

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

In this study, the researcher explores information from previous research studies as comparison material, both regarding existing deficiencies or advantages and to obtain pre-existing information about theories related to the titles used to obtain the basis of scientific theories.

Ozek and Civelek (2006) conducted research entitled “A Study on the Use of Cognitive Reading Strategies by ELT Students” which aims to find out which cognitive reading strategies students use in their academic learning and also what cognitive reading strategies should be developed by students in order to continue their academic studies successfully and get the most out of the texts they read. The subjects of this study were first and fourth year students at the ELT department at Dicle University. The researcher used two ways to obtain data; the first was a questionnaire containing 25 numbers which were distributed to 185 students and were analyzed quantitatively. It showed that there were some significant differences in the use of effective cognitive reading strategies correlated with gender, age, and reading ability of students, school resources, and duration in learning English. Second, the think-aloud protocol was conducted with 23 students and were analyzed qualitatively. It revealed that students only used one strategy in the pre-reading phase and that was relating the title to the text content. As for the while reading phase, the most frequently used strategies are: using the dictionary parsimoniously, guessing the meaning of a word from the context, skipping some unknown words, thinking-aloud during reading, and assimilating the text with

the background knowledge. However, in the post-reading phase no strategies were found to be used by the participants.

Zaree (2007) conducted a study entitled “The Relationship between Cognitive and Meta-cognitive Strategy use and EFL Reading Achievement”. This study examines the relationship between the use of cognitive and meta-cognitive strategies and EFL reading achievement. Data were collected from thirty randomly selected EFL students including six male and twenty four female who were further classified as very successful, moderately successful, and unsuccessful who studying English Language and Literature at Kashan University, Iran. The data obtained from the achievement of reading comprehension scores and a questionnaire containing 25 items using a five-point Likert scale on cognitive and meta-cognitive strategies. Retrospective interview transcripts from 4 highly successful test takers and 4 failed test takers were also used to explain the quantitative analysis. The researcher used SPSS version 13 to calculate descriptive statistics, MANOVA (Multivariate Analysis Of Variance) and Pearson's product moment correlation. The result of this study is that there is a significant relationship between meta-cognitive strategies and reading achievement, while for cognitive strategies and reading achievement the correlation is insignificant. MANOVA also shows that students who use meta-cognitive strategies more often are students at a higher level of reading ability than less successful readers.

Next previous study was conducted by Sari (2014) who carried out a study entitled “Students’ Cognitive Reading Strategies and Their Reading Comprehension”. This study describes the use of cognitive strategies which are part of the language learning strategies used by high school students in their reading activities. The focus of this research was to explore the

cognitive reading strategies that students use. In this mixed methods research; Explanatory qualitative research and correlation, there were 39 second grade students of SMA in Bandung participated, they were asked to fill out questionnaires, do reading comprehension tests, and interviews. The results showed that students used cognitive strategies in reading comprehension. Data obtained through questionnaires and confirmed by interviews indicated that students used cognitive strategies at a moderate level of frequency. Then, the category that was used the most by students was receiving messages and the category that was used the least was structures for input and output category. Furthermore, from the interview, most of the cognitive strategies are useful strategies for understanding written texts. By using cognitive strategies, students think that they understand the text better than students who do not use them. The results of the correlation test between students' cognitive reading strategies and their reading comprehension showed that there was a significant positive correlation. This shows that students who use various cognitive reading strategies tend to have good reading comprehension.

Then, Asmara (2017) conducted an analysis entitled “An Analysis of Cognitive Reading Strategies Used in Reading Comprehension”. The purpose of this study was to identify cognitive reading strategies that are often used to improve reading comprehension by first graders at SMA Rancaekek. Descriptive qualitative procedures were used in this study to identify students' cognitive reading strategies. Data were obtained from a “self-report questionnaire” distributed to 30 students in which they were asked to provide responses on what strategies they used while reading. An instrument adapted from the Cognitive Reading Strategy format was used to analyze the data. The results of this study found that almost half of students often use 8 strategies, including: 1) Having the picture of the events in the text in

mind, 2) Reading every word, 3) Reading without looking at the title to find out what the text might be about, 4) Guessing the meaning of a word from the context, 5) Reading without writing anything, just keep it in mind, 6) Looking up every unknown word in the dictionary, 7) Reading the title and imagining what the text might be about, and 8) Using dictionary for the important words. It can be concluded that students should be informed about cognitive reading strategies to help them understand the text.

The next, Wahyono (2019) conducted a study entitled “Correlation between Students’ Cognitive Reading Strategies and Reading Comprehension”. This research used quantitative method which aimed to describe students' responses to cognitive reading strategies and their reading comprehension scores, as well as to find out the correlation between cognitive reading strategies and their reading comprehension. The researcher used the IELTS reading test which was used to get the students' reading comprehension scores and questionnaires to get responses about cognitive reading strategies as a research instrument which was distributed to the fourth semester students of English education majors which consists of 40 students and the data were analyzed quantitatively using product moment correlation. The results of this study are cognitive reading strategies are significantly related to students' reading comprehension and most students usually use four cognitive reading strategies, which are: 1) Skimming the text quickly to get the gist, 2) Guessing the meaning of a word from the context, 3) Taking notes on the important points of the text, and 4) Relating the text to background knowledge about the topic to remember important information.

From several studies that have been carried out above, it was found that there was a significant correlation between cognitive reading strategies and students' reading achievement

or reading comprehension, but there was found that the correlation between cognitive reading strategies and reading achievement was insignificant. It can also be concluded that students use some cognitive reading strategies in reading a text. Although cognitive reading strategies have been conducted and mentioned in several theories and studies by other researchers, this research were carried out in a different aspect, which were analyzing data from different places using different reading tests and questionnaires.

2.2 Theoretical Framework

2.2.1 Concept of Reading

Reading is one of the four language skills in English. According to Brown (2004), reading is a process of negotiating meaning to the texts for understanding. In the case, reading is a way or process to gain information from a text. Patel and Jain (2008), reading is certainly an important activity for expanding knowledge of a language. By reading, students can get knowledge and information that might be useful for them, but it is not easy to be good reader, moreover if the English text is complicated. The students need more understanding about the main ideas of the reading text.

Reading is an activity with a purpose. According to (Sheeba and Ahmad, 2018), the purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. In brief, reading activity is activity which aims to achieve main information.

Grabe (2002) stated that there are seven of purpose for reading such as: 1) Reading to search for simple information (typically scan the text for a specific piece of information or specific word), 2) Reading to skim quickly (guessing where important information might be in the text), 3) Reading to learn from texts (person needs to learn a considerable amount of information from text), 4) Reading to integrate information (require critical evaluation of the information being read so that the reader can decide what information to integrate), 5) Reading to write (or search for information needed for writing), 6) Reading to critique texts, and 7) Reading for general comprehension

Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspond to one's spoken language. Comprehension is the process of making sense of word, sentence and connected text. It is appropriate with McNamara (2007:28) who states that comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately, the construction of a coherent representation or picture in the reader's mind of what the text is about.

Reading comprehension is a complex cognitive ability that provides the ability to combine textual information with the reader's background knowledge and produce interpretations of mental representations (Meneghetti, Carretti, & De Beni, 2006). Reading comprehension requires many skills, such as vocabulary knowledge, background knowledge, grammar knowledge, metacognitive awareness, syntactic knowledge, and reading strategies (Grabe, 2009; Koda, 2007). Grabe (2009) also states that reading comprehension involves the ability to recognize words quickly and efficiently, to develop and use a very large recognition vocabulary, to process sentences to build understanding, and to involve various strategic

processes and underlying cognitive skills. Klinger (2007) points out that reading comprehension is a multicomponent and very complex process that engages many interactions between the reader and what is brought to the text (pre-knowledge, use of strategies) and also related to the text itself (interest in text, understanding of the type of text).

In reading comprehension there are several aspects of reading comprehension that should be mastered by readers to comprehend the text. According to King and Stanley (1989) in Juita *et al* (2014) pointed out some aspects of reading comprehension. These aspects are:

a. Finding the Main Idea

Main idea is important information that tells more about overall idea of a paragraph or section of a text. Every reading passage has a key concept or main idea the main idea. The main idea is the most important piece of information which the author wants the readers know about the concept of passage.

b. Finding Factual information (Supporting Detail)

Supporting detail from the text can be used as the way for the readers to find the main idea. Supporting details a piece of information in the passage that explains about the main idea. Generally, supporting detail tell who, where, what, why and how that can be found in the content materials.

c. Identifying Reference

Reference in reading comprehension is the use of demonstrative pronoun in reading passage. The demonstrative pronoun can be like the use of: it, she, he, her, these, etc. The use of reference in the reading passage is to avoid subject repetition.

d. Identifying Inference

Inference is the process of arriving at a hypothesis, idea, judgment or drawing conclusion which refers to information is never clearly stated in the text. This aspect is the most difficult in reading comprehension, because the information on the text is never clearly stated. Inference is the process of drawing conclusion which refers to information that is implied. In this aspect, reader has to make a prediction what might be said in the text.

According to Moreillon (2007) as they read and pose questions, readers often find themselves answering their own questions with predictions about what will happen next or with inferences drawn from the author illustrator's creations. The "on the line" strategy of predicting and the "between the lines" strategy of inferring prompt readers to turn the page to find out if their hypotheses are correct.

It means that predictions are educated guesses about what will happen next based on what is known from reading the text; predictions can also involve readers' background knowledge. Inferences require that readers go beyond literal meaning; they use the print and illustrations plus their prior knowledge and experience to interpret the text. Through these processes, readers find a clues or connecting points, make predictions or inferences and drawn conclusion. These conclusion or interpretations are a critical part of reading comprehension.

Readers who make predictions and inferences before, during and after they read are actively engaged in the meaning making process.

e. Finding the Meaning of Certain Word (Vocabulary)

It means that readers can develop their guessing ability to the word is not familiar. By relating the close meaning of unfamiliar word to the context in the text. The words nearly equivalent meaning when it has nearly the same meaning as another word. Meanwhile the students are expected to be able found and understanding the meaning.

Reading comprehension is a complex cognitive ability that requires many skills and also involves the ability to recognize words quickly and efficiently. It is a process of seeking meaning from written ideas through meaningful interpretation and interaction with language. In reading comprehension, readers are not only required to just understand the contents of the reading, but they also have to be able to analyze or evaluate and relate it to the experiences and knowledge they already have.

There are still many students who get unsatisfactory scores on their reading achievement. As already mentioned, that reading comprehension requires many skills but there are still many students who find it difficult to get ideas from the texts they read. Problems that can hinder students in learning to read English may also be due to their ignorance of the learning strategies they use. This problem can cause students to fail to understand the text they are reading. According to Sari et. al (2015) when reading texts, it is important for students to know the right learning strategies because one of the things that will determine their achievement in reading is the strategy they use. This means that the use of the right strategy

can optimize the results of understanding while the use of an inappropriate strategy can be a barrier to the success of understanding.

2.2.2 Concept of Language Learning Strategies

Language learning strategies, often referred to as specific behaviors, thoughts, steps, techniques, and strategies, are used by students to learn more about a language (Griffiths, 2003; Oxford, 1990). The objective in using language learning strategies is to memorize language information, recall that information and use it in a different situation. In other words, language learning strategies refers to what students do to learn and organize their learning.

Since many years ago, learning strategies have been the focus of many researchers studying cognitive processes in second language learning (for example: Anderson, 1991, 2003; Cohen, 1990, 1998; O'Malley & Chamot, 1990; Oxford, 1990, 1993, 2002, etc) The results of these studies support the fact that successful language learners consciously understand what they are doing using a broader range of strategies than less successful learners. To measure learners' use of strategies, Oxford (1990) developed the SILL (Strategy Inventory for Language Learning), which includes six categories divided into; first, direct strategies (cognitive, compensatory and memory) and second, indirect strategies (meta-cognitive, affective, and society).

Language learning strategies is the approach that students use to learn language which aims to memorize language information and they use it to organize and direct their own learning. Language learning strategies can improve learners' language skills (Radwan, 2011). Therefore, it is important for teaching and language learning because an effective language

learning strategy can help “unsuccessful” learners to realize why they are “not successful”, and help learners to plan their learning as well.

2.2.3 Cognitive Strategies in Reading

According to Tay (2015) learning strategies are information that students need to know in the teaching and learning process. One of the strategies used by high achieving students is cognitive strategy. Ayuningtyas & Fauzati (2020) stated that cognitive strategy is a learning process that uses thinking skills. Cognitive strategies are independent learning activities that learners use to understand language input and acquire knowledge. Cognitive strategies are a learning method for improving internal processes. It involves how to learn, how to remember, and how to transmit ideas directly. If students have a good grasp of internal processes, they will teach themselves. You will be able to solve problems to communicate ideas well (Ayuningtyas & Fauzati, 2020).

In general, research on reading L1 and L2 provides a binary division of cognitive strategies, namely bottom-up and top-down. In the bottom-up approach, reading is defined as a decoding process, including identifying letters, words, phrases and sentences to get their meaning (Ozek & Civelek, 2006). Whereas the top-down approach rejects the idea that identifying letters to create words and the derivation of the meanings of these words is efficient reading (Ozek & Civelek, 2006). On the other hand, this approach assumes that efficient reading requires readers to make predictions and hypotheses about the content of the text by relating new information to their prior knowledge using as few language cues as possible and also assumes that readers can check their hypotheses as true or false by sampling the text (Ozek&Civelek, 2006).

The top-down model, influenced by schema theory, emphasizes the importance of the reader's background knowledge in the reading process (Carrell, 1998, p.4). According to this theory, in order for readers to understand a text, they must use the text and its background knowledge. Therefore, the interaction of background knowledge with the text is essential for efficient reading.

According to Ozek & Civelek (2006) readers make some predictions about the text with the help of top-down and bottom-up strategies. Information processing begins at the sentence level. That is, they focus on identifying the grammatical meanings and categories of words, sentence syntax and textual details, etc. While processing the information each sentence gives them, the reader checks whether the information is appropriate, again using bottom-up and top-down strategies such as background knowledge, prediction, getting to the gist of the text, skimming, scanning, etc.

Learning strategies that are often used by high achiever students are cognitive strategies. Cognitive strategy is a learning process that uses thinking skills or methods used to improve internal processes consisting of how to learn, how to remember and how to transmit ideas directly which aims to understand language input and gain knowledge. In general, the binary division of cognitive strategies is divided into 2, namely bottom-up and top-down, this processing starts at the sentence level with a focus on identifying grammatical meanings and word categories, sentence syntax and textual details, etc. which is where the reader is currently checking whether the information is appropriate by using background knowledge, predictions, understanding the gist of the text, skimming, scanning, etc.