

References

- Almusharraf, N. M., & Bailey, D. (2021). Online Engagement During Covid-19: Role Of Agency On Collaborative Learning Orientation And Learning Expectations. *Journal Of Computer Assisted Learning*, 37(5), 1285–1295.
- Brown, Y. G. (2023). *An Analysis Of The Employment Of Wolfgang Iser's Blank Theory In.*
- Bullock, J. C., & Henry-Tierney, P. (2023). Translating Simone De Beauvoir's The Second Sex. *Translating Simone De Beauvoir's The Second Sex*. <https://doi.org/10.4324/9781003363767>.
- Deegan, M. J. (2024). Symbolic Interaction And The Study Of Women: An Introduction. In *Women And Symbolic Interaction* (Pp. 3–16). Routledge.
- Deegan, M. J., & Hill, M. R. (2024). *Women And Symbolic Interaction*. Taylor & Francis.
- Deliany, Z., & Cahyono, B. Y. (2020). Metacognitive Reading Strategies Awareness And Metacognitive Reading Strategies Use Of Efl University Students Across Gender. *Studies In English Language And Education*, 7(2), 421–437.
- Efnawati, Y. (2021). Exploring The Reading Strategies Used By Male And Female Students. *Ninth International Conference On Language And Arts (Icla 2020)*, 309–312.
- Hasanah, Bustam, D. E. N., & Nurcholis, I. A. (2023). Analysis Of Reading Interest Of English Language Education Students In Semester 6 (Six) Of The University Of Muhammadiyah Bengkulu On Scintific Articles. *Jurnal*

Review Pendidikan Dan Pengajaran (Jrpp), 6(3), 635–639.

Hasanah, N., & Habibullah, M. (2020). The Analysis Of Subject-Verb Agreement Errors On Students' Writing Descriptive Text. *Panyonara: Journal Of English Education*, 2(2), 109–124.

Jule, A. (2022). Gender Theory. In *Encyclopedia Of Quality Of Life And Well-Being Research* (Pp. 1–4). Springer.

Lips, H. M. (2020). *Sex And Gender: An Introduction*. Waveland Press.

Mahmud, M., & Sahril, S. (2018). Exploring Students' learning Strategies And Gender Differences In English Language Teaching. *International Journal Of Language Education*, 2(1), 51–64.

Montero-Saizaja, A. (2021). Gender-Based Differences In Efl Learners' Language Learning Strategies And Productive Vocabulary. *Theory And Practice Of Second Language Acquisition*, 2(7), 83–107.

Nguyen, T., & Bich, T. (2023). Strategies Used In English Reading Comprehension By Gender Of University Students. *American Research Journal Of Humanities Social Science (Arjhss)R* 2023 *Arjhss Journal Www.Arjhss.Com Page / 121 American Research Journal Of Humanities Social Science, 05*, 121–130. [Www.Arjhss.Com](http://www.Arjhss.Com)

Oxford. (2013). *Language Learning Strategies*. In *Pearson*.

Phillips Galloway, E., McClain, J. B., & Uccelli, P. (2020). Broadening The Lens On The Science Of Reading: A Multifaceted Perspective On The Role Of Academic Language In Text Understanding. *Reading Research Quarterly*, 55, S331–S345.

- Pressley, T., Allington, R. L., & Pressley, M. (2023). *Reading Instruction That Works: The Case For Balanced Teaching*. Guilford Publications.
- Rahmawati, I. F., Saputri, K. A., Nisa, L., Nurjanah, L. S., Nurhayati, R., Azizah, R. Q., & Paloh, S. (2024). Kemampuan Membaca Al-Quran Berdasarkan Gender Pada Fakultas Kedokteran Angkatan 2023 Di Universitas Sultan Ageng Tirtayasa. *Ihsan: Jurnal Pendidikan Islam*, 2(2), 52–59.
- Regan, P. V., & Meyer, E. J. (2021). Queer Theory And Heteronormativity. In *Oxford Research Encyclopedia Of Education*.
- Rianto, A. (2021). Examining Gender Differences In Reading Strategies, Reading Skills, And English Proficiency Of Efl University Students. *Cogent Education*, 8(1), 1993531.
- Sari, D. A. K., & Setiawan, E. P. (2023). Literasi Baca Siswa Indonesia Menurut Jenis Kelamin, Growth Mindset, Dan Jenjang Pendidikan: Survei Pisa. *Jurnal Pendidikan Dan Kebudayaan*, 8(1), 1–16.
- Soeharto, M. (2022). *Students' Anxiety, Vocabulary Knowledge, And Reading Comprehension Of Descriptive Text*. Jakarta: Fitk Uin Syarif Hidayatullah Jakarta.
- Sugiyono, S., & Lestari, P. (2021). *Metode Penelitian*. Alfabeta Bandung, Cv.
- Thuy, N. (2021). Reading Strategies Used By Students Of Different Levels Of English Reading Proficiency. *Vnu Journal Of Foreign Studies*, 37((4)), 111-Xxx.
- Tolman, A. O., & Kremling, J. (2023). *Why Students Resist Learning: A Practical Model For Understanding And Helping Students*. Taylor & Francis.

Yulandari, W. (2024). *Gender Differences In Applying Reading Strategies Outside The Classroom At English Education Program Of Muhammadiyah University Of Bengkulu.*

**A
P
P
E
N
D
I
X**

Appendix.1 Interview Guidelines

Title: *Reading Strategies Used By Male and Female Students in English Reading Comprehension of English Education Program of Universitas Muhammadiyah Bengkulu*

1. Interview Guidelines

The interview will be semi-structured, allowing flexibility for follow-up questions while maintaining consistency across participants. The questions will focus on students' reading comprehension strategies and gender-related differences.

Metastrategies

1. Paying Attention (I plan for reading)

Before reading an English text, do you make a plan? Could you describe how you prepare yourself to read?

2. Planning (I focus on the text when reading)

Are you usually able to fully concentrate while reading? What helps you stay focused on the text?

3. Obtaining and Using Resources (I use references to help me understand)

Do you often use dictionaries, translation apps, or other references while reading? In what situations do you use them?

4. Organizing (I organize reading to get effectiveness)

Do you organize your reading schedule or method to make it more effective? What kind of organization do you apply?

5. Implementing Plans (I implement the reading plans)

Once you make a plan, do you follow it when reading? Can you give an example?

6. Orchestrating Strategy Use (I orchestrate the strategy use when reading)

Do you combine different reading strategies while reading? For example, skimming first and then reading closely? How do you do that?

7. Monitoring (I monitor my reading)

How do you know whether you understand what you're reading? Do you monitor your comprehension during the reading process?

8. Evaluating (I evaluate my reading)

After finishing a reading task, do you evaluate your understanding? How do you do that?

Cognitive Strategies

9. Using the Senses to Understand and Remember

Do you use imagination or visualization to help you understand and remember what you read? How?

10. Activating Knowledge

Do you try to connect what you're reading to what you already know? Can you give an example?

11. Reasoning

When encountering difficult vocabulary or grammar, do you try to analyze or guess the meaning? How do you go about it?

12. Conceptualizing with Details

Do you try to guess new words based on parts of the word or surrounding context? How do you figure them out?

13. Conceptualizing Broadly

Do you try to understand the overall meaning by seeing how the ideas or words are connected in the text?

14. Going Beyond the Immediate Data

Before reading thoroughly, do you predict the content based on the title, keywords, or topic sentences? How accurate are your predictions usually?

Affective Strategies

15. Activating Supportive Emotions, Beliefs, and Attitudes

Do you try to stay positive or motivate yourself when reading difficult texts? How do you do that?

16. Generating and Maintaining Motivation

What keeps you motivated to read English texts? Do you have personal goals or ways to maintain your interest?

Sociocultural-Interactive Strategies

17. Interacting to Learn and Communicate

Do you interact with friends, classmates, or teachers while reading to better understand the material? When and how?

18. Overcoming Knowledge Gaps in Communication

If you don't understand something in a reading text, do you ask questions or seek help from others? Who do you usually ask?

19. Dealing with Sociocultural Contexts and Identities

When reading texts related to different cultures, how do you understand them? Do you compare them with your own cultural experiences?

Appendix.2 Questionnaire

The questionnaire consists of two sections: demographic information and reading comprehension strategies. The responses will be measured using a Likert scale.

Likert Scale Guide:

1 = Never or Rarely Used → I almost never use this strategy.

2 = Generally Not Used → I use this strategy occasionally but not often.

3 = Sometimes Used → I use this strategy sometimes, depending on the situation.

4 = Usually Used → I frequently use this strategy in my reading process.

5 = Always or Almost Always Used → This strategy is a key part of how I read and understand texts.

A. Demographic Information

1. Gender: Male Female

2. Age: _____

3. Semester: _____

B. Reading Strategies (Likert Scale: 1-5)

No.	Reading Strategy Type	Statement	1	2	3	4	5
Metastrategies							
1	Paying Attention	I plan for reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Planning	I focus on the text when reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Obtaining and Using Resources	I use references (dictionaries, vocabulary, etc.) to help me understand what I need to read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Organizing	I organize reading to get effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Implementing Plans	I implement the reading plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Orchestrating Strategy Use	I orchestrate the strategy use when reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No.	Reading Strategy Type	Statement	1	2	3	4	5
7	Monitoring	I monitor my reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Evaluating	I evaluate my reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cognitive Strategies							
9	Using the Senses to Understand and Remember	I use the senses to understand and remember what I read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Activating Knowledge	I activate my knowledge to understand the reading text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Reasoning	I reason (analyze and guess grammatical points, vocabulary, etc.) what I read to understand the text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Conceptualizing with Details	I guess new words or phrases while reading through the analysis of known elements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Conceptualizing Broadly	I guess the text basing on the link between words, phrases, concepts, etc., in the reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Going Beyond the Immediate Data	I deduce the content of the readings from the available information (title, known vocabulary, topic sentences..)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Affective Strategies							
15	Activating Supportive Emotions, Beliefs, and Attitudes	I am self-motivated in the process of reading through activating supportive emotions, beliefs, and attitudes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Generating and Maintaining Motivation	I generate and maintain motivation when reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sociocultural-Interactive Strategies							

No.	Reading Strategy Type	Statement	1	2	3	4	5
17	Interacting to Learn and Communicate	I interact with others while reading to learn and communicate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Overcoming Knowledge Gaps in Communication	I overcome knowledge gaps about the text in communicating with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Dealing with Sociocultural Contexts and Identities	I try to deal with sociocultural contexts and identities when reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Skor	Frekuensi																		Presentase (%) (Male)																			
	Metastrategies								Cognitive Strategies						Affectiv		Sociocultural		Metastrategies								Cognitive Strategies						Affectiv		Sociocultural			
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19
1	3	0	1	0	0	0	1	1	0	0	0	0	0	0	1	1	3	0	1	27	0	9.1	0	0	0	9.1	9.1	0	0	0	0	0	9.1	9.1	27	0	9.1	
2	1	1	2	2	3	3	0	3	2	1	0	0	0	0	3	3	2	2	3	9.1	9.1	18	18	27	27	0	27	18	9.1	0	0	0	0	27	27	18	18	27
3	3	3	4	6	5	4	5	2	3	3	1	4	3	4	5	5	4	5	5	27	27	36	55	45	36	45	18	27	27	9.1	36	27	36	45	45	36	45	45
4	4	5	3	3	3	3	3	3	3	4	8	5	6	5	2	1	2	2	2	36	45	27	27	27	27	27	27	27	36	73	45	55	45	18	9.1	18	18	18
5	0	2	1	0	0	1	2	2	3	3	2	2	2	2	0	1	0	2	0	0	18	9.1	0	0	9.1	18	18	27	27	18	18	18	18	0	9.1	0	18	0
Total	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11																				

Strategies	Female's Average	Male's Average
Metacognitive	3.1375	3.181818182
Cognitive	3.458333333	3.848484848
Affective	3.475	2.772727273
Sociocultural	3.15	2.848484848

No.	Categories	Subcategories	Questions	Respondent's Answers										
				R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	R31
				2	6	6	6	6	2	2	4	4	4	
1	Metastrategies	Paying Attention (I plan for reading)	Before reading an English text, do you make a plan? Could you describe how you prepare yourself to read?	I sometimes plan before reading, but not consistently.	I always prepare before reading, often previewing the text.	I usually make a plan to help me understand better.	I always make a reading plan.	I rarely make plans before reading.	I usually read articles to improve my vocabulary.	I read novels in English for enjoyment.	I read textbooks and journals for assignments.	I read online news to stay informed.	I read for school purposes, mostly academic texts.	I rarely read in English unless required.
2		Planning (I focus on the text when reading)	Are you usually able to fully concentrate while reading? What helps you stay focused on the text?	I try to focus, but I sometimes get distracted.	I am very focused when reading, especially when the topic is interesting.	I often concentrate fully during reading.	I am usually able to stay focused while reading.	I often lose focus quickly.	I skim the title and headings first.	I look at images and keywords.	I preview by reading the abstract or introduction.	I guess the topic from the layout.	I check for familiar words or themes.	I start reading directly without preparation.
3		Obtaining and Using Resources	Do you often use dictionaries, translation apps, or other references while reading? In what situations do you use them?	I sometimes use a dictionary when I find new words.	I often use Google Translate or a dictionary when I don't understand a word.	I frequently use references to help me understand difficult texts.	I rarely use external resources.	I try to predict from the first paragraph.	I predict based on the title and subtitles.	I make guesses when I see key terms.	I sometimes predict but not always.	I guess based on context clues.	I don't usually make predictions.	
4		Organizing (I organize reading to get effectiveness)	Do you organize your reading schedule or method to make it more effective? What kind of organization do you apply?	I don't always organize my reading, but I try.	I plan my reading sessions regularly to be more efficient.	I organize my time and break long texts into parts.	I always plan my reading schedule.	I don't usually plan how I read.	I look at the context to guess the meaning.	I try to guess from the whole sentence.	I reread and look at the words around it.	I look for examples in the text.	I guess based on grammar and structure.	I ignore the word if I don't understand it.
5		Implementing Plans	Once you make a plan, do you follow it when reading? Can you give an example?	I sometimes follow my plan, but not strictly.	I follow my plan most of the time while reading.	I try to stick to my plan when reading.	I always follow the reading steps I planned.	I often forget the plan while reading.	I skim when I want general ideas, scan for answers.	I scan when looking for specific data in articles.	I use both when studying for exams.	I skim long texts and scan instructions.	I do both depending on the task given.	I'm not sure what skimming or scanning is.
6		Orchestrating Strategy Use	Do you combine different reading strategies while reading? For example, skimming first and then reading closely? How do you do that?	I sometimes use skimming and then read carefully.	I always mix strategies, like previewing then scanning for details.	I often combine strategies like note-taking and highlighting.	I consciously combine different strategies to understand better.	I rarely combine reading strategies.	I usually use scanning then take notes.	I mix skimming with rereading hard parts.	I combine prediction and rereading.	I try several strategies at once depending on the text.	I often blend skimming and questioning.	I rarely combine strategies.
7		Monitoring	How do you know whether you understand what you're reading? Do you monitor your comprehension during the reading process?	I check my understanding by stopping and reviewing.	I regularly stop and ask myself questions to check understanding.	I often reread if something doesn't make sense.	I monitor my comprehension all the time.	I rarely check my understanding while reading.	I stop and reflect on each paragraph.	I check if I can explain the content in my own words.	I pause and reread if I'm confused.	I underline and ask questions while reading.	I try to summarize each section to check.	I don't often check while reading.
8		Evaluating	After finishing a reading task, do you evaluate your understanding? How do you do that?	I sometimes reflect after reading to see if I got the main idea.	I always try to summarize or answer questions after reading.	I usually ask myself what I've learned from the text.	I evaluate my understanding by discussing with others or writing a summary.	I rarely evaluate my reading.	I try to recall and retell the content.	I always write a summary or review.	I ask myself what I learned and if it's useful.	I check if I can apply what I read.	I evaluate by comparing it with my goals.	I just finish reading without reviewing.
9		Using the Senses to Understand and Remember	Do you use imagination or visualization to help you understand and remember what you read? How?	I sometimes imagine situations described in the text.	I visualize scenes or concepts while reading to understand better.	I often picture the content in my mind.	I always create mental images while reading.	I rarely use imagination when reading.	I visualize concepts especially in stories.	I imagine what's being described in the text.	I create mental images while reading.	I try to draw in my mind what I read.	I use pictures in my mind to remember details.	I don't really imagine while reading.
10		Activating Knowledge	Do you try to connect what you're reading to what you already know? Can you give an example?	I try to relate the text to what I learned in class.	I always connect reading to my prior experiences.	I often think about related topics I already know.	I make strong connections between reading and my background knowledge.	I don't often relate the text to what I know.	I often relate it to past lessons or topics.	I always link to my prior experiences.	I connect new info with personal experience.	I try to recall similar topics I've studied.	I link it to other readings I've done.	I don't usually relate it to anything.
11		Reasoning	When encountering difficult vocabulary or grammar, do you try to analyze or guess the meaning? How do you go about it?	I guess meanings from context or word parts.	I always try to figure out meanings using the sentence.	I use logic and sentence clues to understand hard words.	I analyze the grammar and vocabulary to guess the meaning.	I rarely try to guess; I skip difficult parts.	I use context clues or synonyms.	I analyze the sentence to find the meaning.	I guess from surrounding words or examples.	I look at suffixes or prefixes to understand.	I try to reason based on sentence flow.	I skip hard words.
12		Conceptualizing with Details	Do you try to guess new words based on parts of the word or surrounding context? How do you figure them out?	I sometimes break the word into roots or prefixes.	I often use surrounding words to guess new vocabulary.	I guess word meanings using examples in the text.	I combine word parts and context to understand new words.	I don't usually guess the meaning of new words.	I look at word parts like roots.	I check context and try to infer meaning.	I use examples from the text.	I break the word into parts to understand it.	I guess from the whole sentence meaning.	I don't guess much.
13		Conceptualizing Broadly	Do you try to understand the overall meaning by seeing how the ideas or words are connected in the text?	I try to see the connections between ideas to get the big picture.	I focus on linking ideas to grasp the whole message.	I usually identify how the ideas relate to each other.	I always look at the structure of the text to understand the whole meaning.	I rarely look at overall connections in the text.	I try to get the big picture by linking ideas.	I look at how each paragraph is related.	I understand by connecting ideas in the whole passage.	I look for the main ideas and supporting points.	I often reread to see the flow of ideas.	I focus only on separate parts.
14		Going Beyond the Immediate Data	Before reading thoroughly, do you predict the content based on the title, keywords, or topic sentences? How accurate are your predictions usually?	I make predictions sometimes, and they're often close.	I always predict based on title and first lines.	I like guessing the content and usually get it right.	I often predict and check later if I'm correct.	I don't usually make predictions before reading.	I predict from title and headings.	I always guess what the passage will be about.	I try to imagine the content before reading.	I predict but sometimes it's wrong.	I make guesses based on known topics.	I don't predict before reading.
15		Activating Supportive Emotions, Beliefs, Attitudes	Do you try to stay positive or motivate yourself when reading difficult texts? How do you do that?	I sometimes remind myself to stay calm and focused.	I always tell myself I can understand it.	I try to motivate myself by thinking about the benefits of learning.	I stay positive and use encouraging self-talk.	I feel frustrated easily when the reading is hard.	I remind myself it's okay to not understand everything.	I stay motivated by setting small goals.	I say to myself "I can do this."	I think about why I need to read it.	I encourage myself during tough parts.	I feel frustrated and give up easily.
16		Generating and Maintaining Motivation	What keeps you motivated to read English texts? Do you have personal goals or ways to maintain your interest?	I read because I want to improve my English for the future.	I have goals like passing tests or traveling abroad.	I stay motivated because reading helps me in school.	My motivation comes from wanting to be fluent in English.	I have low motivation unless it's for an assignment.	I want to improve for my future job.	I read because I want to be fluent.	I want to succeed in my classes.	I am motivated by the benefits of reading English.	I aim to travel and need good English.	I read only when required.
17		Interacting to Learn and Communicate	Do you interact with friends, classmates, or teachers while reading to better understand the material? When and how?	I ask my friends if I don't understand something.	I often discuss texts with classmates.	I sometimes talk to teachers when I get stuck.	I frequently share and talk about what I read.	I rarely discuss readings with others.	I ask classmates for help.	I join group discussions.	I ask friends during study sessions.	I talk to my teacher when I'm confused.	I share my thoughts in group chats.	I prefer reading alone.
18		Overcoming Knowledge Gaps in Communication	If you don't understand something in a reading text, do you ask questions or seek help from others? Who do you usually ask?	I usually ask friends or use Google.	I ask classmates or teachers for help.	I look for help from online sources or my peers.	I always ask someone knowledgeable when I get confused.	I don't often ask for help.	I ask friends or use online tools.	I go to my teacher or classmates.	I search online or ask peers.	I ask someone better in English.	I post questions in forums or chats.	I usually don't ask anyone.
19		Dealing with Sociocultural Contexts and Identities	When reading texts related to different cultures, how do you understand them? Do you compare them with your own cultural experiences?	I try to compare their culture with mine to understand.	I enjoy learning new cultures and always compare them with my own.	I compare cultural differences and similarities to understand the meaning.	I reflect on my own culture when reading about others.	I don't think much about cultural differences when reading.	I compare with what I know about my own culture.	I try to understand cultural differences.	I reflect on how it's similar/different to my life.	I research unfamiliar cultural elements.	I enjoy learning about different cultures while reading.	I don't notice cultural aspects much.

Appendix 5 Documentation







