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EXPLORING EFL LEARNERS' READING STRATEGIES ON COMPREHENDING TEXTBOOKS

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:

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ABSTRACT

Dikdik Ahmad Fuadi (14111330138) EXPLORING EFL LEARNERS' READING STRATEGIES ON COMPREHENDING TEXTBOOKS

This study was primarily intended to capture reading strategies in comprehending textbook generally used by EFL Learners in reading activities; pre reading, during reading, and post reading. The investigation itself was centered around reading strategies by Grabe and Stoller (2002), bloom taxonomy by Anderson and Krathwohl (2001), and level comprehension by Westwood (2001). This study tries to reveal how EFL learners' reading strategies in comprehending textbooks of 'Pokoknya Menulis', 'Pokoknya Rekayasa Literasi' and 'Islam, Culture, and Education' by Alwasilah. Consequently, the study is positioned into a qualitative research using interview, questionnaire, and document analysis.

The result shows that EFL Learners tend to use different strategies in approaching the text, comprehending the text, and re-checking their level of comprehension. (1) There are three strategies for approaching the text: specifying a purpose for reading, previewing the text, and predicting the content. Bloom taxonomy refers to this as remembering which the level of comprehension is literal level. (2) There are eight strategies for comprehending text: posing question, connecting text to background knowledge, summarizing information, making inference, connecting one part of text to another, rereading, guessing the meaning of the new word from the context, and identifying difficulties. Bloom taxonomy refers to this as understanding, applying, and analysing which level of comprehension can be inferential and critical levels. (3) In re-checking their comprehension, they use five strategies: finding answer, checking comprehension, critiquing the author, critiquing the text, and reflecting on what has been learned from the text. Bloom taxonomy refers to this as evaluating and creating which the level of comprehension is critical level.

Keywords: *Reading Comprehension, Reading Strategies, Textbooks, and Typology Text*



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RATIFICATION

This thesis entitled “Exploring EFL Learners’ Reading Strategies on Comprehending Textbooks” written by Dikdik Ahmad Fuadi, student number 14111330138 has been examined on 7 July 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon

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TABLE OF CONTENT

COVER.....	i
TITLE	ii
ABSTRACT.....	iii
APPROVAL	iv
OFFICIAL NOTE.....	v
LETTER OF AUTHENTICITY	vi
RATIFICATION	vii
AUTOBIOGRAPHY	viii
DEDICATION.....	ix
MOTTO	x
ACKNOWLEDGEMENT	xi
PREFACE.....	xiii
TABLE OF CONTENT	xiv
LIST OF TABLE	xvi
LIST OF FIGURE	xvii
LIST OF APPENDICES.....	xviii
CHAPTER I INTRODUCTION	
1.1 Research Background	1
1.2 Research Formulation	4
1.3 Aims of the Research.....	5
1.4 Usefulness of the Research	6
1.5 Theoretical Foundation.....	6
1.6 Significance of the Research.....	16
1.7 Research Method	17
1.8 Literature Review	21
CHAPTER II READING STRATEGIES USED BY EFL LEARNERS IN PRE READING ACTIVITY	
2.1 EFL Learners' Reading Skill Portrait	23
2.2 Reading Strategies Used by EFL Learners in Pre Reading Activity	43



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CHAPTER III READING STRATEGIES USED BY EFL LEARNERS DURING READING ACTIVITY

3.1 Reading Strategies Used by EFL Learners during Reading Activity	59
3.2 How EFL Learners Comprehend the Textbooks of Writing Comprehension Four ...	77

CHAPTER VI READING STRATEGIES USED BY EFL LEARNERS IN POST READING ACTIVITY

4.1 Reading Strategies Used by EFL Learners in Post Reading Activity.....	85
4.2 EFL Learners' Level Comprehension.....	93

CHAPTER V CONCLUSION

5.1 Conclusion	97
5.2 Suggestion.....	98

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 is primarily intended to capture reading strategies in comprehending textbook generally used by EFL Learners in reading activities such as pre reading, during reading, and post reading. A strategy is a plan to help people achieve something. Addition, Grabe (2002: 17) says that strategies 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 readers 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 are reading because the goal of reading is comprehension.

Based on Grabe' explanation (2002: 16) that there are twenty two reading strategies which are commonly used by readers such as specifying a purpose for reading, planning what to do/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, connecting one part of the text to another, paying attention to text structure, rereading, guessing the meaning of a new word from context, using discourse markers to see relationships, checking comprehension, identifying difficulties, taking steps to repair faulty comprehension, critiquing the author, critiquing the text, judging how well purposes for reading were met, reflecting on what has been learned from the text.

Reading is a complex activities and a long process to comprehend the text clearly. That process can be devided into three steps such as pre-reading, during reading, and after reading. The term reading processes refers to cognitive activity involving skills, strategies, attentional resources, knowledge resources, and their integration (Grabe, 2002: 15). A classical question: when do people start reading a book?. As Bumela (2012) states that reading starts much earlier. Reading doesn't start when people reach the first actual page of the text. The start doesn't happen as people open the book. Lehtonen (2000: 66)



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emphasizes that formation of meaning starts when people perceive a book as an object. Then, Read implies that we know what it means to read, to process text meaning through some process of interaction with print (Alderson, 2007: 3). It means that reading is the interactive process between text (linguistics features and meaning) and readers (Background knowledge) so that it will make a sense or comprehending from the text. Because the text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge skills, and strategies to determine what that meaning is. In addition, Davis (2011: 5) gives two different opinions about reading. He says that Reading is a way of finding out more information about a topic. Contrary, he says also that Reading is learning and travelling to the author's imagination. It means that result from reading is different, it depend on the purposes for reading and kinds of text.

Reading comprehension is an active process that must be developed if a learner wants to be a proficient reader. Comprehension is understand what is being said or read and understand what someone reads can be viewed according to the level of comprehension. According to Westwood (2001:21) that reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level. These levels of comprehension are what make a skilled reader. With that thought in mind, it has been shown that strong readers make good writers. Furthermore, the integration of good level of reading comprehension and continued exposure to the English language enables readers to be writers which are better in expressing themselves. So, from a process of reading people use different reading strategies and clasify the level of comprehension based on kinds of texts.

Here, Anderson (2003: 5) explains that there are two kinds of texts. They are factual and literary text. Factual texts present information or ideas and aim to show, tell or persuade the audience. Literary texts can make us laugh or cry, think about our own life or consider our beliefs. Results between factual and literary text are different. Most of result from factual text is getting new information but from literary text is getting the new experience of the writer and feeling. Literary text actually has the specific characteristics that always relates to the reader's imaginary. Its imaginary is determined how readers qualified to comprehend the text.

For EFL leaners, reading factual text is the most important skills in order to build and develop their knowledge in academic skills. No matter what courses they are. The main point they must enrich their knowledge as academic society. How to get new knowledge?. It can be got from reading. Reading aspecially factual text must be as habit.



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They read textbooks and other materials as a primary to gain new knowledge and to give new perspectives on students knowledge' which already have. In a course, students involved reading the course textbook and related to read article or journal in order to support their learning processes. So, exploring reading strategies in comprehending the textbooks are needed. 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.

Actually, The primary purpose of the textbook is to impart factual information (Ogle, 2007: 10). Because textbooks have an important role to play in these units of inquiry and thematic study . They can provide an overview of a topic and show how particular events and people into the larger context. Sometimes students have a hard time seeing how primary sources and focused books connect; the textbook provides a starting point and a reference to which students can return to clarify issues that arise as they engage with the more extensive and focused resources. Textbooks also serve an important function as a litmus test for ideas that are found in unedited sources, either on Internet sites or in primary source documents.

The researcher has observed to students of fourth semester of English department of IAIN Syekh Nurjati Cirebon that follow writing comprehension subject in this semester which should read and comprehend many textbooks in order to develop their critical thinking and increase their ability in writing skill. They often read many textbooks to support their skills. Most of them think that reading comprehension on textbook need a hard thinking because it is difficult to understand by some reasons such as difficult in recognition words, less knowledge base, poor background knowledge. In the other hand, there are some students who can be classified into qualified readers based on the reference of lecturer of writing and reading then it can be fact by their written. Based on the reasons and observation above, the researcher is interested in exploring EFL leaners' reading strategies on compreneding the textbook. As Grabe (2002: 17) says that strategies, for definitional purposes, are the best defined as abilities that are potentially open to conscious relection and use.

The study about reading strategies has been researched by some researchers. Here, the researcher takes some previous studies to know how far the area of reading strategies has been studied and what the gaps are them. In that previous studies, the researcher divides into three parts which are the same context. First, Lestari (2014), Buckledee (2002),



Truong Thy May Van (2009) researched about reading strategies in easthetic reading. Second, Ardiyantika (2014) researched about reading strategies in efferent reading. And the last is Agustina (2015) researched reading strategies in common used. Here, the researcher take a gaps and position on the area. It is EFL learners' reading strategies on textbook as their support in joining writing class and creating the text.

Based on the reasons and statements above, the researcher tries to analyze reading strategies used by EFL learners' of English Language Teaching department of IAIN Syekh Nurjati Cirebon on comprehending the textbook. This study is needed to be researched in order to help EFL learners who have a problem in comprehending the text. Hopefully, this study can give the inspiration and contribution for students who are difficult in comprehending the textbook.

1.2 Research Formulation

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

1.2.1 The Identification of Phenomenon

The identification of phenomenon is needed for giving clasification about the problem that will be investigated. Based on the explanation above, the researcher arranged the identification of problem, those are:

1.2.1.1 The Field of the Research

The field of the research is reading, exactly discuss about EFL learner' reading strategies on comprehending the textbook.

1.2.1.2 The Main Phenomenon

The main phenomenon of this research is how EFL learners' explore reading strategies on comprehending textbook. First, reading strategies in comprehending textbooks are denied by agent of academic. Whereas comprehending textbooks are needed in order to enrich their knowledge as an academic society. Second, the quality of writing is still unsatisfied. Without read, people can't write any academic writing. As usual that reading is the input and then write as the output. When they read a lot, people can write a lot too. Third, some EFL leaners of IAIN Syekh Nurjati who get a good quality in writing based on the lecturer usually become the main reference as reviewers for the beginning readers about what the contents are. Pressley (1999) in Westwood (2001:32) says that skilled readers are effective users of comprehension strategies when they work with text. From those phenomenon, the researcher is interested in exploring EFL learners' reading strategies as skill readers in order to help beginning readers comprehending the text.



People realise that reading is a way of finding out more information about a topic. To get that information students needs a strategy. A reading strategy helps students achieve understanding when they are reading.

1. 2.2 The Limitation of the Research

Based on th identification above, reading strategies in comprehending textbook is needed to be explored because the researcher found the problems of students in compreding textbooks. They are difficult to comprehend textbook and need a long time in doing that. This study takes a particular point which is the textbooks of writing comprehension class by the title *Islam, Culture and Education, Pokoknya Menulis, and Pokoknya Rekayasa Literasi* by A. Chaedar Alwasilah. They consist of the kinds of genre such as narrative, decstiptive, explanation, academic writing (journal), recount and poem. That books are chosen because some reason. The first, the language style is easy to read. Second, the contents of the books can make the awareness how important reading and writing skills in life and discribe how educational Indonesian is. This study is really important to be researched because it can give solution for students who get difficult problem in comprehending textbook. So, the researcher will focus on reading strategies which consist of pre reading activity, during reading activity, and post reading activity commonly used by skill readers on comprehending textbooks.

1. 2.3 Questions of the research

The researcher formulates the research in three questions, namely:

- 1) What are reading strategies used by EFL learners in pre reading activity?
- 2) What are reading strategies used by EFL learners during reading activity?
- 3) What are reading strategies used by EFL learners in post reading activity?

1.3 Aims of Research

In accordance with those real problems above, the aims of this research as follows:

- 1) To find out reading strategies used by EFL Learners in pre reading activity.
- 2) To find out reading strategies used by EFL Learners during reading activity.
- 3) To find out reading strategies used by EFL Learners in post reading activity.

1.4 Usefulness of Research

There are several usefulness of this study which can be useful for students, teachers, and readers. For students, the result of this study may increase their knowledge in reading strategies and knowledge on how to comprehend and response the textbook. For



teachers, 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 textbook. For readers, this study is expected to provide more information on how to appropriately read a textbook with some reading strategies in order to explore the reader's ability in comprehending and responding the text.

1.5 Theoretical Foundation

In this part, the researcher presents the general theory of reading, reading strategies, level of comprehension, definition of textbook and EFL learners which are considered to be a valid basis and expected to strengthen the research findings and data analysis.

1.5.1 Complex Nature of Reading

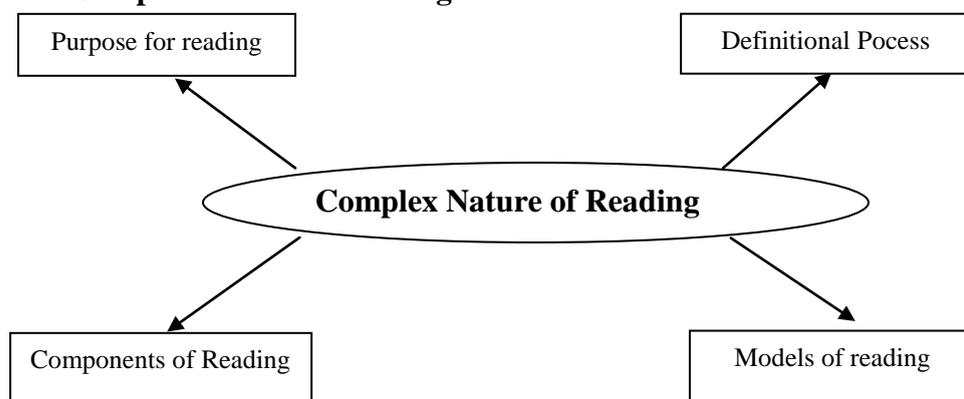


Figure 1.1: An overview of reading comprehension (Grabe, 2002: 38)

1.5.1.1 The Definition of Reading

Reading is the source of meaningful and comprehensible linguistic input that helps unconscious language acquisition. Grabe (2002: 9) Reading is the ability to draw meaning from the printed page and interpret this information appropriately. Then, Anderson (2003:68) states that reading is a process of combining information from a text and the reader's background knowledge to get meaning. 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.

1.5.1.2 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

1.5.1.3 The processes involved in fluent reading comprehension

Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. However, comprehension abilities are much more complex than this definition suggests.

Grabe (2002: 17) states that fluent reading is:

1.5.1.3.1 A rapid process

Fluent reading must occur *rapidly* in almost any purposeful context, and the more rapidly a text is (successfully) read, the better the various processing components are likely to operate.

1.5.1.3.2 An efficient process

Related to rate is the notion that specific processes must be carried out *efficiently* in combination if comprehension is to take place. That is, the various processes involved in comprehension must be coordinated and certain processes need to be carried out automatically

1.5.1.3.3 An interactive process

Reading is interactive in the sense that linguistic information from the text interacts with information activated by the reader from long-term (linguistic and background) are essential for building the reader's interpretation of the text.

1.5.1.3.4 A strategic process

Balancing the many skills needed for comprehension also requires that the reader be *strategic*. The reader needs to recognise processing difficulties, address imbalances between text information and reader knowledge, and make decisions for monitoring comprehension and shifting goals for reading.

1.5.1.3.5 A flexible process



Being a strategic reader means being able to read *flexibly* in line with changing purposes and the ongoing monitoring of comprehension.

1.5.1.3.6 An evaluating process

Reading is an *evaluating* process in that the reader must decide if the information being read is coherent and matches the purpose for reading. This evaluation also extends to the reader's motivations for reading, the reader's attitudes toward the text and topic, the reader's feelings of likely success or failure with text comprehension, and the reader's expectation that the information from the text will be useful

1.5.1.3.7 A purposeful process

Reading is always *purposeful* not only in the sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read a given text is triggered by some individual purpose or task, whether imposed internally or externally.

1.5.1.3.8 A comprehending process

Reading is also a *comprehending* process. The notion of comprehending is both obvious and subtle. It is obvious in that any person could say that understanding a text is the purpose for reading; it is less obvious with respect to the ways that such understanding might be carried out by the reader, as will be seen in the next section.

1.5.1.3.9 A learning process

This aspect of reading should be evident to anyone who works in academic settings where the most common way for students to learn new information is through reading

1.5.1.3.10 A linguistic process

Reading is fundamentally a *linguistic* process (rather than a reasoning process, a common perspective in the 1980s and 1990s), though this aspect of reading is often downplayed (as is the visual aspect). It makes little sense to discuss or interpret a text without engaging with it linguistically.

1.5.1.4 Components of reading abilities

Grabe (2002: 19-20) outlines the way that reading comprehension processes are likely to work for skilled readers, assuming a purpose of general comprehension of a longer text.

For the sake of simplicity, Grabe (2002: 20) has divided this explanation of skilled reading into two parts: *lower-level processes* and *higher-level processes*. It should be noted that we do not assume lower-level processes to be in any way easier than higher-level processes.



Working memory processes for reading	
<p>Lower-level processes</p> <ul style="list-style-type: none"> • Lexical access • Syntactic parsing • Semantic proposition formation 	<p>Higher-level processes</p> <ul style="list-style-type: none"> • Text model of comprehension • Situation model of reader interpretation • Background knowledge use and inferencing • Executive control processes

Working memory is best understood informally as the network of information and related processes that are being used at a given moment. Working memory refers to the information that is activated, or given mental stimulation, for immediate storage *and* processing. Working memory for reading involves the active use of cognitive processes such as recognising and storing word information, using syntactic information, connecting pronoun references, building overall text structure, integrating and restructuring information, establishing main ideas, assessing inferences and adapting reader goals.

1.5.1.4.1 Lower-level processes

The lower level processes represent the more automatic linguistic processes and are typically viewed as more skills-oriented.

1) Lexical access

Lexical access is the calling up of the meaning of a word as it is recognised (The most fundamental requirement for fluent reading comprehension is rapid and automatic word recognition)

2) Syntactic Parsing

Syntactic parsing is when a fluent reader is able to take in and store words together so that basic grammatical information can be extracted to support clause-level meaning. The ability to recognise phrasal groupings, word ordering information, and subordinate and superordinate relations among clauses quickly is what allows fluent readers to clarify how words are supposed to be understood.

3) Semantic proposition formation

Words that are recognised and kept active for one to two seconds, along with grammatical cueing, give the fluent reader time to integrate information in a way that makes sense in relation to what has been read before. As meaning elements are introduced and then connected, they become more active in memory and become central ideas if they are repeated or reactivated multiple times.



1.5.1.4.2 Higher-level processes

The higher-level processes generally represent comprehension processes that make much more use of the reader's background knowledge and inferencing abilities.

1) Text model of comprehension

The most fundamental higher-level comprehension process is the coordination of ideas from a text that represent the main points and supporting ideas to form a meaning representation of the text. As clause-level meaning units are formed (drawing on information from syntactic parsing and semantic proposition formation), they are added to a growing network of ideas from the text.

2) Situation model of reader interpretation

The situation model of reader interpretation accounts for how a reader can understand both what an author is trying to say (as the text model) and how the reader can interpret that information for his or her own purposes (the situation model).

3) Background knowledge use and inferencing

The text model of comprehension, and then to the elaborated situation model of reader interpretation, both background knowledge and inferencing take on greater importance. Interestingly, it is at the point when the reader is interpreting the text (the situation model of reader interpretation) that wrong or incomplete background knowledge, or faulty inferences, can lead a reader, even a fluent reader.

4) Executive control processes

Text-model and situation-model construction require the abilities to oversee, or monitor, comprehension, use strategies as needed, reassess and re-establish goals, and repair comprehension problems. an executive control processor (or monitor) represents the way that we focus selective attention while comprehending, assess our understanding of a text and evaluate our success.

1.5.1.5 Models of reading

In this part, Grabe (2002: 31) clasifies methaphorical models of reading into three parts. There are bottom-up, top-down and interactive models of reading, particularly in L2 discussions. These models represent metaphorical generalisations that stem from comprehension research conducted over the past four decades. As an initiation into thinking about reading comprehension, these models serve useful purposes; however, they do not clarify more recent research advances.



1.5.1.5.1 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).

1.5.1.5.2 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.

1.5.1.5.3 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)

1.5.2 Reading Strategies

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. These assumptions are addressed in detail in the next two sections of this chapter. 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.

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

1.5.3 Reading Comprehension

Reading to find simple information will emphasise word recognition abilities and some background knowledge anticipation of what items (e.g. words, numbers) to look for. Reading for general comprehension will use a balanced combination of text-model comprehension and situation-model interpretation.

Reading to learn will first emphasise the building of an accurate text model of comprehension, and then a strong interpretive situation model that integrates well with



existing or revised background knowledge. Reading comprehension processes, seen in this way, highlight the seemingly miraculous nature of reading comprehension.

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of processes that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. In fact, the many processes described here all occur in working memory, and they happen very quickly unless there are comprehension problems. So, roughly, in the space of any two seconds of reading time, fluent readers accomplish numerous operations (Grabe, 2002: 30).

Reading processes occurring each and every two seconds we read

Roughly, in each and every two seconds of reading, *fluent* readers:

- 1) focus on and access eight to ten word meanings
- 2) parse a clause for information and form a meaning unit
- 3) figure out how to connect a new meaning unit into the growing text model
- 4) check interpretation of the information according to their purposes, feelings, attitudes and background expectations, as needed
- 5) monitor their comprehension, make appropriate inferences as needed, shift strategies and repair misunderstanding, as needed
- 6) resolve ambiguities, address difficulties and critique text information, as needed

1.5.4 Level of Reading Comprehension

Reading comprehension is an active process that must be developed if a learner wants to be a proficient reader. Comprehension is understand what is being said or read and understand what someone reads can be viewed according to the level of thinking.

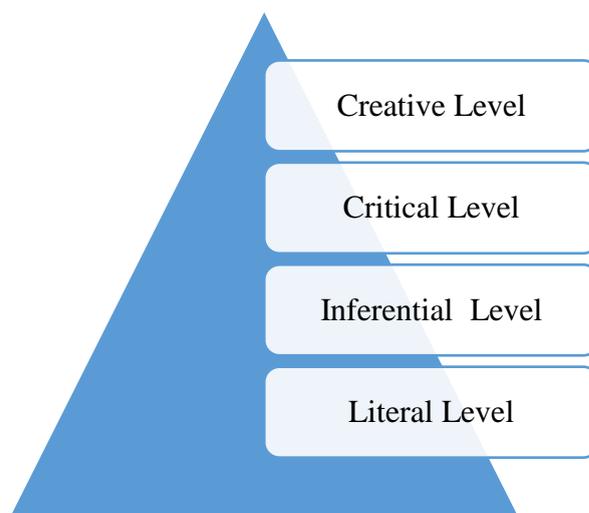


Figure 1.2 Level of Comprehension



Reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level (Smith 1969 in Westwood, 2001:21). Consider the following brief passage:

For the seventh time that week Miss Chow took the elevator down to the ground floor where the landlord had his office. She was glad that she did not have to walk down the stairs as her apartment was on the 10th floor. She knocked on the office door and went in. The landlord did not look pleased to see her. 'They are playing their music at full blast again,' she complained. 'Those people in 10B. What are you going to do about it?'

The landlord sighed and rubbed his eyes. 'Look, Miss Chow. I will do what I can. This seems to go on all the time. I can understand how you feel, but they take no notice of me and there is nothing in their lease to say they can't play music. If all else fails, you could move up to the apartment on the 18th floor. That will be vacant after next week. It has the best views of the harbour and it's the best apartment we have. How about that?'

1.5.4.1 Literal level

At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbours are noisy; she has complained to the landlord before. This information is contained explicitly within the text.

1.5.4.2 Inferential level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbours to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by Miss Chow's complaints.

1.5.4.3 Critical level

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, The reading process when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbour, the reader knows he could be exaggerating. Critical and inferential reading together probably make the reader feel that moving up to the 18th floor may not suit Miss Chow and it is not a good solution.

1.5.4.4 Creative level

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write



a clause in their leasing agreement to say that if the tenant makes noise and the landlord receives complaints, the tenant will be asked to leave within one week. The reader might also be able to suggest other ways of dealing with Miss Chow's problem; or might write a short story indicating what happens next time Miss Chow is disturbed by her neighbours.

1. 5.5 Textbooks

Textbook is to impart factual information (Ogle, 2007: 10). Because textbooks have an important role to play in these units of inquiry and thematic study . They can provide an overview of a topic and show how particular events and people into the larger context. Sometimes students have a hard time seeing how primary sources and focused books connect; the textbook provides a starting point and a reference to which students can return to clarify issues that arise as they engage with the more extensive and focused resources. Textbooks also serve an important function as a litmus test for ideas that are found in unedited sources, either on Internet sites or in primary source documents.

1. 5.6 EFL Learners

English is learnt and taught in many different contexts and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach. Students of EFL (English as a Foreign Language) tend to be learning so they can use English for travelling or to communicate with other people, from whatever country, who also speak English (Harmer, 2010: 12). People learn English because they have moved into a target language community and they need to be able to operate successfully within that community. The purposes of students have for learning will have an effect on what it is they want and need to learn-and as a result will influence what they are taught. (Harmer, 2010: 11).

The range of language experiences that children get in their foreign language lesson is likely to influence how their language develops. Current knowledge reinforces an intuitively obvious notion: foreign language learners who depend on their teachers and texts for most their exposure and input, will not, if this is restricted in type, develop across the full range of the foreign language. The difference in quantity of language learning experience will affect the balance of benefits in foreign language learning too, receptive skills are likely to remain ahead of productive skills, and grammatical knowledge, which is linked not just to language development but to cognitive development, is likely to develop more slowly for younger children (Cameron, 2003: 16-17).



1.6 Significance of Research

The significances of the research view from two sides. They are theoretically and practically. Theoretically, this research gives a valuable finding to the field of linguistics, especially reading that people read the text need strategies to make reading activities effectively. Practically, the result of the study deal with exploring EFL learners' reading strategies on comprehending the textbooks is expected to give more factual information to the students and teachers about utilization of sequences of comprehension skills towards reading textbooks. Reading is an important part of a college education for another reason too. In turns, this understanding helps to enrich connections to others and enhance your life by showing all the possibilities that are available in the world, community, family, and personal interest. Besides that this finding can be the references from students who have problems in reading by using strategies based on this finding.

1.7 Research Method

Here, the researcher represents the research method in detail. It 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.

1.7.1 The Objective of the Research

The objective of the research is to know EFL Learners' explore reading strategies in comprehending textbooks. It was conducted on 7 April until 7 June 2015. The place was unpredictable. It could be at the campus, mosque, and restaurant. According to Alwasilah (2000:100) that qualitative research focuses on phenomena. It doesn't have generalizability and comparability, but have internal validity and contextual understanding. The researcher is action for (1) building friendship with the respondents, (2) sampling, (3) collecting data, (4) analysing data, and (5) presenting data.

1.7.2 Respondents

In this study, there are eight respondents who are taken from English department students fourth semester of IAIN Syekh Nurjati Cirebon who got a highest value in reading and writing comprehension class 1, 2, 3. They are recommended to be respondents from some lecturers of reading and writing comprehension. They can be categories as skill readers who can understand the textbooks effectively. It can be evidences from their written qualities. In this study, researcher takes the data EFL Learners who can be categories as the respondents because some reason. First, this research is purposed to be reference and example how comprehend the texts. Second, this



study is hoped giving contribution for readers who have problem how comprehend the texts. The last, this study is not to compare between reading strategies used by beginning readers and skilled readers. So the reading strategies used by beginning readers are not useful. It can be done for next research how reading strategies used by beginning readers.

1.7.3 Method of the Research

The method of the research is descriptive qualitative research. According to Dawson (2007: 15-16), qualitative research explores attitudes, behaviour 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).

1.7.4 Source and Type of Data

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 questionnaire and interview. 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 questionnaire. It is a set of written questions related to research that the teacher asks participants to answers (Grabe, 2002: 166). Because the data taken from more than one instrument, this data is called document gathering as secondary data to support the primary data. Grabe (2002: 166) said that document gathering is collections of sets of documents that are relevants to the research questions (students' exercise, worksheets, writing assignments projects, students records). Secondary data is the source of the data acquired in which support the researcher's idea regarding to the research problems. The secondary data can be taken from the writing study in the form of books, journal, and the other sources that may give the additional data that support the research.

1.7.5 Instrument of Research

The instrument of the research is the writer himself. The researcher is as the source for collecting data. As the instrument of the research, he more comprehends the data for giving more information clearly, and accurately. His source material can be journal and books



1.7.6 Technique of Collecting Data

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 respondent's 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 can not 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.

1.7.6.1 Depth Interview

Depth interview is a method of collecting data involves presentations of oral-verbal stimuli and reply in terms of oral-verbal responses (Grabe, 2002: 166). This method can be used through personal interview. According to Ary, D et al., (2010: 380) in a personal interview, the interviewer reads the questions to the respondent in a face-to-face setting and records the answers. Mackey & Gass (2005: 173-174) pointed out that interview often associated with survey-based research, as well as being a technique used by many qualitative researcher in giving some questions from the interviewer in taking sampling. Sample is an essential part of the scientific procedure. In addition, Panigrahi (2011: 48) stated a sample is a small proportion of a population selected for observation and analysis by observing the characteristics of the sample.

In this study, the advantages of personal interviews are one of the most important aspects of the interview is its flexibility and questions can be repeated or their meanings explained in case they are not understood by the respondents. Another advantage is the control that the interviewer has over the order with which questions are considered. In some cases, it is very important that respondents not know the nature of later questions because their responses to these questions may influence earlier responses (Ary, D et al., 2010: 380).



The primary data of interview is eight students of English department of IAIN syekh nurjati Cirebon who got a highest score in reading and writing 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 divided 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 1, 2, 4, and 6

1.7.6.2 Questionnaire

Mackey & Gass (2005:92) defined questionnaires (a subset of survey research) as any written instruments that present respondents with a series of questions or statements to which they are react either by writing out their answers or selecting them among existing answers. The researcher uses a directly administered questionnaire. According to Ary, D et al., (2010: 387) a directly administered questionnaire, it is given to a group of people assembled at a certain place for a specific purpose.

The questionnaire is given to eight students of English department of IAIN syekh nurjati Cirebon who got a good score in reading and writing comprehension. And the respondents are recommended by the lecturer of reading and writing comprehension. The questionnaire is used for answering students' attitude towards reading. The design of this questionnaire is adopted from Wigfield and Guthrie (1997) in Grabe (2002:215). The content of questionnaire can be seen fully in the Apendix 3 and 5.

1.7.6.3 Document analysis

As Grabe (2002, 166) stated that document analysis is is collections of sets of documents that are relevants to the research questions (students' exercise, worksheets, writing assignments projects, students records). Documents can be classifi ed 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.

1.7.7 Technique of Analysis 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 interview, and got the answer of questionnaire, 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. Qualitative codes can be descriptive and are usually generated a priori (selective coding) or emerge inductively (open coding) from data. Codes and subcodes are often refined iteratively by qualitative researchers as they strive to make sense of their data through categorization, thematic analysis, and in some cases advanced theory building.

In the next analysis, the researcher measures the sequences of comprehend skills by Bloom's taxonomy, the process explains in detail both in paragraph and also flow chart. The researcher also makes classification of the data into a point and explains one by one. Then the researcher also correlates the texts. In the last analysis the research gives descriptive conclusions about the research of "Exploring EFL Learners' Reading Strategies on Comprehending Textbook" after analyzing and discussing it. So, the technique of analyzing data here the researcher does organizing data, validating data, and representing data.

1.8 Literature Review

To support this research, the researcher takes five previous studies to know how far the area of perception has been researched and what kinds of gaps are them. In that previous studies, the researcher divides into three parts which are the same context. First, Lestari (2014), Buckledee (2002), Truong Thy May Van (2009) researched about reading strategies in easthetic reading. Second, Ardiyantika (2014) researched about reading strategies in efferent reading. And the last is Agustina (2015) researched reading strategies in commonly used.

First, Lestari (2014) researched about EFL learners' easthetic reading strategies. This study shows EFL leaners' are qualified and good reader when comprehend literary text using reading strategies. It reflected from easthetic reading strategies that applied since approach the text, comprehend the text, and re-check their level understanding.conducted with level comprehension theory, this research conclude: (1) EFL learners is 5% strategies to approach the text. And the level of comprehension of EFL learners are literal comprehension. (2) EFL learner is 70% reading strategies used in comprehending the text. And level of comprehension of EFL learners are inferential comprehension. (3) EFL



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learners is 25% using reading strategies to re-check their level comprehension. And the level of comprehension of EFL learners are critical reader.

Second, Buckledee (2002) researched about language and literature in tertiary education: the case for stylistic. In this research told about students should read many literary works either for native or non native speakers. Stylistic is considered that literature as different with leaning language. With this separable notion, the students should be able to read and understand the content of literature. Stylistic used when they are emphasized to be better reader rather than to critic the text. Based on this research, this is good for develop students' reading skill but not emphasize students' critical thinking. Indeed, both of them are coherent and could not separable.

Third, Truong Thy May Van (2009) researched about the relevance of literary analysis to teaching literature in the EFL classroom. The research is about students' motivation in learning process is often determined by their interest and enthusiasm for the material that used in the class. This type includes there are something which cannot be separated. There are six approaches that teacher used in teaching literature, such as: new criticism, structuralism, stylistic, reader-response, language-based, critical literacy. This research is good for the relation between teacher's approach to increase students' awareness and interest to learn English. But, this research just focuses on how teacher increase students' motivation to learn English.

Fourth, Ardiyantika (2014) researched about EFL learners' efferent reading strategies. This study shows that EFL learners' are qualified and good reader when comprehend factual text using reading strategies. It reflected from efferent reading strategies that applied since approach the text, comprehend the text, and re-check their level understanding. conducted with level comprehension theory, this research conclude: (1) EFL learners is 28% strategies to approach the text. And the level of comprehension of EFL learners are literal comprehension. (2) EFL learner is 45% reading strategies used in comprehending the text. And level of comprehension of EFL learners are inferential comprehension. (3) EFL learners is 27% using reading strategies to re-check their level comprehension. And the level of comprehension of EFL learners are critical reader.

The last, Agustina (2015) researched about EFL learners' reading strategies on scientific journal. This study shows that EFL learners' are qualified and good reader when comprehend scientific journal text using reading strategies. It reflected from scientific journal reading strategies that applied since approach the text, comprehend the text, and re-check their level understanding. conducted with level comprehension theory, this research



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conclude: (1) EFL learners is 13% strategies to approach the text. (2) EFL learner is 78% reading strategies used in comprehending the text. (3) EFL learners is 9% using reading strategies to re-check their level comprehension.

The study about reading strategies has been researched by some researchers. The researcher takes some previous studies to know how far the area of reading strategies has been studied and what the gaps are them. In that previous studies, the researcher divides into three parts which are the same context. First, Lestari (2014), Buckledee (2002), Truong Thy May Van (2009) researched about reading strategies in easthetic reading. Second, Ardiyantika (2014) researched about reading strategies in efferent reading. And the last is Agustina (2015) researched reading strategies in common used. Here, the researcher take a gaps and position on the area. It is EFL learners' reading strategies on textbook as their support in joining writing class and creating the text.



CHAPTER V CONCLUSION

This chapter presents the conclusion and suggestion based on the findings of the research. The conclusion of the research is a judgment based on the process of interpreting and discussing the findings of the research.

5.1 Conclusion

This study was prompted by the important strategies for comprehending textbooks especially textbooks of writing comprehension 4 which consist of factual and literary text. By doing depth interview, questionnaire, and document analysis, finally EFL learners' strategies might explore well in this research. This study shows that EFL learners use some strategies in comprehending textbooks in reading processes: pre reading, during reading, and post reading so that all respondents can be categories as qualify reader or active reader. It can be seen from thier reading activities critically and their quality of writing. Skilled readers use their knowledge and experience of the world, language, books and subject matter, in conjunction with the words on the page, to make meaning when they are reading. They also use 16 reading strategies based on Grabe & Stoller's theory. The researcher combines between the analysis of level comprehension by Westwood and bloom taxonomy theory by Anderson and Krathwohl.

First, it reflected from reading strategies that applied since approach the textbooks. The researcher got the result from research finding. They got the portion 19% for EFL learners when using reading strategies to approach the text. It was conducting when the EFL learners in pre-reading activity of the text and used 3 strategies. They use the strategies such as specifying a purpose for reading, previewing the text, and predicting the content. In pre reading activities, based on Bloom taxonomy theory can be categories as the first stage that is remembering. Then, the level of comprehension in this activity is still literal comprehension which they really know what is saying in the textbooks.

Second, the researcher captured from second research finding about the strategies applied by respondents during reading activity. There are 50% which consist of 8 reading strategies for EFL learners that applied in reading strategies to comprehend the text. It was conducting when during reading activity of the text. In during reading process, they use the strategies such as posing question, connecting text to background knowledge, summarising information, making inference, connecting one part of text to another, rereading, guessing



the meaning of the new word from the context, and identifying difficulties. In during reading activities, based on Bloom taxonomy theory can be categories as understanding, applying, and analysing. Then, the level of comprehension in this activity is inferential and critical comprehension which they really know what the author means.

The last is talking about reading strategies in post reading activity which EFL learners used. It is about 31% from EFL learners using reading strategies to re-check their level comprehension. They use 5 strategies such as finding answer, checking comprehension, critiquing the author, critiquing the text, and reflecting on what has been learned from the text. Those strategies are really useful for them in reading activities which make reading process effectively. In post reading activities, based on Bloom taxonomy theory can be categories as evaluating and creating. Then, the level of comprehension in this activity is critical comprehension which they really know what the author means relate to what they have already known, how can they use it and EFL learners create a new text based on what has been read before.

5. 2 Suggestion

After doing this research, There are some things that can be taken by this research such as for the teachers who are interested in teaching & learning reading and for the researcher who eager to investigate more about the implementation of theory in reading classroom activity or teachers and students responses about reading theory from some experts.

The first for the teacher, the teachers become facilitator in process of reading activities (pre reading, during reading and post reading). So the teacher must active better than the students in order to increase students motivation in reading learning. The process starts from before reading activities; the teacher gives a background knowledge about content of text as their modality in approach the text, during reading; teacher can monitor their understanding by checking comprehension or ask some question about the contents of text, and post reading activities; teacher can ask them to write or create a new text based on their own language and their own interest from the texts.

The second for the next researchers, as the result that EFL learners become a qualify readers by guidance of the teachers. The next researchers can in-depth to investigate the real teaching reading in classroom about how teachers build EFL learners' background knowledge in approach the texts, how teachers monitor EFL learners understanding, and how teachers evaluate EFL learners understanding and making a newer understanding. The



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method can be descriptive qualitative and technique of collecting data can be used observation in the classroom, interview teacher and students, and document analysis.

So for next researcher, he or she can use observation because it will focus on teacher strategies. 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 can not be done by just once observation. The reasercher 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 reasecher is afraid of disturbing their pleasure if doing observation.



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