

The Relationship between Authentic Materials and Cooperative Learning Strategy towards EFL Students' Reading Comprehension

Siti Nurlela

Vocational High School (SMK) 20, Jakarta

Gunawan Suryoputro

University of Muhammadiyah Prof. DR. HAMKA (UHAMKA), Jakarta

EFL (English as a Foreign Language) students of vocational high schools are requested to have skillful reading strategies to comprehend specific texts in English. To have a good comprehension, they utilize not only their strategies but also interesting and suitable texts. Therefore, this current study investigated the correlation between students' perception of the authentic materials and cooperative learning strategy towards students' reading comprehension. The data of the reading comprehension tests and the students' perception were analyzed using the multiple regression. The result revealed that (1) there was positive correlation between students' perception of the authentic materials and students reading comprehension, (2) there was significant positive effect of cooperative learning strategy towards reading comprehension, and (3) there was significant positive effect of reading materials towards cooperative learning strategy. These findings suggested that the choice of authentic materials could motivate students to comprehend ESP texts. Besides this, by doing cooperative learning strategy, the scaffolding could happen so that they could share their comprehension. In spite of its limitation, this study could have certain pedagogical implications to reading classroom activities.

Keywords: authentic materials, cooperative learning strategy, reading comprehension

Siswa yang belajar bahasa Inggris di Sekolah Menengah Kejuruan (SMK) diharapkan memiliki kemampuan membaca teks dalam bahasa Inggris. Untuk memiliki kemampuan tersebut, siswa perlu mengetahui tidak hanya strategi membaca tetapi juga tertarik dengan teks yang dibacanya. Oleh karena itu riset ini melihat hubungan antara persepsi siswa terhadap teks otentik dan strategi belajar kooperatif dengan kemampuan membaca siswa. Hasil tes

membaca dan persepsi siswa dianalisa menggunakan regresi. Hasilnya menunjukkan bahwa: (1) ada hubungan positif antara persepsi siswa terhadap materi otentik dengan kemampuan membaca siswa, (2) ada efek positif yang signifikan antara strategi belajar kooperatif dengan kemampuan membaca, dan (3) ada efek positif yang signifikan antara teks and strategi belajar kooperatif. Penemuan dari studi ini memberikan pencerahan bahwa pilihan teks otentik dapat meningkatkan kemampuan membaca siswa. Disamping itu, strategi belajar kooperatif dapat memfasilitasi perkembangan membaca siswa dimana mereka bisa saling memberikan kontribusi. Meskipun ada keterbatasan, riset ini memiliki implikasi pendidikan terhadap kegiatan membaca dalam bahasa Inggris.

INTRODUCTION

Some previous studies found that in addition to readers' vocabulary repertoire, the choice of materials affect the readers' reading comprehension. Sacha (2006) found that students were not motivated when materials were selected from the textbook, Electrical and Mechanical Engineering, because the materials were not very stimulating. However, when they were given authentic materials downloaded from the internet, magazines, and brochures, combined with the use of task based activities and pair or group work, they were highly motivated. Similarly, the study conducted by Henita (2007) show that learners gave positive responses towards the use of authentic materials in their English class. This could be inferred that students need materials from various sources which are related to their specialization. These authentic materials could help them cater for their jobs when they graduate although they still found difficulties dealing with the authentic texts as these materials were not specifically designed for teaching. These studies support some previous studies which reveal that the authentic materials are considered to be interesting, appropriate and motivating for students at advanced levels (Guariento & Moreley, 2001; Mishan 2004). Thus, these suggest that authentic materials can reflect the real communication, and they could fulfill some social purposes in the language community (Peacock, 1997).

Using authentic materials in the classroom gain some advantages. One of them is to expose students to real language even though the classroom is not a real life situation. In choosing texts for students of vocational high schools who study English for Specific Purposes (ESP), authenticity should be the main consideration. This is supported by Coffey (as cited in Jordan, 1997) who states that "All ESP work is in essence a simulation of a real

life task, serendipity is therefore one of the main virtues required (of the ESP writers): the ability to find an authentic text that will suit pedagogic needs.” (p. 136).

Some other authors such as Richards (2001) and Tamo (2009) suggest that authentic materials come from different sources such as texts, photographs, video selection, and teaching materials which are not prepared for pedagogical purposes. In this current study, the authentic materials were some sources from the internet, newspaper, magazine, and brochures. All materials were related to students’ field of studying the Indonesian vocational high schools, so it is expected that students can experience the real condition contributing to their future employment.

Another factor that influences the readers’ success in reading comprehension is learning strategy. Several studies have been conducted concerning learning strategy. Rahvard (2010), for instance, has investigated cooperative learning strategy in the teaching of reading. He did an experimental study to find out whether cooperative learning strategy motivated students in reading and to investigate whether the choice of cooperative learning strategy improved students’ reading comprehension. His findings reveal that the group using cooperative learning strategies achieved significantly higher results than the group without cooperative learning strategies. Similarly, Sudo and Takaesu (2012) conducted a study on collaborative map creation activity involving 51 students as participants at a private liberal art university in Tokyo. They found that the collaborative strategy encouraged students’ enjoyment, and students felt excited in comprehending the texts.

Cooperative learning is a method of instruction in which students work together in groups, usually with the goal of completing a specific task. This method is believed to be able to help students develop leadership skills and promote the ability to work with others as a team. Lewis (as cited in Slavin, 1983) argues that “cooperative learning is a form of active learning where students work together to perform specific tasks in a small group” (p. 13). In doing this learning strategy, a teacher is advised to selectively group students who are heterogeneous in nature in order that they can mingle and contribute each other significantly.

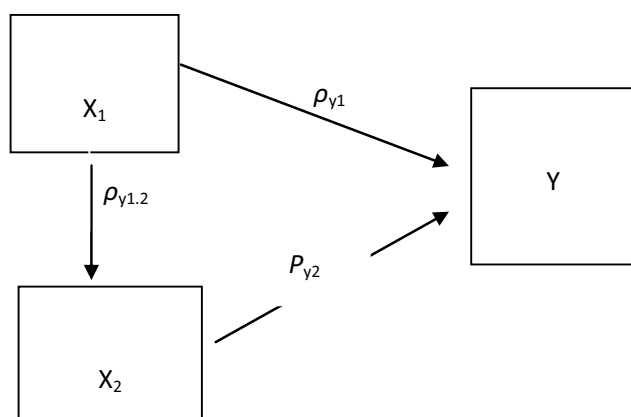
Some previous studies have indicated the positive effects of authentic materials on reading comprehension and the significant effects of cooperative learning strategies on reading comprehension; yet, there are a few studies investigating whether there are positive relationships between the students’ perception of authentic materials and cooperative learning strategy. This study, therefore, aims at providing some contribution to this area.

METHODS

Subjects and Design

The subjects of this study were the students of the State Vocational High School 20 Jakarta. Out of 253 students, there were 76 students who were randomly selected for this study. When the subjects participated in the study, they were all sitting at the second level (class 11). The authentic materials provided to them were adjusted to their field of study which belongs to the area of ESP. The goal of taking this course was to have reading comprehension skills. There are three variables, namely the students' perception of authentic materials (x_1) as the first independent variable and cooperative learning strategy (x_2) as the second independent variable which have contribution to students' reading comprehension achievement (Y) as the dependent variable, as illustrated in the figure below.

Figure 1: Variable constellation



Note:

X_1 = Students' perception of the authentic materials

X_2 = Cooperative learning strategy

Y = Students reading comprehension achievement

Instruments

To elicit the data, two instruments were used: questionnaire for X_1 and X_2 , and reading comprehension test for Y. The two instruments were constructed based on operational definition which was drawn in blue print from the instrument and indicator. Each indicator was used to construct items as a research instrument.

Questionnaires were used to measure the students' perception of authentic materials and cooperative learning strategy. Questionnaires were measured by *Likert* scale with 5 options comprising of both positive and negative options. The questionnaires were constructed based on the blueprint that was arranged from dimension and indicator. Each indicator was used for question items (see Appendix 1).

Reading comprehension test was used to measure students' reading comprehension which was designed by the teacher (one of the researchers) based on the school syllabus. The test consisted of 20 items of multiple choice (MC) forms with four options: a, b, c, or d. The MC was used in order to make the researcher easier in administering and investigating students' reading comprehension score (see Appendix 1). The data from reading comprehension test and the questionnaire of cooperative learning strategy were analyzed by the regression formula as presented in the findings and discussion section below.

FINDINGS AND DISCUSSIONS

The study applied the regression formula and correlation to test the three hypotheses. The first hypothesis was to find out the correlation between authentic materials and students' reading comprehension. The second hypothesis was to know the correlation between cooperative learning strategy and students' reading comprehension. The third hypothesis was to gain the correlation between authentic materials and cooperative learning strategy towards students reading comprehension.

The Relationship between the Authentic Materials (X₁) and Reading Comprehension (Y)

The first hypothesis states that there is correlation between students' perception of reading material (X₁) and students reading comprehension (Y). After calculating the data, it was obtained that the prediction equation or simple regression formula was $\hat{Y} = -3.747 + 0.270 X_1$. The significant and linearity test were done to find out whether the formula was significant or not. The result of calculation of significant and linearity test can be seen in the table below:

Table 1: Table ANOVA significant linearity test $\hat{Y} = -3.747 + 0.270 X_1$

Variance	Hypotheses	TS	ATS	F _o	F _t on α	
					0.05	0.01
Total	76	14928				
Regression (a)	1	14561,9	14561,9			
Regression (b)	1	322,17	322,175	542.695 ^{**)}	4.03	7.48
Regression (r)	74	43,930	0,59366			
Non Properly	18	25,563	0,4565	0.447 ^{NS)}	2.66	1.92
Galat (G)	56	18,366	1,02037			

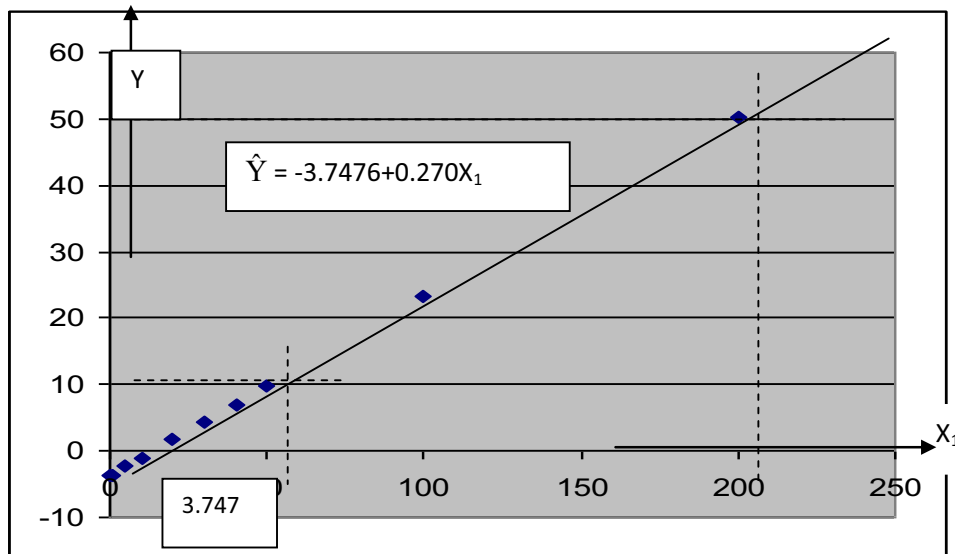
Note:

^{**)} very significance regression $F_o = 542.695 > F_{\text{table}} = 4.03$ and $F_{\text{table}} = 7.48$ on significant degree $\alpha=0.05$ or $\alpha=0.01$

^{NS)} linearity regression $F_o = 0.447 < F_t = 1.92$ on $\alpha=0.01$

Table 1 indicated that $F_{x1} > F_{(\alpha=0.01)(1;74)}$ or $F_{x1-0} = 542.695 > F_{(\alpha=0.01)(1;74)} = 7.48$. It means that $H_o: \beta_{31} = 0$ was not accepted, and $H_i: \beta_{31} \neq 0$ was accepted. In other words, regression equation Y on X_1 was very significant. The linearity of regression equation was $F_{(\alpha=0.05)(18;56)} = 2.66$ and $F_{(\alpha=0.01)(12;56)} = 1.92$. After comparing with F_{table} , it was found that $F_{x10} < F_{(\alpha=0.05)(18;56)}$ or $F_{x1-2} = 0.447 < F_{(\alpha=0.01)(18;56)} = 1.92$ so, $H_o: \beta_{31} = 0$ was accepted, and $H_i: \beta_{31} \neq 0$ was refused because it was not true. So, the H_o was accepted, meaning that there was the correlation between students' perception of reading materials and reading comprehension. It can be concluded that the linearity of regression equation Y on X_1 was linear. The linearity of regression equation $\hat{Y} = -3.747 + 0.270 X_1$ can be illustrated below:

Figure 2: The graph of model $\hat{Y} = -3.747 + 0.270X_1$



The significance and linearity regression test $\hat{Y} = -3.747 + 0.270X_1$ was very significant and linear. It indicates that every increase of students' perception of authentic materials (X_1) score would raise 0.270 point of reading comprehension (Y) in -3.747 of constants.

The strength of the correlation between students' perception of the authentic materials (X_1) and students reading comprehension (Y) was shown by coefficient correlation $r_{y1,2} = 0.585$. The result of coefficient correlation of students' perception of authentic materials (X_1) towards reading comprehension (X_3) showed that there was correlation of each variable. It means that students' perception of authentic materials played an important role to improve the students' ability in comprehending the text. It is very reasonable that students' perception of authentic materials affect students to comprehend the text because of several reasons. First, when students read the text dealing with their interest, it can stimulate them to dig every sentence in the text and try to comprehend it. Second, when the text has specific purpose which relates to students' need, they could have good response. Third, when the text sends up dating information, students will be enthusiastic to get the information.

These findings are in line with the findings of previous studies (Guariento & Morley 2001; Henita, 2007; Mishan 2004, Sacha 2006). They found that if students were interested in the text, they had great motivation to find out what they read. Consequently, it helps them to comprehend the text easily. Thus, the findings suggest that the choice of reading materials is one of the ways for teachers to help students comprehend texts. However, the study also found that though the students were interested in the authentic text, they seemed to find some difficulties when the

authentic text was beyond their background knowledge. In this case, Clavel-Arroitia and Fuster-Marguez (2014) suggest that teachers have to make a kind of modification of the sources which might facilitate the students at these levels.

The Relationship between Cooperative Learning Strategy (X₂) and Reading Comprehension (Y)

The second hypothesis states that there is correlation between cooperative learning strategy (X₂) and reading comprehension (Y). After calculating the data, it was obtained that the prediction equation or simple regression formula was $\hat{Y} = -11.350 + 0.265 X_2$. The significance and linearity test were done to find out whether the formula was significant or not. The result of calculation of significance and linearity test can be seen below:

Table 2: ANOVA of significant and linearity test $\hat{Y} = -11.350 + 0.265 X_2$

Variance	df	TS	ATS	F _o	F _t on α	
					0.05	0.01
Total	76	14928				
Regression (a)	1	14561,9	14561,9			
Regression (b)	1	308,371	308,371	395.248^{**}	4.03	7.48
Regression (r)	74	57,7345	0,7802			
Non Properly	20	24,8702	0,46056	0.280^{NS}	2.66	1.92
Galat (G)	54	32,8643	1,64321			

Note:

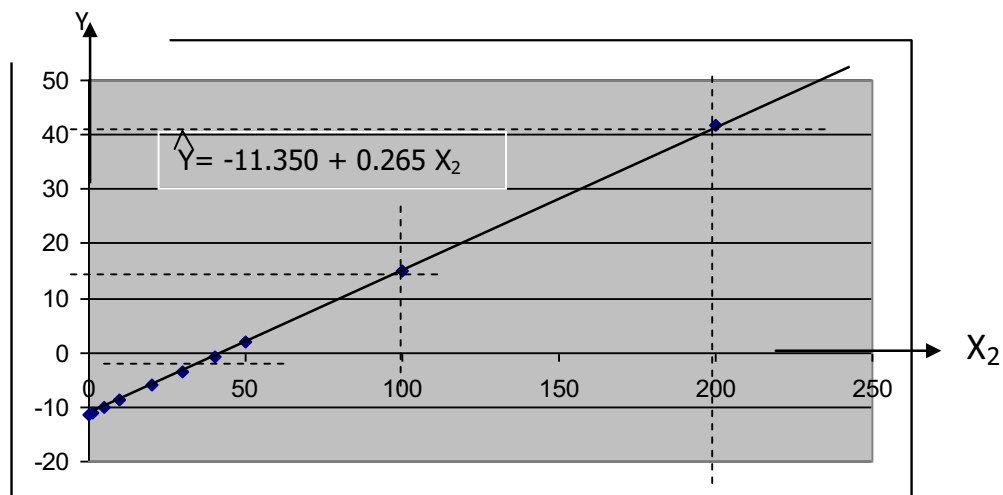
^{**}) regression was very significance $F_o = 395.248 > F_{table} = 4.03$ and $F_{table} = 7.48$ at significance degree $\alpha=0.05$ $\alpha=0.01$

^{NS}) linearity regression $F_o = 0.280 < F_t = 1.92$ $\alpha=0.01$

Table 2 showed that $F_{.10} > F_{(\alpha=0.01)(1;74)}$ or $F_{x1} = 395.248 > F_{(\alpha=0.01)(1;74)} = 7.48$, meaning that $H_0: \beta_{32} = 0$ was refused and $H_1: \beta_{32} \neq 0$ was accepted. It can be concluded that the linearity regression Y on X₂ was very significant.

The linearity of regression equation was $F_{(\alpha=0.05)(11;62)} = 2.66$ and $F_{(\alpha=0.01)(20;54)} = 1.92$. After it is compared with F_{table} , $F_{20} < F_{(\alpha=0.01)(20;54)}$ or $F_{x1-20} = 0.280 < F_{(\alpha=0.01)(20;54)} = 1.92$ so, $H_0: \beta_{32} = 0$ was accepted and $H_1: \beta_{32} \neq 0$ was refused. The linearity of regression equation $\hat{Y} = -11.350 + 0.265 X_2$ can be illustrated on the graphic below:

Figure 3: The graph of model $\hat{Y} = -11.350 + 0.265 X_2$



The result reveals that the significant and linearity regression test $\hat{Y} = -11.350 + 0.265 X_2$ was very significant and linear. It indicates that every increase of cooperative learning strategy (X_2) score would raise 0.265 point of students reading comprehension (Y) in -11.350 of constants.

The strength of correlation between cooperative learning strategy (X_2) and students reading comprehension (Y) was pointed out by the coefficient correlation $r_{y2.1} = 0.370$. This result indicates that there is positive correlation between cooperative learning strategy (X_2) and students reading comprehension (Y). It can be concluded that cooperative learning strategy support students in comprehending the text. There are some reasons why this research finding is acceptable. First, not all students have high motivation in reading. It is because they do not have enough vocabularies to understand the text. This situation makes the students bored and reluctant to read. So, students should be given time to discuss the text in a group. By sharing their knowledge, they will grasp the information of the text and comprehend it easier. Second, cooperative learning will help students who cannot learn individually when they have obstacles in reading class. Learning in a group will assist students to solve their difficulties in comprehending the text. Third, cooperative learning leads students to be more active in learning. If the atmosphere of learning is active, it could stimulate students to

compete each other to understand what they are reading. Thus, it will improve their reading comprehension. These findings support some previous studies conducted by Rivard (2010) and Sudo and Takesu (2012).

The Composite Relation between the Authentic Materials (X1) and Cooperative Learning towards Reading Comprehension (Y)

The third hypothesis states that there is composite correlation between students' perception of authentic materials (X_1) and the cooperative learning strategy (X_2) towards reading comprehension (Y). After calculating the data, it was obtained that the prediction equation or multiple regression formula was $\hat{Y} = -4.064 + 0.261 X_1 + 0,010 X_2$. The significant test was done to find out whether the formula was significant or not. The result of calculation of significant test can be seen below.

Table 3: ANOVA of significant test $\hat{Y} = -4.064 + 0.261 X_1 + 0,010 X_2$

Variance	df	TS	ATS	F _o	F _t on α	
					0.05	0.01
Total	76	14928				
Regression (b ₀)	1	191,604	191,604			
Total correction (TC)	1	366,105	366,105			
Regression (b)	2	322,195	161,098			
Regression (r)	73	43,9102	0,60151	267.822^{**})	3.15	4.98

Note:

^{**}) Multiple regression was very significance $F_o = 267,822 > F_{table} = 3.15$ and $F_{table} = 4.98$ at significance degree $\alpha=0.05$ $\alpha=0.01$

Table 3 shows that $F_{1-10} > F_{t(\alpha=0.01)(1;74)}$ or $F_{x1-10} = 1267,822 > F_{(\alpha=0.01)(2;73)} = 4.98$ meaning that $H_o: \beta_{21} = 0$ was refused and $H_i: \beta_{21} \neq 0$ was accepted . It can be concluded that the multiple regression X_1 and X_2 on Y was very significant.

Based on the significance of multiple regression test of students' perception of authentic materials (X_1) and cooperative learning strategy (X_2) towards students' reading comprehension $\hat{Y} = -4.064 + 0.261$

$X_1 + 0,010 X_2$, it can be suggested that every increase of students' perception of authentic materials (X_1) score raise 0.361, and the cooperative learning strategy (X_2) score could raise 0.010 point of reading comprehension (Y) in -4.064 of constants. The strength of correlation between students' perception of authentic materials (X_1) and the cooperative learning strategy (X_2) towards students reading comprehension was pointed out by coefficient correlation $r_{y.12} = 0.938$.

It can be concluded that students' perception of authentic materials and cooperative learning strategy improve students to achieve reading comprehension. When students are provided by interesting and challenging texts, they utilize the suitable learning strategies at the same time. Since the text was very challenging and interesting, they were motivated to cooperate with their group to find out solutions which were needed. Thus, the interaction among them happened in the process of learning activity in the classroom. This argument is also reflected in the results of questionnaire of cooperative learning strategy. The results reveal that 76 students provided the maximum score (113 out of the total score /194), meaning that most of them enjoy having the authentic materials for reading comprehension.

CONCLUSIONS

Based on the findings presented above, there are some pedagogical implications which are necessary to be drawn. First, to improve EFL students reading comprehension, teachers need to select authentic and challenging reading materials. They can be taken from newspapers, magazines, or the internet which are available and relatively easy to be accessed by both teachers and students. Authentic materials are quite relevant to students' future jobs if selected well though these materials challenge them as they are not specifically designed for the classroom use. Second, cooperative learning strategy is believed to facilitate EFL students who cannot study individually. By doing cooperative learning strategy, the scaffolding could be facilitated, meaning that smart students could help poor ones. Third, reading materials would be a source in cooperative learning. By having enough authentic reading materials, every student could contribute to each other within the group.

In spite of the merits, this study has flaws because of technical random sampling and limited time of experiment. The research took its samples of subject only at second year students of one vocational high school in Jakarta; as a result, it could not generalize all students because each level of students has a different ability in comprehending texts. Thus, a further study with a wide range of population may be needed. Besides this, further studies investigating texts and learning strategies need to be expanded as appropriate texts and

learning strategies are not the only way of improving students' reading comprehension; there are some more aspects related to reading comprehension such as readers' threshold of vocabulary mastery and students' motivation.

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APPENDIX 1

Sample of reading comprehension test (MC) - Text One

BRUEGGER'S BAGEL BAKERY

Bruegger's Bagel Bakery makes and sells a variety of bagels, including plain, onion, poppy seed, and cinnamon raisin, as well as assorted flavors of cream cheese. Bagels are the major sources of revenue for the company.

Bagels are very popular with consumers. Not only are they relatively low in fat, they are failing and **they** taste good! Investors like the bagel industry because it can be highly profitable: **it** only costs about \$.10 to make a bagel, and they can be sold for \$.50 each or more. Although some bagel companies have done poorly in recent years, due mainly to poor management, Bruegger's business is booming, it is number one nationally, with over 450

shops that sell bagels, coffee, and bagel sandwiches for takeout or on-premise consumption. Many stores in the Brugger's chain generate an average of \$800,000 in sales annually.

Production of bagels is done in batches, according to flavor, with each flavor being produced on a daily basis. Production of bagel ingredients of flour, water, yeast, and flavorings are combined in a special mixing machine. After the dough has been thoroughly mixed, it is transferred to another machine that shapes the dough into individual bagels. Once the bagels have been formed, they are loaded onto refrigerated trucks for shipping to individual stores. When the bagels reach a store, they are unloaded from the trucks and temporarily stored while they rise. The final two steps of processing involve boiling the bagels in a kettle of water and malt for one minute, and then baking the bagels in an oven for approximately 15 minutes.

Quality is an important feature of a successful business. Customers judge the quality of bagels by their appearance (size, shape, and shine), taste, and consistency. Customers are also sensitive to the service when they make their purchases. Bruegger's devotes careful attention to quality at every stage of operation, from choosing suppliers of ingredients, careful monitoring ingredients, and keeping equipment in good operating condition to monitoring output at each step in the process. At the stores, employees are instructed to watch for deformed bagels and to remove them when **they** find them. Employees who work in the stores are carefully chosen and then trained so that they are competent to operate the necessary equipment in the stores and to provide the desired level of service to customers.

The company operates with minimal inventories of raw materials and inventories of partially completed bagels at the plant and very little inventory of bagels at the stores. One reason for this is to maintain a high degree of freshness in the final product by continually supplying fresh product to the stores. A second reason is to keep costs down; minimal inventories mean less space is needed for storage. (adopted from www.bruggers.com)

Based on the passage above, answer these questions by crossing the correct choice.

1. How many types of bread roll does the above company produce? They are more or less
A. two B. three C. four D. five
2. Why did Bagel's business ever go down? Because of
A. Bad quality B. Poor management C. Low Cost D. Wrong Marketing
3. What is the main idea of passage two?
A. Not only are they relatively low in fat, they are failing and they taste good!
B. Investors like the bagel industry because it can be highly profitable.
C. Bagels are very popular with consumers.
D. Many stores in the Brugger's chain generate an average of \$800,000 in sales annually.
4. How much does the Bagel earn from Burgger every year?

- A. \$ 10. B. \$50 C. \$ 450 D. \$ 800,000
5. What are the benefits of maintaining relatively little inventory for Bruegger’s?
 A. Low cost and High profits C. High cost and small spaces
 B. Low cost and freshness of goods D. High cost and freshness of goods
6. In what paragraph does the writer explain the production process? Sum-up it.
 A. One B. Two C. Three D. Four
7. How are the qualities of the company’s workers? They have to be
 A. competent only C. trained only
 B. selected and selected D. competent, trained and selected.
8. What do these word “they” in line 4? It refers to ...
 A. Begals B. Burggers C. Customers D. Investors
9. What does the word “generate” mean? It means ...
 A. earn B. produce C. invest D. spend
10. What does the word “they” refer to? It refer to ...
 A. Begals B. employees C. consumers D. employers

APPENDIX 2

INSTRUMENT OF STUDENTS’ PERCEPTION OF READING MATERIALS AFTER TRYING OUT

NAMA:

KELAS:

PETUNJUK PENGISIAN: ISILAH PERNYATAAN DIBAWAH INI SESUAI DENGAN PENDAPATMU

No	Butir Pernyataan	Selalu	Sering	Kadang-Kadang	Jarang	Tidak-Pernah
1	Untuk melatih kemampuan memahami teks bahasa Inggris, saya membaca suka memaca teks berbahasa Inggris melalui internet					
2	Saya menghindari bacaan berbahasa Ingggris yang di karang oleh orang Indonesia					

3	Saya senang membaca berita bahasa Inggris di internet					
5	Saya menghadapi kesulitan dalam memahami bacaan dari koran berbahasa Inggris					
6	Saya senang membaca bahasa Inggris yang terkait dengan berita yang terhangat saat ini					
7	Teks yang menarik menambah semangat saya untuk memahami isinya					
8	Bentuk teks memengaruhi saya memahami isi bacaan					
9	Membaca koran/majalah berbahasa Inggris berpengaruh terhadap hasil belajar bahasa Inggris saya					
10	Belajar bahasa Inggris lebih mudah jika sering membaca koran/majalah berbahasa Inggris					
11	Saya memilih bacaan sesuai dengan minat saya					
12	Saya tertarik dengan bacaan bahasa Inggris yang dapat menunjang cita-cita saya					
13	Saya menemukan kata-kata baru ketika membaca koran/majalah berbahasa Inggris					
14	Teks berbahasa Inggris dari internet menambah pengetahuan saya tentang struktur kalimat					
15	Saya kurang memahami isi bacaan jika tidak tahu artinya					
16	Saya menebak arti kata untuk memahami isi					

	bacaan					
17	Untuk memahami bacaan, saya menghubungkan bacaan yang lalu dengan sekarang					
18	Pengalaman membaca yang lalu mampu memberikan pemahaman terhadap apa yang sedang saya baca					
19	Memanfaatkan lingkungan sebagai sumber belajar membaca dari internet					
20	Bahasa Inggris yang digunakan di tempat umum mudah dipahami					