

CHAPTER II

LITERATURE REVIEW

To support the understanding of the problems formulated in Chapter I, several theories relating to the reading, reading strategies, and think aloud are reviewed. This chapter presents :

A. Reading

Because this research focuses on reading skills, it is important to have a good understanding of what reading is. Reading is one of the key skills students need from elementary school to college. In an effort to master certain languages, reading is a kind of important activity. Reading is not only for finding information, but also used to learn the target language. Harmer (2007) states that reading is beneficial not only for career, study, and pleasure, but also for language acquisition.

Reading is the ability to extract meaning from printed pages and interpret this information appropriately (Grabe and Stoller, 2002). It means students must be able to interact with reading text in order to get information from what have been read. Students will understand the text if they ask questions to the text and look for the answers from the text. Reading is an active skill, students think and look for meaning when they read. Clark & Silberstein (1987) define that reading as a cognitive process that interacts actively with printed material and monitors comprehension to build meaning.

Based on the statements above, it can be inferred that reading is an active interaction process between readers and reading text. Reading needs thoughts and abilities in understanding the text being read. Comprehension is needed to extract the meaning of the text.

B. Reading Comprehension

Reading comprehension is an ability to get information from text has been read. Grellet (1998) states that reading comprehension means understanding written text so that information can be extracted as efficiently as possible. Ali & Mahfoodh (2016) says that good reading comprehension means the reader has the ability to accurately and efficiently understand written statements or any type of written text. In other words, comprehension is the extent to which the reader can understand the text. Hock et al. (2015) define reading comprehension as a process in which the reader constructs the meaning from text-based information. Deep understanding occurs when readers integrate text-based knowledge with previous knowledge. It means reading comprehension is a process to get information from text and develop it with reader previous knowledge.

Based on the definition above, reading comprehension can be concluded as an ability to extract the information from a text. Reading comprehension is more than just understanding words separately, but also incorporating them and using prior knowledge to develop meaning. The important point of the text will be recognized by reading comprehension. In order to comprehend text more easily, especially English text, readers need to apply reading strategies.

C. Reading Strategy

The definition of reading strategies depends on different contexts, such as first, second or foreign languages. Garner (1987) defines reading strategy as an action or set of actions used to construct meaning. So, reading strategy is the process and stages the reader uses to help understanding the contents of the text. In reading process, reading strategy has important role to help readers understanding the text. The use of a continuous reading strategy will make the reader skilled. The more readers use reading strategies, the better will their understanding of the texts. Reading strategies become one of the factors which make a reading comprehension successful.

One of the topic of discussions in second / foreign reading literature was the role of strategy used in reading comprehension. Many researchers had examined the effects of applying strategies while reading. Scanning, highlighting, taking note, and planning are proven to have positive effects on students' reading comprehension. Using reading strategies can make students not only understand information in the text quickly, but can also make students more easily remember new lexical items.

Research conducted by Habok & Magyar (2019) show students who used their learning comprehension strategies effectively will understand and remember more information from what they were reading. Students should be aware of the purpose of their are reading and set their reading goals to become a strategic reader.

There are two processes in constructing meaning while reading, they are top-down process and bottom-up process. Top-down process includes thinking about author's purpose, thinking about what you already know about the topic, previewing the text, skimming for main points, etc (Prichard, 2014). Top-down processing occurs when the readers activates their world knowledge to help understand the text. It is like when the students use linking to prior knowledge or planning strategy. Bottom-up is a process of analyzing individual words for their meanings or grammatical characteristics and then accumulating meanings in order to form propositions (Howard, 1985 as cited in O'Malley & chamot 1990). Bottom-up process involves focusing on the meaning of each word and reading sentences linearly to build the meaning of the text (Prichard, 2014). It is like when students applying Grammar Translation Method. The students focus on the text meaning by looking for the meaning of each word and combining it with the grammar rules to comprehend the content of the reading text.

D. Language Learning Strategy

O'Malley and Chamot (1990, p. 1) define learning strategies as specific thoughts or behaviors that individuals use to help them understand, learn, or obtain new information. The purpose of using learning strategies by students is to learn something more successfully. Students with appropriate learning strategies will have a better understanding. Oxford (1990) states that learning strategy is a process carried out by students consciously. This means that students are aware of what strategies they are using when learning languages to support their learning. This kind of strategy is called controlled process or declarative knowledge.

Controlled process or declarative knowledge needs the attention of the students. Faerch and Kasper (1987) declare, most declarative knowledge is consciously activated, while procedural knowledge tends to be automatic and is activated without consciousness. Strategy that is done without consciousness is known as procedural process or automatic process. Procedural knowledge or automatic processes are the result of activating memory associations that have already been learned thoroughly.

Language learning strategies have been classified by many researchers. In this study the researcher uses language learning strategy by O'Malley & Chamot. O'Malley & Chamot (1990) state that language learning strategies can be divided into three groups: metacognitive strategies, cognitive strategies, and socio-affective strategies.

E. Types of Language Learning Strategies

There are 3 types of language learning strategies classified by O'Malley & Chamot (1990), they are: Metacognitive Strategies, Cognitive Strategies, and Socio-affective Strategies. In this research, students' reading strategies will be classified based on language learning strategies brought by O'Malley & Chamot.

1. Metacognitive Strategies

Metacognitive strategies are skills that may require planning, monitoring, or evaluating the success of a learning activity (O'Malley & Chamot, 1990). Metacognitive is a strategy used to control the learning process. Metacognitive is done when going, being, and after reading. Metacognitive is the process of students in controlling the learning process, starting from the planning, choosing

strategies that are appropriate to the problem, and correcting mistakes that occur while understanding the learning material. By using metacognitive strategies, students are aware and control their efforts to use certain strategies.

This strategy is also called self-management strategy, used by students to supervise and manage their learning (Wenden, 1991, p.25). The types of metacognitive strategies in this study include planning, self-monitoring, self-evaluating, self-questioning. These types of metacognitive strategies are same with the previous study done by Ghavamnia, M et al. (2014)..

2. Cognitive Strategies

Williams and Burden state that cognitive strategies as mental processes are directly related to the processing of learning information, such as acquisition, storage and use of information (1997, p.148). Cognitive strategies are strategies used to help the process of thinking and solving problems. The learner interacts with the material to be learned by manipulating it mentally (as in making mental images or relating new information to previously acquired concepts *or* skills) or physically (as in grouping items to be learned in meaningful categories or taking notes on or making summaries of important information to be remembered) (Khezrlou, S. 2012). By using cognitive strategies, language learning uses their mental processes when they learn. O'Malley & Chamot (1990) state that the use of cognitive strategies in reading can help someone to be a proficient reader. The types of cognitive strategies in this study include linking to prior knowledge, rereading, taking note, inferencing, highlighting/ underlining, skimming, scanning,

predicting, pausing and thinking, translating. These types of cognitive strategies are same with the previous study done by Ghavamnia, M et al. (2014).

3. Socio-affective Strategies

Socio-affective strategies are the way we get information by communicating or interacting with others. Socio-affective strategies are strategies related to social mediation activities and interacting with others (Hardan, 2013). Socio-affective strategies are divided into two types: cooperative strategy and questions for clarification strategy. Cooperative is defined as "working with one or more friends to get feedback, gather information, or model language activities," and questions for clarification as "asking the teacher or other original speaker for repetition, paraphrase, explanation, and / or examples (Brown, 2000). These types of Socio-affective strategies are same with the previous study done by Ghavamnia, M et al. (2014).

For more details reading strategies by O'Malley & Chamot can be described in the form of the following table:

Table 2.1: *Classification of Language Learning Strategies by O'Malley & Chamot (1990)*

| Strategy Classification | Representative Strategies |
|-------------------------------|----------------------------|
| Metacognitive Strategy | Planning |
| | Self-monitoring |
| | Self-evaluating |
| | Self-questioning |
| Cognitive Strategy | Linking to prior knowledge |
| | Rereading |
| | Taking note |
| | Inferencing |
| | Highlighting/underlining |
| | Skimming |

| | |
|-----------------------------------|----------------------------|
| | Scanning |
| | Predicting |
| | Pausing and thinking |
| | Translating |
| Socio-affective Strategies | Cooperating |
| | Question for clarification |

F. Definition of the Representative Strategies

Representative strategies are types of strategies that are in language learning strategy. Here are the definition of each type of language learning strategies and some previous studies on reading strategies.

1. Planning

Planning strategy is strategy that allows reader to preview the general information in the text and its structure. An example of planning strategy is to activate the background knowledge of the learners to get prepared. Previewing a title, picture, illustration, heading, or subheading may also help readers grasp the text's overview (Israel, 2007). Readers can check whether there is a certain text structure in their reading material, such as cause and effect, question and answer, and compare and contrast.

2. Self-monitoring

Self-monitoring strategy is a strategy used by readers to read during the reading process, allowing them to know whether they are reading correctly. Self-monitoring also means checking comprehension. Based on research done by Utami (2012), self-monitoring can enhance student understanding of reading. The self-monitoring strategy has a significant effect in reading comprehension.

3. Self-evaluating

Self-evaluating is an evaluation method in which students assess themselves related to the status and level of achievement of their abilities from certain subjects being studied. Andrade and Du (2007) define Self-evaluating as identifying the strength and weakness of your reading process. Self-evaluation plays a real role in helping students learn their own language and also plays a very important role in helping students or focusing on their learning process (Genesee & Upshur, 1996; Harris, 1997). Based on research done by Selutan et al. (2015), it found that self-evaluating contributed to students' reading comprehension. By using self-evaluating, the students will know that they have not understood something in a text.

4. Self-Questioning

Questioning yourself means questioning yourself about the text during and after reading for different purposes, such as asking about the points made by the author and linking ideas and information in the text. The strategy of self-questioning helps the students create their own reading motivation. Based on research done by Safarpor et al. (2015), it reveals that the use of the self-questioning strategy had a major effect on the performance of the readers.

5. Linking to prior knowledge

Prior knowledge can play a part in understanding reading. Anderson et al. (1978) state that what a reader learns from a text is determined by prior knowledge. A reader relates what s/he knows to what s/he reads. Forrest-Pressley & Wallter (1984) argue that prior knowledge is a basic component for the

restoration of new information in the memory. A study done by Abdeelal & Sase (2014) show a highly significant relationship between prior knowledge and understanding of reading. It showed that having high prior knowledge leads to a high comprehension of reading.

6. Rereading

It refers to remembering the meaning by repeating words or phrases. It also refers to rereading the text to get more comprehension. Even this strategy is a bit time consuming but this strategy is still used by many students to understand the meaning of the text. Based on research done by Channa et al. (2016), students tend to use rereading strategy to understand the content of the reading text.

7. Taking Note

Dewwit, S (2007) states that note taking is a short piece of information about content to be kept in mind. This activity includes identifying essential information and storing them. Based on research done by Roy et al.(2014) reports that applications of note taking precisely increase the ability of reader in taking note and help them to remember some details and also increase their proficiency in language learning classrooms.

8. Inferencing

Inferencing is the process of extracting personal meaning from a text. Readers make inferences when they can take their own experiences and combine them with information that they collect from what they read. The result is creating new meaning or drawing a conclusion that is not explicitly stated in the reading text (Zweirs, 2005). Based on research done by Jumiatty (2014) it shows that

inference strategy could improve students' understanding of reading both literally (main idea and details) and interpretatively (conclusion).

9. Highlighting/underlining

Highlighting / underlining is a reading strategy used by students to focus on the essential parts of the text. A good mnemonic strategy is to highlight / underline (Yehudah & Alkalai, 2018)

10. Skimming

Skimming is a skill of getting general idea of a text (Djuwarsih, 2006). Usually the general idea of the text is at certain lines or at certain sentences of the text. Readers only need to look at the text quickly and find the main idea of the text. So, they wouldn't waste their time when they are reading the text. Based on research done by Fatmawati (2014) applying skimming and scanning strategies can make students read a text enthusiastically because they do not need to read a whole text and translate word by word in order to understand a reading text.

11. Scanning

Vaezi (2006:5) states that scanning is reading quickly to find certain information. It is said that by using scanning, the reader only needs to extract certain information without reading the entire text. When we want to find out some specific information from the text, we should not read the entire text carefully. We just need to locate the information we want from that text. So that it can help the reader get certain information from the text easily. Based on research done by Fatmawati (2014), applying skimming and scanning strategies can make

students read texts enthusiastically because they do not need to read the entire text and translate word by word to understand the reading text.

12. Predicting

Predicting is a specific action for guessing text content based on information presented in a part of text. Predictions help readers to activate their awareness of the subject, and focus on their reading. Based on research done by Wulandari (2017) shows that prediction strategies have a positive impact on students in improving their reading comprehension.

13. Translating

This strategy refers to first language being used to provide the equivalent word. Using the first language as a basis for the understanding and/or the second language processing, such as using dictionary or switch the language.

14. Pausing and Thinking

Pausing and Thinking is a strategy that gives students opportunities for reflection that can increase knowledge retention by giving time think about, make sense of, organize, interpret, and reflect what they have read. This strategy can make students do more reflection to easily understand the difficult text concepts. Based on research done by Nurhayati (2013) there is significant effect of the students' reading comprehension with and without using pause and thinking strategy

15. Cooperating

Working with one or more friends to get feedback, gather information, or model language activities.

16. Question for clarification

Ask the teacher or other native speaker for repetition, paraphrase, explanation, and / or examples

G. Think Aloud

It is not possible to separate the concept of learning from the thinking process. One of thinking processes is think aloud method. A think aloud is a method used to collect data in usability testing in product design and development, in psychology and a variety of social sciences (e.g. reading , writing, research on translation, decision making , and process tracing) (Wikipedia, n.d, para.1). Think Aloud was first introduced by Sigmund Freud. He uses think aloud in psychoanalysis. Along with the development of the era, think aloud also entered the education world.. Keene & Zimmerman (1997) define, think aloud is a way for students to verbalize their ideas when they read. The think aloud method can be used for individual interviews where students are given a target language assignments and are asked to describe their own assignments when working on it (Chamot 2005: 114). This method is useful because students verbalize all their thoughts to build awareness of the text reading and also helpful for readers to know their reading process. When readers apply the think aloud method, they will realize their way of thinking When readers are aware of their thinking while reading, their understanding skills improve. Not only for the students', think aloud method also useful for the lecturers. Think aloud is a tool that lets teachers collect hidden processes such as inference or the use of prior knowledge by students

(Jahandar, S. et al., 2012). With this method the lecturers can find out what reading strategies are needed by each student.

McKeown & Gentilucci (2007) propose three advantages of think aloud method as follows :

1. It is useful for students as a contribution to enhancing their reading comprehension
2. This allows the reader to monitor their understanding of a text.
3. It can improve oral expression.
4. It helps students to memorize words and texts, to concentrate and to practice and pronounce words for real life activity.

H. Report Text

Report is a text that presents information about a thing as it is. This text is the result of systematic observation and analysis. Report means a text with a general description of things. According to Linda (1995), reports are texts that describe an object, with reference to a natural, man-made, or social phenomena in our environment. It is written generally after careful observation. Information on a report text typically includes facts about the subjects, a description and information about their aspects or features such as appearance (component part), qualities (shape, color, and behavioral habits, how to reproduce, what to eat if it is living things). The information present in a report text is fact and can be used as educational information.

1. Generic Structure

Generic structure is the way in which the elements of a text are arranged according to the purpose. This structure can be observed by the reader and according to its purpose, the writer will use this knowledge to arrange their writing.

a. General classification

A general opening statement that introduces the reported subject, it can include a brief description and definition.

b. Description

A series of paragraphs to explain the subject. In this part of text usually gives a description of the phenomena that occur; the parts, the characteristics, the habits, or the behavior.

c. Conclusions that summarize information and the final report (optional). It is only to make the text clear at the end of the text and make the reader understand the text being told.

2. Language features

- a. Use present tense that is timeless
- b. Use action verbs (take, put, eat) connect verbs (have, belong, are)
- c. Use descriptive language (shape, color, size, habits, behaviour, function)
- d. Use language of defining (called) classifying (belonging), comparing and differentiating (like, similar to, stronger than)
- e. Use technical terms.

I. Review of Related Literature

Previous study done by Tika Sari (2017) investigated “The Correlation Between Reading Strategies Use and Reading Comprehension Achievement of The Eleventh Grade Students of SMA Muhammadiyah 6 Palembang”. There were fifty students as the samples completed the reading section of TOEFL test. Descriptive statistic, pearson product-moment correlation, and regression analysis were used to analyze to collect the data. The result found that student reading strategies influenced their success in reading comprehension.

Rouai Souhila (2014) studied about “The Use of Reading Strategies in Improving Reading”. The main purpose of this research is to make EFL learners aware of reading dealing with some effective strategies that will help them to overcome their difficulties in reading comprehension. There were twenty First year students as the samples. Questionnaire and practical exercises are used to collect the data. She found that some students could understand what they were reading by applying the correct reading strategy, while some students had difficulty due to their lack of reading strategies.

Maedeh Ghavamnia, Saeed Ketabi, & Mansoor Tavakoli (2013) analyzed about “L2 Reading Strategies Used by Iranian EFL Learner : A Think-Aloud Study”. There were eight senior undergraduate students as the samples. Think aloud method and interview were used to collect the data. The result of the study was proficient readers used metacognitive strategies (planning, paying attention to key information, self-monitoring, self-questioning, etc.) to understand the text,

while the less-proficient readers translated the text word by word, which was time consuming.

Fatemeh Takallou (2016) studied about “The Effect of Metacognitive Strategy Instruction on EFL Learners’ Reading Comprehension Performance and Metacognitive Awareness”. There were 93 university students as the participants. Reading comprehension test and questionnaire were used to collect the data. The result of the study was the metacognitive instructional strategies have contributed to improving students’ reading comprehension performance. Metacognitive strategy instruction also increases students’ metacognitive awareness.

Hidayatullah (2017) studied about “The Effectiveness of Cognitive Learning Strategies in Improving Students’ Reading Ability”. There were 70 students as the participants. Pretest, post test and questionnaire were used to collect the data. The result of the study was the cognitive learning strategies help students to improve their own reading comprehension inside and outside the classroom, with or without the help of the teacher. Cognitive learning strategies also give students interesting, challenging, and fun class activities. It also contributes to help students understand the material more easily.

Based on the reason above and the important of reading strategies mentioned in the previous studies, the researcher interested in conducting this research. The differences between the previous studies and the present study are on the aims of the study and the instruments used. The aims of present study are to analysis the reading strategies frequently used by students in comprehending report text and to find the different strategies used by proficient reader and less-

proficient reader. The instruments used to collect the data are the researcher herself, think aloud method, reading test, questionnaire, and interview.