

CHAPTER II

THEORETICAL REVIEW

A. Definition of Reading Strategies

1. Reading Strategies

Reading strategies are comprehension processes that readers use to understand what they read. In addition, reading strategies show how readers understand a task, how they understand what they read, and what they do when they don't understand. Although the definition of reading strategies has been defined in different ways, it can be concluded that reading strategies are actions taken by readers to understand the text (Jarrah & Ismail, 2018).

According to Li (2016) defines reading strategies as one of the important factors that help readers improve reading comprehension and overcome reading difficulties. According to Paris, Wasik & Turner (2013) states that readers who do not use reading strategies often experience difficulties in reading. Houtven et al. 2007 in (Alsamadani, 2011) found that students who are skilled in using reading strategies may have better reading comprehension results than those who are not skilled. Rebecca (2010: 94) also explains that reading strategies are very important to help students overcome reading difficulties such as concluding messages that underlie texts, dealing with unknown terms and unfamiliar cultural burdens. Reading strategies help readers manage to interact with written text, they show how readers understand a task, what textual cues readers use, how readers understand what they read and how they react when they don't understand.

According to Mokhtari and Reichard (2002:249) there are differences between good readers and bad readers in terms of reported reading strategies, use of reading strategies, and awareness of their strategies. Among the various classifications proposed for metacognitive reading strategies, the category that fits this research is the model proposed by Mokhtari and Sheorey (2002). If the learner becomes strategic in reading,

comprehension increases. Grabe (2009) mentions that strategic readers realize the effectiveness of their comprehension with respect to the purpose of reading and apply a series of appropriate strategies to improve comprehension of difficult texts.

Based on the definition above, it can be concluded that reading strategy is a way or technique (in reading) to absorb information conveyed through written media. Reading strategies are used by readers to get messages from what they read. Good readers will use it often. They use that strategy before, during, and after reading.

2. Types of Reading Strategies

The types of reading strategies that will be used in this study are included in the Survey of Reading Strategies (SORS) proposed by Mokhtary and Sheorey (2002) which can measure metacognitive awareness of reading strategies for adolescent and adult students who use English as their second language. or foreign language. There are three types of reading strategies included in SORS: Global Reading Strategies (GLOB), Problem Solving Strategies (PROB), Support Reading Strategies (SUP). SORS was adopted in this study because it was intended to investigate readers' perceived use of reading strategies and the frequency of using reading strategies when reading in an academic context.

a. GLOB (Global Reading Strategies)

The first strategy included in the Survey of Reading Strategies (SORS) is a global reading strategy (GLOB). Hatami & Davatgari (2017) say that a global strategy involves planning ways of reading and managing comprehension. GLOB is a deliberate and carefully planned technique in which students monitor and manage their reading, such as having a goal in mind, previewing text for length and its organization, or using typographical aids as well as tables and figures. These strategies can be thought of as generalized and intentional reading strategies aimed at setting the stage for the act of reading. Examples of reading strategies are guessing the content of the reading, setting reading goals, and previewing the text, and so on.

This is basically what readers have to do before reading. The global reading strategy consists of 13 items that focus on setting reading goals.

b. PROB (Problem Solving Strategies)

The second strategy is the problem solving strategy (PROB). Fatima, et al., (2017) explained that problem solving strategies involve using strategies when reading difficult passages of text. PROBs are actions and procedures that readers use when working directly with text. Problem solving strategy is a strategy used when the reader is faced with difficulties in understanding the information in the text. These are localized, focused techniques that are used when problems develop in understanding textual information, such as adjusting reading speed according to what is being read. The 8-item apparently oriented problem-solving strategy when the text becomes difficult to read. These strategies provide readers with a plan of action that will allow them to skillfully navigate the text. Examples of problem solving strategies are rereading when they lose concentration or for better understanding, stopping and thinking to process what they read, and so on. This strategy consists of 8 items proposed to test problem solving.

c. SUPP (Support Reading Strategies)

The final strategy is the support reading strategy (SUPP). Fatima, et al., (2017) also describes supporting strategies that involve using devices and techniques to understand a text. Supporting reading strategies involves using other tools to assist the reading process such as highlighting important parts of the text, using a dictionary or other sources, etc. SUP contains 9 main items and involves using outside reference material (such as use of a dictionary), taking notes, underlining or circling information and other practical strategies. These strategies provide support mechanisms aimed at maintaining reading responses.

Based on the statement above, it can be concluded that, SORS was adopted in this study because it was intended to investigate readers' perceptions about the use of reading strategies and the frequency of using reading strategies when reading English in an academic context.

Researchers used three categories of reading strategies according to Mokhtari and Sheorey to determine students' perceptions of reading strategies.

3. Reading Strategies In Teaching

Teaching strategy is a plan that is structured into activities to achieve certain educational goals, which are used to implement strategies that include structure, student desires, or tactics in achieving objects in the use of strategies. According to Faturrahman and Sutikno (2007), strategy determines how to act to achieve the goals set in general. In relation to the teaching and learning process 12, the strategy can be interpreted as a plan for teacher students who are expected to carry out the expected teaching and learning activities.

In addition, Syaiful Bahri Djamarah's book (2012) states that strategy is a way, even though in general strategy has the core meaning of an action in an effort to achieve the desired goal. Therefore, a teacher must be a professional person and the teacher must have a good strategy in teaching students, because from there it can have a big influence on student progress. Because the task of a teacher educator is very important, therefore the teacher must be professional and must master pedagogical aspects. If this is achieved, it will make the learning process good so as to produce educational success that will bring superior students for their future.

4. Kinds of Reading Strategies

There are many reading strategies that can be used by readers in reading activities. The strategy will help them understand the text. There are a variety of reading strategies to help readers achieve their goals in reading. Kathleen T. McWhorter (2012) says that effective reading is not a one-step process, but a complex set of skills involving activities before, during and after reading. Here is a partial list of some of those skills.

1. Before reading:

- (a) Determining the subject matter,
- (b) Determine how the material is structured,

- (c) Identify what you need to remember from the material,
- (d) Determine the purpose of reading.

2. During reading:

- (a) Identify what is important,
- (b) Determine how the main ideas are supported,
- (c) identify mindset,
- (d) Draw relationships between ideas,
- (e) Anticipating what will happen next,
- (f) Relate ideas to what you already know.

3. During and after reading:

- (a) Identify the author's purpose for writing,
- (b) Analyzing the author's technique and language,
- (c) Evaluating the competence or authority of the author,
- (d) Asking critical questions,
- (e) Evaluate the nature and type of supporting evidence.

This, effective reading is through several steps. That is, readers need to pay attention to steps that might help them get what they need in reading. In addition, Brown (2002) suggests that there are several strategies that readers can use. The strategies are: Identify reading goals, Use grapheme rules and patterns to help bottom-up decoding, Use efficient silent reading techniques for rapid understanding of relativity, Skimming, Scanning, Semantic mapping, Guessing, Vocabulary analysis, Distinguishing between literal and implied meanings, and Utilize discourse markers to process relationships.

Readers are expected to identify the purpose of reading before the next step is mentioned. That is, readers must be aware of what their reading process is for. Then, the reader can apply the next mentioned steps. While other reading strategies are Top-down, Bottom-up, and Interactive strategies. The following is an explanation of these strategies:

1. Top-down strategy

The top-down strategy begins with the reader's hypotheses and predictions about the text and attempts to confirm them by working with the smallest units of printed text. David Nunan (2003) In a top-down strategy, readers can use predictions, activate background knowledge, and then check for confirmation or refutation of the predictions. The top-down strategy starts from general ideas to specific ideas. Readers try to understand the text by interpreting the text through their experience and background knowledge.

2. Strategy from the Bottom Up

The bottom-up strategy refers to decoding the individual linguistic units on the printed page, working from smaller to larger units to derive meaning and transform prior knowledge. Michael O'Malley & Lorraine Paldez Pierce (2006) Readers try to understand the text by constructing textual meaning from the smallest unit to the largest unit.

3. Interactive Strategy

The interactive model combines elements of the bottom-up and top-down models with the assumption "a pattern is synthesized based on information provided simultaneously from several sources of knowledge". David Nunan (2003) Interactive processes in reading will occur when readers carry out interactive processes or works. between top-down strategy and bottom-up strategy.

Furthermore, effective readers use strategies to understand what they read before, during, and after reading.

1. Before reading, they:

- a) Use prior knowledge to think about the topic.
- b) Make predictions about the possible meaning of the text.
- c) Preview the text by skimming and scanning to understand the overall meaning.

2. During reading, they:

a) Monitor understanding by asking, thinking, and reflecting on ideas and information in the text.

3. After reading, they:

a) Reflect on ideas and information in the text.

b) Relate what they have read with their own experiences and knowledge.

c) Clarify their understanding of the text.

d) Expand their understanding critically and creatively.

Based on the explanation above, to get the purpose of reading, readers need some tactics or methods. These methods will help readers to understand the text more easily and better. Once again, readers need to pay attention to several steps that might help readers get ideas from the text they read.

5. The Impact of Reading Strategies

The use of strategies helps students in reading activities and has a positive impact on readers. Huang et al. (2009). The use of reading strategies is known as an important way to improve reading comprehension. Zenotz (2012) in his research shows that after analyzing that students have reading difficulties, it is concluded that reading strategies can contribute to improving online reading. The findings show that teaching metacognitive strategies has a positive impact on online reading but does not affect the number of strategies used.

Jusoh and Abdullah's research (2015) found that they are moderate strategy users. The most frequently used strategy is problem solving while the least used strategy is supporting strategy. Then, Pinker (2003) showed that the strategies used in reading play a positive role in student learning and increase the level of reading comprehension. Reading strategies enable students to understand content more effectively and offer readers a number of additional tools. Studies reveal that reading online has a better impact than studying on paper.

In addition, Abanomey (2013) reviewed the impact on academic performance of specific reading and learning strategies approaches. The findings suggest that reading strategies can be used to help students with various learning styles process knowledge they may experience in an online learning environment. The study of Lee, Kigamwa, Pookcharoen and In (2013) shows that by using metacognitive reading strategies, previous readers will solve the challenges they experience and eventually gain reading comprehension.

B. The Nature of Perception

1. Definition of Perception

Meaningful perception is a transfer or response as a result of a person's observation of a particular object. According to Slamento (2006: 20), perception is a process involving the entry of messages or information into the human brain which continuously makes contact with its environment through its senses, namely the senses of sight, hearing, touch, taste, and smell. Perception is not only limited to sensing objects or the environment, but more broadly someone who experiences or observes objects or the environment that gives an impression to him, so that he can provide an assessment of views or opinions. A person's perception can change, for example from good to bad or vice versa.

According to Jalaludin Rakhmat (2007: 120), perception is a process that occurs when an object touches the senses causing stimuli. By panoramic tools or sense organs, these stimuli will be converted into nerve energy to be conveyed to the brain. Stimuli will be processed, so that individuals can understand, interpret the objects they have received and at this stage perception occurs. According to Mar'at (2005: 73), perception is a process of observing someone who comes from the component of cognition. Aspects of cognition is an aspect driving change because the information received will determine the feelings and willingness to act. So the cognition component will influence a person's predisposition to act favorably or

unfavorably towards an object, which is the answer to the question what one thinks or feels. perceived about the object.

Slameto (2003:12) found that the perceptual process for entering messages or information into the human brain by human perception is continuously related to the environment. This relationship is carried out by the five senses, namely the sense of sight, the sense of taste, the sense of smell, and the sense of touch. Perception is defined differently by different experts such as Chee and Phaik (2002) who have stated that the perception of stimuli can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. Individual perceptions ultimately lead to individual attitudes. Millikan (2004) also states that perception is a way of understanding natural signs or, better yet, translating natural signs into intentional signs.

Based on some of the definitions above, it can be concluded that all of them have certain similarities. Perception is the process of observing an object which involves direct truth responses, beliefs about the object which will ultimately affect a person's predisposition to act favorably or unfavorably which is the answer to the question of what is perceived about an object. In general and as a whole, perception can be interpreted as impressions, a person's interpretation of a particular object that is obtained through his five senses. All definitions describe perception as a process or phenomenon by which a person perceives any object and interprets it.

1. Perception Process

In perceiving something there are several components, which are interrelated with each other, support each other, or constitute a system, so that a person is aware of being able to hold perceptions. The process of forming perception begins with capturing a stimulus from an object through the senses, then it is passed on through the sensory nerves of the brain, until finally a person can form a perception of what he receives through the senses. According to Qiong (2017:18), there are three stages of the perceptual process, as follows:

a. Selection

Selection is the first stage in the process of perception, in this stage, the environmental stimulus turns into a meaningful experience.

b. Organization

The second stage in the process of perception is organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

c. Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

3. Types of Perception

According to Irwanto (2002:71), after individuals interact with the objects that are perceived, the results of perception can be divided into two, namely:

- a. Positive perception. Perception that describes all knowledge (whether you know or know it or not) and responses that are forwarded with efforts to use it. This will be continued by being active or accepting and supporting the object being perceived.
- b. Negative perception. Perception that describes all knowledge (whether you know or know it or not) and responses that are not in harmony with the object being perceived. It will be continued with passivity or reject and oppose the object that is perceived

Thus it can be said that perceptions, both positive and negative, will always influence a person in carrying out an action. And the emergence of a positive perception or negative perception all of that depends on how the individual describes all his knowledge about an object that is perceived.

4. Factor of Affecting Perception

Perception is influenced by several factors. According to Toha (2003), states that a person's perception factors can be categorized into two, namely the factors that influence a person's perception are as follows:

- a. Internal factors: feelings, attitudes and individual characteristics, prejudices, desires or expectations, attention (focus), learning process, physical condition, psychiatric disorders, values and needs as well as interests, and motivation.
- b. External factors: family background, information obtained, knowledge and needs around, intensity, size, resistance, repetition of motion, things that are new and familiar or unfamiliar to an object.

Based on expert statements it can be concluded that perceptions are influenced by internal factors such as feelings, attitudes and motivation and external factors such as family background, information obtained to knowledge possessed.

C. Previous Study

In this study, the researcher did the research about Students' Perception Toward Reading Strategies to Third - Semester of English Education Study Program at IKIP PGRI Pontianak. There is some previous research that has discussed students interest in learning English, they are:

The first research is Filiatrault (2008) who conducted research on "Students' Perceptions of Self as Readers". It was found that students had a positive perception of themselves as readers. They feel comfortable and enjoy their time doing reading activities at home and school. They know that reading is an important skill that can increase their comprehension. Reading can improve their writing and speaking skills.

The second research is Sari (2020) conducting research on "student perceptions on the problem of reading comprehension of narrative texts". This survey research aims to determine students' perceptions of the problem of reading comprehension of narrative texts. The sample participants were randomly selected from class X students of SMAN 2 Jember for the 2019/2020 academic year. The questionnaire adopted from Xiubo & Zhang (2006) was used to collect student perceptions and was translated into Indonesian. The results showed that students still experienced some problems in reading narrative texts. Based on the results of the questionnaire, the most problematic aspect that hindered students' reading comprehension was "Motivation" (65.6%), followed by "Strategy" (63.7%), "Background Knowledge" (63.3%), "Process Reading (60%)" and "Language Knowledge (55.4%)". These results imply that teachers should focus on growing students' motivation by providing intensive courses and reading assignments based on students' interests. To look further at the problems faced by students, researchers can then use direct assessment using diagnostic tests or other measurements.

Another study by Angkarini (2016) conducted research on "The Influence of Pre-Question Reading Strategies and the Use of Instructional Media on Students' Reading Comprehension". This study discusses To overcome this problem, it is recommended to activate the content scheme by using pre-question and answer and teaching media. Therefore, the purpose of this study was to investigate the effectiveness of using pre-questions and using teaching media on students' reading comprehension. Data collection was carried out by testing and distributing questionnaires to class II students from three private vocational schools in Tangerang. This study uses a quantitative research design to determine the effect of pre-questioning and the use of teaching media on student achievement in reading comprehension. The method used is a survey with multiple correlation techniques. The results of the study prove that the use of pre-questioning has a more positive effect than the use of instructional media. Brown (2000) further explained that asking is defined as a number of questions for students before they read the text to build students' motivation to

read the text. However, pre-questions are very useful for getting students to predict what they will find when they read a text.