CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

Some theories related to the study is reviewed in this chapter. They are the theories of reading comprehension, reading strategy, and reviewed of related study.

2.1.1 Reading Comprehension

According to Serravallo (2015) stated that comprehension is at the heart of what it means to really read by thinking and understanding and getting at the meaning behind the text. So it means that reading comprehension is should be focus while reading or using our hear to comprehend and build connection with a text that we read.

2.1.1.1 Concept of Reading Comprehension

Reading requires the reader to focus attention on the reading materials and integrate previously acquired knowledge and skills to comprehend what someone else has written (Maibodi, 2008: 42). In brief, the reader is not only looking at texts but also presumably thinking what he is reading, what it means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in texts. It means that there is an interaction between the reader and the text where the reader is able to read the texts and understand them.

Related to the idea of the term interaction, Rivers and Temperly in Nunan (2003:261) suggest seven main purposes of reading. There are (1) to obtain information for some purposes or because the reader is curious about some topic, (2) to obtain instructions on how to perform some task for the reader work or daily life, (3) to act in play, play a game, do a puzzle, (4) to keep in touch with friends by correspondence or to understand business letter, (5) to know when or where something will take place or what is available, (6) to know what

is happening or has happened, and (7) for enjoyment or excitement. These purposes employ for different reading task.

It can be concluded that reading comprehension is an interactive process between the reader and the text. When reading takes place, the reader is not just absorbing information, she is entering into a dialogue with the text and with its author. A part of this process requires the readers understands how the author organized his idea.

Principles for teaching reading can guide the design and practice of a reading programmed. Reading requires understanding, or comprehending, the meaning of print. Readers must develop certain skills that will help them comprehend what they read and use this as an aid to reading.

In reading, the learners are taught a series of strategies that can be used with any text. Usually, four comprehension strategies are predicting, questioning, seeking clarification, and summarizing (Duke and Pearson, 2002: 15). From the theori it can be inffered tht The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. Struggling students need explicit teaching of these strategies to become better readers.

Predicting is anticipating what is to come (Nunan, 2003: 275). A prediction is what readers think will happen based upon the text, the author, and background knowledge for example, look at unit title and objective and predict what will be learned. Predicting helps readers sort out important information from unimportant information. It also helps them organize their thinking as they encounter new material.

Questions helps students clarify and deepen understanding of the text that the readers are reading. Readers must also monitor their reading to ensure understanding. This is when we usually think of the term metacognition. Metacognition is the term used to refer to the

knowledge and control individuals have over their cognitive processes. The ability to perform these two things is critical to learning and development. Readers must be aware of whether or not they understand what they are reading. When they do not understand, they have to make use of fix-up strategies so that they can ultimately understand. The process of seeking clarification are looking back through the text and rereading troublesome sections, restating what was read, slowing down the pace during more challenging text, and looking forward in the text for information that may help.

Nunan (2003: 194) defines summarizing as picking out and presenting the major points in a text in summary form. It means that summarizing is how to take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. In short, summary is the general idea in brief form; it's the distillation, condensation, or reduction of a larger work into its primary notions.

Another idea of comprehension is given by Coe, et al (2005:389) who states that comprehension is a complex transactional process involving the reader, the text, and the purpose for reading.. The focuses of comprehension typically cover literal comprehension of the text, drawing inferences from the text, using the text for other purposes in addition to understanding and responding critically to the text.

A learner should know the five foundations of comprehension, there are conceptual knowledge, language skill, text features, strategies and fluent decoding (Paris, 2005:1). In other word, reading comprehension requires complex thinking and specific strategies. To monitor and repair comprehension, teachers can assess it by questions, tests, and discussions to diagnose strengths and weaknesses of the learners' comprehension.

Cain et al (2004:32) describes the component skills in reading comprehension are inference making, comprehension monitoring and understanding text structure. Inferences that were necessary to make sense of a text and that required either the integration of

information among individual sentences in the text or the integration of general knowledge within formation in the text. Comprehension monitoring is one aspect of metacognition that concerns the comprehension of connected prose. Knowledge about the organization of narrative texts is a skill that helping readers to invoke relevant background information and schemas to facilitate their construction of a meaning-based representation.

The last category is the experts who define reading and comprehension as a unity. Hills (2003:68) states that the goal of reading is comprehension. Meaning does not rest in the reader nor does it rest in the text. The readers' background knowledge integrates with the text to create the meaning. Since the comprehension is the goal of reading, the primary focus in the classroom should be getting meaning from print. It means that reading comprehension should not be separated from the other skills. It is therefore important to link the different skills through the reading activities chosen including reading and writing, reading and listening, reading and speaking or reading and these skills above.

It can be concluded that reading comprehension is an interactive process between the reader and the text. When reading takes place, the reader is not just absorbing information, she is entering into a dialogue with the text and with its author. A part of this process requires the readers understands how the author organized his idea.

2.1.1.2 Purpose of Reading Comprehension

Dallman (1982: 133) as quoted in Sari (2009:18) states that there are various skills that make the ability tocomprehend what is read. These specific skills may be classified as follows: a) the purpose of the reader and b) the length and nature of the selection read.

There are various purposes of reading comprehension, they are reading to find the main idea or to get the general idea of a selection, reading to select significant details and note important details, to answer the questions, to make summarizes and organizes what he reads, to note specific instances and then decide whether the data presented are sufficient to

warrant a significant conclusion, to note details to organize and to note the sequence of events, to predict each sentences in a paragraph, to make critical evaluations of what is read, and the last is to recognize the value of tables, charts, graphs and maps.

In other word, it can be concluded that reading is basic to all learning, both in learning in general and in acquisition of languages. Society is highly dependent on knowledge and information. . It is vital to be able to navigate in these sources and search out what is needed. This requires multiple skills, as the ability to navigate in the text overflow, to read multi-medially, digitally, and intertextually, in addition to the mere comprehension of the written text and its words, phrases, structure, and genres.

In this research the purpose of reading is taken from the reading sylabus. The purpose of the lesson in a Semester, students are expected to:

1. Fear the Almighty God and be able to show religious attitudes and internalize academic values, norms and ethics (CP Attitude)

2. Mastering the theoretical concepts about basic reading in identifying and conveying information ead, and understand the types of text, apply strategy reading, analyze text. (CP Knowledge)

3. Able to use information and communication technology relevant to the development of quality education, especially in obtaining reading resources and discussing with groups and presenting them (CP Special Skills)

4. Manage learning independently by finding reading resources with the aim of getting used to reading (CP General Skills).

The material is as follow:

1. Understanding Sentences

   a. Identify Punctuation on the texts

   b. Identify Context Clues

    c.   Identify References

    d.   Identify Sentence Core Part

2. Understanding Paragraph

    a.   Thought Patterns

    b.   Paragraph Component

3. Understanding Article

    a.   Types of Articles

    b.   Component of Article

4. Strategy Reading

    a.   Summary

    b.   Skimming

    c.   Skinning

    d.   Metacognitive strategy
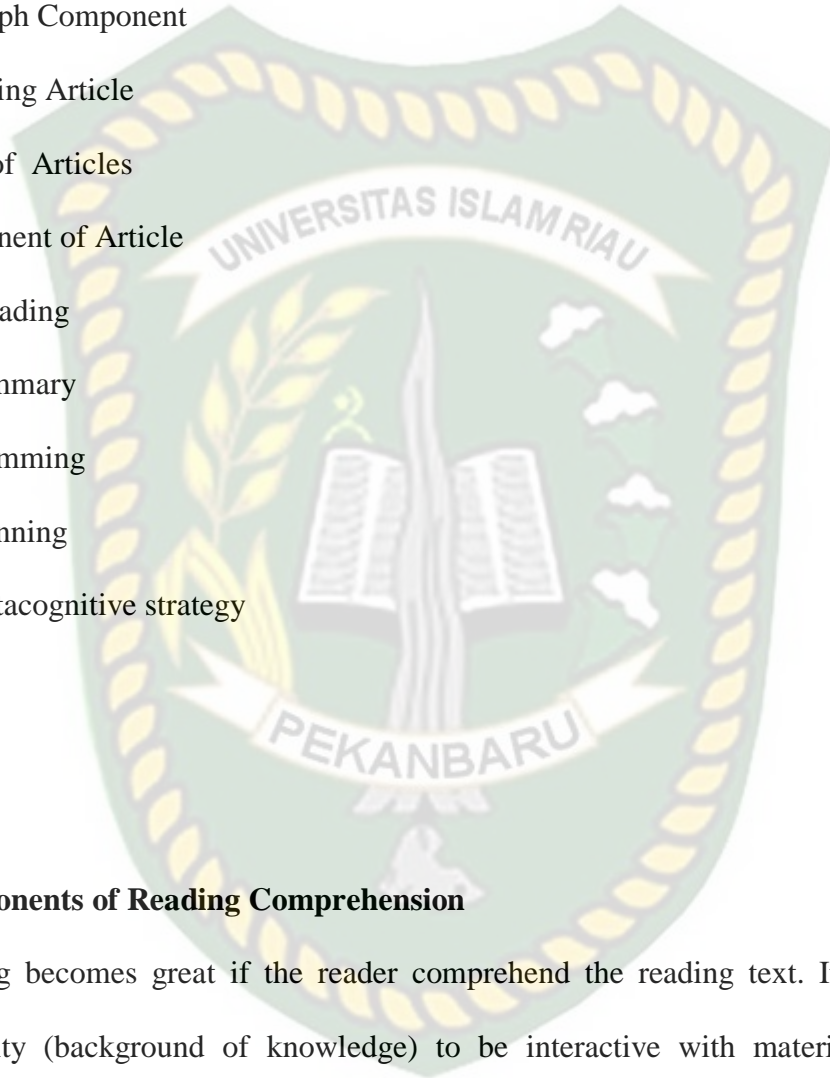
2.1.1.3 Components of Reading Comprehension

Reading becomes great if the reader comprehend the reading text. It is an active cognitive ability (background of knowledge) to be interactive with material they read. According to King C and Stanley in (Sati, 2014:2) stated that reading has five components contained in reading text, they are:

The first is finding main idea. Main idea is the most significant thing that will help the readers. The main idea is not only in the beginning of the paragraph, but also can be in the middle of paragraph and at the end of the paragraph as well. Main idea of paragraph tells the reader what the writer's want the readers to know about the topic. The main idea is usually

expressed as complete thought, and the main idea usually shows the writer reason or purpose for writing and the message he or she wants to share with the reader.

The second is finding factual infromation. Factual information needs readers to scan specific details. The readers should be able to recognize the certain information in details such as person, reason, and comparison. It required the readers to read specific or details such as person, time, place, reason and event that usually appear in WH Question. (where, why, who, what, when, how).

The third is finding the meaning of vocabulary. It means the reader can develop their guessing ability of the word, which is not familiar with them. They can look up the meaning of the word in dictionary. The fourth is making inference. Inference is ability where the reader has to be able to read between the lines. The fifth is indentify reference. The writer uses reference word and being able to identify the words or phrases to which they refer help the reader to understand the reading passage.

Reading would not exist without the human capacity for language. Because the components of language and their associated terminology align with our demarcations for many of the elements of reading, they are described above.

2.1.2 CEFR Test

The Common Euraopean Framework of Reference for Languages (CEFR) test is a test to know the one's international standard for describing language ability

2.1.2.1 Concept of CEFR

The Common Euraopean Framework of Reference for Languages (CEFR) describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and

testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

All human competences contribute in different ways to the learner's ability to communicate and can therefore be considered as features of communicative competence. However it is useful to make a distinction between purely linguistic competences and those which do not have a direct link with language. The CEFR separates general competences and communicative language competences. Throughout the discussion of competences in the CEFR, two competences are emphasised as being transversal – these are strategic competence and learning competence, the ability to learn.

Linguistic competence comprises the knowledge and skills related to lexis, phonology and syntax and other features of language systems, considered independently of the sociolinguistic impact of variations in use and of the pragmatic functions of the utterances produced. (CEFR 5.2.1, p. 109) and CEFR 2.1.2). It concerns not only the range and quality of knowledge (for example, the range and precision of lexical knowledge) but also involves cognitive organisation and the way this knowledge is stored in memory (for example, the question of how a lexical item fits into the networks of associations the speaker has available) and the accessibility (for example, how an item can be recalled, activated and its availability for use). This can be either conscious and capable of being made explicit or not. It is thought that the cognitive organisation of vocabulary, the way in which phrases are stored in memory depends, together with other factors, on the cultural characteristics of the community (or communities) in which the language user's socialisation takes place and on his different learning experiences.

2.1.2.2 Purpose of CEFR

The CEFR is often used by policy-makers to set minimum language requirements for a wide range of purposes. It is also widely used in curriculum planning, preparing textbooks and many other contexts. It can be a vaualable tool for all of these purposes, but users need to understand its limitations and original intentions.

The CEFR is useful to you if it is involved in learning, teaching or assessing languages. The language professionals such as teachers and administrators rather than candidates or language learners. It is based on Cambridge ESOL's extensive experience of working with the CEFR over many years. The CEFR is a comprehensive document, and as such, individual users can find it difficult to read and interpret. The Council of Europe has created a number of guidance documents to help in this interpretation. Helping you find your way around the CEFR and its supporting documents is one of our key aims in creating Using the CEFR: Principles of Good Practice.

The scales in the CEFR are not exhaustive. They cannot cover every possible context of language use and do not attempt to do so. Whilst they have been empirically validated, some of them still have significant gaps, e.g. at the lowest level (A1) and at the top of the scale (the C levels). Certain contexts are less well elaborated, e.g. young learners. The CEFR is not an international standard or seal of approval. Most test providers, textbook writers and curriculum designers now claim links to the CEFR. However, the quality of the claims can vary (as can the quality of the tests, textbooks and curricula themselves).

2.1.2.3 Component of CEFR

The **Common European Framework of Reference for Languages** (CEF or CEFR) was put together by the Council of Europe as a way of standardising the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR. There are six levels: A1, A2, B1, B2, C1, C2. These are described in the table below.

Table 2.1 Level of Common European Framework of Reference (CEFR)

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: *CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.*
Council of Europe levels	**Description**
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: *CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.*
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. Example: *CAN show visitors around and give a detailed description of a place.*
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information. Example: *CAN ask to open an account at a bank, provided that the procedure is straightforward.*
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: *CAN take part in a routine conversation on simple predictable topics.*
A1 Breakthrough	A basic ability to communicate and exchange information in a simple way. Example: *CAN ask simple questions about a menu and understand simple answers.*

Source: "ILR scale." Wikipedia, The Free Encyclopedia. Wikipedia, The Free Encyclopedia, 4 Dec. 2017. Web.

2.1.3 Reading Strategy

2.1.3.1 Concept of Reading Strategy

Reading Strategy has beendefined by (Cohen, 1990) as mental processes that readers consciously select to use to complete reading taskssuccessfully. When students can select and use a strategy automatically , they have achieved independence in using the strategy.

It can be concluded that reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding,

and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.

According to Cohen (1990), reading strategies is mental processes that readers consciously select to use the complete reading tasks successfully. So, students need a strategy while reading tasks so students are able to read successfully. By implementing the **reading strategies**, it is giving reader the tools that can help them succeed

While Brantmeier (2002) said that the benefits of reading strategy use depend on how effectively readers use the strategies rather than the more knowledge of it. It relate with what they have **read** to their own experiences and knowledge. extend their understanding in critical and creative ways. Students can be taught to be strategic and effective readers. Struggling readers benefit from a variety of instructional approaches that demonstrate reading skills as subject content is taught.

Baker and Boonkit (2004) was defined that reading strategies as techniques and methods readers use to make their reading successful. So, the readers need a good technique and method to have a successful reading. In conclusion readers' strategy use while reading demonstrates their interaction with written texts, and effective use of strategies can improve their reading efficiency and text comprehension.

Reading strategies is the broad term used to describe the planned and explicit actions that help readers translate print to meaning. Strategies that improve decoding and comprehension skills benefit every student, but are essential for beginning readers, struggling readers, and English Language Learners. Within the last two decades, significant progress has been made in determining the most effective strategies for reading instruction.

2.1.3.2 Purpose of Reading Strategy

University students of English as a second language and English as a foreign language have to read a large volume of academic texts in English. However, many students enter university education underprepared for the reading demands placed on them (Dreyer & Nel, 2003). They show inability to read selectively, that is, extracting what is important for the purpose of reading and discarding what is insignificant. So, When students struggle with reading comprehension they are at a severe disadvantage. They do not retain what has been read and eventually become dissuaded by reading altogether.

Strategies for language learning and language use have been receiving evergrowing attention in the areas of L2 teaching and learning. he most general finding among these inquires was that the use of appropriate language learning strategies leads to improved proficiency or achievement overall or in specific skill areas. These studies also supported the notion that the use of appropriate learning strategies enables students to take responsibility for their own learning by enhancing learner autonomy, independence, and self-direction.

University EFL learners need to recognize more fully that developing and applying reading strategies could improve their reading ability in their content subjects and also their academic performance. Use of appropriate learning strategies in general and reading strategies in particular can enable students to take responsibility for their own learning by enhancing learner autonomy, independence and selfdirection.

Successful language learners may serve as informants for students experiencing less success in language learning. These factors are important because learners need to keep on reading when they are no longer in a formal classroom setting (Oxford & Crookall) stated in Hossein (2014). It means that it is not enough just to offer good instruction. Several important features of good reading instruction also need to be present. Otherwise, the comprehension instruction will not take hold and flourish.

2.1.3.3 Type of Reading Strategy

Historically, there have been numerous comprehensive, multi-levelled and theoretically motivated frameworks of classifying language learning strategies in general, However, none of them are specific to foreign language reading skills. In fact, there have not been so many taxonomies of reading strategies in particular. Mokhtari and Sheorey stated that there are some strategies which help students to enhanced reading comprehension. Its name is (ELLS) English language learners. These are divided into three classes: global reading strategies, problem-solving strategies and support strategies (Mohandese, 2014).

Reading strategies is needed by the students. It is frustrating for students when they do not understand what they are reading. Furthermore, when a student struggles with comprehension they often lose their desire to continue to read, which is why educators should always be checking for comprehension throughout their student's assigned readings.

Survey of Reading Strategies (SORS) which proposed by Mohktary and Sheorey (2002) is the type of reading strategies that will be used in this study. They classify reading strategies included in SORS into three types: global reading strategies (GLOB), problem-solving strategies (PROB), support reading strategies (SUP). SORS is adapted in the present study because it is intended to probe readers' perceived use of reading strategies.

2.1.4 Global Reading Strategies (GLOB)

Strategic reading is processes and the actual use of reading strategies that distinguishes the skilled from the unskilled readers. The following explanation is about Global Reading Strategies (GLOB).

2.1.4.1 Concept of Global Reading Strategies (GLOB)

Strategic awareness and monitoring of the comprehension process are critically important aspects of skilled reading Such awareness and monitoring is often referred to in the

literature as "metacognition" which entails knowledge of strategies for processing texts, the ability to monitor comprehension, and the ability to adjust strategies as needed.

According to Sheorey & Mokhtari (2002), it is the combination of conscious awareness of the strategic reading processes and the actual use of reading strategies that distinguishes the skilled from the unskilled readers. Studies in L1 and L2 contexts show that successful reading strategy use is dependent on whether a strategy is employed metacognitively. In otherword, Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'.

One of the strategy is Global Reading Strategies (GLOB). The choice of GLOB strategies as reading strategy might be interpreted as indicating that the students had the ability to plan and manage their reading comprehension process (Sila, 2014). It can be said that students use Global Reading Strategies to work with text directly or to manage and monitor their readingintentionally and carefully. Problem Solving Strategies are used for solving problems of understanding that arise during the reading of a text.

Global Reading Strategies (GLOB), which can be thought of as generalized, intentional reading strategies aimed at setting the stage for the reading act (e.g., evaluating what to read or ignore, noting text characteristics, guessing what the material is about, etc.),

2.1.4. 2 Purpose of Global Reading Strategies (GLOB)

Academic second language readers, though they have adequate language competency, to some extent still have difficulties in comprehending those academic texts thoroughly .   It seems that L2 students lack proper metacognitive strategies to manage their own reading effectively. Students are uncertain of what metacognitive strategies are and how to use them. Poor readers, especially, do not know what methods are efficient for academic reading, nor do they know how to improve their reading ability. Noticeably, in academic reading

comprehension, if students lack metacognitive knowledge, they feel puzzled in adopting the appropriate reading methods and reading strategies . Global reading strategies has aim to overcome this problems.

According to Mina (2017) The use of is directed towards a global analysis of the reading text. For example, paying attention to the characteristics of the text, guessing what the text is about, and the like. Use of these strategies helps the reader make himself or herself ready to comprehend the main text.

It can be conluded that Global reading strategies is about Read slowly and carefully to make sure the reader understand what they are reading -Try to get back on track when distracted or lose concentration -Adjust reading speed according to the reading material, When text becomes difficult, pay closer attention to the material , Stop from time to time and think about the reading , Try to picture or visualize information to assist in remembering - When text becomes difficult, re-read to increase understanding -When reading, guess the meaning of unknown words or phrases.

2.1.4.3 Characteristic of Global Reading Strategies (GLOB)

Global strategies involved planning how to read and manage comprehension. Glob are those intentional, carefully planned technique by learners monitor and arrange their reading. GLOB consist of 13 items and represents a set of reading strategies oriented toward a global analysis of text. The items are following below :

1. I have a purpose in mind when I read

2. I think about what I know to help me understand what I read

3. I take an overall view of the text to see what it is about before reading it

4. I think about whether the content of the text fits my reading purpose

5. I review the text first by noting its characteristics like length and organization

6. When reading, I decide what to read closely and what to ignore

7. I use tables, figures, and pictures in the text to increase my comprehending

8. I use context clues to help me better understand what I am reading

9. I use typographical features like bold face and italics to identify key information

10. I critically analyze and evaluate the information presented in the text

11. I check my understanding when I come across new information

12. I try to guess what the content of the text is about when I read

13. I check to see if my guesses about the text are right or wrong

2.1.5 Problem-Solving Reading Strategies (PROB)

Strategies for language learning and language use have been receiving evergrowing attention in the areas of L2 teaching and learning The most general finding among these inquires was that the use of appropriate language learning strategies leads to improved proficiency or achievement overall or in specific skill areas.

2.1.5.1 Concept of Problem-Solving Reading Strategies (PROB)

These strategies included eight items and they are concerned with what readers tend to do when the text becomes difficult or they face problems in understanding the text. They are also called repair strategies as readers use them to overcome reading related problems (e.g. paying closer attention, adjusting one's speed, pausing and thinking about reading). This group of strategies is related to "information in the text" (Hong-Nam, 2014). It means that the process of new information by learners, the strategies used by learners to understand, learn, or remember the new information, and the variables influencing learners' choice of strategies.

In problem-solving strategy use, there are two different reading strategies that are used the most: the first is "guessing the meaning of unknown words or phrases" and the second is "re-reading to increase understanding when the text becomes difficult".

Problem-Solving Strategies (PROB), which are localized, focused problem-solving or repair strategies used when problems develop in understanding textual information (e.g., re-

reading for better understanding, going back when losing concentration, pausing and thinking about reading, etc.),

2.1.5.2 Purpose of Problem-Solving Reading Strategies (PROB)

The name of problem solving strategies is suggestive in itself. These strategies help the reader tackle the problem while the text becomes difficult to understand. Examples include re-reading for a better understanding, pausing and thinking about the text, starting again from the part where you lost your concentration, and so forth. These strategies help the readers in the real act of reading a text, allowing the reader to get through the text skillfully (Mina,2017). It is crucial for college students to develop reading strategies and techniques which will aid in learning, understanding, and retaining the information.

Alhaqbani and Riazi (2012) observed that problem-solving strategies were more useful than global and support strategies for students studying Arabic as a second language. The study also indicated that junior and senior students demonstrated consistently higher strategy use in all categories compared to first- and second-year students. The reason for the overall high usage of reading strategies might be that reading for academic courses encourages readers to use more strategies, because academic courses have greater cognitive demand.

Kudeir, Magableh, Nsser, & Alkawaldeh (2012), in their study on undergraduate students at Yarmouk University, observed that problem- 319 solving strategies were most commonly used, followed by the moderate use of support reading strategies, as well as moderate use of global reading strategies. Their results also revealed significant gender differences, and that female participants performed better, science faculties outperformed other faculties, and high academic achievers demonstrated superior reading strategy use. The results of that research are attributed to the difference between the interest shown by men and women in reading skills, that is, women are more accustomed to extra reading at home, such as reading novels,

newspapers, and cookbooks. The regular reading habits might be improved the awareness and employment of the reading strategies

2.1.5 .3 Characteristic of Problem-Solving Reading Strategies (PROB)

Problem-solving reading strategies involved using strategies when reading difficult parts of the text. It is the actions and procedures readers use while working directly with the text. These strategies provide readers with action plans that allow them to navigate through the text.

1. I read slowly and carefully to make sure I understand what I am reading.

2. I try to get back on track when I lose concentration.

3. I adjust my reading speed according to what I am reading.

4. When text become difficult, I pay closer attention to what I am reading.

5. I stop from time to time and think about what I am reading.

6. I try to picture or visualize information to help remember what I read.

7. When text become difficult, I re-read to increase my understanding.

8. When I read, I guess the meaning of unknown words or phrases.

2.1.6 Support Reading Strategies (SUP)

The use of metacognitive strategies in the reading process has been generally supported as a valuable aid for its cognitive, social, linguistic benefits. One of them Support Reading Strategies (SUP).

2.1.6.1 Concept of Support Reading Strategies (SUP)

Among language learning strategies, metacognitive strategies are regarded as high order executive skills that make use of knowledge of cognitive processes and constitute an attempt to regulate ones' own learning by means of planning, monitoring, and evaluating. When applied to reading, metacognitive strategies are self-monitoring and self-regulating

activities, focusing on both the process and the product of reading. They include the readers'
perception of whether or not they can comprehend what they read; their ability to judge the
cognitive demands of reading task; and their knowledge of when and how to employ a
specific cognitive reading strategy according to text difficulty, situational constraints, and the
reader's own cognitive abilities

There are nine items in this group of strategies which refer to basic aids to improve
reading comprehension such as underlining or circling key terms, taking notes, paraphrasing,
and discussion with peers (Hong-Nam, 2014). Support Reading Strategies (SUP), which
provide the support mechanism aimed at sustaining responses to reading (e.g., underlining or
circling information, paraphrasing for better understanding, going back and forth in the text.

2.1.6.2 Purpose of Support Reading Strategies (SUP)

Metacognitive strategies also assist learners in becoming more effective learners by
allowing them to individualize the language learning experience.

According to Mina (2017) Support reading strategies mostly involve using outside
reference materials, taking notes, underlining information, and other practical strategies. Via
these support or functional strategies, a reader can sustain responses to the reading text.

2.1.6.3 Characteristic of Support Reading Strategies (SUP)

Support strategies involved using devices and techniques to understand a text SUP
contains 9 items and primary involves use of outside reference materials such as the use of
dictionary, taking notes, underline or circling information or other practical strategies. These
strategies provide the support mechanism aimed at sustaining responses to reading.

1. I takes notes while reading to understand what I read.

2. I take an overall view of the text to see what it is before reading it.

3. I underline or circle information in the text to help me remember it.

4. I use reference materials to help me understand what I read.

5. I paraphrase what I read.

6. I go back and forth in the text to find relationships among the ideas in it.

7. I ask myself questions I like to have answered in the text.

8. When reading, I translate from English into my native language.

9. When reading, I think about information in both English and my mother tongue.

2.2 Relevance Studies

There have been some former students who have done their own researches as the researcher does.

The first is Dr. Belilew Molla entitled " The Relationship between Reading Strategy use and Reading Comprehension among Ethiopian EFL Learners". This study was tried to find out the rate of recurrence of reading strategy use among Ethiopian EFL learners. The researcher was also wanted to try to figure out the possible connection between reading strategy use and reading comprehension. In this study, there were forty EFL learners participated. To collect the required data, the researcher used A reading strategy inventory and a reading comprehension text.

The second is Pezhman Zare and Moomala Othman entitled "The Relationship between Reading Comprehension and Reading Strategy use among Malaysian ESL learners". This study was an attempt to find out the rate of recurrence of reading strategy use among Malaysian ESL learners. It was same like the first one, the researcher was also trying to figure out the possible relationship between reading strategy use and reading comprehension. In this study, there were ninety five ESL learners participated. A reading strategy inventory and a reading comprehension test were used to collect the data that needed.
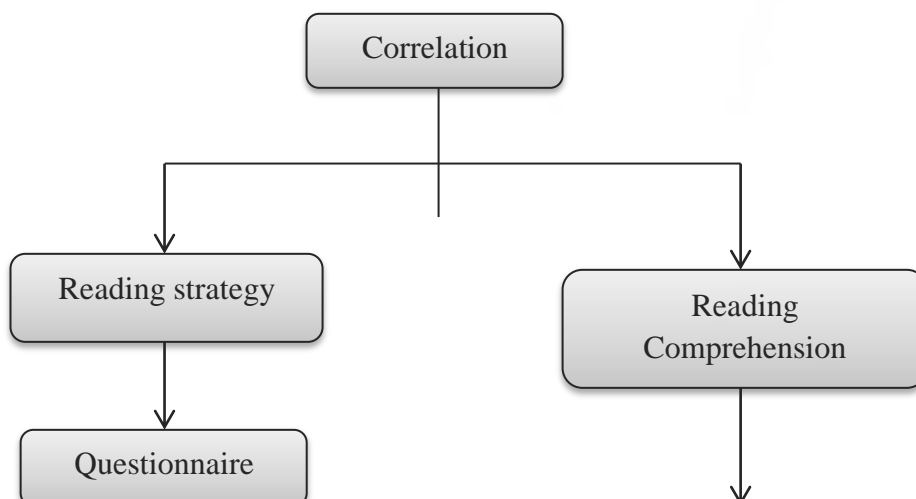
The third is , Mina Rastegar. (2017) The purpose of the study was to explore the relationship between EFL learners' metacognitive reading strategies (GLOB, PROB and SUP) and their reading comprehen- sion achievement. To fulfill this objective, 120
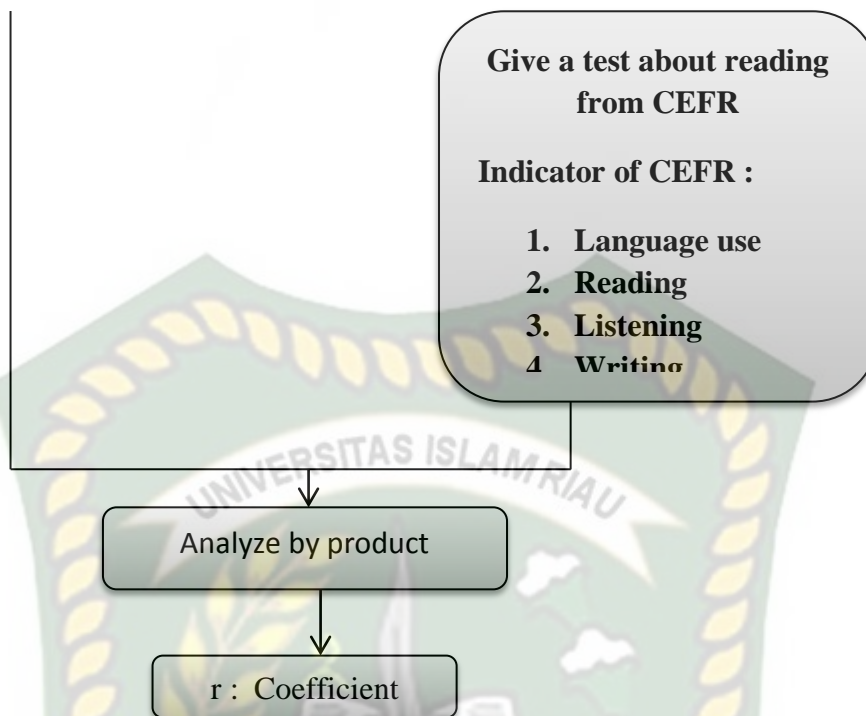
Iranian EFL students studying at Shahid Bahonar University of Kerman and Valiasr University of Rafsanjan took part in this study. The participants were selected from among senior BA students majoring in English Literature and English Translation. In order to obtain the required data, two instruments were utilized: survey of reading strategies by Mokhtari and Sheorey (2002) and a TOEFL reading comprehen- sion test chosen from the materials officially printed by Educational Testing Service (2003). After collecting the required data, the statistical procedures were done using SPSS version 18. The findings of this study revealed that there was a significant positive relationship between the use of overall meta- cognitive reading strategies by the participants and their reading comprehen- sion achievement.

All researchers functioned as references for this research. The differences between these researches from those researchers are the point of the study.`

2.3 Conceptual Framework

Figure 2.1 Conceptual Framework

```
┌─────────────────────────────┐
│  **Give a test about reading** │
│       **from CEFR**          │
│                             │
│  **Indicator of CEFR :**    │
│                             │
│   1. **Language use**       │
│   2. **Reading**            │
│   3. **Listening**          │
│   4. **Writing**            │
└─────────────────────────────┘

         │
         ▼
┌─────────────────────────┐
│    Analyze by product   │
└─────────────────────────┘
         │
         ▼
┌─────────────────────────┐
│     r :  Coefficient    │
└─────────────────────────┘
```

Based on Figure 2.1 above, the researcher wants to know about reading strategy that used by lecturer and students' reading comprehension. Then, to get data of the research, the researcher will use questionnaire to know reading strategy that used by lecturer and students' reading comprehension. The research will give reading test. Finally, the researcher analyzed both score of variables by using product moment to get observation value "r" (rho).

2.4 Hypothesis

1   Null Hypothesis (Ho)

There is no correlation between students' reading comprehension and reading strategy of third semester students at English Study Program of FKIP UIR Pekanbaru.

2   Alternative Hypothesis (Ha)

There is a correlation between students' reading comprehension and reading strategy of third semester students at English Study Program of FKIP UIR Pekanbaru.