EXPLORING EFL LEARNERS' READING STRATEGIES ON THE ARTICLE "POWERFUL WRITERS VERSUS THE HELPLESS READER"

A THESIS

Submitted to English Language Teaching Department,

***Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon**

In Partial Fulfillment of The Requirements of Undergraduate Degree

by:

IIZ LAILATUS SAIDAH

Reg. Numb: 14121310303

ENGLISH LANGUAGE TEACHING DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

SYEKH NURJATI STATE ISLAMIC INSTITUTE

CIREBON

2016

ABSTRACT

Iiz Lailatus Saidah. (14121310303). Exploring EFL Learners' Reading Strategies On The Article "Powerful Writers Versus Helpless Reader".

This study was intended to know how EFL learners approach the text and what reading strategies used by English as Foreign Language (EFL) learners in comprehending the text. The investigation itself was centered around reading strategies by Grabe and Stoller (2002). This study tries to reveal how EFL learners' reading strategies in comprehending the article Powerfull Readers versus Helpless Readers by Alwasilah. Consequently, the study is positioned into a qualitative research using interview, questionnaire, and document analysis.

The main purpose is to what extent reading strategies of the text are comprehended and interpreted by EFL learners as reader. It will be centered on the reading strategies and how they approach with text. This study will show the successful of understanding text, it is how the readers understand the text, and what reading strategies that applied by readers when the readers read the text.

This research comes from problem in EFL learners in reading the article untitled *"Powerful Writres Versus The Helpless Readers"*. The main reason why reading strategies was chosen as topic is, as Pressley (2002) cited by Grabe (2002) research strategies employed by good readers while reading for careful comprehension. This study tries to reveal how EFL learners make sense of the text taken from**,** in the context of this study the four learners of respondent will involve: they are fourth semester in English Department at IAIN Syekh Nurjati Cirebon, West Java.

The result shows that EFL Learners tend to use different strategies in approaching the text, and while reading the text,. (1) There are three strategies for approaching the text: specifying a purpose for reading, previewing the text, and checking prediction. (2) There are nine strategies while reading the text text: posing question, connecting text to background knowledge, pay attention to the structure, summarizing information, making inference, rereading, guessing the meaning of the new word from the context, identifying difficulties and checking comprehension.

Keywords:*, Reading Strategies, Reading Comprehension, Approach the text and*
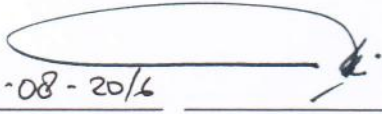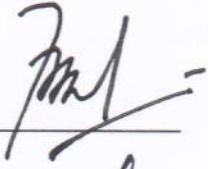
Article

RATIFICATION

The thesis which is entitled **"EXPLORING EFL LEARNERS READING STRATEGIES ON THE ARTICLE "POWERFUL WRITERS VERSUS HELPLESS READER",** registration number is **14121310303** has been examined on August 09th, 2016. It has been recognized as one of requirements for Undergraduate Degree inEnglish Language Teaching Department, Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon.

	Date	Signature
The Head of English Language Teaching Department <u>Lala Bumela, M.Pd</u> NIP. 19821231 201101 1 011	24-08-2016	
The Secretary of English Language Teaching Department <u>Sumadi, SS., M.Hum.</u> NIP. 19701005 200003 1 002	24-08-2016	
Examiner 1 <u>Dr. Ilman Nafi'a, M.Ag</u> NIP. 19721220 199803 1 004	16-08-2016	
Examiner 2 <u>Farouk Imam Arrasyid, M.Pd.I., M.Pd</u> NIP. 19830420 200901 1 009	25-08-2016	
Supervisor 1 <u>Dr. Tedi Rohadi, M.Pd., S.E., Dipl.TEFL</u> NIP. 19680309 2008011 017	24-08-2016	
Supervisor 2 <u>Sumadi, SS., M.Hum.</u> NIP. 19701005 200003 1 002	24-08-2016	

Acknowledge by,
The Dean of Tarbiyah and Teaching Training Faculty
Syekh Nurjati State Islamic Institute Cirebon

<u>Dr. Ilman Nafi'a, M.Ag</u>
NIP. 19721220 199803 1 004

TABLE OF CONTENT

CHAPTER II HOW EFL LEARNERS APPROACH THE TEXT

CHAPTER III READING STRATEGIES USED BY EFL LEARNERS IN COMPREHENDING THE ARTICLE

CHAPTER IV CONCLUSION

BIBLIOGRAPHY
APPENDICES

CHAPTER I

INTRODUCTION

This chapter introduces the nature of present study and theoretical foundation of the research. It begins with research background, research formulations, aims of the research, the usefulness of reasearch, significance of the study, theoretical foundation, research method, and literature review.

1.1 Research Background

This study centered on reading strategies on the article under tittle *"Powerful Writrers versus the Helpless Readers",* generally used by EFL Learners in reading activities. Addition, Grabe (2002: 17) says that strategy is an important concept for reading abilities. Strategies, for definitional purposes, are best defined as abilities that are potentially open to conscious reflection, and reflect a reader intention to address a problem or a specific goal while reading. So, a reading strategy helps people achieve understanding when people are reading. To get that comprehension, people have their own ways or strategies in order to comprehend the text which is reading because the goal of reading is comprehension.

Reading is crucial activity in people's life. Reading is very important for gaining information from written sources. Reading also a basic life skill and the lack of reading comprehension affects student's academic growth. Not only that, reading also the corner stone of a child's success in school and consequently through life (Anderson, Heibert, Scott and Wikinson, 1985). As David (2000) cited by Claudia (2006: 11) clearly states, "Because reading with comprehension

1

is the foundation of all content areas, it is vital that the diversity of needs relating to reading comprehension be met". It must be assumed, it is not the fact that we give the students chance to read, but we instruct them how to understand, how to comprehend and how to use strategies that help them comprehend in reading.

This study explore the English as Foreign Language (EFL) Learners' in reading strategies on the article under tittle *"Powerful Writrers Versus The Helpless Readers"*. The main question is to what extent reading strategies of the text are comprehended and interpreted by EFL learners as reader. It centered on the reading strategies and how they approach with text. This study showed the successful of understanding text, it is how the readers understand the text, and what reading strategies that applied by readers when the readers read the text. Moreover**,** as Grabe (1991) cited Leyla Tercanlioglu (2004) state "points out that the crucial importance of reading skills in academic contexts has led to considerable research on reading in a second language, reading comprehension is essential to academic learning areas, to professional success and to lifelong learning."

This study principally adopt to Grabe (1991) in a review of the developments in second language reading research, points out that the crucial importance of reading skills in academic contexts has led to considerable research on reading in a second language, reading comprehension is essential to academic learning areas, to professional success and to lifelong learning. This research can help students to comprehend the text. Students are able to comprehend the information contained from the passage. In understanding

reading factual text and literary text it is different, usually each student uses different strategies to comprehend text. According to Louise Rosenblatt (2005) explains that there are aesthetic readers and efferent readers. According to Rosenblatt, "efferent reading is the reader's attention is primarily focused on what will remain as a residue after the reading the information to be acquired, the logical solution to a problem, the actions to be carried out. While, "In aesthetic reading, the reader's attention is centered directly on what he is living through during his relationship with that particular text". Thus, Rosenblatt argues that reading and meaning making happens only in the reader's mind, it does not take place on the page, on the screen, or in the text, but in the act of reading.

For EFL leaners, reading factual text is the most important skills in order to build and develop their knowledge in academic skills. The main point they must enrich their knowledge as academic society. Then, reading skill is highly necessary for EFL Learners' as Burgoon (1995) states that reading is the most useful skill for foreign language learners, since a reading skill mastery is the key for a succesful academic life, a widen horizon, and an access to new knowledge and information.

There are some concerns of reading researching, in the area of reading comprehension. The first is about Readers' Respond (Alawasilah (2001), Rosenblatt (2005), Probts (2007)). The second is Comprehension Question (Dalacorte (1994), Cutting et.all (2012), Richard and Sook (2005)). The third is about PQ4R Method (Octaviani (2013), Manalu (2014), Tandilingling (2011),

Ruqia (2011), Wahyuni (2010)). The fourth is about Reading strategies (Rosenblatt (2005), Fenfung (2010), Harvey (2011), Zare and Othman (2013)). The fifth is about meaning making (Rosenblatt (2007), Sanders (2012)). The sixth is about environmental issues in reading (Nkwestisama (2011), Dar, Rahimi, and Sham (2010), Bumela (2012)). The seventh is about Critical Discourse Analysis (Taiwo (2007), Mahmood and Javet (2011), Khan (2013)). The last is focus on Reading Strategies on hortatory exposition text (Indriyati (2011), Cardina (2006), Ozek (2006)).

In some researches that regarding with reading strategies has been related with problem and methods of the research. Indriyati (2011), who investigated to improve student reading comprehension on report text trough KWL reading strategies. The previous research has the same theme with this study. However, in previous research is only analyzing reading comprehension by KWL reading strategies. The differences not only come from the object of research or the data, but also different in strategies, this study does not have strategies. This study tries to investigate what reading strategies are used by EFL learners in the article. Then, tries to reveal how EFL learners make sense of the text.

This research comes from problem in EFL learners in reading the article untitled *"Powerful Writres Versus The Helpless Readers"*. The main reason why reading strategies was chosen as topic is, as Pressley (2002) cited by Grabe (2002) research strategies employed by good readers while reading for careful comprehension. This study tries to reveal how EFL learners make sense of the text taken from**,** in the context of this study the four learners of respondent

involved: they are fourth semester in English Department at IAIN Syekh Nurjati Cirebon, West Java.

The main reason why I choose IAIN Syekh Nurjati Cirebon as the object of this study, because I found the phenomenon that is related to my research in this university. Then, why I choose the article untitled *"Powerful Writrers Versus The Helpless Readers"* is chosen because it seen as one of text type to create critical-thinking to explore EFL learners' potential.

1.2 Research Formulation

Research formulation in this study also includes the identification of phenemenon, the limitation of the research, and question of the research.

1. 2.1 The Identification of Problem

The identification of problem is needed for giving clasification about the problem that investigated. Based on the explanation above, the researcher arranged the identification of problem.

1. 2.2 The Field of the Research

The field of the research is reading, exactly discuss about EFL learners reading strategies.

1. 2.3 The Main Problem

The main problem of this research is the lack of EFL learners in mastering method of reading. From that problem, the researcher is interested in exploring EFL learners' reading strategies as skill readers in

order to help beginning readers in comprehend the text. A reading strategy helps students achieve understanding when they are reading.

1.3 The Limitation of the Research

In this phenomenon the researcher has decided to limit this study only in the exploring of EFL Learners reading strategies in the article "Powerful writers versus Helples Readers". In sum, this study investigated how the EFL learners use reading strategies when comprehending the text. This study is really important to be researched because it can give solution for students who get difficult problem in comprehending text. As Pressley (2002) cited by Grabe (2002) research strategies employed by good readers while reading for careful comprehension. This study tries to reveal how EFL learners make sense of the text taken from.

1.4 Questions of the research

The area of investigation formulated in the following research question:

1. How do the EFL Learners approach the powerful writers text?

2. What reading strategies are applied by EFL Learners in reading the text?

1.5 The Aims of the Research

Based on the question above, the writer would arrange the aims of the research as follows:

1. To identify how the EFL Learners approach the text

2. To identify the EFL Learners reading strategies applied in reading the text

1.6 The Usefulness of the Research

Theoretically, the result of this research can be used as references for EFL Learners to learn and apply more deeply about reading strategies. This research also has the usefulness for EFL Learners' and the other researcher. They can increase the science of reading and how to use reading strategies in their reading comprehension. The result of this study also may increase their knowledge in reading strategies and knowledge on how to comprehend and response the text. Besides that, this research will be guiding the other researches in reading area and the result of this study can be used as the references for the other researchers.

Practically, this study will show the positive effect for the teacher of reading course, EFL Learners and the researcher. This study provides some information on how to use and imply the effective teaching and the strategies to make students better when they are reading the text. Therefore, the usefulness for the researcher is, the researcher will know about theory of reaidng and tries to apply in their everyday reading comprehension.

1.7 Theoritical Review

In this research investigated the EFL learners' reading strategies on the article. Here, the researcher indicated some points in the researcher investigate:

1.7.1 Definition of Reading

Reading is a complex task which involves both decoding and comprehending the text. Anderson (2003:68) states that reading is a process of combining information from a text and the reader's background

knowledge to get meaning. Then, Grabe (2002: 9) Reading is the ability to draw meaning from the printed page and interpret this information appropriately. In addition, Krashen (1981) in Lyutaya (2011:27) argues that effective reading skills are essential in the English as Foreign Language situation because of limited exposure to spoken English. Therefore, reading becomes one alternative which encourages students with more language exposure to written English.

Good readears are able to both of decoding and comprehending without much thought or effort, and they use strategies to help them when one of these factors breaks down. Struggling or dependint readears need help to learn how to identify when they are struggling and what to do about it.

According to Anderson (1998:2), text can be divided into different text type . each text type has a typical structure that can be recognizsed by users of our language system. Text types are used by speakers and writers to communicate for a particular purposes. First, is literary text, this category can be divided into three main text types: narrative, poetic and dramatic. The narrative text type tells a story using spoken or written langugae. Poetic text type express feelings and impressions of life. A poem can tell a story or give the pot's views of people and events. Dramatic text types use acting to communicate ideas and experiences. Dramas can be spoken or written. They use visuals such as facial expressions, costumes and sets to help communicate meaning.

The second is factual text category or non literary text or efferent. In this category are explanation, information report, discussion, expositionn, recount, factual. Description, procedure and procedural recount. Rossenblatt (1998:9) state that transactional theory is a mutual shaping exchange between reader and text, both are changed in the reading. Transactional theory proposes that the relationship between readers and text.

1.7.1.1 Purpose for Reading

According to Grabe (2002: 15) that there are seven of purpose for reading such as:

1) Reading to search for simple information (typically scan the text for a specific piece of information or specific word)

2) Reading to skim quickly (guessing where important information might be in the text)

3) Reading to learn from texts (person needs to learn a considerable amount of information from text)

4) Reading to integrate information (require critical evaluation of the information being read so that the reader can decide what information to integrate)

5) Reading to write (or search for information needed for writing)

6) Reading to critique texts

7) Reading for general comprehension

1.7.1.2 Models of reading

In this part, Grabe (2002: 31) clasifies methaporical models of reading into three parts. There are bottom-up, top-down and interactive models of reading, particularly in L2 discussions. As an initiation into thinking about reading comprehension, these models serve useful purposes; however, they do not clarify more recent research advances.

1.7.1.2.1 Bottom-up model

One side consists of experts who claim that the process of reading begins with letters and their sounds (phonics). They support bottom-up model to explain the reading process. Additionally, Harmer (2007:270) describes that in bottom-up processing, the reader focuses on individual words, phrases, cohesive devices, and understands the text by combining those detail parts to make a complete understanding. Reader builds meaning from the smallest units of meaning to achieve comprehension (Grabe, 2002: 32).

1.7.1.2.2 Top-down model

Top-down model of the reading process believe reading as mainly "externally guided". Grabe (2002: 32) gives a statement that reader generates meaning by employing background knowledge, expectations, assumptions, and questions, and reads to confirm these expectations. To accomplish this sampling

efficiently, the reader directs the eyes to the most likely places in the text to find useful information. The mechanism by which a reader would generate expectations is not clear, but these expectations might be created by a general monitoring mechanism (i.e. an executive control processor). Inferencing is a prominent feature of top-down models, as is the importance of a reader's background knowledge. For example, Pre-reading activities (i.e. activating schema, previewing, and predicting) with background knowledge.

1.7.1.2.3 Interactive model

According to de Debat (2006:13), "the interactive model acknowledges that lower level processing skills are essential for fluent and accurate reading; it also emphasizes that as bottom-up processing becomes more automatic, higher-level skills will become more engaged". In spite of the fact that the field of teaching of reading today is strongly influenced by top-down processing perspectives, efficient and effective reading involves both processes interacting simultaneously. Reader uses both bottom-up and top-down strategies simultaneously or alternately to comprehend the text (Reader uses top-down strategies until he/she encounters an unfamiliar word, then employs decoding skills to achieve comprehension)

1.7.2 Approach the text

In this process, EFL learners can be categories in approach the text by four approches, those are author centered approaches, reader centered approaches, text centered approaches and word context centered approaches.

Table 2.6 A snapshot of differnet approaches

	Author-centered approaches	Text centered approaches	Reader centered approach	World context centered approaches
Author's role	• Generates text • Guarantees quality • Themes related to life • Biographical approaches	• Irrelevan because of intentional fallacy	• Author becomes implied author in the text throught the relationship between the implied author and the reader; text is activated in the reading	• Discursively and ideology constituted (discourse construct the author and text)
Text, nature of	• Reflect and/or refract life (and times)	• The place where meaning is found	• Text as a personal and shares rescurse, its	• Text is vehicie for and/or a repository of

		emphasis on structural whole (literarinesa) narratology. New critica theories • Close scrutiny of language	value lies not on in itself but in its capacity to generate a personal respone • Text is unstable in that it is a container of multiple readings • Lanuage knowledge; text, genre, codes and conventions	cultural assumptions, values, preoccupations, etc to be maintained, challenged • Language knowledge;rer esentations of reality, establishment of reader roles and relationship
Reader role, values	• Recognisee linka between author's life and text • Recognises textual features as supporting author's intentional/ visions	• Component reader knows how to appreciate textual qualities as contributing to aesthetic/th ematic whole	• Reader actively makes meaning by bringing knowledge to text experiental, psychological, intertextual • Acknowledg ment of a	• Readers is constructed by socio cultural, historical, historical and political contexts • Reader's role, wheter you agree or disagree, is to

14

			range of possible multiple reading	understand the cultural assumptions; focus of interest on whose interest are served Reader's role is to be reflexive, conscious of the ideologis
World context	• Author interprets world/times, valued themes themes. Interpretations that persis across time	• Text stands apart from th world as a verbal icon	• Different contexts for readers and texts encourage diferent reading, make different reading avalable	• Context constitutes: ideologies, discourses, institution, practices, texts

1.7.3 Reading Strategies

Reading strategies are tools that teachers use to help students learn to read and comprehend what they read. There are hundreds reading strategies available to help students with their comprehension at different levels and with different types of text (Prado & Plourde, 2005). One

problem with strategy use is that often not taught explicitly enough or it is taught incorrectly. When teaching a student a strategy, the strategy has to be taught with detailed and explicit instruction. The student has to be shown how to use the strategy through modeling, have supported practice, and independent practice with feedback.

The strategy may also have to be generalized to other settings. It is being found that some students with reading or comprehension difficulties are either not taught strategies at all or they do not know how to use them properly. Many students with disabilities are taught strategies but they do not know how to recall that strategies when they are engaged in reading (Jitendra & Gajria, 2011: 11). Reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Specifically they have the following characteristics: (1) deliberate, conscious plans, techniques and skills; (2) aiming to enhance reading comprehension and overcome comprehension failures; and (3) behavioral and mental. They are of interest for what they reveal about the way readers manage their interaction with the written text and how these strategies are related to text comprehension (Carrell, 1989: 121).

Drawing on works in cognitive psychology, strategies are defined as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient (Oxford & Crookall, 1989). It means that reading strategies learn about behaviors, problem-solving

effectively. In the context of reading, reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand. Reading strategies refer to "the mental operations involved when readers purposefully approach a text and make sense of what they read" (Barnett, 1988).

Reading for general comprehension, when accomplished by a skilled fluent reader, 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.

The common terms in reading activity are skills and strategies. Grabe and stoller (2002:27) skills is represent linguistic processing abilities that are relatively automatic in their use and their combinations. Strategies are often defined as a set of abilities under conscious control of the reading, thoug this common defintion is not likly to be trye. In fact, many abilities that are commonly identified as strategies are relatively automatic in their use by fluent readers.

Sample reading strategies (Grabe, 2002: 16):

1) Specifying a purpose for reading

2) Planning what to do/what steps to take

3) Previewing the text

4) Predicting the contents of the text or section of text

5) Checking predictions

6) Posing questions about the text

7) Finding answers to posed questions

8) Connecting text to background knowledge

9) Summarising information

10) Making inferences

11) Connecting one part of the text to another

12) Paying attention to text structure

13) Rereading

14) Guessing the meaning of a new word from context

15) Using discourse markers to see relationships

16) Checking comprehension

17) Identifying difficulties

18) Taking steps to repair faulty comprehension

19) Critiquing the author

20) Critiquing the text

21) Judging how well purposes for reading were met

22) Reflecting on what has been learned from the text

1.7.4 EFL Learners

In Indonesia, English has become one of compulsory subject taught in Junior and Senior High Schools. English is considered as one significant foreign language that should be acquired by Indonesians for many reasons,

such as for education and economic development. Then, the students who learn English as a Foreign Language called by EFL learners.

'English as a foreign language' (EFL) is taught in non-English-speaking countries where English is not the official language such as Japan, China or Venezuela. However, as Modiano states, "the traditional definition of the foreign-language speaking speech community is now breaking downbecause the increased use of English through globalization has made it difficult to differentiate between second language and foreign language speech communities" (2009, p. 38).

It means that people in some countries do not use English as lingua franca or the means of communication in several formal situations such as educational activity, governmental activity and law. Now days, many people learn English for communicate each other, especially learners. English as a Foreign Language (EFL) has been learned by learners at school. Almost learners learn English to fulfill the purpose of communications, they apply English for doing conversation in their activities.

It is noted that reading skills among EFL learners has always been an issue. A number of researches have been conducted on this issue to study how EFL learners perceive reading comprehension. In order for learners to be good in reading comprehension, they need to develop reading strategies.

In other side Harmer (2007: 12) states that English is learn and taught in many different contexts, and many different class arrangement. It has been suggested that students of EFL (English as Foreign Language) tend to be learing. Different reasons automaticallay different purpose, but there are also different terms in different age, level, individual abilities, and knowledge.

1.8 Literature Review

The significant of the research viewed from two differet sides, they are theoritically and practically. Theoritically, this research gives a valuable finding to the field of linguistics, especially reading. Practically, the result of this study dealing with exploring EFL learners' reading strategies in the article is expected to give more factual information to the students and teachers about utilization of sequences of comprehension skills towards reading text. According to Brown (2001: 186), reading comprehension is primarily a metter of developing appropriate efficient comprehension strategies for majority second language learners' who are already literate in native language.

1.9 Methodology of the research

This part describes about the objective of the research, respondents, the method of the research, the source and type of data, instrument of the research, technique of collecting data, and technique in analyzing data.

1.9.1   The Objectives of the Research

The objective in this research are to find out how EFL Learners' explore reading strategies in comprehending the article. The main point to what extent reading strategies of the text are comprehended and interpreted by EFL learners as reader. It is centered on the reading strategies and how the learners approach with text. This study showed the successful of understanding text, it's how the readers understand the text, and what reading strategies was chosen by readers when the readers read the text.

1.9.2   The Time of the Research

This study take place in English Education Department IAIN Syekh Nurjati Cirebon, exactly the data take from EFL Learners at fourth semesters. It is located in Jl. Perjuangan, Cirebon. The reason is because the phenomenon was found in EFL Learners' and the students have studied about the reading comprehension and reading strategies. Occasionally, when the learner's read the text they usually little care about the reading strategies, what strategies was applied by readers when the readers read the article untitled *"Poweful Writers versus the Helpless Readers"*, and then how the EFL Learners approach the text when they read.   As Pressley (2002) cited by Grabe (2002) research strategies employed by good readers while reading for careful comprehension.

The respondents are four EFL learners of Department of English Education at IAIN Syekh Nurjati Cirebon. Because the researcher uses EFL learners' reading strategies to build up in understanding the text. The

four learners as respondent are the fourth semester. Particularly, the two learners who has high-grade, the two learners who has low-grade.

1.9.3 Method of Research

The method of the research is descriptive qualitative research. According to Dawson (2007: 15-16), qualitative research explores attitudes, behavior and experience through such methods as interviews or focus groups. The reason takes this method because the respondent could give the available and much deeper data. Descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved. The central purpose of these studies is to understand the world or the experience of another (Ary, D et al., 2010: 453).

1.9.4 Source and Type of Data

As Grabe (2002: 166) stated that interviewing provide the researcher a means to gain a deeper understanding of how the participant interpret a situation or phenomenon then can be gained through observation alone. Then, the second primary data-collection technique is questioner. In this research, the researcher collects the data in the forms of primary source data and secondary source data. Primary source data is the data that researcher takes directly in the field of the problem the researcher concerns. In this case, the researcher takes from answer of questioner and interview.

The first is identification of the phenomenon step, the researcher was found the phenomena come from student's when the researcher follow learning process in reading class. After the researcher found some problem related to phenomena, the researcher decides the respondents in this research. The respondents itself is the four respondents who get the high-score, and low-score in the EFL Learners' reading in English Education Department IAIN Syekh Nurjati Cirebon. After choose the respondents, the researcher decides for collecting data. Including observation, prepare file note to write some information, and using article as the object. For interview, the researcher presented the article in appendix1 then give a conclusion for each interview and questionnaire that done by researcher. Finally, the researcher gave interpretations and conclusions based on those findings.

1.9.5 Instrument of Research

The instrument of descriptive qualitative research is the researcher herself. The researcher is as the source for collecting data. As the instrument of the research, she more comprehends the data for giving more information clearly, and accurately.

1.9.6 Technique of Collecting Data

The researcher used two kinds of instrument involved in collecting the data, those are depth interview, and documentation. To prove the research, the researcher uses depth interview, giving questionnaire, and document analysis. The depth interview was taken to collect the data in the

form of information of respondents assumption and perspective, as well as the participant that may give additional information. Giving questionnaire was to know how the respondents ability in reading and using document analysis was to make sure that the objects of this study are really qualified readers.

In this study, the researcher does not use observation because of some reason. First, reading is a complex skill and need a long process to get a good comprehension. Reading is a very complex skill and for this reason it is not surprising to find that some people encounter difficulties in learning to read (Westwood, 2001:34). So that it cannot be done by just once observation. The researcher has a limited time and power to do that. Second, reading is silent skill. Commonly respondents read the textbooks in quiet situation which is in their home and time of their reading in early morning and in the night. How can the researcher observe the reading activity because that reason. The researcher is afraid of disturbing their pleasure if doing observation, those are:

1) Interview

In this study one of technique in collecting the data is interviewing, it is an important way for a researcher to check the accuracy of to verify or refute the impressions he or she has gained through observation. The researchers used the interview of instrument involved in collecting data. The main technique in collecting data in this research is in interview. "Interviews enable participants be they

interviewers or interviewees to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view" (Louis et al 2005:267).

There are types of interviews: structured, semi-structured, informal, and retrospective. Although these different types often blend and merge into one another, we shall describe them separately in order to clarify how they differ. Structured and semi-structured interviews are verbal questionnaires. Rather formal, they consist of a series of questions designed to elicit specific answers from respondents. Informal interviews are much less formal than structured or semi-structured interviews. They tend to resemble casual conversations, pursuing the interests of both the researcher and the respondent in turn. They are the most common type of interview in qualitative research. Retrospective interviews can be structured, semi-structured, or informal. A researcher who conducts a retrospective interview tries to get a respondent to recall and then reconstruct from memory something that has happened in the past. A retrospective interview is the least likely of the four interview types to provide accurate, reliable data for the researcher.

The primary data of interview is four students of English department of IAIN Syekh Nurjati Cirebon who got a highest score and midle score in reading comprehension. And the respondents are

recommended by the lecturer of reading and writing comprehension. The questions of interview are correlation with the questions of the research which are devided into four parts of interview such as respondents" personality (identity), respondents" attitude towards text, guideline of reading strategies, and guideline of reading process. The questions of interview can be seen totally in Appendix

2) Documentation

As Grabe (2002, 166) stated that document analysis is collections of sets of documents that are relevants to the research questions (students" exercise, worksheets, writing assignments projects, students records). Documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents (Ary, D et al., 2010: 442). In this research, it displays the documentation of students essay and writing long as study document.

1.9.7 Technique of Analyzing Data

Technique of analysis data in this research is triangulation and coding. Triangulation is fundamental in qualitative research. It establishes the validity of an observer. It involves checking what one hears and sees by comparing one's sources (Fraenkel, et, al, 2012: 517). After the researcher finished depth interview, the researcher conducts all of those data and checks the validity of them related with the fact until she had convenience that it was enough.

The next analysis is coding. In this case, the researcher categories all the data. They are divided in the primary and additional data. It is very beneficial for researcher to analyze the data, take the major data that contributes to the study, and reduce unimportant the data. As Fraenkel et al, (2012: 436) stated that coding in qualitative studies as the analytic process through which data are fractured, conceptualized and integrated to form theory.

In the last analysis the research gives descriptive conclusions about the research of "Exploring EFL Learners' Reading Strategies on the article "Poweful Writers versus Helpless Readers" after analyzing and discussing it. So, the technique of analyzing data here the researcher does organizing data, validating data, and representing data.

Bibliography

Ary, Donald, Jacobs, L. C, Sorenson, C&Razavieh, A. 2010. *Introduction to Research Education (8th ed)*. USA: Wadsworth.

Attaprechakul, Damrong. 2013. *Inference Strategies to Improve Reading Comprehension of Challenging Texts*. Thammasat Univeristy, Bangkok, Thailand.

Bumela, Lala. 20112. *The Metafuntions revealed: EFL Learners Experience in Making Sense of Text*. 1 (2): 106-119

Cardina, Claudia Margarita Zurek . 2006. *Effectiveness of Reading Strategies and Improving Reading Comprehension in Young ESL Readers.* Universidad Del Note.

Coffin, C. (2004). 'Arguing about how the world is or how the world should be: the role of argument in IELTS tests'. *Journal of english for Academic Purposes*, vol 3, no 3, pp229-246.

Cutting et al. 2012. *Reader, Text Interactions: How Differenttial Text and Question Types Influence Cognitive Skill Needed for Reading Comprehension*. Vol. 104. 3: 515-528.

Dalacorte, Maria Cristina Faria. 1994. *An Attempt to Analyse Comprehension Question of Reading Passage*. 6: 91-102.

Dar et al. 2010. *Teaching Reading with Critical Attitude: using critical discourse analysis to rise EFL University students critical language awareness*. 3 (2): 457-476.

Day, Richard R & Jeung Sook. 2005. *Developing Reading Comprehension Question*. Volume 17. 1: 61-73.

Emilia, E. (2005a). *A critical genre-based approach to teaching academic writing in tertiary EFL context in Indonesia*.Volume 1. A PhD thesis submitted to department of Language, Literacy and Arts Education, Faculty of Education, The University of Melbourne.

Emilia, E. (2014). *Introducing Functional Grammar*. Bandung: Pustaka Jaya.

Fraenkel, J. R., Norman. E. W&Helen. H. H. 2009. *How to Design and Evaluate Research and Education (7th ed).* New York. McGraw-Hill.

Fenfang, Li. 2010. *A Study of English Reading Strategies Used by Senior Middle School Students*. School of Foreign Languages, Chongqing Tangtze Normal University China. 6 (10): 184-192

Grabe, William and Fredicka L.Stoller. 2011. *Teaching and Researching Reading*. Great Britian: New Yourk.

Harfitt, Gary and Blanche Chu. 2011. *Actualizing Reader-Response Theory on L2 Teacher Training Programs.* Canada: Winter.

Indriyanti, Fitri. 2013. *Improving Students' Reading Comprehension on Report Text through KWL Reading Strategy*. Universitas Tanjung Pura. Pontianak.

Kellem, Harlan. 2009. *The for Meaning Respond Approach: Poetry in The EFL Classroom*: English Teaching Forum Number 4. P: 12-17.

Liaw, Meei-Ling. 2001. *Exploring Literary Responses in EFL Classroom: Foreign Language Annals*. Vol. 34. No.1. p: 35-45

Manalu, Mediana. 2014. *Improving Student's Achievement in Reading Comprehension Trough PQ4R*.

Naidu, Bharathi, Marshal Briewin & Mohamed Amin Embi. 2013. *EFL Learners' Choice of Reading Strategies in a Reading Classrom.* Faculty of Education, University Kebangsaan Malaysia. Malaysia.

Nkwetisama. 2011. *ESL/EFL and Environmental education: towards N eco-applied Linguistic awareness in Cameroon*. 1(1): 110-118

Octaviani, Deasy. 2013. *The Effectiveness of Teaching Reading by Using PQ4R Method in Improve Reading Comprehension to the Eight Grade Students*.

Ozek, Yesim. 2006. *A Study on the Use of Cognitive Reading Strategies by ELT Students*. Yeditepe University, Turkey. 1-26

Panevelil. 2011. *Teaching Poetry in an EFL/ESL Class: An Integrative and Communicative Approach*. Elt Voices. India.

Roseenblatt, Louise. *Making Meaning with Text.* 2005. United States of America on acid-free paper.

Tercanloglu, Leyla. 2004. *Postgraduate Students' use of Reading Strategies in L1 and ESL Contexts: Links to Success1*. School of Education, Ataturk University, Turkey.

Vidia, Puspita. 2011. *An Analysis on Figure of Speech in John Donne Poetry. University Library*. Gundarma.

Wahyuni, Sri. 2010. *The Use of PQ4R Method in Improving the Year Seven Student Ability in Comprehending Descriptive Text.*

Wardhaugh, Ronald. 1968. *Linguistic Insight into the Reading Process*. University of Michigan. Vol 18 3: 235-252.

Yi Lien, Hsin. 2011. *EFL Learners' Reading Strategy Use in Relation to Reading Anxiety.* Ming Chuan University, Taiwan.

Zare, Pezhman and Othman, Moomala. 2013. *The Reationship between Reading Comprehension and Reading Stategy Use among Malaysian ESL Learners*. Department of Language and Humanities Education Faculty of Educational Studies University Putra. Malaysia. 3 (13): 187-193