

CHAPTER II

LITERATURE REVIEW

In this chapter, the author discussed theories which are related to the title of the research. This chapter consists of a literature review about reading strategies and reading strategies in Islamic boarding school context, also theoretical framework of the research.

A. Reading Strategies

Many researchers had been discussed reading strategies. Reading is a cognitive process in which readers use their prior knowledge and reading strategies to grasp a written text (Sheorey and Mokhtari, 2001). In order to identify the use of reading strategies, the strategies consist of three categories based on Mokhtari and Sheorey (2002) such as global reading strategies, problem-solving strategies, and support strategies.

Firstly, global reading strategies which discuss to deliberate, carefully arrange the steps by manage the reading. The reader begins with setting the steps for the act of reading, thinking about the goal of reading, previewing text material, predicting about the content, etc.

Secondly, problem-solving strategies are relate to activities and the readers' ways while face to face with text. When the readers read the text, there is re-reading and checking about the content to make sure that they truly understand. Then, they will think about the procedures when they find a problem while reading such as repairing the strategies.

Thirdly, support strategies are a pack to guide the reader to understand the text such as taking notes, using dictionary, underling, or highlighting the

text. In support strategies need equipment in response while reading such as the use of reference materials like dictionaries.

Table 1. Survey of Reading Strategies by Mokhtari and Sheorey (2002)

Categories	Strategies
Global Reading Strategies	<ol style="list-style-type: none"> 1. Well arrange of reading management 2. Setting the steps of the reading act 3. Purposeful 4. Skimming the text 5. Guessing about the content
Problem-solving Strategies	<ol style="list-style-type: none"> 1. Action or techniques while reading 2. Re-reading for better understanding 3. Changing strategies to face the proble
Support Strategies	<ol style="list-style-type: none"> 1. Applying a set of support tools 2. The use of reference materials

The involvement of pre-reading also needed in reading strategies (Nordin, Rashid, Zubir, & Sadjirin, 2013). It means as a reader is necessary to have background knowledge before reading in the written text and use reading strategies. For example, in which the reader uses his knowledge such as vocabulary, syntax, and the authentic setting. In addition, reading strategies not only focus with written text, but also related with the use of deep understanding (Carell, 1998). In order to make sure that they understand what they are reading, they are found to use monitoring strategies (Samuels, Ediger, Willcutt, & Palumbo, 2005). These include confirming and recheck for understanding, asking questions and pausing. Reading strategies also require the partial use of available minimal language cues selected from perceptual input on the basis of

the reader's expectation for deep understanding. From the studies that have been discussed, reading strategies involve the use of strategies, background knowledge, and deep understanding. Thus, it is important parts in the reading process and as a reader must be aware of the use of reading strategies.

There are previous studies that are relevant to this research. Nisbet & Huang (2015) conducted the relationship between reading strategy use and reading proficiency of EFL students in Chinese University. The respondents of this research were 241 students from two universities in northwest China. This research used quantitative based on Mokhtari and Sheorey's (2002) 'Survey of Reading Strategies (SORS)' instrument. The result of this research indicated that a significant relationship exists between reading strategy use and reading proficiency. In addition, the students showed that they use all of three types of reading strategies measured by the SORS, with the most preferred is problem-solving strategies, and the lowest preferred is support strategies.

Furthermore, Lien (2011) examined the use of reading strategies in relation between reading anxiety and gender of EFL learners' in extensive reading. The respondents are 108 EFL college freshmen from English Department at University in northern Taiwan. Primary data were collected using a questionnaire, the Foreign Language Reading Anxiety Scale (FLRAS) designed by Saito et al. (1999), and the Survey of Reading Strategies designed by Sheorey and Mokhtari (2001). The result between reading anxiety and reading strategies indicate a negative correlation. Therefore high-anxiety level readers were more use reading strategies than the readers with low anxiety level. In reading, females showed that they are more anxious than males.

In this study, the researcher chooses Survey of Reading Strategies (SORS) questionnaire designed by Mokhtari and Sheorey (2002) as an instrument. This study explores on the students report in reading strategies. The researcher collect SORS instrument that modified from Metacognitive Awareness Reading Strategies Inventory (MARSI) based on Mokhtari and Richard (2002) with Cronbach's alpha = 0,93. It means that the instrument was valid to be used in order to measure the reading strategies.

B. Reading Strategies in Islamic Boarding School Context

Based on research findings before, reading strategies in Islamic boarding school is very exclusive, thus in the searching previous empirical studies of reading strategies in Islamic boarding school context is considered to be challenging by the researcher. However, there are still many empirical studies of reading strategies not specifically in Islamic boarding school but in Islamic environment context.

Yousefian (2016) explored the reading strategies used by EFL learners about nature and frequency while reading academic texts. The research consisted of 45 English language learners at the university in Iran. The researcher of this study used a Survey of Reading Strategies questionnaire from Mokhtari and Sheorey (2002). The researcher found that the most used of reading strategies by the learners is global reading strategies. The second is problem-solving strategies and thirdly is support strategies. The results of this study helped the learners to find and use the reading strategies as effectively.

Mahdavi and Mehrabi (2014) explored metacognitive awareness of reading strategies among Iranian EFL learners in an “Input-poor” environment. The aim of this study is to investigate the frequency of the use and types of reading strategies employed by them. The sample of this research is 144 EFL learners at Islamic university in Iran. Survey of Reading Strategies (SORS) administered as a questionnaire. The result of this study is almost the learners moderately aware of reading strategies. Therefore, the most frequently used Problem-solving strategies, followed Global reading strategies, and Support strategies.

In Indonesia, some of Islamic boarding school especially in the higher education level use English as a process of learning. It means they have English reading practice. Moreover, the learners have a reading practice since primary high school, because English is a compulsory subject in the curriculum. However, Park & Niyozov (2008) argued that practice of reading in Islamic boarding school is only a part of many rituals rather than employing reading strategies activity, it means there is lack of awareness in reading. In conclusion, reading strategies in English for Islamic boarding school is very challenging. Therefore the learners have to use reading strategies and be aware of the current issues while reading.

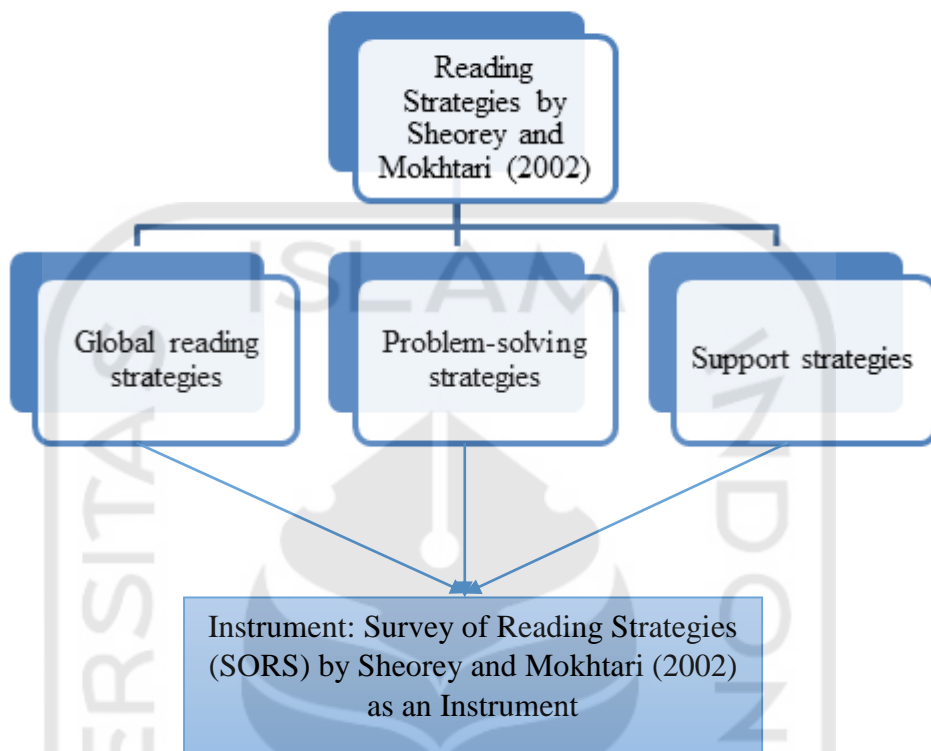


Figure 1. Theoretical framework