

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Concept of Reading Strategy

According to Block (1986), reading strategies is how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand. They range from simple fix-up strategies such as simply rereading difficult segments and guessing the meaning of an unknown word from context, to more comprehensive strategies such as summarizing and relating what is being read to the reader's background knowledge.

According to Semry & Mahendra (2015), reading strategies are part of language learning strategies. Reading strategies are deliberate, goal directed attempt to control and modify the reader's efforts to decode text, understand words and construct meaning of text.

According to Oxford cited in Lessard (1997), strategy is defined as "the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are not a simple event but rather a creative sequence of events that learners actively use". It is necessary for the students to learn how to use a range of

reading strategies that match their purposes for reading, so it become a primer consideration in the reading classroom.

Reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension (Zare, 2012; May, 2001; Walker, 2000). Reading strategies was defined (Baker & Boonkit, 2004) as “techniques and methods readers use to make their reading successful” (p. 302). Moreover, reading strategies also has been defined as plans and behaviors for solving problems when faced in constructing meaning (Janzen, 2003). He believes that these strategies range from bottom-up strategies to more comprehensive ones like top-down strategies. Bottom-up strategies are defined as making use of information, which is already present in the data, such as understanding the text by analyzing the words and sentences in the text itself, or looking up an unfamiliar word in the dictionary. On the other hand, top down strategies make use of previous knowledge such as connecting what is being read to readers background knowledge (Janzen, 2003).

From the explanation above, we can concluded reading strategy is a tool to comprehend the text. Reading strategy is a methods, techniques, plans and behaviors for solving problem when faced in constructing meaning from the text.

2.1.1.2 Components of Reading Strategy

According Mokhtari & Shoerey (2001), there are three categories of reading strategies in SORS (Survey of Reading Strategy): metacognitive strategies, cognitive strategies and support strategies.

Metacognitive reading strategies defined as purposeful, carefully planned action employed by readers to monitor or manage their reading (for example, setting goals before reading, skimming the text to preview its length and structure, etc.). This definition is rather close to what was previously stated by O'Malley and Chamot (1990:44), who described metacognitive strategies as executive actions that involve planning, monitoring or evaluating one's learning process.

Cognitive reading strategies are defined as the localized techniques utilized by readers while working directly with the text, especially when it becomes difficult (Sheorey and Mokhtari, 2001:436). Some typical examples are changing reading speed, inferring from context, re-reading for better comprehension, etc. This definition is very similar to the concept of problem-solving strategies suggested by Mokhtari and Reichard (2000). O'Malley and Chamot (1990:44) also argued that cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning". That is to say, one typical characteristic of this group of strategies is to deal directly with the problems arising while reading.

Support strategies refer to the use of basic support mechanisms to aid comprehension. It was coined by Mokhtari and Reichard (2000) in MARS and also appeared in the classification framework of Sheorey and Mokhtari (2001). Both researches conceptualized support strategies as applying support mechanisms like

using dictionaries, taking notes, summarizing, underlining key words, etc. to improve reading comprehension.

2.1.2 Concept of Reading Comprehension

Reading comprehension is one of the skills that must be developed at school. This is caused that the reading comprehension has become something important for students. The students' success depends on their ability to read. If students' reading comprehension is lacking, it is possible to fail in learning or at least the students will have difficulty in making progress. Presley (2000) states that the development of comprehension skills is a long term developmental process which depends on language and text experiences from early stage of life.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Snow, 2002: 11). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message. In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various strategies such as predicting, clarifying, and confirming. Those are all strategies used by the reader for the negotiation of meaning.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the

background knowledge they have to get the clear understanding of the writer's message.

2.1.2.1 Component of Reading Comprehension

According to King & Stanley cited in Destri (2015) states that reading has five components contained in reading text, which are appropriate with the junior high school curriculum. They are:

1. Finding Main Idea

Main idea of paragraph tells the reader what the author's want the readers to know about the topic, the most essential skills that will help the reader. Identifying the topic can generally help the reader to understand the main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is not only in the beginning of the paragraph, but also in the middle and the end of the paragraph.

2. Finding Factual Information

Factual information requires readers to scan specific details. The readers must be able to recognize the factual or certain information in details such a person, reason, and comparison. It was necessary to learn facts, name, dates, places, and definition. It required to the reader to read specific details such a person, place, time, and events it is usually appear with WH question (where, why, what, when, how)

3. Finding the Meaning of Vocabulary

Finding the meaning vocabulary in context, it means that the reader can develop their guessing ability word, which is not familiar with them, by relating the close meaning of unfamiliar word to be context and the topic of the paragraph of sentences that is read.

4. Making Inference

Inference in reading is the ability to understand the meaning of a passage of text without all the information being spelled out. From context clues within a passage, the author gives information about plot, characters, setting, time period and other elements of story by the things he or she infers. Word choice and word order give clues about the story as it unfolds to the reader. Readers take the clues they are given and draw conclusions based on their own worldview and personal experiences.

5. Identify Reference

In order to avoid repeated words or phrases, the author use reference word and being able to identify the words or phrases to which they refer will help the reader understand the reading passage. In this item, the readers have been asked to find antecedent of a pronoun, and antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, is, them, etc, and the readers has been asked to locate the reference word or phrase in the passage; the meaning of the sentence in the context of the passage will not change when readers substitute the correct antecedent.

2.1.2.2 Narrative Text

According to Joyce & Feez (2000), narratives are stories about person or a group of people overcoming problems. They also explain that narratives show how people react to experiences, explore social and cultural values and entertain the audience. It aims to entertain, to get and retain the attention of the reader or listener of the story.

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

2.1.2.3 Descriptive Text

According to Reid (2009), descriptive text is a kind of writing that is used to describe about a person, object, appearance, scenery, or phenomenon. In this text, the author tries to make readers as like they see, feel, and experience what the story tell. The schematic structure of Descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes.

2.2 Relevance Studies

There are some related research had been done by many researcher that are related to correlation between reading comprehension and reading strategy. The first

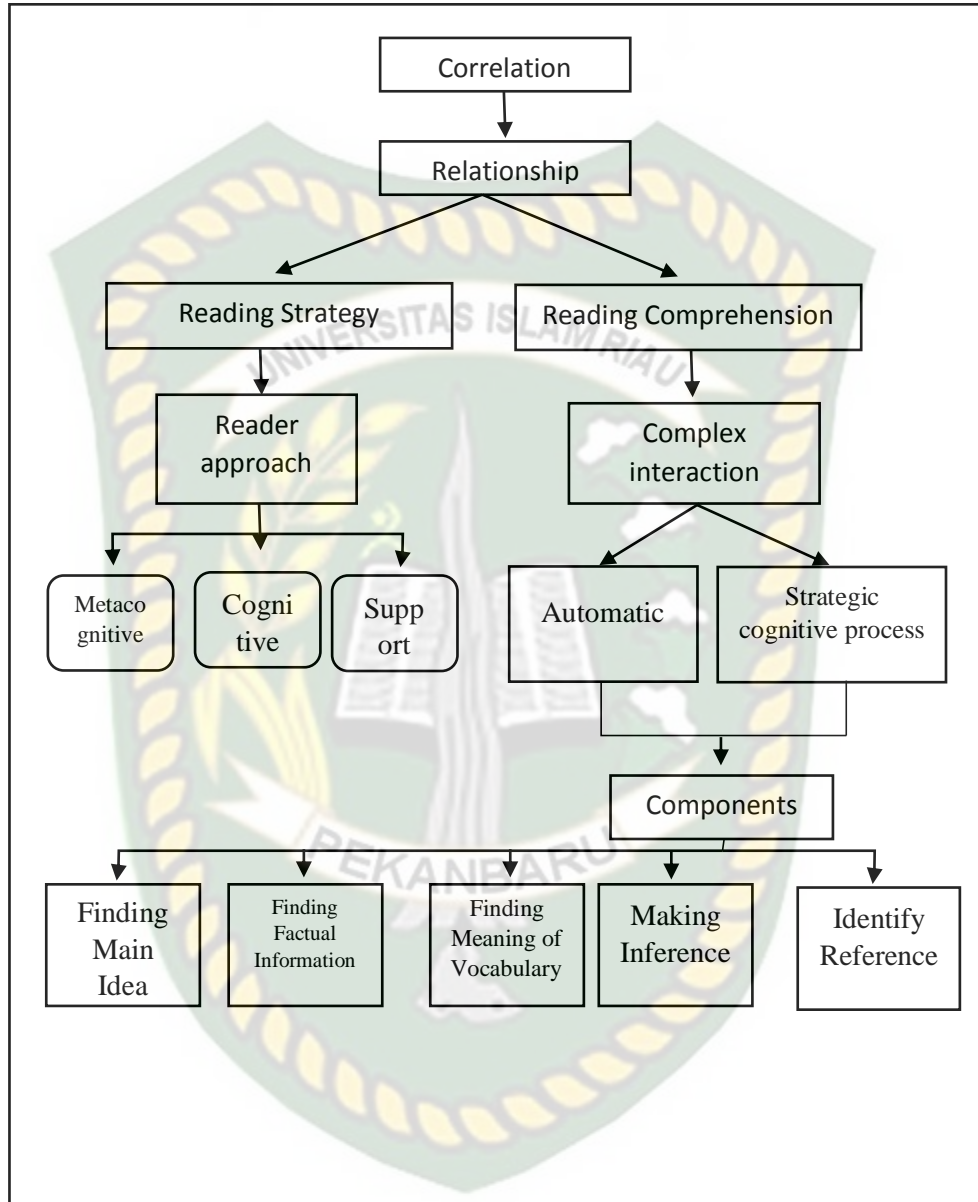
research was conducted by Dr. Belilew Molla (2015). The title is “The Relationship between Reading Strategy use and Reading Comprehension among Ethiopian EFL Learners”. This study was to investigate the relationship between the reading strategies university students use and their reading comprehension. The design of this study was a descriptive one. Data were gathered from the subjects and they were described quantitatively. Numerical data was collected through questionnaire and reading comprehension test.

The second research was conducted by Pezhman Zare and Moomala Othman (2013). The title of this research is “The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners”. The study was an attempt to find out the rate of recurrence of reading strategy use among Malaysian ESL learners. It also tried to figure out the possible relationship between reading strategy use and reading comprehension. The data were analyzed through descriptive statistics to determine the frequency of strategies employed by the learners. Independent sample t-test was also employed to find out how the use of strategies varied according to gender. Moreover, Pearson coefficient correlation was used to discover the association between reading strategy use and reading comprehension achievement. According to the findings Malaysian ESL learners can be categorized as high strategy users. It was also revealed that significant differences exist between male and female language learners in the use of reading strategies. Furthermore, the use of reading strategies had a strong positive correlation with reading comprehension achievement.

Based on the relevant of studies about, the researcher focuses on the correlation between reading strategy used and reading comprehension by second grade students at SMP N 12 Pekanbaru.



2.3 Conceptual Framework



2.4 Hypothesis

The writer hypothesis as in the following:

- The Null Hypothesis

H₀: There is no significant correlation between between reading strategy used and reading comprehension by second grade students at SMP N 12 Pekanbaru.

- The alternative hypothesis

H_a: There is significant correlation between between reading strategy used and reading comprehension by second grade students at SMP N 12 Pekanbaru.

