CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents more about some theories related to the study. Those are reading skill, reading strategies and previous studies about correlation of reading strategies and reading skill.

A. Reading Skill

Reading skill is cognitive ability. A person is able to use when interacting with the written text, task-oriented, and deployed unconsciously. Reading skill are identifying word meaning, drawing inferences, identifying writer's technique, recognizing mood of passage, finding answers to questions.[1]

Another idea said that reading skill are recognizing script of language, deducing meaning & use of familiar lexical items, understanding: explicit and implicit information, conceptual meaning, communicative value of sentences, relations within sentence and between parts of text. Recognizing: discourse indicators and main information, basic reference skills, skimming and scanning. Automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content or word background knowledge, synthesis and evaluation skills and metacognitive knowledge and skills monitoring.[2]

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[1] Davies, F. B, "Research in Comprehension in Reading", *Reading Research Quarterly*, 3, (1968), 499-545

[2] Grabe, W, Current Developments in Second Language Reading Research, *TESOL Quarterly*, 25, (1991), 375-406.

B. Reading Strategies

In a study by Sheorey and Mokhtari, ESL reading strategies were further divided into three categories: metacognitive, cognitive, and support. In their definitions, metacognitive strategies were intentionally and carefully planned techniques used by learners to monitor or manage their reading. Cognitive strategies were specific actions and procedures used by learners while working directly with the text. Support strategies referred to readers using tools to comprehend the text, such as using a dictionary, taking notes, or underlining or highlighting the text.[3]

However, according to Poole, EFL reading strategies consisted of three different categories: global, problem-solving, and support. Global strategies involved planning how to read and managing comprehension. Problem-solving strategies involved using strategies when reading difficult parts of a text. Support strategies involved using devices and techniques to understand a text.[4]

A year later, Sheorey and Mokhtari renamed two categories of their ESL reading strategies. Metacognitive strategies were renamed to global reading strategies, and cognitive strategies were renamed to problem-solving reading strategies.[5]

Goodman divided reading strategies into two types of processing: bottom-up and top-down. Bottom-up strategies involve recognizing a multiplicity

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[3] Sheorey, R., & Mokhtari, K, "Differences in the Global Awareness of Reading Strategies among Native and Non-native Readers", *System*, 29, (2001), 431-449.
[4] Poole, A, "The Reading Strategies Used by Male and Female English Language Learners: A Study of Colombian High School Students", *New England Reading Association Journal*, 46 (1), (2010), 55-63.
[5] Mokhtari, K., & Sheorey, R, "Measuring ESL Students' Awareness of Reading Strategies", *Journal of Developmental Education*, 25, (2002), 2-10.

of linguistic signals, such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers, and applying linguistic data-processing mechanisms to impose order on these signals. Top-down strategies involve drawing on one's own intelligence and experience to understand a text through a puzzle-solving process, or inferring meaning to decide what to retain and what not to retain.

There are many theories in reading strategies but in this study researcher use Sheorey and Mokhtari theories. Sheorey and Mokhtari divided reading strategies into three categories: metacognitive (global reading strategies), cognitive (problem-solving reading strategies), and support.

a. Metacognitive strategies (global reading strategies) were intentionally and carefully planned techniques used by learners to monitor or manage their reading.

b. Cognitive strategies (problem-solving reading strategies) were specific actions and procedures used by learners while working directly with the text.

c. Support strategies referred to readers using tools to comprehend the text, such as using a dictionary, taking notes, or underlining or highlighting the text.[6]

C. Previous Studies

Many researchers have investigated the use of EFL/ESL reading strategies among learners. Poole used the Survey of Reading Strategies (SORS) to explore the reading strategies of 248 university ESL students from the Midwest

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[6] Sheorey, R., & Mokhtari, K. "Differences in the Global Awareness of Reading Strategies among Native and Non-native Readers", *System*, 29, (2001), 431-449.

and South of the United States. The study revealed that problem-solving strategies were used with high frequency, while global and support strategies were used with medium frequency.[7] The differences with the present study is subject of the study. The present study employs of the 90 students eleventh grade of SMAN 1 Ngadiluwih Kediri as the sample.

Gorsuch and Taguchi, conducted a study on investigating repeating found that Vietnamese EFL college students mostly used bottom-up, top-down, and cognitive strategies to assist comprehension in repeated reading sessions.[8] The differences with the present studies are the subject of the study and theory used. The present study uses metacognitive, cognitive, and support theories by Mokhtari and Sheorey.

Karbalaei compared reading strategy used by Iranian EFL students and Indian ESL college students. They found that Indian ESL students used mostly global and support strategies, as well as metacognitive reading strategies, while Iranian EFL students used mostly problem-solving reading strategies.[9] The differences with the present study are the setting and the subject of the study.

Mokhtari and Sheorey later explained that skilled readers of FL and SL were characterized as globally aware. They were able to think about the reading process; to draw on planning, monitoring, goal-setting and assessment strategies; and to foster global skills as well as reading comprehension. High English

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[7] Poole, A, "The Reading Strategies Used by Male and Female English Language Learners: A study of Colombian High School Students", *New England Reading Association Journal*, 46 (1), (2010), 55-63.

[8] Gorsuch, G., & Taguchi, E, Repeated Reading for Developing Reading Fluency and Reading Comprehension: The case of EFL Learners in Vietnam, *System*, 36, (2008). 253-278.

[9] Karbalaei, A, A Comparison of the Global Reading Strategies Used by EFL and ESL Readers, *The Reading Matrix*, 10 (2), (2010), 165-180.

proficiency students seem to use more and a greater variety of strategies in the reading of English texts.[10]

Kummin and Rahman reported that ESL University students from Malaysia, who were proficient in English often used a variety of strategies, but those who were less proficient had little knowledge of metacognition. They were not able to use appropriate strategies to evaluate their own reading comprehension or performance.[11] In the aspect of high school students' uses of English reading strategies, Yau found that EFL Chinese adolescents used metacognitive and problem-solving strategies more frequently in FL reading, yet they used support strategies more often in SL reading.[12]

Li employed the Metacognitive Awareness of Reading Strategies Inventory (MARSI) to explore the uses of reading strategies among senior middle school EFL students, and found that problem-solving reading strategies were used most often, followed by global reading strategies and support reading strategies. In this study, the participants were Taiwanese EFL high school students, and their reading strategy uses were investigated. The findings were expected to shed light on current strategy use and suggest directions for instruction to high school EFL teachers.[13]

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[10] Mokhtari, K., & Sheorey, R, "Measuring ESL Students' Awareness of Reading Strategies", *Journal of Developmental Education*, 25, (2002), 2-10.

[11] Kummin, S., & Rahman, S, The Relationship between the Use of meta-problem- solving Strategies and Achievement in English, *Procedia Social and Behavioural Sciences*, 7, (2010), 145-150

[12] Yau, J. –L, Reading Characteristics of Chinese-English Adolescents: Knowledge and Application of Strategic Reading, *Metacognition Learning*, 4, (2009), 217-235.

[13] Li, F, A study of English Reading Strategies Used by Senior Middle School Students, Asian Social Science, 6(10), (2010), 184-192.

There are many differences with this studies such as the countries, different subject, and total of participant. Another differences is about instrument that use in the process of collecting data. There is the studies that use SORS and MARSI but in this studies use SORS.