

CHAPTER II

THEORETICAL REVIEW

A. Learning Strategy

1. The Definition of Learning Strategy

Learning strategy is needed as a way to achieve the maximum result in learning. The efficient learning can be achieved if the students use the learning strategy well. There are many different definitions of learning strategy made by experts. Tsan (2008: 84) says that learning strategy is a specific action or technique that learners use in learning.

Another definition of learning strategy is stated by Scarcella and Oxford (in Oxford, 2003: 2). It is explained that learning strategy is specific actions, behaviors, steps, or techniques that used by students to enhance their own learning. Richards and Platt (in Hismanoglu: 2000: 2) also explained that learning strategy is intentional behavior and thoughts used by learners during learning so it will help them understand, learn, or remember new information.

Based on the explanation above it can be simplified that learning strategies are specific actions, behaviors, steps, or techniques that used by students which can help them to understand, learn, or remember new information and to enhance their own learning.

2. The Importance of Learning Strategies in Learning Language

Learning strategies are very important in learning language. It is because learning strategies will help the students mastering a language well. Based on Hismanoglu (2000: 8), learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. Fedderholdt (in Hismanoglu: 8) also stated that language learners capable of using a wide variety of learning strategies appropriately can improve their language skills in a better way.

The importance of learning strategies in learning language is also delivered by Oxford (2003:1). Oxford states that learning strategies are especially important for language learning because learning strategy are tools for active, self-directed movement, which is essential for developing communicative competence. The similar idea stated by Clouston (in Hismanoglu: 2000: 8), learning strategies contribute to the development of the communicative competence of the students

From the explanation above, it can be concluded that learning strategies are very important for the students in learning Language. They can help them improve their language skills in a better way. They also work as essential tools in developing communicative competence. In addition, language learning strategies are the important thing to make the students become better language learners.

3. The System of Learning Strategies

Based on the explanation above it is clear that in learning language, learning strategies are very important in order to help the students develop their understanding that can make them good language learner. In fact, learning strategies work together as a system that will support each other to bring satisfactory result when they are implemented by ones while learning a language.

In order to understand the system of learning strategy thoroughly, the very nature of system is “a set of connected things or parts forming a complex whole, in particular” (<http://www.webopedia.com>)

In this case, the kinds of learning strategies are divided into two major classes: direct and indirect strategies. Direct strategy is learning strategy used directly in dealing with a new language. Indirect strategy is learning strategy which supports and manages language learning without directly involving the target language, Oxford (2003: 12-13).

Furthermore, those two classes are divided into six groups namely: memory, cognitive, and compensatory under direct strategy, and metacognitive, affective and also social under indirect strategy. All the strategies above seem to be simple but representative as the system of learning strategy that bonded interrelated in the learner's framework of learning.

B. Reading

1. The Definition of Reading

As human knowledge that always evolve after reading, the definition of reading also becomes more complex. The terms of reading have different definitions for different groups of people in order to suit their different needs and purposes for reading. Many experts have proposed the definition and explanation of reading. Alyousef (2006: 64) stated that reading is an interactive process between a reader and a text which leads to automaticity (reading fluency). In this process the reader interacts dynamically with the text as she/he tries to elicit the meaning and where various kinds of knowledge are being used.

Another definition of reading comes from Tarigan. Tarigan (1994: 7) explains that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words or symbols, and the meaning of the words could be seen and known by the reader. Rumelhart (in Leu and Kinzer, 1987: 9) also stated that reading is a process of understanding written language. It begins with a flutter of patterns on the retina and ends (when successful) with defined idea about the author's intended message.

From the explanation above, it can be concluded that reading is an interactive process between a reader and a text in order to understand and gain information from written language.

2. The Importance of Reading for The Students

Reading is one of English skills which are very important because it is a way that helps people gets much information which are written in English. Reading is also very important skill for the students. Harmer (1998: 68) says that there are some reasons why reading is important for the students. Firstly, many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure. Secondly, reading English text also provide good model for English writing. Thirdly, reading English text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way students construct sentences, paragraphs and text. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lesson.

3. Reading Comprehension

Reading comprehension is often identified as the primary goal or the essence of reading. Reading comprehension is very important for the students because if the students do not understand what they have read, they can't catch the idea of the writer through reading. According to Tinker (in Yahya, 2010: 85), reading comprehension is not just reading with aloud voice reading to establish and understand the meaning of words, sentence, and paragraph, since the relationship among the ideas. As it is, if a student

just reads loudly, but can't understand the content of the passage. It means he/ she fails in comprehending the passage.

Reading comprehension is not reading without understanding the idea of the text. Sweet and Snow (in Gilani, 2012: 84) stated that reading comprehension is the constructing meaning which is acceptable and accurate by connecting what has been read to what the students already know and thinks about all of this information until it is recognize.

Another definition of reading comprehension is also stated by Kustaryo (in Yahya, 2010: 85). It is said that reading comprehension is an active thinking process, this is not only depends on comprehension skill but also the students' experience and prior knowledge comprehension involves understanding the vocabulary, seeing the relationship among words and concepts, making judgment and evaluating. Furthermore, he stated that reading comprehension understands what have been read.

From the point of views above, it can be concluded that reading comprehension is an ability to comprehend the message of printed or written material.

4. Reading Comprehension Aspects

There are some aspects of reading comprehension that have to be known. It will support the success in comprehending reading material. According to Oxford (in Gilani, 2012: 81) there are six aspects that have

an important contribution in reading comprehension. The explanation is as follows:

Table 2.1
Reading Comprehension Aspects

No.	Aspects	Explanation
1.	Prediction	It refers to the use prior knowledge to guess the meaning or the message of the text from the topic, key words, or construction.
2.	Skimming	It refers to the technique for reading passage quickly in order to get its gist. In skimming, readers do not look for specific information but only for general information.
3.	Scanning	Scanning is quite similar to skimming in that both of them require a quick glance of a text. In scanning, the readers would like to obtain specific information.
4.	Inferring	Inferring refers to activities of reading between the lines which means that readers need to know how to get the message from the words and sentences in a text. So, inferring is defined as the interaction between words in a sentence/phrases or between sentences or phrases
5.	guess the meaning of new words	It refers to students ability to find the meaning of new words by drawing inferences from the context rather than using a dictionary
6.	self-monitoring	It is an awareness of using strategy that allows readers to regulate their reading and helps learners to solve their problems in reading.

5. The importance of Learning Strategies in Reading Comprehension

It has been stated before that reading is very important for the students in learning English. It helps the students get much information which are written in English. It also provides opportunities for the students to study language: vocabulary, grammar, punctuation, and the

way students construct sentences, paragraphs and text. Reading is also provides good model to other skills.

Reading comprehension is not only reading with aloud voice but understands the content of the passage. That is why reading comprehension becomes the primary goal of reading. Unfortunately, to understand the content of English text is not easy for the students. Firstly, it because English is only foreign language in Indonesia so that they only have limited time to practice English. Secondly, because of the students' limitation of English, most of students only translate the meaning of words or sentences directly without seeing the context.

In line with the fact above, learning strategies influence the students to reach success reading comprehension. Wenden and Rubin (1987) in Gilani (2012: 83) said that learning strategies help students to keep, achieve, or evaluate information. Learning strategies also has a function to improve students reading comprehension, motivation and the willingness to obtain more information. Similarly, Oxford (1990: 12) stated that learning strategies will facilitate reading activity by making reading activity become enjoyable and easier so that the attainment of new information will be more effective. It is added that learning strategies in reading are specific actions which learners can take to ensure that information can be obtained more quickly and easily as well as be applied in new situations. In this case, by using learning strategies

maximally, the students can improve their reading comprehension in a better way.

C. The Focus of Learning Strategies in this research

It has been explained before that the kinds of learning strategies are divided into two major classes: direct and indirect strategy. It also has been stated that language learning strategies are like a system that its element support each other. Below is the language learning strategies in reading comprehension that proposed as the aspects of the questionnaire of this research. By analyzing each indicator of learning strategy below, it can be shown how often the students implemented language learning strategies in reading comprehension of English text.

1. Direct Strategies

Direct strategies are the strategies used directly in dealing with a new language. According to Li (2010: 02), the direct strategies are beneficial to the students because they help store and recover information. These strategies help learners produce language even when there is gap in knowledge. They also help to understand and use the new language. The three strategies that belong to the direct strategy are:

a. Memory Strategy

Memory strategy is used for storage of information. Oxford (2013: 13) states that memory strategy helps learners link one L2 item or concept with another but does not necessarily involve deep understanding. Memory strategy enables learners to learn and retrieve information in an orderly string when they read English text. For example: using prior knowledge, using new words and remembering difficult vocabularies of the text.

b. Cognitive Strategy

Cognitive strategy refers to the guiding procedure that students used to help them complete less-structure task or a method that is employed for managing the overall learning process (Thue 2008: 86). Cognitive strategy can also be defined as how knowledge about language is stored in memory and how the process reading ultimately results in automatic language comprehension and production.

Cognitive strategy enables the learner to manipulate the language material in direct ways when they read text, e.g., through reasoning, analysis, note-taking, translation, recombination, auditory representation, key word, elaboration, summarizing, synthesizing, outlining and reorganizing information to develop stronger knowledge structures (Oxford, 2013: 12).

c. Compensatory Strategy

Compensatory strategies help the students to overcome knowledge limitation in reading comprehension (Thue, 2008: 86).

In the other words, compensatory strategy is the method that helps the learner makes up for missing knowledge. For the examples: guessing from the context in reading, using synonyms of the missing words and using gesture to express words.

2. Indirect Strategy

Indirect strategy is used for general management of reading comprehension. Indirect strategy works together with the direct strategy. It helps learner regulate the learning process. Indirect strategy supports and manages reading comprehension activity without direct engagement. The three strategies that belong to direct strategy are:

a. Metacognitive strategy

Metacognitive strategy is administrative action taken in reading which include planning for comprehending the text, thinking about the process of comprehending the text, self-management, self-monitoring, directed attention, observing, correcting of one's comprehension or production, direct attention and evaluating at the different learning phases. It is also said that

metacognitive strategy is the knowledge about the strategy usage (O'Malley et al., 1985: 18).

b. Affective Strategy

Affective strategy is the method that identifies one's mood and anxiety level (Thue: 2008: 86). Affective strategy is concerned with the learner's emotional needs such as talking about feelings, rewarding oneself for good performance and positive self-talk in reading comprehension.

c. Social Strategy

Social strategy is the method that helps the learner to work with others (Thue 2008: 86). The examples are: asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms (Oxford, 2003: 14)