

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review related literature that supports the researcher to solve the problem and answer the hypothesis. It deals with theory of reading strategies and reading comprehension. This chapter presents the definition of correlational research design, theory of reading strategies, the concept of reading comprehension, and the relevant study.

A. Correlational Study

Creswell (2014: 338) states that in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of relationship between two or more variables or sets of scores. In this design, the researcher do not need to manipulate the variables as an experiment, instead they look for the relationship between two or more variables using the correlation statistics. The correlation method is used in this research since it intended to investigate the correlation between the variables. The degree of correlation between two variables is classified in the form of correlation coefficient. There are two types of correlation study as stated by Creswell (2014: 339). They are explanatory design and prediction design. This study used explanatory design since this study just investigate the degree of association between two variables. As stated by Creswell (2014: 339), explanatory design is correlational design in which the researcher is interested in the extent to which two variables (or more) covary, that is where changes in one variable are reflected in changes in the other.

B. Theory of Reading Strategies

This section discusses definition of reading strategies and kind of reading strategies. There are many people that give opinion about the definition of reading strategies. In this section, there are three kinds of reading strategies that include of Survey of Reading Strategies (SORS) questionnaire, such as Global Reading Strategies (GLOB), Problem-Solving Strategies (PROB), Support Reading Strategies (SUP).

1. Definition of Reading Strategies

Reading strategies are the comprehension processes that readers use in order to make sense of what they read. Moreover, reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand. Even though, the definitions of reading strategies have been defined in different ways, it can be concluded that reading strategies are an actions that reader applied in order to comprehend the text (Jarrah & Ismail, 2018).

Li (2016) defines reading strategies as the one of the important factors that help readers improve reading comprehension and overcome reading difficulties. Rebecca (1990 : 94) also explains that reading strategies are very essential to assist learners to overcome reading difficulties such inferring the underlying messages in the text, dealing with unknown terms and unfamiliar cultural load. Reading strategies helps the readers manage to interact with written texts, they show how readers comprehend a task, what textual cues readers use, how readers make sense of what they read and how they react when they do not understand.

2. Kind of Reading Strategies

That type of reading strategies that will be used in this study is included in Survey of Reading Strategies (SORS) proposed by Mokhtary and Sheorey (2002) that can measure the metacognitive awareness of reading strategies for adolescent and adult students who have English as their second or foreign language. The classsify reading strategies included in SORS into three types: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), Support Reading Strategies (SUP). SORS is adopted in the present study because it is intended to probe readers' perceived use of reading strategies and the frequency of the use of reading strategies while reading in academic context.

a. GLOB (Global Reading Strategies)

The first strategy that included in Survey of Reading Strategies (SORS) is global reading strategies (GLOB). Hatami & Davatgari (2017) said that global strategies involved planning how to read and managing comprehension. GLOB are those intentional, carefully planned technique by which learners monitor and manage their reading, such as having purpose in mind, previewing the text as to its length and organization, or using typograpicha aids and tables and figures. These strategies can be thought of a generalized, intentional reading strategies aimed at setting the stage for the reading act. The examples of reading strategies are guessing what the reading material is about, setting a purpose for reading, and previewing the text, and etc. It is basically what readers should do before reading. Global reading strategies consist of 13 items which focus on the setting the purpose of reading.

b. PROB (Problem Solving Strategies)

The second strategy is problem sloving strategies (PROB). Fatima, et al., (2017) explains that problem-soving strategies involved using strategies when reading difficult parts of a text. PROB are the actions and procedures readers use while working directly with the text. Problem solving strategies are strategies used when the reader is faced with difficulties in understanding information in the text. This are localized, focused techniques used when problems develop in understanding textual information, such as adjusting reading speed according to what is being read contain 8 items that appear to be oriented around strategies for solving problems when the test becomes difficult to read. These strategies provide readers with action plans that allow them to navigate through the text skillfully. The examples of problem solving strategies are re-reading when losing concentration or for better understanding, pausing and thinking to process what they are reading, and etc. This strategies consist of 8 items are posed examining the problem-solving.

c. SUPP (Support Reading Strategies)

The last strategy is support reading strategies (SUPP). Fatima, et al., (2017) also explains that support strategies involved using devices and techniques to understand a text. Supporting reading strategies involves using other tools to help reading process such as highlighting important parts in the text, using dictionaries or other resources, etc. SUP contains 9 items and primary involves use of outside reerence materials (such as the use of dictionary), taking notes, underline or

circling information and other practical strategies. These strategies provide the support mechanism aimed at sustaining responses to read.

C. The Concept of Reading Comprehension

This section discusses definition of comprehension, aspects of reading comprehension, aspect of reading comprehension, levels of reading comprehension comprehension, and factors affecting of reading comprehension.

1. Definition of Comprehension

Reading and comprehension are two things that can not be separated each other, they are highly interrelated. According to Klinger (2007: 45) reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency. It means in comprehending the text, the students take the expectation to get the point of what they read. The comprehension skills categories are cumulative, in that one is built on the other.

Smith (1980: 236) said that the thinking process means the core of comprehension skill, those four operations are; identifying, analyzing, evaluating, and applying. First, identification means the readers are required to locate message proposed by the author. Then, analysis means that the reader should identify the part according to its structure or scheme. Third, the evaluation process requires the readers to evaluate information do something with the information. The last is applying means that the readers used the information to fix their problem.

Besides, Brown (2001: 299) said that reading comprehension can be defined as a process of making sense of written ideas through meaningful interpretation

and interaction with language. Reading comprehension also called as metacognitive process in which the readers are aware to control their comprehension. They know how to select strategies, how to apply strategies and when to use those strategies.

2. Aspect of Reading Comprehension

Nuttal (2006: 80-83) said that there are several aspect of reading comprehension skills that should be mastered by the reader to comprehend the text; main idea, finding topic, detail information in the text, identify reference, draw inferences, guess word meaning based on context. These aspect are explained below:

The first is main idea. Main idea sometimes contained in a topic a sentence of paragraph, most expository text main ideas, as well as most themes in stories, are implied by the author rather than stated explicitly. The second is finding topic. The gist, or the larger conceptual framework of a textbook chapter, article, a paragraph, a sentence or passage is a sophisticated reading task. The topic is board, general theme or message. The third is finding reference. Reference is the intentional use of thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to other.

The fourth is finding inference. Inference is a good guess or conclusion drwan based on logic of passage. Finding inference means the reader imply the sentence passage understanding and conclude it logically. The fifth is finding detail information in the text. It is only scanning or looking for the relevant part

and ignore the irrelevant. It is very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind. The sixth is understanding Vocabulary. Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehension would be deeper. Since comprehension is the ultimate goal of reading the reader cannot overestimate the importance of vocabulary development.

3. Levels of Reading Comprehension

Three levels of reading comprehension are mentioned by Arthur (1981: 4-8), they are literal comprehension, inferential comprehension, and critical comprehension.

The first level of reading comprehension is literal comprehension. Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing of details message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension the readers are needed to sequence the all the information stated in the passage. The second is inferential comprehension. The inferential comprehension is the process how a reader derives an implicit idea in the passage. The reader needs the abilities to detect mood of the material such as the authors' tone, purpose and attitude, to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level. The last is critical comprehension. Critical comprehension is a higher thinking level of reading. The reader should be actively

reacting to the information presented by the authors. The reader are needed the ability to analyze the information and link those information to their background knowledge. Further, the readers evaluate the value of its information and give personal judgments as a feedback to the author.

4. Factors Affecting of Reading Comprehension

The low of reading comprehension skills are caused by a variety of factors. According to Dallman (2003: 27-33) figure out the factors which are responsible to the depth of readers' comprehension as follows: difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading. These factors are explained below:

The first factor is difficulty of material. The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to the difficulty absorbing material. Teachers sometimes supply the students with advance materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may caused frustration to the students. The second factor is intelligence. Readers' ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary. The more broaden knowledge and vocabulary that readers have the more success of reading comprehension they will be. Therefore, mental maturity should be taken into consideration in term of determining where reading instruction should start. The third factor is environment. The unpleasant environments such as noisy surrounding, inadequate lighting, high or low

temperatures, and distracting surroundings may interfere the students' comprehension.

The fourth is emphasis on word recognition. All assignments will be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes caused by the lack power of concentration on the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning. The fifth is emphasis on oral reading. When students do oral reading, automatically they interpret the meaning of the text passage through their mouth. The more practice students on oral reading the more accurate they on comprehending the text.

The sixth is background for a reading selection. Concept about reading material and experience are frequent problems of students' poor reading comprehension. Teacher should be careful in selecting type of reading passage. Disorganized text materials such as used advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should aware to select textbook, and distribute it efficiently to the students. The seventh is adjustment of reading techniques to purpose. The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success in reading comprehension. The eight is rate of reading. The wrong selection in adjusting the reading rate to the type of material, such as news paper, text book, novel or magazine might cause failure in comprehending text material.

C. Relevant Study

To support the study, the writer searched for the previous relevant study. The first study was conducted by Gonen (2016). The objective of that study is identifying reading strategy use of students in a Turkish EFL context and exploring the relation between perceived awareness of FL reading strategies while reading academic materials and FL reading proficiency. Those study use quantitative and qualitative data collection instruments to provide more insight into FL reading strategies and its relation to FL reading proficiency. The subject of this study were 55 third year Turkish students (36 females, 19 males) enrolled in English Language Teaching (ELT) Department of a Turkish university. The result of that research shows that results of correlation and regression analyses along with interview data suggested that although there was no significant correlation between FL reading strategy and FL reading proficiency, low and high proficient learners differed in their employment of FL reading strategies. This study highlights the importance of awareness and employment of effective FL reading strategies in academic contexts.

The second previous study conducted by Zare & Othman (2017). The aims of this study was an attempt to find out the rate of recurrence of reading strategy use among Malaysian ESL learners. It also tried to figure out the possible relationship between reading strategy use and reading comprehension. The subject of this research was Ninety five Malaysian ESL learners. The data were analyzed through descriptive statistics to determine the frequency of strategies employed by the learners. Independent sample t-test was also employed to find out how the use

of strategies varied according to gender. Moreover, Pearson coefficient correlation was used to discover the association between reading strategy use and reading comprehension achievement. The result of this research show that the use of reading strategies had a positive and strong correlation with reading comprehension achievement among Malaysian ESL learners. This correlation indicates that the frequent and wide use of strategies influence reading comprehension achievement. In other words, those ESL learners who employ more strategies and use them as frequently as possible would show higher success in reading comprehension.

The third previous study conducted by Thresia (2019). The study was aimed to finding out the reading strategies dominantly used by the participants. The study also investigate whether or not there was significant correlation between students' reading strategies and reading comprehension achievement and whether or not there was any difference between male and female students in terms of reading strategies and reading comprehension. The finding of the research showed that the students mostly used metacognitive strategies in reading activity and there was a strong and positive correlation between reading strategies and reading comprehension achievement. The finding also showed that male and female of students have any significance difference between reading strategies and reading comprehension achievement.