

## **II. LITERATURE REVIEW**

This chapter discusses the literature review that was used in this study such as concept of reading, concept of reading comprehension, concept of narrative text, learning strategies, concept of learning strategies, concept of metacognitive learning strategies, the correlation between metacognitive learning strategies and students' reading comprehension, theoretical assumptions and hypothesis.

### **2.1 Concept of Reading**

There are various definitions of reading. Smith (1978:2) states that reading is a matter of making sense of written language rather than decoding print sound. It means that reading is not simply making sounds of the text, but it is about comprehending the idea of text it self.

Smith (1978:102) states that there is no point in looking for a simple definition of 'reading'. Reading is not different from all the other common words in our language, it has multiplicity of meaning. And since the meaning of the word on any particular occasion depend largely on the context in which it occurs, we should not expect that single definition would be found....". It means that reading is not as simple as we thought.

Moreover McWhorter (1989:212) states that reading is a way of taking new ideas and identifying information to be learned. It means that when someone is reading

a text, he/she may find new things that he/she has not known yet. And he/she may also find information that can help him/her in learning something. In this case, his/her knowledge is certainly be better than before.

In addition to the concept of reading, Widdowson as quoted in Grabe (1979) stated that reading is highlighted as the process of combining textual information a reader brings to a text. In this view the reading process is not simply a matter of extracting information from the text. Rather, it is one in which the reading activates a range of knowledge in the reader's mind that he or she uses, and that, in turn may be refined and extended by the new information supplied by the text. Reading is thus viewed as a kind of interaction between the reader and text. In reading, basically there is a process of interaction between the author with his language media and the reader with his language knowledge of the world.

Moreover, Rubin (1993:1994) 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 would be no reading. Concerning the description above the researcher infers that reading comprehension is the process by which the person understands the meaning of the written language.

Reading is a process that requires thought; it needs the students' ability in understanding the meaning and the main idea of the text they are reading. Readers are trying to rebuild what the researcher means in the text by using the syntactic and semantic language system.

From the theories that have been mentioned above, it can be concluded that reading is an active process of getting meaning or information from printed or written language transferred by the researcher whereas reading comprehension is the level passage or text understanding while reading. Comprehension occurs when readers are able to understand, remember, retell, and discuss with others about what they have read. One aspect that becomes essential in students' reading is the reading technique. It has direct "link" in comprehension and strategy or technique. The researcher assumed that reading comprehension is students' competence in comprehending the specific information, word and surface meaning in texts is described by students' score with appropriate learning strategies.

## **2.2 Concept of Reading Comprehension**

There are two kinds of reading activity, namely reading aloud and silent reading. What the readers are doing in silent reading, they use their eyes and their ability to understand the meaning of the written sign, thus comprehending the text is given more emphasize in silent reading.

Someone has a purpose when she or he is reading. Usually the purpose of reading a passage is to find ideas from the reading passage. As Suparman (2005:1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get).

At the same time, Richard (1986) defines comprehension as the process by which the person understands the meaning of the written or spoken language. Moreover,

Rubin (1993:194) states that reading comprehension is a complex intellectual process involving a number of abilities.

According to these views, it is clear that reading and comprehension are regarded as one activity which cannot be separated, and each program is depending on the progress of activity of mind. In other words, reading comprehension is an activity to grasp the meaning of written materials with fully understanding.

Finocchiaro and Bonomo (1973:132) suggest that reading comprehension is the ability which depends on the accuracy and speed of grapheme perception, that is, perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy, the ability to use contextual clues and recognition of cultural allusion.

Heilman, Blair, and Rupley (1981:242) said that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Comprehension is the result of reading. Moreover, they categorize reading comprehension into three levels of comprehension:

1. Literal comprehension

Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage such as knowing the meaning of the words, recall in the details directly stated or paraphrases in the reasons' own words, understanding of grammatical clues, subject, verb, pronouns, and conjunction, and so forth.

## 2. Interpretative comprehension

Interpretative comprehension means understanding of ideas and information not explicitly stated in the passage. For example: to understand the author's tone, purpose and attitude, interfactual information, main ideas, comparisons, cause-effect relationship and also summarize the story content.

## 3. Critical comprehension

Critical comprehension is analyzing, evaluating and personally reacting to information presented in a passage. For example: personally reacting to information in a passage, indicating meaning to the reader, analyzing the quality of written symbol or information in the terms o standard.

From the explanation above, it is quite clear that comprehension is important in reading. Comprehension is the result of reading. By comprehending the meaning, we use our previous knowledge to response the written text. In comprehension, we process deeply information so that we can make a meaningful interpretation of it. In this research, the researcher focuses on the interpretative comprehension.

Here the researcher sees that in reading comprehension, it is important that the reader should be able to interpret what they read and associate with their experience, not only see and identify the symbol in front of them. This is necessary because when a reader reads a text, the communication process between the reader and the researcher has happened. The reader tries to interact with print, his/her prior knowledge combined with the visual (written) information result in his/her comprehending the text. In short, we can say that reading comprehension

is a combination of recognition intellect and emotion interrelate with prior knowledge to understand the message communicated.

### **2.3 Concept of Narrative Text**

A narrative is a story that is created in constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events. Narrative text is a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language.

The purpose of narrative text is to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative is always deals with some problems which lead to the climax and then turn into solution to the problem. (Djuharie, 2008)

#### **The examples of genres that fit the narrative text structure:**

- a) Folktale is very old traditional story from a particular place that is originally passed on to people in a spoken form, e.g., *Malin Kundang and Tangkuban Perahu Mountain*
- b) Fairy tale is an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Snow White*
- c) Fables is traditional short stories that teach moral lesson, especially one with animals as characters; these stores are consideres as one group of animal stories, e.g., *The Rabbit food summer*

- d) Myth is a story from ancient times, especially one that is told to explain about natural events or to describe the early history of place or people, e.g., *Tower of Babel*.

**The organization of narrative text:**

1. Orientation

(Refers to the characters, problem, place and time, such as: who is the character in the text, what is the problem in the text and where does it happen in the text)

2. Complication

(Denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems)

3. Resolution

(Show that the crisis is resolved. In this part, the character does the act of solving or setting the problem for better or worse one)

4. Re-orientation

(indicate the optional point. This means that a story not always uses this, and usually, it states the conclusions of the event based on the researcher point of view)

**Language Features of narrative text:**

- a. Focus on the specific participants; snow white
- b. The use of noun phrases
- c. (A little girl)
- d. The use of connectives  
(Then, meanwhile)

- e. The use of adverbial phrases of time and place  
(Once upon a time, one day)
- f. The use of simple past tense  
(she heard her uncle)
- g. The use of action verbs  
(run away)
- h. The use of saying verbs  
(Asared)
- i. The use of thinking verbs, feeling verbs, verbs of senses  
(She decided it would best, she is very tired and hungry, and she went inside and fell asleep)

Example of narrative text:

### **Snow White**

- Orientation**            Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents are died.
- Complication**            One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and thy didn't have enough money to take Snow White with them.
- Snow white didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle are having breakfast, she run away into the wood.



In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and fell asleep.

**Resolution**

Meanwhile seven dwarfs are coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow white said: "My name is Snow White". One of the dwarfs said: "If you wish. You may live here with us".

**Re-orientation**

Snow White told the whole story about her.

Then Snow White and the seven dwarfs lived happily ever after.

## 2.4 Learning Strategies

Learning strategies seem to be "tricks" of the learners how to help them remember things better or to do tasks more efficiently. Several researchers have studied what learning strategies are and why they are effective in the process. Oxford (1990) takes us to a definition which breaks the term learning strategies down to its roots--the word strategy. She informs us that this word comes from the Greek word 'strategia' which means generalship or the art of war. Strategy means the management of the troops, ships, or aircraft in a war situation. She points out a similar word tactics which are tools to achieve the success strategies.

These two words, used interchangeably mean planning, competition, conscious manipulation, and movement toward a goal. In a problem solving situation, it implies "using a plan, step or conscious action toward achievement of an

objective."Oxford continues to expand on this definition by stating that "learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations." Weinstein and Mayer in Witrock (1986) have coined one definition of learning strategies as "behaviors and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding process."

They go on stating various learning strategies that could be used with learners. Nisbet and Shucksmith (1986) define learning strategies simply as "the processes that underlie performance on thinking tasks."They go on explaining that "strategies are more than simple sequences or agglomerations of skills; they go beyond the 'strings' or routines advocated in some study manuals. They are almost always purposeful and goal-oriented, but they are perhaps not always carried out at a conscious or deliberate level. They can be lengthy or so rapid in execution that it is impossible to recapture, recall, or even be aware that one has used a strategy." They move toward a metacognitive approach to strategy use and learning.

They believe that since not all learning strategies are equal in terms of usability and ease of acquisition, there exists hierarchy of strategies which are related to metacognition, or knowledge of one's own mental processes. Masters, Mori, and Mori (1993) move toward a definition of cognitive strategies rather than the term learning strategies. They refer to a definition of cognitive strategies coined by Alley and Deshler (1979, in Masters, Mori, and Mori) as "techniques, principles,

or rules that facilitate the acquisition, manipulation, integration, storage, and retrieval of information across situations and settings."

They go on saying that "cognitive strategies are a fundamental part of the process of acquiring knowledge as well as the tool skills of reading, writing, speaking, listening, note taking, questioning, vocabulary acquisition, time management, reasoning, problem solving, and memorization. From reading through the definitions coined by researchers in the area of learning strategies, it can be stated that learning strategies, in essence, are actions taken by the learner to assist in learning more effectively.

## **2.5 The Concept of Learning Strategies**

Oxford (1990) defines language learning strategies as action taken by second and foreign language learners to control and improve their own learning. Learning strategies are keys to greater autonomy and more meaningful learning. Furthermore Oxford (1990b) says that foreign or second language learning strategies are specific actions, behaviors, steps, or techniques students use to improve their progress in apprehending, internalizing, and using the second language. It implies that language learning strategies facilitate learners to manage their learning in order to get better result, for example students watch an English film to learn about pronunciation or students create such an enjoyable situation so that they can learn better.

In addition Wenden (1987:6) states, language learning strategies refer to language learning behaviors that learners actually engage in to learn and regulate the

learning of second or foreign language. These language learning behaviors are called strategies. She also points out that learner who uses learning strategies becomes more effective learner. Therefore the use of appropriate language learning strategies often result in improved proficiency or achievement overall or specific skills area (Thompson and Rubin in Oxford 1990).

Having the knowledge about learning strategies, students can facilitate their learning, respond to their learning needs, and acquire the language better. In other word language learning strategies lead the learner to become self-directed or independent. Furthermore Oxford (1990:8) states, that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, and more effective, and more transferable to new situation.

Based on the description above, it is assumed that language learning strategies help students become more independent. It is important to be independent learners since they are not always have the teacher around to guide them. Learning strategies are also important in students learning process to make learning easier, faster, more enjoyable, more self-directed, and more effective in order to gain greater confidence, involvement, and proficiency.

## **2.6 Concept of Metacognitive Learning Strategies**

According to Oxford (1990) there are two major kinds of learning strategies:

“Direct and indirect strategies. These two strategies are subdivided into total six groups (memory, cognitive, and comprehension under the direct strategies include metacognitive, affective and social under the indirect strategies). Metacognitive

means beyond, beside or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices , and which provide a way for learners to coordinate their own learning process.”

Direct strategies require some kind of direct mental activity. These include the way to remember effectively, activate cognitive process, and compensate for missing knowledge. Oxford described the strategies as “*a performer*” in stage play, working with the language itself in a variety of specific task and situation. While indirect strategies are means by which learners indirectly manage or control their own learning process. These strategies involve learners effort to organize and evaluate their own learning, to manage their emotion, and to learn from others. Indirect strategies can be linked to “*the director*” of the play which serve a host of functions.

We can see that metacognitive learning strategies are a part of indirect learning strategies which enable students to create and to be responsible for their own language learning. In addition metacognitive learning strategies refer to knowledge above cognition or executive control of self-management through such processes as planning, monitoring, and evaluating (Wenden and Rubin 1990). They are used to oversee regulate or self-directed language learning.

Metacognitive, as Nisbet and Shucksmith (1986:23) say, is applicable to a variety of learning tasks. Among the process that included as metacognitive strategies for received or productive language tasks are:

1. Selected attention for special aspects of 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.

Based on Oxford, Wenden and Rubin, it is assumed that metacognitive strategies give possibilities for students to manage their own learning process through planning, monitoring, and evaluating. The complete strategies classified under metacognitive learning strategies can be seen in the following figure:

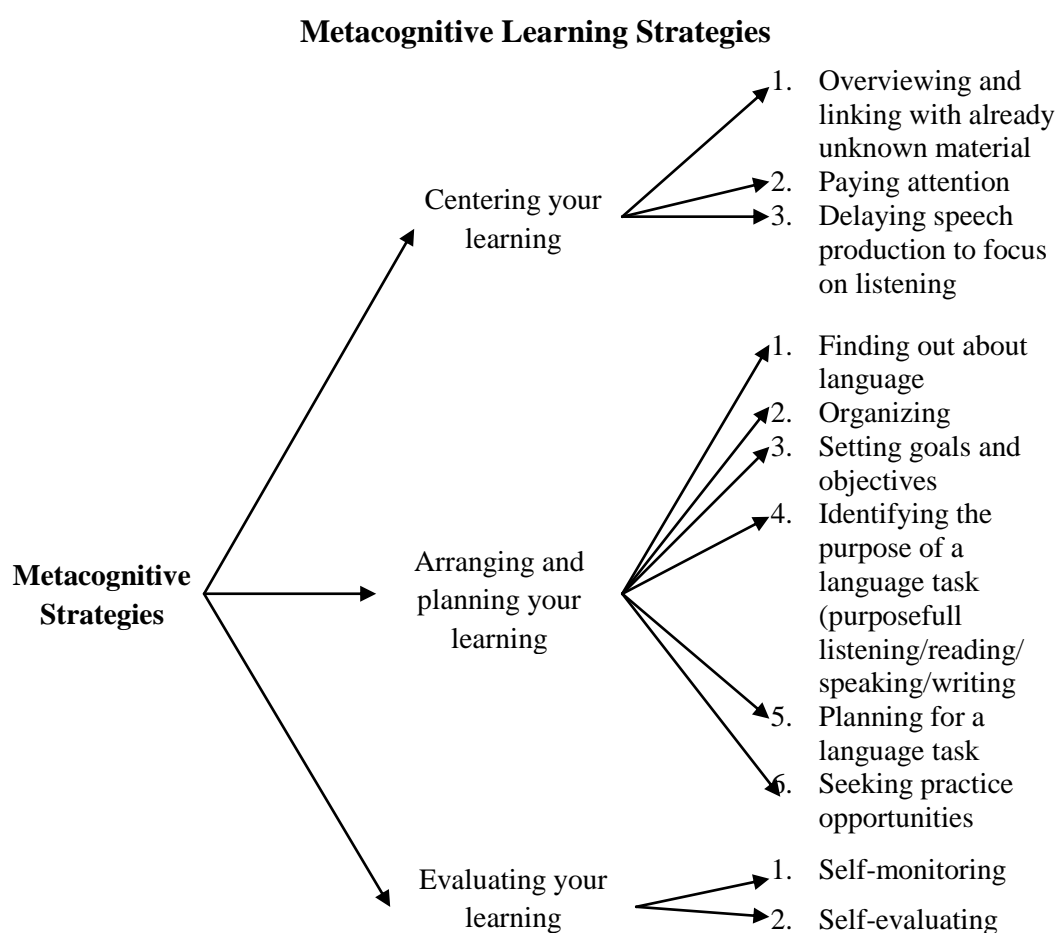


Figure : Flowchart of Metacognitive Learning Strategies (Oxford:1990)

## Figure

As it can be seen in figure having the knowledge about metacognitive learning strategies student have their own authority to conduct their learning process. Vaidya (2000) states that metacognitive refer to an individual's self-knowledge about their cognition and the ability to influence one's own cognition. The goal of this strategy teaches students how to become purposeful, effective, and independent learners. Students with metacognitive learning strategies can make plan for their studies. Students without metacognitive approaches are essentially learners without directions and abilities to review their accomplishment, progress, and future learning directions (Wenden and Rubin 1987:25)

In addition, O'Malley and Chamot (1990) define metacognitive learning strategies as higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity. Here are some strategies classified under metacognitive according to O'Malley and Chamot:

- Advance organisers: Planning the learning activity in advance.  
*"You review before you go into class"*
- Directed attention: deciding to concentrate on general aspects of a learning task.
- Selective attention: deciding to pay attention to specific parts of the language input or the situation that wil help the learners.  
*"I sit in the front of the class so I can see the teacher"*
- Advance preparation: planning the linguistic components for a forthcoming language task.

- Self-monitoring: checking one's performance as one speaks.

*"Sometimes I realize I've said it wrong"*

- Delayed production: deliberately postponing speaking that one may learn by listening.

*"I talk when I have to, but I keep it short and hope I'll be understood"*

- Self evaluation: checking how well one's is doing against one's own standards.
- Self-reinforcement: giving oneself rewards for success

All of the strategies explained above are very important for learners to gain their attention and energy on focusing to certain language ask, activities skills, or materials in their language learning process. Students who apply these strategies have chances to organize and plan their learning in order to get the best. Therefore, it is really necessary for learners to have knowledge about metacognitive learning strategies and of course to also apply this strategies in their language learning, so they can optimize and achieve their learning goals.

## **2.7 The Correlation Between Metacognitive Learning Strategies and Students' Reading Comprehension**

Metacognitive strategies are memorable plans of action that help people to think about and understand cognition, or the thinking processes. Whether you are a student, teacher or person with a love of learning, you can use these strategies to further develop your reading performance as well as increase the ability to remember what you have read. With practice, these skills can become a natural



part of your learning process and help you to gain a deeper understanding of anything you study.

Oxford (1990) believes that metacognitive learning strategies affect students' achievement in learning specially in reading. As she states, metacognitive (beyond the cognitive) help learners to regulate their own cognition and to focus, planning, and evaluate their progress as they move toward communicative competence. Communicative competence is one of the goals that students want to achieve in their language learning.

Furthermore, Oxford states other metacognitive learning strategies such as paying attention, overviewing with already unknown material, organizing, setting goals and objectives, considering the purpose, and planning for language task, help learners to arrange and plan their reading comprehension in efficient and effective way.

Considering with Oxford statement we can say that there is a correlation between metacognitive learning strategies and students' achievement in reading comprehension. Students have greater abilities in learning, they plan their learning, monitoring their progress, and review their accomplishments and future learning directions.

## **2.8 Theoretical Assumption**

Referring to what had been discussed, it is assumed that learning strategies are important factors that can influence student's success in mastering reading comprehension and also have the positive effect of use learning strategies. By

practicing and applying metacognitive strategies, students become good readers, capable of handling any text across a curriculum.

Because metacognitive strategies appear obvious, some teachers might believe that students in intermediate grades begin the school year cognizant of these strategies and experienced in using them. The truth is, most students are unaware of the metacognitive process. Yet only through “thinking about thinking” and using metacognitive strategies do students truly learn. When the students used metacognitive learning strategies more frequent it means that the students comprehend the reading text better. And also when the students use each of metacognitive learning strategies such as; centering, arranging, planning and evaluating in their learning more frequent, it means that the students comprehend the reading text better.

Thus, the researcher investigated the significant correlation between metacognitive learning strategies and students’ reading comprehension in SMAN 7 Bandar Lampung.

## **2.9 Hypothesis**

Based on the frame of theory and the main theoretical assumption mentioned above, the researcher would like to formulate the hypothesis is “There is a significant correlation between metacognitive learning strategies and students’ reading comprehension at the first grade of SMAN 7 Bandar Lampung”.