A. Reading

1. The Definition of Reading

Reading is one of the ways for the society to upgrade the information and knowledge. The more people read, the wider their insight towards recent information and knowledge. Such a case is also similar to how the term of reading is defined. The more people learn about reading, the more various its definition will be.

There are some definitions and explanations of reading proposed by experts. Alfassi in Zare and Othman (2013: 187) states that reading is a complex cognitive activity that is crucial for adequate functioning and for obtaining information in current society and requires an integration of memory and meaning construction.

Another definition of reading comes from Alyousef. Alyousef (2005:144) explains that reading is an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used. Moreover, Mikulecky (2008:1) states that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the
meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

From the explanations above, it can be concluded that reading is a process in which readers interact with written or printed texts by using their background knowledge and prior experience to gain the information of the text. In the other words, it can be said that reading is not just dealing with pronouncing the words, but also constructing the meaning of the texts.

2. The Importance of Reading

Reading is one of English skills which is crucial as it is a way that can help people to enrich their information and knowledge. In English classroom, reading is also surely important for the students. Harmer (1998:68) states that there are many reasons why reading English texts is important for the students. In the first place, many of them want to be able to read English texts in English either for their careers, for study or simply for pleasure. Secondly, reading English texts also provides good models for English writing. Thirdly, reading English text provides opportunities to study language such as vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts. Lastly, good reading texts can also introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lesson.
In brief, reading is very important in many aspects of life due to some reasons. Firstly, it can be a support for people’s career or study. Then, reading also gives an idea for people to write something in English. In addition, reading provides a chance to improve vocabulary and grammar mastery.

3. The Purpose of Reading

Every reader has different interest which determine their purpose to read. Tarigan (2008:9) states that the main purpose of reading is for seeking and getting the information, including the content, and also understanding the meaning of reading text. The meaning of reading closely related to the purpose, or intensive reading. In general, the purpose of reading can be classified into a number of groups. Those are as follows:

a. Reading for details or facts

Reading for details or facts is reading which is purposed to discover or find out the discoveries created and happened to special character, or to solve problems created by certain figure.

b. Reading for main ideas

Reading for main ideas is reading which is purposed to find out why something becomes good and interesting topic, why something becomes problems in the story, how something is learned or experienced, and to summarize the things done by a figure to reach the goal.
c. Reading for sequence or organization

Reading for sequence or organization is reading which is aimed to find out what happens in every part of story, what happens at the first, second, third and so on. Each step is made to solve problems, scenes and events as well as dramatization of events.

d. Reading for inference

Reading for inference is reading which is aimed to find out why characters feel like the way they feel, what author wants to show to the readers, why the characters change and what qualities possessed by characters that make them success or fail.

e. Reading to classify

Reading to classify is reading which is purposed to find out unusual things or unnatural things related to the characters, amusing things in the story, or whether or not the story is true.

f. Reading to evaluate

Reading to evaluate is reading which is purposed to find out whether the figure succeeds or lives with certain proportions and whether the readers want to do like what is done by the figure or to work like the character works in the story.

g. Reading to compare or contrast

Reading to compare or contrast is reading which is purposed to find out how the character changes, how the character’s life is different from life as known, how two stories have similarities and how character resembles the reader.
In addition, Grabe and Stoller in Ling (2011:7) explain that there are two major purposes of reading. First, the purpose of reading is to search for key information and for general comprehension. Reading for searching key information is considered as a common reading ability, though some researchers regard it as a relatively independent cognitive process. Readers often scan the text quickly for a specific piece of information and it is used very frequently in doing reading tasks. Reading for general comprehension is a common part of many reading tasks and is also a useful skill. Second, the purpose of reading is to learn from texts. Reading to learn from texts often occurs in academic or professional contexts in which the reader needs to learn a large amount of information from texts. Grabe and Stoller in Ling (2011:7) point out that reading to learn requires abilities to remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text, recognize and build rhetorical frames that organize the information in the text and also link the text to readers’ knowledge base. Reading to learn requires strong inference demands and its reading rate is slower than general reading comprehension.

In conclusion, the purpose of reading for every person is different. It depends on their interest towards the information which they want to gain from the text. However, the main purpose of reading is to understand the meaning of reading text. In addition, reading is also mainly purposed to acquire the learning from the text which has been read.
4. Evaluating Reading

Evaluation is one of the important parts of learning which should be done to measure students’ ability in reaching the goal of learning. In reading, evaluation is aimed to know to which extent students have comprehended the content of text. The evaluation can be in the form of written or spoken which involves the appropriate items to assess students’ comprehension.

According to Brown (2004: 188), there are some macro skills and micro skills representing the spectrum of possibilities for objective in the assessment of reading comprehension:

a. Macro skills

1. Recognizing the rhetorical forms of written discourse and their significance for interpretation.
2. Recognizing the communicative functions of written texts, according to form and purpose.
3. Inferring context that is not explicit by using background knowledge.
4. From described events, ideas, etc., inferring links and connections between events, deducing causes and effects and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguishing between literal and implied meanings.
6. Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.

7. Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

b. Micro skills

1. Discriminating among distinctive graphemes and orthographic patterns of English.

2. Retaining chunks of language of different lengths in short term memory.

3. Recognizing writing at an efficient rate of speed to suit the purpose.

4. Recognizing a core of words and interpret word order patterns and their significance.

5. Recognizing grammatical word classes (nouns, verbs etc.) systems (e.g. tenses, agreement, and pluralization), patterns, rules, and elliptical forms.

6. Recognizing that a particular meaning may be expressed in different grammatical forms.

7. Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

In this research, both macro and micro skills are used to assess students’ comprehension in reading. The macro skills which are used are
skimming, scanning, and inferring context that is not explicit. Then, the micro skills which are used are identifying the reference of pronouns and guessing the meaning of words based on the context. The type of evaluation which is used in this research is objective test in the form of multiple-choice.

B. Reading Strategy

1. Definition of Reading Strategy

Strategy in various kinds of learning is needed to help the students in reaching the goal of learning. It is the way or trick which can be applied to overcome the problems during learning. Further, Oxford and Crookall in Li (2010:185) define strategies as learning techniques, behaviours, problem solving or study skills which make learning more effective and efficient. Dealing with reading, strategy is also necessary to be used in order to make the students easier in understanding the content of text as well as overcoming their comprehension failure.

There are some definitions of reading strategy purposed by experts. Block in Li (2010:185) states that in the context of reading, reading strategies indicate how readers conceive a task, what contextual cues they attend to, how they make sense of what they read and what they do when they do not understand. Then, Baker and Boonkit in Zare and Othman (2013:188) define reading strategies as techniques and methods readers use to make their reading successful. Moreover, reading strategies are
defined by Janzen in Zare and Othman (2013:188) as plans and behaviours for solving problem when faced in constructing meaning.

From the definitions above, it can be concluded that reading strategies are readers’ plans and techniques to overcome the problems which are faced during reading. As a result, students can reach their goal of reading effectively and efficiently.

2. The Advantages of Reading Strategy

Reading strategy covers the various ways or techniques which give benefits for the readers. Several examples of reading strategy such as planning and rereading can help the readers to create the effective and efficient reading. Firstly, planning may involve knowing the purpose of reading. By knowing the purpose of reading, readers certainly know about what kind of information which they want to obtain from the passage. Thus, readers can focus on the part of the passage which contains the intended information and ignore the irrelevant information. On the other hand, rereading also gives benefit for readers as it covers the activity to repeat the interaction with the text. This strategy can be guided by a particular task so that the parts of the text can be revisited and rethought. Rereading is one of effective types of reading, especially for reading English passage. It is because rereading offers learners the opportunity to rethink the messages and see the features which they have not noticed in initial reading.
Further, there are several advantages of reading comprehension strategy which are written in the database of Center for Advancement of Learning in Muskingum College. Firstly, reading strategy can improve reading comprehension skills which positively impact many aspects of students’ academic performance. Students who have effectively read and understood reading assignments have more accurate and complete notes as well as better preparation in the class. Thus, they can also lead to improve class participation. Secondly, reading strategy may greatly improve students’ performance on exams and quizzes as they become more proficient and effective readers. Thirdly, reading strategy may help the students to understand reading assignment well. Through the good understanding, students’ interest and motivation is often fostered in a certain subject. In addition, as students gain proficiency in reading, their self-esteem also definitely improves.

In short, reading strategy consists of the various techniques which are useful for students. It can help students to get a good understanding in reading, especially those which are printed in English. By having a good understanding, students can complete their task and exams well. Consequently, their performance in the class can be improved as well as their self-esteem.
3. The Classifications of Reading Strategy

The theories dealing with the classifications of reading strategy have been developed by many experts in the previous studies. Actually, the theory of reading strategies which is used frequently in the present and also the previous studies is adapted from the theory of learning strategies. The consideration for adapting the theory is reading constitutes the part of learning which is crucial for developing students’ knowledge as well as other skills such as speaking and writing. Due to the reason, many researchers emphasize the theory of learning strategies on reading.

Some classifications of learning strategies, especially those which are used frequently in the previous and also the recent studies are the classifications proposed by Rubin, Oxford and O’Malley and Chamot. Rubin in Liu (2010:100) proposes a classification scheme that subsumes learning strategies under two primary groupings and a number of subgroups. Then, a typology of three major kinds of strategies is described as follows:

a. Learning strategies

1. Cognitive learning strategies

According to Rubin in Hismanoglu (2000:2), these strategies refer to the steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. Cognitive learning strategies involve:

a) clarification or verification
b) guessing or inductive inferencing

c) deductive reasoning

d) practice which includes repetition, rehearsal, experimentation, application of rules, imitation, attention to detail

e) memorization and monitoring

2. Metacognitive learning strategies

These strategies are used to oversee, regulate or self-direct language learning. Metacognitive learning strategies involve various activities namely:

a) planning

b) prioritizing

c) setting goals

d) self-management

b. Communication (interactive) strategies

Communication or interaction strategies are less directly related to language learning since those strategies focus on the process of participating in a conversation and getting the speaker understood or clarifying the original intention.

c. Social strategies

Social strategies which contribute indirectly to language learning are described by Rubin in Liu (2010:101) as activities affording the opportunities to be exposed to and practice their knowledge. They
include questions to fellow students, teachers or native speakers; initiating conversations; listening to L2 media and etc.

Moreover, another classification of learning strategies is also proposed by Oxford. Oxford in Hismanoglu (2000:2) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. This is the classification of language learning strategies according to Oxford (1990:18-21):

a. Direct strategies

Direct strategies involve direct learning and use of the subject matter, in this case a new language (Liu, 2010:101). These strategies includes:

1. Memory

Memory strategies are those used for storage of information such as:

a) creating mental linkages
b) applying images and sounds
c) reviewing well
d) employing action

2. Cognitive

According to Oxford in Hismanoglu (2000:3), cognitive strategies are the mental strategies learners use to make sense of their learning. These strategies include:
a) practising
b) receiving and sending messages strategies
c) analysing and reasoning
d) creating structure for input and output

3. Compensation strategies

Oxford in Hismanoglu (2000:3) states that compensation strategies help learners to overcome knowledge gaps to continue the communication. These strategies include:

a) guessing intelligently
b) overcoming limitations in speaking and writing

b. Indirect strategies

Indirect strategies involve the strategies which contribute indirectly but powerfully to learning (Liu, 2010:101). These strategies include:

1. Metacognitive Strategies

Metacognitive strategies help learners to regulate their learning. These strategies include:

a) centering your learning
b) arranging and planning your learning
c) evaluating your learning

2. Affective Strategies

Affective strategies are concerned with the learner's emotional requirements such as confidence. These strategies include:

a) lowering your anxiety
b) encouraging yourself

c) taking your emotional temperature

3. Social Strategies

According to Oxford in Hismanoglu (2000:3), social strategies lead to increased interaction with the target language. These strategies include:

a) asking questions

b) cooperating with others

c) emphathising with others

Furthermore, O’Malley and Chamot also propose the classification of learning strategy. Their classification is developed from the interviews with experts and novices and also the theoretical analyses of reading comprehension and problem solving (O’Malley and Chamot, 1990:45). O’Malley and Chamot differentiate language learning strategies into three primary categories, namely metacognitive, cognitive and social affective.

These are the following descriptions of each strategy:

a. Metacognitive strategies

O’Malley and Chamot (1990:44) state that metacognitive strategies are higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity. Metacognitive strategies are applicable to a variety of learning tasks, including reading. According to the classification proposed by
O’Malley and Chamot (1990:119), strategies which belong to metacognitive category are:

1. Planning

Planning consists of some activities namely:

a) Advance organizers

Advance organizers in reading may cover the strategies used to decide what the objective of a specific reading task is and to make a plan on how to finish it. In this case, students may observe the main ideas and concepts of the material which will be learned by skimming the text for the organizing principle.

b) Direct attention

Direct Attention relates to deciding in advance to attend in general to a learning task and to ignore irrelevant distractors. In the context of reading, this strategy can be applied by paying attention to the reading task so that it can be done effectively and efficiently.

c) Selective attention

Selective attention strategy is applied by deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, or linguistic markers.

d) Self-management

Self-management deals with understanding the conditions that help one learn and arranging for the presence of those conditions.
In this case, it is important for the students to understand the necessary conditions for reading as well as to adjust reading rate.

2. Monitoring

Monitoring relates to checking one's comprehension during reading. In this case, it is necessary for the students to monitor their understanding of the reading materials as well as the completion of reading tasks.

3. Evaluating

Evaluating involves the activity to check the outcomes of one's own language learning against a standard after it has been completed. In evaluating, students may check their performance during reading and also identify the problems they still have in reading task.

b. Cognitive Strategies

O’Malley and Chamot (1990:44) state that cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Cognitive strategies may be limited in application to the specific type of task in the learning activity. Regarding to the classification of O’Malley and Chamot (1990: 119-120), cognitive strategies consist of:

1. Resourcing

Resourcing is using target language reference materials such as dictionaries, encyclopedias and others.
2. Grouping

Grouping deals with classifying words, terminology, or concepts according to their attributes or meaning.

3. Repetition

Repetition in reading refers to rereading. It is the activity to repeat the interaction with the text as the form of practice to increase the understanding of reading materials.

4. Deduction

Deduction relates to the use of schemata which are based on rules, either linguistic or paralinguistic, to guess the meaning of unfamiliar words. In this case, learners may apply grammatical rules, discourse rules or sociocultural rules (O’Malley and Chamot, 1990:51).

5. Imagery

Imagery deals with creating mental images to understand or remember new information such as the setting and the events which happen in the story.

6. Auditory representation

Auditory representation relates to planning back in one’s mind the sound of a word, phrase of longer language sequence.

7. Keyword method

This strategy deals with remembering a new word in the second language by identifying a familiar word in the first language that sounds like or otherwise resembles the new word. Besides that, it can
also be done by generating easily recalled images of some relationship with the first language homonym and the new word in the second language.

8. Elaboration

The definition of elaboration is relating new information to prior knowledge or making meaningful personal associations with the new information. In this case, students may use their prior knowledge or experience which is obtained from watching television, reading newspaper, visiting certain place and others to bridge them in learning the new material.

9. Transfer

Transfer is the strategy to use previous linguistic knowledge or prior skills to assist comprehension. In this case, students may use their knowledge about cognates to help them in guessing the meaning of unfamiliar words.

10. Making inferences

Making inferences is the way to use available information to guess meanings of new items, predict outcomes, or fill in missing information.

11. Note taking

Note taking is the activity to write down the key words or concepts in the text while reading.
12. Summarizing

Summary is defined as the way to make a written summary of new information gained through reading.

13. Recombination

Recombination is defined as the way to construct a meaningful sentence or larger language sequence by combining known elements in a new way.

14. Translation

Translation deals with using the first language as a base for understanding the second language.

Further, O’Malley and Chamot (1990:44-45) explain that the strategies in the cognitive category can be used for listening and reading comprehension include repetition, grouping, making inference, summarizing, deduction, imagery, transfer and elaboration.

c. Social/affective Strategies

O’Malley and Chamot (1990:45) state that social affective strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks, including reading. As commonly accepted, social/affective strategies are the strategies that help learners regulate and control emotions, motivations, and attitudes towards learning, as well as help learners learn through contact and interaction with others. These are the categories of social affective strategies:
1. Cooperation

Cooperation is the activity to work with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.

2. Questioning for clarification

Questioning for clarification is the activity to elicit the clarification of the information, additional explanation, rephrasing, or examples from teachers or peer.

3. Self-talk

Self-talk is defined as the way to use mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

From the explanations above, it can be seen that most of the classifications of learning strategy are focused on the several things. Firstly, it is focused how to make planning to learn the material. Secondly, the classifications are also focused on how to manipulate the learning material in order to make it easier to be learned. Furthermore, it is also focused on how to cooperate with others to solve the problems during learning.

The classification model which is used in this research is O’Malley and Chamot’s classification. The reason is the classification proposed by them is simpler, but easy to understand. Besides that, the present study and the O’Malley and Chamot’s study use the same techniques of collecting data, namely observation and interview. That is why the researcher has a
tendency to use their classification model to reveal reading strategies used by the participants of this study.

C. Good Reading Achievers

Most of people certainly know that reading is mainly aimed to comprehend the content of the passage. In the classroom context, the comprehension is often measured through quizzes or exams. However, every student has different ability in processing the information from reading text which has been read. As a result, their reading achievement is different from each other. The differences finally may lead them to such a grouping in the classroom. Students who are good in comprehending reading text are considered to be good reading achievers. On the contrary, those who are not as good as the others are considered to be average reading achievers or even poor reading achievers.

The term of good reading achievers is also known as good readers, proficient readers, fluent readers, and skilled readers. In this research, the term of good reading achievers is chosen due to some reasons. First of all, the aim of this research will only focus on students who have good reading achievement. Second, the label of good reading achievers academically considered to be more appropriate for the subject of this research which involve the High School students. In addition, the terms like fluent and non-fluent can refer to some specific attribute of reader behavior (Pang, 2008:2). Using a more general term has the advantage of encompassing various specific attributes of the reading comprehension process.
There are some definitions of good readers which can also refer to good reading achievers. Dermitzaki (2008:476) states that good readers are skilled, active, and self-regulated readers before, during, and after reading by using the repertoire of their skills and strategies to the full. Furthermore, Konza (2011:2) defines good readers as the typical of readers who are actively engaged in the process of reading. A good reader is an active reader who can lead to a shared understanding between writer and reader. Active engagement with the text leads to greater content knowledge, a broader vocabulary and intellectual growth. Through these, they may get improved prospects for academic success, greater vocational options and a raft of other positive life outcomes. All of these are harder to achieve for readers who do not have the capacity to engage with the text.

Another definition of good readers also proposes by Torgesen in Westwood (2008:33). Torgesen explains that good readers are those who are active in the sense of becoming involved cognitively and emotionally in what they are reading. They are often keen to use text as a way of obtaining new information, acquiring ideas, solving problems, and as a source of enjoyment. Moreover, Jeff (in www.myuniquelifeinwindowslivespace.wordpress.com) states that a good reader is someone who enjoys reading and also good at comprehending what they read and retain what they think is important about the information that they are reading.

In conclusion, good readers or good reading achievers are those who can manage themselves to be actively engaged in reading process to gain the
information which they need from the text. In this case, they are able to use their prior skills and also strategies before, during and after reading to lead them to the better understanding and to retain the important information from the passage. As a result, they can reach a good achievement in the term of reading, and even in other terms.

D. Relevant Studies

There are some relevant studies in line with reading strategies. Firstly, a research in line with this topic had been conducted by Alex Poole. The research had been published in a journal in 2009. The aim of this research was to discover whether females and males significantly varied in their utilization of reading strategies. The classification model of reading strategies which was applied in this study was Mokhtari and Sheorey classification model. In this classification model, there were three categories of reading strategy namely global strategies, problem-solving strategies and support strategies. Based on the theory, a questionnaire of Survey of Reading Strategies (SORS) which consists of 30 items was distributed to the participants who consist of 117 males and 235 females to collect the data. After the data had been analyzed, the results showed that females’ overall strategy use was significantly higher than males’. This research and the present research were similar in the term of investigating reading strategies use. However, both two researches were different in the term of the application of classification model as well as the technique of collecting data.
Another relevant study had been conducted by Zubeyde Sinem Yildiz-Genc (2009). It was purposed to explore the reading strategies that Turkish EFL learners used in their first language and in their second language. The participants who were involved in this study were fifteen Turkish learners of English as a foreign language. All participants were native speakers of Turkish who were exposed to English through formal instruction only. To obtain the data in line with reading strategies used by the participants, think aloud protocols and retrospective interviews were administered. The results of think aloud procedure and retrospective interviews revealed that there were some important differences between L1 and L2 reading. The use of more top down strategies in both L1 and L2 reading implied that L2 readers might be bi-oriented. In this study, a similarity between this previous study and the present study could be noticed, especially in the term of technique of collecting data.

Further, a qualitative research which had been conducted by Majid et al had been published in electronic journal in 2003. This research was aimed to investigate the use of English academic reading strategies among in-service TESL students. In this study, Majid et al (2003: 8) explain that participants’ characteristics namely the experience, self-concept, and time-perspective do influence their use of the strategies. They could either be an aid or a hindrance to their better understanding of the reading text. For example, with the appropriate selection and use of experience as their frame of reference, the adult learners could make the reading text easier to understand. Likewise, with a positive self-concept of an adult, a reader would be able to boost his confidence and ability to read more effectively. As an example, instead of discontinuing reading upon
confrontation with difficulty at word level, the reader should continue and believe that the discrepancy could be compensated with his other reading strengths such as guessing and interpreting based on his experience.

Based on the relevant studies which has been explained before, the use of reading strategies are different for each person or group as well as for each reading task. Dealing with this case, it is important to find out how to apply reading strategies appropriately so that a better understanding can be gained after reading the text. In this term, knowing reading strategies used by good reading achievers can be regarded to be better since commonly such a predicate is adjusted with the real characteristic or the ability of the person. Therefore, it is necessary to know about how good reading achievers use the reading strategies to get a better understanding towards English passage.

E. Basic Assumption

Comprehension is something crucial in reading since it was the key to reach the main goal of reading namely getting the intended information or knowledge. Dealing with this case, students often try many ways to make them able to comprehend what they read. However, not all students can get many benefits from the use of reading strategies. Rokhsari (2012: 13) states that readers who use reading strategies frequently and adequately are more successful readers than readers who do not use them. In other words, students who are regarded as good reading achievers know how to use strategies before reading, during reading and even after reading. In this case, it may be
interesting to clearly know how good reading achievers use reading strategies. Thus, the ways to get a better understanding towards the text can be learned by the others.