaching Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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CHAPTER I INTRODUCTION

This chapter covers research background, focus of the research, research formulation, aims of the research, signification of the research, previous study, frame of thought, research method, and research system.

1.1 Research Background

Reading for some readers are challenging. It requires specific interpretation to get expectation of the writer. McNamara (2007:3) briefly states that when readers can decode words, but they have not developed skills to comprehend deeper meaning of sentences, the paragraphs, and the entire text, it indicates readers do not reach comprehension. As put in Westwood (2001:21), comprehension is categorized into four level; literal level, inferential level, critical level and creative level of comprehension. At the literal level readers can understand the basic facts in the text which is contained information explicitly within the text. At the inferential level the readers are able to go beyond what is written on the page and add meaning or draw conclusions. At the critical level the readers assess the good sense of what he or she is reading, its clarity and accuracy. The last, at the creative level the reader can take information or ideas from what has been read and develop new ideas from them and stimulates the reader to new and original thinking.

In this case, Grabe and Stoller (2010:8) argue that there are two terms commonly used to describe the activity of reading, those are skills and strategies. Skills represent linguistic processing abilities that are relatively automatic in their use and their combinations such as word recognition and syntactic processing. Meanwhile, strategies are often defined as a set of abilities under conscious control of the reader. Paris also says “reading strategies as ‘skills under consideration’ to denote that the same actions could be either a skill or a strategy, depending on the reader’s awareness, control, intention, and the specific reading situation” (Afflerbach, Pearson and Paris, (2008: 17) cited in Grabe and Stoller (2010: 133)).

Strategies, unlike skills, are conscious and generally effortful. Strategies are also purposeful. Some have quite specific purposes or goals. Reading strategy is actions that selected deliberately by reader to achieve particular goals. Reading strategies consist of operations, steps, plans, routines used by reader to facilitate the obtaining, storage, retrieval and use of information. According to McNamara (2007: 11) there is an evidence for the importance of reading strategies. One source of evidence is that successful readers know when and how to use deliberate strategies to repair comprehension. One implication from that finding is that teaching reading strategies to struggling readers becomes a key for helping them to improve comprehension. Grabe and Stoller (2010: 133) also suggest that reading lessons should be structured consistently around a pre-reading, during-reading and post-reading framework that prepares learners for new readings, helps them while reading, and then obliges them to reconsider texts and text information for a variety of purposes after reading.

Hedgcock and Ferris (2009:162) believe that pre-reading, during-reading, and post-reading activities provide instructional purposes. Pre-reading activities are a crucial and often neglected step in the reading process. Preparing students to read can build their interest, confidence, and motivation for reading the text and can facilitate comprehension when the text is later closely read. In during reading process, learners should be required to practice continually and apply comprehension strategies, such as making connections, monitoring understanding, stopping to summarize, asking questions. Similarly, in post-reading stages is the process of actively engaging with a text or completed the reading.

The role of reading and student learning is also quite complex. The ability to read and comprehend text is crucial to success in educational system. For academic success especially for English language learning, reading comprehension has always played a central role in the curricula of the schools. Hedgcock and Ferris (2009:162) argue that primary education around the globe, one of the first things children do at school is participate in literacy lessons and learn to read. Primary level teachers receive specialized education and training in teaching children to read, sometimes in two or more languages. Many language teachers assume that teaching and learning a foreign or second language (L2)



depends on reading skills. In fact, they may devote considerable time and effort to promoting L2 reading skills among their students, often under the assumption that learners already have a developed system of literate knowledge and skill in their first language (L1). Then, Alwasilah (2012: 159) suggest that literacy practices must situate reading and writing activities in broader contexts. The main goal for many educational institutions are to promote literacy abilities such as reading, writing, reading and writing together, interpreting documents, integrating visual representations with prose text, working with multiple texts. In larger context, many educational institutions have goals that learners are able to read in their L1 and one or more additional language.

For English as a Foreign Language (EFL) learner itself, reading is one of the most important skills. As one of important skills in English, learners are forced to decode, comprehend, and response written sources in English (Sadoski, 2004:47). It concerns with how EFL learners draw information from the text and to form an interpretation of that information. Similarly, reading ability particularly with English as L2 is already in great demand as English continues to spread, not only as a global language but also as the language of science, technology and advanced research. Besides that, Grabe & Stoller, (2011:35) argue that L2 learners while learning to read they must broaden their linguistic knowledge. L2 reader learns to read in the L2 with L1 and L2 processing system. All of these factors suggest that L2 reading can be quite different from L1 reading.

In this study researcher uses narrative text as text which is used to identify what strategies commonly used by EFL learner in pre-reading, during-reading and post-reading stages. As put in Knapp and Watkins (2005:222) narrative is not simply about entertaining a reading audience but it has a powerful social role beyond a medium for entertainment. Narrative is also a powerful medium for changing social opinions and attitudes. They also argue that narrative text is the most popular text which is commonly read by learner. As mentioned in the some classes in this institution, narrative texts used as materials in literature class, writing class even for reading class itself. From here can be seen that narrative text is not something new for student of IAIN Syekh Nurjati Cirebon.



Hedgcock and Ferris (2009:245) emphasize, at least there are three benefits of literary study, in this case is narrative text for L2 readers. *Firstly*, literary sources embody a wealth of cultural information. Plots and themes may be universal and timeless, but settings, characters, and dialogue tend to be rooted in the time and culture shared or created by the author. *Secondly*, literary devices such as inference, metaphor, simile, oxymoron, double entendre, unusual or unorthodox syntactic constructions, and so forth must be correctly interpreted to ensure comprehension. These features may make a literary work intrinsically more challenging for L2 readers. *Thirdly*, literary sources provide language input and reading practice regardless of the approach to reading instruction emphasized in a course.

Study in reading area has been presented through some studies that focus on reading fluency, reading hypertext and current study will present readers' strategies in stages of reading narrative text. Study about reading fluency has been conducted by Ching, Hui, and Lay (2014), Taguchi, Gorsuch, and Sasamoto (2006), and Chard, Vaughn, and Tyler (2002). Another study about reading hypertext has been conducted by as Tseng (2008) and Jones and Brown (2011), and Fitzgibbons (2008).

In this area of study there was Maishara *et al.* (2012) who investigated the reading strategies used by ESL learners at tertiary level, Leyla and Almacioğlu (2009) who investigated strategies in three reading phases and their applications in the teaching of English as a Foreign Language in reading classes with young learners, Maeng, Unkyoung (2006) who investigated what reading strategies Korean students use in L2 reading at different reading stages and Ozek, Yesim and Civelek, Muharrem (2006) also conducted study to identify which reading strategies are generally employed by ELT students while reading a text.

This study will explore readers' strategies in pre-stages, during-stages and post-stages of reading narrative text. This study was inspired by the issue of how readers' strategies in stages of reading narrative text are being questioned. There are times when pre-reading, during-reading and post-reading stages are not complete or neglected in reading class. For example, when text is quite long and the class is quite short and readers do not know what appropriate strategies



applied for those stages. Then, learners cannot achieve their comprehension completely in reading the text. In this situation can be seen there is a main issue that pre-reading, during-reading, and post-reading activity are being ignored. In fact, interactive process between the reader and the text, including in pre-reading, during-reading, and post-reading stages are more important. Because of this reason, this study is needed to be conducted to explore readers' strategies in stages of reading narrative text from EFL learners' perception in order to help reader apply appropriate strategies in whole stages of reading narrative text.

1.2 Focus of Study

This study focuses on readers' strategies in pre-reading, during-reading and post-reading stages in reading narrative text from EFL learners' perception. As put in Barton, Hamilton and Ivanic, (2000:7) literacy practices such as reading is the general cultural ways of utilizing written language which people draw upon in their lives. It can be seen that reading is always dealt with written text. Because of this reason, this study is focused to identify EFL learners' strategies in stages of reading narrative text. Narrative text simply defined as the text which is purposed to entertain the reader. Its attention also focuses on the actual experience within the text. The reason why researcher focus on narrative text is because narrative text is the most popular text which is commonly read by learner (Knapp & Watkins, 2005:222) including for students of IAIN Syekh Nurjati Cirebon. It also can not be simply about entertaining a reading audience, but also it has a powerful social role beyond that medium for entertainment. Therefore, this study is focused to capture EFL learners' strategies in stages of reading narrative text, including in pre-reading, during-reading and post-reading stages.



1.3 Research Formulation

Based on the background above that accordance with the research about readers' strategies in pre-reading, during-reading and post-reading stages of reading narrative text from EFL learners' perception, the researcher is going to identify the problems are:

1. What are strategies commonly used by EFL learner in pre-reading narrative text?
2. What are strategies commonly used by EFL learner in during-reading narrative text?
3. What are strategies commonly used by EFL learner in post-reading narrative text?

1.4 Aims of the research

The aims of the research which are accordance with the problem that will be identified about readers' strategies in pre-reading, during-reading and post-reading stages of reading narrative text from EFL learners' perception, are as follow:

1. To identify what strategies are commonly used by EFL learner in pre-reading narrative text.
2. To identify what strategies are commonly used by EFL learner in during-reading narrative text.
3. To identify what strategies are commonly used by EFL learner in post-reading narrative text.

1.5 Signification of the Research

From theoretical significance, this study primarily intended to provide more information about readers' strategies in stages of reading narrative text. This information can be very useful to help learners decode, comprehend and response narrative text in whole stages of reading. These strategies can be applied to facilitate learners use appropriate strategies in pre-reading, during-reading, and post-reading narrative text.

From practical significance, include the significance for the teachers and learners. For the teachers, they can apply strategies of stages reading narrative text



in reading class. It is very useful to make learning process easier to help student achieve a complete comprehension in reading a text. Similarly, the significance for students, this study can be used to increase their reading ability with the implementation of the strategy that is used when reading narrative text in pre-reading, during-reading and post-reading stages. It can help learners decode, comprehend and response the text in English as individual reader. In other word, this study is expected can help either teachers or learners as individual reader to describe EFL learners' strategies in stages of reading narrative text, including in pre-reading, during-reading and post-reading stages. Then it can facilitate all activities and solve the problem in reading class.

1.6 Previous Study

To support this study, the researcher takes four previous studies to identify how far the area of reader's strategies in pre-reading, during-reading, and post-reading narrative text investigated and what kinds of gaps among them.

First, in this area of this study there was Maishara *et al.* (2012) who investigated the reading strategies used by ESL learners at tertiary level which focused on the frequency of use of pre, while, and post-reading strategies. A total of forty semester-one undergraduates from the Faculty of Chemical Engineering, University Malaysia Pahang were randomly selected for the study. The selection was based on their proficiency levels, categorised as high ESL achievers and low ESL achievers. The results of this study suggest that all the pre-reading, while-reading and post-reading strategies were generally applied by the two groups of learners included in the study: ESL high achievers and ESL low achievers. The ESL high achievers appeared to frequently use effective reading strategies than the ESL low achievers. The results also demonstrate that there were significant differences in the use of all pre, while, and post-reading strategies used by high and low ESL achievers. The ESL high achievers were also found to significantly use post reading strategies as compared to the ESL low achievers. Although the two groups of students applied almost similar strategies in reading, some were more favored by high achievers of ESL, which perhaps helped them to become better and more successful readers.



Second, there was Leyla and Almacioğlu (2009) who investigated strategies in three reading phases and their applications in the teaching of English as a Foreign Language in reading classes with young learners. The sample of their research consists of fifty ninth grade students out of three hundred students and ten teachers out of fifteen in the two private schools in Turkey. Some findings were drawn from the experiment outcomes as follows. First, reading teachers of two schools are aware of the importance of the reading skill and they try to apply its different activities which are special to each phase in their reading classes. Second, most students are also aware of the importance of the reading in a foreign language. Because of that most of them apply different strategies during the reading activity in order to benefit from the reading while learning a foreign language.

Third, there was Maeng, Unkyoung (2006) who investigated what reading strategies Korean students use in L2 reading at different reading stages involves in pre-reading, during-reading, and post-reading stages. The study was conducted on 112 Korean undergraduate students in Korea. The results of this study showed that students actually showed different reading behaviors according to the reading stages. They used more compensatory reading strategies such as guessing intelligently, using organization and style of the text, reviewing main ideas or the text to verify the answer, and using background knowledge to fine the answer at the pre-reading stage and post-reading stage.

Fourth, Ozek, Yesim and Civelek, Muharrem (2006) also conducted study to identify which reading strategies are generally employed by ELT students while reading a text involves in pre-reading, during-reading, and post-reading stages and which reading strategies are needed to be developed to understand the text better. Reading strategies were evaluated under three headings, pre-reading, during-reading, and post-reading in both parts. The results of the analysis revealed that students used only one strategy namely, relating the title to the text content in the pre-reading phase. As for the during-reading phase, the most effectively employed strategies were using the dictionary parsimoniously, guessing the meaning of a word from the context, skipping some unknown words, thinking-aloud during reading, and assimilating the text with the background knowledge.



However, none of the post-reading strategies were found to be used by the respondents. The results of the analysis indicated that there were some significant differences on the effective use of cognitive reading strategies with regard to students' gender, age, and proficiency in reading, school source, and duration in learning English.

From those studies, researcher found there is an interesting and important context to be analyzed which has not been researched yet. In the context of this study researcher focus on what readers' strategies in stages of reading narrative text from EFL learners' perspective, involve in pre-stages, during-stages, and post-stages.

1.7 Theoretical Foundation

In this study, researcher focuses on some points which used as theoretical foundation, are following:

1.7.1. The Nature of Reading Abilities

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. When readers can decode the words, but have not developed skills to comprehend the deeper meaning of the sentences, the paragraphs, and the entire text it indicates readers do not reach comprehension. Comprehension is reached when readers go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. According to McNamara (2007:11) "comprehension arises from a series of cognitive processes and activities." It includes word decoding, lexical access, syntactic processing, inference generation, reading strategies and post reading activities.

Successful readers are readers who know when and how to use deliberate strategies to repair comprehension. Good readers are readers who attempt to bridge incoming sentences with previous text content and with their background knowledge. Good readers are driven by why questions more than how, when, where, and what if questions, unless there are special goals to track such information.



1.7.1.1 Purposes for reading

Grabe and Stoller (2011:7) argue that there are four purposes for reading:

a. Reading to search for simple information and reading to skim

Reading to search for simple information is seen as a relatively independent cognitive process (Guthrie & Kirsch, (1987) cited in Grabe and Stoller (2011:7)). In reading to search, readers typically scan the text for a specific word, or a specific piece of information, or a few representative phrases. In prose texts, readers sometimes slow down to process the meaning of a sentence or a phrase in search of clues to indicate that readers are at the right page, section or chapter. Similarly, reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

b. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- a. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
- b. Recognise and build rhetorical frames that organise the information in the text.
- c. Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inferencing demands than general comprehension to connect text information with background knowledge.



c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to select, critique and compose information from a text.

d. Reading for general comprehension

Reading for general comprehension requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints. These abilities are often taken for granted by fluent readers because they usually occur automatically. In L2 contexts, however, the difficulties that students have in becoming fluent readers of longer texts under time constraints reveal the complexities of reading for general comprehension. Because of its demands for processing efficiency, reading for general understanding may, at times, be even more difficult to master than reading to learn, an ability that is often assumed to be a more difficult extension of general comprehension abilities.

1.7.2 Reading strategies

Reading strategies are important for many readers who consider themselves to be skilled readers. According to McNamara, (2007:3) a reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions with the goal of improving some aspect of comprehension. McNamara, (2007:3) argues that there are few kinds reading strategies that usually used by readers.



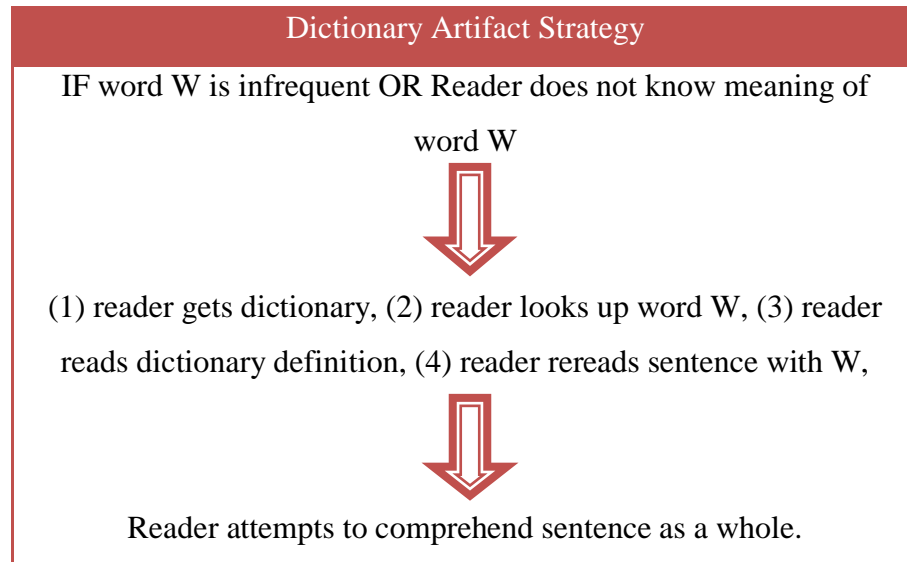


Figure 1.1 Dictionary Artifact Strategy

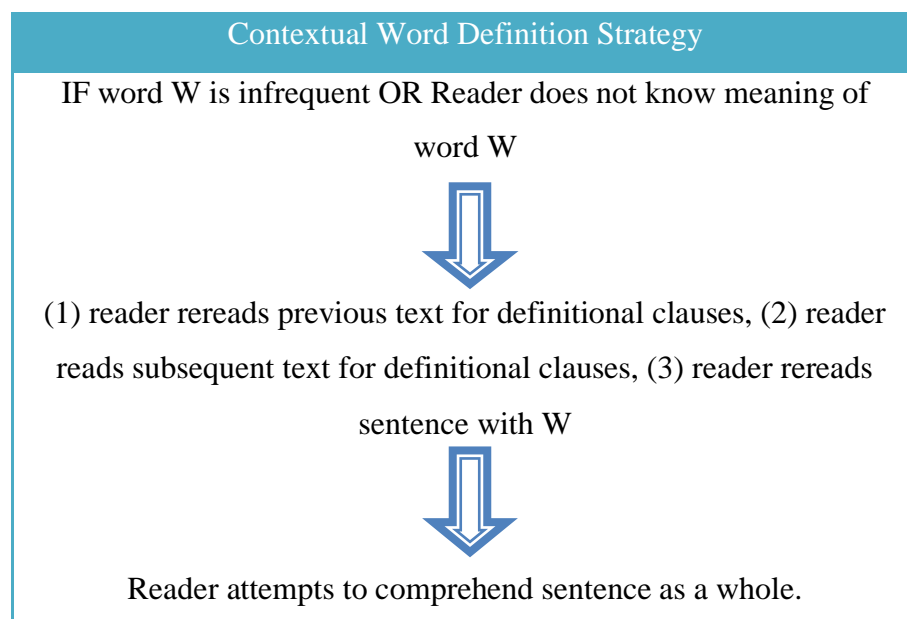


Figure 1.2 Contextual Word Definition Strategy

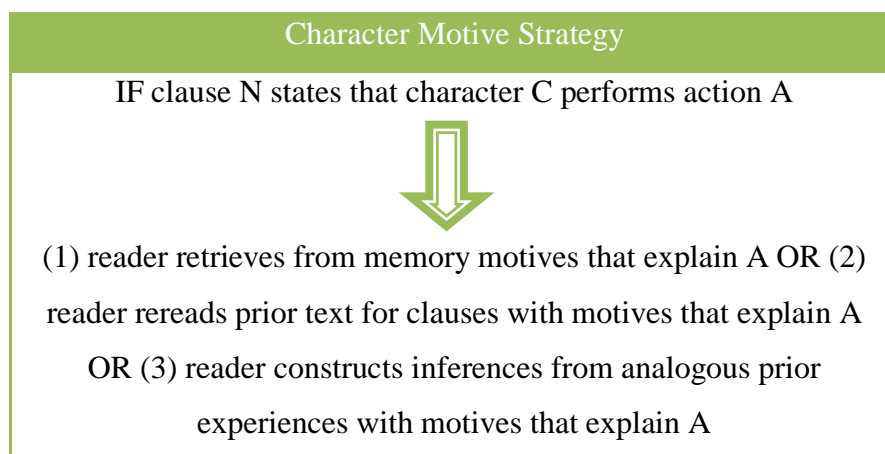


Figure 1.3 Character Motive Strategy

Grabe and Stoller (2010:10) also mention sample reading strategies which are commonly used by reader such as specifying a purpose for reading, planning what to do or what steps to take, previewing the text, predicting the contents of the text or section of text, checking predictions, posing questions about the text, finding answers to posed questions, connecting text to background knowledge, summarising information, making inferences, paying attention to text structure, rereading, checking comprehension, identifying difficulties, critiquing the author, critiquing the text, judging how well purposes for reading were met and reflecting on what has been learned from the text.

Glendinning and Holmstrom (2010: 27) also believed reading strategies are commonly used by reader, are following:

1.7.2.1 Reading with a purpose

When reader read, it is important that reader has a clear purpose. Having a clear purpose helps reader to narrow the choice of books from a reading list. When readers have chosen the book, to select the best part chapter of section. Having a clear purpose also helps readers to locate the most useful part of the text for reader's need.

1.7.2.2 Prediction

Prediction means taking intelligent guesses about what a textbook, chapter or section contains using only a small sample of the text. It is an



important strategy when choose what to read. The more reader knows about the subject, the easier it is for reader to make prediction because reader can relate the samples of new text to reader's existing knowledge.

1.7.2.3 Surveying the text

Surveying the text means reading to obtain a general idea of its contents. Reading for general idea depends on good sampling. The sample provides clues as to how the text will continue. Then reader takes another sample and adjust his prediction. Each time the sample provides clues as to how the text will continue.

1.7.2.4 Making inferences

Sometimes difficult to understand a text because it contains few link words and few signpost expression. In such situations readers have to make use of two kinds of information to make sense of what readers read. Those are, information from the text, such as clue from the words, sentences, and ideas which make up the text and information readers provide their selves, such as clues from outside the text, from their own knowledge of the world.

1.7.2.5 Identifying text structure

Texts may be divided into sections, each marked by section headings. Text are usually texts are usually further divided into paragraphs. When readers come to a text, readers have expectations about its structure. For example, readers may expect he first paragraph to give an introduction and the last to provide a conclusion. However, these can only be expectation. A new paragraph does not always mean a new topic. A single topic may be developed over several paragraphs. A paragraph may include more than one topic. Identifying text structure is useful because it helps readers understand how the topic in a text relate to each other.



1.7.3 Stages of Reading

There are three stages of reading, pre-reading, during-reading, and post-reading stage (Hedgcock and Ferris, 2009: 162). Pre-reading, during-reading, and post-reading activities provide instructional purposes. Pre-reading activities involves preparing students to read can build their interest, confidence, and motivation for reading the text and can facilitate comprehension when the text is later closely read. In during the reading process, learners should be required to continually practice and apply the comprehension strategies that good readers employ almost subconsciously, such as making connections, monitoring understanding, stopping to summarize, asking questions. Similarly, in post-reading stages is the process of actively engaging with a text or completed the reading. Grabe and Stoller (2011: 249) describe major goals at each stage of the pre-during-post framework, are following:

Pre-reading Stage	During-reading Stage	Post-reading Stage
<ul style="list-style-type: none"> • Establish reading purpose • Tap prior knowledge • Provide information needed for comprehension (e.g. vocabulary, background) • Set up expectations • Stimulate interest • Build confidence and motivation 	<ul style="list-style-type: none"> • Guide reading to facilitate Comprehension • Help students construct meaning and monitor comprehension • Give students opportunities to connect what is read with what is known; to evaluate what is being read • Provide opportunities for fluency development 	<ul style="list-style-type: none"> • Check comprehension • Explore how text organisation supports comprehension • Consolidate learning • Provide opportunities for students to summarise, synthesise, evaluate, elaborate, integrate, extend and apply text information • Give students the chance to critique the



<ul style="list-style-type: none"> • Explain or support text organization 	<ul style="list-style-type: none"> • Support ongoing summarisation 	<p>author and aspects of the text (e.g. writing, content)</p> <ul style="list-style-type: none"> • Establish and recognise comprehension successes
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1.7.4 L2 Reading

L2 reading is quite different from L1 reading. L2 learners, while learning to read they must broaden their linguistic knowledge at the same time, deal with transfer effects and learn to use L2-specific resources such as translation, glosses and bilingual dictionaries. The L2 reader learns to read in the L2 with a two-language processing system. It means that reading in an L2 is supported by a two-language system (L1 and L2 together) rather than just an L2 system. Grabe and Stoller (2011:36) believe that L1 students 6 year old in the first grade knows about 6000 words when reading instruction begins, but many L2 students begin to read simple sentences and passages almost at the same time they learn the language orally. Students learning to become readers in L1 contexts usually achieve a reasonable level of fluency in reading comprehension abilities, but the same claim cannot be made for students learning to read in L2 contexts. Grabe and Stoller (2011:36) also argue that the reason why L2 reading is different from L1 reading is because seen from linguistic and processing differences, individual and experiential differences, socio-cultural and institutional differences.

1.7.5 Narrative text

Narrative becomes popular for student English language. As Knapp and Watkins, (2005:220) argue that narrative is one of the most commonly read. Narrative is simply about entertaining a reading audience and it has a powerful social role beyond that of being a medium for entertainment. Narrative is also a



powerful medium for changing social opinions and attitudes. According them, narrative has grammatical features and basic structure, involves:

1.7.5.1 Grammatical features of narrative

- a. Narrating typically uses action verbs; for example, went, saw heard, coming. Temporal connectives; for example, before, then and after.
- b. Recounts and stories are typically written in the past tense unless quoting direct speech; for example, were, ate, did not share and should.
- c. Action verbs and mental verbs are used in action sequences; for examples, bells were ringing, people were running everywhere, did not know and thought.
- d. Narratives use action verbs metaphorically to create effective images; for example, flying.
- e. Narratives use rhythm and repetition to create particular effects; for example, riding.
- f. Sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects; for example, Anger, Silence. As the vengeful brother prowls the streets. Rose slowly opened the old wooden door. Dark, there was nothing but black.

1.7.5.2 Basic structure of narratives

The structure of narrative is generally more complex than the orientation and sequencing typical of recounting, involves:

- a. Orientation refers to the introduction of the characters and their description, the setting of place and time.
- b. Complication refers to the problem which the main character faces.
- c. Resolution refers to the how conflict is being solved.
- d. Reorientation or coda (optional) refers to the closure of the story and moral values that given to the listeners or readers.



1.8 Research Method

This part will describe research method of the study that involves research setting, respondent and research design.

1.8.1 Research Setting

This study is taken place at IAIN Syekh Nurjati Cirebon. Related to the issue which is being studied, readers' strategies in stages of reading narrative text is a crucial issue which is being questioned for EFL learner. It is essential for efficient reading comprehension ability (Grabe and Stoller (2011:204). In this institution, narrative can not be separated from student learning. As mentioned in the some classes in this institution, narrative texts used as materials in literature class, writing class even for reading class itself. Additionally, students of IAIN Syekh Nurjati Cirebon use English as foreign language. Because of this reason, researcher believes that IAIN Syekh Nurjati Cirebon can describe the issue of readers' strategies in stages of reading narrative text from EFL learner's perspective.

1.8.2 Respondents

Respondents are important in qualitative study. According to Ary, Chese and Sorensen (2010:428) "qualitative researchers cannot observe everything about the group or site that might be relevant to the study problem". Hence, respondents are not a random. The respondents are taken from students of IAIN Syekh Nurjati Cirebon. Exactly they are student of eight semester. The reason why researcher uses eight semester as the respondent is because students of eight semester are familiar with narrative text so that researcher believes that this study can be conducted by students from eight semester as respondent of the study. In order to provide maximum insight and understanding of what researcher is studying researcher only chooses three respondents. Three respondents will be selected according to category of low reader, average reader and expert reader. Low reader, average reader and expert reader who used expected will vary the finding of the study. As put in McNamara (2007:111) dimensions of an individual's reading ability are likely



to vary as a function of literacy education or experience and alter their contribution to overall reading ability. Then, their reading abilities will influence reading strategies which is used to comprehend the text. The description about three respondent's reading skill will be described in chapter II.

1.8.3 Research Design

Study explores attitudes, behavior and experiences are qualitative (Dawson, 2009:16). Hence, in this context of study researcher believes that study about readers' strategies in stages of reading narrative text from EFL learner's perception can be conducted through qualitative approach. At least, there are two reasons why the qualitative approach was chosen as method of study because qualitative study focuses on the study of social phenomena to give perceptions of the respondents and qualitative study can describe the result study of readers' strategies in stages of reading narrative text from EFL learner's perception. In order to identify how readers' strategies in stages of reading narrative text from EFL learner's perception, researcher believes that the answer can be generated through interaction. Interaction that is conducted in this study purposes to analyze written or visual materials. Ary, Cheser and Sorensen (2010:457) briefly state that to summarize the characteristics of different groups or to measure their attitudes and opinions toward some issue is descriptive research or survey research. Ary, Cheser and Sorensen also suggest that descriptive research uses instruments such as questionnaires and interviews to gather information from groups of individuals. Therefore, researcher believes that this study can be conducted through descriptive qualitative approach.

1.9 Research System

This part will describe research system of the study that involves, steps of the research, Techniques and instruments of collecting data, data analysis and research timeline.



1.9.1 Steps of the Research

This study applies some following steps for conducting qualitative study that is adopted from Lodico, Spaulding & Hoegtle (2010:160), such as:

- a. Identify a study topic or focus.
- b. Conduct a review of literature.
- c. Define the role of researcher.
- d. Write qualitative sub questions.
- e. Select respondents.
- f. Collect the data.
- g. Analyze and interpret the data.
- h. Disseminate Results.

1.9.2 Techniques and instruments of collecting data

In order to identify readers' strategies in stages of reading narrative text from EFL learner's perception, researcher believes that the answer can be generated through interaction. Hence, interview becomes a main technique of collecting data that will be applied in this study.

1.9.2.1 Interview

Interview is also appropriate to identify readers' strategies in stages of reading narrative text from EFL learner's perception. As put in Ary, Cheser & Sorensen, (2010:438) interviews are used to gather data from people's opinions, beliefs, and feelings about situations in their own words. The researcher will take some questions that focus on material for the purpose of identifying specified characteristics of the material. The questions will be provided in the interview which related to the purposes of the study. Unstructured interview will be applied in this study. Unstructured interviews are more conversation where allow for the greatest flexibility (Lodico, Spaulding & Hoegtle, 2010:122). Researcher listens and responds in a conversational manner, asking additional questions to probe for more detail or



redirect the flow of the interview to areas that have not been discussed. In order to explore each person's responses in depth in their own words, Ary, Cheser & Sorensen, (2010:438) suggest that researcher can apply focused interview. A focused interview is much more flexible and open in form. The respondents are free to answer in their own words and can answer either briefly or at length. The questions asked may even vary from individual to individual. In this study the data interview will be translated from Bahasa Indonesia to English in order process of writing the data are easier.

1.8.2.2 Instrument

In qualitative study the instrument that will be used is researcher itself. As put in Fraenkel (2009: 422) and Ary, Cheser & Sorensen, (2010:412) the researcher is the key instrument in qualitative study. In other word, researcher believes study about readers' strategies in stages of reading narrative text from EFL learner's perception will be conducted by researcher itself as the key instrument.

1.9.3 Data Analysis

Data analysis in qualitative study is inductive processes and reported in a mostly non quantitative or in narrative manner. After collecting data, researcher adapts Lodico, Spaulding & Hoegtle, (2010: 180) in the way how analyze data. The step will be conducted as follows:

- a. Prepare and organize the data from interviews. Data interview will be transcript and assembled together to begin explores by reading and looking through the various types of data collected.
- b. Researcher reviews and explores the data to get an overall sense of what is in them and whether enough data have been collected.
- c. Then researcher identifies different segments of the data that describe related phenomena and labeling these parts using broad category names where this process called coding.



- d. Researcher will write detailed descriptions of the people, places, and events in the study. The goal is to provide rich, in-depth descriptions of the experiences, perspectives, and physical settings represented in the data.
- e. Finally, researcher interprets the data finding as a conclusion in the end of this qualitative search.



1.9.4 Research Timeline

Timeline of this study is taken from April until June 2016.

NO	Activities	Months														
		April					May					June				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Preparing research proposal	x														
2	Revision of research proposal		x													
3	Defining the respondents			x												
4	Constructing the instrument of interview				x	x										
5	Conducting interview						x	x	x	x	x					
6	Analyzing data from interview											x				
7	Sorting data from interview												x			
8	Making data conclusion													x	x	x

1.10 Coding

Coding of the data in this study are as follow:

CR : Researcher

RS#1 : The first respondent

RS#2 : The second respondent

RS#3 : The third respondent





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