

APPENDICES

APPENDIX I

**INSTRUMENT OF STRATEGIES IN LEARNING READING IS
SUPPORTED BY STRATEGY INVENTORY FOR LANGUAGE
LEARNING (SILL)**

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

(Version for speaker of other languages learning English especially for reading)

Version 7.0 (ESL/EFL)

(Oxford, 1989), cited in (Oxford, 1990)

Student of English as a second language or foreign language, especially for English Department students at IAIN Kediri should use this version of the Strategy Inventory for Language Learning (SILL). Here, there are statements about strategies for learning English about reading that are paraphrased by the researcher and supported by Oxford, (1990). Write the response (1,2,3,4,5) that indicates how true the statement is of you reading each statement on the separte worksheet. Here, there are statement about strategies for learning English about reading. Write the response (1,2,3,4,5) that indicates how true the statement is of you reading each statement on the separte worksheet. Here, in the following part of the selection, you should choose:

1. Never; it indicates the the statement is very rarely true of you
2. Seldom; it signifies that the statement is accurate less than half time.
3. Sometimes; it is basically correct of you half the time.
4. Usually; it indicates the the statement is true more than half of time.

5. Always; it suggests that the sentences is accurate of you very completely.

If the statement accurately represents you, then respond appropriately. Never respond in relation of what you believe you ought to be or what other people do. For these questions, there is no right or incorrect response. Please donot mark the thigs in any way. Works as swiftly as you can without trying to pass. It normally takes 20 to 30 minutes to finishing. Inform the researcher right away if you have any problem.

Choose an answer (1-5) after reading the item and write them in the area provided after the item.

Example

The statement by using checklist appears in the coloum for the statment checklist that explains our situation as English learners on the provided answer sheets.

I use my vocabulary after reading an English book to apply in my daily activity.

Never (..), seldom (✓), sometimes (..), Usually (..), always(..).

Part A Memory Strategies

NO	Statement	1	2	3	4	5
1	I review an English lesson often. (I review a book five untill ten minutes that i have read when i do my assignments.)					
2	I use new English words in a sentence so i can remember them (When I read a book, I make a group of a new english word so I can remember the word)					

3	I connect the sound of new English word and an image or picture of the word to help me remember the word. (When i read an English book, i see two English word and connect with the topic or the concepts of the book.)					
4	I phisically act out new English word (I have a goal of reading a book that can increase my skills in English.)					
5	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. (I read an English book while remembering the pages of the book.)					
6	I use flashcads to remember new English word (I read an English book while i take a new word by understanding the connection of a picture)					

Part B Cognitive Strategies

7	I say or write new English words several times. (I repeat to read a book of different main idea until i get the specific term.)					
8	I write notes, messages, letters, or report. (I have read an English literature, then I apply to make a piece of notes or flashcard what i have read an English literature.)					
9	I write notes, messages, letters, or report. (I read an English book while i take a book for writing a vocabulary.)					
10	(I highlight important words while reading a book.)					
11	I first skim ana English passage (read over the passage quickly) then go back and read carefully. (I skim through reading an English passage carefully, then go back to the first passage.)					

12	I find the meaning of an English word by deviding it into parts that I understand. (When i read an English book, i dont understand the definition of the word so I try to look for the detemine of new words.)					
13	I look for words in my own language that are similar to new words in English. (When i read a book i transfer into another language to make an understanding.)					
14	I try to not translate word for word (When I read an English book, I try to understand the sentences so i dont translate word by word.)					
15	(I read an english book by foccusing an affixes that is hidden in the word.)					
16	I try to find patterns in English. (When i read a book in English book, suddenly I don't understand the content of the book I try to look for the pattern or the example.)					
17	I make summaries of information that I hear or read in English. (I summarize the information what i read an English literature.)					

Part C Compesation Strategies

18	To understand unfamiliar English words, I mae guesses (I read a book through the vocabulary then I can quickly guess the content)					
19	(I read English without looking up every new word.)					

Part D Metacognitive Strategies

20	(I read without being distracted by anything going on around me.)					
21	I try to find as many as I can to see my English (I try to read English book in as many					

	different ways as i can)					
22	I plan my schedule so i will have enough time to study English. (I plan my schedule to read a book so i will have enough time to study.)					
23	I look for opportunities to read as much as possible in English. (I look for opportunities to read as much as I as much as possible in English.)					
24	I have clear goals for improving my English. (Before I read an English book, I should have clear goals for improving my English skills.)					
25	I think about my progress in learning English. (I think about my progress in reading an English book.)					

Part E Affective Strategies

26	I try to relax whenever I feel afraid of using English (I take deep breath when reading as a kind of relaxation to help me understand what i'm reading.)					
27	I give myself a reward or treat when I do well in English (I have reward for myself because i can quickly finishing my reading book.)					
28	I encourage myself to speak English even when I am afraid of making a mistake (Even if i am afraid of making a mistake, i try to challange my self to read English literature.)					

Part F Social Strategies

29	If I dont understand something in English, I ask English speakers to correct me when I talk (When i do not understand of reading a book, then I ask question people around me.)					
30	I try to lern about the culture of English speakers (I read a book about English culture to get a better understanding.)					

APPENDIX 2

Student answer worksheet of SILL Version 7.0

QUESTIONNAIRE OF STRATEGIES IN LEARNING READING

Name *

Azmi Puspa Dewanti

Semester*

1

3

5

7

Other: _____

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) (Version for speaker of other languages learning English especially for reading)

Here, there are statements about strategies for learning English about reading skills. Write the response (1,2,3,4,5) that indicates how true the statement is of you reading each statement on the separate worksheet. Here, in the following part of the selection, you should choose:

1. Never; it indicates the the statement is very rarely true of you
2. Seldom; it signifies that the statement is accurate less than half time.
3. Sometimes; it is basically correct of you half the time.
4. Usually; it indicates the the statement is true more than half of time.

5. Always; it suggests that the sentences is accurate of you very completely.

Choose an answer (1-5) after reading the item and write them in the area provided after the item.

Example

The statement by using checklist appears in the coloum for the statment checklist that explains our situation as English learners on the provided answer sheets.

I use my vocabulary after reading an English book to apply in my daily activity.

Never (..), Seldom (...), Sometimes (..), Usually (..), Always(✓).

*

I review a book five untill ten minutes that I have read when I do my assignments.

1

2

3

4

5

When I read a book, I make a group of a new english word so i can remember the word. *

1

2

3

4

5

When i read an English book, i see two english word and connect with the topic or the concepts of the book. *

1

2

3

4

5

I have a goal of reading a book that can increase my skills in English.*

1

2

3

4

5

I read an English book while remembering the pages of the book.*

1

2

3

4

5

I read an English book while i take a new word by understanding the connection of a picture. *

1

2

3

4

5

*

I repeat to read a book of different main idea until I get the specific term.

1

2

3

4

5

*

I have read an English literature, then I apply to make a piece of notes or flashcard what I have read an English literature.

- 1
- 2
- 3
- 4
- 5

*

I read an English book while I take a book for writing a vocabulary.

- 1
- 2
- 3
- 4
- 5

*

I highlight important words while reading a book.

1

2

3

4

5

*

I skim through reading an English passage carefully, then go back to the first passage.

1

2

3

4

5

When i read an English book, i dont understand the definition of the word so I *
try to look for the detemine of new words.

1

2

3

4

5

When i read a book i transfer into another language to make an understanding.*

1

2

3

4

5

*

When I read an English book, I try to understand the sentences so i don't translate word by word.

- 1
- 2
- 3
- 4
- 5

*

I read an english book by foccusing an affixes that is hidden in the word.

- 1
- 2
- 3
- 4
- 5

When i read a book in English book, suddenly I don't understand the content of *
the book I try to look for the pattern or the example.

- 1
- 2
- 3
- 4
- 5

*

I summarize the information what I read an English literature.

- 1
- 2
- 3
- 4
- 5

*

I read a book through the vocabulary, then I can quickly guess the content.

1

2

3

4

5

*

I read English without looking up every new word.

1

2

3

4

5

*

I read without being distracted by anything going on around me.

- 1
- 2
- 3
- 4
- 5

I try to read English book in as many different ways as i can *

- 1
- 2
- 3
- 4
- 5

*

I plan my schedule to read a book so i will have enough time to study

- 1
- 2
- 3
- 4
- 5

*

I look for opportunities to read as much as I as much as possible in English.

- 1
- 2
- 3
- 4
- 5

Before I read an English book, I should have clear goals for improving my English skills. *

1

2

3

4

5

I think about my progress in reading an English book. *

1

2

3

4

5

I take deep breath when reading as a kind of relaxation to help me understand what I'm reading. *

- 1
- 2
- 3
- 4
- 5

*

I have reward for myself because I can quickly finishing my reading a book.

- 1
- 2
- 3
- 4
- 5

*

Even if I am afraid of making a mistake, I try to challenge my self to read English literature.

- 1
- 2
- 3
- 4
- 5

*

When I do not understand of reading a book then, I ask question people around me

- 1
- 2
- 3
- 4
- 5

*

I read a book about English culture to get a better understanding.

1

2

3

4

5

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APPENDIX 3

Analysis of higher education students' strategies in learning reading

**(Memory strategies, cognitive strategies, compensation strategies,
metacognitive strategies, affective strategies and social strategies)**

Worksheet For Answering and Scoring
The Strategy Inventory for Language Learning (SILL)

VERSION 7.0

R.Oxford, 1989 cited in (Oxford, 1990)

1. The blanks (—) are numbered for each item in the SILL.
2. Write your response to each item (that is, 1,2,3,4, or 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM
4. Divide by the number under SUM to get the average for each column. Round this average off to nearest tenth, as 3.4.
5. Figure out your overall average. To do this, add up all the SUMS for the different parts of the SILL. Then divide by 50.
6. When you have finished, your teacher will give you the profile of the results. Copy your averages (for each part and for the whole SILL) from the Worksheet to the profile.

Name:

Class:

Semester:

SILL Worksheet Version 7.0 (ESL/EFL)

R.Oxford, 1989 cited in (Oxford, 1990)

Part A

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Part B

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

Part C

18. _____

19. _____

Part D

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

Whole SILL

SUM A _____

SUM B _____

SUM C _____

SUM D _____

SUM E _____

SUM F _____

Part E

26. _____

27. _____

28. _____

Part F

29. _____

30. _____

SUM A ---- :6 =

SUM B ---- :11 =

SUM C ---- :2 =

SUM D ---- :6 =

SUM E ---- :3 =

SUM F ---- :2 = ----- :50 = -----

SILL Profil of Results on the SILL VERSION 7.0

R. Oxford 1998 cited in (oxford 1990)

The Scoring for Strategies in Reading Skill Level

Very High	Always	4.5 to 5.0
High	Usually	3.5 to 4.4
Medium	Sometimes	2.5 to 3.4
Low	Seldom	1.5 to 2.4
Very Low	Never	1.0 to 1.4

Memory Strategies

No	Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	Student 1	3	4	4	4	5	4
2	Student 2	2	2	2	3	2	2
3	Student 3	4	2	3	3	4	2
4	Student 4	2	2	2	3	2	2
5	Student 5	5	4	5	5	3	3
6	Student 6	4	4	5	5	5	4
7	Student 7	5	5	5	5	5	5
8	Student 8	5	5	5	5	4	4
9	Student 9	3	3	3	2	1	4
10	Student 10	3	4	3	3	4	5
11	Student 11	4	4	4	4	4	3
12	Student 12	3	4	3	5	4	5
13	Student 13	4	4	5	4	5	5
14	Student 14	3	5	3	3	3	4
15	Student 15	4	3	5	4	4	4
16	Student 16	5	1	2	3	1	4
17	Student 17	4	3	5	5	4	3
18	Student 18	4	4	5	4	4	5
19	Student 19	1	3	1	3	1	5
20	Student 20	5	1	3	4	1	5
21	Student 21	2	1	4	1	5	1
22	Student 22	4	1	2	5	5	1
23	Student 23	2	1	4	2	2	5
24	Student 24	3	2	4	3	2	5
25	Student 25	4	3	3	3	2	3
26	Student 26	4	4	5	2	3	2

27	Student 27	4	4	4	4	3	3
28	Student 28	3	4	4	5	3	4
29	Student 29	2	3	3	4	4	4
30	Student 30	4	3	3	4	3	4
31	Student 31	3	3	4	3	4	3
32	Student 32	3	3	3	3	3	3
33	Student 33	3	3	1	2	1	4
34	Student 34	1	4	1	3	1	4
35	Student 35	2	4	3	2	1	4
36	Student 36	2	4	3	3	3	4
37	Student 37	3	4	4	5	3	4
38	Student 38	3	3	3	3	3	3
39	Student 39	3	2	3	4	4	5
40	Student 40	3	4	3	4	3	3
41	Student 41	2	4	2	4	2	3
42	Student 42	3	4	3	3	3	5
43	Student 43	4	5	4	3	3	3
44	Student 44	3	3	2	3	2	4
45	Student 45	2	3	3	4	2	4
46	Student 46	3	3	2	4	1	2
47	Student 47	3	4	4	4	3	3
48	Student 48	2	1	4	2	5	2
49	Student 49	3	3	3	3	3	3
50	Student 50	3	2	3	4	1	3
Totals		159	159	167	176	149	179
Overall		3,2	3,2	3,3	3,5	3,0	3,6
Categories		Seldom	Seldom	Seldom	High	Seldom	High

Cognitive Strategies

No	Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11
1	Student 1	3	2	3	2	2	5	5	5	5	5	5
2	Student 2	3	2	3	2	4	2	2	5	4	2	2
3	Student 3	4	2	2	3	2	2	3	5	2	5	4
4	Student 4	2	2	2	3	3	4	5	4	3	2	2
5	Student 5	5	3	3	5	3	4	3	5	5	3	5
6	Student 6	5	5	4	5	5	3	3	4	3	4	3
7	Student 7	5	5	5	5	5	5	5	5	5	5	5
8	Student 8	4	5	5	5	5	5	5	5	5	5	5
9	Student 9	4	2	2	5	3	3	2	5	3	5	3
10	Student 10	4	5	4	5	5	3	5	3	5	2	4
11	Student 11	4	4	3	5	4	4	3	4	4	4	5
12	Student 12	5	3	3	4	3	3	4	3	5	3	3
13	Student 13	4	4	4	5	5	3	5	4	5	4	5
14	Student 14	4	4	5	5	4	3	5	4	4	4	4
15	Student 15	4	4	5	5	3	3	3	4	4	5	5
16	Student 16	4	2	3	5	5	3	5	5	5	4	4
17	Student 17	5	3	4	5	3	3	3	5	5	4	5
18	Student 18	4	4	4	5	4	3	5	5	5	5	4
19	Student 19	3	5	5	5	5	3	3	5	4	3	3
20	Student 20	2	1	5	5	4	3	5	4	1	3	5
21	Student 21	2	3	3	5	2	3	3	5	3	4	2
22	Student 22	5	3	1	4	5	3	5	5	5	2	5
23	Student 23	5	1	4	5	5	3	5	5	2	5	5
24	Student 24	5	2	5	5	3	3	5	2	3	3	4
25	Student 25	5	3	2	3	3	4	2	5	4	4	3
26	Student 26	5	3	4	4	3	4	3	5	4	3	3
27	Student 27	3	5	3	5	3	3	5	5	3	3	5
28	Student 28	4	4	3	3	3	3	5	3	3	4	4
29	Student 29	4	4	4	4	4	3	3	2	5	3	2
30	Student 30	4	3	4	5	4	4	3	3	5	3	4
31	Student 31	4	4	4	4	3	4	5	3	3	4	4

32	Student 32	5	3	3	4	4	3	5	2	4	2	2
33	Student 33	3	1	4	5	5	3	2	3	4	4	2
34	Student 34	5	1	3	5	5	4	3	2	4	3	2
35	Student 35	5	3	2	5	5	3	2	5	4	5	2
36	Student 36	5	3	3	4	3	4	4	5	4	3	2
37	Student 37	5	3	4	5	2	3	3	5	5	1	2
38	Student 38	5	3	3	5	3	3	4	5	3	3	4
39	Student 39	5	4	4	5	4	4	5	3	4	2	4
40	Student 40	4	4	3	5	5	4	5	5	4	4	3
41	Student 41	3	3	3	3	5	3	4	3	4	4	2
42	Student 42	3	2	3	5	3	3	3	5	4	5	4
43	Student 43	4	4	3	4	5	3	5	4	4	4	3
44	Student 44	5	2	3	4	2	3	3	4	4	5	2
45	Student 45	5	3	3	5	5	4	3	5	2	4	2
46	Student 46	5	1	3	5	3	4	5	5	4	2	1
47	Student 47	5	3	2	5	5	3	1	5	4	3	3
48	Student 48	5	4	1	5	5	3	5	5	4	2	1
49	Student 49	3	3	3	5	5	3	3	5	3	3	3
50	Student 50	5	3	3	5	5	3	5	4	3	4	4
Total		209	155	167	225	194	167	193	212	194	178	170
Overall		4,2	3,1	3,3	4,5	3,9	3,3	3,9	4,2	3,9	3,6	3,4
Categories		High	Medium	Medium	Very High	High	Medium	High	High	High	High	Medium

Compensation Strategies

No	Students	Item 1	Item 2
1	Student 1	1	3
2	Student 2	2	5
3	Student 3	5	5
4	Student 4	2	3
5	Student 5	5	5
6	Student 6	5	4
7	Student 7	5	5
8	Student 8	5	5
9	Student 9	4	4
10	Student 10	4	4
11	Student 11	4	5
12	Student 12	3	5
13	Student 13	4	5
14	Student 14	4	4
15	Student 15	5	5
16	Student 16	3	4
17	Student 17	2	5
18	Student 18	5	5
19	Student 19	3	1
20	Student 20	1	1
21	Student 21	3	5
22	Student 22	3	5
23	Student 23	3	3
24	Student 24	5	5
25	Student 25	5	2

26	Student 26	3	3
27	Student 27	5	3
28	Student 28	4	4
29	Student 29	2	3
30	Student 30	3	3
31	Student 31	4	4
32	Student 32	3	4
33	Student 33	4	5
34	Student 34	2	4
35	Student 35	2	4
36	Student 36	4	5
37	Student 37	2	3
38	Student 38	3	3
39	Student 39	4	3
40	Student 40	3	5
41	Student 41	4	4
42	Student 42	3	4
43	Student 43	4	4
44	Student 44	3	4
45	Student 45	4	3
46	Student 46	2	3
47	Student 47	3	5
48	Student 48	4	5
49	Student 49	3	3
50	Student 50	4	3
Total		173	197
Overall		3,5	3,9
Categories		High	High

Metacognitive Strategies

No	Students	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
1	Student 1	3	3	3	4	3	4
2	Student 2	3	3	2	2	3	3
3	Student 3	4	4	3	4	3	4
4	Student 4	3	2	2	4	4	3
5	Student 5	3	3	3	5	3	5
6	Student 6	4	5	5	5	4	5
7	Student 7	5	5	5	5	5	5
8	Student 8	5	5	5	5	5	5
9	Student 9	2	2	3	2	3	4
10	Student 10	4	4	3	4	4	4
11	Student 11	4	4	3	4	4	4
12	Student 12	5	3	5	5	5	5
13	Student 13	4	4	5	4	4	4
14	Student 14	3	4	5	3	4	4
15	Student 15	2	4	4	4	3	2
16	Student 16	4	1	5	3	5	5
17	Student 17	3	4	5	4	4	4
18	Student 18	5	5	5	4	5	4
19	Student 19	4	2	2	4	5	5
20	Student 20	1	4	2	4	1	5
21	Student 21	1	5	4	1	2	4
22	Student 22	1	5	3	1	2	4
23	Student 23	4	2	1	1	2	4
24	Student 24	3	3	3	3	3	4
25	Student 25	1	3	3	3	2	3
26	Student 26	4	3	3	4	4	4

27	Student 27	3	4	3	3	5	3
28	Student 28	3	3	3	3	3	3
29	Student 29	3	3	3	4	4	4
30	Student 30	5	4	4	4	5	4
31	Student 31	3	2	3	3	4	4
32	Student 32	3	3	3	3	4	4
33	Student 33	2	1	3	2	4	4
34	Student 34	4	2	4	3	3	3
35	Student 35	3	2	4	3	2	3
36	Student 36	2	2	3	3	4	4
37	Student 37	3	3	3	3	3	5
38	Student 38	3	3	3	3	3	4
39	Student 39	4	3	4	5	4	5
40	Student 40	4	4	4	4	4	3
41	Student 41	4	3	4	4	4	4
42	Student 42	4	3	3	3	3	3
43	Student 43	4	3	4	4	3	3
44	Student 44	2	3	3	3	4	2
45	Student 45	2	3	2	4	3	4
46	Student 46	3	3	3	4	5	5
47	Student 47	3	2	3	4	4	4
48	Student 48	3	2	1	4	1	2
49	Student 49	3	3	3	3	3	3
50	Student 50	3	3	3	3	2	2
Total		161	159	168	174	176	192
Overall		3,2	3,2	3,4	3,5	3,5	3,8
Categories		Medium	Medium	Medium	High	High	High

Affective Strategies

No	Students	Item 1	Item 2	Item 3
1	Student 1	5	5	5
2	Student 2	2	3	2
3	Student 3	4	5	3
4	Student 4	2	3	4
5	Student 5	5	5	5
6	Student 6	3	5	4
7	Student 7	5	5	5
8	Student 8	5	5	5
9	Student 9	5	4	3
10	Student 10	4	4	4
11	Student 11	4	4	4
12	Student 12	5	3	4
13	Student 13	4	4	3
14	Student 14	4	3	4
15	Student 15	2	3	4
16	Student 16	5	2	2
17	Student 17	4	2	5
18	Student 18	5	5	4
19	Student 19	4	5	5
20	Student 20	1	5	1
21	Student 21	2	5	2
22	Student 22	2	4	1
23	Student 23	4	1	3
24	Student 24	5	3	2
25	Student 25	3	1	2
26	Student 26	3	5	5

27	Student 27	3	3	3
28	Student 28	3	3	4
29	Student 29	4	3	4
30	Student 30	5	4	3
31	Student 31	3	5	3
32	Student 32	3	2	2
33	Student 33	4	1	2
34	Student 34	4	2	3
35	Student 35	3	2	3
36	Student 36	4	3	4
37	Student 37	5	3	4
38	Student 38	3	3	3
39	Student 39	4	4	4
40	Student 40	4	3	4
41	Student 41	4	4	4
42	Student 42	3	3	3
43	Student 43	4	4	4
44	Student 44	3	4	3
45	Student 45	3	2	4
46	Student 46	5	3	4
47	Student 47	3	2	4
48	Student 48	4	1	3
49	Student 49	3	3	3
50	Student 50	4	1	4
Total		185	167	173
Overall		3,7	3,3	3,5
Categories		High	Medium	Medium

Social Strategies

No	Students	Item 1	Item 2
1	Student 1	3	5
2	Student 2	2	2
3	Student 3	5	4
4	Student 4	4	4
5	Student 5	3	3
6	Student 6	5	5
7	Student 7	5	5
8	Student 8	5	5
9	Student 9	4	3
10	Student 10	4	4
11	Student 11	4	4
12	Student 12	3	5
13	Student 13	4	4
14	Student 14	4	4
15	Student 15	4	4
16	Student 16	4	5
17	Student 17	4	2
18	Student 18	5	4
19	Student 19	5	5
20	Student 20	5	1
21	Student 21	5	1
22	Student 22	5	1
23	Student 23	4	2
24	Student 24	3	2
25	Student 25	3	3
26	Student 26	5	4

27	Student 27	3	2
28	Student 28	4	4
29	Student 29	4	4
30	Student 30	4	4
31	Student 31	3	3
32	Student 32	2	4
33	Student 33	4	1
34	Student 34	3	2
35	Student 35	4	4
36	Student 36	4	3
37	Student 37	1	5
38	Student 38	3	3
39	Student 39	4	3
40	Student 40	4	3
41	Student 41	4	4
42	Student 42	5	5
43	Student 43	5	4
44	Student 44	4	4
45	Student 45	3	3
46	Student 46	3	5
47	Student 47	4	3
48	Student 48	4	3
49	Student 49	3	3
50	Student 50	4	3
Total		193	173
Overall		3,9	3,5
Category		High	High

APPENDIX 4

(The Summary of students' strategies in Learning Reading)

The Summary of Students' Strategies

No	Strategies in Reading Skill	Item Number of Statements	Mean Score	Levels of Strategies	Frequencies used of Strategies
1	Memory Strategies	1	3,2	Medium	Seldom
		2	3,2	Medium	Seldom
		3	3,3	Medium	Seldom
		4	3,5	High	Usually
		5	3,0	Medium	Seldom
		6	3,6	High	Usually
		1-6	3,3	Medium	Seldom
2	Cognitive Strategies	7	4,2	High	Usually
		8	3,1	Medium	Seldom
		9	3,3	Medium	Seldom
		10	4,5	Very high	Usually
		11	3,9	High	Usually
		12	3,3	Medium	Seldom
		13	3,9	High	Usually
		14	4,2	High	Usually
		15	3,9	High	Usually
		16	3,6	High	Usually
		17	3,4	High	
7-17	3,8	High	Usually		
3	Compenstion Strategies	18	3,5	High	Usually
		19	3,9	High	Usually
		18-19	3,7	High	Usually
4	Metacognitive Strategies	20	3,2	Medium	Seldom
		21	3,2	Medium	Seldom
		22	3,4	Medium	Seldom
		23	3,5	High	Usually
		24	3,5	High	Usually

		25	3,8	High	Usually
		20-25	3,4	High	Usually
5	Affective Strategies	26	3,7	High	Usually
		27	3,3	Medium	Seldom
		28	3,5	High	Usually
		26-28	3,5	High	Usually
6	Social Strategies	29	3,9	High	Usually
		30	3,5	High	Usually
		29-30	3,7	High	Usually

The Categories of Strategies in Reading skill levels

No	Students' Strategies in Reading skill	Mean Score	Strategies in Reading skill Levels	Strategies in Reading skill Frequencies	Rank
1	Memory Strategies	3,3	Medium	Sometimes	5
2	Cognitive Strategies	3,8	High	Usually	1
3	Compenstion Strategies	3,7	High	Usually	2
4	Metacognitive Strategies	3,4	Medium	Seldom	4
5	Affective Strategies	3,5	High	Usually	3
6	Social Strategies	3,7	High	Usually	2
	Overall Strategies in Reading skill	3,6	High	Usually	