

CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous chapter, we clarified the research problem. Thus, this chapter represents the result of the literature review identifying the topic of the thesis. It is selected to review some accurate theories that underlie this research. It contains several items, such as academic reading, reading strategies, and previous studies.

A. Reading

Reading is a particularly beneficial activity for education students because it can develop our knowledge and it can be found everywhere, whether on social media or printed book. Thus, reading involves both conscious and unconscious perception. The reader uses a variety of techniques to interpret the meaning that the author is believed to have intended. The reader is by constructing the information in the book to his or her existing knowledge (Qanwal & Karim, 2014).

A learner can get beyond the complexities and challenges of the 21st century by reading. That was an important effort for the development of our knowledge. This researcher proved that reading does not only develop self-quality, but we should also be aware of social life, where we can teach or give some information to someone who is related to the truth of what we read. When we look at technology, reading electronic books or reading an article about the development of jobs can make it easy to access a job and

can make it possible to create a job vacancy. Reading also has a good influence on civic knowledge because people will know life in the state environment, especially, for the young generation who are the nation's successors, which is why reading can make it possible to create a job (Clark & Rumbold, 2006, p. 5)

B. Learning Reading

Learning languages has four but one of the in this research is reading. Thus, higher education students learn to read an academic texts in an English foreign language is difficult and takes much time because reading need to be mastered. Thus, By reading the topic, it will be more interesting and easier to understand what they read. Thus, reading is the ability of constructing meaning from print text and applying that information correctly (Grabe & Stoller, 2002, p. 1.) Then, According to Pikulski (1997) cited in Saengpakdeejit & Intaraprasert (2014, p. 1), the process of development in reading is through dynamic interaction, which includes: (1) the reader having a good knowledge, for which the reader must have a strong memory; (2) the reader knowing the content provided in reading text because to understand and to know the content, the reader will get the point into the text, thus it already understand the contents; and (3) the reader also knowing the reading situation because if someone reads the text, the reader will get the pont into the text, thus it already understands the contents.

C. The Important of Learning Strategy

According to Oxford (1990, p. 1-9) students use learning strategies to improve their own learning. Strategies are especially crucial for language acquisition because they enable active, self-directed participation, which is necessary for building communicative competence. Appropriate language learning practices lead to increase competence and personality. As a result, students may develop their character and educate their awareness to take an active part in learning.

Although language learning strategies were just recently identified and described by experts, they have been employed for thousands of years. One well-known example is the use mnemonic or memory strategies employed in ancient times to assist authors look back into their lines. The top language students throughout history have employed ranging from communicative language learning practices and approaches to analytical, principle-based and ruled-based strategies.

Learning strategies are being generally known throughout school for the first time now. Learning strategies, also known as “learning skills”, “learning to learn skills”, “thinking skills” and “problem solving skills” are the methods through which students learn a wide range of disciplines, from native language reading to technology maintenance to new languages. Experts in the field of language instruction are beginning to debate learning practices among themselves. Programs on learning strategies are attracting large crowds at language teacher conventios. Researchers are finding,

categorizing, and analyzing language acquisition systems, which is resulting in a continual supply of articles on the subject. Most encouragingly, a rising percentage of language learners are realizing the effectiveness of their own techniques.

D. Strategies in Learning Reading

The implementation of learning strategies is common among students as a means for the collection, allocation, and application of information. Therefore, students use it more specifically that they can be quicker, simpler, and more independent. In this study, if we are aware of the reading strategies, we may not only apply them when reading books but also instruct our generations or our students about reading strategies.

The researcher defines the classification and characteristics of learning strategies, especially in terms for the ability of reading. The theory of Oxford (1990, p. 37-187) that divide into two categories of learning strategies that are *Direct Strategies and Indirect Strategies*. Here, the explanation of each types:

1. DIRECT STRATEGIES

Direct techniques are language learning strategies that implement the target language directly. All direct strategies involve mental language processing, although the three kinds: memory strategies, cognitive strategies, and compensatory strategies. Hence, this process is differently because it identifies the categories of reading strategies:

a. Memory Strategies

For thousands of years, people have developed memory strategies known as *mnemonucides*. People used memory strategies to explain practical information that was familiar or natural. Most of people also forgot about memory strategies as reading became prevalent, dismissing them as “gimmicks.” These strategies are finding interest as useful mental tools. The idea can store up to 100 trillion bits of information, but only a fraction of that capacity can be utilized unless the learners employ memory strategies.

There are four types of memory strategies: creating mental linkages, applying images and sounds, reviewing well, and employing actions. All of these principles have something to do with meaning. The organization and interactions must be personally relevant to the learner for the goal of learning a new language, and the information to be reviewed must have relevance.

Memory strategies become beneficial to language learning. Research reveals that language students rarely use them. It is possible that learners don't use memory strategies very often, especially at higher levels of language learning. Another possibility is that they are ignorant of how frequently they use memory strategies. The definitions of each memory strategy, as well as how they are organized into strategy sets in the following bellow:

1) Creating Mental Linkages

This category contains three strategies that provide the context for the remaining memory strategies:

1. Grouping

Reducing the number of discrete pieces in linguistics knowledge by classifying or reclassifying into meaningful units, thus grouping, helps to decrease the quantity of unconnected components. Labeling the categories is also occasionally necessary. To make it easier for remembering the word. The types of word, the topic, the practical function, the linguistic function, similarity, dissimilarity, or opposition, it only feels about anything may all be used to form groups.

Here are one of illustration of group that has already read the text: Lucien is a student who is learning English. He makes groups of new terms that he reads by conceptual similarities such as hot, heated, and fire, and as he reads, he carefully searches for the opposites such as cold, cool, and ice. As a result, students may recall their memory by labeling a group of words using types of similarities and opposites.

2. Associating / Elaborating

To make connections in memory and relate concepts of existing new language knowledge or another information. These correlations can be simple or complex, ordinary or unusual, but they must be meaningful to the learner. As associations are between two objects, taking an example of

reading comprehension, imagine that a student is always reading in the library. When he reads a motivational novel, he sees the word “knowledge,” which he finds and combines with another word in the novel, “wisely and light.” Thus, he imagine the phrase of knowledge that can serve as a spotlight for us.

3. Placing New Word into a Context

In order to retain a word or phrase, it must be integrated in a meaningful statement, conversation or tale. This strategies have been read are connecting and explaining new information with meaningful context. This approach differ from intellegent prediction, which involves anticipating the meaning base on relevant information, including context and applying a variety of compensatory processes.

2) Applying Images and Sounds

This section includes four strategies to consider: using imagery, semantic mapping, using keywords, and representing sound in memory. All of them entail using visual or auditory indicators to retain information.

1. Using imagery

Using relevant imagery, either in the imagination or in a physical painting, to relate new verbal information to a concept in memory, the image can be a symbol of the letter in a word, a set of locations for remembering a series of words, or an expression of a picture of an item. By associating abstract words with a visual symbol or a picture of a concrete thing, this technique can be used to help people recall them.

The illustration is when reading a narrative or novel about a character who went into a dangerous or dark forest; thus, students can also create an image of the forest in their minds.

2. Semantic Mapping

Making an arrangement of words into a picture, which has a key concept at the center or at the top and supporting ideas related to the main idea with lines or arrows. Thus, the strategy involves meaningful imagery, proping, and associating. It illustrates the relationships between various words and groups.

The strategy can be used with students who always organize what they read in the books into mind maps, which include an explanation or a brief explanation of the material or the text in the book, such as when the teacher assigns student to read the most recent pages, the can review the mind mapping before.

3. Using Keyword

Using auditory and visual connection to remember a new term the “auditory link” is established by identifying a familiar term from one’s own language that sounds similiar to the new word. The “visual link” is the second step, which involves creating an image of a reletionship between the new and known words. The student must find both connections usefull. For example, everyone has individual interests, such as reading with visuals. From the book’s cover or the image beside of the book that they read , readers can infer what is within the book.

4. Representing Sounds in Memory

New linguistic information is remembered based on its sound. As a result, there are many strategies to generate meaningful associations between previously known and newly learned words, based on sound. For example, to remember a word, associate it with any other words that sound similar, use phonetic spelling or accent marks, or utilize rhymes.

3) Reviewing Well

There is one method in this category to organize reviewing. It is not enough to look at new target language information once; it must be revisited in order to be remembered.

1. Structured Reviewing

Reviewing at precisely spaced interval, initially close together and then more apart. For example, this strategy may begin with a review 10 minutes, after the original section, followed by another review in 20 minutes, an hour or two, a day, two days, a week and soon. This is also known as spiraling. Therefore student study by reading extensively by understanding the material, thus it can become a nature that instinctively likes to read.

4) Employing Action

Both of the two strategies in this set using physical responses or sensations and using mechanical tricks involve some kind of significant motion or activity. Learners who like kinesthetic or tactile learning would appreciate these strategies.

1. Using Physical Response or Sensation

By physically putting a new statement into practice, such as opening a door, or by connecting it to a specific bodily emotion or sense, such as warmth of water. Thus, it uses physical movement to respond the verbal information in order to teach language or vocabulary. When we practice strategies in reading, that is after we read a book, we practice the word or the sentence. As a result, we know how to feel deeply.

2. Using Mechanical Techniques

To retain different target language information, use innovative and physical approaches, particularly those that involve moving or changing something concrete. For example, after reading various types of information in important sections of a book, we can write a statement on a piece of paper or a card and transform it into an actual sentence.

b. Cognitive Strategies

When learning a new language, cognitive strategies are crucial. These strategies range widely, from summarizing to repeating to evaluating language. Despite their variety, these methods are all controlled by the learner's modification of or transition from the target language. The most common strategies used by language learner are generally found to be cognitive strategies.

There are four types of cognitive strategies: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input

and output. The initial letters of each of these strategy sets combine to form the acronym “PRAC.”

1) Practicing

Among the most significant cognitive strategies are practice strategies. Language learners are usually unaware of the potential need for practice until one person reads while the other sits quietly. To achieve adequate competence, which can take time depending on language complexity and other considerations, even small group reading activities often increase the quantity of work in the classroom. The researcher has perceived the significance of naturalistic practice at all levels of language learning.

The most important practice method out of the four techniques is definitely practicing naturally. Here is how we prove it below:

1. Repeating

Repeating is used to strengthen teaching material by reading a book more than once. Using this strategy, a learner may read a chapter several times, each time with a different goal or idea in mind, such as getting the basic concept, getting the specific, and so on. While reading, the learner can also take notes and go over them repeatedly.

2. Recognizing and Using Formulas Patterns

The learner's comprehension and productivity are significantly improved by recognizing and using common formulas and patterns in the target language. Patterns include at least one space that may be supplied by an effective word, whereas formulas are undescribed expressions.

At the start of the learning process, a teacher must also teach students how to express themselves or ask questions about topics that they are unfamiliar with. For instance, if a student is reading an English book and does not understand what the statement means, he should say, "I would like to ask about..." or "I don't know what..."

3. Practicing naturalistically

When a reader practices naturalistically, it indicates that students use the language in common and simple contexts. Mostly in the subject of reading, this generally entails reading a book or article in the original language.

2) Receiving and Sending Messages

There are two strategies for receiving and sending messages. It employs the definition of two significant methods for obtaining ideas, whereas the authority uses a number of items for comprehending or creating meaning.

1. Getting the Idea Quickly

The strategy of getting the idea quickly includes using skimming skills to determine the main ideas or scanning to obtain particular kinds of information. This method will also increase rapid comprehension of what would be read. Using this method, prospective readers can explore questions about a paragraph first and then read through the text to get responses to the questions.

As an illustration of scanning, consider a student who already knows the keywords he is looking for and scans each page of a book to obtain information more quickly and efficiently.

2. Using Resources for Receiving and Sending Messages

Moreover, in reading section, resourcing is used to understand incoming messages or to create outgoing messages using print or nonprint resources. Furthermore, for using the reference resources in the goal language, such as textbooks, dictionaries, or e-books, to define or develop on the concept's definition.

3) Analyzing and Reasoning

This group of five strategies employs logical evaluation to diversify target language abilities. These methods are frequently used by learners to interpret new expressions or to formulate new ideas.

1. Reasoning deductively

The deductive method is an approach that involves using and practicing generic ideas to specific linguistic contexts. As a result, a top-down method moving from general in specific is used. The method may be used in reading to generalize the meaning of particular affixes hidden in other words, such as untie, understand, or meaningless, in addition to improving knowledge of the topic being read.

2. Analyzing Expressions

The analyzing expressions strategy is used to determine the meaning of a new expression by breaking it down into components and using the implications of the individual parts to know the meaning of the complete phrase. For example, if a reader comes across the phrase “arranged signal” while reading, he or she may not instantly comprehend its meaning and, as a result, break the term down into parts that learners understand: signal (warning sign), arrange (put up), and pre (before). This way are whole phrase that is interpreted a post possible sign.

3. Analyzing Contrastively

Using the analyzing contrastively strategy in reading comprehension means examining elements of the target language, such as vocabulary or grammar, with elements of the own language to determine similarities and differences. A reader might employ the strategy by contrasting an English word archive with his or her native Indonesian term collection.

4. Translating

Using a translating strategy implies adapting a specific language expression into the native language or the native tongue at different levels, including from words or phrases to the main text, or the opposite. However, even if it is a usual practice, word for word translation. Thus, a reader will apply one language as the foundation for implementing another.

5. Transferring

Using the transfer strategy in reading involves using previous knowledge or new knowledge from one field to another, to increase understanding in the target language. Transferring improves effectively when the language or intellectual parts are exactly parallel, which is not the case most of the time. Even if the learners transfer unrealized knowledge across the language, it leads to an imbalance. For instance, a learner who reads Indonesian literature in English or other languages, he may transfer new information from one subject to another.

4) Creating Structure

There are three strategies listed below to develop structure, which is required for both comprehension and production in the new language.

1. Taking Notes

Taking notes is the process of writing down the importance of key words, topics, main ideas, or common points from a reading text. The theories or concepts must take the form of reduced verbal, graphic, or

numerical representations. Highlight the relevant main ideas when your students take notes. Teach your students how to use other note-taking forms and then let them select the ones that are important for them.

2. Summarizing

The summarizing approach is used to obtain the significant elements from a long text by summarizing things. The summary can be done mentally, orally, or in writing. The process of summarizing can be as basic as giving what has been heard or read. As an illustration, a student should write a summary of what they just read, thus they can go back and read it again.

3. Highlighting

Highlighting implies focusing on essential information in a text by applying a number of emphasis strategies such as highlighting, coloring, circling, and so on. If you decide to use this method when you read a book, make sure to go into how to take notes, summarize and highlight the text.

c. Compensation Strategies

Considering the learner limit, compensatory strategies assist learners in using the new language for processing or understanding. For more experienced language learners who occasionally do not know whether the meaning is simply implicit or purposefully ambiguous, compensation strategies are also helpful. The definition of a few important compensation strategies is provided below:

1) Guessing Intelegently in Reading

The two strategies that help with guessing intelegence relate to two types of clues: linguistic and nonlinguistic. It assists students in letting go of the idea that they should know and comprehend each and every word before they can comprehend the general idea.

1. Using Linguistic Clues

In the lack of complete understanding of vocabulary, grammar, or other target language elements, seeking and exploiting language-based clues to predict the meaning of what is read in the target language. Suffixes, prefixes, and word order can all be used to guess the meaning. Here are some examples of guessing based on a limited understanding of the target language. A student who is reading Detective Conan comics in English, whose target he just understands when he reads the words “poison” and “blackmail,” is able to understand the discussion or murder scenario. Afterwards, the learner is familiar with both the characters and the plot.

2. Using Other Clues

Other clues, there are clues from sources other than linguistic knowledge. Some clues are related to langauge, although they get to other linguistics, such as a style of reading that implies social relationships, while others come from a variety of other sources that are not related to language.

In reading the structure of the text, which includes headings, transitions, summaries, conclusions, and other methods of text division that are crucial sources of clues about meaning, many clues are only identified by observing the speaker's or authors's structural, organizational implementation of important words, phrases, numbers and letters. The best idea for text example such as first..., second..., third..., the best idea is...

It's common to find structural clues, such as the fact that we will know to proceed to what we have already discussed, followed by an introduction and conclusion. In order to communicate importance, proper names is able to be used repeatedly. Readers are able to understand the meaning by using charts, images, tables, and appendices. They can infer what the character might do in general. Recognizing how the characters in the story differ from one another in ways like kindness, subservience, cruelty, and respect can assist the reader in inferring the story's main topics and moral lessons, even in very common terms.

2. INDIRECT STRATEGIES

This method examines the indirect strategies that support language learning. Indirect strategies focus on learning reading, which are divided into metacognitive and social. All these strategies are called "indirect" since they guide and control language acquisition without, in many cases, physically using the target language. Including the direct strategies discussed previously, the indirect strategies mentioned above represent each other.

a. Metacognitive Strategies

The term “metacognitive” refers to processes that go beyond, both similarly and also in connection with, cognitive skills. As a result, metacognitive strategies are practices that go beyond only language structures and give students a method to manage their own learning. Three approaches create metacognitive strategies: centering your learning, organizing and planning your learning, and also evaluating. Metacognitive strategies are also essential for successful language acquisition. Many times, learners get overwhelmed by too much innovation in the language.

1) Centering Your Learning

This group of different sources supports students in spending their attention and resources on these kinds of language learning, activities, abilities, or objects. The use of these methods focuses on language learning of reading.

1. Overviewing and Linking with Already Known Material

A complete overview of an important topic, principle, or set of materials in future language practice and its connection with what is currently learned. This method can be implemented in a variety of ways, but it is frequently beneficial to follow three steps, such as understanding why the action is being performed, developing the necessary language, and forming the linkages.

When learners are reading, they are connecting and seeing both previous and present material. The elements of reviewing and overviewing previously known material are important in the reading topic because it allows learners to grasp the material more completely and they can increase their knowledge.

2. Paying Attention

Paying attention is a sign that a student needs metacognitive skills and it is important when a learner reads the material then focus on the subject, ignore the distraction and pay attention to the specific linguistic and contextual elements.

There are two ways of paying attention in these strategies: directed attention and selective attention. Directed attention refers to the general decision to focus attention on the material and check out unimportant distractions. On the other hand, selective attention is purposefully choosing to pay attention to certain norms. As a result, this method is illustrated by an example of a student who does not want to be distracted while reading a book.

2) Arranging and Planning Your Learning

This variety of six strategies will support learners in organizing and planning their study of languages in order to increase their learning. The following strategies are listed below:

1. Finding Out About Language Learning

This strategy of learning to read is crucial because learners are looking to identify how knowledge acquisition works by reading books, discussing their problems, questioning others, and sharing ideas before applying the knowledge to advance their abilities. It is beneficial for learner to become involved in their language learning because books are a great source of motivation.

2. Organizing

This strategy organizes the physical or environmental surroundings of language learning. Thus, when learners read a book, it will help them to understand and use conditions related to the best learning of a new language or new word.

3. Setting Goals and Objectives

at a higher level, a learner establishes the goals and objectives for their educational process. The objectives include both long-term and short-term goals. When they learn about reading abilities, they can develop their targets. They can set short-term goals, such as finishing reading a subject with short-term goals to be completed.

4. Identifying the Purpose of Language Task

Students learn to read by focusing on language activities such as reading, listening, or writing. They define the objective of a language task such as reading a news or listening music. Students are to be more effective In

reading exercises because the teacher considers the objective in context of the condition and the kind of information. Skimming to quickly grasp the main idea, scanning to swiftly find a specific piece of information, comprehensive reading to appreciate a better-written book, and reading a shorter text carefully and intensive reading of complexity are all ways to read

5. Planning for a Language Task

Planning for the linguistic components and abilities required for a linguistic activity. This technique involves determining the general nature of the activity, finding out its needs, verifying one's own linguistic resources, and figuring out any additional language components or functions required for the task. For each of the languages abilities, one might provide an illustration of those four steps.

Using metacognitive strategies, we may prepare our reading by reading the text first, thinking about the subject, and developing prior ideas that we can infer from the images or language in books.

6. Seeking Practice Opportunities

Seeking or creating chances to learn the new language in realistic or various situations. Additionally, students take the opportunity to practice in situations specific to the language which they would face in the real world. In a reading course, looking for practice opportunities is crucial because it allows students to apply what they have learned in real world situations.

3) Evaluating Your Learning

This system includes two principal procedures that both help learners assess their language ability. One strategy focuses on identifying mistakes and learning from them, while the other is focused on evaluating advancement.

1. Self-Monitoring

It is crucial for learners to recognize their mistakes, identify the crucial aspects, find the information about the source of significant errors and get removed of them as they learn to read. Self-monitoring is a view part of all high performers, who work to correct their mistakes. When a student viewings a simplified book and discovers that there are grammatical errors, he also fixes them, such as a student frequently chooses the wrong genre of the book that would beneficial to him.

2. Self-Evaluating

Learners should be able to evaluate their own progress in the new language. For example, if student are reading faster and comprehending more than they were a month or six months ago or whether they understand a greater proportion of each discussion.

b. Affective Strategies

Affective strategies relate to emotions, attitudes, motivations, and values. The significance of the effective aspects impacting language learning cannot be overstated. Many elements contribute to the affective

domain, including empathy, self esteem, extroversion, inhibition, imitation, anxiety, attitudes, and so on. Most of these may initially appear relatively unrelated to language learning. When we look at the intensity of language, any affective factor could theoretically be significant to learning a second language.

One of the key factors that determines whether language acquisition is successful or unsuccessful is certainly the learner's affective aspect. Those who can regulate their emotions and attitudes around learning are frequently good language learners. Even for the common student who knows all of the technical components of how to learn a new language, negative emotions can inhibit development. Meanwhile, positive feelings and attitudes may greatly improve the success and happiness of language acquisition.

For the past majority of language learners who experience common obstacles and struggles, these strategies are helpful. Fortunately, these techniques are not meant to be used in place of psychiatry or as a means of resolving serious psychological issues. They also cannot be used to change important implications, like low self-esteem in all people. Focus on the following affective techniques and their descriptions with this in mind.

1) Lowering Your Anxiety

Here are three methods for reducing anxiety. Both the physical and the mental parts of each are present. Some students may also experience extreme anxiety while reading, and this may be strongly influenced by major anxiety. Regardless of the skill set required, the following strategies

assist students in lowering their anxiety.

1. Using Progressive, Relaxation, Deep Breathing, or Meditation

In progressive Relaxation, Deep Breathing, or Meditation, alternately tensing and realaxing all of the major muscle groups in the body, but also muscles in the neck and face, or taking deep breaths from the diaphragm, or meditating by concentrating on a visual picture or sound.

These are some specific example of this strategy. A learner is reading an English novel in the library and a student does not yet understand the meaning of a sentence, he participates in a short periode of relaxation and progressive meditation by practicing deep breathing. Afterwards, he immediately remembers the meaning of a sentence.

2. Using Music

Listening to soothing music that needs five or ten minutes to relax, such as a classical concert, makes us feel calm and makes us more responsive to learning. Music is potently energizing effects are proven in the context of language acquisition.

This is an example of how music can be relaxing. Thus, when a student reads a book, he listens to music from his own special soundtrack, which includes the happiest sounds. As a result, a student's brain becomes more relaxed than before.

3. Using Laughter

Laughter has the capacity to generate large biochemical programs that improve the immune system by enjoying a comedian movie, reading a funny book, and listening to jokes music. Laughter has also the ability to reduce anxiety among language learners as well.

For students of all generations, laughter is a natural component of the overall interactive environment. Taking an example, Syelina reads a novel that contains jokes from a comedian in Indonesia, which makes her love reading and makes her enthusiastic about reading.

2) Encouraging Yourself

Language learners frequently overlook this three of techniques, particularly for individuals who do not understand their can offer their own ability and rely mostly on the support of others. In all of the skill areas, teaching learners some self-encouragement methods will pay off. It can be difficult for language learners to stay positive and continue when trying to comprehend or learn a foreign language. The next part of self-encouragement is below:

1. Making Positive Statements

Positive mental or personality writing to boost someone's self-confidence when they are learning a language. Positive statements are self-directed when used before or throughout a linguistic action. For example, a student could promise himself that he would properly comprehend the content of the book,

and he can set a target for the text while reading.

2. Taking Risk Wisely

Taking any risk in language learning context to encourage oneself, even if it means making a mistake or appearing strange. Professional judgement should be used to moderate risks. Additionally, this strategy implies the necessity of taking this choice into practice by using direct language use in spite of fault anxiety. Thus, using your judgement when taking risks is essential. The supporting also use of an additional affective strategies, such as affirming yourself, may be necessary to make the decision and to take wise chances. For instance, when a student reads a book and makes a decision from it, even though his inference is not always valid or relevant, Lioni decides to make a meaningful conclusion for the article's contents.

3. Rewarding Yourself

For a particularly strong performance in the new language, reward yourself with a good reward. A good test score, praise from the teacher, or a certificate of achievement are common examples of the only rewards that students frequently anticipate getting from outside sources, but rewards from outside sources are insufficient for rewarding learning. The students themselves may provide some of the most effective and practical rewards. Understanding how to reward oneself for doing well in their language learning is therefore a skill that students have to learn. Rewards do not always need to be apparent and physical. Additionally, they may occur from doing well. Students might learn to take pleasure in their own strong work.

For instance, a student who is reading a book must totally understand the material and be able to describe it when the lecture asks questions. After the student has performed very well, may the statement be applied as a kind of self-rewarding. Here are a few more real examples of gifts. A student who had finished an intensive reading assignment from his professor, he rewarded himself for a work well done by eating a spicy instant noodle. This is a significant benefit for everyone interested.

3) Taking Your Emotional Temperature

This set of four strategies assists learners in assessing their feelings, motivations, and attitudes, which in many cases relate to linguistic tasks. Learners are less able to control their effective side when they understand how they feel and why they feel the same way. This collection of strategies is especially useful for identifying negative attitudes and emotions that stimulate language learning progress. In order to start having some control over these affective characteristics, language learners need to be aware of them. Learning how to recognize their emotions, manage bad ones, and focus on positive ones is made possible by the strategies mentioned in this part.

1. Listening to Your Body

Paying attention to what the body is telling you is one of the most basic yet sometimes misunderstood strategies for emotional self-assessment. We should pay attention to the signals that the body sends. All of the body's organs are affected by negative emotions, including anger, fear, tension, and worry, which cause the muscles to contract. Happiness, pleasure, satisfaction,

and enthusiasm are examples of positive feelings that can either be stimulating or soothing, but they always have an effect that is clearly different from the influence of negative emotions. It is important for language learners to regularly practice paying attention to these bodily feelings. As an illustration, when we read a book or a story that we enjoy, we get excited about it, which calms the physical response and gives us a boost of good vibes.

2. Using a Checklist

In order to evaluate their feelings and attitudes about language learning, learners might use a checklist to identify their motivations, attitudes, and feelings about learning a language every day or every few days. Give students 10 or 15 minutes of class time every day to complete checklists, or encourage them to regularly do them at home.

Here's an example of a strategy in action. A student uses the checklist to read the book assigned by his teacher and completes the checklist the next day. And she noticed that by using the checklist, she felt more at ease and less worried about reading an English book than she had previously.

3. Writing a Language Learning Diary

As readers learn a new language, keep a diary or journal to record your thoughts and feelings. Additionally, they provide some relevant information about the methods that students observe as ineffective for keeping a record of the readings they have done.

For example, a student uses a diary during English literature class to recollect the idea, understand, and read the diary's contents. Following that, he gives his friends admission to his notes so they could prepare for the test. As a result, the daily testing went off without a problem.

4. Discussing Your Feelings with Someone Else

Communication with a friend, family member, teacher, or native speaker of the language to identify and communicate feelings regarding language education. Supporting student to sharing their feelings or problems with the learning process and identifying their own needs for improving effective learners. For instance, when we read a book, we may discuss with our classmate or our friends whether we don't understand something or express our ideas on what is in the book.

c. Social Strategies

Social behavior is created by language. Social strategies are beneficial for human interaction. There is misconception that they are only used for speaking and listening. In fact, it is important for all four languages, including reading skill. The following social strategies techniques are:

1) Asking Question

There is one of asking question that related to reading that is asking for clarification or verification.

1. Asking for clarification or verification

The strategy of asking for clarification or verification can be used by language learners who are reading in their native language. Although students at the same competency level may frequently give or verify information, they typically consult someone more fluent in the target language.

A reading assignment is able to require students to collaborate with native language speakers or others who are familiar with the language. For instance, a student may take an English course program that also include native foreign speakers in order to improve their language skills. At the time, when a student is having a difficulty understanding an English book, he will ask or collaborate with his teacher from native speaker to achieve the goal for comprehension.

2. Asking for Correction

The act of correcting someone while speaking. This strategy could be used in writing, but it is more frequently used in conversation because mistakes that are more visible to others happen when speaking a foreign language. It is connected to the self-monitoring strategy, in which learners identify and fix their own faults. Learners can ask the other person to fix serious problems, but sometimes it creates misunderstandings or leads during a spoken discussion. Because correcting every mistake the learner feel embarrassed, halt the discussion and turn the conversation partner into an awkward.

We could take the example that a student is asked to read from an English textbook on a page with multiple choices in order to practice reading comprehension; the student pronounces the word incorrectly, and thus his classmate helps to clarify and fix his pronunciation with a sense of respect.

2) Cooperating with Others

The interaction of one or more individuals is one of the two techniques in this process for increasing language ability. These methods provide the foundation for cooperative language learning, which improves social acceptability and self-worth while potentially maintaining language skills.

1. Cooperating with Peers

Developing language abilities by participating in interactive language learning. This method is used with a casual pair, small group, or effectiveness learning partner. Moreover, controlling emotions for competition is a common component of this method. Learners in reading skill are typically considered an individual activity, but it may also be a cooperative effort.

2. Cooperating with Proficient Users of the New Language

Outside of the language classroom, collaborate with foreign or native speakers who are skilled users of the new language. This technique focuses on the common roles that each individual performs.

Learners usually need to cooperate with skilled language users while reading the target language. This typically occurs when language learners interact with skilled target. This normally happens when language learner

interact with skilled language users about the type of work in the class. For instance, a student could want to practice reading an English novel with his friends, but a few minutes later, another friend might want to join a study group; thus, they are able to focus on comprehending the material in the book.

3) Empathizing with Others

Empathy with others is important for understanding and communicating the new language, especially in its social context.

1. Developing Cultural Understanding

Learning about the new culture beforehand often helps students comprehend what they hear or read in the language more clearly, better understand by using brief cultural examples, and be more comfortable comparing and contrasting behaviors between their native culture and the target culture in discussions. Encourage students to learn as much as they can about the target culture within the classroom by reading, taking classes, or seeing a movie in the target language. All of these activities promote better cultural awareness, which is required for mastery of the new language.

This is an example of improving a reading culture for students to help them comprehend why literacy is prioritized to across the board such as in the Australian Curriculum. As a result, indonesia should have a school where everyone can participate in a reading culture, which is recognized as something that should extend beyond libraries and English classrooms. Afterwards, having a high quality of reading practice increases a person's literacy ability level, which is beneficial to all nations.

2. Becoming aware of Others Thoughts and Feelings

When communicating with others informally through letters, notes, or memos, learners can become conscious of changes in their partners' thoughts and feelings. For informal or formal writing, this awareness may necessitate reading both the literal, original level and the verbal insults, as well as within level. In many cases, the literal meaning is obvious, but learners must be read for both obvious and hidden meanings because meanings can sometimes be communicated in both ways but learners need to read for both apparent and hidden meanings since meanings can occasionally be communicated in both ways. For example, a female student reads a letter from her boy friend that uses implicit and figurative language. This causes her to respond and inquire about the allegory's meaning in the letter.

E. Previous Studies

This topic analyzes some previous studies relevant to aspects of the strategies in learning reading. It is going to be referenced to complete the study. A few of previous studies are reviewed as described in the following sections:

First, a thesis was published by Pratidina (2021) entitled "Students' Critical Reading Strategies: Thematic Analysis." Using Kuta (2008) and Tovani (2000) theories, Nasrollahi et al. (2015) divide critical reading skills into ten techniques of reading: annotating, previewing, scanning and skimming, paraphrasing, synthesizing, and questioning. The study's S1 and S2 respondents both frequently used highlighting as a critical reading

strategy. The findings of this study include degrees of analysis, persistent questioning, information selection, and highlighting as the key critical reading methods employed by students. Additionally, critical reading strategies such as highlighting and identifying misinformation help students become more aware of possible causes of misinformation in the articles they read.

The similarity between the previous study and this study involves an analysis of reading strategies, however there are difference between the previous study and this research. The earlier study's specific objectives of are to respond what critical strategies that can be employed to make students classify informations carefully, where this study focus to identify or analyze strategies in learning reading that are applied by students and which strategies are most generally or common used by students' strategies in learning reading and the theory of the previous study' theory is Kuta (2008) and Tovani (2000) in (Nasrollahi et al., 2015), while this research is based on the theory of Oxford (1990).

Second, this previous study is relevant to this study: Alfiani (2019), "An Analysis Of Students' Language Learning Strategies In Learning English At Mts Ummatan Wasathan Pesantren Teknologi Riau." This study aimed to obtain a proportion (frequency and percentage) of each type of English learning strategy used by students. The research employed using descriptive quantitative. In contrast, the goal of Oxford's taxonomy, which she relied on past categories to create, was to incorporate nearly every approach already addressed in the literature. The development of

communicative ability is the focus of language learning strategies, which include two categories of strategies and three subcategories. First, direct strategies include memory strategies, cognitive strategies, and compensation strategies. Second, indirect strategies include metacognitive strategies, affective strategies, and social strategies.

Furthermore, the researcher concludes that there are differences and similarities between the previous study above and this study. The similarity the previous study and this study using Oxford theory is the same. Besides, the differences between the previous study and this study are that the previous study relies on the object the study, which is learning language strategies, while this study is about strategies of reading.

Third, a study created by Aslam (2018) “Student Strategies in English Reading Comprehension at SMA Muhammadiyah Gresik”. The emphasis of this study is on students’ reading comprehension strategies in English. The theory, which was developed by Bouchard (2005: 36-92), suggests that strategies can increase students’ reading comprehension. Here are intructions for implementing the strategies of reading which are the connection between conceptual frameworks and text: the question-answer interactions, skimming, scanning, selective highting and note-taking, previewing and coding text. The study’s finding related to students’ reading strategies for English language texts that are used for reading comprehension as well as the advantages of using these strategies since it helps students read quickly, understand the material easily and answer question pratically.

Furthermore, the theory about them is based on the difference between the previous study and this research. The earlier study's theory is based on Bouchard (2005: 36-92), while this study uses on the theory of Oxford (1990) and the objective of the previous study focuses on identifying the benefits of applying reading strategies in English reading comprehension by students and this study focus on identify or analyze strategies in learning reading that are applied by students and which strategies are most generally or common used by students' strategies in learning reading. Despite from the similarities, both studies utilize qualitative descriptive and talk about students' reading strategies.

Fourth, (Nuryana et al., 2016) completed a thesis entitled "Analyzing the Students' Strategies in Reading at Different Level of Competency." The objective of this research is to identify the most common reading strategies utilized by students as well as those used by good and poor readers. A qualitative descriptive design was used to determine the results of this study. Using (Suparman, 2001) theory, this reading strategy categorization is more specific and distinct from cognitive and metacognitive frames. In other words, the present study's categories will be formed by examining the data collected and backed by the literature. The present study's techniques were divided into six primary categories: 1. Prediction, guessing, and inference, 2. Skimming, skipping, and subject prioritization, 3. repeating and taking notes, 4. Translation, coinage, paraphrases, and alternative interpretations, 5. Language analysis, 6. dictionary consulting, helpseeking, and self-asking.

As shown by the similarity between the previous study and this research, they both examine the topic of reading strategies with an emphasis on analyzing aspects of reading strategies. The main difference between the previous and this study is that the previous study's goal was to identify the most common reading strategies utilized by students as well as those used by good and poor readers, and the goal of this research is to identify the what kinds of reading strategies employed by students and explore what mostly strategies of reading used by students.