"EXPLORING THE EIGHTH GRADE EFL STUDENTS' READING ENGAGEMENT: A CASE STUDY"

THESIS

FITA RAHMAWATI

130210401094

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH PROGRAM DEPARTMENT

JEMBER UNIVERSITY

2020

"EXPLORING THE EIGHTH GRADE EFL STUDENTS' READING ENGAGEMENT: A CASE STUDY"

THESIS

Presented as Partial Fulfillment to the Requirement to Obtain the Degree of S1 of the
English Language Education Study Program, Language and Arts Education Department,
the Faculty of Teacher Training and Education, Jember University

FITA RAHMAWATI

130210401094

FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH PROGRAM DEPARTMENT
JEMBER UNIVERSITY
2020

i

DEDICATIONS

This thesis is respectfully dedicated to:

1. My beloved mother, Mulyanah

2. My dearest father, Kamim Anwar

3. My sister, Nur Imamah

4. My brother, Ahmad Irmawanto

5. My best friends, Eva Andriani and Annisa Yami' Ulfa. Thanks for your great
*   efforts, supports and prayers.*
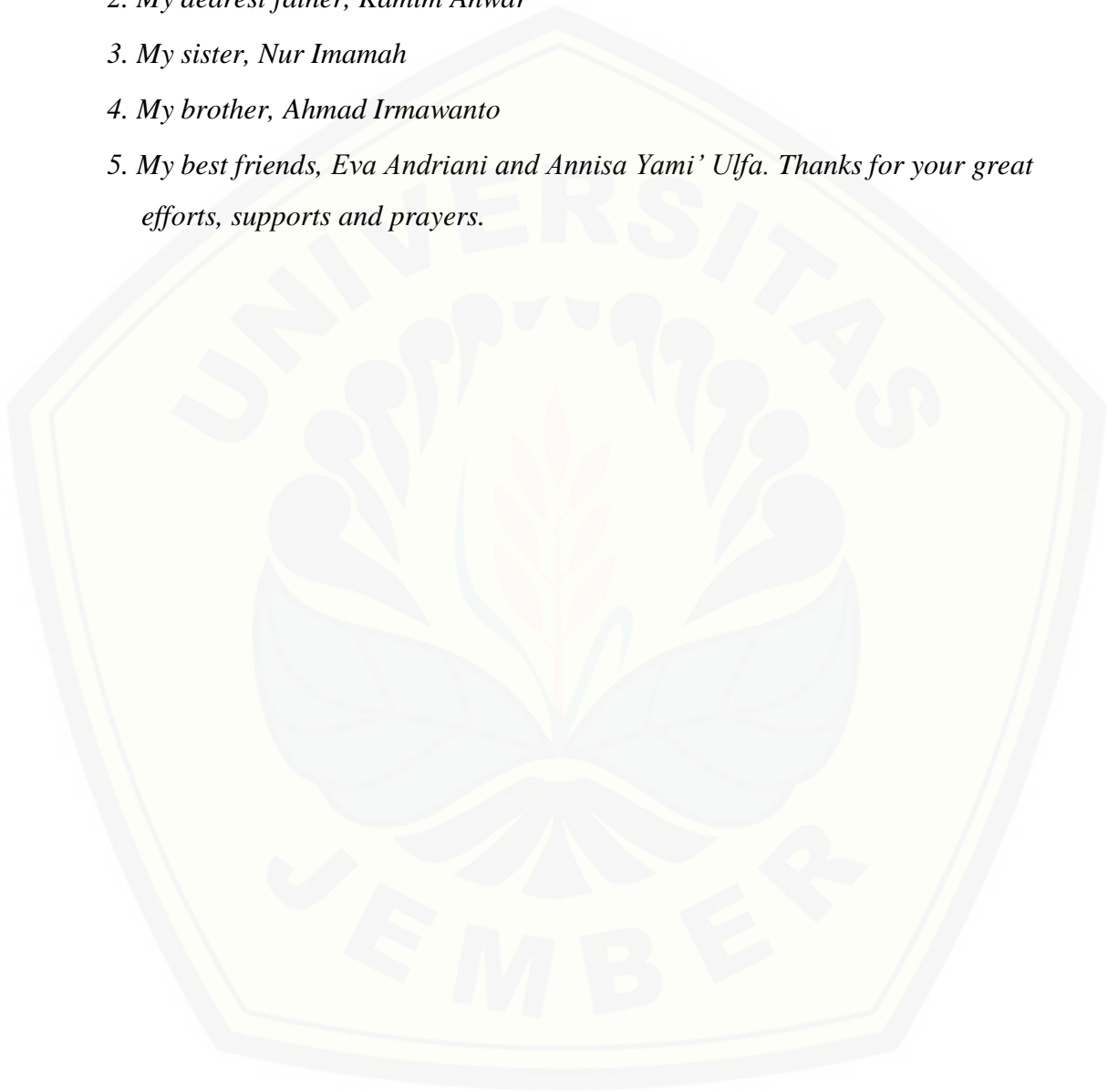
MOTTO

"It is never too late to be what you might have been"

George Eliot

Retrieved from:

https://www.brainyquote.com/quotes/george_eliot_161679 [10th of August, 2020]

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in a part, to qualify from any other academic award, ethics procedures and guideline of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g Cancellation of my academic award. In addition, I hereby grant to the University of Jember the right to achieve and produce and communicate to the public my thesis or project in whole or in a part in the University/Faculty Library in all forms of media, now, or here after known.

Jember, 18th August 2020
The Writer

Fita Rahmawati
130210401094

iv

CONSULTANTS' APPROVAL

"EXPLORING THE EIGHT GRADE EFL
STUDENTS' READING ENGAGEMENT: A CASE STUDY"

THESIS

Composed to fulfill one of the requirements to obtain the Degree of S1 at the

English Education Study Program, Language and Arts Education Department,

Faculty of Teacher Training and Education, Jember University

By:

Name : **Fita Rahmawati**

Identification Number : **130210401094**

Level : **2013**

Place and Date of Birth : **Banyuwangi, July 24th 1995**

Department : **Language and Arts**

Study Program : **English Education**

Approved by:

Consultant 1   Consultant 2

Drs. Bambang Arya Wija Putra, Ph.D.   Drs. Sugeng Ariyanto, M.A.
NIP. 19601231 198802 1 002   NIP. 19590412 198702 1 001

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled "Exploring the Eighth Grade EFL Students' Reading Engagement: A Case Study" is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Tuesday

Date : 18th August, 2020

Place : Faculty of Teacher Training and Education

The Examiners Team

The Chairperson   The Secretary

Drs. Bambang Arya Wija Putra, Ph.D.   Drs. Sugeng Ariyanto, M.A.
NIP. 19601231 198802 1 002   NIP. 19590412 198702 1 001

The Members,

1. Dra. Siti Sundari, M.A.   1.
   NIP. 19581216 198802 2 001

2. Drs. I Putu Sukmaantara, M.Ed.   2.
   NIP. 19640424 199002 1 003

The Dean,
Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D.
NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First and foremost, I praise to Allah SWT for blessing me and giving me strength, so I can finish writing my thesis entitled "**Exploring the Eighth Grade EFL Students' Reading Engagement: A Case Study**".

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
4. My first and my second consultant, Drs. Bambang Arya Wija Putra, Ph.D, and Drs. Sugeng Ariyanto, M.A. for spending your time and giving corrections, suggestions and many ideas to make my thesis better.
5. My academic supervisor, Areta Puspa S.Pd., M.Pd.
6. All the lecturers of the English Education Program who have taught me to be who I am now.
7. The Principal, the English teacher, and the students at MTsN 5 Arjasa Jember who helped and participated willingly in this research.

Finally, I hope this thesis will be a useful contribution for the sake of the improvement of English teaching, especially teaching in reading. Any criticism and suggestion would be really appreciated.

The Writer,

Fita Rahmawati

TABLE OF CONTENTS

x

THE LIST OF APPENDICES

SUMMARY

Exploring the Eighth Grade EFL Students' Reading Engagement: **A Case Study**; Fita Rahmawati, 130210401094; 2020; English Language Study Program; Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.
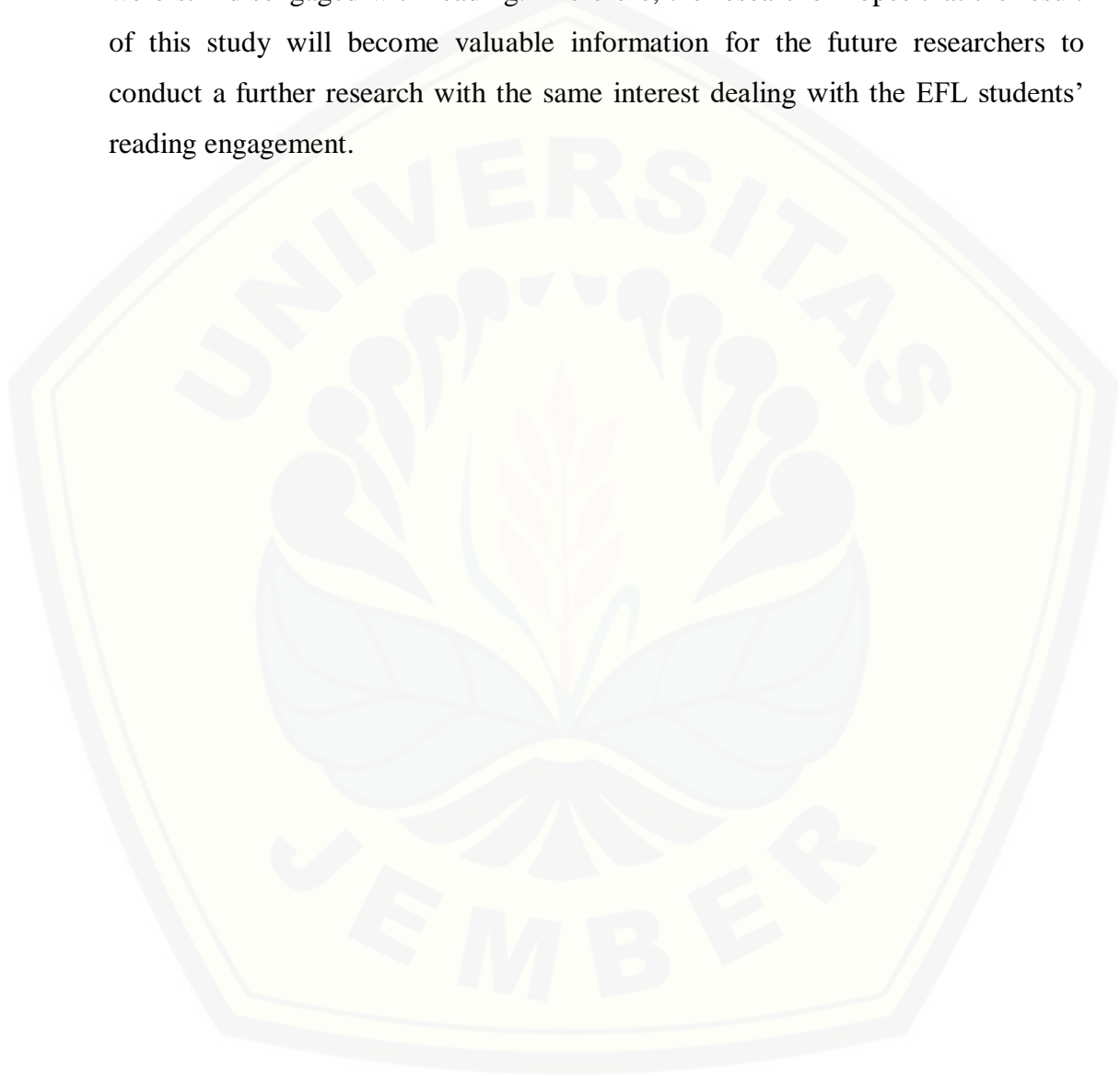

English is used as a cumpolsory subject in every level of education, both in teaching as a second language or as a foreign language. There are four skills that have to be considered in learning English, which are reading, listening, speaking and writing. From all those four skills, reading is become the most important skills that have to be mastered. The reader can be classified as a succesful reader if they can engaged with reading. As a foreign language, English has its own difficulties for the students. They do not use English as a tool for daily communication and only taught at school. Therefore, based on the preliminary study it was known that the students were lack of vocabulary ability and do not have a good knowledge and proficiency in English.

Based on the problem above, the researcher was interested in conducting a descriptive study on the EFL students' reading engagement. The population of this research was the eighth grade students at MTsN 5 Arjasa Jember 2019/2020 academic year. Because this research used a qualitative approach, the researcher focused on obtaining a small set of high qality in-depth interview. Two students from class 8 B were chosen randomly by the teacher to be the participants of this research. To get the data, the researcher used observation and semi-structured interview as the data collection methods.

There were three aspects of reading engagement that had to be considered in the research result, they were motivation, strategies, and conceptual knowledge. In the motivation aspect, it was found that the participants are unmotivated to read. Besides, the motivation of the participants only come from external factor or as known as extrinsic motivation. In the reading strategies aspect, it was found that the participants did not use many kinds of reading strategy. Moreover, only one participant who used reading strategies. Meanwhile, for the aspect of conceptual knowledge it was known that the students' conceptual knowledge still

unbuild yet. This argument was supported by the result of the interview which found that the participants still focused on the small aspect of reading such as find the meaning of the words they read.

In conclusion, this research indicated that the eighth grade EFL students were still disengaged with reading. Therefore, the researcher hopes that the result of this study will become valuable information for the future researchers to conduct a further research with the same interest dealing with the EFL students' reading engagement.

CHAPTER I. INTRODUCTION

This chapter presents the background of the research, the research question, the research objective, and the contributions of the research.

1.1 The Background of the Research

English becomes one of the most studied languages in the world (Crystal, 2003a). For example in many countries, English is used as a compulsory subject in every level of education, both in teaching as a second language or as a foreign language. There are approximately 750 million world citizens who are learning English as a foreign language (Crystal 2003a; Nettle & Romanie 2000; McKey & Bokhorst-Heng 2008). In Indonesia, English is taught as a foreign language and only used on several occasions such as academic places, foreign offices and some particular events such as in international seminars and conferences. At school, English is taught from primary school (from grade 4 or 5) until university and in junior high school, English is a compulsory subject taught twice a week.

As a foreign language, English is the center of attention for the learners, especially in reading skills. Zoghi, Mustapha, Rizan & Maasum (2010) stated that reading has been the main language skill learned over the past forty years. This significance has made reading become an important issue in educational policy and practice for English language learners. Reading as the most important skill can be described as a transactional process between the reader and the text. The reader can be classified as a successful reader if they can engage with reading as a transactional process. Guthrie and the NRRC or the National Reading Research Center defined engaged reader as a reader who can apply reading strategies for comprehension and conceptual knowledge, motivated to learn and active to participate in a reading activity (Guthrie & Wigfield, 2000).

Reading engagement plays an important role in the readers' performance and participation in reading tasks (Morgan & Fuchs, 2007). Although cultivating engaged readers is a goal for every junior high school teacher, it is not an instantaneous process for EFL learners to become engaged. There are some obstacles faced by both teachers and students. Based on the preliminary study

1

conducted at MTsN 5 Arjasa Jember for gaining some information about the students' English learning process by doing the interview with the English teacher, it was found that the students got difficulties in learning English, especially in reading materials. The teacher explained the reason why the students were hard to learn English was that they were lack of vocabulary ability. Considering that English is taught as a foreign language, it certainly made the problem clear. As a foreign language, English is not used as a tool for daily communication and it is only taught at schools. As a result, the students do not have good knowledge and proficiency in English. In addition, the teacher also had some obstacles in the teaching process. Supporting facilities, such as language laboratories which are useful for supporting learning media, were very limited. As a result, the teacher had very limited options in developing their teaching methods. However, reading is the material that has to be mastered by the students because English is a compulsory subject and will be tested in the national examination. Based on that issue, there was a need for the researcher to closely examine the EFL students' reading engagement.

In recent years, some researchers have given more attention to reading engagement (Guthrie, Wigfield, & Klauda, 2012). Considering the important role of reading engagement as a way to facilitate the student's reading achievement, there were only a few studies which were conducted on this topic (Protacio, 2007; Arzubiaga, Rueda, & Monzo, 2002; Ivey and Broaddus, 2007; Sturtevant and Kim, 2010). However, all of those studies only investigated ESL students and native English learners. None of them did an investigation on EFL students or students who learned English as a foreign language. To fill in this gap, the researcher conducted a qualitative study to provide a more complete picture of the eighth grade EFL students' reading engagement at MTsN 5 Arjasa Jember.

1.2 The Research Question

Based on the research background above, the research question is formulated as follow:

1. How is the reading engagement of the eighth grade EFL students?

1.3 The Objective of the Research

Based on the research background above, the research objective is as follow:

1. To describe the eighth grade EFL students' reading engagement at MTsN 5 Arjasa Jember.

1.4 The Contribution of the Research

The result of this research is expected to give an empirical contribution, practical contribution, and theoretical contribution as follows:

1.4.1 Empirical contribution

The results of this research are expected to give an empirical contribution to the other researchers to conduct a further research with the same interest dealing with the EFL students' reading engagement at different schools or at different levels.

1.4.2 Practical contribution

Practically, this research is expected to be useful for the English teachers as a source of information to know about their students' reading engagement. Besides, the teacher can use this information as basic data to determine some strategies that might be used in their teaching and learning process for the future.

1.4.3 Theoretical Contribution

Theoretically, the result of this research can help the readers to enrich the theory about reading engagement. Also, the result of this research can help other researchers as a reference to conduct a further research dealing with exploring EFL students' reading engagement with the same or different research design.

CHAPTER II. LITERATURE REVIEW

This chapter is intended to discuss the theories dealing with research. Those are the theories dealing with reading engagement on the EFL students and the research of previous studies. The complete explanation is described as follows.

2.1 English as the Target Language in EFL Context

The request for English learning has risen along with the popularity of English as an international language. Many world citizens use English as their communication tool with people from different countries. Crystal (1997) stated that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. This statement has proven that English is now globally utilized and supported by the fact that approximately 380 million people speak in English as an international language.

In Indonesia, English is taught and learn as a foreign language. It means that teaching and learning English occurs only in the school or academic stuff and not using it as a daily language. Berns (1990) defined foreign language learning is learning a target language in a country that does not use this language as their daily communication. As a foreign language learning context, there are few opportunities for the learners to employ English outside the classroom because the language is not used as the main device of communication among them. There are some cases happened when the target language is used outside the classroom, the communication among the students can not run smoothly because the English ability of each student is different. That is why the target language is rarely used outside the classroom. For that reason, the intensity of learning inside the classroom is very needed to achieve the goals of learning. As Suryati (2013) stated that when a target language is rarely used outside the classroom, input and language use in the classroom is essential.

2.2 Reading in English Language Teaching

Reading as a key element of English skills has been investigated in many perspectives (Pang, 2008; Saricoban & Saricaoglu, 2008; Shanon & College, 2008). Anderson et al. (1985) defined reading as the process of making meaning from written texts. According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. From those definitions of reading, we can define reading as a process of creating meaning from written text by processing the text information based on the reading goals.

According to Grellet (1996:4), there are two main reasons for reading which are reading for pleasure and reading for information. Reading for pleasure means when reading is just for an activity or for a hobby without getting important information. On the other hand, reading for information means that the reader does reading to find out something about the information. Pourhosein, Gilakjani, and Ahmadi (2011) stated that the main goal of reading is to gain the correct information from the text intended by the writer. In the ELT context, reading is used for information to help the students get new information from the text. Without reading the students would not be able to catch some information they needed. Based on that explanation, it is very clear that reading is very important in the ELT context. As Patel & Jain (2008) stated that Reading skill is an important tool for academic success.

Reading is one of the most prominent consideration skills in English language learning (Noor, 2011). That statement is very reasonable because the source of learning begins with reading. By reading, the reader can enrich themselves with plenty of information that essential for their learning process. Reading also helps the students to fulfill their pleasure to find something interesting from the text that they read. Noor (2011) added that the reader can get new information which assists them to gain comprehending, reading between lines, synthesizing, interpreting in order to go ahead in their study field.

2.3 The Definitions of Reading Engagement

Reading Engagement is a complex process of reading. Skinner (2009) stated that engagement is a reflection of motivated action, actions that involve emotion, attention, goals and other psychological processes persistently and effortfully. Based on that definition, reading engagement can be defined as interacting with the text in motivated and strategic ways (Guthrie & Wigfield, 2000). The readers who engaged with reading not only can decode and comprehend texts but also they value reading, believe that they are good readers and choose to read. Guthrie and the NRRC (National Reading Research Center) defined the engaged readers as the readers who apply reading strategies for comprehension and conceptual knowledge, motivated to learn, achieve and active to participate in the reading activity.

Guthrie, et al. (1999) defined reading engagement as mutual support of motivations, strategies, and conceptual knowledge. This definition provides a point of view about reading engagement and used as a theoretical basis for this research. Each of these components used to describe and assess the students' reading engagement. As the researchers have noted each component of reading engagement, they claimed that there is a complex relationship among its components (Guthrie & Anderson, 1999; Guthrie et al., 2007). They explained the relationship of these components:

> When students are instrically motivated, they learn to use cognitive strategies for reading. These reading strategies, such as recognizing words, comprehending, predicting, summarizing, and self-monitoring, when properly deployed and fully executed, lead to conceptual understanding. Social interaction patterns in the classroom can amplify or constrict students' intrinsic motivations, their use of self-regulated strategies, and their attainment of deep conceptual knowledge. As students gain conceptual knowledge, their sense of self-efficacy grows and their motivations for reading increase. (p. 20)

2.3.1 Motivation

Out of the four components of reading engagement, motivation is the most important aspect of it. It is supported by some of the researches that investigated about the aspect of motivation in reading engagement (Baker & Wigfield, 1999;

Ivey & Broaddus, 2001; Kelly & Dekker, 2009). Guthrie (2011) defined motivation as the values, beliefs, and behaviors surrounding reading. In other words, motivation is what drives students want to read. Deci and Ryan's (1998) on their self-determination theory stated that there are two kinds of motivation based on the different reasons or goals that rise to an action, they are intrinsic motivation and extrinsic motivation. To make it clear, each of the types explained in detail.

a. Intrinsic Motivation

Arnold (2000) stated that intrinsic motivation is learning itself that has its own reward. Dörnyei (1990), Pourhosein Gilakjani, Leong, and Saburi (2012), and Alizadeh (2016) defined intrinsic motivation as the motivation to engage in an activity that is enjoyable to do. Bomia et al. (1997 as cited in Pourhosein Gilakjani and Ahmadi, 2011) defined intrinsic motivation as the abilities that stem from within an individual which causes him/her to act or learn. Based on those definitions we can define intrinsic motivation as the ability to motivate themself to learn.

Inner desire, internal needs, and wants can be defined as intrinsic motivation. This type of motivation comes from their own personality. They want to learn because they want to and there is no enforcement from their environment. For example, the students would study more if they have individual attention in what they are learning about and permitted to select their own activities (Ryan & Deci, 2000). They have an internal desire to learn and it is driven by their internal reward. According to Lightbown and Spada (1999), the teachers do not have a big effect on building students' intrinsic motivation because that motivation is personal, but what they can do is to make the class as the supportive environment.

b. Extrinsic Motivation

Arnold (2000) stated that extrinsic motivation is a desire to obtain a reward and stop punishment. Dörnyei (1990), Pourhosein Gilakjani, and Alizadeh (2016) defined extrinsic motivation as the actions that are carried out to obtain some instrumental objectives such as getting a reward or preventing a punishment.

According to Bomia et al. (1997 as cited in Pourhosein Gilakjani and Ahmadi, 2011), extrinsic motivation is the outside source that affects a person to act or learn. In conclusion extrinsic motivation refers to the motivation that comes from outside the individual to earn some rewards or avoiding punishment.

Extrinsic motivation usually happens when the students participate in learning activities only to please the teacher. This motivation push the students to learn something by giving emphasis on things that are external from the student. As a result, when students learn something in order to get rewards or avoiding punishment, their motivation in learning will be raising. But when the reward is taken away and there is no punishment for the students, their motivation will be decreased and will not show any interest to take part in their classes or the worst possibility is they will not able to learn anymore (Hammer, 1991).

2.3.2 Reading Strategies

Reading strategy is an important variable in the reading process. Olshavsky (1997) defined reading strategies as purposeful means of comprehending the author's message. Oxford and Crookall (1989) explained reading strategies as learning techniques, behaviors, problem-solving skills, or study skills that can lead learners to more effective and efficient learning. Abbott (2006, p. 637) defined reading strategies as the mental operations or comprehension processes that readers select and apply in order to make sense of what they read. Based on those definitions, we can conclude reading strategies as a technique used by the reader to processing a text to get the information.

There are several types of reading strategies commonly used by the students to understand the text. Souhila (2014) mentioned five types of reading strategies they are predicting, skimming, scanning, guessing the meaning of the words and summarizing.

a. Predicting

Magiliano (1993) stated that "prediction strategy involves thinking about what might be coming next in the text. It is applied by the effective readers that mean, they used pictures, headings and text as well as personal experience to

make predictions before they begin to read" (p. 35-53). Based on that definition, we can claim that prediction is a strategy that involves students' ability to anticipating the information that might become out in the text by using the students' background knowledge. Also, his strategy allows the students to predict the text only by using their senses even though they do not have any knowledge about the text. In this case, predicting requires learners to use the text to decide what will happen next. The readers will confirm or deny predictions with support from the text (Test Wise Word Association, 2006).

b. Skimming

This strategy is used by the reader to find the general idea about the text by reading very quickly before putting effort into close reading. According to Brown (2004: 213) Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Grellet (1999) mentions that the reader will look for something quite specific before they read the text closely. Ojalov, et al (2009) mentioned some techniques of skim, they are: (1) Use of quick glance through the pages (2) Notice the titles and headings and subheadings (3) Read the opening sentence and the conclusion carefully (4) Read the first and the last sentence of each paragraph in order to gain the main idea of the main points. In conclusion, this technique is only used to find general information about the text and not looking for specific information.

c. Scanning

This strategy is almost the same as the previous strategy, the difference is the purpose of the strategy is to find specific information about the text. According to Grellet (1981), "scanning is a reading technique that requires the reader to search for specific information without reading the whole text, through looking at its title, table of content and so on" (p. 58-59). This strategy uses when the reader wants to find specific information by looking at the keywords or main ideas only without reading the whole text. In this case, the reader must know about what they want to know about the text. Without that, this strategy is impossible to do. In conclusion, we can say that scanning is reading quickly to locate specific information (Test Wise Word Association, 2006).

d. Guessing the Meaning of New Words

The biggest obstacle faced by the students in comprehension of reading is unfamiliar/new words. According to Clarck (1980), the best way to solve this problem is by guessing the meaning of unfamiliar words from the context in order to save time and to continue reading without interruption or referring to a dictionary (p. 211-220). This kind of strategy is very needed by the students when they do not have enough time to translate unfamiliar words because of a certain condition. These are the several ways that help the students to guessing the meaning of the unfamiliar words such as: (1) Guess the meaning of the text which surrounds it (2) the way the word is formed (3) background knowledge of the students about the subject (E.O.I. de Sabinaningo organization, 1993).

e. Summarizing

This kind of strategy is used by the readers to restate the information based on their own understanding that they got by collecting and comprehending the text. Oxford (2006) defines "summarizing as a short description of the main ideas or points of something without any details" (p. 717). Similarly, Reading Rockets Organization (2014) claimed that Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. This strategy is really needed by the students to improve their reading skills because this strategy requires the students to be able to understand the text using their own way.

2.3.3 Conceptual Knowledge

The term of conceptual knowledge is the most difficult to define rather than the other components of reading engagement. Conceptual knowledge as known as structural knowledge is the mediator to connecting declarative knowledge to procedural knowledge and also facilitates the application of procedural knowledge. As additional information, Jonassen, et al. (1993) defined declarative knowledge as represent awareness of some objects, events, or ideas. Then, procedural knowledge defined as how learners use or apply their knowledge. If the terms of declarative knowledge defined as *know what* and the terms of procedural knowledge defined as *know-how*, the terms of conceptual knowledge

defined as *know why*. Shavelson (1972) defined conceptual knowledge as a hypothetical concept referring to the organization of relationships of concepts in long-term memory. Thus, conceptual knowledge is the understanding of the concept of certain topic trough passive memorization.

Conceptual knowledge is a form of constructing basic knowledge about a certain topic that includes ideas, formulas, facts, concepts, models, definitions, and etc. Mandler (1983) stated that the meaning would not exist until some concepts, and organization is achieved". Without a concept, a knowledge would not be constructed because noting could be described. A conceptual knowledge can be learn from teaching-learning process and textbooks.

The role of conceptual knowledge is very important in reading engagement because reading engagement is not only about motivation and strategy used, but also it is about how the students able to interpret what they read. The clear example of the use of conceptual knowledge in the reading activity is when the readers are reading a text, they are not only focused on its storyline. On the other hand, they have to consider about the generic structure of the text, finding the main ideas, knowing the formula used in the text, and etc. In conclusion, conceptual knowledge is a complex understanding of the reader to the text they are reading.

2.4 Previous research studies on the Students' Reading Engagement

In line with the previous research, several researchers have been conducted research dealing with reading engagement. One of the researchers was Protacio (2017) who conducted the research entitled *"A Case Study Exploring the Reading Engagement of Middle Grades English Learners"*. Her study focused on four aspects of reading engagement and explore any components that influence students' reading engagement. The result of this research showed that all four components of reading engagement including motivation, reading strategies, used reading as a way to construct meaning from text, and participation, are influencing the students' reading engagement. In addition, English learners' identities was an essential component that influenced students' reading engagement.

The second research was conducted by Ivey & Johnston (2013) entitled "*Engagement With Young Adult Literature: Outcomes and Processes*". This research was conducted to middle grade English students whose English teacher priorities engaged reading as their central goal. The focus of this research was to examine students' perception of the outcomes and processed of engaged reading in classroom prioritizing engagement through self-selected, self-paced reading of compelling young adult literature. The result of this sudy showed that giving freedom to students to choose what they read has a significant impact on their engagement on reading. The researchers also argued that engagement clearly cannot be reduced to a solitary cognitive relationship or focused attention because engaged reading is fully personal and inseparably relational.

The differences between the previous research above and this research are the target participants. Those research above were conducted for the middle grade of ESL learners and native English students. Moreover, the frequency of research procurement in exploring the components of reading engagement is very low and rarely done by the researcher. Therefore to fill this gap, the researcher conducted a study to investigate the reading engagement on the junior high school EFL students.

CHAPTER III. RESEARCH METHODS

This chapter discusses the research method used in this research. They are research design, research context, research participants, data collection methods, and data analysis method.

3.1 Research Design

This research was intended to describe the reading engagement on the eighth grade EFL students and the qualitative research was appropriate based on the objective of this research. To obtain a more in-depth and comprehensive description of exploring the reading engagement on the eighth grade EFL students, this study applied the case study design. According to Sturman (1997), "a case study is a general term for the exploration of an individual, group or phenomenon" (ibid., p. 61). Also, a case study design has the advantages to get a close and in-depth understanding of a situation because it allows the researcher to observe and collect the data in a natural setting (Yin, 2005).

In the case of this research, a case study approach was utilized in order to examine the participants' reading engagement in their English and teaching-learning process in a close way. Sagadin (1991) stated that a case study is used when we analyse and describe, for example each person individually (his or her activity, special needs, life situation, life history, etc.), a group of people (a school department, a group of students with special needs, teaching staff, etc.), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution, etc. in detail. In connection with this idea, the use of a case study design allowed the participants to share their experience dealing with engagement in reading as an EFL students. Also by using this design, the researcher had a better position to describe the students' reading engagement by observing them on their classroom activities and engaging them in semi-structured interviews through informal conversation.

3.2 Research Context

The research was conducted at MTsN 5 Arjasa Jember. In this school, English is a compulsory subject and will be tested in the national examination. This subject is taught two times in a week with the time allocation is 2x40 minutes in every meeting. There were two reasons of choosing MTsN 5 Arjasa Jember as the research context. First, the headmaster of MTsN 5 Arjasa Jember agreed and gave permission to the researcher to conduct this research in this school. The second consideration was the research dealing with the students' reading engagement has never been done before in this school.

3.3 Research Participants

The purposive method was applied to determine the research participants in this research. The purposive method uses judgment to select a sample that the researcher needs based on prior information and the data they need (Frankael, Wallen and Hyun, 2012:100). Because this research used a qualitative approach and applying semi-structured interview, the participants of the research were determined based on the needs of the research problem. Crouch and McKenzie (2006) stated that qualitative approaches focus on obtaining a small set of high- quality in-depth interviews rather than the large sample sizes characteristic of quantitative surveys aimed at producing generalizable observations. Therefore, based on that reason two students were chosen to be the participants of this research. This was intended to make it easier for the researcher to dig up information about students' engagement in English texts because not all of the students have good proficiency in English.

The The participants of this research were the students from grade eight of MTsN 5 Arjasa Jember in the 2019/2020 academic year. The grade eight has five classes as the total number of the classes. From those classes, class 8 B was chosen to be the participant class because of timing consideration. Two students, Ridho and Abel, were taken as the participants out of 32 students and chosen by the teacher. The consideration of choosing these students was because these students were classified as high achiever students in English subject and actively participate in reading activities in the class.

3.4 Data Collection Methods

In this research, the data were collected from classroom observation and semi-structured interviews. Cresswel (2012) stated that collecting the data is identifying and selecting individuals for study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. The following are the explanations of the data collection method used in this research.

3.4.1 Classroom Observation

The observation was done to observe the students' reading strategies used while reading activities during the teaching and learning process. Creswell (2012:213) stated that observation is the process of collecting some pieces of information by observing people and places. This activity was intended to obtain information about the habits and activities carried out by the participants during the teaching and learning process. In this research, the observation was focus on the students' reading strategy used during reading activities and their behavior during independent work time. Moreover, the results of this activity also has been used to develop questions on the interview section based on the issues that arise during the teaching and learning process. In this research, the researcher was observing as a full observer. It means that the researcher only focused on observing the students and their involvement in the learning process without participating or having interaction with the students.

3.4.2 Semi-structured Interview

The interview was conducted with the participants to provide the data of this research. According to Creswell (2012:218), interview happens when the researcher asks a participant and record the answer to be analyzed. To get deeper information from the participant, the semi-structured interview was used in this research. According to Bradford & Cullen (2012), a semi-structured interview is one of the most widely dominant used methods of data collection within the social sciences. There were two reasons why the researcher chose the semi-structured interview as the data collection method. The first was this kind of interview

allows for more flexibility for the researcher to develop the questions deeply into topics that may not be included in the interview protocol. The second was this interview provides an opportunity to uncover factors personally from the participants dealing with their reading engagement.

The basic questions of the interview guide were made based on the definition of each component of reading engagement. The student motivation, strategy and conceptual knowledge became the main topics in this activity, but the researcher more focused on two aspects, they were motivation and conceptual knowledge. However, based on the characteristics of the semi-structured interview that allows developing the question, the basic questions of the interview guide were developed based on the issues found from classroom observation. The result of the interview helped the researcher to provide data dealing with the research question of this research.

3.5 Data Analysis Method

The analysis is a process of the researcher uses to reduce data to a story and its interpretation (LeComte and Schensul, 1999). Bogdan (2010) defined data analysis as the process of finding data and compiling systematically the data obtained from interviews, field notes, and other materials so that it can be easily understood and the findings can be shared with others. In this research, the data were analyzed by using the generic inductive approach. According to Thomas (2006), the generic inductive approach aims to condense the raw text into a brief summary format, establish clear lines between the research objective and the summary findings to develop the model about the underlying structure of experiences, processes of perceptions derived from the text data. The main feature of a generic inductive approach is methodological flexibility because it does not bound with a tradition-specified qualitative approach. This approach mainly aims to build up clear connections between research objectives and research findings.

The collected data were categorized and analyzed based on the each point of reading engagement. Because the collected data from the interview were in the form of script dialog between participants and the reasercher, so the data were

retrieved from some excerpts of dialog and adjusted with the reading engagement aspect that would be analyzed. Furthermore, the data were also reinforced by the facts from the field notes obtained from observations. The data were analyzed using in-depth analysis in which the data were analyzed in depth and in detail based on the facts found.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion with respect to the stated objectives of the research.

5.1 Conclusion

Based on the result of the research dealing with the eighth grade EFL students' reading engagement, it could be concluded that the eight grade EFL students were still disengaged from reading. It was indicated by in the result of the research about each aspect of reading engagement which showed that the participants' performance of each aspect of reading engagement did not indicate as engaged readers. In motivation aspect, the participants were unmotivated to read and only had extrinsic motivation as the factor to force them to read. The reason stated by the participants was because they did not like English and considering English as a difficult subject. The researcher concluded that the participants with less motivation in reading were influenced by their low vocabulary ability. The participants could not understand the text that they read if they did not understand the meaning of the each word in the text. Besides, they had no inner desire or instrinsic motivation which triggers them to read.

In reading strategy aspect the participants did not use many kinds of reading strategies and only one of them used reading strategy to support their reading performance. Their lack of knowledge about reading strategies became the main factor of this aspect. The participants did not use many reading strategies while reading because they did not have much knowledge about it.

For the conceptual knowledge aspect, it could be concluded that this aspect was still not developed. Supported by some facts, the participants still considered the small aspects of reading such as finding the meaning of the words and how to pronounce them. On the other hand, the conceptual knowledge deals with understanding the whole concept of certain topic trough passive memorization.

As we know that reading engagement is the mutual support of motivation, strategies and conceptual knowledge, this research indicated that all of those

components must be considered dealing with the students' reading engagement. In conclusion, results of this research revealed that the three components determined whether or not the students will be engaged or disengaged with reading an English text.

5.2 Suggestions

Related to the result of the present study, some suggestions are addressed to the following people:

1. The students

   It is suggested to all students to increase thier motivation in reading because this aspect influences the students' reading engagement level. Besides, the researcher suggests the students to find their own desire for reading by building their intrinsic motivation. It is necessary because when the students are only affected by external motivation, they will not read again when those external factors have gone.

2. The teacher

   It is suggested to the teachers to apply various approaches or techniques in their teaching process to increase the students' motivation in reading. The variation in learning activities is very important because the students' motivation might be raising if the teaching and learning process is interesting.

3. The other researchers

   The other researchers are suggested to coduct a further research on a similar topic that deals with reading engagement on the EFL students. There are several possibilities for the research which would extend this study. First, the future researchers can conduct a study on the different classroom contexts. This kind of study could provide more authentic information in general about reading engagement on the EFL learners. As the researcher knowledge, there is no study conducted on the different levels because the exploration dealing with EFL students' reading engagement is still rare to be discussed.

Second, the results of this research revealed that the eighth grade EFL studetns were highly disengaged with reading. Furthermore, the future researchers could dig more information dealing with that fact by investigating this topic with another research question to provide new information needed.

References

Abao, E. D., Etc. (2016). Reading Engagement Opportunities of Education Students. *European Journal Of Education Science*. Vol. 3, No. 1.

Abdelhalim, S. M. (2017). Developing EFL Students' Reading Comprehension and Reading Engagement: Effects of a proposed Instructional Strategy. *Theory and Practice in Language Studies*. Vol. 7, No. 1, pp. 37-48.

Almasi, J. F., Beck, I. L., & Mckeown, M. G. (1996). The Nature of Engaged Reader in Classroom Discussions of Literature. *Journal of Literacy Research*. Vol. 28, No. 1, pp. 107-146.

Arzubiaga, A., Rueda, R., & Monzo, L. (2002). Family Matters Related to the Reading Engagement of Latina/O Children. *Journal of Latinos and Education*. Vol. 1, Issue. 4.

Biyik, M. A., Erdogan, T., & Yildiz, M. (2017). The Examining Reading Motivation of Primary Students in the Terms of Some Variables. *International Journal of Progressive Education*. Vol. 13, No. 3.

Cho, S., Yaoying, X., & Rhodes, J. A. (2010). Examining Language Learner's Motivation of, and Engagement in, Reading: Qualitative Study. *The Reading Matrix*. Vol. 10, No. 2.

Gunantar. D. A. (2016). The Impact of English as An International Language on English Language Teaching in Indonesia. *Language Circle: Journal of Language and Literature*. Vol. 10, No. 2.

Ivey, G., & Johnston, P. H. (2013). Engagement with Young Adult Literature: Outcomes and Processes. *Reading Research Quarterly*. Vol. 48, No. 3.

Ivey, G., & Johnston, P. H. (2015). Engaged Reading as a Collaborative Transformative Practice. Journal of Literacy Research. Vol. 47, No. 3, pp. 297-327.

Karahan, B. U. (2017). The Correlation of Reading Motivation & Reading Engagement with Reading Comprehension Skills in

8th Graders. *European Journal of Education Studies*. Vol. 3, Issue. 9.

Kavlu, A. (2015). The Place of Reading in EFL Context. *International Journal of Social Science & Educational Studies.* Vol. 2, No. 1.

Liu, L. (2016). Using Generic Inductive Approach in Qualitative Educational Research: A Case Study Analysis. *Journal Education and Learning*. Vol. 5, No. 2.

Protacio, S. M. (2017). A Case Study Exploring the Reading Engagement of Middle Grades English Learners. *Research In Middle Level Education Online.* Vol. 40, No. 3.

Sulistiyo, U. (2016). Learning English as a Foreign Language in an Indonesian University: A Study of Non-English Department Students' Preferred Activities Inside and Outside the Classroom. *International Journal of Education and Teaching*. Vol. 5, Issue. 1.

Vongkracang, S., & Chinwono, A. (2015). CORI: Explicit Reading Instruction to Enhance Informational Text Comprehension and Reading Engagement for Thai EFL Students. *PASAA*. Vol. 49, pp. 67-103.

Weih, T. G. (2014). Student-Described Engagement with Text: Insights are Discovered from Fourth Graders. *International Electronic Journal of Elementary Education*. Vol. 6, Issue. 3.

Zhao, L. (2012). Investigation into Motivation Types and Influences of Motivation: The Case of Chinese Non-English Majors. *English Language Teaching*. Vol. 5, No. 3.

Appendix A

RESEARCH MATRIX

Title	Research Problem	Research Variable	Indicators	Data	Research Method
Exploring the eighth grade EFL students' reading engagement: A case study	. How is the reading engagement on the eighth grade EFL student?	**Independent Variable:** Reading Engagement **Dependent Variable:** Exploring the eight grade EFL student	This study will be focused on the aspects of reading engagement and will be explored each of them in-depth analysis. Guthrie, et al. (1999) defined reading engagement as mutual support of motivations, strategies, and conceptual knowledge.	**Participant:** The Eight grade students at MTsN 5 Arjasa Jember **Informant:** Two students of the grade eighth **Documents:** The field notes from the observation and transcript from the interview	**Research Design:** A case study design is suitable for this research as it allows for multiple qualitative data collection techniques (e.g., Merriam & Tisdell, 2015) **Research Area Determination Method:** Purposive method **Research Subject Determination Method:** Purposive method **Data Collection Method:** - Interview - Observation **Data Analysis:** The generic inductive approach aims to condence the raw text into brief summary format, establish clear lines between the research objective and the summary findings to develop the model about the underlying structure of experiences, processes of perceptions derived from the text data (Thomas, 2006).

APPENDIX B

TRANSCRIPTION

Date   : 7th of January 2020

Name : Abel

Class : 8B

Researcher	: Apa yang membuatmu ingin membaca? *(What makes you want to read?)*
Abel	: Kalau ada PR bu. *(If there is a homework)*
Researcher	: Kenapa bisa begitu? Apa kamu tidak suka membaca? *(How come? Do you not like to read?)*
Abel	: Tidak bu. *(No ma'am)*
Researcher	: Kenapa? *(Why?)*
Abel	: Karena bahasa inggris bu, susah bacanya dan tidak tahu artinya. *(Because it is English. It is difficult to pronounce and I do not know the meaning)*
Researcher	: Lalu? Kan bahasa inggris menjadi mata pelajaran wajib yang akan diujikan dalam ujian nasional, kalau kamu tidak suka membaca lalu bagaimana belajarnya? *(English is a compulsory subject and will be tested in the national exam, right? So, how do you study?)*
Abel	: Ya kalau ada PR saja bu dari bu guru baru belajar, kalau tidak ada ya tidak pernah belajar. *(Only if there is a homework from the teacher, I will study. Otherwise, I will not)*
Researcher	: Kenapa bisa begitu? (Why?)
Abel	: Iya bu, kalau tidak mengerjakan PR nanti dimarahin bu guru (*I am afraid of being punished by the teacher if I do not do the homework)*
Researcher	: Apa yang tidak kamu sukai dari membaca? *(What do you dislike about reading?)*
Abel	: Membosankan bu. *(It is so boring ma'am)*

Researcher	: Menurut kamu apa yang membuat membaca itu sangat membosankan? *(In your opinion, what makes it boring?)*
Abel	: Ya karena bahasa inggris itu bu, kadang susah untuk membacanya lalu tidak mengerti artinya juga. *(Because it is an English ma'am, I do not know how to read the words and I have no idea what they mean, too)*
Researcher	: Apakah kamu memiliki buku bahasa inggris favorit untuk dibaca? *(Do you have any English favorite books to read?)*
Abel	: Tidak bu. *(No ma'am)*
Researcher	: Sama sekali? *(Not at all?)*
Abel	: Iya bu. *(No ma'am)*
Researcher	: Jenis teks seperti apa yang kamu sukai untuk dibaca? *(What kinds of text do you like to read?)*
Abel	: Pokoknya yang cerita-cerita itu bu, seperti cerita kancil. *(Something about the children story ma'am, like Kancil story)*
Researcher	: Yang lainnya? *(Is there anything else?)*
Abel	: Tidak ada bu. *(No ma'am)*
Researcher	: Jenis teks seperti apa yang tidak kamu sukai untuk dibaca? *(What kinds of text do you not like to read?)*
Abel	: Pokoknya semua yang pakai bahasa inggris saya tidak suka bu. *(Everything deals with English, I don't like it ma'am)*
Researcher	: Kapan kamu merasa sangat tertarik untuk membaca? *(When were you interested in reading?)*
Abel	: Kelas 8 ini bu. *(At the eighth grade ma'am)*
Researcher	: Kenapa? *(Why?)*
Abel	: Karena ada pojok baca itu bu, banyak buku cerita yang suka saya baca disana. *(Because there is a reading corner and there are so many story books in there that I would like to read)*
Researcher	: Buku ceritanya memakai bahasa indonesia apa bahasa inggris? *(Do the story books use English or Indonesian?)*
Abel	: Pakai bahasa indonesia bu. *(In Indonesian ma'am)*

Researcher	: Kalau semisal ceritanya dalam bahasa Inggris, kira-kira kamu masih mau membaca ceritanya atau tidak? *(If the story is in English, do you still want to read it?)*
Abel	: Ya tidak bu, kan tidak tahu artinya. *(No ma'am because I don't know the meaning)*
Researcher	: Apa yang akan kamu lakukan ketika kamu tidak mengerti dengan teks bahasa inggris yang kamu baca? *(What will you do when you do not understand the English text you are reading?)*
Abel	: Cari dikamus bu. *(Look for it in the dictionary ma'am)*
Researcher	: Selain itu? *(Other than that?)*
Abel	: Mungkin tanya ke teman bu. *(Maybe I would Ask to my friends)*
Researcher	: Apa yang kamu ketahui tentang strategi membaca? *(What do you know about reading strategies?)*
Abel	: Tidak tahu bu. *(I don't know ma'am)*
Researcher	: Apakah ibu gurunya tidak pernah menjelaskan tentang strategi membaca? *(Does the teacher never explain about that before?)*
Abel	: Tidak bu. *(No ma'am)*
Researcher	: (Pada kesempatan ini penulis menjelaskan kepada siswa apa yang dimaksud dengan strategi membaca untuk mempermudah proses interview. *(In this case the researcher explains to the participants what is mean by the reading strategy to facilitate the interview process)*
Researcher	: Strategi apakah yang kamu gunakan untuk membantu kamu mengerti teks bahasa Inggris yang kamu baca? *(What are the strategies you use to help you understand the English text you are reading?)*
Abel	: Ya dkira-kira artinya bu. *(By predicting)*
Researcher	: Dikira-kira bagaimana? *(What kind of guessing?)*
Abel	: Ya dikira-kira artinya bu. *(By predicting)*
Reseracher	: Dari mana kamu bisa mengira-ngiranya? *(How can you predict it?)*

Abel : Dari judulnya bu, kalau tidak ya dari gambarnya dan beberapa kata yang saya tau artinya. *(From the title, from the pictures if there is any and from some words that I know)*

Researcher : Bagaimana cara kamu mempelajari strategi membaca ini? *(How do you learn this reading strategy?)*

Abel : Tidak tahu bu. *(I do not know ma'am)*

Researcher : Otomatis saja begitu ya? *(Is it just automatically?)*

Abel : Iya bu. *(Yes ma'am)*

Researcher : Apa yang ingin kamu pelajari dengan membaca? *(What do you want to learn trough reading?)*

Abel : Belajar materinya bu. *(To learn about its material ma'am)*

Researcher : Materi yang seperti apa? *(What kind of material?)*

Abel : Ya tentang materi yang dibaca itu bu. *(Something that I read ma'am)*

Researcher : Seandainya kamu termotivasi untuk membaca, bagaimana cara kamu meningkatkan kemampuan bahasa Inggris kamu dengan membaca? *(If you are motivated to read, how do you improve your English trough reading?)*

Abel : Ya belajar membaca terus bu sambil mencari arti katanya biar mengerti isinya. *(I keep learning how to read it and finding the meaning of the words to understand the content of the text)*

Researcher : Hal apa yang kamu perhatikan ketika membaca sebuah text bahasa inggris? *(What do you consider when you are reading an English text?)*

Abel : Judulnya bu. *(The title ma'am)*

Researcher : Selain itu? *(Other than that?)*

Abel : Arti katanya bu. *(Maybe the meaning of the words)*

Researcher : Bagaimana cara kamu memperoleh sumber materi belajar untuk belajar bahasa inggris? *((How do you find the learning source for your knowledge?)*

Abel : Dari sekolah bu. *(From the school ma'am)*

Researcher	: Apakah yang kamu maksud dari sekolah itu yang diajarkan oleh guru atau dari LKS nya? *(What do you mean? Is it something taught by the teacher or from the textbook?)*
Abel	Yang diajarkan guru bu. *(Something taught by the teacher)*
Researcher	: Selain itu? Kan ada textbook? *(Other than that? There is a textbook, isn't it?*
Abel	: Kan textbooknya menggunakan bahasa inggris bu, saya tidak tahu artinya. *(Yes ma'am, but the textbook is in English so I cannot understand it)*

Date : 7th of January 2020

Name : Ridho

Class : 8B

Researcher : Apa yang membuatmu ingin membaca? *(What makes you want to read?)*

Ridho : Tidak ada bu. *(Nothing ma'am)*

Researcher : Kenapa bisa begitu? Apa kamu tidak suka membaca? *(How come? Do you not like to read?)*

Ridho : Tidak bu. Saya tidak suka baca. *(No ma'am. I don't like reading)*

Researcher : Kenapa? *(Why?)*

Ridho : Tidak tahu artinya bu kalau bahasa inggris. *(Because I don't know the meaning ma'am)*

Researcher : Kan bahasa inggris menjadi mata pelajaran yang di ujikan di ujian nasional, lalu bagaimana belajarnya? *(English is a compulsory subject and will be tested in the national exam, right? So, how do you study?)*

Ridho : Ya kalau ada PR saja bu. *(Only if there is a homework ma'am)*

Researcher : Kenapa bisa begitu? *(Why?)*

Ridho : Iya bu, kalau tidak mengerjakan PR takut dihukum bu guru *(I am afraid of being punished if I do not do the homework)*

Researcher : Apa yang tidak kamu sukai dari membaca? *(What do you dislike about reading?)*

Ridho : Kalau membaca itu bagaimana gitu rasanya bu, malas. *(I'am too lazy ma'am)*

Researcher : Kenapa bisa begitu? *(Why is that?)*

Ridho : Tidak suka pelajarannya bu. *(I don't like that subject ma'am)*

Researcher : Mengapa begitu? (Why?)

Ridho : Tidak tau artinya bu kalau bahasa inggris. *(Because it is in English and don't know the meaning)*

Researcher : Apakah kamu memiliki buku bahasa inggris favorit untuk dibaca? *(Do you have any favorite english books to read?)*

Ridho : Tidak ada kalau bahasa inggris. *(I do not)*

Researcher : Berarti kalau buku yang berbahasa indonesia ada? *(So if an Indonesian book, do you have one?)*

Ridho : Ada bu. *(Yes ma'am)*

Researcher : Jenis teks bahasa inggris seperti apa yang kamu sukai untuk dibaca? *(What kinds of English text do you like to read?)*

Ridho : Tidak ada bu. *(Nothing ma'am)*

Researcher : Tidak ada sama sekali? *(Not at all?)*

Ridho : Iya bu, tidak ada. *(No ma'am)*

Researcher : Jenis teks seperti apa yang tidak kamu sukai untuk dibaca? *(What kinds of text that you do not like to read?)*

Ridho : Pokok yang menggunakan bahasa inggris saya tidak suka bu. *(Everything deals with English ma'am)*

Researcher : Kenapa bisa begitu? *(Why is that?)*

Ridho : Saya tidak suka pelajaran bahasa inggis bu, bahasa inggris itu susah bu. *(I do not like the English subject, It is so difficult)*

Researcher : Susah bagaimana? *(How difficult?)*

Ridho : Tidak bisa cara membacanya dan tidak tahu artinya. *(I do not know how to pronounce it and I do not understand the meaning)*

Researcher : Kapan kamu merasa sangat tertarik untuk membaca? *(When were you interested in reading?)*

Ridho : Kelas 3 SD. *(At the third grade of elementary school)*

Researcher : Sudah lama sekali ya? *(It has been a long time, right?)*

Ridho : Iya bu. *(Yes ma'am)*

Researcher : Kenapa kelas 3 SD? *(Why at that grade?)*

Ridho : Karena menyenangkan bu, buku-bukunya masih ada gambar-gambarnya meskipun tidak tahu isi bukunya. *(Because it was so fun ma'am, there were pictures on the books eventhough I could not understand the content)*

Researcher	: Apa yang akan kamu lakukan ketika kamu tidak mengerti dengan teks bahasa inggris yang kamu baca? *(What will you do when you do not understand the English text you are reading?)*
Ridho	: Ya tidak akan saya baca bu. *(I will not read it ma'am)*
Researcher	: Lalu bagaimana kalau ada tugas rumah (PR) dari guru? *(So, how if there is a homework from the teacher?)*
Ridho	: Tanya ke teman bu. *(I will ask to my friend)*
Researcher	: Apa yang kamu ketahui tentang strategi membaca? *(What do you know about reading strategies?)*
Ridho	: Tidak tau bu. *(I do not know ma'am)*
Researcher	: Apakah ibu gurunya tidak pernah menjelaskan tentang strategi membaca? *(Does the teacher never explain about the reading strategies?)*
Ridho	: Tidak bu. *(No ma'am)*
Researcher	: (Pada kesempatan ini penulis menjelaskan kepada siswa apa yang dimaksud dengan strategi membaca untuk mempermudah proses interview) *(In this case the researcher explains to the participants what is mean by a reading strategy to facilitate the interview process)*
Researcher	: Strategi apakah yang kamu gunakan untuk membantu kamu mengerti teks bahasa Inggris yang kamu baca? *(What are the strategies you use to help you understand the English text you are reading?)*
Ridho	: Tidak tau bu. *(I do not know ma'am)*
Researcher	: Apa yang kamu lakukan jika kamu tidak dapat memahami apa yang kamu baca? *(What will you do if you do not understand what you read?)*
Ridho	: Bertanya ke teman-teman bu *(I will ask my friends ma'am)*
Researcher	: Kalau temannya tidak tahu juga? *(What if your friends do not understand either?)*

Ridho : Ya tidak saya baca bu, tapi kadang-kadang saya langsung bertanya ke guru bu. *(I will not read it, but sometimes I would ask directly to the teacher)*

Researcher : Bagaimana cara kamu mempelajari strategi membaca? *(How do you learn the reading strategies?)*

Ridho : Tidak tahu bu. *(I do not know ma'am)*

Researcher : Apa yang ingin kamu pelajari dengan membaca seandainya kamu termotivasi untuk membaca? *(If you are motivated to read, What do you want to learn trough reading?)*

Ridho : Ingin mengerti tentang isi dari bacaannya bu, biar saya paham. *(I want to know the content about what I read, so I understand about that)*

Researcher : Bagaimana cara kamu meningkatkan kemampuan bahasa Inggris kamu dengan membaca? *(How do you improve your English trough reading)*

Ridho : Baca sebanyak-banyaknya biar terbiasa sambil mencari tau artinya bu biar tau isinya juga. *(Reading as much as I can to get used to it and finding the meaning to understand the content)*

Researcher : Apakah yang kamu maksud mencari tau artinya itu dengan mencari arti dari per kata? *(Do you mean by finding the meaning of each words?)*

Ridho : Iya bu. *(Yes ma'am)*

Researcher : Hal apa yang kamu perhatikan ketika membaca sebuah text bahasa inggris? *(What do you consider when you are reading a text?)*

Ridho : Mungkin judulnya bu. *(Maybe the title)*

Researcher : Judulnya saja? Bagaimana dengan isi bacaannya? *(Does it only the title? How about the content of the text?)*

Ridho : Ya kalau menarik saja bu. Biasanya kalau bahasa inggris gitu saya lihat sekilas tulisannya kalau menurut saya itu menarik kadang saja baca meskipun hanya beberapa kata yang saya mengerti. *(Only*

if it is interesting ma'am. Sometimes if in English, I only glance on it and if it is interesting I would read it eventhough only a few words that I understand)

Researcher : Bagaimana cara kamu memperoleh sumber materi belajar untuk belajar bahasa inggris? *((How do you find the learning source for your knowledge?)*

Ridho : Dari pelajaran sekolah bu. *(From the lesson at school ma'am)*

Researcher : Maksudnya bagaimana? Apakah yang kamu maksud pelajaran sekolah itu yang berasal dari guru atau dari LKS nya? *(What do you mean? Is it from the teacher or the textbooks??)*

Ridho : Dari bu guru bu. *(From the teacher ma'am)*

Researcher : Hanya dari guru saja? *(Only from the teacher?)*

Ridho : Iya bu. *(Yes ma'am)*

Researcher : Kan ada teksbook nya ya? *(There is a textbook, isn't it?*

Ridho : Iya bu, tapi saya tidak suka membacanya soalnya kan tulisannya pakai bahasa Inggris. *(Yes ma'am, but I do not like to read it because it is using English)*