

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In the previous chapter, it is mentioned that the aims of this study is to find out the learning strategy in extensive reading subject. Therefore, in this chapter the researcher describes some related theories on reading and learning strategy. In this sub-chapter, there are some relevant theories that are presented. They are definition of reading, types of reading, and the process of reading, technique in reading, the purpose of reading, definition of learning strategy, classification of learning strategy, and learning strategy in reading skill. The discussion of each part is presented below.

#### **2.1 Reading**

##### **2.1.1 Definition of Reading**

Reading is an activity to get information, or an idea of what text the author intends on the message on the printed page. It means a process to understand what we read. Zimelman as cited in Farris (2004: 324) states that reading means getting meaning from prints. Reading is not phonics, vocabulary, syllables, or other "skills", which are useful like this activity. The essence of reading is a transaction between the words of an author and the mind of a reader, where meaning is built. This means that the main purpose of reading must be understood: above all, we want the reader to understand what's on the page.

Reading is an activity where the reader responds and understands the text being read related to their previous knowledge (Spratt, Pulverness, and William; 2005: 21). This activity is carried out by readers because they want to get information and knowledge from the text. In the process of getting information and knowledge, readers try to connect what they read in written language to what they already know about text. Understanding the text is done by understanding the meaning of words, sentences, and even texts.

Reading can be a means to consolidate and expand one's knowledge of the language. By doing so, the reader can take any information and pleasure about the subject of language. This activity also provides several benefits for readers. One advantage is that students can improve their knowledge by reading texts without the help of teachers because they can interpret it themselves (Rivers, 1981: 260).

From the definition above reading can be defined is an activity to get information expand and understand the contents, words, and sentence of the text from the author.

### 2.1.2 Types of Reading

Kozak (2011:7) argued reading is a skill that allows us to get a message, recognizing written words (written symbols), getting (understanding) their meaning, being used to teach pronunciation, and taking information from text.

Types of reading stated by Kozak are:

- a. Skimming reading is reading to confirm hope; read for communicative tasks. Skimming is the most basic type of reading. The aim is to familiarize you as quickly as possible with the material to be read.
- b. Scanning or General reading is a reading to explore specific information; reading for general understanding. Scanning is a skill that requires you to read quickly when searching for certain information. To scan the reading text, you must start at the top of the page and then move your eyes quickly down. In general, scanning is a useful technique when you are looking for answers to known questions.
- c. Close reading or searching for reading is reading, for complete understanding; reading for detailed understanding (information; functions and discourses). Close reading is the most important skill you need for all forms of literary study. This means paying special attention to what is printed on the page. Close reading means not only reading and understanding the meaning of self-printed words, but also involves making yourself sensitive to all language nuances and connotations such as those used by skilled writers.

The different of reading types are explained as Gilakjani (2016:230) stated bellow:

a. Extensive Reading

According Hedge (2003) as cited in Gilakjani (2016:231), stressed that because extensive reading assists in expanding learners' reading skill, it should be incorporated into the EFL/ESL programs provided that the chosen texts are valid and classified. In addition, extensive reading helps learners to gain their independency through reading either in class or at home.

b. Intensive Reading

According to Waring (1997), intensive reading is very important for learning vocabulary and understanding how text is formed. Stahl (2003) as cited in Gilakjani (2016:231), found that there is relationship between intensive reading activities and language proficiency.

In conclusion, based on the explanation above, there are some types in reading among them; skimming, scanning, close reading, extensive reading, and intensive reading, who have speed reading but readers can understand, get information and knowledge in complete and detailed.

### 2.1.3 Reading Process

According to Ngabut (2015:25), Gilakjani (2016: 231) reading process is divided into three: bottom-up model, top-down model, and interactive model.

#### a. The Bottom-up Model

Carrell (1989) said that the main focus is this model is a smaller unit of text such as letters, words, phrases, and sentences. Reader read all words in phrases, or sentences before understanding it. This model start by decoding the smallest linguistic units, especially phonemes, graphemes, and words and then make the meaning from the smallest to the largest unit. The reader uses it background knowledge for information they find in the text. There are several difficulties in this model. One of the weaknesses is that the reader succeeds in reading when he declared a linguistic unit and understood the relationship between words. The reader is unable to remember the meaning of each word. Another the difficulty is that it's impossible to connect one word to another.

#### b. The Top-down Model

Goodman (1967) argued reading as a "Psycholinguistic guessing game" where readers apply their previous knowledge to relate with text and to link this to new information found in the text to understand it. Readers do not read every word from a text but they focus on identifying the next words. They try to guess the meaning of a word or phrase. The reader starts estimating from the title reading texts that allow them to limit the scope of their reading. Then they assume the message that the author wants to transfer and change their hypothesis based on what they read in the text.

c. The Interactive Model

According to Stanovich (1980) this the model is based on information from various sources such as orthography, lexical, syntax, semantic knowledge, and schema. While the reader reads, the decoding process supports one another. If they do not understand the text, they must apply their knowledge beforehand help them. Readers who rely on top-down models use signs and textual text meaning but they must make up for deficiencies such as weaknesses in the identification of words and lack of effective bottom-up processing. This model produces the most effective processing text. The teacher must find reading instructions in accordance with this model to increase L2 readers' skills. The method of mutual teaching is reading instruction that is based on interactive model. This involves four main reading strategies.

Based on the statement above, it can be concluded the process of reading divided into three that is bottom up model, top down model, and interactive mode. Students can apply the reading process according to their respective needs to understand reading.

#### **2.1.4 Reading Technique**

Depending on Grellet (1990) as cited in Fahriani (2014), reading techniques include, skimming, scanning, intensive and extensive reading.

- 1) Skimming is a special reading technique that is needed for fast and efficient reading. Therefore, skimming is an activity that requires an overall view of

the text and implies definite reading competence. Skimming involves reading very quickly to recognize the main ideas and supporting details.

- 2) Scanning is a quick reading that aims to find certain information such as numbers or answers to questions. When scanning, we only try to find specific information and often we don't even follow the linearity of parts to do it. We let our eyes wonder in the text until we find what we are looking for, whether it's name, data, or less specific information. Scanning only means taking what information is relevant to our goals.
- 3) Intensive reading requires the reader to get information that is specific to reading short texts. Intensive reading usually uses certain text methods under the guidance of the teacher, or students are given assignments that require them to understand the text.
- 4) Extensive reading is needed to enable reading outside the classroom. Nuttall (1985) as cited in Fahriany (2014) also stated that extensive reading is an out of school work Extensive reading is reading a longer text, usually for one's own pleasure. This is a smooth activity, especially one involving global understanding.

From the explanation above technique in reading is divided into four skimming, scanning, intensive and extensive.

### 2.1.5 The Purpose of Reading

Rivers and Temperly in Nunan ( 1999: 251) stated there are seven main purposes for reading, they are:

- 1) To get information for a particular purpose or because people want to know about a topic;
- 2) To gain instructions on how to do some tasks for our work or everyday life (e.g knowing how a tool works);
- 3) To act in a play , play a game do a puzzle;
- 4) To stay in touch with friends through correspondence or to understand business letters;
- 5) To know when or where something will happen or what is available;
- 6) To find out what is happening or has happened (as reported in newspapers, magazines, reports);
- 7) For pleasure or excitement.

From the statement above, the purpose of reading is to getting information and reading for getting pleasure. In addition to, there are specific purpose of reading, reading for search simple information, reading to learn from the text, reading to integrate information, and reading for general comprehension.



## **2.2 Learning strategy**

### **2.2.1 Definition of Learning Strategy**

In the world of education learning strategy has an important role for students, learning strategy is a series of activities to achieve goals in the learning process. Learning strategies have benefits and uses to make students learn more easily and effectively.

The general definition of a learning strategy is specific actions taken by students to make learning easier, faster, more enjoyable, more independent, more effective and more transferable to new situations. Oxford (1990: 8). And then Weinstein and Mayer (1986: 1) as quoted in Wegner, (2013: 138) understand learning strategies as internal and external actions that influence motivation, student attention, and the selection and processing of information. Mandl and Friedrich as cited in Wegner, (2013: 138) define that learning strategies are target processes that are first applied intentionally and then automatically automated.

Furthermore, As Wenden (1987:8) as cited in Lee (2010:134) said “Learning strategies are the various operations that learners use in order to make sense of their learning”. Also, Williams & Burden (1997) indicated that when students are involved in a learning task, they have several resources which they use in different ways to finish or solve the task, so this can be termed process of learning strategy.

Based on the explanation above, it can be concluded that the learning strategy is a learning leaf to help the learning in the learning process, so the learning process

becoming easier, effective and fun. The use of learning strategy can help student storage and use of information related which is being learned.

### 2.2.2 Types of Learning Strategies

According to Oxford (1990: 16) mentioned the classification of language learning strategies:

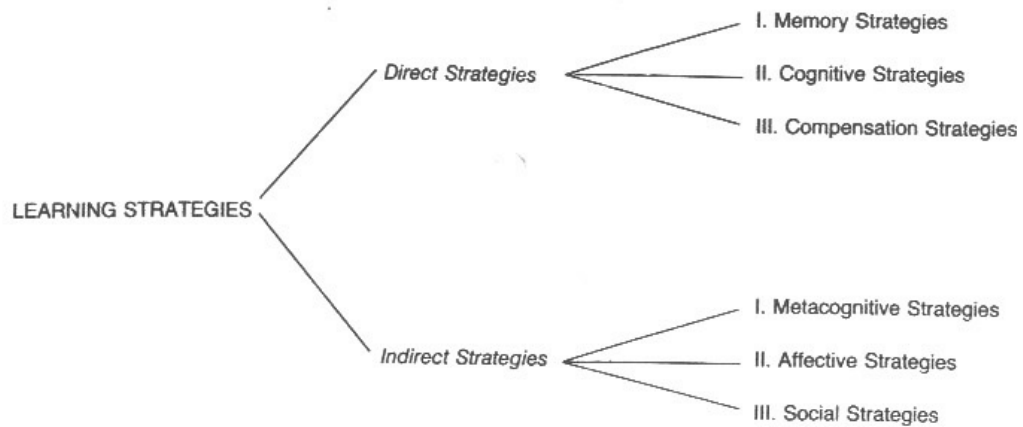


Figure 2.1 the Strategy System Overview. (Source Oxford:1990:16)

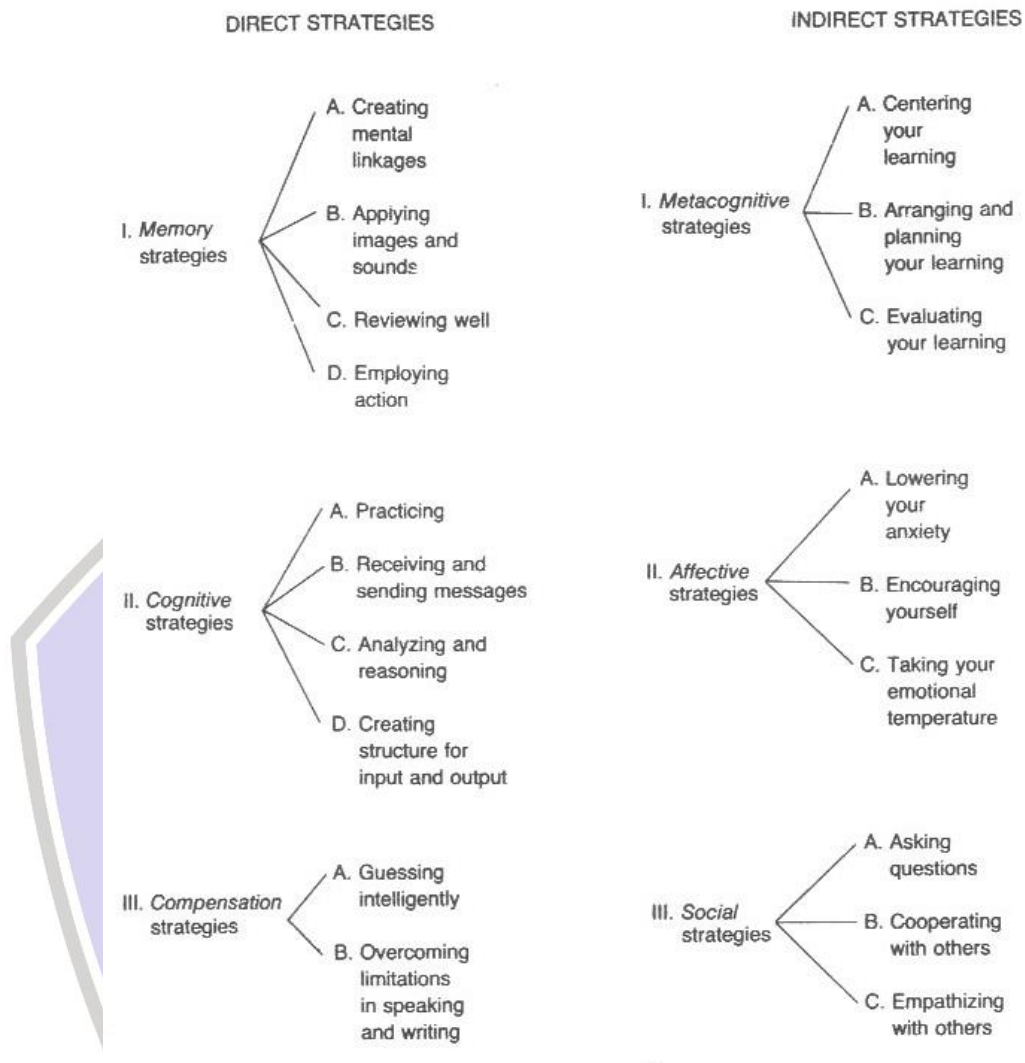


Figure 2.2 the Strategy System displays two classes, six groups, and 19 sets.

(Source Oxford 1990:17)

From the diagram above, it can be explained as follows:

## 1. Direct strategies

From the statement Oxford (1990:37) states Language learning strategies that directly involve the target language are called direct strategies. As shown in the diagram direct strategies consist of Memory Strategies, Cognitive Strategies, and Compensation Strategies:

a. Memory Strategies is used by learner by utilizing the knowledge and learning experience before. This learning strategy involves many memories and learning process use memory. There are four sets in memory strategies include Creating Mental Image, Applying Images and Sounds, Reviewing well, and Employing action.

Oxford (1990:37) said that “Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information. Cognitive strategies, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. Compensation strategies, like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge”.

a). In creating mental linking set consist three strategies that form the cornerstone for the rest of the memory strategies: grouping, associating/elaborating, and using context.

b). In applying images and sounds consist four strategies: using imagery, using keyword, semantic mapping, and representing sounds in memory. These all concern remembering by means of visual images or sounds.

c). Meanwhile, reviewing well only have one strategy, namely structured reviewing. Looking at new target language information once is not enough; it should be reviewed in order to be remembered.

d).The last set is employing action, in this set have two strategies: using physical response or sensation and using mechanical tricks, both involve some kind of meaningful action. These strategies will attract to learners who enjoy the kinesthetic or tactile modes of learning.

b. Cognitive Strategies is the popular strategy among the students. With this strategy students can learn with variety, ranging for repeating to analyzing to expression. Cognitive strategy consists of practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output.

a) Practicing set consist five strategies, they are: repeating, formally practicing with sounds and writing system, recognizing and using formulas and patterns, recombining, practicing naturalistically.

b) Receiving and sending messages divide two strategies: getting idea quickly, and using resources for receiving and sending messages. The former uses two specific methods for extracting ideas, while the latter involves using a variety of sources for understanding or creating meaning.

c) Analyzing and reasoning set have five strategies involve logical analysis and reasoning as applied to various target language skills. Such as, reasoning deductively, analyzing expressions, analyzing contrastively, translating, and transferring. Mostly, learners be able to use these strategies to comprehend the meaning of a new expression or to create a new expression.

d) Creating structure for input and output fall into three strategies: taking notes, summarizing, and highlighting. These strategies are ways to create structure, which is necessary for both comprehension and creation in the new language.

c. Compensation Strategies are used by students who have a high level. This learning strategy is usually used to handle some difficulties in learning language. There are two aspects in the compensation strategy that are Guessing intelligently and Overcoming in speaking and writing.

a) Guessing intelligently

The two strategies which contribute to guessing intelligently refer to two different kinds of clues: using linguistic clues and using other clues (nonlinguistic).

b) Overcoming limitations in speaking and writing

For overcoming limitations in speaking and writing, students use eight strategies: switching to the mother tongue, getting help, using mime or gesture, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and using a circumlocution or synonym. Some of these strategies are dedicated solely to speaking, but some can be used for writing, as well.

## 2. Indirect Strategies

According to Oxford (1990:135) indirect strategies consist of three aspects: Metacognitive strategies, Affective strategies, and Social strategies.

a. Metacognitive Strategy is all learner behavior related to the techniques or the way the student uses to face and organize learning materials. In the metacognitive strategy, there are three aspects that support, namely Centering your learning, Arranging and Planning your learning, and Evaluating your learning. "Metacognitive strategies allow learners to control their own cognition- that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating.

### a) Centering your learning

This set is divided into three strategies: overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening. These strategies assist learners to converge their attention and energies on certain language tasks, activities, skills, or materials.

### b) Arranging and planning your learning

Arranging and planning your learning have six strategies: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities. All of them help learners to arrange and plan so as to get the most out of language learning.

c) Evaluating your learning

This set consist two strategies: self-monitoring and self evaluating, both of them aiding learning in checking their language performance. One strategy involves noticing and learning from errors, while the other concerns evaluating overall progress.

b. Affective Strategy is defined as all the attitude and behavior of learner in the face and conducting learning activities. Three aspects that exist in affective strategies such us Lowering your anxiety, Encouraging yourself, and Taking your emotional temperature.

a) Lowering your anxiety

Three anxiety reducing strategies are: using progressive relaxation, deep breathing, or meditation, using music, and using laughter. All of strategies have physical component and mental component.

b) Encouraging yourself

In this set also has three strategies that often forgotten by language learners, they are: making positive statements, taking risk wisely, and rewarding yourself.

c) Taking your emotional temperature

This set consist four strategies that help learners to assess their feelings, motivations, and attitudes and, in many case, to relate them to language tasks, they are: listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else.



c. Social Strategies means is all the behavior the learner related to cooperation in a group in achieving learning objectives. This strategy has three aspects consist of Asking question, Cooperating with others, and Empathizing with others.

a) Asking question

This set has two strategies that involve asking someone, possibly a teacher or native speaker or even a more proficient fellow learners. The strategies are: asking for clarification or verification and asking for correction.

b) Cooperating with others

The set consists two strategies that involves interacting with one or more people to develop language skills. The strategies are: cooperating peers and cooperating with proficient users of the new language.

c) Empathizing with others

Empathizing set also has two strategies: developing cultural understanding and becoming aware of others' thoughts feeling. This set can be developed more easily when language learners use those strategies.

In conclusion learning strategy divided two type direct strategies and indirect strategies. There are three classification in direct strategy; memory, cognitive and compensation, while indirect strategy; metacognitive, affective and social, but two types strategies divided into six classification have links and support each other.

### 2.2.3 Applying Learning Strategies in Reading Skill

There are two types learning strategy applying in reading skill that is direct strategy and indirect strategy. Oxford (1990) mentions the direct strategies and indirect strategies can be applied in reading skill.

#### 2.2.3.1 Applying Direct Strategy in Reading Skill

Direct strategies consists three classifications strategies; memory, cognitive, and compensation.

a. Memory strategies has two key functions storage and retrieval of new information, helps learner in memory the important thing they hear or read in new language, thus enlarging their knowledge base (Oxford 1990:58). There are four sets in memory strategy consist creating mental linkages, applying images and sounds, reviewing well, and employing action. The strategy can be applied in reading skill are grouping, associating and elaborating, placing new words into context, using imagery, semantic mapping, and using key words.

##### a) Grouping

Grouping involves classifying what is read in meaningful groups that reducing the number unrelated elements.

##### b) Associating and elaborating

Associating and elaborating helps learner to strengthen comprehension, as well as making material easier to remember.

c) Placing new words into context

Placing new words into context as a way to remember have been read into meaningful context.

d) Using imagery

Using imagery a way to remember what has been read in the new language is to create to mental image.

e) Semantic mapping

Semantic mapping valuable to improving both memory and comprehension of new expressions. It can be used for prereading activities to help learner understand and remember vocabulary that will be read.

f) Using key words

Using key words combine sound and image so that learner can more easily remember what they read in new language.

b. Cognitive strategies Cognitive Strategies is the popular strategy among the students. With this strategy students can learn with variety, ranging for repeating to analyzing to expression, has four sets that is practicing, receiving and sending images, analyzing and reasoning, and last creating structure for input and output. Cognitive strategy can be applied in reading skill are repeating, Getting idea quickly, translating, transferring, taking notes, and summarizing.

a) Repeating

Repeating can be used innovative ways, is actually essential for all four language skill and virtually always includes some degree of meaningful understanding.

b) Getting idea quickly

Getting idea quickly helps learner home on in exactly what they need to understand and to allow them to disregard the rest use it as background only.

c) Translating

Translating can be helpful strategy early in language learning. It allows learner to use their own language as the basic for understanding what they read in the new language.

d) Transferring

Transferring means directly applying previous knowledge to facilitate new knowledge in the target language.

e) Taking notes

Taking notes this is very important strategy in reading. The focus of taking notes should be on understanding.

f) Summarizing

At the early stage in language learning can be as a simple as just giving a title to what has been read; the title functions as a kind of summary of the passage.

g) Analyzing expressions

Determining the new expressions by breaking down into parts, using a meaning a various parts, to understand the meaning of the whole expression.

c. Compensation strategies help learners to overcome knowledge limitations in four skills. The strategy can be applied in reading skill are guessing intelligently consist using linguistics clues, and using other clues.

a) Using linguistics clues

Previously gained in the target language, or some other language can provided linguistics clues to the meaning what is read for guessing meaning.

b) Using other clues

In addition to clues coming purely from other sources. Some clues are related to language but go beyond (such as from address which imply social relationships) and others come from a variety of other sources with are not related to language.

### **2.2.3.2 Applying Indirect Strategy in Reading Skill.**

a. Metacognitive strategies are useful to develop the language skill (Oxford 1990:152). There are three sets in metacognitive strategy are centering your learning, arranging and planning your learning, and evaluating your learning. Metacognitive Strategy can be applied in reading skills are overviewing and linking with already known material, paying attention, organizing, setting goals and objectives, identifying the purpose of language task, planning for a language task, and self evaluating and self monitoring.

a) Overviewing and linking with already known material

Overviewing and linking with already known material involves previewing the basics principles and material for an upcoming language activity, and linking these with what learners already know.

b) Paying attention

Paying attention involves two models direct attention and selective attention.

c) Organizing

Organizing includes a variety of tools, such as creating the best possible, physical environment, scheduling well and keeping language learning notebook.

d) Setting goals and objectives

Goals and objectives are expression students aims for language learning.

e) Identifying the purpose of language task

The strategy considering the purpose is an importance one, because knowing the purpose to doing something enable to learner channel their energy in the right direction.

f) Planning for a language task

Planning for a language task involves identifying the general nature of the task and the need for further aids.

g) Seeking for opportunities

Seeking out or creating opportunities to practice the new language in situations.

h) Self monitoring and evaluating

Help learner checking their performance and concerns evaluating overall progress

b. Affective strategies is defined as all the attitude and behavior of learner in the face and conducting learning activities, consist of lowering your anxiety, encouraging yourself and taking your emotional temperature. All of sets in affective strategy can be applied in reading skill.

c. Social strategies are helpful and indeed essential in four language skill (Oxford, 1990:168). There are three sets in social strategies are asking questions, cooperating with others, and empathizing with others. Social strategy can be applied in reading skill such us asking for verification, and developing culture understanding.

a) Asking for verification

Reading in a new language is also use the strategy asking for clarification. Usually they ask someone more proficient in the target language, although students in proficient level can often provide clarifying information.

b) Developing culture understanding

Background of knowledge of the new culture often helps learner understand better what is he read in the new language.

In conclusion all of them can make it easier students to get information and understand a text, and support to any language learning effort in reading skill.