

## **I. FRAME OF THEORIES**

### **1.1 Concept of Reading**

Reading can be said as the window of knowledge in which people are able to know much information they can not get completely from other skills such as listening, speaking, or writing. It might be said that through speaking with others and listening to the radio or television, someone will not get knowledge or information as perfect as when she or he does reading.

Nuttal in Editha (1989:14) defines that reading is the meaningful interpretation of printed or written verbal symbols. Furthermore, Dubin et al (1985:27) say that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message.

Moreover Whorter (1989:212) states “reading is a way of taking new ideas and identifying information to be learned.” It means that when someone is reading a text, he may find new things that he has not known yet. And he may also find information that will help him in learning something. In this case, his knowledge will certainly be better than before.

Finnochiaro (1964:28) claims that

..... in general, reading should not be introduced until children have a good knowledge of the sound system and the most frequently used structures. When reading is begun, the initial materials should be drawn from the conversations, stories, or dialogues which children have learned or memorized. The quotation

above shows that reading ability should cover the knowledge of language components, such as vocabulary and structure. Therefore, in teaching and learning process. The teachers of English should consider some teaching strategies that can be used to accomplish a desired outcome.

From some concepts stated above, it can be inferred that reading actually an activity that is done by a reader to get new ideas, information and knowledge in order to understand the content of the text.

## **1.2 Concept of Reading Comprehension**

Simanjuntak (1984:47) says that the first point in reading needs is comprehension, so the readers will gain information from the text the readers read. Eskey (1986) defines reading comprehension as knowing what one does not know or adding new information to what one already knows. It means that reading comprehension is the process in which a reader employs his background knowledge to understand the content of the material being read.

While Dechant (1982:26) stated that reading as a progressive understanding of the meaning and presents by a sequence of words. It means that when the readers finish reading, they should get the information or ideas from the text.

It is also supported by Dallman (1982:23) who says that “reading is more than knowing what each letter of alphabet stands for, reading involves more than word cognition. That is without comprehension, no reading takes place.” It concludes that comprehension is the most important thing in reading textbooks or written material. To be a successful reader, one must comprehend or understand the information in the written materials.

Finnochario et al (1964) say that:

“Reading comprehension is the ability which depends on the accuracy and speed of graphemic perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition allusion.”

It means that there are some aspects of reading comprehension that should be focused by the readers. The readers’ background knowledge is absolutely needed, moreover, Rubin (1993:194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading.

From the statement above, it can be understood that reading needs comprehension. According to Doyle (2004) comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader’s ability in finding and determining main idea and topic sentence from the text. Moreover, Brown (1983:32) discusses four elements in reading comprehension. The four elements mainly deal with vocabulary, the specific information, the main idea, and the ability to infer or imply the ability to gain meaning that are not explicitly stated in the context of reading materials.

### **1.3 Concept of Learning Strategies**

Learning strategy is the way or technique employed by learners in the process of gaining the knowledge. Chamot (2004:1) defines learning strategies as the thoughts and actions

that individuals use to accomplish a learning goal. Oxford (1989:235) points out that learning strategies are operations used by the learners to aid the acquisition, storage, or retrieval of information, according to one familiar condition.

Wenden and Rubin (1987:19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Richards and Platt (1992:209) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information."

In addition, Hosenfeld and Wenden (1987:71) describe some steps in defining a learning strategy, they are:

1. Learners can choose how to use resources.
2. Learners prioritize the aspects of language that they want to learn.
3. By choosing and prioritizing, learners set their own learning goals.
4. Learners may plan what their learning strategies should be and change them if they are not successful.

Based on the description above, it can be stated that using proper strategies, students seem to know what they are doing what they are supposed to do in the process of learning. They have made steps or systematic frameworks to anticipate any problems they will probably face. By this way, their learning is likely to be more effective and systematic.

There are different classifications of learning strategies, different researchers on learning strategies in SLA have different categories for learning strategies (Setiyadi, 2012:9–21).

## 1. O'Malley et al

According O'Malley, et al. (1985:582-584) in Hismanoglu (2000), the classification of learning strategies are divided into three categories, i.e. *metacognitive strategies*, i.e. a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. *Cognitive strategies*, which refer to the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials. Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself, for instance repetition, resourcing, translation, grouping, note taking, etc. The last is *social strategies* which is related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main social strategies. O'Malley et al. collected data by interviewing students and teachers and by conducting observations.

## 2. Oxford and Nyikos

Another research that used psychologically based considerations similar to O'Malley et al.'s study is Oxford and Nyikos's (1989, and Oxford 1990a and 1990b). In Setiyadi (2012:17) Oxford and Nyikos classified learning strategies into *direct strategies* and *indirect strategies*. The direct strategies are subdivided into *memory*

*strategies, cognitive strategies, and compensation strategies.* The indirect strategies are subdivided into *metacognitive strategies* , *affective strategies*, and *social strategies*. To collect data, they used a predefined questionnaire, which is called the *strategy inventory for language learning* (SILL).

### 3. Wenden

Another study that reviewed the previous classifications of language learning strategies has been Wenden (1991a) in Setiyadi (2012:18) classified language learning strategies into two broad categories. The first category, cognitive strategies, involves selecting information from incoming data, comprehending and storing the information, and retrieving the information. The second category, which is called self-management strategies, involves planning, monitoring and evaluating. In her classification social strategies were classified under cognitive strategies (1991,p.23).

### 4. Setiyadi

In Setiyadi's study, he classified language learning strategies into three categories: cognitive, metacognitive and social. These three categories are the ones that have most commonly been used by the previous researchers. In relation to language learning strategies, the cognitive category may include all activities that take place in the brain in order to acquire a foreign language, which may include intelligent guessing, looking for patterns from sentences, inferencing, association, summarizing, grouping in the mind, deduction, imagery, and other mental processes. Metacognitive strategies involve processes related to monitoring and evaluating what has been done and planning what to do in acquiring another language. The metacognitive strategies include self-direction, self-monitoring, self-evaluating, and self-correcting. And,

social strategies are often called as social mediation, the strategies under this category are asking questions, cooperating with others, and empathizing with others.

In Setiyadi's study, the classification of the language learning strategies was based on theory driving decision making and theories of skill-based learning strategies. In his study, the four scales which have significant intercorrelations were grouped into one single scale that was called *Language Learning Strategy Questionnaire* (LLSQ). These strategies cover four areas of the language skills: speaking, listening, reading, and writing. Each area has three groups of items, those designed to measure cognitive strategies, metacognitive strategies, and social strategies (Setiyadi, 2012: 23).

Looking thoroughly at the definitions of learning strategies above, the researcher defines learning strategies as special thoughts, actions and choices taken in the purpose of achieving learning objectives. The thoughts, actions and choices include *metacognitive*, e.g. setting the objective of learning; *cognitive*, like summarizing; and *social*, such as sharing ideas in peer-cooperation.

The use of language learning strategies is culturally influenced; students from different cultural backgrounds have different learning strategies in SLA (Politzer and Groarty, in Setiyadi, 2012). Since language learning has proved to be culturally loaded, the LLSQ seems to be culturally appropriate for Indonesian students who learn English as a foreign language, not a second language. The questionnaire that is meant to measure the frequency of learning strategy use has been developed based on the language learning strategies used by EFL students in Indonesia. Therefore, the researcher will use classification of learning strategies based on Setiyadi's study. Moreover, Setiyadi's

classification of learning strategy was an exploration of which learning strategies successful language learners used in learning the four skills of English: speaking, listening, reading, and writing. In other words, LLSQ was classified per skill, skill based classification. Since the focus of this research only in reading skill, the researcher will use LLSQ in the area of reading skill only.

#### **1.4 Concept of Reading Strategies**

Learners of any skill of language including reading skill can apply the concept of learning strategy, which has been stated previously. And since reading activity cannot be separated from comprehension, the writer assumes that reading strategy is a technique which is used in comprehending a text. According to Wenden (1987:6), language learning strategies refer to language learning behaviors that learners actually engage in to learn and regulate the learning of second or foreign language. Learning strategies are operations used by learners to aid the acquisition, storage or retrieval of information. It can be inferred that strategies promote reader in catching details and certain information hidden in a text.

There are many strategies that can be employed in understanding or comprehending a reading material. One of many reading strategies is schema strategy. Carrel (1987:220) says that the previously acquired knowledge is called the reader's 'background knowledge' and the previously acquired knowledge structures are called 'schemata'

According to schema theory comprehending a text is an interactive process between the reader's background knowledge and the text. Schemata function to promote learners' comprehension when they find something they do not know from a text. Having a

schemata or relevant prior knowledge allow the learners to make predictions, visualize events, draw inferences, monitor comprehension, and create summaries.

The other techniques used in comprehending reading material are skimming and scanning. Skimming means that the learners do not read the whole sentence completely. They underline some important word or phrases and read the underlined parts only. Nuttal (1982) in Simanjuntak (1988) mentions that by skimming we mean glancing rapidly through a text to determine its gist. In other words, when the learners skim, they are looking for the gist or the most central part of what the author is saying without a lot of details. They want only an outline of reading material.

While scanning is the special technique used to find specific information without a relatively read large body of printed material. As Nuttal (1982) in Simanjuntak (1988) states that scanning means glancing rapidly through a text either to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose. It can be inferred that the learners only try to locate specific information. They simply let their eyes wander over the text until they find what they are looking for, whether it is a place, time, name, date, a kind of sport or food, etc.

In this study, the researcher wants to observe the reading strategies used by the learners. To be competent readers, learners need to monitor their application of reading strategies. The research on learners' reading strategies that conducted based on the three major categories of strategies: cognitive, metacognitive and social. Reading strategies under cognitive category such as: skimming, scanning, cross-check, reread, guessing unfamiliar word from available clues, try to understand sentence by analyzing the pattern, taking

notes, picking out key words. While reading strategies under metacognitive category such as: set a purpose for reading, activate background knowledge, check and recheck understanding after reading a passage, try to analyze the difficulty found, and pay attention to the words or rules while reading. The last is reading strategies under social category such as: reading the passage aloud, discussing the reading passage and ask friends or teacher for help.

### **1.5 Effect of Learning Strategies in Reading toward Students' Reading Comprehension**

According to Wenden (1987:6), language learning strategies refer to language learning behaviors that learners actually engage in to learn and regulate the learning of second or foreign language. Rigney (1987) states that learning strategies are operations used by learners to aid the acquisition, storage or retrieval of information, according to one familiar condition. It could be inferred that strategies promote reader in catching details and certain information hidden in a text.

According to Hargis (2000) there is a positive relation between individuals who have the ability to regulate their own learning and language acquisition. Probably, it can be assumed that there is any effect of learning strategies toward students' reading comprehension in reading. In other words, successful learners in reading are those who might be able to apply the learning strategies to get more successful language learning especially in comprehending reading text.

In addition, Setiyadi (1999:144-151) states that different skill areas involved different types of strategies". The strategies under metacognitive category involve evaluating and

monitoring such as: *check and recheck understanding after reading a passage, try to analyze the difficulty found, and pay attention to the words or rules while reading.*

Whereas the strategies used in reading under cognitive category are divided into deep level cognitive strategy and surface level strategy. “Deep level cognitive strategy involve comprehension and analysis” (Bloom, in Setiyadi, 1999), such as : *guessing unfamiliar word from available clues, reading English books and magazines, try to understand sentences by analyzing the pattern, using general knowledge and experience, try to anticipate the story line, and read text more for ideas than word.* Surface level cognitive strategies involve rote learning and recalling knowledge, such as: *reading the passage aloud, taking notes, picking out key words and repeat them, discussing the reading passage, and ask friends or teacher for help.*

Based on the statement above, it is assumed that successful readers are those who are likely to be able to use learning strategies more frequently in comprehending a text than less successful learners. They may get more success in the achievement of a language skill, especially reading skill.

Assessment in education is the process of observing and measuring learning. Teachers evaluate a student's level of achievement and skill for the purpose of supporting and improving student learning. Teachers use assessments in reading to make sure students are making measurable progress. According to Brown (1983:32), there are four elements or aspects in reading comprehension we need when we want to assess reading. The four elements mainly deal with vocabulary, specific information, main idea, and the ability to

infers or imply the ability to gain meanings that are not explicitly stated in the context of reading materials.

As we know, reading comprehension is defined as the process of getting message from the author through a written text. The message can be an idea, a fact, feeling, an argument, etc. So, based on the explanation above, in this research, the researcher will focus on those four aspects in making reading assessment for the students.

Every learners has different strategy to comprehend a reading material. Based on researcher's point of view, they tend to use comfortable and appropriate strategies which support their comprehension. A learner may be fluent in his or her native language, but it does not guarantee that he or she is fluent in reading English as foreign language. A learner needs to understand the task accurately in order to use the most effective strategies.

In this study, the researcher wants to find the effect or learning strategies in reading towards students' reading comprehension. To be competent readers, learners need to monitor their application of reading strategies. The research of learners' reading strategies that conducted based on the three major categories of strategies: metacognitive, cognitive, and social. To measure students' learning strategies, the researcher used questionnaire. The questionnaire given to the students are taken from "Language Learning Strategy Questionnaire" (Setiyadi, 1999) which is modeled specially to search learning strategies employed by learners per skill. Since this research focus on the reading, the researcher only use reading strategy questionnaire.

## 1.6 Measurement of Learning Strategy and Reading Comprehension

To measure learning strategies used by students' the researcher used Language Learning Strategy Questionnaire for reading skill only. The researcher gave a set of questionnaire in order to know the students' learning strategies in studying English especially in reading. The researcher used Setiyadi's questionnaire (2011) because he has arranged the questionnaire which classify into three learning strategies: cognitive, metacognitive, and social strategies, which has determined in which item designed to measure the three strategies. Each strategies has a numerical value, for example:

1 = I never do it

2 = I almost never do it

3 = I sometimes do it

4 = I often do it

5 = I always do it

As we can see the table below:

Strategy Classification of the LLSQ

<b>Strategies</b>	<b>Reading</b>
Cognitive	Item no. 1 – 11
Metacognitive	Item no. 12 – 17
Social	Item no. 18 - 20

(Setiyadi, 1999:70)

Besides the questionnaire, the researcher also gave reading test to the students in order to know students' reading achievement in comprehending reading text. It is a set of questions and problems of objective test to measure students' reading comprehension. The researcher used multiple choice reading test which consists of 20 number of questions. A good test can be seen from its validity. To measure whether the test has good validity, the researcher used content and construct validity. Content validity refers to the extent to which a test measures a representative sample the subject matter contents, the focus of the content validity is adequate of the sample and simply on the appearance of the test (Hatch and Farhady, 1982:251).

To know whether the test is good reflection of the knowledge which the teacher wants the students to know, the researcher compares this test with table of specification. If the table represents the material that the researcher wants to test, then it is valid from that point of view. A table of specification is an instrument that helps the test constructor plans the test.

In line with Nuttal (1985) the relation validity of the instrument refers to construct validity in which the question represents five of sort reading skills, i.e. determining main idea, identifying specific information, reference, inference, and vocabulary. Skills of reading in the test are a part of the construct validity and the item numbers are a part of the content validity. The validity of the reading test will be measured by using inter-rater analysis to make the reading test more valid.

## **1.7 Theoretical Assumption**

In this research, the researcher wants to identify the effect of learning strategies toward students' reading comprehension and to find out the most frequent strategies employed by the learners in reading. Referring to what has been discussed in the previous part, it is assumed that learning strategies are important factors that can influence students' reading comprehension and the strategies have positive influence on students' reading comprehension. Rubin (1975) states that good language learners use more and better strategies than poor language learners do. Having good strategy is the best way to be successful language learner in learning especially in reading.

The use of learning strategies might enable students to become more independent learners. By using proper strategies, students seem to know what they are doing and what they are supposed to do in the process of learning. They have made steps or systematic frameworks to anticipate any problem they will probably face. By this way, their learning is likely to be more effective and systematic. Learning strategies important in students reading process to make reading easier, faster, more enjoyable, more self-directed, and more effective in order to gain greater confidents in reading, involvement, and proficiency. When the students used learning strategies more it means that the students comprehend the reading text better.

## **1.8 Hypothesis**

Concerning to the concept and theoretical assumption above, the researcher would like to formulate the hypothesis as follows:

There is significant effect of learning strategies toward students' reading comprehension in learning English as the Foreign language.