

II. FRAME OF THEORIES

This chapter discusses the concepts covered in this research, theoretical assumption, and the hypothesis. The concepts, which are reviewed from previous relevant research, and related literature, underlie the assumption formulated here, and are expected to contribute to the findings of the research.

2.1. Review of Previous Relevant Research

Reading is one of important skill for students in learning language. However, there are many problems in reading itself. Not every student is good in reading. There are many factors that should be mastered by students to comprehend the text. There have been several studies revealing the problems faced by the students in reading.

First, Aseany (2005) investigates the most frequent strategies employed by the learners in learning reading; the correlation between learning strategies and students reading achievement; and strategies that contribute to students' reading comprehension.

From the problems above, she found that the learner in SMAN 2 Bandar Lampung mostly tended to use cognitive and social strategies more frequently. While metacognitive strategies was used less frequently because in

this strategy the students were lazy to manage their own learning process by paying attention, self-evaluating, self-monitoring. They preferred to study in groups and practiced it naturally. Then, there was correlation between the learners' learning strategies in reading and their reading achievement. Furthermore, the correlation revealed at the result of correlation analysis was 99% acceptable for its truth with 1% error possibility. Moreover, she found that after knowing $r = 0,62$, it was found out that the three learning strategies contributed only 38% to the students' reading achievement. The last, she found that there was a high correlation between learning strategies and reading achievement with $r = 0.62$. This indicated that learning strategies employed by learners gave a positive effect on the students' reading achievement.

Second, Utari (2008) investigates that student's interest positively correlates to students' reading achievement. From the problem, she found that the correlation between students' interest and students' reading achievement was positive with the determinant coefficient (r^2) value .3364.

Third, Alfiah (2011) investigates that there is the positive significant correlation between students understanding of sentence pattern and their reading comprehension achievement; the positive significant correlation between students' vocabulary mastery and their reading comprehension achievement; and the positive significant correlation between students' understanding of sentence pattern, vocabulary mastery and their reading comprehension achievement.

Based on the problems above, she found that there was positive significant correlation between students' understanding of sentence pattern and their reading

comprehension achievement with index correlation 0.878 that is higher than critical value taken from the table in significant level. Then, there is positive significant correlation between students' vocabulary mastery and their reading comprehension achievement with index correlation 0.875 that is higher than critical value taken from the table in significant level; and there is positive significant correlation between students' understanding of sentence pattern, vocabulary mastery and their reading comprehension achievement with index correlation 0.933 that is higher than critical value taken from the table in significant level.

Based on the previous research, the following has been found:

1. The learner in SMAN 2 Bandar Lampung mostly tended the use cognitive and social strategies more frequently.
2. There was correlation between the learners' learning strategies in reading and their reading achievement.
3. The three learning strategies contributed only 38% to the students' reading achievement.
4. The correlation between students' interest and students' reading achievement was positive.
5. There is positive significant correlation between students' understanding of sentence pattern and their reading comprehension achievement.
6. There is positive significant correlation between students' vocabulary mastery and their reading comprehension achievement.

7. There is positive significant correlation between students' understanding of sentence pattern, vocabulary mastery and their reading comprehension achievement.

However, there is still one issue which has not been investigated, that is, the correlation between students' learning strategies and text types in students' reading comprehension.

2.2. Review of Related Literature

Considering the review of previous relevant research, the writer is going to propose a review of related literature which has a relationship with this research as follows:

2.2.1. Concept of Learning Strategy

Chamot (2004:14-26) defines *learning strategies* as the thoughts and actions that students use to accomplish a learning goal. Then, Richards (1992:209) says that learning strategies are intention, behavior, and thoughts used by learners during learning, so as to better help them understand learn or remember new information. It means that a learning strategy is the way which is used by students to gather information in teaching-learning process.

From the statement above we can infer that in order to be a successful language learner student should be able to decide which learning strategy is suitable for them. Thus, they can optimize and enjoy their learning by using learning

strategies, students can facilitate their quality of learning respond to their learning needs and acquire knowledge better than those who do not know and use learning strategies.

There are several categories of learning strategies. O'Malley et al. (1985:582-584) divide language learning strategies into three main subcategories:

A. Metacognitive Strategies

It can be stated that metacognitive is a term to express executive function, it requires 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. O'Malley & Chamot (1999:44) state that a higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity.

The characteristics of metacognitive strategies are:

1. Selected attention for special aspects of a learning task, as planning to listen for key words or phrase;
2. Planning the organization of either written or spoken discourse;
3. Monitoring or reviewing attention to a task, monitoring comprehension or information that should be remembered or monitoring production while it is occurring, and
4. Evaluating or checking comprehension after completion of a receptive language activity, or evaluating language production after it has taken place.

B. Cognitive Strategies

Cognitive strategies is all activities that take place in the brain in order to acquire a foreign language. They are more limited to specific learning tasks and involve more direct manipulation of the learning material itself.

In O'Malley and Chamot's study (1999), it clarified that cognitive strategy include repetition, resourcing, directed physical response, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inference. It refers to all mental processes and behaviors, except processes that involve self-monitoring and self-evaluating (Setiyadi. 2011:16).

The characteristics of cognitive strategies are:

- a. Repetition: imitating a language model overtly or silently.
- b. Resourcing: defining a definition of a word using language materials.
- c. Directed physical response: relating new information physically, as with directives.
- d. Translation: using the first language as a base for understanding and producing the second language.
- e. Grouping: reordering or reclassifying learning based on common attributes.
- f. Note taking: writing down the main idea, important points, outline, or summary of information presented.
- g. Deduction: consciously applying rules to produce or understand the second language.
- h. Recombination: putting together smaller meaningful elements into new wholes.

- i. Imagery: visualising information in memory via familiar, easily retrievable visualizations, phrase, or locations. Example: Pretend you are doing something indicated in the sentences to make up about the new word.
- j. Auditory representation: retention of the sound sequence in the mind. Example: When you are trying to learn how to say something, speak it in your mind first.
- k. Key word: remembering a new word in the second language by identifying a familiar word in the first language that it sounds like.
- l. Contextualization: placing a word in a meaningful language sequence.
- m. Elaboration: relating new information to other concepts in memory.
- n. Transfer: using previous knowledge to help new language learning task.
Example: If they're talking about something I have already learnt (in Spanish), all I have to do is remember the information and try to put it into English.
- o. Inference: using available information to guess meanings.
Example: I think of the whole meaning of the sentence, and then I can get the meaning of the new word.

C. Socio-affective Strategies

As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies (Brown. 1987:93-94).

The characteristics of socio-affective strategies are:

- a. Cooperation: working with one or more peers to obtain feedback on language activity.

- b. Question for clarification: asking a teacher or other native speakers for repetition, paraphrasing, explanation, and examples.

Based on the explanations above, the characteristic of socio-affective strategies is more applicable to social activities or interaction with others.

2.2.2. Concept of Reading Strategies

Reading strategies are techniques and methods readers use to make their reading successful (Block, 1986). Furthermore, Zhang and Wu (2009) says that reading strategies refer to those mental processes that reader consciously choose to use in accomplishing reading task. In addition to that, according to Graesser (2007: 6) a reading comprehension strategies is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension. It means that reading strategy is applied to help students comprehend a text better.

Since reading comprehension strategy is considered important in order to help students comprehend a text, there are several research conducted on comprehension strategy instruction. According to Osborn and Lehr (1998: 114), there have been three important waves of research on comprehension strategy instruction, which are:

1. evaluation of single comprehension strategies,
2. the development of packages of a few strategies that students could be taught to coordinate as they read, and
3. transactional strategies instruction.

According to Suparman (2007: 61-74), the comprehension strategies are classified into six major categories:

1. Prediction, guessing, and inference.

Guessing is a strategy used to comprehend the intended idea of an unfamiliar word in certain context. Wassman and Rinsky (2000:37) classify context clues that are considered useful in understanding unknown words into two types. The first type is a semantic clue that provides meaning information about the unknown word. The second type is a syntactic clue that provides grammatical information about the unknown word. The two types of clues are interdependent and together they can help you in anticipating and confirming the meaning of a word (Wassman and Rinsky. 2000: 39).

The example of guessing is “The flood was a *clamitous* event and resulted in the loss of many lives”. By recognizing the syntactic or grammatical clue, a reader can see that the word *clamitous* is an adjective-clamitous event, where the word *clamitous* modifies the noun event. By considering the semantic clue, “resulted in the loss of many lives”, the authors state, “a reader can judge that the phrase *clamitous event* has something to do with a major misfortune” (Wassman and Rinsky. 2000: 39). Knowing the contextual clues does not guarantee a reader a precise meaning, that is, one of the limitations of contextual clues, but the usefulness of contextual clues in helping a reader to determine the general meaning of a word cannot be underestimated.

Another important strategy that a reader may employ while making sense of a text is *inference*. Making an inference is relating what we know already to what we read. Making an inference is similar to the process of making sense of the text. The skills of making an inference when comprehending a text is an important role because in a text there is explicitly stated information and there is also implicitly stated input (Suparman. 2007: 62-63).

There are two possibilities of the results of drawing inferences – valid and invalid inferences. A valid inference is a conclusion based on clear evidence and logical reasoning about that evidence. Whereas, an invalid inference is defined as an assumption that is supported by inadequate evidence or arrived at through faulty logic. Proficient readers can make at least three valid inferences about the following sentence (Wassman and Rinsky. 2000: 349):

Most Americans get their political information from television and most say that they believe information obtained from television more than that in newspapers.

Roskin et al., *Political Science*

- a. Television is shaping America's political views more than newspaper.
- b. Most Americans place less value on newspaper reporting than on television news.
- c. The outcome of the next presidential election will be influenced by television reporting.

All of these valid inferences are based on the statement above. Therefore, an inferenc is formed through reasoning with what is given, but not stated directly. In the example quoted above, the authors suggest the popularity of television among

the American viewers has overwhelmed that of the newspaper, but none of the valid inferential statements above are specifically stated; rather they result from logical interpretation of the textbook statement.

Now compare the valid inference with two possible invalid inferences below:

- a. It would be cheaper for Americans to buy a daily newspaper than a television set for getting the news.
- b. The American public is illiterate and relies on television for information.

There is nothing in the statement quoted above about cost or literacy. Therefore, those inferences are invalid, because they are not consistent conceptually with what the author stated.

2. Skimming, skipping, and topic priority.

Topic prioritization refers to a strategy used by a reader in trying to make sense of the ideas contained in a text. When employing this strategy, a reader reads quickly (skim) noting only the chief points, putting an emphasis on the most important parts of the text – the ideas under discussion (Suparman. 2007: 68).

3. Repeating and note taking

Some readers frequently repeated what they are reading to make sure that they understand what the writer intends in his or her writing. Re-reading is necessary to understand difficult material and to remember additional details, but it frequently hinders the comprehension because the reader will tend to read more slowly and

tend to focus on the details rather than on the main idea (Suparman. 2007: 68). Wassman and Rinsky (2000:319) point out two alternative reasons for repeating or they call it regression, first, reader have developed the habit of repetition, and second, lack the confidence to believe that they (readers) can understand what they read the first time.

4. Translation, coinage, paraphrase, and alternative interpretation

This set of strategies consist of three strategies – translation, coinage, and paraphrase. Basically, all the three strategies have a similar nature, that is, rendering the ideas from one text into another in different languages.

Translation can be defined as rendering ideas from one language to another in a relatively verbatim manner (O'Malley and Chamot. 1999: 138). It means that translation strategy makes a reader using his or her own L1 to understand the ideas contained in a text by translating word by word.

When translating a text, the reader may pronounce the English word in an Indonesian way, in this study it is called *coinage*. For example, in Indonesian there are a lot of nouns ending in *-si* deriving from English nouns ending in *-tion*, or *-ation*, like *organisasi* 'organisation', *sensasi* 'sensation' etc. This strategy is frequently used when translating an English text into Indonesian, or in a formal speech made by a professional or politician. This strategy is, in reality, used not to comprehend the ideas contained in a difficult word, but as way out of or getting rid of an unfamiliar word (Suparman. 2007: 70).

Another strategy used when making sense of the ideas contained in a text or sentence is using a *paraphrase*. Paraphrasing can be defined as expressing the ideas contained in a text using one's own words. McWorter (1997: 109) defines paraphrasing as putting an author's thoughts in your own words. It is an important way to self-test whether a reader comprehend the ideas contained in a text or not. According to McWhorter (1997: 109), there are two skills involved in paraphrasing, that is, first, using synonyms (words that have same mean) to replace the author's words, and rearranging the other of ideas.

5. Language analysis

Analysing the construction of the language used in a text may cover a wide range of analysis starting from word analysis through sentence and intrasentence analysis. The most important aim of language analysis is to locate the key ideas and to make sense of the ideas of a difficult word in sentence (Suparman. 2007: 71).

6. Dictionary consultation, help-seeking, and self asking.

Some students may prefer to employ dictionary consultation to other techniques as one of the techniques to overcome the difficulties encountered while comprehending the ideas in the text because a dictionary provides direct access to the lexical meaning of a difficult word. But, the meaning provided by a dictionary is not always the meaning intended by a certain context. Wassman and Rinsky (2000: 35) warn readers that looking up words in a dictionary is not necessarily

the best way to learn the meaning of unfamiliar words. It means that dictionary is an important tool for vocabulary development, but it is not the only or the first, approach to obtain word meanings, because the flow of the idea may be disrupted and the process of comprehending the idea of a text may be interrupted when one stops reading to look up a word's meaning.

Another strategy is *help-seeking*. It is a reader's attempt to elicit additional information, explanation, example, rephrasing, or verification from the teacher or peer (O'Malley et al., 1999: 120). As a short cut strategy, a reader may sometimes ask to the teacher or classmates to explain about the ideas in a difficult word or phrase. This strategy is used by students to achieve or to overcome the problem encountered when they are learning.

The last strategy is *self-asking* or *self-talking*. It is a strategy that the reader uses to reduce anxiety by using mental techniques that make the reader's feel competent to do the learning task (O'Malley, et al., 1999: 126). Therefore, self-asking is different from help-seeking in that the former is much more psychologically oriented – to reduce anxiety, and it does not need an answer, whereas the latter is much more instrumentally oriented – to get the solution to a problem, and needs answer.

2.2.3. Types of Reading Text

According to school-based curriculum for junior high school at second grade, there are three types of text that must be learned by the students; descriptive, recount, and narrative text. In the first semester, they learn about descriptive and

recount text, and in second semester they continue to learn about recount and narrative text. So, the researcher's reason just chooses descriptive and recount text because she will hold the research in second semester and the text types which have been learned by students are descriptive and recount text. The text types will be explained as follows:

A. Descriptive Text

Artono Wardiman (2008:16) states that *descriptive text* is a text that describes the features of someone, something, or certain place. The goal of the text is important to describe a particular person, places, or things.

The generic structure of descriptive text:

1. *Introduction* is the part of the paragraph that introduces the character.
2. *Description* is the part of paragraph that describes character.

The example of descriptive text :

Bongo the Orangutan

There is an orangutan in Bandung Zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Its has brownish fur, and it walks with two feet. Bongo is almost big as big a human. She is mammal, that mean she gives birth to her children and breast feeds them.

(Wardiman, Artono. 2008:20)

B. Recount Text

According to Artono Wardiman (2008: 61) in Fokus in English' book, *recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

There are three generic structures of recount text :

1. *Orientation* tells who was involved, what happened, where the events, took place, and when it happened.

Example : Last night, I read an article about adolescence in a magazine.

2. *Event* (event 1 and 2) tell what happened and in what sequence:

Example : After I finished reading the article, I remembered my own adolescence; to divert my emotions, I took many extracurricular activities.

3. *Reorientation* consists of optional-closure of events/ ending.

Example : I was able to control my emotions and I to have a place where I could express my creativity in positive ways.

The example of the recount text :

Adolescence

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at the time. I felt very emotional about everything. But I tired to learn more about myself. I tired to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extracurricular activities. I took piano lessons on Monday. On Tuesday, I joined an English course. Then on Wednesday and Thursday, I had extra science and math lesson. Friday, it

was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and I to have a place where I could express my creativity in positive ways.

(Wardiman, Artono. 2008)

C. Narrative Text

Narrative text is the type of text with the purposes to amuse, entertain and to deal with actual or vicarious experiences in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Wardiman, Artono. 2008: 98).

The generic structure of narrative text:

1. *Orientation* : sets the scene and introduces the participants.
2. *Evaluation* (optional) : a step back to evaluate the participants.
3. *Complication* : a crisis arises, where the problems in the story developed.
4. *Resolution* : the crisis is resolved, for better or worse. Where the problems in the story is solved.
5. *Reorientation* (optional)

(Wardiman, Artono. 2008: 102)

The example of narrative text:

Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear

that someday he would become the biggest, strongest, and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they went thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

(Wardiman, Artono. 2008:97-98)

Concerning the types of reading text above, the researcher choose descriptive text and recount text as the focus of the research. Because, based on the curriculum, the students of the second year of junior high school at the first semester have to be able to comprehend short text in form of descriptive and recount.

2.2.4. Concept of Reading Comprehension

Reading comprehension is the students' ability to understand a written text. This understanding comes from the interaction between the words that are written and how they trigger knowledge and information outside the text. According to Mayer (2003:34) reading comprehension is a technique for improving students success in extracting useful knowledge from text. Moreover, Smith (1982:5) mentions that comprehension is not a quantity of anything and therefore cannot be measured. Comprehension can be regarded as a condition where no uncertainty exist that, therefore, results in the attempt of someone to make sense of something, in this case the content of a text. Therefore, the student's attempt to understand the text

in term of questions of what are stated in the text is able to be defined as a process of comprehension.

Palinscar and Brown (1984) have developed a technique in reading called reciprocal teaching that taught students to predict, summarize, clarify, and ask questions for sections of a text. The technique has positive outcomes. The use of strategies like summarizing after each paragraph have come to be seen as effective strategies for building students' comprehension. The idea is that students will develop stronger reading comprehension skills on their own if the teacher gives them explicit mental tools for unpacking text (Pressley. 2006).

The comprehension entails three elements (Snow. 2002:11):

1. The *reader* who is doing the comprehending

The comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowlwdge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2. The *text* that is to be comprehend

The features of text have large effect on comprehension. Comprehension does not occur by simply extracting meaning from the text. During reading, the reader construct different representation of the text that are important for comprehension.

3. The *activity* is the process in comprehending

During reading, the reader processes the text with regard to the purpose. Processing the text involves beyond decoding, higher-level, and semantic processing and monitoring.

From the explanations above, reader, text, and activity are interrelated in dynamic ways that vary across pre-reading, reading, and post-reading. It is important to differentiate between what the reader brings to reading and what the reader takes from reading. Each act of reading is potentially a micro-developmental process (Snow. 2002:12). For example, in pre-reading, the reader arrives with a host of characteristics, including cognitive, motivational, language, and non-linguistic capabilities, along with a particular level of fluency. Then, during the reading some of these reader characteristics may change. Likewise, during the post-reading, some of these same reader characteristics or another may change again. Much research related to reading comprehension has focused on the specific factors that the effect of the factor reflects a relationship among reader, text, and activity or the factor that may change from pre-reading to reading and to post-reading.

According to Nuttal (1985), there are five sort reading skills that should be mastered by the reader to comprehend the text deeply, which is as follow:

1. Determining main idea

The main idea is the most important piece of information for the reader to know about the concept of the paragraph. Determining idea is a skill to grasp and find

the main point of the passage by summarizing the passage and look for repetition of ideas or words (Kelly, R. 2004).

For example:

My Idol

My idol is Daniel Radcliffe. His full name is Daniel Jacob Radcliffe. His nick name is Dan.

He was born in Fulham, London, 23 July 1989. He is very handsome. He has dark brown hair. The color of his eyes is blue. His height is about 168 cm. He is an **intelligent** and humorous person. I admire him since his appearance in 'Harry Potter and the Sorcerer Stone'. **I** think he is a good actor.

(Adapted from: Ganesha Operation, 2012: 441-442)

From the text above, it can be determined that the main idea in Paragraph 1 is my idol, Daniel Radcliffe; and the main idea in Paragraph 2 is Daniel's characteristics.

2. Finding the specific information or part of text

It means looking for the information that relevant to the goal in mind and ignores the irrelevant.

For example from the text "My Idol" above, it can be found the specific information such as, Daniel's full name is Daniel Jacob Radcliffe; Daniel was born in Fulham, London; Daniel has dark brown hair and blue eyes; etc.

3. Finding reference

Reference is the intentional usage of one thing to show something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A cataphoric reference unit is another units which is introduced later on in the text. Meanwhile, an anaphoric reference is another unit that was introduced earlier on in the text.

For example, it can be referenced from the text “My Idol” that *his full name* means Daniel’s full name, *he* means Daniel, *I* means the writer.

4. Finding inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence or passage understand and conclude it logically.

For example, based on the text it can be inferred that Daniel has dark brown hair, has blue eyes, played in Harry Potter and the Sorcerer Stone, etc.

5. Understanding vocabulary

It means comprehending what the words mean. When vocabulary mastery improves, comprehension will be deeper.

For example it can be seem that the *intelligent* is synonymous to *smart*.

2.3. Theoretical Assumption

From the literature review above, the researcher assumes that the difficulties of students' reading comprehension can be reduced by selecting appropriate learning strategies. Learning strategies are applied by students to help them understand information and solve problems. It is important to the students to increase their reading comprehension.

2.4. Hypothesis

Based on the theories and theoretical assumption above, the hypothesis of this research is formulated as follows:

H_0 : There is no correlation between students' learning strategies and text types in students' reading comprehension.

H_1 : There is correlation between students' learning strategies and text types in students' reading comprehension.

