

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theories that support the research. It is divided into four sub-chapters: reading, reading strategies, SMA Negeri 1 Gending and the previous studies related with the topic will be discussed in this chapter.

2.1 Reading

This point will be divided into four parts. The first one is definition of reading, continued by the purpose of reading, type of reading, and reading comprehension.

2.1.1 Definitions of Reading

Reading is one of the main skills which is taught in English language teaching and learning processes in Indonesia. According to Rubin (1982, cited in Hamra & Syatriana 2010, p.29) reading is the bringing and getting of meaning from the reading text. This definition indicates that reading brings the readers' background knowledge and experience into the reading text. In line with Rubin, Anderson and Nunan (2008, cited in Delfi & Yamat 2017, p.102) further state that reading is a process where readers combine information from the reading text with the readers' background knowledge to construct meaning. Understanding meaning from reading text is the purpose of reading. Reading is a process of getting meaning from reading text for several purposes in various contexts, as Allan and Bruton (1997, cited in Hatami & Asl 2017, p.1223). This is strengthened by

Williams (1996, cited in Karim, S., & Qanwal, S. 2014, p.1020) who stated that reading is 'a process through which one looks at and understands a written text'.

From those several explanations above, it can be concluded that reading is a process that enables readers to get meaning from the reading text, transferring message, knowledge or information.

Reading is the most important skill that should be acquired by EFL learners. It is the basic tool of learning because most of materials are written. Students are highly dependent on knowledge and information. Moreover, they live in era where information is overflowing from numerous sources such as internet, journal, newspaper, etc. So, they need a good reading skill in order to take advantage of it. Furthermore, Mukulecky (2008, cited in Jayanti 2016, p.296) explained that reading plays an important role in the process of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, etc. Therefore, it is important to have a good reading skill for EFL learners.

2.1.2 The Purposes of Reading

Students read books or other resources for many purposes. There are some experts offering some purposes of reading based on their point of view.

According to Grellet (1981, p.4) there are three main purposes of reading which are reading for pleasure, reading for literal understanding and reading for analysis, interpretation, and application. The first is reading for pleasure which is defined as any reading that is done primarily for enjoyment. There are many benefits of reading for pleasure such as increasing achievement, confidence, developing relationship, preventing from boredom and promoting relaxation. The second purpose of reading is reading for literal understanding. Reading for literal

understanding is comprehending the information that is directly stated in the text. The third purpose of reading is reading for analysis, interpretation, and application. This reading activity engages the readers to consider both of stated and implied idea from the reading text. Readers go beyond the acquisition of information and use it in reasoning and in action.

Meanwhile, Linse (2005, cited in Savita 2015, p. 9) divided the purpose of reading into two kinds which are reading for pleasure and reading for information. Reading for pleasure means reading “activity which the purposes are to follow a narrative and enjoy the “sound” or rhyme of literary text.” Furthermore, Kharsen (2004, cited in Savita 2015, p. 9) stated that reading for pleasure enables the students to increase their vocabulary and reading speed, get more knowledge and find examples of many different ways people write. Meanwhile, reading for information means that the reader reads many kinds of the text to acquire an amount of information from them.

However, in this study the focus is on the purpose of reading for learning; analysis, interpretation, and application. The students read the reading text to comprehend and answer questions which are given for them.

2.1.3 The Types of Reading

According to Patel & Jain (2008, p.117), there are four types of reading which are intensive, extensive, aloud and silent reading.

Intensive reading is related to reading under the teacher’s guidance. It is usually employed in the classroom where students are required to read quite short passage. Further Brown (1989, p.41 cited in Hatami & Asl 2017, p.1224) state

that “intensive reading calls attention to grammatical form and discourse markers for the purpose of understanding meaning”. In short, the purpose of intensive reading is to get and analyze the information contained in the reading text. In addition, the text types for the first year students are descriptive, recount, and narrative text. According to *Kementrian Pendidikan dan Kebudayaan Indonesia* (2016,p.12) as stated in syllabus of curriculum 2013, the basic competences of the first year students especially in reading skill are that students are expected to capture contextual meaning related to social function, generic structure, and linguistic elements of descriptive, recount and narrative in oral and written text. In short, the students are expected to get and analyze information from the reading text in the English class. Curriculum 2013 is relatively new in Indonesia since the implementation of this curriculum for some schools in Indonesia was started in the academic year of 2014-2015. In Curriculum 2013, the approach used in teaching and learning process is Scientific Approach, in which the students become the subject of the learning process (*Permendikbud 81A 2013*). In the process of learning, the learners are facilitated to be actively involved in developing their potentials.

While, extensive reading provides readers to read texts for enjoyment to longer text. Extensive reading is usually done outside the classroom or in informal situation. In this activity, students can choose their own reading and read at their own pace. Williams (1984, cited in Hatami & Asl 2017, p.1224) defined extensive reading as a private reading activity where the readers dwell their private world of reading based on their interest. According to Renandya W. A. (2007, p.135) the

purpose of extensive reading is building readers to read large amounts of books in an environment that nurtures a lifelong reading habit. It facilitates readers to read in a more enjoyable language learning experience. According to Day (2006, cited in Renandya W 2007, p.144), there are several characteristics of successful extensive reading programme such as students read in quantity, choose their own books they want to read, expose to read different topic and genre, read within their level of comprehension, take part in post-reading activities, get good model for reading from teachers, and monitor their reading progress.

Patel & Jain (2008, p.117) mention that the third type of reading is reading aloud which is also known as oral reading. It is one of technique to improve readers' word identification in context. In reading aloud students are asked to read loudly in the order in which they are sitting. It is best if all students have a copy of the text so that they can follow along, usually taking notes as they listen. The purpose of reading aloud is to provide students to read with correct pronunciation, intonation, and stress. The other purpose of it is to enable students to read with expressions. So, by aloud reading students know the correct pronunciation. In addition, by inviting students to read aloud, it encourages the class participation and takes the focus off of the teacher as the only source of information.

Patel & Jain (2008, p.122) explain that another type of reading is silent reading which is reading activity that enables students to read silently without making any sounds so that other people are not disturbed. In addition, there are several terms or acronyms of silent reading such as Drop Everything and Read (DEAR), Super Quiet Reading Time (SQUIRT), Wonderful Exciting Books

(WEB) and Daily Independent Reading Time (DIRT) as stated by Jarvis (2003, cited in Hiebert and Reutzel 2014, p.129).

To sum up from the explanation above, there are several types of reading which are intensive, extensive, aloud, and silent reading. This study focuses more on intensive reading because it is more appropriate to be implemented in the classroom.

2.1.4 Reading Comprehension

According to Grellet (1981, p.3) reading comprehension is intended to understand written text to extract needed information from it as efficient as possible. Reading comprehension does not simply mean tracking symbol on page with eyes and sound them out. Clearly, reading comprehension is more than reading the reading text. It involves the reader to make decision, recall background knowledge, and make sense from the reading text. Reading comprehension is the main purpose of reading activity. Thus, it is important.

Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas carried in a text (Rosari & Mujiyanto 2016, cited in Warsono 2018, p.11). Salmi (2016, cited in Warsono 2018, p.11) added that reading comprehension is an interaction between what the text provides and what the reader brings to it when the readers read. According to Bunner, (2002, p. 51) reading comprehension is also defined as the ability to interact with words and ideas on the page in order to understand what the writer has to say. It includes the meaningful interpretation of written language and an interaction of the reader, the text and the situation in which the text is read. Similarly, Snow

(2002, p. 10) explained that reading comprehension is the process of constructing meaning through interaction and involvement with written language. In addition, to be able to comprehend the reading text, some reading strategies need to be applied.

2.2 Reading Strategies

Reading strategies are methods or procedures which readers undertake before, during and after reading a text in order to adequately comprehend the text or solve any problems which may occur during reading process Aarnoutse & Schellings (2003, cited in Pinniti 2016, p. 179). According to Afflerbach & Paris (2008, cited in Anastasiou & Griva 2009, p.284) reading strategies are defined as readers' efforts to decode a text, understand words and construct the meaning of a reading text. It can be concluded that efficient readers use reading strategies to understand reading text and solve specific problems appear such as failed to understand the word or information while reading. In addition, reading strategies indicate how readers understand task, make sense from what they read, and what they do when they do not understand.

There are several experts who discuss about several kinds of reading strategies. According to Cohen (1998, cited in Hatami & Esl 2012, p.311) reading strategies consist of a whole range of strategies including skimming and scanning, contextual guessing, recognizing text structure, etc. Meanwhile, Block & Israel (2005, cited in Küçükoğlu 2013, p.710) claim other reading strategies that applicable in reading activity such as predicting, making connections, visualizing,

inferring, questioning, and summarizing are strategies to help readers in comprehending reading text.

Here are the explanations of all the strategies which are mentioned above. According to Harmer (2001, cited in Asmawati 2015, p. 71) skimming is a strategy to get a quick idea of a text. Grellet (1981, p. 58) explains that scanning is a reading strategy that requires reader to search for specific information without reading the whole text, through looking at its title, table of content and so on. Both strategies help readers to read in a more focused and efficient way. Contextual guessing is the use of context to get the meaning of unknown words to comprehend a reading text. While recognizing text structure defined as a strategy that enables readers to *identify* and analyze *text structures* in comprehending the reading text more easily. Predicting is one *strategy* in which readers use information from a text (including titles, headings, pictures, or diagrams) to understand the reading text. Meanwhile, making connection is defined as *connecting* readers' background knowledge to the text they are *reading*. Visualizing refers to strategy that requires the reader to construct an image to reflect or represent the ideas in the text. Inferring refers to reading between the lines where students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini, 2004). Questioning means a strategy which requires readers to ask questions of themselves to construct meaning, enhance understanding, solve problems and discover information from the reading text (Harvey & Goudvis, 2000). Readers can use the questioning before, during, and after reading. The last is summarizing which defined as a strategy that requires the readers to

determine what is important when reading and to condense the information in the readers own words (Adler, 2001).

Several researches conducted on reading have proven that reading strategies is important in reading activity. According to Oxford (1990, cited in Sari 2014, p.71) the application of reading strategies help reader learn easier, faster, more transferable, effective and enjoyable. Meanwhile Ikeda & Takeuchi (2006, cited in Chen 2015, p.157) mention that the use of EFL reading strategies is considered as one of important factors in producing successful language learners. Further, Richards and Renandya (2002, cited in Chen 2015, p.157) state that reading strategies provide EFL learners with good model for writing, give opportunities to introduce new topics, stimulate discussion, and allow the study of linguistics component such as vocabulary and grammar. From the explanation above, reading strategies are important for effective reading activities.

2.3 SMA Negeri 1 Gending

SMA Negeri 1 Gending is one of senior high schools in Probolinggo regency. There are 360 students in the first year, 360 students in the second year and 324 students in the third year. The school has 3 majors which are science, social and language major. It implements the newest curriculum which is curriculum 2013 revised 2016. The curriculum uses student-centered approach which enables learners to learn independently to increase the students' knowledge not only from school's textbook but also from other source of reading like online materials that are mostly presented in written form. Therefore, they need good reading skill and reading strategies in order to take advantage of it. English is one

of compulsory subject in SMA Negeri 1 Gending. Furthermore, it is also considered as one of the subjects in national examination.

2.4 Previous Studies

Before conducting this research, some previous studies that have correlation with the present study have already been reviewed. Reviewing previous studies helps in finding references and comparing with present study since all has similar topic which is reading strategy.

There are two previous studies which are relevant with this study. The first one is a study conducted by Poole (2009) entitled “The Reading Strategies used by Male and Female Colombian University Students”. It is a quantitative research design with questionnaire from Mokhtary and Sheorey (2002) as the instrument. The participants of this study were 352 students from Colombian University. The purpose of this study was to explore the use reading strategies used by students across different gender. The results of this study indicated that female students showed higher awareness of reading strategies than male students. Overall strategy used by male students were moderate ($M=3.39$) and for female the overall strategy used were high ($M=3,58$). Both of male and female students tend to use problem solving strategies in reading academic text in English.

There are differences and similarities between the previous study and present study. The similarity can be seen that both studies focus on reading strategy by using Survey of Reading Strategy (SORS) questionnaire as the instrument. Meanwhile, the differences can be seen that the previous study found

out reading strategy of low to intermediate students. Meanwhile, the present study investigated the reading strategies used by the first year students who have good interest in learning English. In addition, the participants of the previous study are college students of Colombian University. Meanwhile, the participants in this study are senior high school students who are in the first year of SMA Negeri 1 Gending.

The second previous study was conducted by Wirda (2017) entitled “Reading Comprehension Strategies of the English Language Education Study Program Students”. It is a quantitative research design with questionnaire as instrument. The purpose of this study is to find out the types of reading strategies frequently used by students in pre-reading, whilst-reading, and post-reading stage. The participants of this study were 110 students of English Language Education Department in the second semester. The researcher implemented questionnaire developed by Ozek and Civilek (2006). The results of this study showed that most of students in pre-reading stage use picture and title to predict the context. In whilst-reading, they preferred think aloud strategy. Meanwhile, in post-reading they re-read the text. The reading strategy mostly used by students is translation strategy.

There are differences and similarities between the previous study and present study. The similarity can be seen that both studies focus on reading strategies used by students. Meanwhile, the differences lay on the instrument and the subjects of the study. The previous study implemented questionnaire developed by Ozek and Civelek (2006) as instrument and the participants were

college students. Meanwhile, the present study implements SORS questionnaire developed by Mokhtari and Sheorey (2002) as instrument and the participants are the first year students of SMA Negeri 1 Gending.

To sum up, the differences between both of previous and this study are the instrument, the subject of the study and the background of the respondents. The present study and the first previous study implement SORS questionnaire developed by Mokhtari and Sheorey (2002) as the instrument to conduct the study. Meanwhile, the second previous study implemented questionnaire developed by Ozek and Civelek (2006) as the instrument. In addition, the present study focuses on reading strategy used by the first year students of SMA Negeri 1 Gending specifically the first year of science students. While the first previous study focuses on reading strategy used by the Colombian University students in the first, second, third and fourth semester and the second previous study focuses on reading strategies among the second semester English language education program students.