

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses related theories to support the study. This includes: reading that consist of the nature of reading, the objectives of reading, and types of reading, learning strategies, and reading strategies.

#### A. Reading

##### 1. The Nature of Reading

There are four skills in English, they are: speaking, listening, reading, and writing. All of them are very important for English learners, but they have different function in English. And if we want to have good ability in English, we must master all those skills. In addition, to master those skills we have to study step by step. So, we can start to obtain our reading skill.

Reading is one of activities to communicate with the writer through the text. There are many perspectives to define reading. One of them define the reading is an activity which the reader have a part in conversation with the author through the text.<sup>5</sup> In other hand, reading is a process which the reader uses strategies to reconstruct the meaning that the author means through the text. In addition, reading allows you to to connct written ideas with what you already know.

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<sup>5</sup> Pezhman Zare, *Exploring Reading Strategy Use and Reading Comprehension Success among EFL Learners*, (World Applied Sciences Journal: 2013), p.1566-1571

Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. It means that the students do not read all the sentences in reading but they find some cues or words to get the idea of the text. Moreover, reading is an active information seeking process in which readers relate information in the text to what they already know. When we sit down to read, our knowledge of the language allows us to identify the basic forms and meanings of printed words and sentences.

Some experts define reading such as according to Hodgson reading is a process done by the reader to get message conveyed by the writer through written representation. Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages.<sup>6</sup>

In other side, reading is the practical management of the world about us like when we are dealing with the sign of the things represented.<sup>7</sup> In that situation, we are dealing with ideas and concepts that have no material matter or substance and yet are "real". Furthermore, Frank G Jennings states in his book that reading is the art of transmitting the ideas, facts and feeling from the mind and soul of an author to the mind and soul of reader, with accuracy and undistending, much more.<sup>8</sup>

According to Silberstein in real life, reading is often part of a series of activities, including locating text and presenting material orally and in

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<sup>6</sup> Jeremy Harmer, *The Practice of English Language Teaching, third edition*, (England: Longman Inc. 2001), p.114

<sup>7</sup> Frank G Jennings, *This is Reading*, (New York: Teacher College Press, 1965), p.3

<sup>8</sup> *Ibid*, p.11

writing.<sup>9</sup> It means that reading activities not just include to read the text but it can be speaking activities and writing activities. Moreover reading is a dynamic rhetorical process of generating meaning from texts that draws on all of one's semiotic resources.<sup>10</sup> In that situation, the readers try to understand a text by bringing whatever available design they have such as knowledge of language, genres, styles, schemata and so on.

## 2. The Objectives of Reading

Reading is an activity with an objective or purpose. Someone who read something, really they want to get some information, for enjoyment or to enhance or improve their knowledge of the language being read.

Rivers and temperly suggest that second language learners have potention or spirit to read something with following some objectives:

- a. To obtain information for some purpose or because we are curious about some topic.
- b. To obtain instructions on how to perform some task for our work or daily life (e.g knowing how an appliance works).
- c. To act in a play, play a game, and do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when oe where something will take place or what is available.

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<sup>9</sup> Elizabeth B. Bernhardt, *Understanding Advnanced Second-Languag Reading*, (New York: Routledge, 2011), p.67

<sup>10</sup> *Ibid*, p.68

- f. To know what is happening or has happened (as reported in newspapers, magazines, and reports).
- g. For enjoyment or excitement.<sup>11</sup>

### 3. Types of Reading

In reference to the conception of reading highlighted in the preceding discussion, there are four kinds of reading and they can be described as follow:

#### a. Intensive Reading

Intensive reading is text reading or passage. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners read book to acquire knowledge is the kind of intensive reading.

#### b. Extensive Reading

Another kind of reading is extensive reading. Extensive reading is not like intensive reading that focuses only on translating and extracting the printed symbol, words, phrases or sentences to find detailed information of the text being read. Extensive reading has a wider coverage compared with intensive reading. Moreover, extensive reading is a fluency activity involving global or holistic understanding of much longer reading texts. The topics of the text are usually discrepant kind

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<sup>11</sup> David Nunan, *Designing Task for the Communicative Classroom*, (Cambridge: Cambridge University Press, 1989), p.34

and they finely meet the personal interest and concerns of the readers themselves. Extensive reading activities are usually done for one's pleasure or enjoyment only.

According to Harris that extensive reading of children's literature encourages students to set their own purposes and goals for reading. Students employ extensive reading when they find magazine articles about a topic that interest them. We have discussed the importance of extensive reading for the development of our students' word recognition and for their improvement as readers overall. But it is not enough to tell students to 'read a lot' we need to offer them a program which includes appropriate materials, guidance, tasks and facilities such as permanent or portable libraries of books.

c. Reading Aloud

According to Lee Hahn that reading aloud may look like an ordinary event in a typical classroom, but it feels extraordinary when the teacher who is reading is aware of the power of the book and the importance of her role is not only reading to her students, but also leading them through the book by using reading aloud, as a teaching time. Not only the teacher can feel the difference, but also the students.

Furthermore, reading aloud is not the same as reading silently. It is a separate skill and not one which most people have that much use for outside the classroom. But it can be useful, especially with beginners in

a language. Reading aloud is often done by reading round the class one by one and many children seem to enjoy it.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are able to read without any audible whisper. Silent reading is the most important type of reading. Silent reading should be introduced when the students have mastered the basic structure, comprehend the meaning of the words and can recognize and pronounce words accurately. Silent reading enables the students to read without making sound and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

## **B. Learning Strategies**

Learning strategies are defined by Oxford and Crookall as steps taken by learners to aid the acquisition, storage, and retrieval of information.<sup>12</sup> To more understand about learning strategies, we have to understand first about the strategy. According to Rubin and Wenden that strategy is a point out that they usually refer to specific actions or techniques which may or may not be observed. But some of the strategies are consciously used and can be modified

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<sup>12</sup> Ignacio M. Palacios Martinez, *A Study of Learning Strategies Used by Secondary School and University Students of English in Spain*, (Revista Alicantina de Estudios Ingleses: 1995), p. 93-177

and learned.<sup>13</sup> In addition, strategy involves the optimal management of troops, ships, or aircraft in a planned campaign, a different, but related, word is tactics, which are tools to achieve the success of strategies.<sup>14</sup>

Strategies are very important to help learners when they are coping with an unfamiliar language task in the beginning stages. And some strategies sometimes repeated automatically when the learners read something. And these strategies help the readers to manage their interact with written text. So, the strategies involve mental manipulation of a text.

According to Oxford's that Strategy Inventory for Language Learning (SILL) divide into two types, they are: direct strategy and indirect strategy.<sup>15</sup> Direct strategies consists of memory, cognitive and compensation strategies. Memory strategies help learners to save new information get it back when the learners need it again. For the example, applying image that saved before and remember a new word while reading. Cognitive strategies enable the learners to understand new language by different ways. Repeating words can used by learners when they do not sure to understand the meaning of the text. Moreover, they can use dictionary to look up for the meaning of word. It means that cognitive strategy is a method in reading that involve using resources to find out the meaning of what they read in the new language, or to find the message of the text. And the last is compensation strategy, this strategy directed the readers to guess something by using linguistic clues. It

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<sup>13</sup> *Ibid.*,

<sup>14</sup> Rebecca L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*, (New York: Newbery House Publisher: 1990), p.297-300.

<sup>15</sup> Selma kara, *Reading Strategies: Prospective teachers and their teaching practices*, (Journal of Educational and Instructional Studies In The World: 2015), hlm. 20-28.

means that the learners refer to previously gained knowledge by using linguistic clues and their previous knowledge can help them more understand about what they read.<sup>16</sup>

The second SILL is indirect strategies, that are strategies that support and manage reading without directly involving the object. Indirect strategies are divided into three types, they are: metacognitive, affective and social strategies. Oxford note that metacognitive strategy comprises of monitoring one's own monitoring speed of reading, for example: when the readers found the difficult text in reading they read slowly. Examples of social strategies are asking for clarification, correction, and feedback and cooperating with peers or parents to understand the text better.<sup>17</sup>

### C. Reading Strategies

Reading strategies are considered as one of features to complete reading tasks successfully. Reading strategies was defined as techniques and methods that used by the readers to make their reading successful and get the objective or point in reading.<sup>18</sup> In other side, reading strategies also has been defined as plans and behaviors for solving problems when the readers faced in constructing meaning. So, strategy in reading is a plan or method to reach a goal in reading.

The definition and classification of reading strategies is also conceptualized in terms of the classification of language learning strategies by

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<sup>16</sup> *Ibid.*

<sup>17</sup> Rebecca L. Oxford, p.297-300

<sup>18</sup> Pezhman Zare, *Exploring Reading Strategy Use and Reading Comprehension Success Among EFL Learners*, (World Applied Sciences Journal: 2013), p.1567



Oxford as cognitive, metacognitive, memory, affective, compensation, and social strategies. The specific reading strategies are defined as:

### 1. Cognitive Reading Strategies

Cognitive Reading Strategies (CRS) are seen as mental processes that focus on the processing of information in order to learn, that is for obtaining, storage, retrieval or use of information.<sup>19</sup> These strategy help to facilitate comprehension and improve learning. Cognitive strategies can be devided as the following elements: recognizing, using topics, guessing from the context, using a dictionary, writing down imagery, activating background information, summarizing, using cognitive strategies are related with background information or previous knowledge and they use it in order to acquire, learn, remember, recognize the material while reading.<sup>20</sup>

Another definition of cognitive strategies is as “operating directly on incoming information, manipulating it in ways that enhance leraning.”<sup>21</sup> These strategies involved in reading activities include relating new words to a word in memory or writing down the main idea, get the point and make summary of the text in order to comprehend the text better. In other hand, these strategies include some items such as repetition,

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<sup>19</sup> Yesim Ozek and Muharrem Civelek, *A Study on the Use of Cognitive Reading Strategies by ELT Students*, (The Asian EFL Journal: 2006), p.1-26

<sup>20</sup> Selma kara, *Reading Strategies: Prospective teachers and their teaching practices*, (Journal of Educational and Instructional Studies In The World: 2015), hlm. 20-28.

<sup>21</sup> O'Malley and Chamot, *Learning Strategy in Second Language Acquisition*, (Cambridge: Cambridge University Press: 1990), p.40

translation, grouping, note-taking, deduction, recombination, imagery, key words, and so on.<sup>22</sup>

In general, cognitive strategies can be divided into two types such as bottom-up and top-down. Bottom-up strategies are defined as making use of information, which is already present in the data. For example, understanding a text by analyzing the words and sentences in the text itself or looking up unfamiliar words by dictionary. Whereas the top-down strategies make use of previous knowledge such as connecting what is being read to readers background knowledge.<sup>23</sup> Therefore, interaction of the background knowledge and the text is essential for efficient reading.

## 2. Metacognitive Reading Strategies

Metacognitive Reading Strategies (MRS) is a strategy that have function to monitor or regulate cognitive strategies, and it involves 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.<sup>24</sup> In other words, metacognitive strategies are used to plan, monitor and regulate the reading as it occurs.

These metacognitive strategies include planning, directed attention, selective attention, self-monitoring, self-management, delayed production, self-enhancement and self-evaluation. Metacognitive reading strategies

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<sup>22</sup> *Ibid.*

<sup>23</sup> Pezhman Zare, *Exploring Reading Strategy Use and Reading Comprehension Success Among EFL Learners*, (World Applied Sciences Journal: 2013), p.1567

<sup>24</sup> Yesim Ozek and Muharrem Civelek, *A Study on the Use of Cognitive Reading Strategies by ELT Students*, (The Asian EFL Journal: 2006), p.1-26

categorized into two as analytic-cognitive and pragmaticbehavioural. The analytic-cognitive component aimed at reading comprehension and the pragmaticbehavioural component aimed at studying and academic performance.<sup>25</sup>

### 3. Memory Reading Strategies

Memory reading strategies are used to assist the learner to recall information, such as word association and semantic mapping. Storage and retrieval of new information are the two key functions of memory strategies.<sup>26</sup> These strategies help students or learners store in memory the important things they read in the new language, thus enlarging their knowledge base. These strategies also enable learners to retrieve information from memory when they need to use it for comprehension or production. In other hand, this strategies below focus mostly on the storage function, because that is the initial key to learning, but some general comments are included about the retrieval function as well.<sup>27</sup> So, memory strategies are valuable for storing and retrieving new information in the target language.

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<sup>25</sup> Selma kara, *Reading Strategies: Prospective teachers and their teaching practices*, (Journal of Educational and Instructional Studies In The World: 2015), p. 20-28.

<sup>26</sup> Joel M. Magogwe, *Metacognitive Awareness of Reading Strategies of University of Botswana English as Second Language Students of Different Academic Reading Proficiencies*, (Reading and Writing Journal: 2013), p.1-8

<sup>27</sup> Rebecca L. Oxford, p.297-300

#### 4. Affective Reading Strategies

Affective reading strategies, which include self-encouraging behavior to lower anxiety, such as rewarding oneself for reading efficiently.<sup>28</sup> The term affective refers to emotions, attitudes, motivation, and values. The affective domain is impossible to describe within definable limits. The affective side of the learner is probably one of the very biggest influences on language learning success or failure.<sup>29</sup> Good language learners are often those who know to control their emotions and attitudes about learning. So, positive and negative emotions have influence in students reading.

#### 5. Compensation Reading Strategies

Compensation reading strategies such as inferencing and guessing while reading, which can assist the learner in making up for reading deficiencies. These strategies help students or learners to overcome knowledge limitations in reading. In addition, compensation strategies are also useful for more expert language users, who occasionally do not know an expression, who are faced with a situation in which the meaning is only implicit or intentionally vague.<sup>30</sup>

#### 6. Social Reading Strategies

Language is form of social behavior; its communication and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very

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<sup>28</sup> Joel M. Magogwe, p.1-8

<sup>29</sup> Rebecca L. Oxford, p.297-300

<sup>30</sup> *Ibid.*

important in this process. There are three sets of social strategies, each set comprising two specific strategies, are include here: asking questions, cooperating with others, and empathizing with others.<sup>31</sup> In other hand, social reading strategies, involving collaborating with peers, for example, to ask questions, seek help or correction and to get feedback while reading.<sup>32</sup>

One of the most basic social interactions is asking questions, an action from which learners gain great benefit. Asking questions help learners get closer to the intended meaning and thus aid their understanding. It also helps learners for clarification when something is not understood and verification when the learners want to check whether something is correct.<sup>33</sup> However, social strategies can help all learners increase their ability to empathize by developing cultural understanding and becoming aware of others thoughts and feelings.

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<sup>31</sup> Rebecca L. Oxford, p.297-300

<sup>32</sup> Joel M. Magogwe, p.1-8

<sup>33</sup> Rebecca L. Oxford, p.297-300