

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

a. Definition Reading

Reading is a process that is carried out to reduce the uncertainty of the meaning of a text, to convey the process of negotiating meaning between the text and the reader, and to understand the meaning of various texts. The knowledge, expectations, and strategies the reader uses to express external meaning all play a role in determining how the reader negotiates with the meaning of the text. In reading, we must be able to form a varied and rich vocabulary, develop phonological processes, provide a framework. Efficient readers must know what their goals are in reading the text, strategies for achieving those goals, and how to retain the information. According to Zare, reading is a cognitive activity carried out through text where the reader takes part in the conversation with the author. Reading is a basic skill that everyone should have if he wants to learn a language.

According to Patel and Jain (2008) reading means understanding the meaning of written words or symbols. Reading is an active process consisting of recognition and understanding skills. Reading is an important activity in life as one can update or gain knowledge and is an important tool for academic success. Kozak M (2011) defines reading as a skill that enables us to get messages, recognize written words (written symbols), get (understand) meanings, are used to teach pronunciation and obtain information from texts.

Reading is an important skill that ensures success in academic learning (Alderson, 1984). Research on reading reports strong support for a positive relationship between students' reading processes and their ability to read and understand what they read. Hesham stated that

"Reading can be seen as an interactive process" between the reader and the text that leads to automaticity or fluency in reading, reading can also be defined as a process of conscious and unconscious thinking. Readers apply many strategies to reconstruct the meaning assumed by the writer. Based on the above understanding, reading is an important thing in everyday life, and also reading is not only the process of getting written symbols that match one's spoken language but also the process of getting the message the writer wants to convey.

b. Definition of Reading Comprehension

According to Snow, reading comprehension is the process of extracting and forming the meaning of words through simultaneously with written language. It means that the score of successful reading comprehension was the ability to understand and construct information. According to Wolley, reading comprehension is the process of carried out in making meaning from the text that has been read. It means that when we read, the learners is not only know about the symbol in written but also knowing the meaning of words.

Reading comprehension must also be equipped with many skills such as vocabulary knowledge, background knowledge, grammar knowledge, metacognitive awareness, syntactic knowledge, and reading strategies (Grabe, 2009; Koda, 2007). Grabe (2009) also states that the reading needs to consider the meaning of words quickly and efficiently, and the uses of vocabulary, the process of sentence preparation in building understanding, and the underlying cognitive skills. Reading comprehension is a very complex process and involves a lot of interaction between the reader and prior knowledge, the use of strategies (Klinger, 2007: 16).

Reading comprehension is a complex cognitive ability providing the ability to integrate text information with the background knowledge of the reader and resulting in the explanation of a mental

representation (Meneghetti, Carretti, & De Beni, 2006). So, reading comprehension is an interactive activity between students and contexts (Rumelhart, 1994); in the period of this interaction between students and contexts, students utilize different experiences and knowledge which involve language skills, cognitive information and world knowledge.

c. Models of Reading Comprehension

According to Browne (1998), there are three major models of reading which are the bottom-up, top-down, and interactive models.

1. The bottom- up model

According to Browne (1998), this model describes reading as a process that starts with the learner's knowledge of letters, sounds and words and how these words are formed to make sentences. This model is called part to whole model because it goes from partial to whole knowledge. This model is so effective in the early childhood, especially students as young learners. It's effective because the emphasis here is on the letters, recognition of their shapes and reading individual words.

2. The top-down model

This model, which is also called inside-out model and whole to part model, involves the reader's experience and what he/she brings to the reading material. Browne (1998) clarified that, 'this model suggests that readers begin to read by drawing on what they know about the structure and the meaningfulness of language, the structure of stories and other genres and their knowledge of the world to predict the general meaning and specific words in context. This model is broader and more realistic.

3. The interactive model

Stanovich (1980) argued that this model gathers the features of the bottom-up and the top-down models and gives reading more meaning. Here, the readers are more involved in reading. They use their knowledge of subject theme, their pre-experience of written words, their reading and their own expectations to make predictions about the reading text. So, the textual details are the best way in the recognition of the words and the letters the text contains.

d. Types of Reading Comprehension

According to Burn et al (1984) in Yossuke (2011) there are four types of reading comprehension they are:

1. Literal Reading

Reading for literal comprehension involves acquiring information that is directly stated in a selection. Answer to literal question simply demands the students from memory what the book says. Literal comprehension is the lowest level type understanding.

2. Interpretive Reading

The interpretive involving reading between the lines or making is not directly stated in the text, but suggested or implied. Interpretive levels of reading comprehension go beyond literal comprehension.

3. Critical Reading

Just like the meaning of the critical reading revealed before, burn views that the essential reading is evaluation of the ideas in the materials with known standard and conclusion about accuracy appropriateness. In the critical reading, a reader must be collected, analyze and synthesize the information.

4. Creative Reading

The creative reading involves going beyond the material presented by the author creative and requires the students to think as they read and to use their imagination. In creative reading, the reader tries to come up with a new or alternative solution to those presented by author.

From the definition above, it can be assumed that reading is not only spelling text activity orally, but also process of constructing meaning from written texts in order to get information and knowledge from the text, in order that the readers can interpret and provides their opinion from their views after they read a text. Identifying main idea, identifying details, determining inference, understanding vocabulary, reference are important skills which should be increased consistently by the scholars for being good readers.

2. Reading Strategies

a. Definition of Strategies

Strategies are defined as learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient (Oxford & Crookall, 1989). In the context of reading, reading strategies indicate 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 (Block, 1986).

Strategy is a method or planned way to do something with the aim of achieving good results. The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Roe & Ross, 2006: 12). In this definition, strategies are ways for learners to solve problems encountered in constructing meaning in any context. Strategies chosen by learners are

modified to fit the demands of the learning situation. The strategies used by the students must be different from one another.

b. Definition Reading Strategies

According to Cohen (1990), reading strategies are “those mental procedures that readers deliberately prefer to employ in accomplishing reading tasks”. Hence, employing reading strategies means how readers visualize a task, what they do to construct meaning from the manuscripts, and what they do when comprehension collapses (Block, 1986, 1992; Macaro, 2001; Macaro & Erler, 2008; Zhang, 2001). Adler (2001) reflects that comprehension strategies are conscious plans sets of steps that good readers use to make sense of the text.

c. The Classification of Reading Strategies

According to Garner (1987) as cited by Mokhtari & Reichard (2002) reading strategies defined as the activities that performed by students which aim to improve the cognitive failure. Using strategies can help students in reading, especially for students who struggle in reading comprehension to be a more active reader and thinkers (Mokhtari & Sheorey, 2002). Mokhtari and Sheorey (2002) developed survey of reading strategies (SORS) that was adopted to this current study and they classified reading categories into three broad categories. These categories are:

1. Global Reading Strategies (GLOB)

Global reading strategies are one of the categories of reading strategies. According to Mokhtari & Reichard (2002), global reading strategies is defined as the technique that generalized and deliberate in order to set the purpose of the reading text. Examples include “evaluating what to read or ignore, noting text characteristics, guessing what the material is about, etc.” These strategies can be thought of as generalized, intentional reading strategies aimed at setting the stage for the reading act.

2. Problem Solving Strategies (PROB)

Problem-solving strategies are one of the categories of reading strategies. This strategy used for solving problems when the reader has difficulties in reading. According to Mokhtari & Reichard (2002), problem-solving strategies is defined as an action plan that used by the students to navigates in order to solve the problem in reading through text skillfully. Examples include “evaluating what to read or ignore, noting text characteristics, guessing what the material is about, etc.” These strategies can be thought of as generalized, intentional reading strategies aimed at setting the stage for the reading act.

3. Support Reading Strategies (SUPP)

Support reading strategies are one of the categories of reading strategies. This strategy has a useful function for the reader. According to Mokhtari & Reichard (2002) said that this strategy gives mechanism support intended to defend response to reading, like using dictionaries, taking notes, and underling. These strategies provide the support mechanisms aimed at sustaining responses to reading.

3. Correlation

a. Definition of Correlation

According to Jonathan Sarwono (2011: 57), correlation is an analysis technique that includes, techniques for measuring association or relationships (measures of association). Measurement of association is a general term that refers to a group of techniques in bivariate statistics, which are used to measure the strength of the relationship between two variables. Sukardi (2009: 166) argues that correlation research is a study that involves data collection actions to determine

whether or not there is a relationship and the level of relationship between two or more variables. Lind, Marchal, Wathen (2008) argue that correlation analysis is a set of techniques for measuring the relationship between two variables, the basic idea of correlation analysis is to report the relationship between two variables. Variable X (horizontal line in the graph) and variable Y (vertical line in the graph) which become a non-linear relationship, positive or negative. Meanwhile, according to Sugiyono (2013), correlation analysis is part of statistical science that has 9 types, namely Pearson product moment correlation (r), ratio correlation (y), Spearman rank correlation or rho (r_s or p), biserial correlation (r_b), point biserial correlation (r_{pb}), phi correlation (ϕ), tetrachoric correlation (r_t), contingency correlation (C), and Kendall's tau correlation (τ).

In general, correlational studies are quantitative research methods that involve two or more quantitative variables from the same subject group and determine whether there is a relationship between the two variables. In correlational studies, the sample must include at least 30 people who are willing to participate in the study (Creswell, 2012, p. 146; Fraenkel, et al., 2012, p. 338).

To measure the correlation between two or more variables, Pearson Product Moment Correlation Coefficient is used. The correlation coefficient is a measure of the strength of the straight-line or liner relationship between two variables. The correlation coefficient is value in the interval between -1 and 1 with zero indicating that the variables are unrelated. If the number is equal to +1.00 indicates a perfect positive correlation. If the number is equal to -1.00 indicates a perfect negative correlation. If the number is equal to zero, there is no correlation between the two variables. Positive correlation between two variables is when an increase in one variable leads to an increase in the other and a decrease in one leads to a decrease in the other. Meanwhile,

negative correlation is when an increase in one variable leads to a decrease in another and vice versa.

B. Previous Study

The first previous study is “Correlation between Students' Cognitive Reading Strategies and Reading Comprehension” Edi Wahyono (2019). This study was aimed at finding out 1) describe students' responses to cognitive reading strategies and their reading comprehension scores; 2) found a correlation between students' cognitive reading strategies and their reading comprehension. Data collection was carried out by distributing questionnaires to get responses from students within a certain period of time. Cognitive Reading Strategy. IELTS Reading Testing is used to get students' reading comprehension score. The results showed that the majority of students usually used the four cognitive reading strategies included in this study and the cognitive reading strategies were significantly correlated with students' reading comprehension with a p value of 0.00 and a coefficient value of 0.61.

Next related study is “The Relationship between Reading Strategies and Reading Achievement of the EFL Students” Leonardus Par (2020). This study was aimed at finding out to discover the relationship between the use of reading strategies and reading achievement among EFL students in Indonesia. It involves 56 EFL university students majoring in English by providing questionnaire of Reading Strategies (SORS) in order to know the use of reading strategies; and Reading Comprehension Test (RCT) to measure their reading achievement or reading ability. The reading strategies were classified into Global, Problem Solving, and Supporting strategies. Meanwhile, the RCT was 35 multiple choice test items. The findings of the study reveal that (1) the EFL students are active strategies users; they prefer problem-solving strategies more than global and supporting strategies; (2) there is a significant correlation between the overall reading strategy use and the students reading achievement; (3) the

problem-solving strategies are the predictive factors of the students' reading achievement. In conclusion, the more the students apply the problem-solving strategies in reading activities, the better their ability to understanding the texts.

The last previous study is "The Correlation Between Cognitive Reading Strategies and Students' English Proficiency Test" Yoani Gustanti, Mutiara Ayu (2021). This study was aimed at finding out to determine whether there is a correlation between cognitive reading strategies and English proficiency test scores. The population of this research was the third year students of the Department of English Education at private University. Quantitative methods were used to collect data. A self-report questionnaire consisting of 25 items was administered to 40 students. The reading strategy was evaluated under three headings: pre-reading, while-reading, and post-reading in both sections. The data collected from the questionnaire were statistically analyzed using SPSS. The result of this study indicated that there were positive correlation between cognitive reading strategies and English proficiency test scores. Students were usually and sometimes used cognitive reading strategy while reading a text.

C. Conceptual Framework

In the previous sub chapter, the review of the theoretical studies, the writer explains some theories underlying two variables used in this research: students' reading strategies and their reading comprehension.

This research will find out the correlation between students' reading strategies and their reading comprehension. The students' reading strategies will be measured through questionnaire. On the other hand, students' reading comprehension will be measured by conducting reading test. Later, the result of each test will be

correlated each other to prove the hypothesis. Therefore, the way of thinking for this research can be illustrated as the following figure:

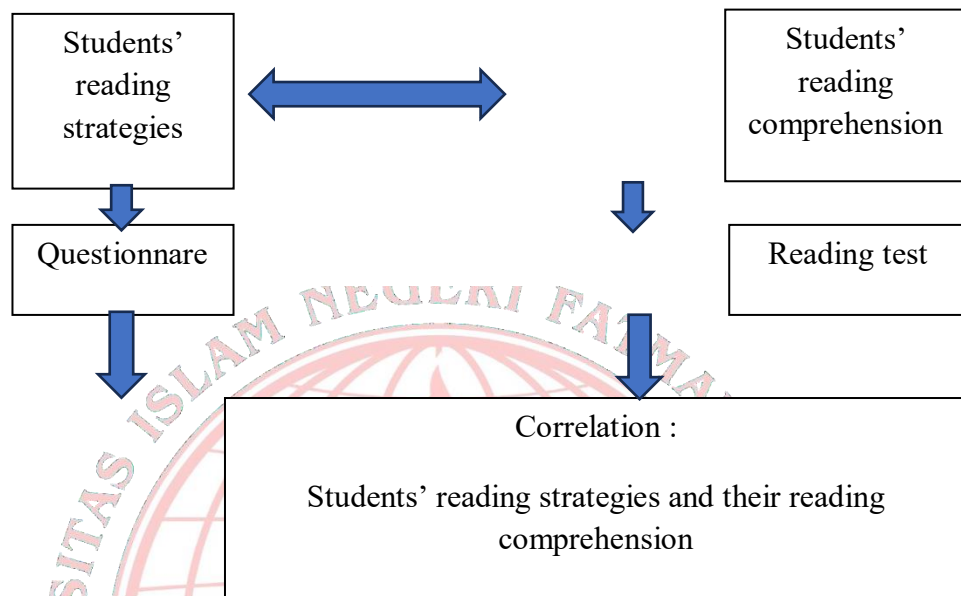


Figure 1. Conceptual Framework

D. Hypothesis

The hypothesis of this research is:

- 1) H_0 = There is no significant correlation between students' reading strategies and their reading comprehension
- 2) H_1 = There is a significant correlation between students' reading strategies and their reading comprehension