

**STRATEGIES THE NURSING STUDENTS EMPLOYED IN
DEALING WITH THE TEXTS IN ENGLISH**

THESIS

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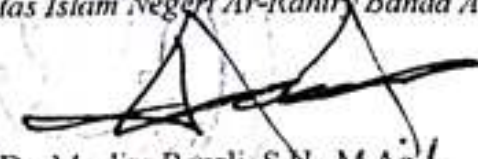

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ABSTRACT

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Nursing students as non-English major learners who are required to read English books and journals in their learning often face various problems in understanding the texts. Students use strategies to ease them in dealing with the texts. However, research on this issue has rarely been carried out in a case. Therefore, drawing upon Anderson's (2002) framework, this study focused on exploring the strategies used by Nursing students in dealing with the text in English and whether the strategies used by male and female are different. Specifically, the samples were taken randomly involving 84 students of Nursing faculty of Syiah Kuala University and ten of them were interviewed. The result at the study shows that the majority of students employed the global strategy as the higher level of strategy used with (44%), followed by problem solving strategy (31%) and support strategy (25%). Furthermore, there is no significant difference toward male and female in using those reading strategies, they only presented the difference in the frequency of each strategy. The findings of this study hold implications for improvement of students reading ability and can be used as different strategies in learning to build meaning of the reading material among the students of many educational fields.

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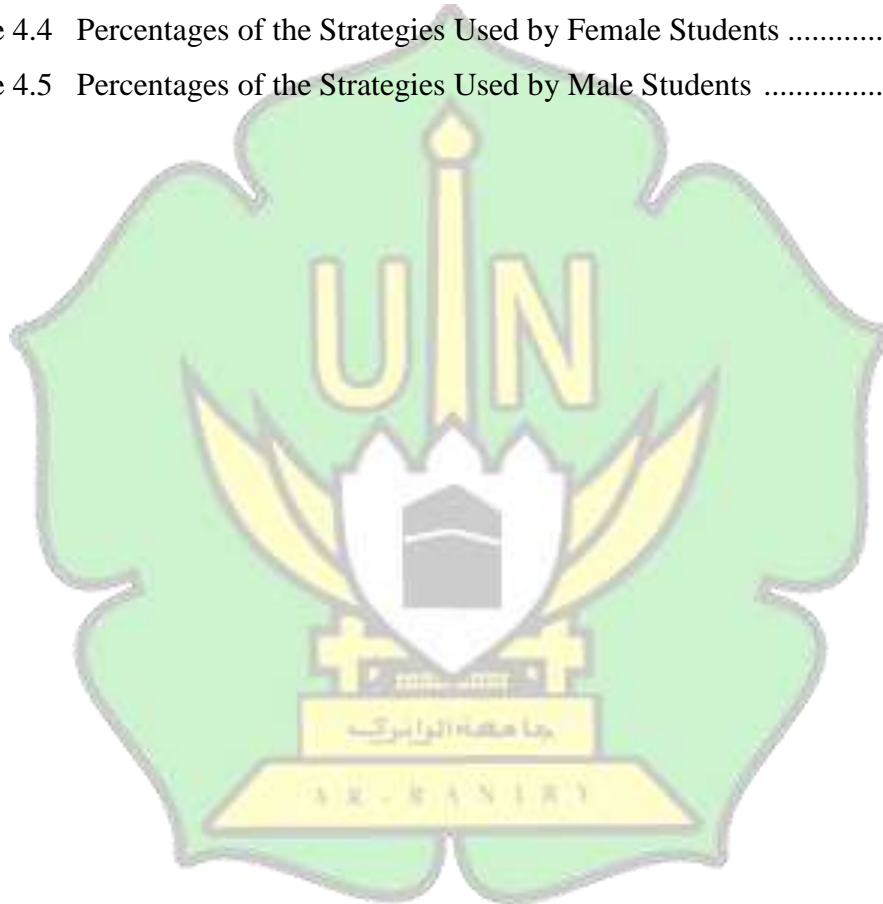
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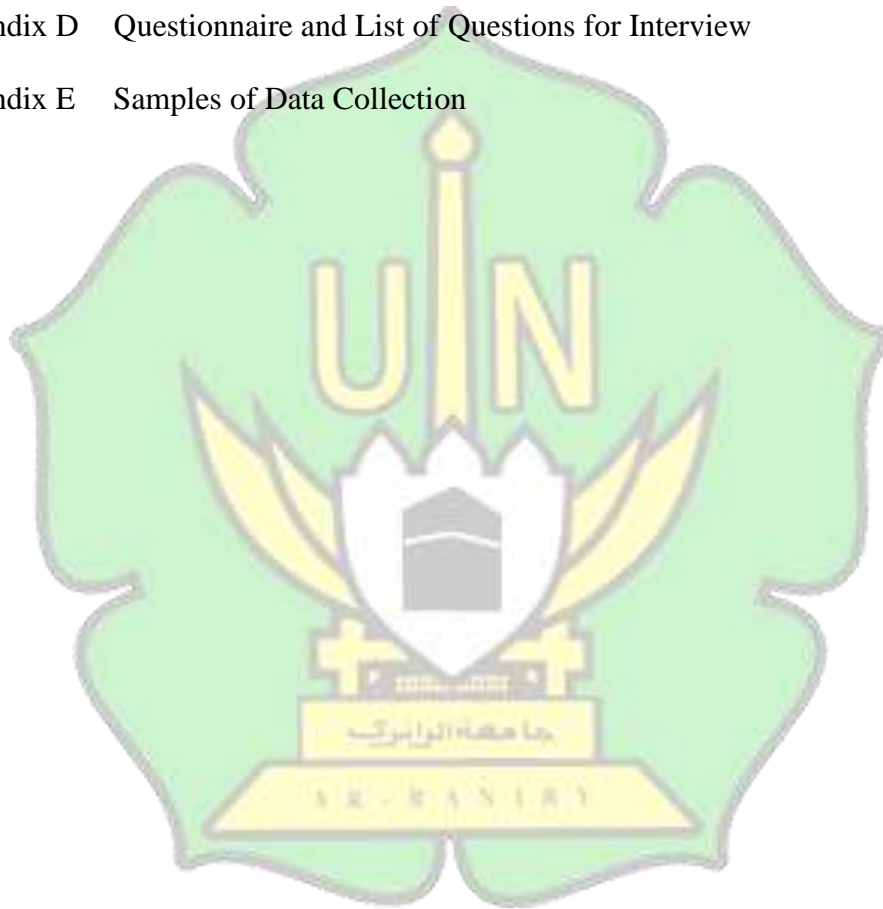
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CHAPTER I

INTRODUCTION

This chapter describes the introduction of this study. There are several aspects discussed here which are background of study in part A, research questions in part B, research aims in part C, significances of study in part D, research scope in part E and key terms used in section F.

A. Background of Study

English is a global language used in many disciplines. It has also been used to write books, journals and many others, that are used for learning resources. Therefore, students regardless of their disciplines are required to learn English in order to understand the learning resources.

Non-English department students face difficulties on various aspects in their education, especially English reading comprehension. The challenge of non-English department students is they are required to read English learning materials because most of books and journals are written in English. Even though they are not English language learners, they have to be able to deal with English texts. Hence, they may have varied problems in understanding English text such as lack of vocabulary, lack of language understanding and lack of knowledge about reading strategies. According to some researches the difficulties faced by non-English department students in English reading comprehension are word recognition, a tendency to focus attention at higher-level meaning, limited vocabulary knowledge (Endley, 2016). Other types of difficulties are low proficiency, weakness in

translation skill, lack of knowledge about reading strategies and not having a clearly defined purpose for learning English during undergraduate studies (Akbari, 2016), and lack of motivational encouragement (Souriyavongsa et al. 2013).

Non-English department students may have the prior knowledge of reading text, but in fact most of them are still difficult to interpret the text due to the problem mentioned above. Based on the difficulties, the strategies on reading text play an important role in learning process. Miqawati (2014) in her research “The PQRST Strategy, Reading Comprehension, and Learning Styles”, tried to describe the effectiveness of the PQRST (Preview, Question, Read, Summarize, And Test) strategy on second semester students of Public Administration Department Bondowoso University. The finding showed that PQRST strategy was effective in increasing students’ reading comprehension. The students who were taught by using the PQRST strategy achieved better score in reading comprehension.

On the other hand, the research conducted by (Xinguang, 2014) explained that some Chinese non-English major students used metacognitive and social strategies to increase their reading comprehension but the students do not do well in using both strategies. (Kucukoglu, 2013) in his research “Improving reading skills through effective reading strategies” showed that the students were lack of knowledge in reading strategies at the beginning of study, but after a comprehensive study in the classroom there was an improvement in their success. The researcher used comprehension strategy that included predicting, visualizing, making connections, summarizing, questioning and inferring. This is mean that the

integration of strategies used by researcher are effective to increase student's comprehension on reading.

Based on the researches above, reading strategies used by non-English department students were different based on a learning method applied by lecturer. In Nursing Faculty of Syiah Kuala University used *Student Centered Learning* (SCL) model with *Problem Based Learning* (PBL) approach as a learning method. Students have to search the material especially books and journals based on the problem given before studying, therefore they have to read many English books and journals as the sources of learning because most of the nursing concepts and findings were in English. However, most of them were not familiar with English texts, they face difficulties in understanding them. In order to deal with the texts in English the students may have a strategy in order to understand the contents of the book or journal.

However how they deal with English texts and how they successfully deal have yet been researched. This study intends to fill in this gap by exploring "Strategies the Nursing Students Employed in Dealing with the Texts in English".

B. Research Question

1. What are the strategies used by nursing students of Syiah Kuala University to understand the texts in English?
2. Is there any differences of the strategies used by male and female students in dealing with the texts in English?

C. Aims of Study

1. To investigate the strategies used by nursing students of Syiah Kuala University to understand the texts in English.
2. To explore the differences of the strategies used by male and female students in dealing with the texts in English.

D. Significances of Study

1. English Department

The result of this study is expected to be source of knowledge, insight and training for lecturers and educational practitioners in developing the strategies to help their students deal with the texts in English.

2. Nursing Students

This study is expected to provide information for students regarding the strategies that can be used to solve their difficulties in understanding the texts in English. Therefore, it is hoped that students will find the easier and suitable strategies to get a significant understanding of texts in English. In addition, this research has significance to be the reflection for nursing students in understanding the texts in English.

E. Research Scope

This research is focused on strategies nursing students employed in dealing with text in English. This study is expected to show the kind of strategies and is there differences of the strategies used by male and female students.

F. The Key Term Used

1. Nursing students

In this study, nursing students mean students who study about nursing in Nursing Faculty of Syiah Kuala University.

2. Strategy

Strategy is refer to a method, technique, procedure and process. Strategy in this research is reading strategy used by nursing students of Syiah Kuala University to understand their English reading from Nursing books or journal articles.

3. Text in English

Text defines as written record of a communicative event that involves oral language and written language consist of more than one sentences to form a meaningful message. Klarer (1991), stated that text is coherent for the readers and language perceived to be meaningful. In this research text in English means a written language about Nursing that consist of two or more sentences using English Language such as Nursing book and journal article.

CHAPTER II

LITERATURE REVIEW

This chapter presents the theories related to this research. Section A focuses on the concept of Nursing studies, section B focuses on the concept of reading, section C focuses on reading strategy for Nursing students and section D focuses on previous study.

A. The Concept of Nursing Studies

Indonesian Association of Nursing Education Institution (IANEI) explained that one of the faculty in Syiah Kuala University who used a competency-based curriculum was a nursing faculty since 2010. The learning model applied was Student Centered Learning (SCL) through *Problem Based Learning* (PBL) approach.

PBL is a learning approach that requires students to solve problems obtained from case using a strategy (Dikti, 2008). In this learning approach the instructor provides problems that involve student's skills in critical thinking and provides the opportunities for students to analyze those problems based on existing facts. (Nafiah, 2014).

In this case students need to play an active role in the lecture process. Before attending lecture, students must prepare themselves for learning by finding literary resources and collaborate with group. The institution will also support by providing lecture's facilities and infrastructure such library, laboratory, and providing computer network facilities

In the process of finding learning resources students have to search an update English journal in accordance with the topic of the problem that has been given. The lecturer also offers nursing book written in English for students to search a theory or concept related.

B. The Concept of Reading

1. Definition of Reading

Reading is an activity to gain information by understanding the content of the text that we read. Reading is about understanding written texts (Pang et al, 2003), including the message such as facts, theories, arguments, ideas and feeling from the writer. In understanding the message, the reader will use background of knowledge, vocabulary, grammatical knowledge, and reading strategies to find the main information needed.

According to Tarigan (2008) reading is a process used by reader to gain information which is delivered by author through words that could be understand by reader. In short, reading is an activity to get meaning of words and how the reader used the ability to identify, understand and analyze it. Moreover, Mikulecky (2011) expressed that reading is a mental process to interpret the meaning of writer statement based on the text and the prior knowledge of reader. In line with Nunan (2003) defined reading is a process of combining information from a text with reader's prior knowledge to construct the meaning.

The aim of reading is generally to obtain ideas or information from the text and to connect the ideas to what reader already knows. According to Kose (2006 as cited in Kucukoglu 2013) the purpose of reading is to try to understand what the author's intention is. To deal with reading, it was encounter two layers of reality: visible and invisible. Therefore, the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear. In order to understand the content clearly the reader should read critically and analytically.

From all explanation above, it means that reading is very important process because it is a main skill in achieving a successful learning. Reading can increase our knowledge about science, technology, vocabulary and other information that useful for us. Therefore, reading activity can enrich our experience and knowledge.

2. *Types of Reading*

There are five types of reading those are:

a. Loud reading

Loud reading also known as oral or aloud reading. It eases reader to understand the meaning of spoken words, phrases and sentences. It trains the sensory organs such as eyes, ears and mouth because they work in coordination, therefore the reader will focus on the text he read.

b. Silent reading

Silent reading is considered to be the best kind of reading as the mind is fully engaged in reading. It enables the reader able to read speedily, easily, fluently and also comprehend things, ideas or meaning side by side. According

to Ryburn the aims of silent reading are to get information, pleasure and benefit. It enables reader's attention and energy to be concentrated on meaning and so it saves a division of attention resulting in a greater assimilation of information.

c. Intensive reading

Intensive reading is a detailed study of the prescribed text in order to train the reader an important aspect of language. Intensive reading is reading shorter texts to extract specific information by involving reading for detail. The aim of intensive reading is to enable the reader to improve and command over English and increase comprehension of the texts that they come across with expanding vocabulary. Therefore, the reader will be enthusiastic looking at details of the text.

d. Extensive reading

Extensive reading is to read silently and quickly in order to understand the subject matter, derive the meaning as a whole and expand passive vocabulary. It is also known as rapid reading or independent reading. The main purpose of extensive reading is the cultivation of taste for reading and it seeks by encouraging the habit of visualizing.

3. Strategy of Reading

Reading strategies are a set of tools the readers use to make sense of what they read. The strategies enable the readers to stay focused and become actively engaged in the text which improve understanding. Strategies is one of factor

involved in reading comprehension. Brown (2001) defined strategies as the specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Brown (2001) emphasized that the differences between poor and good readers are reading strategies. So, reading strategies are the most important thing in any act of reading that make the readers gain the main information of the text.

Among the strategies, there are three main basic strategies in reading comprehension those are (Liu, 2008):

a. Cognitive strategy

Cognitive strategy is referred to the reflection of mental process such as practicing and analyzing which make the reader enable to understand and produce a new language (O'malley and Chamot, 1990 as cited in Serri, Boroujeni & Hesabi, 2012). Basically, the cognitive strategy used in order to understand the linguistic input such as when someone find unfamiliar word in the text so he tries to infer the meaning of the word by relating to the context. Furthermore, there are some aspects included in cognitive strategy such as repetition, organizing new language, summarizing meaning, guessing meaning from context and using imagery for memorization. All these strategies used by students in order to learn more successfully. Cognitive strategy deals with how to learn, to remember and to convey ideas reflexively and analytically (Suyitno, 2017).

b. Metacognitive strategy

Metacognition refers to higher order thinking skills that involve more active control over the thinking processes involved in learning. According to Flavell (1976 as cited in Iftikhar 2014) defined the metacognition as “cognition about cognition” or “knowing about knowing”. It is the knowledge and awareness of a thinking processes and strategies, and the ability on reflecting and acting on the knowledge to modify those processes and strategies. Additionally, Magogwe (2013) explained that the metacognitive strategies are the arrangements that the learners utilize to assess their learning process which divided into three subcategories such as global, problem solving and support strategies.

c. Social-affective strategy

Social-affective strategy is related to strategy that used by students to learn by interaction with friends, teacher and others to understand a specific subject and to reduce their anxiety (Serri, Boroujeni & Hesabi, 2012). It is the combination of social and affective strategy concerning on managing both positive and negative emotions which affects learning environment. Social strategy also known as sociocultural strategy to help the students work with others and understand the context of culture as well as the language (Oxford, 2003). While affective strategy is notable as self-motivational strategy to support students in dealing with personality factors such as debilitating, anxiety, low self-esteem and negative attitudes which believed to increase their progress in learning. Chou (2004) postulated that

social-affective strategy has the potential to improve students' communicative competence and motivation.

According to Brown (1992) reading strategies are divided into ten types such as:

a. Identify the purpose in reading

In reading, identify the purpose of reading is needed to make reading more efficient. By doing so, the reader knows the information that he looks for and separates potential distracting information.

b. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

One of the difficulties students encounter in learning to read is making correspondences between spoken and written English. While using one to one grapheme-phoneme correspondences will be gained easily. For example, "short" vowel sound in Vc patterns (bat, him, leg, wish, and so forth).

c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

For intermediate and advanced level, student does not need to be speed reader, they can increase the efficiency of reading by using a few silent reading rules such as you do not need to pronounce each word to yourself, try to visually perceive more than one word at a time, referable phrases, and unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

d. Skim the Text for Main Ideas

The two most valuable reading strategies for learners are skimming and scanning. Skimming consists of quickly running one's eyes across the whole text such as an essay, article or chapter for its gist. The advantage of skimming for the readers is being able to predict the purpose of the passage, the main topic, or message and the developing or supporting ideas.

e. Scan the Text for Specific Information

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

f. Use Semantic Mapping or Clustering

The strategy of semantic mapping or grouping ideas into meaningful cluster helps the reader to provide some order to the chaos.

g. Guess when You Are not Certain

Learners can use guessing to their advantages in reading a text such as guess the meaning of a word, guess a grammatical relationship, guess a discourse relationship, infer implied meaning, guess about a cultural reference, and guess content messages.

h. Analyze Vocabulary

In guessing a term, the students may use several techniques such as: (1) look for prefixes (co-, inter-, un-, etc.) that may give clues, (2) look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech it is.

(3) look for roots that are familiar. (4) look for grammatical contexts that may signal information. (5) look at the semantic topic for clues.

i. Distinguish between Literal and Implied Meaning

Not all language can be interpreted appropriately by attending to its literal meaning, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j. Capitalize on Discourse Markers to Process Relationships

Many discourse markers in English signal relationship among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such markers can greatly enhance learners reading efficiency.

There are six reading strategies purposed by Oxford (1990) and Anderson (1990):

a. Predicting

Making prediction is effective to promote readers' activation of their background knowledge, which is important part in the process of reading. Nutall (1996) argued that if a reader understands a text, they could predict with a fair chance of success what is likely to come next and what is not.

b. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. For example, in order to decide whether a research paper is relevant to our own work or to keep ourselves superficially informed about matter that are not of great importance to us.

c. Scanning

Scanning is quickly going through a text to find a particular piece of information. Grellet (1996) contended that scanning is glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for given purpose.

d. Making Inference

Making inferences is a process of creating a personal meaning from text. It involves a mental process of combining what is read with relevant prior knowledge. (Nuttal, 1982) defined making inference as a powerful aid for the students to comprehend a text, and it ultimately helps them to read books more quickly. In order to infer a piece of information of a given text effectively, students may and should make use of common sense, powering of reasoning, knowledge of the world and relevant schemata.

e. Previewing

Previewing is a very specific reading skill. It is a very quick technique to find out where the required information is likely to be. Grellet (1996) states that involves using the title of a text, the table of contents, the index, the appendix, the preface of the author or publisher, heading or subtitles of chapters and paragraphs, information in the back cover, acknowledgement and many others. The students can naturally apply this technique in locating an article in a newspaper or in an edited book.

f. Self-Monitoring

Self-monitoring defines as the students' awareness of reading strategy. An approach that related to this strategy is metacognitive theory. Barnett (1988) pointed out metacognitive in reading refer to reader's background knowledge of the text, their awareness of using strategies and of the importance of particular strategies. According to Oxford (1990), metacognitive strategies include three strategies sets such as centering your learning, arranging and planning your learning, and evaluating your learning.

4. Aspect of Reading

There are five aspects of reading comprehension that used to resolve students' difficulties in comprehend the text (Nuttal, 1982):

a. Determining Main Idea

Main idea is an information that tells the author's point about the topic. Roell (2016) stated that main idea of paragraph is the point of the passage, minus all the details. In reading a text the students are expected to find the main idea, so they should understand the information of the text. The main idea is usually a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, the students may feel confused to find the main idea of a passage because the position of a main idea is assorted.

b. Finding Specific Information (Scanning)

Brown (2001) argued that scanning is quickly searching for some particular piece or pieces of information in a text. In getting the specific information of a text, the students have to find the detail idea that was determined on the text. Therefore, sometimes it is difficult for students to differentiate between essential and non-essential information in the text in order to find specific piece of information such as name, date, word or phrases, and references in the text.

c. Making Inference

The students are expected to comprehend the text to find the conclusion of the statements in the text. Kopitski (2007) also said that readers need to practice combining clues from the text with their background knowledge in order to make inferences. Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

d. Identifying Reference

Reference is the relationship between a grammatical unit usually a pronoun that refers to another grammatical unit usually a noun or noun phrase (Rainbolt and Dwyer, 2011). In identifying reference, the students are expected to comprehend for what the pronouns in the sentences are used such as the pronouns that are used to show people, place, or situation.

e. Understanding the Meaning of Word

In understanding the meaning of word, the students have to find the meaning of difficult word on the text context by comprehending the meaning of the sentence or the text, and then they will find the suitable meaning of the word. Hedge (2000) noticed vocabulary is another major component of reading ability with which language learners will experience difficulty. Therefore, unfamiliar vocabularies about the text need to be taught to students before reading the material so that they can be easily understanding the material.

5. *Reading of Academic Texts*

Text is an expression conveyed in writing and verbal that consist of more than one sentences. Text refers to the written record of communication that involve oral language such as a conversation and shopping transaction, or written language such as newspaper, advertisement, book, journals and novel. According to Klarer (1991) text is coherent for the readers and language perceived to be meaningful. In accordance with Simanjuntak (1988), text is a stretch of language, which forms a Whole. It can be assumed that text is an association of sentence which brings a message to the reader whether it is spoken or written.

Academic text defined as critical, objective, specialized texts written by experts or professionals in a given field using formal language. Academic texts are objective which mean that the texts are based on facts with solid basis. The emotions of the authors cannot be felt from texts or materials. Academic text tackles

scholarly writing that contains technicalities and has more serious tone. Commonly, it discusses the points or agenda in a very formal way which is evident in the word use that is through technical jargon or shop talk. Academic texts often take years to publish because of intense writing and review. There are six types of Academic Text:

- a. Textbooks
- b. Shorter Student Text: essays
- c. Longer Student Texts: dissertations and theses
- d. Research Articles
- e. Case study
- f. Reports

C. Reading Strategies for Nursing Students

Metacognitive reading strategy is a common strategy used by non-English department students in reading activity. According to Centre for Learning Innovation (2010) defined metacognitive reading strategy is a planned, intentional, goal-directed, and future-oriented mental activities and process that help a reader think about and check how he progresses in fulfilling a cognitive task. Reading is a cognitive process, using metacognitive strategy could lead to better comprehension.

Theoretically, this strategy classified into three steps such as planning, monitoring and evaluating strategies. According to Zare-ee (2008), planning included the selection of appropriate strategies and the allocation of resources that affect performance. The activity could use before reading included activating prior

knowledge, overviewing information in the text, relating text to text, and relating text to self.

Monitoring is a strategy of analyzing information as a progress of reading to improve the effectively and efficiency of reading. Monitoring strategy usually occur during reading such as determining word meaning, questioning, reflecting, monitoring, summarizing and looking for important information. It enables students to determine the resources they read are suitable and sufficient for material they need.

Evaluation is defined as assessing the conclusion of reading. Evaluating strategy occur after reading such as thinking like the author, evaluating the text, anticipating use of knowledge, monitoring for meaning, using and creating schema to connect the new idea with background knowledge, asking question, determining important message, inferring, using sensory and emotional images and creating the meaning by combining understanding with knowledge from other texts o sources (Israel, 2007).

According to Pammu, Mumu, Yasin and Asiz (2017) There are some strategies included in metacognitive strategy that are used by non-English major students in reading English academic text:

1. Global strategy

Global strategy is the generalized strategy that prepare reader for reading. Global strategy consists of nine items that show about self-regulation during reading text which help students in understanding English text. The nine items are

identify the purpose of reading, activate background of knowledge, review whether the content of text in accordance with the purpose, predict the content of text, review the content of text, make decision of what to read carefully, use the direction in the passage, use the structure of text, and use other textual features to improve understanding.

2. Problem solving strategy

Problem solving strategy is reading strategy oriented to the solution of reading problem when students difficult. There are eight components include such as read slowly and carefully, adjust the reading level, pay close attention when reading, stop for a moment and ponder the contents of the reading, reread, visualization of information on reading, read text aloud, guess the meaning of unknown words.

3. Support strategy

Support strategy is a reading strategy that refer to the use of references to facilitate understanding. There are nine items to identify the awareness of students in achieving understanding such as take a note during reading, quote text information, do a review before reading, ask a question for yourself, use references as an understanding tools, underline text information, and write a reading summary.

There are the classifications of the three strategies of metacognitive according to Anderson (2002 as cited in Sitindaon, Wijaya & Salam 2013) named OSORS (Online Survey of Reading Strategy) as in Table 2.1 below:

Table 2.1

OSORS classification

Global reading strategy	Problem solving reading strategy	Support reading strategy
1. Having purpose when reading	1. Reading slowly and carefully	1. Taking notes when reading
2. Participate in live chat with other learners and with native speakers	2. Trying to get back on the text when lose concentration	2. Reading aloud when text becomes difficult
3. Thinking about prior knowledge	3. Adjusting reading speed	3. Printing out the text and underlining the information key
4. Previewing text before reading	4. Playing closer attention to the text	4. Using reference materials
5. Checking how the content fits the purpose	5. Picturing and visualizing the information when reading	5. Going back and forth to find the relationship among the ideas
6. Checking how the text characteristics (text length and organizations)	6. Rereading to increase understanding	6. Self-questioning to answer question
7. Determining what to read	7. Guessing the unknown meaning	7. Translating the text into native language
8. Using the text figures	8. Distinguishing the facts and the opinion in the texts	8. Thinking about information in language, English and mother tongue
9. Using contextual clues to understand the text		
10. Using typographical features		
11. Critically analyzing and evaluating the information		

-
- | | |
|----------------------------------|-----------------------------|
| 12. Checking the understanding | 9. Looking for both side of |
| about the new information | an issue |
| 13. Guessing the content | |
| 14. Scanning the text to suit it | |
| with the purpose before reading | |
-

D. The Concept of Reading Strategy for Male and Female Students

Male and female are referred to the social characteristics of people which was called gender. Differences in students' gender identity frequently lead to differences in intellectual activities including reading. From an early age, reading has been determined as an activity associated with male and female especially in academic subjects. According to Meece et al. (2006) elaborated that mathematics, science, and sport are the interesting topics among male while female students are more interested in reading. The difference characteristics among male and female on reading is caused by motivation. Asgarabadi, Rouhi and Jafarigohar (2015) stated that in reading comprehension, student's motivation is one of characteristic that assumed as an important part.

The study on the difference reading strategies utilized by male and female showed that there were no significant differences between male and female in using cognitive, metacognitive and support strategies. In accordance with Phakiti (2009) in his study found that there were no gender differences in either reading performance or use of cognitive and metacognitive strategies. However, female used more strategies than males (Sheorey & Mokhtari, 2001). There were several studies described that females tend to be more active strategy user than male. It has

also been found that female show more positive attitude toward reading (Swalander & Taube, 2007).

Theoretically, there were five types of reading strategies those are: memory, cognitive, compensation, metacognitive and social affective strategies. The study on those strategy toward gender differences on reading strategies selection have been shown that male students more active in using memory, cognitive and compensation strategies than female students who demonstrated higher level in applying both metacognitive and social affective strategies (Lee, 2012).

E. Previous Research

The number of studies has been conducted on the strategies used by non-English department students in dealing with the texts in English. It was found that the metacognitive strategy is the commonly used because the strategy is effective to solve students' problems in reading English academic text. It is related to the study conducted by Wardah (2010) which found that metacognitive strategy increased students understanding on reading text. It is help students to solve their problem, stop their dependency of using dictionary, and help students to find main idea, implicit or explicit information, reference, and meaning of words. It is similar to Ahmadi, Ismail and Abdullah (2013) in their research stated that students who use metacognitive strategy in their reading comprehension are more successful than other students who do not employ this strategy.

Furthermore, there are three strategies of metacognitive those are: global strategy, problem solving strategy and support strategy. The most commonly

strategy used is problem solving strategy. It proved by the study researched by Pammu, Mumu, Yasin and Asiz (2017) which found that the highest category on metacognitive reading strategy used by non-English department students is problem solving strategy ($M=3.79$) followed by support strategy ($M= 3.54$) and global strategy ($M=3.52$). In accordance with Joel and Meniado (2016) in their research showed that EFL students in an all-male government-owned industrial college in Saudi Arabia used different metacognitive strategies when reading academic texts. From the three categories, the problem-solving strategy is the most frequently used of ($M=3.97$).

Moreover, there are no differences in metacognitive strategy that used between male and female in dealing with the text in English, but the difference shown in frequency of the use of strategies. It showed by the study conducted by Snoubar (2017) toward 86 participants of male and female EFL students at Al-Balqa applied university in various academic fields of study employed the same strategies with the same order of frequency, problem solving ($M=3.8081$) as the most frequently used, followed by support strategy ($M=3.5393$) and global strategy ($M=3.5169$). In addition, Alami (2016) explained that from 200 Omani students (90 female and 110 male) who enrolled for advanced foundation program (level 4) at Salalah College of Technology (SCT) have a medium level of metacognitive awareness (3.46). The male students used metacognitive reading strategies moderately (3.28) while female students used them more frequently (3.64).

Based on the studies above, it can be concluded that metacognitive reading strategy is effective to help non-English department students in solving their

reading problems whether in other countries or Indonesia. From the three strategies of metacognitive, the most frequently used among students is the problem-solving strategy and there are no differences of the strategies employed by male and female students to deal with the texts in English. However, the similar studies are rarely conducted in Aceh.



CHAPTER III

RESEARCH METHODOLOGY

This chapter elucidates the research methodology which consisted of research design in section A, data collection techniques in section B, participants in section C and data analysis in section D.

A. Research Design

This study used mix method (quantitative and qualitative design) to investigate the Nursing students' strategies in dealing with the texts in English. Creswell and Plano (2011) defined mix method as the integration of quantitative and qualitative approaches in a single study to provide a better understanding of research problem. The integration can occur in collecting and analyzing the data, incorporating the finding and drawing inferences (Glogowska, 2011).

The mix method design allowed the research fit together to enhance description, understanding and can either be conducted simultaneously or sequentially (Johnson, Onwuegbuzie, & Turner, 2007). Thus, mixed method was used in this study in order to provide a complete and comprehensive data with more than one kind of technique for gathering, analyzing and representing to answer the two research questions with a better understanding.

B. Data Collection Techniques

The data was collected through questionnaires and interviews. The summarizing of data collection is depicted in Table 3.1.

Table 3.1

Summary of data collection techniques

No	Research questions	Techniques	Respondents
1.	What are the strategies used by nursing students of Syiah Kuala University to understand the texts in English?	Questionnaire	84
		Interview	10
2.	Is there any differences of the strategies used by male and female students in dealing with the texts in English?	Questionnaire	84

Table 3.1 shows that the two research questions were addressed through two techniques questionnaire and interview by using 84 respondents to fill the questionnaire and 10 of them to be interviewed. In this study the questionnaire was used to gain more information from many respondents and the interview was done to get a deep information from the representation of the participants.

Questionnaire used extensively to gather data on current conditions, practices, opinions and attitudes quickly and in a precise way (Kothari, 2004). This study is focused on obtaining data about students' practices especially students' strategies to deal with English reading. The questionnaire is adapted from metacognitive reading strategy questionnaire developed by Pammu, Mumu and Azis (2017) which is appropriate with the concept of this study to answer the research questions. As mentioned in chapter two metacognitive strategy is an arrangement utilize by students to evaluate their reading process. In this study, there are three parts of questionnaire including global strategy consisted of eleven statements, problem solving strategy consisted of eight statements and support

strategy consisted of seven statements. The questionnaire was designed in the form of a Likert scale using 4 alternative answers they are: 4 = always, 3 = often, 2 = seldom and 1 = never. The researcher distributed the questionnaire by sending its link to the respondents through WhatsApp application.

Besides, Interview is interpreted as the way researcher ask one or more open-ended questions to participants in order to gain information and record their answer (Creswell, 2012). In this study, personal interview was employed by using semi structured interview which consisted of four questions. The first question is about students' prior knowledge about reading strategy, second question is about students' problems on reading English texts, third question is about students' strategies to solve those problems, and the last question is about their opinion toward the strategies. The interview held at specified time after getting the consent according to their convenience and availability. Moreover, it was conducted in Bahasa because they are not fluent in English.

C. Participants

The participants for this study were 91 students in the final year of Nursing faculty of Syiah Kuala University who have done their thesis. 84 of them participated in fulfil the questionnaire and ten of them were interviewed. The participants were taken by using simple random sampling technique because it represents the population which determine statistically valid conclusions (Agresti & Finlay, 2008). This technique was utilized to identify the reading strategies used by Nursing students who has done their thesis because they have many experiences

reading English text since first semester to complete assignments and finishing their thesis which was required them to read a lot of books or journals. Therefore, it is appropriate to be used as the sample which supports this study.

D. Technique of Data Analysis

1. Questionnaire

The researcher analyzed statistically the acquired data of questionnaire by counting the percentage of students' answers for each item of questionnaire. The researcher referred to Metoda Statistika which was written by Sudjono (2008) to count the percentage of the answer. The formula was:

$$P = \frac{f}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of sample

100% : Constant value

2. Interview

The researcher described the answer of ten students using Miles and Huberman (1994) model of qualitative data analysis. The process is divided into three steps:

a. Data reduction

Data reduction is the process make sharpen, categorize, direct, eliminated and organize the data that found from research to get conclusion and verification (Miles & Huberman, 1994). In data reduction, the data should be emphasized, minimized, or set completely for the needs of the research. After gathering the data, the data are selected and eliminated when there is a complicated point that can be reduced, emphasized the side which is important, minimized if the information is considered too much, and set the appropriate thing that suits to the needs of this research.

b. Data display

Data display referred to an organized and compressed the data that allowed conclusion forming (Miles & Huberman, 1994). In this study, the data that has been collected displayed and presented in form of description or narration in tables which make it easy in drawing the conclusion of information gained from the participants.

c. Data verification

This activity is forming the conclusion from interview result that has been displayed. In this stage, the information will be provided and presented in the discussion (Miles & Huberman, 1994).

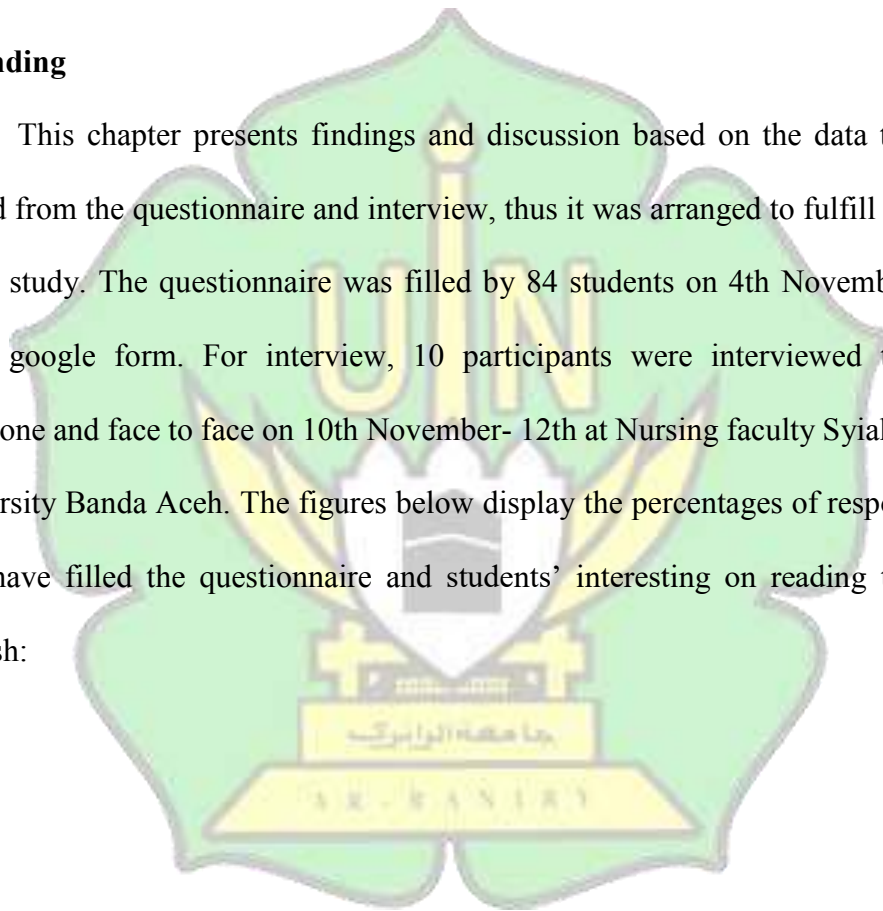
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter clarifies the research findings and discussion which consisted of research finding in part A, result of questionnaire in part B, result of interview in part C and discussion in part D.

A. Finding

This chapter presents findings and discussion based on the data that are gained from the questionnaire and interview, thus it was arranged to fulfill the aim of the study. The questionnaire was filled by 84 students on 4th November- 9th using google form. For interview, 10 participants were interviewed through telephone and face to face on 10th November- 12th at Nursing faculty Syiah Kuala University Banda Aceh. The figures below display the percentages of respondents who have filled the questionnaire and students' interesting on reading texts in English:



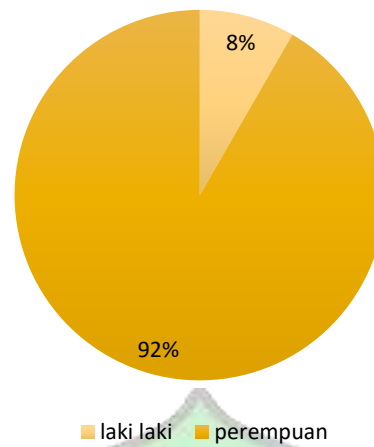


Figure 4.1 Percentages of the respondents

Figure 4.1 describes that there are 92% of female and 8% of male who participated in this study. All of them are the final year students who have done their thesis and have a lot of experience in reading the journals while studying and accomplishing their thesis.

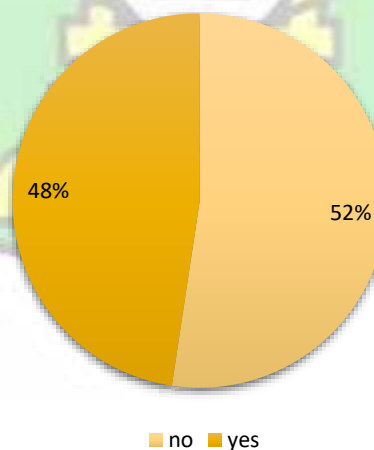


Figure 4.2 Students' interesting on reading the texts in English

Figure 4.2 explains that there are 52% of students who did not like reading the texts in English and 48% of them who liked it. In fact, they are required to read the books and journals in English even if they do not interest.

B. Result of Questionnaire Analysis

1. *The strategies used*

The result of data collection regarding the strategies used by 84 nursing students of Syiah Kuala University in dealing with the texts in English can be seen in the figure below:

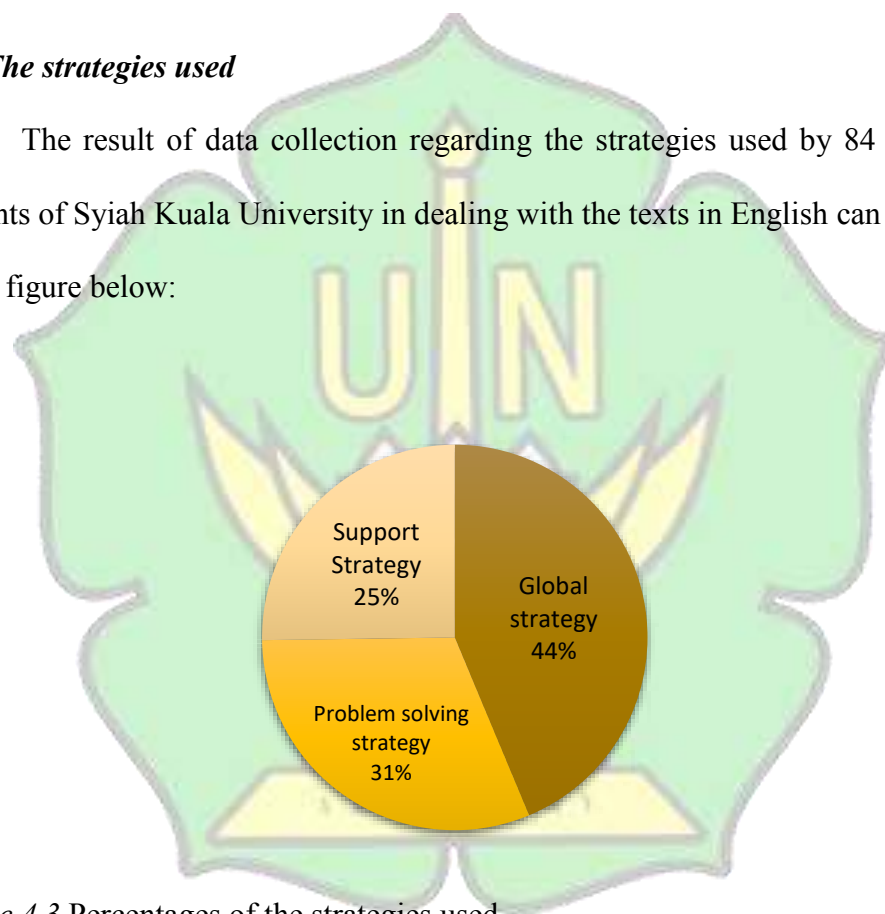


Figure 4.3 Percentages of the strategies used

According to Figure 4.3, it can be easily found that the majority of students often apply the global strategy, followed by problem solving strategy and support strategy. It means that most of students fostered the good habit on metacognitive strategies including self-management and self-evaluation. Proper use of

metacognitive strategies may greatly improve the students' proficiency in reading English texts. The application of these strategies requires more efforts in cognition and self-control in practice, so students need to spend more time in training of using metacognitive strategies.

2. The differences of the strategies used by male and female students

The result of data collection regarding the strategies used by 77 female and 7 male students of nursing faculty of Syiah Kuala University in dealing with the texts in English can be seen in the figure below:

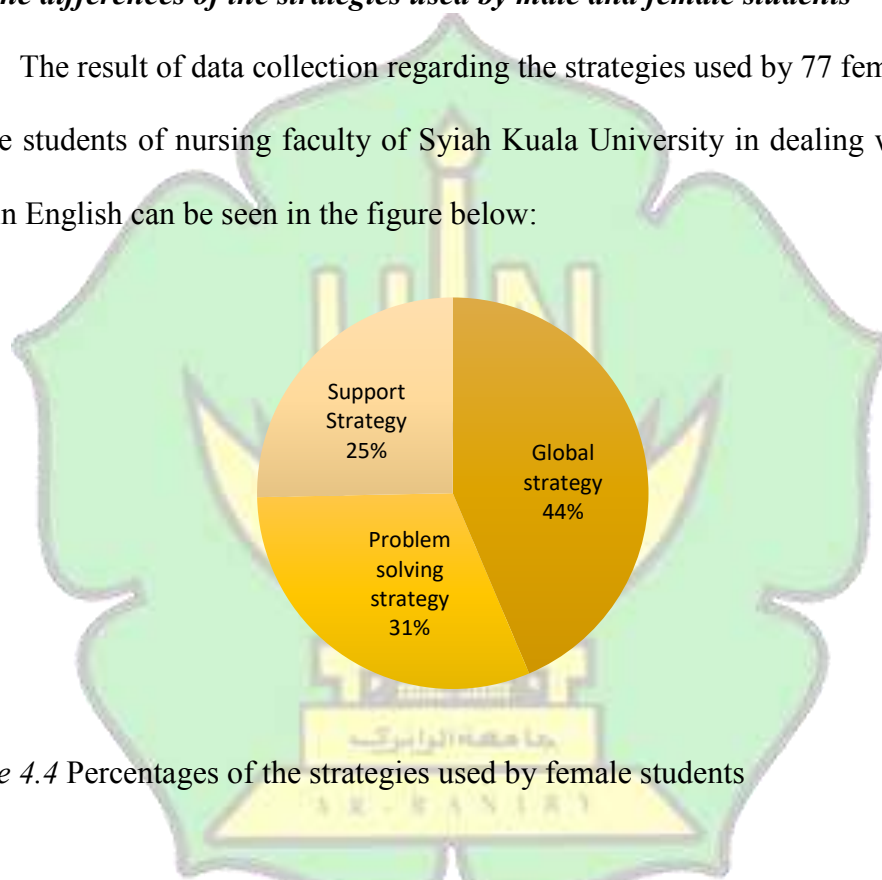


Figure 4.4 Percentages of the strategies used by female students

In Figure 4.4 we may find that global strategy is very popular among female students. Some items of global strategy are “I read the preview to see what it is about before reading the texts (e.g. abstract. introduction)”, “I skim the texts first by noting characteristics like its length and organization”, and “I used my prior knowledge to understand the contents of texts”. These strategies are very familiar to most students because they often apply them in learning. Therefore, global

strategy is utilized more often than problem solving and support strategies because the global strategy describes students' preparations before reading that will influence their understanding.

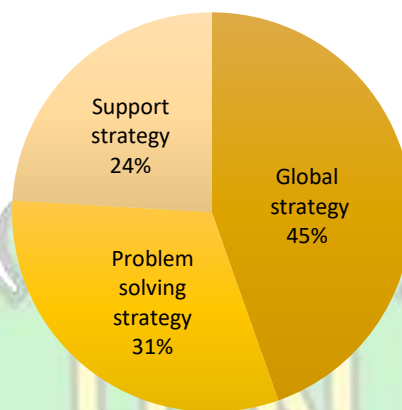


Figure 4.5 Percentages of the strategies used by male students

The figure above displays that the male students were rarely employed support strategy in reading the texts in English with the lowest percentage. It was slightly different with problem solving strategy which was in the medium percentage, and global strategy is the commonly used by them with the highest percentage. From the result, it can be easily understood that female and male students promoted a good preparation before reading because it is very important in reading process. A good preparation will establish a good understanding on reading as well. So, they believed that global strategy is the most effective strategy used before problem solving and support strategy to deal with the texts in English.

C. Result of Interview

There is several information gained after doing interview with 10 students especially about their prior knowledge about reading strategy, the problems occurred during reading, the strategies used to solve those problems and their opinion about those strategies. That information provided in the discussion below:

1. Did you have prior knowledge about reading strategy?

Table 4.1
Prior knowledge

No	Sample initial	Statements	Theme
1	HFS	- "Yes, I know some of reading strategies such as scanning and I understand about it".	Global strategy
	ERL	- "I know reading strategy from TOEFL class, in reading section the lecturer taught how to find main idea and support sentence so, I can enjoy reading English text. But, when I read journal, I begin to read the title and abstract, if the content suitable I continue to read the discussion to find what I need".	
	ZRM	- "I have knowledge, when I read journal usually, I start with abstract, then I skim the main point of the text such as method and result. Another strategy is scanning ".	
	LS	- "Specifically, nothing. But I know scanning and skimming . If I read journal usually, I start with abstract, if its suitable to material I look for I read the content of the text ".	
	DLA	- "There are a lot of reading strategies, but it depends on reader. My strategy is I read the conclusion or abstract and not hurry during reading . So, we know the direction of reading".	
	RSK	- Theoretically, I don't know, but when I read journal usually, I begin with abstract and key term, then the discussion ".	

OCT	- "I have a strategy to read English texts because it makes me easy to understand the purpose and the topic of the text. The strategies are skimming and scanning ".
SDH	- "I don't know specific strategies, but if I read a journal usually, I read the title first, then abstract and the contents ".
NR	- "I don't know about the specific strategies, but if I read a journal or book, I try to understand the title, abstract and keywords. I read repeatedly ".
FRH	- "usually I read the beginning and the last sentences of a paragraph, then I see words that are easy for me to understand ".

Table 4.1 indicates that there were ten statements about students' prior knowledge on reading strategy that related to global strategy. Almost all participants said that they do not have a specific knowledge on reading strategies but in daily reading journals they frequently started with reading the preview (abstract or conclusion) to see what it was about before reading the whole content of the texts. However, RSK (P6) and NR (P9) as the sixth and ninth participants also focused on the key term during reading. In addition, ERL (P2) as the second participant told that in TOEFL class, she got the way how to find main idea and support sentence in reading text, she believed that it was a strategy which makes her easy in dealing with the text. Moreover HFS (P1), ZRM (P3), LS (P4) and OCT (P7) as the first, third, fourth and seventh participants mentioned that they were applied scanning and skimming strategies in reading the texts in English.

2. Do you find any problems during reading texts in English? If yes, What?

Table 4.2
Problems

No	Sample initial	Statements	Theme
2	HFS	- "Yes, I have a problem during reading English texts, the problem is when I find difficult words that I don't understand ".	Students difficulties
	ERL	- "I have a problem on vocabulary especially in journal about nursing , there are several words that are not familiar".	
	ZRM	- "My problem is lack of vocabulary and I don't know the meaning , if I open dictionary some of words don't fit to the context of the text".	
	LS	- "My problem is often encounter difficult words so I have to find the meaning".	
	DLA	- "The problem is when I less focus on text reading , it seems like I missed the reading so I have to reread, and I often find unfamiliar words ".	
	RSK	- "The problem is I don't understand many words because I don't often hear them".	
	OCT	- "The problem that still exists today is vocabulary that has never been known, especially academic language ".	
	SDH	- "I have a problem on difficult words which is rarely found especially Nursing language ".	
	NR	- "Yes, I find some difficult words and difficult to understand ".	
	FRH	- "I have a lot of problems in reading English text, but the most commonly occur is unfamiliar word ".	

From the statements as in Table 4.2 which focuses on students' difficulties toward reading English text clearly states that all of participants faced the problems in reading texts in English because they lack of vocabulary and found many

unfamiliar words. Furthermore, P7 mentioned that academic language is always make her difficult because she does not understand the meaning of it. P2 added that she found several unfamiliar words in journal about Nursing. P8 also stated that the difficult words appeared in Nursing language. Besides, DLA (P5) as the fifth participant who has another problem on reading, it is happened when she less focus on the text.

3. *What kind of strategies that you use to solve the problems?*

Table 4.3
The strategies

No	Sample initial	Statements	Theme
3	HFS	- "I reread the word or sentence before and after the word that I don't understand because it explains the meaning, then I conclude the meaning of a sentence . Other strategies that I used are open dictionary and search in google ".	Problem solving and Support strategy
	ERL	- "Usually if there is a word that I don't understand in a sentence I will read the whole sentence because it helps me to understand the meaning. Then, if I can guess the meaning I will not look at dictionary, but if in a sentence I find many meaningless words I will use google translate ".	
	ZRM	- "If the strategy for such problems I usually ask someone who understand more about the context of the text . However, if there are words that I don't understand I use dictionary but if the meanings are not suitable, I draw a conclusion ".	
	LS	- "First, I read the whole sentence , if I don't understand I will open dictionary to see the meaning".	

DLA	-	<i>"The strategy that I use is reread the sentence, then I look for the meaning of the word and reread again".</i>
RSK	-	<i>"First I use google translate to find the meaning of words, if I still don't understand I translate the whole sentence".</i>
OCT	-	<i>"The strategy is if I find a difficult word, I am not looking for the meaning of the word but guess by connecting with the previous word so that I understand the meaning of the whole sentence".</i>
SDH	-	<i>"I use google translate to find the meaning".</i>
NR	-	<i>"I use dictionary and doc translation".</i>
FRH	-	<i>"I use dictionary or doc translation and ask to my friends who understand".</i>

From the statements in Table 4.3, it can be understood that some of participants guessed the meaning of difficult words by connecting with the previous words or reread the whole sentence to get the conclusion, those statements are referred to problem solving strategy. But all of them frequently used google translation or dictionary to find meaning of unfamiliar words and it was pointed to support strategy. Meanwhile, P1, P2 and P4 claimed that in understanding the text they conclude each sentence or paragraph by reading the whole of it because they frequently uncovered difficult words, but sometime they used dictionary to find the meaning. It was different with P7 who try to guess the meaning of unfamiliar word by connecting with the previous words without using dictionary. It was not similar to P6, P8 and P9 who directly used google translate or doc translation to find the meaning of words, sentence or the whole text. In addition, P3 and P10 added that asking someone who understand more the context of a text that is being read will help us understanding the content of it.

4. Do you think that all the strategies work well for you in dealing with the text in English?

Table 4.4
Opinion about those strategies

No	Sample initial	Statements	Theme
4	HFS	- "Of course, the strategy I used help me understand English texts".	The benefits of the strategies
	ERL	- "The strategy I used greatly helped me understand the text in English, so I didn't have to spend time searching for meaning of a word".	
	ZRM	- "Yes, make me easy, but I can get it as whole unless I have a basic knowledge about the text I am reading".	
	LS	- "So far, the strategy helped me to understand texts in English".	
	DLA	- "The strategy I used was quite helpful in improving my understanding".	
	RSK	- "Yes, it increases my understanding, so I know the content of the text I read".	
	OCT	- "All the strategies that I use help me but the most accurate is the meaning strategy".	
	SDH	- "It makes me easy but sometimes it's not right so I draw a conclusion from the reading".	
	NR	- "Not all of it because the meaning in dictionary is not necessarily appropriate".	
	FRH	- "I think it make me easy because I have dictionary application in my phone".	

From all the statements above as in Table 4.4 which describes the benefits of the strategies that have been shown in the previous table, it can be concluded that all of participants believed all the strategies they have used helping them in

increasing their understanding of English texts. Nevertheless, P8 and P9 explained that sometime using dictionary is not helpful because not all of the meaning appropriates with the context, so they have to draw a conclusion based on their understanding. Additionally, P3 appointed that to comprehend the whole text, it was required a basic knowledge about the text. However, everyone has the most effective strategy to solve their own reading problems like P7 mentioned that all of the strategies help her but there is the most accurate one is the meaning strategy.

D. Discussion

From the findings, it can be discussed that the two of research questions have been answered. The first research question is what are the strategies used by Nursing students to deal with the texts in English. The answer for this question is based on questionnaire analysis and interview. It can be concluded that from questionnaire analysis, the most frequently strategy used by students is the global strategy. It is proved by the highest percentage of the data is the global strategy with 44% of the total. It is also supported by students' statements on the interview result that most of them frequently begin the reading with understanding the title and abstract, then if it suitable to material they were looking for they started to read the content of the text. Based on the classification of the three strategies, it can be seen that this statement is a part of global strategy. The result is not consistent to Pammu et al. (2017), they mentioned that the highest category on metacognitive reading strategy used by non-English department students is problem solving strategy ($M=3.79$). Joel and Meniado (2016) also stated that from the three categories, the

problem-solving strategy is the most frequently used by EFL students ($M=3.97$). This discussion shows that there was a different result between this study and the previous one, it can be deduced that most of non-English department students from several field of study employed problem solving strategy in reading the texts in English, but most of the Nursing students were applied global strategy to deal with it.

The second strategy that is used by Nursing students is problem solving strategy with 31% of the total. This strategy is consisted of several aspects that were measured, some of them are trying to get back when losing concentration, rereading when the texts getting difficult and guessing the unknown words. Those aspects are the most frequently used by Nursing students during reading texts in English. It was attested by students' statements on result of interview, they said that when they find unfamiliar words, they often reread the sentence and try to guess the meaning by connecting with other words and when they lose the concentration, they try to get back by rereading the text.

The third strategy that is used is support strategy with 25% of the total. From the result of interview, it can be seen that all of students translate the unknown words or sentence in Bahasa to increase their understanding. This statement is one of aspect of support strategy, it is verified by the students used dictionary or google translate as a support tool to find unfamiliar words in the texts.

The second research question has also been answered. It is the question of is there any differences about the strategies used between male and female students.

After analyzing the questionnaire, it can be summarized that there are no differences between male and female students in using metacognitive reading strategies in dealing with the texts in English, the difference come from the frequency of the use of the strategies. It can be seen from the data, female students used global strategy (44%), followed by problem solving strategy (31%) and support strategy (25%). On the other hand, male students employed global strategy (45%), problem solving strategy (31%) and support strategy (24%). Therefore, it is showed that male students utilized global strategy more frequently than female students but the students employed the same frequency of problem-solving strategy and the last strategy showed female students more frequently used it than male students. This result was similar to Snoubar (2017), he stated that between male and female students of Al-Balqa university employed the same strategies of metacognitive strategy with the same order of frequency. Alami (2016) explained that from 200 Omani students at Salalah College of Technology, the male students used metacognitive reading strategies moderately (3.28) while female students used them more frequently (3.64).

Additionally, the frequency of the use of the strategies is depended on students interesting and need on reading the texts in English. Based on the data, some of students interested in reading the texts in English with 48% of percentage and some of them do not interested in it (52%).

Regarding with the global strategy, most of students used the strategy because it supported the students' preparations in reading books or journals. And also, global strategy has its own function as a tool to help students for obtaining a

good comprehension in reading. However, it is never inseparable with problem solving and support strategies because they have a different function in fostering students' ability in reading the texts in English.



CHAPTER V

CONCLUSION

After conducting the study, doing the analysis, and presenting the findings, this chapter presents the conclusion in section A and suggestion of this study in section B.

A. Conclusion

The findings of this study were displayed that among the top three of metacognitive strategies found that nursing students used global strategy more frequently than problem solving and support strategy. Afterward, participants in either male or female adopted the same strategies but the frequencies are different. Male students presented the higher percentage on global strategy rather than female. Whereas, female performed the use of support strategy more often than male. Although there are differences in frequency of the two strategies, they have the same level in using problem solving strategy.

B. Suggestion

Based on the findings, the researcher realized there is an issue that could be used to enrich nursing students' strategies in reading the texts in English to improve their understanding. The writer hopes that this study can highly provide recent knowledge about metacognitive reading strategies.

Furthermore, even though many efforts have been done, some limitations exist in this study. Due to the number of participants, this study only involved fewer

male students. Therefore, voices of male students are less represented. It is hope that further studies should engage a balanced proportion between male and female in order to get an equal data. In addition, the researcher does not discuss about the lecturers' perception toward students' difficulties in reading English books and journals. In short, upcoming studies should examine both sides between students and lecturers to achieve more accurate proceeds.



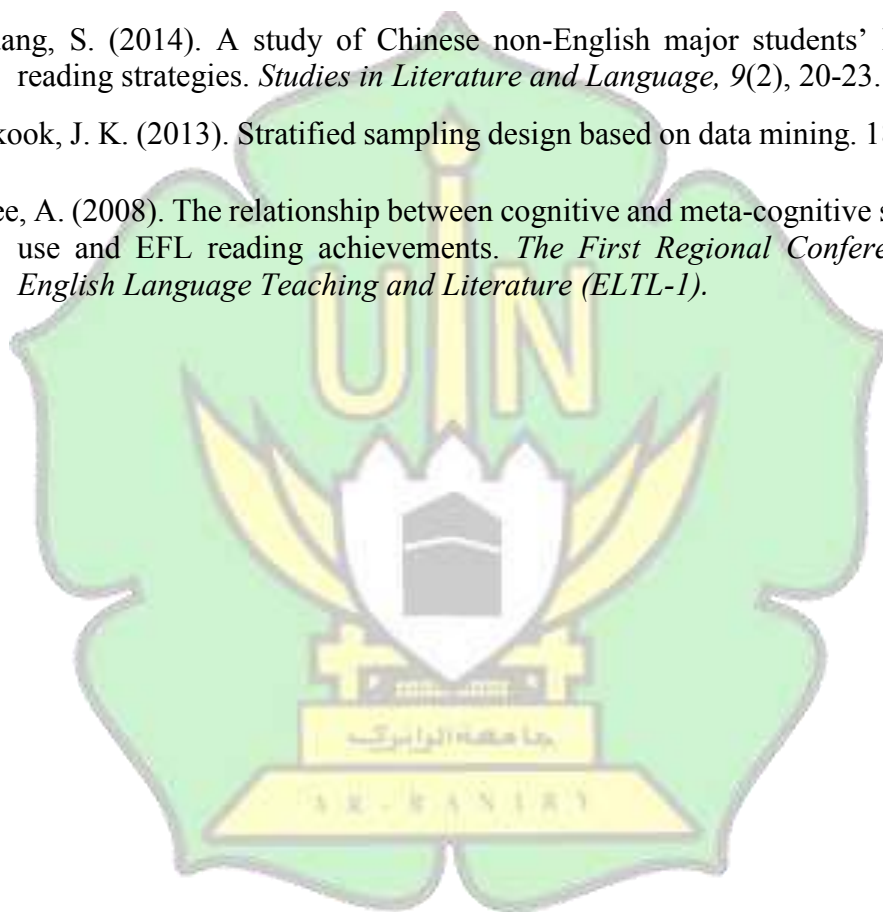
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11209/UN.08/FTK/KP.07.6/07/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 23 Mei 2019
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
1. Dr. Jarjani, S. Ag., S. Si., M. Sc., MA
2. Rahmi Fhonna, MA
Untuk membimbing Skripsi :
Nama : Nailul kharisma
NIM : 150203100
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Strategies of the Nursing Students Employed in Dealing with Texts in English
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 31 Juli 2019

An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor : B-15670/Un.08/FTK.1/TL.00/10/2019
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Banda Aceh, 30 Oktober 2019

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh
dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: NAILUL KHARISMA
N I M	: 150203100
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t	: Darussalam Jl. Miruek Taman Lr. Tengoh Tanjung Deah Aceh Besar

Untuk mengumpulkan data pada:

Fakultas Keperawatan Universitas Syiah Kuala

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada
Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Strategies of the Nursing Students Employed in Dealing with Texts in English

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami
ucapkan terima kasih.

جامعة الرانيري

AR - RANIRY

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS SYIAH KUALA

FAKULTAS KEPERAWATAN

DARUSSALAM, BANDA ACEH

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Nomor : B/3034/UN11.1.12 /DL/2019
Lampiran : -
Perihal : Selesai Pengumpulan Data

5 Desember 2019

Yth.

Dekan Fakultas Tarbiyah dan Keguruan UIN Ar Raniry
Darussalam, Syiah Kuala
Banda Aceh

Darussalam, Banda Aceh

Dengan hormat, melalui surat ini kami menerangkan bahwa

Nama : Nailul Kharisma
NIM : 150203100
Judul Skripsi : Strategies the Nursing Students Employed in Dealing with
Texts in English

Telah selesai melakukan Penelitian pada Fakultas Keperawatan Universitas Syiah Kuala yang dilaksanakan tanggal 4 s/d 12 Nopember 2019.

Demikian, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

Dekan
Wakil Dekan Iq

Teuku Tahlil, S.Kp., MS., Ph.D
NIP.-19720204 200112 1 001

Appendix D

Questionnaire

Pernyataan	Selalu	Sering	Jarang	Tidak pernah
Global strategy 1. Saya memiliki tujuan ketika membaca buku dan jurnal berbahasa inggris 2. Saya membaca teks preview (seperti abstrak. pendahuluan) terlebih dahulu untuk mengetahui topik pembahasan pada buku dan jurnal sebelum isinya 3. Saya mencoba menebak topik pembahas pada buku dan jurnal ketika membacanya 4. Saya berfikir apakah isi teks bacaan pada buku dan jurnal sesuai dengan materi yang saya cari 5. Saya membaca teks buku dan jurnal sekilas terlebih dahulu dengan memperhatikan panjang dan bagian-bagian pada teks 6. Saya menggunakan pengetahuan saya untuk memahami isi teks pada buku dan jurnal yang saya baca				

Pernyataan	Selalu	Sering	Jarang	Tidak pernah
<p>7. Saya menentukan apa yang harus dibaca dengan teliti dan apa yang harus diabaikan</p> <p>8. Saya membaca tabel, angka, dan gambar pada teks bacaan (buku dan jurnal) untuk meningkatkan pemahaman</p> <p>9. Saya menggunakan bantuan tipografis seperti huruf tebal dan miring untuk mengidentifikasi informasi penting pada teks bacaan (buku dan jurnal)</p> <p>10. Saya menganalisa dan mengevaluasi secara kritis informasi yang terdapat pada teks bacaan (buku dan jurnal)</p> <p>11. Saya meninjau kembali pemahaman saya ketika menemukan informasi yang saling bertentangan</p>				
<p>Problem Solving</p> <p>1. Saya membaca perlahan dan hati-hati untuk memahami apa yang saya baca</p> <p>2. Saya mencoba kembali ke alur bacaan ketika saya hilang konsentrasi</p>				

Pernyataan	Selalu	Sering	Jarang	Tidak pernah
<p>3. Saya menyesuaikan kecepatan membaca dengan bacaan (buku dan jurnal) yang saya baca</p> <p>4. Saya berhenti dari waktu ke waktu dan berfikir tentang apa yang saya baca sebelumnya</p> <p>5. Saya mencoba menggambarkan atau memvisualisasikan informasi untuk mengingat apa yang saya baca</p> <p>6. Ketika bacaan semakin sulit, saya membaca ulang untuk meningkatkan pemahaman</p> <p>7. Saya mencoba menebak arti kata yang tidak saya ketahui</p> <p>8. Saya membedakan fakta dan pendapat pada teks bacaan (buku dan jurnal)</p>				
<p>Support Strategy</p> <p>1. Saya mencatat informasi penting ketika membaca buku dan jurnal berbahasa Inggris</p> <p>2. Saya membaca dengan suara keras ketika bacaannya sulit</p>				

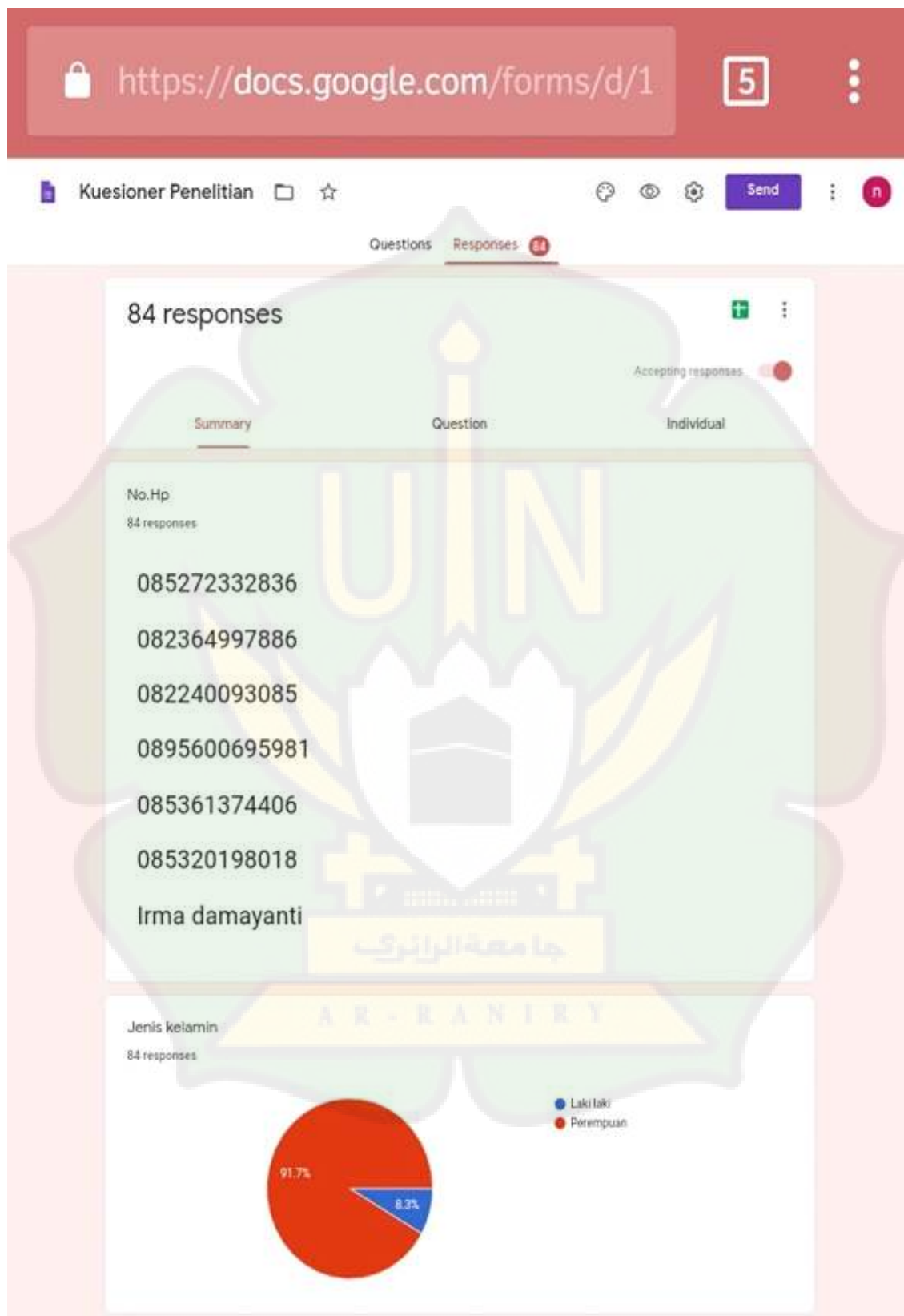
Pernyataan	Selalu	Sering	Jarang	Tidak pernah
3. Saya print teks bacaan (buku dan jurnal) dan menggaris bawahi informasi penting 4. Saya mengartikan teks bacaan (buku dan jurnal) ke bahasa indonesia 5. Saya menggunakan sumber referensi ketika membaca buku dan jurnal berbahasa inggris 6. Saya menulis kembali informasi pada teks bacaan (buku dan jurnal) untuk meningkatkan pemahaman 7. Saya membaca kembali teks bacaan (buku dan jurnal) untuk menemukan hubungan dari informasi-informasi didalamnya				

Interview questions

1. Apakah kamu memiliki pengetahuan tentang strategi membaca?
2. Apakah kamu menemukan masalah ketika membaca teks berbahasa inggris? Jika iya. Apa?
3. Strategi apa yang kamu gunakan untuk menyelesaikan kesulitan tersebut?
4. Apakah strategi-strategi tersebut mempermudah kamu untuk memahami teks berbahasa inggris?

Appendix E

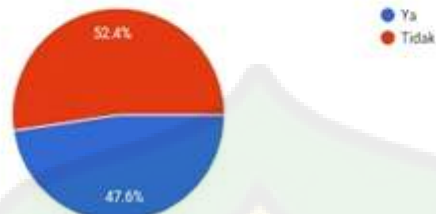
Samples of Data Collection



Questions Responses 84

Apakah kamu senang membaca buku atau jurnal berbahasa inggris?

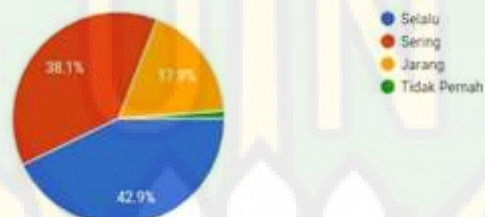
84 responses



Global strategy

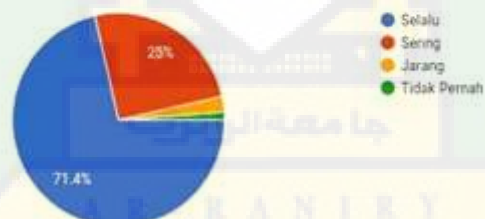
Saya memiliki tujuan ketika membaca buku dan jurnal berbahasa inggris

84 responses



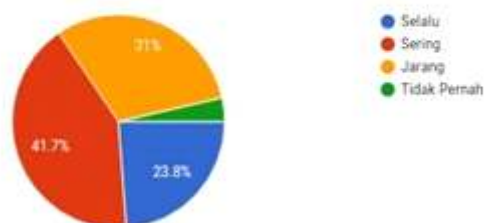
Saya membaca teks preview (abstrak, pendahuluan dll) terlebih dahulu untuk mengetahui topik pembahasan pada buku dan jurnal sebelum membaca isinya

84 responses



Saya mencoba menebak topik pembahasan pada buku dan jurnal ketika membacanya

84 responses



Questions Responses 64

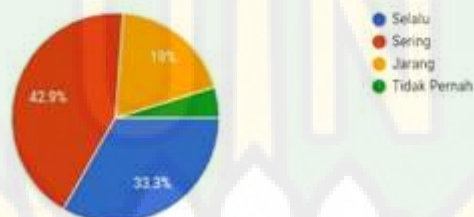
Saya berfikir apakah isi teks bacaan pada buku dan jurnal sesuai dengan materi yang saya cari

84 responses



Saya membaca teks buku dan jurnal sekilas terlebih dahulu dengan memperhatikan panjang dan bagian-bagian pada teks

84 responses



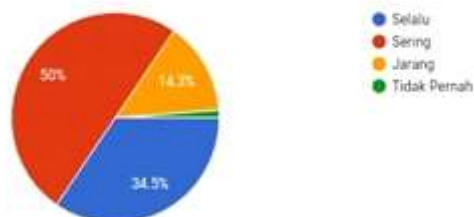
Saya menggunakan pengetahuan saya untuk memahami isi teks pada buku dan jurnal yang saya baca

84 responses



Saya menentukan apa yang harus dibaca dengan teliti dan apa yang harus diabaikan

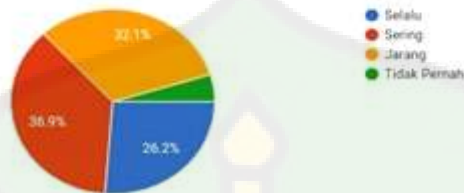
84 responses



Questions Responses 84

Saya membaca tabel, angka, dan gambar pada teks bacaan (buku dan jurnal) untuk meningkatkan pemahaman

84 responses



Saya menggunakan bantuan tipografis seperti huruf tebal dan miring untuk mengidentifikasi informasi penting pada teks bacaan (buku dan jurnal)

84 responses



Saya menganalisa dan mengevaluasi secara kritis informasi yang terdapat pada teks bacaan (buku dan jurnal)

84 responses



Saya meninjau kembali pemahaman saya ketika menemukan informasi yang saling bertentangan

84 responses

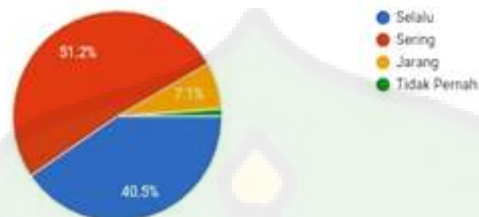


Questions Responses 84

Problem solving strategy

Saya membaca perlahan dan hati-hati untuk memahami apa yang saya baca

84 responses



Saya mencoba kembali ke alur bacaan ketika saya hilang konsentrasi

84 responses



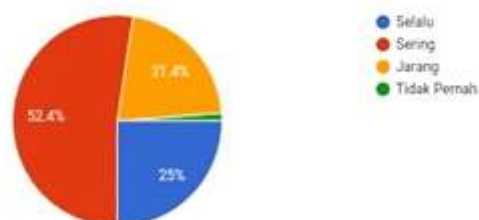
Saya menyesuaikan kecepatan membaca dengan teks bacaan (buku dan jurnal) yang saya baca

84 responses



Saya berhenti seiring waktu dan berfikir tentang apa yang saya baca sebelumnya

84 responses



Questions Responses 84

Saya mencoba menggambarkan atau memvisualisasikan informasi untuk mengingat apa yang saya baca

84 responses



Ketika bacaan semakin sulit, saya membaca ulang untuk meningkatkan pemahaman

84 responses



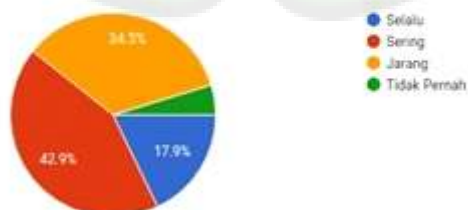
Saya mencoba menebak arti kata yang tidak saya ketahui

84 responses



Saya membedakan fakta dan pendapat pada teks bacaan (buku dan jurnal)

84 responses

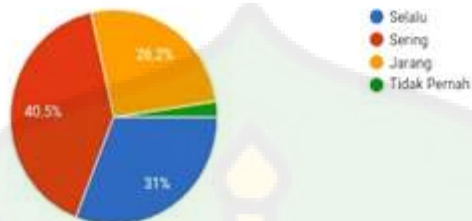


Questions Responses 64

Support strategy

Saya mencatat informasi penting ketika membaca buku dan jurnal berbahasa Inggris

84 responses



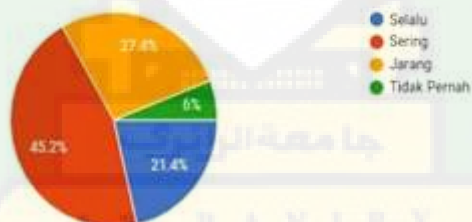
Saya membaca dengan suara keras ketika bacaannya sulit

84 responses



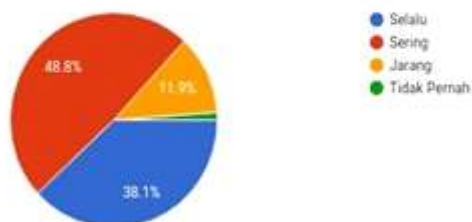
Saya print teks bacaan (buku dan jurnal) dan menggaris bawah informasi penting

84 responses



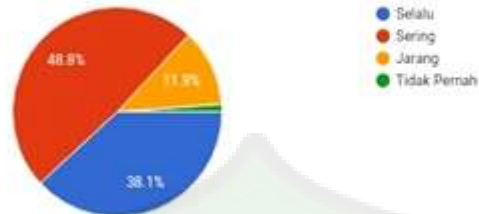
Saya mengartikan teks bacaan (buku dan jurnal) ke bahasa Indonesia

84 responses



Saya mengartikan teks bacaan (buku dan jurnal) ke bahasa Indonesia

84 responses



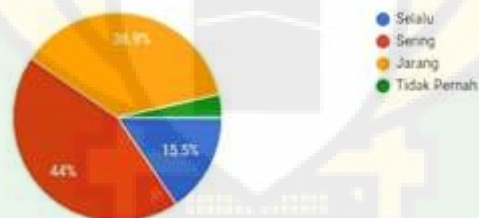
Saya menggunakan referensi ketika membaca buku dan jurnal berbahasa Inggris

84 responses



Saya menulis kembali informasi pada teks bacaan (buku dan jurnal) untuk meningkatkan pemahaman

84 responses



Saya membaca kembali teks bacaan (buku dan jurnal) untuk menemukan keterkaitan antara informasi-informasi didalamnya

84 responses



AUTOBIOGRAPHY

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 Elementary School : MIN Tungkop
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Banda Aceh, January 13rd 2020

Nailul Kharisma

