DEVELOP
READING SKILL

Arya Wiranda
Alvindi
Ramadhan Solin

DEVELOP

READING SKILL

UU No 28 Tahun 2014 tentang Hak Cipta

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**YAYASAN PENDIDIKAN
CENDEKIA MUSLIM**

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Preface

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

Alhamdulillahirabbil'alamin, all praises belong to Allah Swt. With the grace of Him, we have finished this book entitled Develop Reading Skill. This book delivers our critical review using profound and more detailed analysis of some reputable articles.

This book is dedicated to readers in increasing of reading ability. We say profound thanks to lecturer and everyone who does their best to manage this book so it can be delivered to the readers.

We welcome and respect any constructive criticism and suggestions for better writing of this book in the future. Hopefully, this book will make use for everyone who reads it.

Medan, February 2023

The Authors

Unit 1
Reading Pattern in Comprehension of Literary Texts

Review by Arya Wiranda, Alvindi, and Ramadhan Solin

This paper reviews the article entitled "Arising Reading Patterns in Understanding Literary Texts". The review aims to evaluate the article about the relationship between reading patterns and students' understanding of literary texts. The article's review consists of the article's identity, extensive summary (contents) in the article, strengths and weakness of the article, and the short conclusion from the reviewers, which implies the article worthy or unworthy to be a reference for the readers.

The article entitled "Arising Reading Patterns in Understanding Literary Texts", written by Revathi Gopal Charanjit and Kaur Swaran Singh, comes from the journal of studies in English language and education (SIELE). The department of English education publishes this article in the faculty of teacher training and education, at the University of Syiah Kuala, with the city of the publisher in Banda Aceh, Indonesia. The publication of this article occurred on 10th August 2020. However, the volume of the article is seven which number is two. The total pages in this article are fourteen pages with references. There are two ISSNs in this article includes, P-ISSN (2355-2794) and E-ISSN (2461-0275). If the readers want

to access this article, they can open the journal website with this link: https://doi.org/10.24815/siele.v7i2.16663. The reviewers gave the evaluation of this article on 31st October 2022.

To begin with, this research of the article comes from the initiative of authors to discover how the literary texts given by junior high school students have been suitable for their level of comprehension or not, using the analysis in reading patterns to check their understanding of the literary texts. For this reason, the authors expect to find the correlation between reading patterns and literary text based on Malaysian junior high school students' literary text. This article aims to recognize the students' reading patterns and how they influence their understanding of the literary text. The research problems that the authors try to solve are:

1. What are the students' reading patterns in literary text comprehension?
2. How do the students' reading patterns impact their literary text comprehension?

The theories used for this article are reading models, reading patterns, retelling, and oral reading. Reading is a way of understanding a text. In this case, reading has varieties of models to explain how a person can comprehend the context of a text. The reading model relates to this research are; (a) the bottom-up model takes readers to focus on the text continuously to find the meaning of the text like a code. It makes readers passive participants; (b) the top-down model focuses on how readers use their reading experience to understand the text without visual information to understand the meaning. It makes readers active participants and; (c) the socio-psycholinguistic model uses three main elements in the

linguistics system: graphic-phonics, syntax, and semantics. The readers will have different views of this because of the differences in their basic knowledge.

Reading patterns is the strategy to understand the text, including literary text. The patterns will rise as the miscue patterns differ from one person to another because of the skill, background, characteristics, the characteristics of written elements, and condition. The pattern can be observed through oral reading and the result of the comprehension in the retelling.

Retelling is an activity to form an understanding of a text in the readers' minds based on the information they got before. This skill can enhance the students' reconstruction skills of the ideas from the information. Meanwhile, oral reading is the method of teaching English by producing a language through speaking, writing, and reading, considering aspects of phonological and semantics (Hill, 2010). The authors stated that oral reading capacity is a vital competence for strengthening the comprehension skills of reading students.

This research article used the qualitative method for collecting data. The strategies given in this method include miscue analysis through oral reading and retelling. Miscue analysis is used for oral reading to analyze students' reading patterns, such as substitution, insertion, omission, and inversion. Furthermore, retelling assesses with some components; there are structures of the text, main ideas, relevant details, summary, and conclusion outside the text.

The samples of this research are six students from junior high school in seventh grade (13 years old) located in the Manjung District in Perak State, Malaysia. The way to choose those samples is with purposive sampling. They are at the intermediate level of English skills.

Unit 2
Metacognitive Reading Strategies Across Gender

Review by Tiara Dwi Lestari and Qorri Fadhilah

This paper contains the result of our review entitle Metacognitive Reading Strategies Awareness and Metacognitive Reading Strategies Use of ELF University Student Across Gender, 2020 written by Zhenita Deliany, and Bambang Yudi Cahyono. The publisher of this journal is Graduate Program in English Language Teaching, Faculty of Letters, State University of Malang, East Java 65145, Indonesia. The journal was published on August 8, 2020, with volumes 7 and No. 2, ISSN P-ISSN 2355-2794 and E-ISSN 2461-0275. There are 17 pages in this journal and you can access or download the journal on this website https://doi.org/10.24815/siele.v7i2.17026.

The purpose of this paper is to investigate the awareness of ELF students' metacognitive reading strategies using their metacognitive reading strategies. This study also compares female and male ELF students in terms of awareness of metacognitive reading strategies.

Metacognition has been considered one of the important factors in determining reading comprehension. This is because metacognition plays a vital role in cognitive activities in learning, including comprehension of textual information. The application of metacognition in reading is actualized in the form of strategy. Many researchers conduct

studies on metacognitive reading strategies the readers use. Studies pertinent to metacognitive reading strategies awareness and metacognitive reading strategies use have been conducted in different contexts and involved various subjects as we know reading is a skill that every student must have especially English or ELF students in addition to listening, speaking, and writing skills.

In an article, metacognitive reading strategies consist of three strategies: Global Reading, Problem-Solving, and Support Reading. Global Reading strategies help the reader in stating the purpose of their reading which influences vocabulary improvement and the grasp of information on specific topics. Problem-solving strategies concern the way readers solve the problem faced in reading a difficult text by adjusting the reading speed, rereading the text, reading aloud, and guessing the meaning of the difficult words. Support reading strategies provide the readers with extra reading techniques to be applied in their reading by using some reference materials.

The first, stage of reading can be assumed in pre-reading activities. Meanwhile, whilst reading, the readers implemented problem-solving strategies if they face any difficulties or distractions. Support reading strategies are done in the post-reading activities to enhance comprehension. However, it cannot be said that the implementation of the metacognitive reading strategy is restricted to the reading stage. The strategies may use in any stage of reading.

The author conducts research using quantitative methods. The implementation of metacognitive reading strategies can be observed when readers underline some parts of the text, take notes, or look forward and backward across pages when reading, while the measurement of readers'

strategic reading is often inferred from what they say about their reading process. Thus, readers need to be aware of and know about what they are doing during their reading. Such awareness used to achieve reading comprehension is the subset of metacognition called metacognitive awareness. It is how the readers are aware of what they think and learn. Developing metacognitive awareness is an important part of helping students become more effective and, more importantly, autonomous. If students are conscious of how they learn, then they can identify the most effective ways of doing so.

The reasons for the researcher to write this article are to analyze the data through simple calculations to determine the level of awareness of students and statistical tests independent simple tests were carried out to find out the differences between women and men.

The result of the research, to answer research question 1, the score obtained from the results of the questionnaire was calculated to get the mean used to determine the level of metacognitive reading strategies awareness. The result of the calculation is presented. The maximum score for each reading strategy is 265 (highest score). Based on this, it can be seen that the highest score for each reading strategy was on item number 10 ('Guessing the meaning of unknown words or phrases') which belongs to problem-solving strategies and the lowest score was on item number 11 ('Taking notes while reading') of support reading strategies. Concerning the clusters of reading strategies, the highest scale score was on problem-solving strategies (1008, mean=3.8) Global reading strategies (GRS) Problem-solving Strategies (PSS) Support reading Strategies (SRS) Total reading Strategies 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. GRS Mean: PSS Mean: SRS Mean: GRS

Unit 3
Reading Anxiety and Reading Performance

Review by Dinda Gustiana and Yulia Hidayat

This article contains the findings of our review of the journal "Indonesian Theology Students' Foreign Language Reading Anxiety and Reading Performance: A Correlational Study", posted in 2021 through Jeane Theresia Limeranto and Adaninggar Septi Subekti. The English Language Education Department, Faculty of Educational and Humanities, Christian University of Duta Wacana, Yogyakarta, Indonesia, is the journal's publisher. The journal will be posted on January 3, 2021. P-ISSN 2355-2794 and P-ISSN 2461-0275 are the ISSNs. This journal has 12 pages and can be accessed or downloaded from this website https://doi.org/10.24815/siele.v8i1.17398. Foreign Language Reading Anxiety (FLRA) is a stress that triggers scholar anxiety. Students are afraid of studying overseas languages or are no longer confident in their abilities, this motives anxiety.

In this journal, the writer is alone with ESP college students in the Theology department, because ESP students will later end up pastors or non-secular leaders. To turn out to be pastors or religious leaders, they must study a lot, particularly studying foreign language texts. They may also experience nervousness about having to examine overseas language texts. Therefore, the author researched to discover to what extent theological college students ride reading anxiety and the relationship between reading anxiousness and their

success in studying in class. The author conducted a look up with a quantitative approach to answer lookup questions with the aid of distributing the FLRAS questionnaire developed using Saito et al. Sixty-three theology college students from three one-of-a-kind English lessons had were taken to be individuals in the research. The minimum age of the participants is 18 years and the maximum are 26 years.

In this study, the authors used 10 FLRA items. Participants ought to choose one answer, specifically "strongly agree" with a fee of four "agree" with a price of 3 "Disagree" with a price of two "and "strongly disagree" with a cost of 1. Descriptive information is used to reply to the first query and correlation formulas to reply to the second question, from this research.

Theology college students experienced analyzing nervousness with an average score of the 10 items used was once 25.39 (SD=3.86) which indicated that some of them chose "agree" and "disagree" which skill their FLRA stage was once moderate.

While the results of the 2d question about the relationship between anxiousness and reading achievement of theology college students get the result of a substantial correlation at the 0.05 degree (2-tailed). This learns about determined a good-sized poor correlation between FLRA and their analyzing achievement. This finding indicates that the greater a student's FLRA, the lower the score.

After analyzing the journal, the reviewers located the blessings of this journal. That is, the language of the journal is very easy to apprehend due to the fact the journal creator comes from Indonesia, the shape of the article is very neat so it is effortless to understand, and the rationalization of how the research procedure is additionally very distinct however the

Unit 4
Teacher's and Student's Attitudes on Reading and Writing

Review by Miftahul Jannah and Siti Irna Fadillah

This paper contains the results of our review entitle Teacher's and Student Attitude Towards Reading and Writing: Do They Correlate to Student's Achievement in English, 2021 written by Titus Terver Udu. The publisher of the journal is the Department of Arts and Social Sciences Education, Benue State University in Makurdi, Nigeria. The journal was published on January 3rd, 2021, with volumes 8 and no. 1, P-ISSN 2355-2794 and E-ISSN 2461-0275. There are 14 pages in this journal and you can access or download the journal on this website https://doi.org/10.24815/siele.v8i1.17524

This study aims to determine whether there is a link between teacher and student attitudes about reading and writing and student achievement in English. Furthermore, this study discovered a link between attitudes and student achievement. According to the author, attitude is a crucial factor in student accomplishment in reading and writing comprehension, hence there is a relationship between variables.

According to the researcher, reading entails evaluating and exhibiting a strong knowledge of what is read as well as extracting appropriate information based on the context.

Writing, on the other hand, is a mode of human communication that uses a collection of associated visible signs to some degree of language structure. The author implies that reading is an input talent, but writing is an output ability. (Paragraphs: 1-2, page: 144).

According to the study, the West African Examinations Council reveals that many pupils have negative attitudes regarding the English language in general, and reading and writing in particular, in 2018. Attitude toward a teaching subject may influence whether or not pupils pass or fail it. (Paragraph: 4, page: 145).

This article presents the findings of a study on teacher and student attitudes toward reading and writing and how they relate to student proficiency in English. This study's sample included 38 teachers and 492 high school students from 12 schools in the Gboko Regional Government of Benue State.

This research article uses quantitative methods for data collection. The strategy given in this method includes multiple regression statistical analysis and a Likert scale. Multiple regression statistical analysis was used to describe the relationship between variables. Furthermore, the Likert scale is the data collection method used.

The English Student Attitude Scale (ELSAS), the English Teacher Attitude Scale (ELTAS), and the Reading and Writing Achievement Test were developed by researchers for this study (RWAT). The attitude scale was developed by the researcher, but the RWAT was drawn from previously used West African School Certificate Examination questions. ELSAS and ELTAS were developed utilizing a four-point scale for each response category: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The two instruments were

Unit 5
Metacognitive Strategy in Online Class

Review by Fadlah Putri Sabila and Nurmaulisa Tanjung

The entitled of this article is "Indonesian EFL University Students' Metacognitive Online Reading Strategies Before and During the Covid-19 Pandemic", the author is Agus Rianto, from the Journal of Studies in English Language and Education (SIELE). The publisher of the article is the English Education Department, Faculty of Education and Teacher Training, Borneo Tarakan University, Tarakan 77123, Indonesia. It is published on January 3rd, 2021 in volume 8, issue 1. The ISSN is P-ISSN 2355-2794, and E-ISSN 2461-0275. Their page is from 16 to 33 (18 pages). The keyword of this article is EFL Students, Metacognitive Strategies, Reading, Online, and Covid-19 Pandemic. The email of the author is riant2@hotmail.com, Website of this article is https://doi.org/10.24815/siele.v8i1.18110.

The aims of this locate out about used to be to discover what metacognitive online inspecting strategies have been used higher and much less frequently via Indonesian EFL university college students beforehand than and for the duration of the Covid-19 pandemic and to reveal whether or not there was a large variance in the use of these strategies, beforehand than and for the length of the Covid-19 pandemic.

We decided that Agus Rianto added metacognitive methods that have been described in a variety of lookups

related to study skills. Through metacognitive expertise, lookup believes that university college students can generate indispensable reflection and evaluate thinking that can lead to particular adjustments in examining processes. He put forward a definition from an expert who protected the definition from Coiro and Dobler that Reading is an independent text-developing gadget that requires readers to use metacognitive strategies.

Emphasized that examining is an impartial textual content material improvement technique that requires readers to use metacognitive strategies (Paragraph: 1, page 18). In easy terms, studying from home has an impact on the social and educational improvement of students. This finds out about refers to online language acquisition related to restrained state-of-the-art pandemic conditions, more often than not with metacognitive comparison strategies in English Foreign Language (EFL) and greater schooling contexts. While many researchers have investigated the use of strategies, no longer masses have identified or in contrast these metacognitive online studying techniques at pretty a quantity points all through the Covid-19 pandemic involving Indonesian EFL students.

In the discussion of this article, we see Agus Rianto using an Online Survey of Reading Strategy (OSORS) as his data collection instrument. The sample used was a qualitative approach to collecting data, specifically asking questions to respondents, namely Indonesian EFL scholars who took English problems in semesters 2 and 4 of 2019/2020, consisting of 244 respondents (180 women and 64 men). Overall, it took 20 minutes to complete the questionnaire through the Google Shape application platform by sending a link to students and filling out the questionnaire outside of

Unit 6
Reading Test Taking Strategies

Review by Asmaul Husna and Rahmi Pitriyani

This paper contains the results of our review entitled "Exploring ESL Learners' Reading Test Taking Strategies" written by Charanjit Kaur Swaran Singh, Eng Tek Ong, Tarsame Singh Masa Singh, Mahendaran Maniam, and Tunku Mohani Tunku Mohtar. The publisher of the journal is Studies in English Language and Education (SIELE) Tanjung Malim, Perak Darul Ridzuan, Malaysia. The journal publishes on January 3rd, 2021. With the Volume 8, No 1, ISSN P-ISSN 2355-2794 and E-ISSN 2461-0275. There are 18 pages in this journal and you can access or download the journal on this website https://jurnal.unsyiah.ac.id/SiELE/article/view/18130.

The purpose of this study was to look into the reading test-taking methods used by underachieving ESL students. The following research issues served as the study's guiding principles: Which reading test-taking techniques did the students employ?

We discovered that the writers have also modified the seven categories of test-taking procedures proposed by Rafi and Islam. This comprises cognitive techniques such as clue discovery techniques, choice consideration techniques, answer checking techniques, question rereading techniques, choice-choosing techniques, and the reading of questions techniques. Seven presents different several forms of reading comprehension tests that can be used to assist students to

comprehend the different types of questions that are posed and how to respond appropriately. Factual questions are the seventh sort of reading questions, sources for the major ideas, conclusions drawn from questions, the author's queries and their tone, exceptions questions, as well as source queries. For every kind of reading query, based on prior research findings, the reader needs various test-taking tactics. This research article uses alternative methods to reach the correct answer. The strategies given in this method include compensatory and affective metacognitive cognitive strategies. The following reading test approach was employed by students and is referred to as cognitive strategies; it is further broken down into subcategories like repetition and translation. This was revealed by an analysis of students' reading and think-aloud protocols. Additionally, students make use of subcategorized metacognitive methods like asking themselves. Students also employ compensation tactics as one of the guessing category-related reading exam preparation techniques.

Of all these definitions, because it aims to comprehend human experience and explain a phenomenon from the viewpoint of participants, the author uses a qualitative research approach. To learn more about ESL students' strategies for taking reading examinations, the author also held in-depth focus groups. ESL students were chosen for this study by convenience sampling. They can be reached since one of the graduation requirements at one university in Malaysia is an English Language Proficiency Course, which they have enrolled in. Due to the more exploratory nature of this research, there is only one class accessible for instruction. 44 students from a nearby university with Bachelor of Arts programs participated in it. Most of them are Malay teenagers between the ages of 18 and 20. They have poor English language skills; their MUET

(the University of Malaysia English Test) results show that all 44 students only managed to get Band 1. The methodology involves groups of tertiary ESL students who go through this think-ahead protocol they read the test and answer comprehension questions. Of us (i.e.; researchers) having taught students, I found their reading skills to be incredibly lacking. They require additional time in regular courses because reading takes them a long time. This is also a result of their weak English language skills. Based on their ability and willingness to participate in an interview, only four weak ESL students out of 44 were chosen. In this weak class of students, they are also the most fluent. For the most part, English language learners are incredibly bashful.

Then the authors prove the findings of this study reveal that students try to draw analogies between the reading of literature and occurrences in actual life. Students share them after reading the text once; they should review and re-read it for better mastery and understanding. They can then use a rereading technique to confidently locate the solution. This rereading technique can help ESL students better understand the texts they are responding to. Additionally, students can raise them. For kids to read critically, sequence thinking abilities are also recognized to be helpful. By leading students from lower-order thinking questions to the subsequent thought sequence, teachers can assist students in developing their higher-order thinking skills (HOTS). Reading activities should be prepared to teach students how to think critically and creatively. Reading texts allows students to think critically as well as analytically; by encouraging students' critical and creative thinking, teachers can help their pupils use problem-solving techniques.

Unit 8
Project-Based-Learning on Critical Reading Course

Review by Najwa Alzuhda Sitorus and Sania Oktavia Nasution

This article contains the results of our review of the Article "Project-Based-Learning on Critical Reading Course to Enhance Critical Thinking Skills", the article was written by Dina Merisa Maya Sari and Yudi Prasetyo. by English Education Department (STKIP GRI), published at STKIP PGRI Sidoarjo, Indonesia. This article was published on August 10th, 2020 with volume 7 No. 2, P-ISSN 2355-2794 and E-ISSN 2461-0275. There are 14 pages in this article, and you can access or download the article on this website: https://doi.org/10.24815/siele.v7i2.16663

The purpose of this review is to find out what is meant by the PjBL learning model which can help students think critically, and how to implement it for students.

After we read the definition of PjBL from this journal, Dina Merisa Maya Sari and Yudi Prasetyo (2020) in the first paragraph page 5, stated that Project-based learning (PjBL) is a learning model that refers to philosophy constructivism so that students can construct their linguistic knowledge through real experiences, and also based on existing studies, PjBL is proven to integrate all four language skills possessed by learners such as listening, speaking, reading, and writing to complete implemented activities.

This PjBL learning model is a learning model using projects that have been prepared by the teacher or lecturer for the students. So how can PjBL model learning make students be thinking critically? Dina Merisa Maya Sari and Yudi Prasetyo (2020) in the first paragraph on page 7, the author said that the PjBL model on critical thinking skills consisted of three main stages, there are planning, implementation, and evaluation.

First is "planning". Planning is a lesson plan from the teacher or lecturer by using interesting media, as well as preparing what interesting projects will be given to students who can develop students' critical thinking in working on the project. The second is "implementation", alright from what we read in implementation the teacher or lecturer should explain what the project will be given to students. So here students will think in response to a given project. Students will choose and think about what to do, monitor themselves on how to complete this project properly, and manage their own time to complete the project on time. After that, students submit their project assignments to the lecturer for review, and here the teacher or lecturer will provide critical questions that can bring out the student's critical thinking, such as "How and where did you get the source for this project?" or "What conclusions can be drawn from the project students made?". The last is "evaluation", evaluation is the last part of the learning process. In this evaluation section, the teacher or lecturer will assess the results of the project students are doing.

After reading the contents of the article by Dina Merisa Maya Sari and Yudi Prasetyo (2020), The explanation is clear. This research can make teachers or lecturers aware to pay more attention to their students and improve their learning system. In general, this PjBL system has been widely

implemented by teachers and lecturers; it's just that some teachers or lecturers pay less attention to their students so the PjBL learning system does not work. but basically, it depends on the students themselves, whether they want to learn or not to make themselves able to think critically.

In this article, the author also conducts direct research on 26 EFL students at STKIP PGRI Sidoarjo, Indonesia. This research was successful by implementing the PjBL learning model, but in this article, the author does not write down how many scores each student's level of critical thinking gets or what score in each assessment, and also the author does not explain how many kinds of projects can be done or emulated.

Hopefully, this article can provide information about students' "critical thinking" and provide the right learning model to improve students' "critical thinking" with more variety, and more explanation of what kind of projects can be done. The year of publication of this journal is still up to date, so in our opinion, this article is recommended to read.

Unit 9
Utilizing the Local Culture in Developing Reading Material

Review by Novi Yanti and Sabila Kamalia

This article contains the results of our review of the Article "Developing Descriptive Reading Materials in EFL Classes by Utilizing the Local Culture in 2021, in which the article was written by Nur Azizah, Rita Inderawati, and Machdalena Vianty by the Department of English Language Education, Faculty of Teacher Training and Education, Sriwijaya University, Palembang 30139, Indonesia. The article publishes on May 3rd, 2021. With volume Vol 8, No 2, ISSN P-ISSN 2355 – 2794 and E-ISSN 2461- 0275. There are 26 pages in this article, and you can access or download the article on this website: https://doi.org/10.24815/siele.v8i2.18562.

The purpose of this article is to develop descriptive teaching materials for local Bangka culture in Indonesia that are valid, practical, and potentially influential for students of the Tour and Travel study program at Vocational High Schools in the province of Bangka Belitung.

We found that in the articles written by Nur Azizah et al in 2021, they carried out several analyzes to develop a descriptive reading program that they would do in Bangka. In the article in the abstract, it is clearly explained that the writer collects data in several ways, namely, questionnaires, semi-interviews, and reading comprehension tests. Where there are 35 students involved in the data collection. After that, the data collection will be analyzed using quantitative and qualitative

methods, this study used the research by Akker (1999) and was re-modified by Tessmer (1993).

Based on the preliminary analysis through informal interviews, the writer highlights several points. The text is given to students in general, and also related to general knowledge in the field of tour and travel. Although some reading texts represent certain cultures, none of them represent the local culture of Bangka. Therefore, students and teachers need additional English reading materials about Bangka culture. So, this research is one of the solutions to overcoming the gap in local Bangka cultural reading materials.

The results of this study indicate that the product developed reaches a very high validity category with an average score of 3.57 for all aspects evaluated. The practicality evaluated in the one-on-one evaluation and small group evaluation was categorized as very high practicality because the average scores of the two evaluations were 3.71 and 3.58. After field trials, the developed product was considered to have a high potential effect, 73.91% of students achieved the required passing grade. Therefore, it can be concluded that the quotations from students as the subject of this study, students are interested in the product being developed. Then, the product is developed according to the student's level, the product can be applied, and meets the needs according to the field of study.

From this article, we convey that the analysis and methods used by Nur Azizah et al. are from all that has been described in the article. We, as reviewers, concluded that Nur Azizah et al. tried to develop descriptive reading for Vocational High School (SMK) students in the Tour and Travel program by utilizing the local culture of Bangka. Some of the analyzes

presented in the article, in our opinion, are good and efficient when applied directly to students in Bangka.

In general, the writings of Nur Azizah et al, both in the form of words and sentences, are good, easy to understand and follow linguistic rules. This article can provide new knowledge for students, and can also be a new reference for students and students in exploring this discussion. To be able to provide a deeper description, we recommend this article be read or used as a reference to gain new knowledge for readers and students.

Unit 10
Reader Responses on Young Adult Literature

Review by Dimas and Thareq Ahmad Al-Qawwiy

The content of this paper is a result review of a journal by Group 10 of Extensive Reading in TBI 3 for the 2021 generation. It was a journal entitled "Exploring Reader Responses to Young Adult Literature in the Malaysian English Language Classroom," written by Mallika Vasugi, V. Gorvindarajoo, Shakina Rajendram, and N. Sundari Subasini. The publisher of this journal is the Department of English Education, Faculty of Teacher Training and Education, the University of Syiah Kuala in Banda Aceh, Indonesia. The journal was published on January 17, 2022. This journal is volume 9 and no. 1, with the P-ISSN 2355-2794 and the E-ISSN 2461-0275. This journal contains 18 pages (331-348), and you can access and download this journal on this website: https://doi.org/10.24815/siele.v9i1.21768.

This study attempts to examine the responses of Malaysian young adults (YAs) to literary works taught in secondary schools there. Meanwhile, this study presents the findings of a study on the reader responses of Malaysian young adults (YAs) to three written texts studied in Malaysian secondary schools, which are "Sing to the Dawn" by Minfong Ho, "Dear Mr. Kilmer" by Anne Schraff, and "Captain Nobody" by Dean Pitchford. The research revealed that secondary school pupils were not particularly interested in the necessary

literature when it was added to the Malaysian Ministry of Education's (MOE) National Secondary English Language Study Curriculum in 2000, according to the statistics based on the article. The MOE's selection of literary resources revealed that it attempted to rekindle or develop a passion for reading and literature. A study with this aim would need to have a greater understanding of how young adult (YA) students interface with texts and their individual reading experiences, including their feelings, ideas, and perceptions of how they relate to, interpret, and interact with these texts. How well do Malaysian young adults (YAs) find the literature required for English-language third-cycle students in Malaysia significant to their lives?

Moreover, how much do they connect to the main protagonists, underlying ideas, problems, or events in the novels? (Pages 332-333, paragraphs 1 and 2) This study attempts to examine the responses of Malaysian young adults (YAs) to literary works taught in secondary schools there.

On the other hand, this study presents the findings of a study on the reader responses of Malaysian young adults (YAs) to three written texts studied in Malaysian secondary schools: "Sing to the Dawn" by Minfong Ho, "Dear Mr. Kilmer" by Anne Schraff, and "Captain Nobody" by Dean Pitchford. The research revealed that secondary school pupils were not particularly interested in the necessary literature when it was added to the Malaysian Ministry of Education's (MOE) National Secondary English Language Study Curriculum in 2000, according to the statistics based on the article. The MOE's selection of literary resources revealed that it attempted to rekindle or develop a passion for reading and literature. A study with this aim would need to have a greater understanding of how young adult (YA) students' interface with texts and their individual reading

experiences, including their feelings, ideas, and perceptions of how they relate to, interpret, and interact with these texts. How well do Malaysian young adults (YAs) find the literature required for English-language third-cycle students in Malaysia significant to their lives? Moreover, how much do they connect to the main protagonists, underlying ideas, problems, or events in the novels? (Pages 332-333, paragraphs 1 and 2).

In this journal, there is significant evidence to prove that via these connections, young people can encounter a confidant or friend who can relate to them and sympathize with them during their moments of uncertainty. Young adult literature examines the problems unique to the young adult stage (YAL). Young adult readers should identify with YA characters and form para-social ties with them. According to the author-response theory, which also focuses on the reader and their comprehension of the literary work, the reader provides the text with sense. Readers' personal experiences are inextricably entwined with the creation and perception of the text by bringing their own physical and psychological situations into the reading experience.

The result of the research journal was based on Malaysian young adults (YAs) reader responses to three written texts of literature that were taught in secondary schools there: "Dear Mr. Kilmer" by Anne Schraff, "Captain Nobody" by Dean Pitchford, and "Sing to the Dawn" by Minfong Ho. An intentional sample of 30 Malaysian young adult students between 18 and 30 is used for the research. Before receiving the three books and a procedure outlining what was expected of them, participants were fully informed and allowed to provide their permission. In this study, the data was collected using both qualitative and quantitative techniques, including questionnaires completed by 30 Malaysian YAs,

Unit 11
Using MALL in Critical Reading

Review by Santi Sari Devi Manurung and T. Khoirunnisa. YL.

This paper contains the result of our review entitled Mobile Learning Application: Infusing Critical Thinking in The EFL Classroom, 2022 written by Noni Agustina, Ilza Mayuni, Ifan Iskandar, and Ni Made Ratmaningsih. The Publisher of the journal is Study Program of Applied Linguistics, Postgraduate Program, State University of Jakarta, Department of English Education, Faculty of Teacher Training and Education, University of Esa Unggul in Jakarta and Study program of English Language, Postgraduate Program, Education University of Ganesha in Bali. The journal publishes on April 8, 2022. With volumes 9 and No.2, ISSN P-ISSN 2355-2794 and E-ISNN 2461-0275. There are 20 pages in this journal and you can access or download the journal on this website https://doi.org/10.24815/siele.v9i2.23476.

The purpose of this research is to report the influence of the mobile learning app, 'English with Noni' It uses a mixed methods sequential explanatory strategy to introduce critical thinking teaching into students' EFL courses on critical thinking.

In an article written by Noni Agustina et al, they conducted a quasi-experiment to test the critical thinking level of 65 junior high school students in Jakarta, Indonesia, by giving a posttest that was assessed using the SOLO rubric. In

the experiment, they conducted interviews with 15 students (seven boys and eight girls) to explore their responses to using the 'English with Noni' app via mobile phone. In the article it is written in the instrument and procedure section that the writer collects data through a Post-test which consists of reading, listening, and writing referring to critical thinking questions developed by Ilyas. After that, the authors conducted data analysis using quantitative non-parametric tests or the Mann-Whitney test to determine the level of students' critical thinking between study groups with the 'English with Noni' application and without the print module because the data is not available.

The results of the Mann-Whitney test showed that the level of critical thinking students uses the 'English with Noni' application is better than learning without the application. Then after exploring student responses to the use of the app 'English with Noni', they have positive feedback on the usage of the 'English with Noni' app affects critical thinking, language skills, and sub-skills.

Based on the discussion in the article, the author explains that the "English with Noni" mobile learning program is equipped with a dictionary to help students organize ideas or express themselves if their vocabulary is limited. As a result, the authors claim that the quantitative findings show that "English with Mobile phones learns Noni more effectively than modules." While the qualitative findings show that students have a positive opinion of the use of the application 'English with Noni' because this application is easy in accessing its built-in features, such as dictionaries, teacher feedback, and student scores.

The experimental test applying the post-test was validated by two professionals with extensive knowledge of

Unit 12
Learner's Perspective on Online Extensive Reading

Review by Nisa Febriyanti Tanjung and Siti Sholikhah

This paper contains the results of our review entitled "Vietnamese EFL Learners' Perspectives on Online Extensive Reading during Emergency Remote L2 Teaching", 2022, written by Nhung Cam Nguyen. The journal's publisher is the Faculty of English, Vietnam National University Hanoi, University of Language and International Studies, Hanoi 10000, Vietnam. The journal will be published on September 15, 2022, with volumes nine and No. 3, ISSN P-ISSN 2355- 2794 and E-ISSN 2461- 0275. There are 11 pages in this journal, and you can access or download the journal on this website https://doi.org/10.24815/siele.v9i3.24849.

This review aims to explore the definition of online extensive reading and emergency distance teaching during Covid-19 and analyze whether an extensive online reading is effective during emergency L2 (second language) distance teaching from the perspective of L2 learners.

We found that Nguyen conveyed the benefits of online extensive reading for emergency remote L2 teaching during Covid-19. She also cites previous studies or research showing the benefits of extensive reading for L2 learning, written in paragraphs 3 & 4, page 1061.

From previous studies that Nguyen has described, we can conclude that the benefits of extensive reading for L2

learning are fluency and comprehension in reading, even extending to writing, grammar, and especially vocabulary. However, not much information about extensive reading has been discovered in Vietnam, so it is unknown whether online extensive reading can be useful for remote instruction during the Covid-19 pandemic.

Nhung Cam Nguyen also conveyed that the Covid-19 event at the end of 2019 changed the way that teaching was done face-to-face to online, and this presents a challenge for caregivers and students who are taught because it is difficult to adapt to new things. Online teaching and learning activities are therefore an undeniable choice.

The ability of the students, specifically their inability to focus due to being unaccustomed to remote teaching, is the obstacle encountered during distance or online education, particularly in Vietnam. Additionally, an occasionally unstable internet or network connection is a barrier to remote teaching. Additionally, keeping track of students' participation or attendance in online classes can be challenging because many students occasionally forget to turn on the camera, which prevents the teacher from knowing what their students are doing. Students may join the class but not pay attention or be engaged in another activity. Extensive reading should have some qualities, including being simple to read, covering a range of subjects, and piquing students' interests.

In this study, the authors involved 87 people, of which 14 men and 73 women are students in the economics and business department of the local university in Vietnam. This study uses data analysis which uses quantitative methods and semi-structured interviews using English and Vietnamese.

Materials the book utilized in this study's materials offers students a choice of text genres and themes while also

meeting the needs of the comprehensive reading program. A quiz is also included to assess the pupils' level of comprehension.

Data collection and analysis: A quantitative methodology was used in this study to examine the opinions of Vietnamese EFL students on in-depth reading. Participants were interviewed in semi-structured interviews to acquire information. At the participant's choice, interviews might have taken place in either English or Vietnamese. What do you think about reading extensively online? Participants are asked.

Thematic analysis approaches were used to record, transcribe, and evaluate interviews by Braun and Clarke's guidelines (2012).

Giving consent papers to participants to allow their data to be utilized in the study took up the first week of this 12-week procedure. After that, students were informed of the goals and justifications for the online comprehensive reading program. Then demonstrate the steps. To help teachers keep track of their student's participation in online extensive reading, the website tracks the number of students logged in, the number of texts read by students, and the total time spent reading each text from weeks 2 through 11. Students also attend class to discuss the reading they did the previous week. And at week 12, 20 of 87 students were invited to a semi-structured interview about their online extensive reading experience.

The study's findings are summarized in a semi-structured report by interview, and all of the participants state that they all have positive perspectives on studying online intensive courses, which is consistent with earlier research on studying online intensive courses (Arnold, 2009; Bui & Macalister, 2021; Cote & Milliner, 2015; Zhou & Hari, 2021).

Unit 13
Questioning Strategy in Reading Comprehension

Review by Maulida and Najah Athirah

This paper contains the results of our review entitled "Use of Questioning Strategy to Facilitate Students' Reading Comprehension in Taiwan", 2019 written by Ike Irawati. The publisher of the journal is the Study Program of Management, Economy Faculty, University of Krisnadwipayana, in Bekasi, Indonesia. The journal was published on September 30, 2019. With volumes 9 and No. 2, ISSN P-ISSN 2088-1657 and E-ISSN 2502-6615. There are 14 pages in this journal and you can access or download the journal on this website https://e-journal.iain-palangkaraya.ac.id/index.php/jefl.

The purpose of this review is to know how the definition of reading and questioning strategy, explores the definition of miscue analysis, and analyze whether the questioning strategy using miscue analysis is effective for use and helps students in overcoming the reading problem.

We discovered that Ike Irawati effectively conveyed that a skilled reader always employs particular reading techniques. To understand it, they will read the passage in its entirety rather than word by word. She also cited definitions of reading from experts, such as Goodman, Watson, and Burke, who stated that reading not only builds meaning but also voiced text (paragraph 1, page 218; this means that the reader must comprehend meaning when reading in addition to just reading symbols or letters to reach the level of understanding).

Additionally, Ike Irewati cites Klinger, Vaugh, and Boardman's definition of reading, which claims that reading is an interaction between readers and text. Readers and text should communicate effectively with one another. Some reading tactics, including summarizing, making inquiries, skimming, and other frequently used techniques, are intended to promote good interactions and communication between what is printed in the text and readers' understanding (paragraph 1 page 218).

Ike Irawati also discussed the use of questioning as one of the many strategies a teacher can employ to guide and assist students in understanding the text. Additionally, he cited definitions from experts, such as that Macalister, who claimed that the questioning strategy can be employed with students who have reading difficulties. This implies that it is a crucial component of helping kids learn and increasing their enthusiasm. Ike Irawati also mentions Alverman and Phelps, who state that the most popular strategy for enhancing students' comprehension of what they have read is to question them about what material they have read.

All of the definitions that have been provided have led us to believe that Ike Irawati tried to define reading from a particular angle. One viewpoint, communication, seems to define reading as a relationship between readers and the text. Readers and text should communicate effectively with one another. According to Klinger, Yaugh, and Boardman, the notion of effective interaction and communication between what is printed in the text and readers' comprehension includes summarizing, asking questions, skimming, and other frequently used reading techniques. According to us, the use of such perspectives has represented the intent of the many definitions used by Ike Irawati because the delivery of the

definition contained in this journal is too many quotes from the exact experts of the same core of the definition so it makes the reader a little bored to read it. Ike Irawati also delivered the results of previous similar research results on how questioning strategy is effectively used for students but unfortunately, the author uses the results of research from about 7 years ago, this means the research is not necessarily relevant or suitable for the present.

Regarding Miscue's analysis, we can see that Ike Irawati was found guilty. Miscue analysis is a task that requires pupils to read literature to identify their reading difficulties. Additionally, Ike Irawati cited a statement by Goodman, Burke, and Sherman that stated that Miscue analysis serves to inform readers about the reading process in addition to demonstrating the reader's disengagement. When their reading is in the analysis, students will mark which section becomes their reading error to identify the issue.

Miscue analysis not only gives teachers a wealth of comprehensive information on their student's reading abilities, but it also aids them in planning their reading programs and determining how to use their method. Ike Irawati shared the viewpoints of Goodman, Burke, and Sherman regarding the division of the Miscue analysis into three parts. The word relationships, phrases, and sentences that are densely packed in a text try to compensate for the Semantic/Pragmatic Cueing System, which is the first component. The text's syntax, or the second component, is called the Syntax Cueing System. Additionally, the text's phonological, orthographic, and phonic elements make up the third component of the Graph phonic Cueing System.

Using the definitions provided by the author, we concluded that miscue analysis can help identify areas where

Unit 14
Development of Teaching in Reading Comprehension

Review by Dwi Fatimah and Winda Aulia

This article contains the results of our review of the journal "EFL Teachers' Practices While Teaching Reading Comprehension in Jordan: Teacher Development Implications", 2019, written by Naima Al Husban. The purpose of this review is to identify the strategies and constraints of EFL teachers in the process of teaching reading comprehension in Jordan, as well as to observe the insights of EFL teachers on teaching theory and practice with effective strategies.

EFL learning in Jordan faces obstacles in understanding reading texts. Jordanian students in primary grades were unable to read English due to the teacher's lack of understanding of teaching strategies which then became ineffective but were still used when teaching reading texts. This reveals the importance of thoroughly studying teachers' daily practices, highlighting their weaknesses, and designing training programs.

The teacher has an important role in the reading process by creating an appropriate atmosphere for reading that involves students' roles in reading, then requires the teacher to apply effective teaching methods by incorporating several research-based instructional strategies that can encourage reader reasoning, such as previewing, asking questions, taking notes. , and do an evaluation. It explains the reasons why reading comprehension instruction is considered

a key competency for every teacher. Teachers must also direct a great deal of effort into reading comprehension instruction and learning research-based instructional strategies, such as predictions and retrieving prior knowledge to engage learners with information in texts.

This reveals the importance of teacher familiarity with reading instructional strategies and applying them in the classroom. And as for some of the obstacles experienced by teachers when teaching reading comprehension to students. due to limited resources and required training related to teaching methods of reading comprehension. therefore, most teachers follow a teacher-centered approach and a translation grammar approach.

Based on the articles we reviewed, data were collected over four weeks using both qualitative and quantitative techniques. Three questions have been answered by several EFL Jordan teachers, and semi-structured interviews were conducted with ten EFL Jordan teachers.

The researcher conducted semi-structured interviews with ten sample participants as the subject of observation which concentrated on how the participants used reading comprehension practices and strategies. EFL teachers stated slightly different implementations and strategies than they used when teaching reading comprehension all teachers tended to state lesson objectives and introduce topics. And some of them also bring up prior knowledge, ask and answer questions, present grammatical rules and explain new words needed to help students understand the text. this practice is consistent with data collected through observation, e.g. focusing on factual questions, and explaining new words and structures.

Data collection was carried out for four weeks by visiting the schools that were the target of the research. The participants in the study were thirty Jordanian EFL teachers. from thirty teachers, ten elf teachers were taken to be interviewed and observed by researchers. the purpose of this identification is to observe the extent of the teachers' insight and understanding regarding effective strategies for teaching English as a foreign language.

We found that when researchers conduct practical observations of EFL teachers when teaching reading comprehension with the media of two research tools to make comparisons and see whether teachers understand their practice and how to apply it in a meaningful way, it is necessary to test the correctness of all data collected as a way to test the reliability of the data.

Based on the results of a semi-interview conducted by the researcher with the EFL group. We find some questions that have been answered by the teacher namely:

1. Is structured observation useful in research to focus on what EFL teachers do while teaching reading comprehension?
   ("Yes, because structured observation allows researchers to generate numerical data such as frequencies and percent's, assisting in comparing things and situations and formulating frequencies, patterns, and conclusions and interpretations").

2. How do teachers apply the strategies during the post-teaching stage of reading comprehension?
   ("Most teachers ask students to guess the meaning of new words, identify word forms, read aloud, and answer questions after reading").

3. How do EFL teachers implement reading comprehension?

Unit 15
Teacher's Assessment of Literacy

Review by Rahma Yani and Tara Arini

This article presents the findings of our review of the 2020 paper by Roghibatul Luthfiyyah, Iin Wariin Basyari, and Dwiniasih, titled ELF Secondary Teachers Assessment Literacy Assessment Conceptions and Practices. English Education Department, Faculty of Teacher Training and Education, University of Swadaya Gunung Jati Cirebon, West Java, Indonesia, as well as the Elementary School Teacher Department, Faculty of Teacher Training and Education, University of Swadaya Gunung Jati Cirebon, West Java, Indonesia, are the journals' publishers. On September 28, 2020, the journal will be published, with volumes 10 and No. 2, ISSNs P-2088-1657 and E-2502-6615, respectively. This 20-page journal is available online at https://e-journal.iain-palangkaraya.ac.id/index.php/jefl, where you may also download it.

This review aims to learn how to define assessment literacy, explore the definition of EFL secondary teachers, implement assessment literacy, concepts of teacher assessment, and challenges of assessment practices. We discovered that the three authors attempted to literate Elf's middle school teacher assessment and conceptualize and apply it to student assessment. Teachers with sufficient literacy understand what and how to give valuation and problems that might occur and how to finish it. They also cite several expert

definitions of Assessment literacy, including Bijsterbosch et al, Cheng & Fox's understanding that an assessment has been widely acknowledged as a deep mark in the process of learning and teaching (paragraph 1 page 403). Besides that, they quote the definition of DeLuca, Klinger, and Lam, who state that it is not surprising that assessment or giving an assessment is an important role in a class. Scholars said that teachers spend a quarter to a half of their professional time simply observing or monitoring student achievement of their learning outcomes. Teachers must have or even have to master assessment literacy (paragraph 1 on page 403).

We discovered that Stiggins (1991) coined the term literacy assessment over two decades ago for general education and conveys seven specific elements that teachers require in literacy assessment: Selecting an assessment method that is appropriate for the learning objectives, Developing appropriate assessment methods, Using assessment results to make decisions about students' ability levels, Improving the quality of teaching, Evaluating the quality of the curriculum, Improving the quality of schools, Collecting scores and interpreting the data.

The questionnaires that have been made to determine the level of teacher assessment literacy have been distributed to determine the level of Elf's middle school teachers' assessment literacy, and the average Elf's middle school teachers' assessment literacy was moderate to low.

The participants ignored several ethical, illegal, and unfair assessment methods when using assessment results to improve the quality of student learning and teacher teaching. Three teachers with varying levels of assessment literacy agreed to participate in semi-structured interviews to answer the second research question. The interviews were focused on

Unit 16
Critical Thinking Skill for Teaching Model

Review by Aulia Yunus and Ayumi Seftina

This paper contains the results of our review entitle "Horay and Critical Thinking Skills: The Effective Teaching Model for Students' Grammar Competence in Remote EFL Classrooms". This journal returns by Mukminatus Zuhriyah and Maskhurin Fajarina. The journal is a journal on English as a foreign language. Publisher by English Language Education Department, Faculty of Education, University of Hasyim Asy'ari Tebuireng, Jombang. Date of publisher journal 5th September 2021. The volume 2021, vol 11, No. 2, 297-317. The pages of journal are 20 pages, from pages 297-317, ISSN of this journal are P-ISSN 2088-1657 and E-ISSN 2502-6615. We can access or download this journal on this website http://e-journal.iainpalangkaray.ac.id/index.php/jefl. The purpose of this review is to know the effective teaching model for students and to analyze how important the effective model is for students in the classrooms.

We took note of Subasini and Kokilavani's (2013) statement that the structural foundation of our capacity for expression is grammar. Grammar is a necessary part of learning English (Section 1, p. 298). According to Effendi Et Al (2017), who claim that language learners to become proficient in the target language to be able to know the target language well. Indeed, grammar is crucial for all aspects of learning the English language. If readers of English-language literature are

to fully comprehend the text's substance, they must be able to grasp grammar. Additionally, they must employ grammar when speaking for others to understand what they are saying (Section 2 p. 298).

Alvarez (2017) contends that to develop their speaking abilities, students must understand grammar. In addition, learning to listen is easier when students already understand the grammar. Finally, to create effective and confusing English texts, writers need to express their thoughts using correct grammar. Poor grammar can result in less valid text.

In this remote classroom, teachers had to be as creative as possible to keep lessons interesting and not monotonous. Therefore, in the experimental classes in this study, researchers taught grammar via Google Meet videoconferencing and applied an hourly course supervision model. The CRH model is a student-centered educational model. It is part of collaborative learning, where students participate in discussion groups during the teaching and learning process.

Saptran et al. (2019) understand how CRH is a learning model that creates a fun and enjoyable learning environment. At the same time, this CRH model tests the student's understanding of the material being studied by asking them to answer questions posed by the teacher. We also present the procedure for the CRH model as follows. It begins with an explanation of the material by the instructor.

The teacher then divides the students into different groups. Each group is then given a few numbered cards. Then the teacher asks questions and the group answers the questions on the given cards. After the answers are written on the cards, the group returns the cards to the teacher. The teacher then checks the correct and incorrect answers. If the

Unit 17
Metacognitive Strategies in Academic Reading

Review by Namira Syaharani and Balqis Qanita Harahap

In this paper, we are going to review the article entitled "Male and Female Indonesian EFL Undergraduate students' Metacognitive Strategies in Academics Reading: Planning, Monitoring and Evaluation Strategy". This article returns by Erina Andriani and Concilianus Laos Mbato. And this article is from a journal on English as a foreign language. This article was published by Program in English Education, University of Sanata Dharma, Yogyakarta Indonesia. Date of publisher journal 5th September 2021. The volume and no. of the article is volume 11, and No. 2, 275-296. The pages of article are 21 pages, from pages 275-296. ISSN of this article is p-ISSN 2088-1657 and e-ISSN 2502-6615. You can access or download this journal from http://e-journal.iain-palangkaray.ac.id/index.php/jefl. This review aims to know the definition of metacognitive strategy and to analyze how important metacognitive strategies are used in students.

We found that Rahman (2020) conveys a definition of a metacognitive strategy, in the article "Male and Female Indonesian EFL Undergraduate Students' Metacognitive Strategies in Academics Reading: Planning, Monitoring and Evaluation Strategy", the definition is metacognitive strategies are strategies used to monitor and manage student learning processed (paragraph 2, page 276). We also found that Thuy

(2020) conveys three subdivisions of metacognitive strategies, are:

1. Planning strategy is the preparation done before reading;
2. Monitoring strategy is monitoring that keeps students focused and engaged in reading and understanding the passage;
3. Evaluation strategy is the process of reading to interpret new information (paragraph 2, page 276).

Simaki et al. (2016) said students' language learning is affected by various factors, such as learning styles, learning attitudes, and gender. The student's gender influences their language learning, as they tend to -have different linguistic styles. It also influences the attitude toward language learning. Gender differences are prominent in their learning (paragraph 3, page 277).

We found that Cf. Creswell (2012) though the gender aspect is essential in language learning, a gap remained as to the best of researchers' knowledge, only a few highlighted the influence of gender in the metacognitive reading strategy used by Indonesian students (paragraph 3, page 278).

Therefore, researchers aimed to fill in the gap regarding the metacognitive reading strategy used in gender perspective by conducting a study on the implementation of metacognitive reading strategies for their undergraduate thesis completion by male and female undergraduate students at a private university in Yogyakarta, Indonesia.

The research question is as follows, "How did male and female ELESP students implement metacognitive strategies in the academic reading for the completion of their undergraduate theses?" This study can help teachers to promote metacognitive reading strategies in their teaching

Unit 18
Reading Theories and Comprehension

Review by Eby Delyani Sitompul and
Maisyaroh Hasibuan

This article contains the results of our review of the article "Reading Theories and Reading Comprehension". The article was written by Maria Novary fog at the Department of English Education Publisher at the University of Palangkaraya, Indonesia. This article was published on March 2015, volume 5 and issue 1. The purpose of this review is to find out what is meant by a PBL learning model that can help students think critically, and how to implement it for students.

After reading the PBL definition from this journal, the first thing we should discuss is the nature of reading, which is found on page 1. Nature reading is a tremendously complicated process that no one has ever been able to adequately describe. Those who are interested in reading have access to a variety of sources that are provided by the psychology schools of behaviorism and cognitivism. In connection with this, one quality of outstanding readers is Partial because it relates to specific features (such as perceptual or cognitive), stages (starting or advanced reading), or mode (reading oral or silent). They didn't try to explain every step of the reading process. There isn't currently a model that can be referred to as the most popular. How to manage their time effectively so that they can finish the assignment on time. Following that,

students turn in their project assignments to the instructor for review.

There are three classifications for models: bottom-top, top-bottom, and interactive (Harris & Sipay, 1984: 6). What follows is a discussion of the three models (first paragraph, page 1). Bottom-up approach. Reading is essentially seen as a process of translation, decoding, or coding in the bottom-up paradigm of reading. Here, when the reader concentrates on the larger letters or units, he starts to guess the words they are spelling. precise word identification Were the words recognized; they were translated into inner speech from which the reader takes meaning in the same manner he hears. Reading comprehension is said to follow naturally from correct word recognition in this process. These theories' adherents contend that reading is fundamentally the conversion of graphic symbols into a rough equivalent of spoken language. These models were influenced by structural linguistics and behaviorist psychology, making them mostly ideal for beginning readers.

Top-down approach. According to the top-down reading paradigm, the reader's cognitive and linguistic abilities are crucial for deriving meaning from the written content. The majority of these models are based on psycholinguistic theory or ideas that propose a connection between language and thinking. According to Goodman (1967), reading is a process that uses accessible linguistic signals that are chosen from perceptual information depending on the reader's predictions. A reader's preliminary interpretations of the material are verified, rejected, or adjusted as more information is digested. The top-down paradigm exclusively employs graphical data to confirm or deny meaning-related claims. This means that knowledge in this situation is gained utilizing only the

Unit 19
Strategy of Foreign Language Reading in EFL

Review by Azura Fazira and Winda Khofifah

This article contains the result of our review entitled "Foreign Language Reading Strategy Use of Intermediate Level Adult Turkish EFL Learners" (2017) written by Fatma Aydin and Ozgur Yildirim. The publisher of this journal is Anadolu University School of Foreign Languages, Eskisehir, Turkey, and Anadolu University Faculty of Education, Eskisehir, Turkey. The journal was published on September 30, 2017, with volumes 7 and no. 2, ISSN P-ISSN 2088-1657 and E-ISNN 2502-6615. 24 pages of this journal can be accessed or download from http://e-journal.iain.palangkaraya.ac.id/index.php/jefl.

This study aimed to investigate the foreign language reading strategies used by a group of middle-level adult Turkish ELF students. The main instrument of this study was a reading strategy survey consisting of 30 items with three sub-scales: global or metacognitive reading strategies, problem-solving or cognitive reading strategies, and supporting reading strategies.

The results showed that middle-level adult Turkish EFL learners show moderate overall use of reading strategies; the problem-solving strategies were the most preferred, followed by a global reading strategy and an additional reading strategy.

Grabe and Stoller (2002) list the goals of reading as simple information seeking, speed reading, learning from texts, integrating information, reading to write or find information

needed to write, reading to criticize, and reading for general understanding.

This survey aimed to gather information on various strategies students use when they read school-related materials in English, such as reading textbooks for homework or exams and reading journal articles. Based on the items in SORS, three open-ended questions for global reading strategies, two for problem-solving, and four for supporting reading strategies were asked during the interviews.

Based on the items in SORS, in conducting the interview method, three open-ended questions for global reading strategies, two for problem-solving, and four for supporting reading strategies were asked during the interview. It can be seen that the problem-solving strategy is the most preferred choice, followed by the global reading strategy and the support reading strategy.

One-way ANOVA with repeated measures was performed to compare the average scores of Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), and Supplementary Reading Strategies (SUPP) to find out whether the participants' awareness of the subcategories of reading strategies differed significantly from each other. Another finding of this study concerning the use of reading strategies is that problem-solving strategies were the most preferred strategy by middle-level adult Turkish EFL learners, followed by global reading strategy and supplementary reading strategies.

However, regarding supporting reading strategies, it is worth mentioning that research comparing native English speakers and ESL/EFL learners in terms of using reading strategy, shows that ESL/EFL learners use supplementary

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The Authors

Pardamean
Bulu Sonik, March 6th, 2001
What you need to do is believe you have to believe it.

T. Khoirunnisa. YL
Tanjungbalai, April 1st, 2002
Be knowledgeable and don't be stupid!

Fadlah Putri Sabila
Lumut, August 17th, 2003
Do your best at every opportunity that you have.

Siti Sholikhah
Berastagi, April 9th, 2003
Wake up! The world not following your sleeping time.

Sania Oktavia Nasution
Medan, October 13rd, 2003
The difficulties you are experiencing now are the process towards happiness in the future.

Maisyaroh Hasibuan
Kotapinang, September 5th, 2003
Better to make mistakes than fake perfection.

Tiara Dwi Lestari
Medan, September 11th, 2002
Don't be quick to put hope in someone, because that hope will make you hurt!!

Arya Wiranda
Medan, May 14th, 2002
Be yourself and true with yourself.

Yulia Hidayat
Bandar Setia, July 14th, 2003
To live, is an act of courage.

Syahwan Hamdany Harahap
Paya Ombur, October 9th, 2002
Do not depend on good motivator! Find your words of self-motivation) ~ Sampuraga.

Winda Aulia
Silau Laut, November 3rd, 2003
Never curse yourself with bad words, always say good things and God will grant it.

Sabila Kamalia
Kutacane, Oktober 31st, 2003
Success is daring to act and have principles.

Qorri Fadhilah
Medan, October 19th, 2000
Don't make your presence and absence make no difference.

Novi Yanti
Darul Amin, November 8th, 2003
Only you can change your life, no one else can do it for you.

Dinda Gustiana
Dolok Masango, August 8th, 2003
You are doing the best you can and it is making a difference even if you don't see it yet. Trust your progress!

Miftahul Jannah
Klambir Lima, June 28th, 2003
Life is like riding a bicycle, to keep your balance, you must keep moving.

Dimas
Medan, January 10th, 2004
Water and ground connect things, life and death.

Siti Irna Fadillah
Bangun Rejo, May 10th, 2002
You have to love yourself.

Rahmi Pitriyani
Lawe Sigala Barat Jaya, November 27th, 2003
Don't worry too much about what other people think of you.
Just focus on your goal and be diligent in worship.

Nurmaulisa Tanjung
Teluk Roban, June 1st, 2002
You are a great fighter, don't forget to appreciate yourself.

Najwa Alzuhda Sitorus
Medan, November 19th, 2003
I suggest that you become obsessed about the things you want;
otherwise, you are going to spend a lifetime being obsessed with
making up excuses as to why you didn't get the life you wanted.

Dwi Fatimah
Bina Karsa, March 27th, 2002
If your silence is wise, then be silent! If your silence is stepped
on, then speak so that no one will step on and belittle you!

Asmaul Husna
Labusel, June 1st, 2003
Life is a question and how we live it is our answer.

Najah Athirah
Medan, April 28th, 2003
Be realistic in everything except in prayer. Ask the impossible!

Ramadhan Solin
Rimo, November 8th, 2001
If you can't stand the tiredness of studying, then you have to put up with the pain of stupidity.

Rahma Yani
Pahang, September 27th, 2003
Enjoy your life process.

Alvindi
Payakumbuh, September 16th, 2002
You don't have to be great to start, but you have to start to be great.

Balqis Qonita Harahap
Panompua Julu, June 20th, 2003
*Don't worry too much about today's exam,
Just go through it in peace. God is always there to help. Don't make the test a distance for us far from Allah, instead make the test as a reinforcement for our rope to be closer to Him.*

Maulida
Tanjung Balai, June 2nd, 2003
If you can't be good, at least don't be bad.

Tara Arini
Medan, June 29th, 2003
You deserve happiness not tears.

Thareq Ahmad Al-Qawwiy
Tanjung Pura, February 17th, 2004
Do not stop learning a new thing until your last breath.

Namira Syaharani
Pematangsiantar, January 1st, 2003
Never stop try on before you get it.

Eby Delyani Sitompul
Sibolga, June 13rd, 2003
Live your life, don't overthink.

Santi Sari Devi Manurung
Sei Merbau, March 1st, 2003
Believe in yourself and all abilities no matter how small ~Kim Namjoon.

Azura Fazira
Batu Gadang, September 1st, 2002
Be you, be unique, be crazy. You're beautiful.

Aulia Yunus
Medan, October 21st, 2003
Take risks, dream bigger, and expect big.

Ayumi Seftina
Medan, September 9th, 2003
Learn as if you will live forever, live like you will die tomorrow.

Winda Khofifah
Pintu Padang Julu, May 26th, 2003
Anyone can be anything.

Nisa Febriyanti Tanjung
Medan, February 12th, 2003
There is no failure, only too quick to stop giving up. Whatever happens, don't give up as long as you are able to try again. The ending is never there until the person stops trying again.

DEVELOP
READING SKILL

Extensive reading is a way for a student to learn English. It will expose students to vocabulary and how, when, and why to use it. Doing extensive reading will develop students' reading skills.

This book will show you an example of extensive reading. The profound and detailed critical review serves easy to understand, so you will know what extensive reading looks-like. Happy reading!

Arya Wiranda, dkk.

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