



Reading Strategies In English As Foreign Language Students At English Education and Literature Program

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui strategi membaca yang sering digunakan oleh siswa EFL di program Pendidikan dan Sastra Inggris saat mereka membaca teks akademik bahasa Inggris dalam mata pelajaran membaca. Strategi top-down digunakan oleh siswa EFL dalam program Pendidikan dan Sastra Inggris. Strategi bottom-up digunakan oleh siswa EFL dalam program Pendidikan dan Sastra Inggris. Kecenderungan strategi membaca siswa dalam strategi top-down dan bottom-up dalam program Pendidikan dan Sastra Inggris. Partisipan dalam penelitian ini adalah 70 siswa. Penelitian ini dirancang dalam kerangka kualitatif. Pengambilan data dilakukan melalui survei dan observasi kelas. Data survei diambil melalui kuesioner. Data hasil observasi dan angket dianalisis dengan menghitung skor seluruh partisipan berdasarkan skala Likert. Temuan penelitian adalah 1) Siswa Pendidikan Bahasa Inggris sering menggunakan strategi bottom-up dengan persentase 34,3% lebih tinggi daripada siswa Sastra dengan 4,06%. Dan mahasiswa Program Studi Sastra sering menggunakan strategi top-down dengan persentase 35,7% lebih tinggi dibandingkan dengan Program Pendidikan 9,9%. 2) Strategi top-down selalu dan biasanya digunakan oleh mahasiswa sastra dengan 34,4%; mencoba menemukan kalimat topik, pendahuluan, dan kesimpulan teks, dan 51,4% siswa biasanya membaca sekilas inti teks atau mengidentifikasi gagasan utama, tema, atau konsep dan memperhatikan bagaimana gagasan dan fakta digunakan untuk mendukung ide-ide utama. 3) Strategi bottom-up selalu digunakan oleh mahasiswa Program Pendidikan Bahasa Inggris sebesar 45,7%; biasanya memperhatikan ikatan kohesif seperti "namun, oleh karena itu, selain" yang digunakan dalam teks dan 51,4% siswa selalu mempertanyakan arti kata atau frasa. 4) Kecenderungan strategi membaca yang digunakan oleh mahasiswa EFL di Program Pendidikan Bahasa Inggris yang menggunakan strategi bottom-up mencerminkan aspek kognitif kognisi dan aspek Metakognitif untuk mahasiswa Program Sastra yang mencerminkan strategi top-down.

Kata Kunci: Strategi Membaca, Jurusan Pendidikan Bahasa Inggris dan Sastra Inggris

Abstract

The aim of the research is to know the reading strategies frequently used by EFL students in English Education and Literature program while they read English academic text in reading subject. Top-down strategies were used by EFL students in English Education and Literature program. Bottom-up strategies were used by EFL students in English Education and Literature program. Students' reading strategies tendencies in top-down and bottom-up strategies in English Education and Literature program. The participants of this research were 70 students. This research was designed in qualitative frameworks. Data were taken through a survey and classroom observations. The survey data were taken through questionnaire. The data from observation and questionnaire were analyzed by counting the score of all participants based on the Likert scale. The research findings are 1) English Education Students frequently used the bottom-up strategy with a percentage of 34.3% higher than Literature students with 4.06%. And the students in Literature program frequently used the top-down strategy with a percentage of 35.7% higher than in the Education Program with 9.9%. 2) The top-down strategies were always and usually used by the literature students with 34.4%; trying to find the topic sentence, introduction, and conclusion of the text, and 51.4% of students usually skim for the gist of the text or identify the main ideas, themes, or concepts and pay attention to how ideas and facts are used to support the main ideas. 3) The bottom-up strategies were always used by the English Education Program students with 45.7%; usually noticing the cohesive ties like "however, therefore, in addition to" used in the text and 51.4% of students always question the meaning of a word or a phrase. 4) The tendencies of reading strategies used by EFL students in the English Education Program who used bottom-up strategies reflect on cognitive aspects of cognition and Metacognitive aspects for students Literature Program who reflect on top-down strategies.

Keywords: reading strategies, English education and English literature program

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INTRODUCTION

English is known as a foreign language in our country, Indonesia. Therefore, the students will know English language as the language that they learn in lesson at school or English is called as the target language for the students. The ability to understand the target language really depends on the knowledge that the students have. The students who do not have the knowledge about the target language will have problems when facing the reading materials which are different from their native language. The students get any difficult words in the reading text and to solve the problem, the students have to open the dictionary.

Reading in a second or foreign language is different from reading in native language. So reading English text is different from Indonesian language, because students have to understand the structure, grammatical sentence, the meaning of words etc. Reading comprehension is so important because it is employed for numerous purposes, e.g. to learn, to find out something, to get directions for doing something, to have fun by reading something funny and to appreciate the art of writing like as reading a novel. It is obvious that by improving reading comprehension, it will also improve writing and speaking abilities.

Reading strategy is important in reading skill. Educators face a serious situation because many second or foreign language learners are struggling to read well. In the elementary classroom, students may have different educational backgrounds, language proficiency levels, cultures, and prior experiences (King (2008), Wenden (1987 cited in Alderson 2000), Brown (2007: 119), (Ediger, 2001), Caverly, Nicholson, and Radcliffe (2004), Booth and Swartz (2004: 22). Several research in Asian context in reading strategies could such as (Song, 2003; Shang, 2007). Numerous studies on learning strategies maintain that teaching strategies can facilitate students reading comprehension (Cohen, 1998; Chamot, 1999). Based on the research background, the research questions are such as follows: 1) What reading strategy is used by EFL Students? 2) What strategy that is used in top-down and bottom-up?

Theoretical frameworks on the nature of reading were carried out by Brown (2001:299), (Bernhardt, E.B. 1991:6), Clark and Silberstein (1987: 15), types of reading (Intensive Reading & Extensive Reading) by Nuttall (2000: 38), techniques of reading (Grellet (1990: 14), Greenall and Swan (1986: 180)), purpose of reading (Harmer (2001), Fletcher et. al (1994:10), reading comprehension skills (Wainwright (1997: 37) , Jordan (1997: 147), Bernhardt, E.B. (1991:6), Richard et al. (1992:306), McNeil (1980:130)), assessment of reading skill (Heaton (1988: 106) , & Philips (1984: 289)), reading strategies (Carrell et al. (1998: 97), Garner (1987: 50), Bergeron and Bradbury-Wolff (2002: 10-11), Huegli (2008:1), (Gebhard, 2006: 196), (Hung and Ngan, 2015), O'Malley and Chamot, (1990: 560)), teaching reading strategies (Baumann, et.al; in Bergeron and Bradbury-Wolff, 2002:8), Top-down and Bottom-up Reading Strategies (Richard and Schmidt (2010: 483), Lynch & Hudson (1991: 218) cf Ozek and Civelek (2006: 3), Amiryousefi et.al (2012:1174), Reynher (2008), Aebersold and Field (Salataci, 1998, p.62), Vacca et.al (2006: 39)).

METHODOLOGY

This research was designed in qualitative frameworks. Data were taken through a survey and classroom observations. The survey data were taken through questionnaire. The survey data become the primary data and were used as the basis for classroom observations. The qualitative framework was aimed at achieving in-depth analysis of the findings. Descriptive method was implemented since the data obtained need a further analysis, the method was used for investigating a problem which needed further analysis on the data when data had been obtained. Descriptive method is a method used in a study which is not searching for something or making the prediction, it only describes the situation or phenomenon. A descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. The descriptive study determines and reports the way things are ((Gay,1992:68), to Hamied (2017: 19) (Alwasilah, 2008: 92)).

The research was done in September until November 2017. It was conducted at English Education Programme, Department of Language and Arts Education, which is located at Jl. Permana No.32 B, Cimahi-West Java and English Literature Programme, Department of Linguistics and Literature, which is located at Jl.Cihampelas No.194, Bandung-West Java. The subject of the research is the fifth semester students of English Education Programme and English Literature Programme. The participants of the research were 35 students of English Education Programme and 35 students for English Literature Programme which with were in fifth semesrer. The participants were selected purposively from the total at 163 students due to their achievement in reading subject were better and time achievement.

In collecting the data, there should be research instrument to measure the variables, as Hossein (2012. P. 277) Instrument is any device which is used to collect the data. Instruments can be presented in written, audio, or visual format. Responses can be gathered via paper- and-pencil tests, computer administered tests, video camera, or audiotape recorder. The research instruments used were as follows:

Observation

Table 1

Observation framework (Borg and Gall (2003:266-267) Sugiyono (2010))

Step in conducting observation	Activities
Description Observation (Grand tour Observation)	- Searching for participant - Choosing the appropriate participant
Focused Observation (Mini tour Observation)	- Conducting a systematic Observation classroom - Using field notes
Selective observation (Mini tour observation 2)	- Conducting a systematic observation classroom - Using field notes

Observation was done both in English Education Programme and English Literature Programme on the teaching and learning process of reading subject.

Table 2

Top-down and Bottom-up Reading Strategies Observation Framework (Vacca et.al, 2006)

No	Total Subject	Bottom-up Approach	Top-down Approach
1	35	Recognize each word in a selection to be able to comprehend the selection.	Comprehend a selection even when they are not able to identify each word
2	35	Use word and letter–sound cues exclusively to identify unrecognized words.	Use meaning and grammatical cues in addition to letter–sound cues to identify unrecognized words.
3	35	Use series of word identification skills.	Use meaningful and authentic knowledge
4	35	Use emphasize letters, letter–sound relationships, and words	Use emphasize sentences, paragraphs, and text selections.
5	35	View accuracy in identifying words as important	View reading for comprehending as important
6	35	Use discrete/smaller skills to assess in reading e.g. (I notice the cohesive ties like "however, therefore, in addition to" used in the text)	Use constructed knowledge to assess in reading e.g (I try to find the topic sentence, introduction and conclusion of the text)

Questionnaire

In this research questionnaires and interviews were conducted to support the data gathered from the observations. and analyzed documents. The questionnaire was given to the students and it was done to get more information about the students reading strategy was used in their reading subject. Closed form questions was used as the questionnaire, since respondents could answer easier by choosing available answers.

Therefore, it got much information from respondents. The data were obtained through distributing set of written questions to the respondents. The questionnaire had twelve items about students' strategy which were used in reading a text. It was divided into two categories of reading strategies; six items of top-down and six items of bottom-up strategies. The questionnaire was given to the fifth semester students of English Education program and English Literature Program. The questions item of the questionnaire in this research were based on the reading strategies based on some expert. Those reading strategies are:

Table 3
Top-down and Bottom-up Reading Strategies Outline (Vacca et.al, 2006)

No	Question:	Bottom-up Approach	Top-down Approach
	When you read an English text you will.....		
1	Search the relationship of word recognition or comprehension the text	Recognize each word in a selection to be able to comprehend the selection. e.g (I scan the text for explicit information requested in the reading questions or exercises)	Comprehend a selection even when they are not able to identify each word e.g (I skim for gist of the text or to identify the main ideas, themes, or concepts.)
		1 2 3 4 5	1 2 3 4 5
2	Use of information cues	Use word and letter-sound cues exclusively to identify unrecognized words. e.g (I question the meaning of a word or a phrase)	Use meaning and grammatical cues in addition to letter-sound cues to identify unrecognized words. e.g (I pay attention to the text type and discourse format)
		1 2 3 4 5	1 2 3 4 5
3	View of reading	Use series of word identification skills. e.g (I translate some or all words / phrases into Bahasa Indonesia while reading the text)	Use meaningful and authentic knowledge e.g (I pay attention to how ideas and facts are used to support the main ideas)
		1 2 3 4 5	1 2 3 4 5
4	Units of language emphasized instructionally	Use emphasize letters, letter-sound relationships, and words e.g (I break lexical items into parts and try to guess their meanings from their structures like "unbelievable: un + believe + able)	Use emphasize sentences, paragraphs, and text selections. e.g (I try to evaluate my comprehension of the earlier parts of the text based on the information presented in the new parts of it.)
		1 2 3 4 5	1 2 3 4 5
5	Search where the importance is placed instructionally	Viewing accuracy in identifying words as important e.g (I try to find the reference of words like "conceal".)	Viewing reading for comprehending as important e.g (I pay attention to how ideas and facts are used to support the main ideas)
		1 2 3 4 5	1 2 3 4 5
6	Use an assessment	Use discrete/smaller skills to asses in reading e.g (I notice the cohesive ties like "however, therefore, in addition to" used in the text)	Use constructed knowledge to assess in reading e.g (I try to find the topic sentence, introduction and conclusion of the text)
		1 2 3 4 5	1 2 3 4 5

Technique of Data Analysis

Qualitative method was used to identify the students' reading strategy. In qualitative research, data analysis was begun when the observations were started. It was an on-going activity throughout the whole investigation. Data analysis on reading strategies were divided into four 4 major reading strategy categories: cognitive, metacognitive, social and affective strategies (Oxford, 1990). Each category encompassed specific strategies study as follows:

Table 4
Analysis on Categories in Reading Strategy (Oxford, 1990)

Four Major Reading Strategy Categories			
Cognitive Strategies	Meta-Cognitive Strategies	Social Strategies	Affective Strategies
1. Skimming	1. Thinking about what has been known about the topic	1. Cooperating with others	1. Using progressive relaxation
2. Using other clues	2. Identifying a purpose for reading	2. Asking for clarification or verification	2. Discussing feelings with someone else to discover and express feelings about language reading/reading tasks.
3. Predicting/infering	3. Paying attention		
4. Summarizing	4. Self-evaluating		
5. Scanning			
6. Analyzing expressions			
7. Elaborating - associating			
8. Using imagery			
9. Guessing the meaning			
10. Highlighting			
11. Rereading			
12. Taking notes			
13. Translating			
14. Resourcing			

The focus of this research was to investigate the students' reading strategy in academic reading on reading subject. A questionnaire was delivered to both groups to gather data about reading strategies used. It was designed based on strategies useful for reading by Oxford (1990, 321-324).

This study applied the interactive model by Miles and Huberman (1984). The procedure of data analysis was drawn as below:

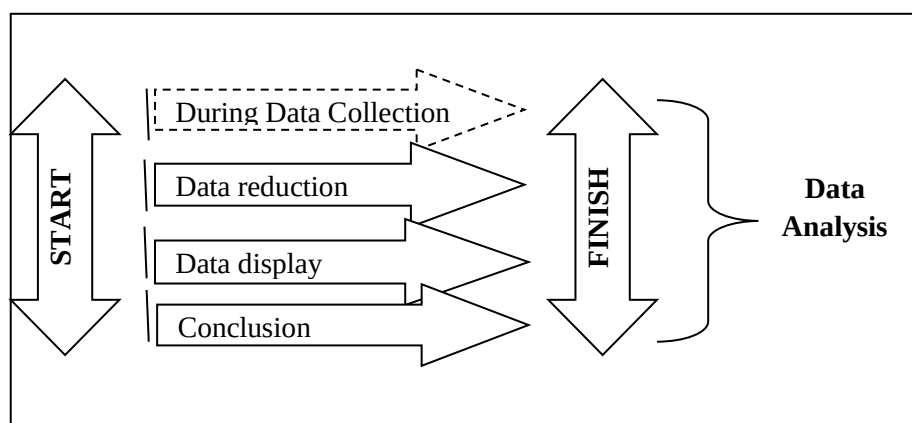


Figure 1. Flow Model of Data Analysis by Miles and Huberman (1984)

On the figure 1, it could be seen that this study used descriptive qualitative to analyze the data, after the data were collected from observation and questionnaire. Then, the main items that supported what the study needed were chosen and unimportant ones were deleted. This process was called data reduction. After the data

were reduced and the important items were remained, the next step was to display the data. It could be seen in the form of tables of the result.

The data analysis technique was the process of searching out and arranging systematically the result of utilizing various instrument. The data of the research were obtained from the classroom observation and questionnaire.

The data from observation were described and analyzed by using field note. observation was by describing the field note. Then the questionnaire was analyzed by counting the score of all participants based on Likert-scale of frequency in use. Each statement was accompanied by a 5-point Likert-scale of frequency in use, i.e. “NEVER” = 1, “RARELY” = 2, “SOMETIMES” = 3, “USUALLY” = 4 and “ALWAYS” = 5. (Hatch dan Farhady, 1982:40). After getting the score of all participants the next step was classifying the score based on high and low total score tendency.

The third step of Interactive Model from Miles and Huberman was drawing a conclusion. In the beginning conclusion was still temporary and may change when new findings appear. The conclusion in qualitative research is a new finding that have never existed before.

RESULTS AND DISCUSSION

To identify the students’ strategies, the writer computed the questionnaire that had been given individually. Students’ reading Strategies were presented in the findings and discussions were elaborated based on the two purposes formulated that were SPSS descriptive analysis and theoretical analysis. The thirty-five students had filled the questionnaire were classified into five different group according to the frequency, which were never, rarely, sometimes, usually, and always.

Top Down Reading Strategies in EFL Students

The findings of reading strategies from the questionnaires were showed in table below.

Table 5
Frequency Table and Chart
Items 1 Top Down

I skim for gist of the text or to identify the main ideas, themes, or concepts					
English Education	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Never	1	2.9	2.9	2.9
	Rarely	14	40.0	40.0	42.9
	Sometimes	12	34.3	34.3	77.1
	Usually	6	17.1	17.1	94.3
	Always	2	5.7	5.7	100.0
	Total	35	100.0	100.0	
English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Never	1	2.9	2.9	2.9
	Rarely	4	11.4	11.4	14.3
	Sometimes	4	11.4	11.4	25.7
	Usually	18	51.4	51.4	77.1
	Always	8	22.9	22.9	100.0
	Total	35	100.0	100.0	

Findings on Table 5 showed that the frequency from English Literature Students with 51% students’ chose Usually and 22.9% chose always on the question of top down reading strategies “I skim for gist of the text or to identify the main ideas, themes, or concepts” were higher than English Education students with 40.0% students’ chose rarely and 34.3% students’ chose sometimes on the Likert Scale.

Table 6
Frequency Table and Chart
Items 2 Top Down

I pay attention to the text type and discourse format					
English Education	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Never	4	11.4	11.4	11.4
	Rarely	12	34.3	34.3	45.7
	Sometimes	13	37.1	37.1	82.9
	Usually	5	14.3	14.3	97.1
	Always	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Rarely	3	8.6	8.6	8.6
	Sometimes	9	25.7	25.7	34.3
	Usually	17	48.6	48.6	82.9
	Always	6	17.1	17.1	100.0
	Total	35	100.0	100.0	

Findings on Table 6 showed that the frequency from English Literature students with 48.6% students' chose Usually and 17.1% chose always on the question of top down reading strategies "I pay attention to the text type and discourse format" were higher than English Education students with 34.3% students' chose rarely and 37.1% students' chose sometimes on the Likert Scale.

Table 7
Frequency Table and Chart
Items 3 Top Down

I pay attention to how ideas and facts are used to support the main ideas					
English Education	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Never	3	8.6	8.6	8.6
	Rarely	7	20.0	20.0	28.6
	Sometimes	16	45.7	45.7	74.3
	Usually	3	8.6	8.6	82.9
	Always	6	17.1	17.1	100.0
	Total	35	100.0	100.0	

English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Never	1	2.9	2.9	2.9
	Rarely	2	5.7	5.7	8.6
	Sometimes	7	20.0	20.0	28.6
	Usually	18	51.4	51.4	80.0
	Always	7	20.0	20.0	100.0
	Total	35	100.0	100.0	

Findings on Table 7 showed that the frequency from English Literature students' with 51.4% students' chose Usually and 20% chose always on the question of top down reading strategies "I pay attention to how ideas and facts are used to support the main ideas" were higher than English Education students' with 20% students' chose rarely and 45.7% students' chose sometimes on the Likert Scale.

Table 8
Frequency Table and Chart
Items 4 Top Down

I try to evaluate my comprehension of the earlier parts of the text based on the information presented in the new parts of it

English Education	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	2.9	2.9	2.9
Rarely	10	28.6	28.6	31.4
Sometimes	18	51.4	51.4	82.9
Usually	4	11.4	11.4	94.3
Always	2	5.7	5.7	100.0
Total	35	100.0	100.0	

English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	2.9	2.9	2.9
Sometimes	7	20.0	20.0	22.9
Usually	15	42.9	42.9	65.7
Always	12	34.3	34.3	100.0
Total	35	100.0	100.0	

Findings on Table 8 showed that the frequency from English Literature students with 42.9% students' chose Usually and 34.3% chose always on the question of top down reading strategies "I try to evaluate my comprehension of the earlier parts of the text based on the information presented in the new parts of it." were higher than English Education students with 28.6% students' chose rarely and 51.4% students' chose sometimes on the Likert Scale.

Table 9
Frequency Table and Chart
Items 5 Top Down

I pay attention to how main ideas used to support the text comprehension

English Education	Frequency	Percent	Valid Percent	Cumulative Percent
Never	5	14.3	14.3	14.3
Rarely	9	25.7	25.7	40.0
Sometimes	15	42.9	42.9	82.9
Usually	4	11.4	11.4	94.3
Always	2	5.7	5.7	100.0
Total	35	100.0	100.0	

English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	2.9	2.9	2.9
Rarely	3	8.6	8.6	11.4
Sometimes	6	17.1	17.1	28.6
Usually	17	48.6	48.6	77.1
Always	8	22.9	22.9	100.0
Total	35	100.0	100.0	

Findings on Table 9 showed that the frequency from English Literature students with 48.6% students' chose Usually and 22.9% chose always on the question of top down reading strategies "I pay attention to how main ideas used to support the text comprehension" were higher than English Education students with 25.7% students' chose rarely and 42.9% students' chose sometimes on the Likert Scale.

Table 10
Frequency Table and Chart
Items 6 Top Down

I try to find the topic sentence, introduction and conclusion of the text					
English Education	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Never	5	14.3	14.3	14.3
	Rarely	13	37.1	37.1	51.4
	Sometimes	10	28.6	28.6	80.0
	Usually	2	5.7	5.7	85.7
	Always	5	14.3	14.3	100.0
	Total	35	100.0	100.0	

English Literature	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Never	1	2.9	2.9	2.9
	Rarely	4	11.4	11.4	14.3
	Sometimes	6	17.1	17.1	31.4
	Usually	12	34.3	34.3	65.7
	Always	12	34.3	34.3	100.0
	Total	35	100.0	100.0	

Findings on Table 10 showed that the frequency from English Literature students with 34.3% students' chose Usually and 34.3% chose always on the question of top down reading strategies "I try to find the topic sentence, introduction and conclusion of the text" were higher than English Education students with 37.1% students' chose rarely and 28.6% students' chose sometimes on the Likert Scale.

Bottom Up Reading Strategies in EFL Students

The findings of reading strategies from the questionnaires were showed in table below.

Table 11
Frequency Table and Chart
Items 1 Bottom Up

I scan the text for explicit information requested in the reading questions or exercises

English Education	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Rarely	2	5.7	5.7	5.7
	Sometimes	4	11.4	11.4	17.1
	Usually	14	40.0	40.0	57.1
	Always	15	42.9	42.9	100.0
	Total	35	100.0	100.0	

English Literature	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Never	9	25.7	25.7	25.7
	Rarely	12	34.3	34.3	60.0
	Sometimes	10	28.6	28.6	88.6
	Usually	4	11.4	11.4	100.0
	Total	35	100.0	100.0	

Findings on Table 11 showed that the frequency from English Education students with 40.0% students' chose Usually and 42.9% chose always on the question of bottom up reading strategies "I scan the text for explicit information requested in the reading questions or exercises" were higher than English Literature students with 34.3% students' chose rarely and 28.6% students' chose sometimes on the Likert Scale.

Table 12
Frequency Table and Chart
Items 2 Bottom Up

I question the meaning of a word or a phrase

English Education	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	1	2.9	2.9	2.9
Sometimes	5	14.3	14.3	17.1
Valid Usually	11	31.4	31.4	48.6
Always	18	51.4	51.4	100.0
Total	35	100.0	100.0	

English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	2.9	2.9	2.9
Rarely	18	51.4	51.4	54.3
Valid Sometimes	13	37.1	37.1	91.4
Usually	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Findings on Table 12 showed that the frequency from English Education students with 31.4% students' chose Usually and 51.4% chose always on the question of bottom up reading strategies "I question the meaning of a word or a phrase" were higher than English Litarature students with 51.4% students' chose rarely and 37.1% students' chose sometimes on the Likert Scale.

Table 13
Frequency Table and Chart
Items 3 Bottom Up

I translate some or all words / phrases into Bahasa Indonesia while reading the text

English Education	Frequency	Percent	Valid Percent	Cumulative Percent
Sometimes	11	31.4	31.4	31.4
Valid Usually	9	25.7	25.7	57.1
Always	15	42.9	42.9	100.0
Total	35	100.0	100.0	

English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent
Never	5	14.3	14.3	14.3
Rarely	15	42.9	42.9	57.1
Valid Sometimes	12	34.3	34.3	91.4
Usually	2	5.7	5.7	97.1
Always	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Findings on Table 13 showed that the frequency from English Education students with 25.7% students' chose Usually and 42.9% chose always on the question of bottom up reading strategies "I translate some or all words / phrases into Bahasa Indonesia while reading the text" were higher than English Litarature students with 42.9% students' chose rarely and 34.3% students' chose sometimes on the Likert Scale.

Table 14
Frequency Table and Chart
Items 4 Bottom Up
I break lexical items into parts and try to guess their meanings from their structures like
"unbelievable: un + believe + able"

English Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	5.7	5.7
	Sometimes	12	34.3	40.0
	Usually	13	37.1	77.1
	Always	8	22.9	100.0
	Total	35	100.0	100.0

English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	11	31.4	31.4
	Rarely	15	42.9	74.3
	Sometimes	8	22.9	97.1
	Always	1	2.9	100.0
	Total	35	100.0	100.0

Findings on Table 14 showed that the frequency from English Education students with 37.1% students' chose Usually and 22.9% chose always on the question of bottom up reading strategies "I break lexical items into parts and try to guess their meanings from their structures like "unbelievable: un + believe + able" were higher than English Litarature students with 42.9% students' chose rarely and 31.4% students' chose never on the Likert Scale.

Table 15
Frequency Table and Chart
Items 5 Bottom Up
I try to find the reference of words like "conceal"

English Education	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2.9	2.9
	Sometimes	13	37.1	40.0
	Usually	8	22.9	62.9
	Always	13	37.1	100.0
	Total	35	100.0	100.0

English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	25.7	25.7
	Rarely	11	31.4	57.1
	Sometimes	13	37.1	94.3
	Usually	1	2.9	97.1
	Always	1	2.9	100.0
	Total	35	100.0	100.0

Findings on Table 15 showed that the frequency from English Education students with 37.1% students' chose sometimes and 37.1% chose always on the question of bottom up reading strategies "I try to find the reference of words like "conceal"" were higher than English Litarature students with 31.4% students' chose rarely and 37.1% students' chose sometimes on the Likert Scale.

Table 16
Frequency Table and Chart
Items 6 Bottom Up

I notice the cohesive ties like "however, therefore, in addition to" used in the text

English Education	Frequency	Percent	Valid Percent	Cumulative Percent
Rarely	3	8.6	8.6	8.6
Sometimes	12	34.3	34.3	42.9
Valid Usually	16	45.7	45.7	88.6
Always	4	11.4	11.4	100.0
Total	35	100.0	100.0	

English Litarature	Frequency	Percent	Valid Percent	Cumulative Percent
Never	11	31.4	31.4	31.4
Rarely	12	34.3	34.3	65.7
Valid Sometimes	8	22.9	22.9	88.6
Usually	3	8.6	8.6	97.1
Always	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Findings on Table 16 showed that the frequency from English Education students with 34.3% students' chose sometimes and 45.7% chose usually on the question of bottom up reading strategies "I notice the cohesive ties like "however, therefore, in addition to" used in the text "" were higher than English Litarature students with 34.3% students' chose rarely and 31.4% students' chose never on the Likert Scale.

Students Reading Strategies

Student's reading strategies result conducted on individual activity by looking at the frequency of individual activities in the fifth semester of reading class. Here were the results of observations when in the semester five, reading class for 2 x 100 minutes (2 meetings) on the table 17 and table 18.

Table 17
Top-down and Bottom-up Reading Strategies Observation
From English Education Programme in Cimahi

No	Total Subject	Bottom-up Approach	Top-down Approach
1	35	Recognize each word in a selection to be able to comprehend the selection. Subject Frequency: 29 (82.8%)	Comprehend a selection even when they are not able to identify each word Subject Frequency: 6 (17.2%)
2	35	Use word and letter-sound cues exclusively to identify unrecognized words. Subject Frequency: 29 (82.8%)	Use meaning and grammatical cues in addition to letter-sound cues to identify unrecognized words. Subject Frequency: 6 (17.2%)
3	35	Use series of word identification skills. Subject Frequency: 26 (74.3%)	Use meaningful and authentic knowledge Subject Frequency: 9 (25.7%)
4	35	Use emphasize letters, letter-sound relationships, and words Subject Frequency: 21 (60%)	Use emphasize sentences, paragraphs, and text selections. Subject Frequency: 14 (30%)
5	35	Viewing accuracy in identifying words as important Subject Frequency:	Viewing reading for comprehending as important Subject Frequency:

	29 (82.8%)	6 (17.2%)
6 35	Use discrete/smaller skills to asses in reading e.g (I notice the cohesive ties like "however, therefore, in addition to" used in the text)	Use constructed knowledge to assess in reading e.g (I try to find the topic sentence, introduction and conclusion of the text)
	Subject Frequency: 28 (80%)	Subject Frequency: 7 (20%)

From the observation result known that English Education students' strategy in reading was dominated by bottom up approach. This could be seen from the scores obtained at the average students used the strategies with frequency as shown in Observation Item 1: (82.8%), Item 2: (82.8%), Item 3: (74.3%), Item 4 (60%), Item 5: (82.8%), and Item 6: (80%)

Table 18
Top-down and Bottom-up Reading Strategies Observation
From English Literature Students in Bandung

From English Literature Students in Bandung			
No	Total Subject	Bottom-up Approach	Top-down Approach
1	35	Recognize each word in a selection to be able to comprehend the selection. Subject Frequency: 4 (11.4%)	Comprehend a selection even when they are not able to identify each word Subject Frequency: 31 (88.6%)
2	35	Use word and letter–sound cues exclusively to identify unrecognized words. Subject Frequency: 3 (8.6%)	Use meaning and grammatical cues in addition to letter–sound cues to identify unrecognized words. Subject Frequency: 32 (91.4%)
3	35	Use series of word identification skills. Subject Frequency: 3 (8.6%)	Use meaningful and authentic knowledge Subject Frequency: 32 (91.4%)
4	35	Use emphasize letters, letter–sound relationships, and words Subject Frequency: 2 (5.7%)	Use emphasize sentences, paragraphs, and text selections. Subject Frequency: 33 (94.3%)
5	35	Viewing accuracy in identifying words as important Subject Frequency: 2 (5.7%)	Viewing reading for comprehending as important Subject Frequency: 33 (94.3%)
6	35	Use discrete/smaller skills to asses in reading e.g (I notice the cohesive ties like "however, therefore, in addition to" used in the text) Subject Frequency: 4 (11.4%)	Use constructed knowledge to assess in reading e.g (I try to find the topic sentence, introduction and conclusion of the text) Subject Frequency: 31 (88.6%)

Different result was shown from English Education Programme, the observation result of strategy in reading of English Literature Programme students' was dominated by top down approach. This could be seen from the scores obtained at the average students used the strategies with frequency as shown in Observation Item 1: (88.6%), Item 2: (91.4%), Item 3: (91.4%), Item 4 (94.3%), Item 5: (94.3%), and Item 6: (88.6%).

CONCLUSION

The conclusion from the conducted research were that students in English Education Programme used bottom-up strategy was higher than English Literature Programme. The students in English Literature

Programme frequently used top-down strategy was higher than English Education Programme with. The top-down strategies always used by the students in English Literature Programme. Students always and usually try to find the topic sentence, introduction and conclusion of the text. Students usually skim for gist of the text or to identify the main ideas, themes, or concepts and pay attention to how ideas and facts are used to support the main ideas. The top-down strategies used by the students in English Education Programme. Students sometimes tried to evaluate their comprehension of the earlier parts of the text based on the information presented in the new parts of it. The bottom up strategies always used by the students in English Education Programme. Students usually notice the cohesive ties like "however, therefore, in addition to" used in the text. Students always question the meaning of a word or a phrase. The bottom-up strategies used by the students in English Literature Programme. Students rarely question the meaning of a word or a phrase.

Reading Strategies tendencies used by EFL students at English Education Program which used bottom-up strategies reflect cognitive aspects of cognition such as: skimming, using other clues-using introductions, summaries, conclusions, translating, underlining, highlighting, etc. It was related to individual learning tasks and entail direct manipulation or transformation of the learning materials. It included speed of reading, guessing the meaning of unknown words, skipping a word, rereading the text to improve comprehension, and visualizing information in the text. The affective aspect such as: scan the text for explicit information, question the meaning of a word or a phrase, translating some or all words / phrases into *Bahasa Indonesia* while reading the text, breaking lexical items into parts and try to guess their meanings from their structures. The English Literature Program Students used top-down strategies that reflect: Metacognitive aspects such as: linking the present topic with previous relevant ones, reflecting on what has been done and how it has been done (in the reading). It involved thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed. The affective aspect such as: use of meaning and grammatical cues in addition to letter-sound cues to identify unrecognized words, use meaningful and authentic knowledge, use emphasize sentences, paragraphs, and text selections, view reading for comprehending as important, and use constructed knowledge to assess in reading.

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