

CHAPTER II

LITERATUR REVIEW

This chapter presents some theories that the researcher applies to conduct this study. It describes both theory and explanation about reading strategies and reading comprehension. The more explanation will be discussed below:

A. Definition of Reading Strategies

Different researchers show different opinions on the definitions of reading strategies. According to Li (2010, p. 185), reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Brantmeier (2002, p. 11) indicates that reading strategies are the comprehension processes that readers use 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 (Amirian, 2013, p. 20).

Even though the definitions of reading strategies have been defined in different ways, it can be concluded that reading strategies are actions that readers applied to comprehend the text. Reading strategies are one of the important factors that help readers improve reading comprehension and overcome reading difficulties.

The role of strategy use in reading comprehension has been a topic of discussion in second/foreign reading literature. Reading strategies are very essential to assist learners to overcome reading difficulties such as inferring the

underlying messages in the texts, dealing with unknown terms and unfamiliar cultural load (Lien, 2011, p. 200; Kuru Gonen, 2015, p. 2924). It implies that being a strategic reader helps the reader comprehend the text and handle the reading problems. To assist learners to be a more strategic reader, EFL instructors are responsible for reading strategy instruction. It can be said that to help learners read effectively, EFL instructors need to know which reading strategies learners have and they may lack (Bookongsaen, 2014, p. 24). Moreover, they should precisely determine when and how to use these strategies (Bolukbas, 2013, p. 2153).

Also, many studies have shown that readers must intentionally invoke strategies to enhance their comprehension. Zare and Othaman (2013) conducted a study to explore the correlation between reading strategy use and comprehension success. The result revealed a strong positive correlation reading strategy use and reading comprehension. Many researchers who conducted studies in different contexts possess a similar result (Molla, 2015; Li, 2010; Zare and Mubarokeh, 2011).

The strong relationship between learners' reading strategies uses and reading comprehension shows the important role of strategies used in language learning especially reading skills. The result indicates learners who employ reading strategies more frequently they will have better comprehension. It implies that the use of reading strategies is one of the factors which can improve reading comprehension. It can be concluded it is very essential to train learners to use appropriate strategies and use them more often. Moreover, it is also discovered that learners attempt to use more different strategies to handle

the difficulties and challenges when reading (Chen and Intaraprasert, 2014, p. 1010). Employing more different types of reading strategies assists learners cope reading problems. For instance, when texts become difficult, they use more reading strategies to overcome difficulties.

Furthermore, some examples of reading strategies that can be used while reading are reading the first sentence in each paragraph, using dictionaries when unknown words cannot be deduced from the context, taking notes while reading, highlighting the important part, looking for other clues (boldfaced or italics words), and guessing the meaning of unknown words from the context (Bolukbas, 2013, p. 2149).

In this regard, Mokhtari and Reichard (2002, p. 249) have stated the difference exists between good readers and non-good readers in the term of their reported reading strategies, use of reading strategies, and their strategies awareness. It is found that good readers are aware of what they are reading and why they are reading it also they use some plans and strategies to monitor their understanding and overcome the problems they face while reading.

Skilled readers know how to use effective strategies to facilitate the functioning of various cognitive processes and construct a meaningful understanding of the text, these strategies include understanding vocabulary in the present context, skimming, scanning, predicting, summarizing, and evaluating, self-questioning, making connections, visualizing and monitoring, etc. (Nezami, 2012, p. 307). Poor readers simply read the text word by word without using any strategies (Chan and Lau 2003, p. 177). Meanwhile, Chan

and Lau (2003) investigated the differences between poor readers and good readers on reading strategies use. The finding showed that poor readers were less capable than were good readers in identifying main ideas, decoding unfamiliar words, recognizing text structures, summarizing main ideas, detecting errors, and inferring implicit meanings in Chinese texts.

More interestingly, it is assumed that males and females employ different reading strategies. Some researchers examined the use of reading strategies about gender have confirmed this assumption that difference exists between male and female (Tzu-Ching Chen and Chia-Li Chen, 2015). The finding of this study showed that female EFL learners are more active strategy users than their male counterparts. Regarding learners with different proficiency levels it is revealed that those students who rated themselves as having high reading proficiency used significantly more strategies than those who gave themselves a lower self-rating (Sheorey and Mokhtari, 2001; Zhang, 2001; Hsu, 2006; Li, 2010).

B. Reading Comprehension Achievement

Reading is one of the ways of communication in written forms. Reading implies both a writer and a reader. Pang et.al (2003, p. 6) state that reading is about understanding written text. It is a complex activity that involves both perceptions and thought.

Grabe and Stoller (2001, p. 3) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that students must be able to interact with the reading materials and take on the meaning of each word to get the information from that they have read.

Getting information is one of the reasons why people read. Linse (2005,p. 71) explains that there are two main reasons why people read. The first is for pleasure and the second is for information. Thus, reading for pleasure can be interpreted as reading without a burden or liability as a reading assignment in school. It is only for the enjoyment of each individual or hobby. While reading information refers to people's needs.

Based on the definition above, it can be concluded that reading is a skill that presents the writer's idea related to the management reading text content itself. It can be seen that reading is not only looking at words in the form of graphic symbols but also getting meaning from word to word or line to line to understand what the reader read.

C. Previous Studies

The previous study is important enough for the researcher as a guide in conducting this study. At the least, there are three previous that related to the present study. First, Molla (2015) investigated the relationship between reading strategy use and reading comprehension among Ethiopian EFL Learners. The categories of reading strategies are Memory reading strategy, Cognitive reading strategy, Compensation reading strategy, Metacognitive reading strategy, Social reading strategy, Affective reading strategy. The purpose of this study was to investigate Dilla University English majoring students reading strategies use and their reading comprehension ability. Forty EFL learners participated in the study. In this section, the data gathered through a questionnaire and reading comprehension test. A reading strategy inventory and a reading comprehension test were used to collect the required data.

Strategy Inventory for Language Learning (SILL) was used to know the strategies used by the students and two reading comprehension passages that are part of TOEFL were used for the study. Furthermore, the use of reading strategies had neither positively nor negatively correlated with reading comprehension achievement.

Second, Tobing (2013), studied the relationship between reading strategies and self-efficacy with the reading comprehension of High School Students in Indonesia. The purpose of this study was to investigate the relationship between reading strategies and self-efficacy with the reading comprehension of high school students in Indonesia. The categories of reading strategies were: global reading strategies, problem-solving reading strategies, and support reading strategies. 138 high school students from a state high school participated in this study. The result showed that the categories of reading strategies were not significantly related to reading comprehension. The use of reading strategies had a non-significant relationship with reading comprehension.

Third, Zare and Mobarakeh (2011) studied the relationship between self-efficacy and use of reading strategies: the case of Iranian senior high school students. The categories of reading strategies in this study were metacognitive strategies, cognitive strategies, and social/affective strategies. The purpose of this study was to know the relationship and the level of Iranian senior High school students reading self-efficacy beliefs and their use of reading strategies. 45 students from Ferdousi High school in Shoushtar participated in this study. Two questionnaires have been used in this study as instruments. Reading the

self-efficacy questionnaire and reading strategies questionnaire was used for collecting data. The result of this study was the student strategies used were at a medium level and it was revealed that reading self-efficacy was significantly positively correlated with overall reading strategy use.