CHAPTER II

LITERATURE REVIEW

A. READING

1. Definition of Reading

Reading is a process of interaction between readers and writers through printed text (Hamra & Syatriana 2010:31). Because of that, reading is also known as verbal communication. Reading is a verbal process that is related to thought and communication skills such as listening, speaking, and writing. To make it a verbal communication, the reader should understand what the text means and what the text message, there for every reader should construct meaning as they read. Same the opinion (Anderson 2000) quoted in (Any & Yunus 2017:134) explains that reading is the process of understanding and constructing meaning, which involves an interaction between the text and the reader.

Besides an interaction process, reading is also called a complex process, because of skills that allow the reader to interact with the text and to build meaning (Harputlu 2014) quoted in Molotja & Theme (2018: 2) because in reading activities, the reader must know the vocabulary, understand the text, and construct the meaning of the text. Based on Khand, (2004:43) reading is a comprehensive language process consisting of introduction, interpretation, and insight into written texts, and according to Par, (2020:223), reading is an active and interactive activity in the

process of constructing meaning that involves the reader and the reading ingredient. Furthermore, Grabe & Stoller are quoted in Altalhab (2019:234) explaining that reading is the ability to get meaning from a print page and build the right information.

However, in building the meaning of the text, readers must also use their knowledge so it will help them get information from what they read. Supported by Linse & Nunan (2005: 69), that reading is a process that involves readers having background knowledge to reach the meaning of the printed word. Additionally, reading is also a language acquisition process (Harmer, 1998:68), and without reading, language acquisition will be difficult to achieve (Mart, 2012:91). Because by reading, students find and understand foreign words that can be used in their activities. Then, according to Beatrice. Mikulecky, and Linda Jeffries (964:1) in their book Reading Power, are an important activity to improve students' abilities so that their new language. That's because when they read, students will try to understand the meaning of the text in their second language and it will help them know more foreign words. It can be concluded that reading is active, complex, and textual activity communication to obtain information from the assimilation of background knowledge and text information to build meaning., The reader will go through several interrelated stages to be able to understand the text.

2. Purpose for Reading

a) Everyone has their own reading goals depending on what they want to achieve. The purpose of reading is to gain knowledge about what is not yet known, but for some other people, reading also has other purposes such as reading for fun. This has also been explained by (William 1984) quoted in mcdonough, Shaw, & Masuhara (2013:111), which categorizes the purpose of reading into 3 parts (1) finding general information (2) obtaining specific information from texts (3) reading for enjoymentreading to integrate information (require critical evaluation of the information being read so that the reader can decide what information to integrate). There are seven purposes for reading, according to Grabe (2002: 15), including:

1) Reading to search for basic information (usually scanning the text for a particular piece of information or specific phrase).

2) Skimming (inferring where in the text you might find the important information)

3) reading texts to learn from them (texts require a significant amount of information to be learned).

4) Reading before writing (or looking up information to use in writing)

5) Reading texts critically

6) General comprehension through reading

3. Reading Role Models

Grabe (2002: 31) divides the model of metaphorical reading into three categories. Particularly in l2 talks, there are bottom-up, top-down, and interactive reading models. These metaphorical generalizations, obtained from comprehending research, are represented by these models. Although this approach has a function, they did not explain how contemporary research has progressed.

a) Bottom-up approach

The reading process is said to start with letters and their sounds (phonics) by one group of specialists. They back a bottom-up explanation of the reading process. On top of that. According to Harmer (2007:270), the reader concentrates on words, phrases, and individual coherent devices when reading from the bottom up. The reader then combines these more specific components to create a comprehensive grasp of the text. To understand, readers must construct meaning from the tiniest components of meaning (Grabe, 2002: 32).

b) Top-down model,

First reading process concept, reading is essential to "externally guided". According to Grabe (2002: 32), readers create meaning by utilizing prior information, expectations, assumptions, and questions in addition to reading to support these expectations. The

reader guides the eye to the most likely location in the text to obtain important information to efficiently complete this sample. It is unknown how readers will build expectations, but one common monitoring mechanism (the executive control processor) may be the source of these expectations. The top-down model prominently emphasizes inference as well as the value of the reader's prior knowledge. For instance, pre-reading exercises that use that background and involve activating systems, previewing, and prediction

c)   Interactive model

According De Debate (2006:13) states that "the interactive model recognizes that low-level processing skills are essential for fluent and accurate reading; it also emphasizes that as bottom-up processing becomes more automated, higher-level skills will become more involved". Reading that is efficient and effective involves both processes interacting at once, even though the current discipline of teaching reading is primarily affected by a top-down processing paradigm. To understand the text, readers utilize bottom-up and top-down tactics concurrently, or (readers use top-down strategies until they come across an unfamiliar term, at which point they apply decoding skills to attain understanding).

B. Reading Comprehension

Reading comprehension is the ability to derive meaning from what is read (Pressley (2000) And Birsch (2011). Reading comprehension requires different reading skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be done quickly so that the reader gains knowledge from the text. According to Block (2004) and Graves, Juel, and Graves (1998), reading comprehension is a complex process in which the reader has an important role in making meaning out of the text through the application of existing skills.

Rayner, Forman. Perfetti, Pesetsky, and Seidenberg (2001) and Tompkins (2011) define reading comprehension as the level of comprehension of a text. This understanding arises from the interaction between the written word and how they acquire knowledge beyond the message. Tompkins (2011) states that comprehension is a creative process that relies on four skills phonology, syntax, semantics, and pragmatics. According to Marilyn McCord (1994), proficient reading depends on the ability to recognize words easily. It is characterized by individual cognitive growth which is the structure of the reasoning process.

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:

➢ focus on and access eight to ten word meanings

➢ parse a clause for information and form a meaning unit

➢ figure out how to connect a new meaning unit into the growing text model

➢ check interpretation of the information according to their purposes, feelings, attitudes and background expectations, as needed

➢ monitor their comprehension, make appropriate inferences as needed, shift strategies and repair misunderstanding, as needed

➢ resolve ambiguities, address difficulties and critique text information, as needed

1) The processes involved in fluent reading comprehension

Reading for general understanding, in its clearest sense, is the ability to recognize information in a text and interpret it appropriately. However, the understanding of ability is much more complex than this definition. Grabe (2002:17) states that reading fluently is:

a. Fast process

Fluent reading should happen quickly in almost any destination context, and the faster a text is (successfully) read, the better the various processing components. That allows it to operate.

b. Efficient process

Associated with levels is the idea that certain processes must be performed efficiently in combination if understanding is to occur. That is, the various processes involved in understanding must be coordinated and certain processes need to be automated

c. Interactive process

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

d. Strategic process

Balancing the many skills required for understanding also requires that readers be strategic. Readers need to recognize processing difficulties, address imbalances between text information and reader knowledge, and make decisions to monitor comprehension and change reading goals

e. Flexible process

Being a strategic reader means being able to read flexibly as goals change and monitoring of comprehension will continue.

f. Evaluation process

Reading is an evaluation process where the reader must decide whether the information read is coherent and by the purpose of reading. This evaluation also extends to the reader's motivation to read, the reader's attitude toward the text and topic, the reader's feelings of likely success or failure with understanding the text, and the reader's expectation that the information from the text will be useful.

g. Purposeful process

Reading is always purposeful not only in the sense that readers read in different ways based on different reading goals but also in the sense that any motivation to read a particular text is triggered by some individual goal or mandate, whether imposed internally or externally.

h. Process of understanding

Reading is also a process of understanding. The idea of understanding is clear and subtle. Everyone can say that understanding the text is the goal of reading; it is less clearly related to the means of understanding in such a way as to be made by the reader, as will be seen in the next section.

i. Learning process

This aspect of reading should be clear to anyone working in an academic setting where the most common way for students to learn new information is through reading.

j.   linguistic process

Reading is primarily a linguistic process (not a reasoning process, a common perspective in the 1980s and 1990s), although this aspect of reading is often underestimated (as is the visual aspect). It makes no sense to talk about or leak texts without engaging with them linguistically.

Reading for basic information requires the ability to recognize words as well as some background knowledge to anticipate what to look for (such as words or ançka). A well-balanced mix of text models, understanding models, and interpretation models of the circumstance will be used when reading for general comprehension. Ready to Teach will first put pressure on students to demonstrate accurate text comprehension, and then it will model a strong interpretative scenario that works well with previously held or newly acquired knowledge. When reading comprehension is viewed in this light, reading comprehension that seems magical is highlighted. Reading comprehension is an impressive achievement of balancing and combining a variety of skills in a succession of extremely quick and complex processes that make comprehension seem simple and joyful for the reader.

Many of the processes described here all occur in working memory and occur very quickly unless there is a matter of understanding. So, approximately, within two seconds of reading the time, the reader eloquently completes it grabe 2002:30. In actuality, most of the mentioned processes all take place in working memory and happen quite fast unless there is a problem with comprehension. Thus, after reading the time, the reader elegantly completes it in around two seconds. Grabe 2002:30.

2) Components of reading abilities

Grabe (2002: 19-20) outlines the way that reading comprehension processes are likely to work for skilled readers, assuming the 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 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 recognizing and storing word information, using syntactic information, connecting pronoun references, building

overall text structure, and integrating and restructuring. information, establishing main ideas, assessing inferences, and adapting reader goals.

a. Lower-level processes

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

- Lexical access

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

- Syntactic parsing

Syntactic parsing is when a fluent reader can take in and store words together so that basic grammatical information can be extracted to support clause-level meaning. The ability to recognize 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.

- Semantic proposition formation

Words that are recognized 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 about 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

b. 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.

- 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 meaningful 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.

- 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 purposes (the situation model).

- Background knowledge use and inferencing

   The text model of comprehension, and then 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.

c. 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, assessing our understanding of a text, and evaluating our success.

3) 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 understanding what is being said or read and understanding what someone reads can be viewed according to the level of thinking. 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

➢ 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 neighbors are noisy; and she has complained to the landlord before. This information is contained explicitly within the text.

➢ inferential level

At the inferential level, the reader can 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 neighbors to be less noisy and 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.

➢ 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, in 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 harbor, the

reader knows he could be exaggerating. Critical and inferential reading together probably make the reader move up to the 18th floor may not suit Miss Chow and it is not a good solution

➢ 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 neighbors

4) Micro-skill

There are three common micro-skills identified as important correlates with reading, specifically phonological awareness (PA), spelling knowledge and decoding (Gail, 2010). PA is audio information Arrange language and information necessary for speech preparation language and printing. This is an umbrella term that covers many different types sound process and can be expressed by a number of tasks such as rhymes, words

matching, blending, deleting syllables, and counting phonemes (Gail, 2010). According to Roman et.al in (Gail, 2010) knowledge of spelling is knowledge information about the spelling patterns and presentation of words or visual vocabulary. Spelling is considered a good test of spelling knowledge because it This requires the conversion of word sounds into sounds accepted by the language. graphical representation (August 2011; Burt, 2006). Dictation help by provides reliable mnemonics for 'Ehri' vocabulary acquisition and retrieval, 2005). Decoding (also called word reading or word recognition) combines the two PA and spelling and decoding skills describe the process of recognition, read or verbally reproduce a word. It is considered an essential skill in good reading ability and is considered a strong predictor of reading ability (Joshi & Aaron, 2002)

C. Reading Strategy

According to Lai (2013), reading strategy is a method to find meaning in a text. Anderson (1999) defines reading strategies as mental tasks that readers apply to make meaning out of text. Factors influencing the use of reading strategies are the reader's prior knowledge (Pritchard, 1990), text type (Chen, 1999), and reader proficiency (Kietzien, 1991).

EFL learners tend to use different strategies and such strategies are generally applied to the students in three phases of reading (Grabe,2002:16).

Namely approaching the text, complementing the text, and re-checking the text. The following is an explanation of the reading strategies contained in the three types:

first, in approaching the text, the reader focuses on the three strategies, namely, specifying a purpose for reading, previewing the text, and predicting the content. The reader must first determine the purpose of reading. Such as searching for and obtaining information from sources read. According to (Tarigin 2008: 7) reading has the following objectives: knowing the discoveries made by the author of the text. After that, do a text preview, namely checking which is an activity, which means checking the text again the text. Review activities may include checking the title, number, and date, skimming the table of contents, reading the appendices, reading the abstract, reading the introduction, and opening carefully and thoroughly. Then proceed with predicting the text which is an important reading strategy. This allows a reader to use information from the text to anticipate what will happen in the story. When making predictions, readers imagine what will happen next in the text, based on their prior knowledge. Predicting encourages readers to think ahead and actively ask a question. Bloom's taxonomy refers to this as remembering which the level of comprehension is literal level.

Second, in understanding the text focus on the eight strategies. Here, first asking questions, asking is the curiosity of someone about information or things that a reader does not know yet. This must be done to understand the

text in the process of reading because it determines the difficult words for a reader to understand. After that, readers can connect the text with background knowledge. Readers should be able to relate reading material to determine whether or not the contents of the text match the background. Followed by summarizing information, namely, brief information that we consider critical in reading books. This makes it easier for the reader to understand the content of the text. The reader must also conclude, namely the reading material. By re-recording briefly the contents of the text. So that it is easy to understand the process towards success when reading. Furthermore, by connecting one part of the text to another, the reader must be able to relate to reading material from the text. So that it is easy to understand and makes it easier to read. The thing he will do is re-read, thereby practicing and deeply understanding the flow of the text. Then, in this way, the reader can guess the meaning of new words from contexts that we do not know from the contents of the reading. The latter covers up difficulties. The reader must be able to make an effort to recognize various difficulties in the reading process so that finding solutions to the difficulties faced by the reader, in the end, makes it easier to succeed. Bloom's taxonomy refers to this as understanding applying, and analyzing which level of comprehension can be inferential and critical levels.

The latter, in reviewing the text, focuses on five strategies. The main thing is to find answers, what is meant here is to find answers to questions during the process of reading comprehension of the text. Next, assess understanding

by re-reading the text quickly. Continued by criticizing the author, giving criticism to the author but in a good way. Then, write text criticism. Criticism is writing that contains good and bad responses to provide an assessment of the text. Finally, by reflecting on what has been learned from the text. Namely reflecting on the text using pencil and paper. Bloom's taxonomy refers to this as evaluating and creating which level of understanding is critical.

D. EFL Learners

Different contexts and educational environments are used to teach and learn English. These distinctions will significantly affect our teaching methods and content. To travel or converse with individuals from other countries who also speak English, EFL (English as a foreign language) students frequently study the language (Harmer, 2010: 12). People pick up English because they have to be able to function well in the community where the target language is spoken after moving there. What students want to learn and must learn will depend on their learning objectives, which will also have an impact on what they are taught (Harmer, 2010: 11).

Children's language development is probably influenced by the variety of linguistic encounters they get while taking foreign language classes. Current research supports an intuitively evident idea: learners of foreign languages who rely heavily on their teachers and texts for exposure and input will not

succeed in the foreign language, even if their exposure is varied. The balance of advantages associated with learning a foreign language will also be impacted by variations in the amount of language learning experience. In younger children, receptive skills often develop more slowly than productive skills and grammatical knowledge since they are tied to both language and cognitive development (Cameron, 2003).

E. Indicators of Reading

The accomplishment marker of reading comprehension according to Wolley 2011 (Satriani, n.d.) is to pick up a thorough comprehension of what is depicted in the content instead of obtaining meaning from disengaged words or sentences. Reading comprehension might be both basic and clear. According to Dechant 1982 (Putra, 2017), the great reader has the capacity to:

a. Associate the readers' encounters and meaning with the realistic image (have adequate importance of vocabulary).

b. Understandnd the context of the word and select the appropriate meaning that fits the context.

c. Give meaning to units of expanding size: the clause, phrase, sentences, and paragraph

d. Construct literal and denotative importance (have the option to respond to exacting inquiry concerning a text): detect and comprehend the principle

thought, recognize and review critical realities or details, and follow the headings given in the material.   Recognize the succession of a section, and identify explicitly stated expressions of relationships, such as cause-effect, and contrast-comparison.

F. **Success Reader**

According to Echols and Shadil, "the ability to read is speed, talent, ability to pronounce and interpret letters or words and interpret their meaning (Sukaesih, 2012:2). reading ability as reading speed and understanding of the content as a whole". That reading ability can be improved by mastering efficient and effective reading techniques. Everyone's reading ability is different from several factors, namely: class level, intelligence, emotional state, one's social relations, one's experiential background, one's attitude of appreciation, one's life needs and one's background (Tampubolon, 2008: 7). Reading ability is measured using several reading methods, such as the good reading method and the reading habit method. Good reading method (Moyle, 1973: 102). that is:

- Enjoy reading (the pleasure of reading)

- Read faster (someone who is already reading it)

- Read more (sense of wanting to continue reading)

- Understand better (understand the contents of the reading well).

It can be concluded that a good reader is a reader who feels happy while reading so that when reading it feels flowing which causes the reader to have the desire to continue reading more than usual, and can understand the contents of the reading well, then understand and understand the message or information contained in reading so that the information needed can be understood properly and according to what the reader wants.

Meanwhile, Daniel (1985: 60-61) (Yulianto, 2014) stated that the habit of reading is a voluntary activity because reading is a personal need. Reading activity can be said to be a habit if someone is automatically stimulated to read in situations and conditions such as time, place, and type of reading that can be fulfilled. An indicator of a person's reading habit can be measured by how often they (frequency), duration (time), type of reading (variety), how to get it (tips, and reading techniques), and absorption capacity.

G. Textbooks

The purpose of textbooks is to present factual knowledge (Ogle, 2007: 10). Because, in this unit of inquiry and study, textbooks have a significant function to play. They can offer an overview of subjects and happenings, as well as how particular persons and events fit into a broader context. Primary materials and enriched books provide a beginning point and reference that students can refer to when they engage with larger resources and resources, which can be difficult for some kids to understand. Textbooks play a crucial

role in testing ideas discovered in unedited sources, such as primary source papers or websites, as well as for concepts found in secondary sources.

H. Previous Studies

The writers used previous research as one of their sources of information while doing their research, which improved the theory they used to assess the research. Using prior research as a guide, the author was unable to locate a study with the same name as the research paper. However, the author used several publications as references to supplement the study data. The following are some reviews of earlier studies that are connected to the author's research. Here are the earlier studies that served as the basis for this investigation.

'Exploring the EFL students' reading strategies used on reading academic articles' is the first. 2021 university of tindar manggelang contributed by Giwang Indriyani Dan Indah Sekar Pratiwi. One of the crucial abilities for English language learners in this study is reading. Therefore, it is important to take into account using reading techniques as one of the laws of the reading process. This study aims to investigate the reading strategies used by third-year EFL students when reading academic papers in light of the significance of reading methods. The reading methods questionnaire suggested by Oxford (1990) was used by the authors to respond to the study topic. 31 samples and 21 statements were used in the current investigation.

The relevance of this study revealed that students utilized metacognitive strategies most frequently, followed by cognitive and affective strategies, and then less frequently, social strategies. This research suggests that to increase ELL students' comprehension of academic papers, instructors and students should take reading strategies into account.

The second is "the effectiveness of reading strategies on reading comprehension" (Choosri Banditvilai 2020). This study sought to determine whether second-year English major students who enrolled in the English reading course at the faculty of liberal arts and science, Kasetsart University, were able to apply any of the reading strategies they had learned to their reading processes. It also sought to determine the effectiveness of reading strategies on reading comprehension. The information was gathered through a questionnaire, reading assignments, semi-structured interviews, and more. The mean value and standard deviation were the statistical methods employed. The interview's qualitative data analysis and key points summary were produced. The results showed that reading methods improved students' reading comprehension. The students' views toward scanning, skimming, making predictions, and asking questions were positive, and they were able to apply these tactics to their reading processes, which improved their comprehension of the text.

Thrid The relationship between female EFL students' use of reading strategies and their reading self-efficacy is discussed in the third section.

written by Zainab Alsuhaibani (2019) of the Islamic University of Imam Muhammad ibn Saud in Saudi Arabia. The use of reading methods by female EFL students and their level of reading self-efficacy were compared in this study. 191 Saudi women majoring in English at Imam Mohammad ibn Saud Islamic University participated in the study. Retrospective interviews and two questionnaires one on reading strategies and the other on reading self-efficacy were used to gather data for the study. The data analysis revealed that Saudi female students employed reading methods on a moderately frequent basis. Global and support tactics were less frequently employed than problem-solving techniques. Additionally, the children demonstrated a modest level of reading self-efficacy. The study also showed a strong positive correlation between reading self-efficacy and the adoption of reading strategies. The total usage of reading methods showed a significant statistical difference between students with high self-efficacy and students with low self-efficacy. The utilization of the reading strategy subcategories also showed differences between the two groups. The study also revealed that students' marks on tests, their comprehension of most reading texts, and teachers' teaching methods encouragement, and feedback all had an impact on their ideas about their reading self-efficacy. The study suggests implementing a reading strategy teaching program while also encouraging children to employ reading strategies and believe they can read well.

Fourt most recent publication is Bottom-up or Top-down Reading Strategies: Reading Strategies Used by EFL Students (2019) by Bintang Nadea, Jumariati2 Nasrullah3, And Lambung Mangkurat University. A reader must use a certain method if they want to improve their comprehension of what they are reading. Although reading methods have been the subject of prior research, little attention has been paid to studying reading strategies involving EFL learners. This study's major goal was to look into the students' reading methods in the skip ulm English language education study program. It utilized a 60-student descriptive quantitative technique. Using a questionnaire and interviewing protocols, the data was gathered. The results revealed that students used both bottom-up and top-down strategies. These included reading the title to ascertain the main idea of the text, reading the first paragraph, focusing on the first and last sentences, reading the passage quickly, reading the challenging part aloud, focusing on the first sentence, guessing the meaning, and taking notes. These results imply that more reading exercises are required to assist pupils more efficiently in meeting their reading goals.

Five , 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 learners is 25% 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 leaners" 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 recheck their level understanding.conducted with level comprehension theory, this research 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 main distinction between this research and previous research is that this research focuses on the success of EFL students in reading, exploring strategies that can be used in each reading process, and also the strategies used are different. This is because we can already see from the research location how to collect data.
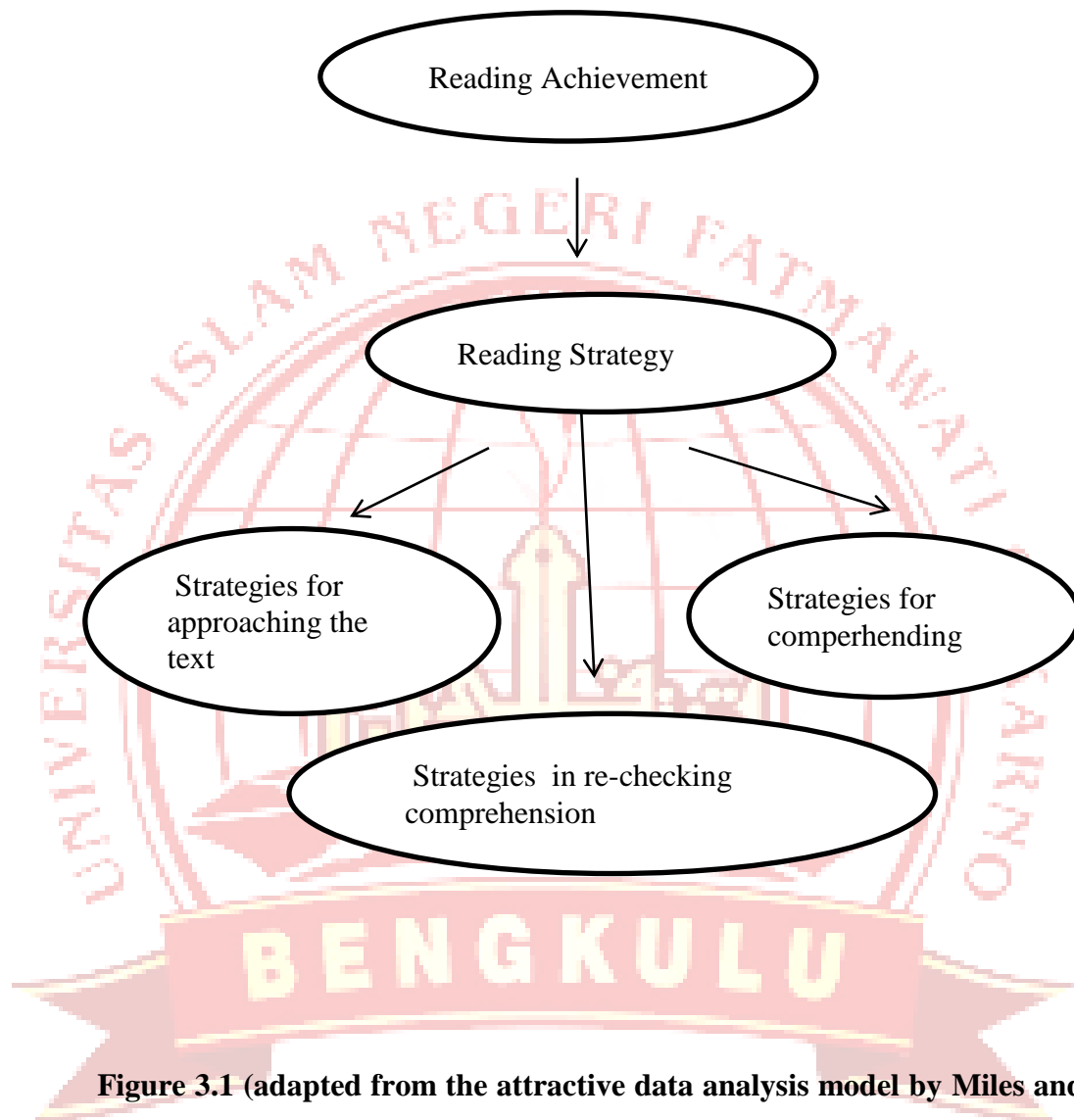
I. Framework Theory

Figure 3.1 (adapted from the attractive data analysis model by Miles and Huberman: 1987)

This study through several stages. Researchers see the student scores on reading skills. Mark will be axial to select student reading achievement. The achievement of the mark prop interview with the teacher is the first data

to make some important points. We interviewed the students who had the best marks to analyze data about reading strategies used by successful students in reading. Students' reading strategies have been categorized into 3 types based on their characteristics. Available: 1) There are three strategies for approaching the text: specifying a purpose for reading, previewing the text, and predicting the content. Taxonomy refers to this as remembering which level of comprehension is literal. (2) There are eight methods for understanding literature: asking questions, relating the text to prior knowledge, summarizing data, drawing conclusions, linking other passages together, rereading, figuring out the meaning of new words based on context, and spotting problems. Understanding, applying, and assessing which degrees of comprehension can be inferential and critical levels are what Bloom's taxonomy refers to. (3) They employ five tactics when re-examining their understanding of the book: locating the solution, assessing comprehension, critiquing the author, evaluating the text, and reflecting on what they have learned. This is referred to as assessing and producing which level of comprehension is crucial in Bloom's taxonomy.