CHAPTER II

LITERATURE REVIEW

A. Online Reading Strategies

The concept of online reading is preceded by Coiro (2003) about online literacy. She highlighted that literacy appears different challenges in the era of technology. She also outlines three types of texts that the readers may face on internet: non-linear texts, multiple-media texts, and interactive texts. The differences between printed texts and online texts are located on the format. Online text are manifested into hypertext, and connected with links, icons, headings and graphic. The example such as social media, blogs, and Online textbooks (Kaplan and Haenlein, 2010; Williams & Jacob, 2004; Vernon, 2009 as cited in Robinson, 2011). Whereas, the printed ones are manifested into paper and ink such as documents, printed online article, and textbooks (Doermann, Li & Zheng 2004; Spencer, 2006; Chulkov & Van Alstine,2013). Accordingly, new strategies are needed to outcomes the new challenges. Actually, reading strategies for the printed text quite similar to the online reading strategies. However, online text readers should have navigation ability to locate information more than only understanding the meaning of the text such as the printed text reading strategies (Dobler, 2003). Anderson (2003) outlines the three online reading strategies: Global Reading Strategies, Problem Solving, Strategies, and Support Strategies. These domains are originally from Sheorey and Mokhtari's reading stratgeies (2001). First, the example of using Global Reading Strategies such as setting a purpose about one's prior knowledge in order to help understand the text (Uso-

Juan & Ruiz-Madrid, 2009). Additionally, Dobler (2003) shares similar ideas, that prior knowledge is included in global reading strategies. This strategies is similar on both printed and online text (Dobler, 2003). Second, the example of Problem Solving Strategies such as repeating the text reading (Uso-Juan & Ruiz-Madrid, 2009). Dobler (2003) adds example of this strategy, she states that the examples are such as text analysis, select the important and unimportant information, and using prior knowledge in reading between lines which the purpose of three of them is to help the readers understand the text . The third, the example of Support Reading Strategies such as blocking sentences, reading aloud, printing out the text in case online text. (Uso-Juan & Ruiz-Madrid, 2009). Dobler (2003) adds other features on the support strategies, she states that on the printed strategies the readers are forming question on the purpose of the reading process and using table, glossary, headings to help search information. While the online text one the readers that forming questions is necessary to avoid getting lost in reading and using the features on the internet texts such as downloading the text. Moreover, Leu (2007) outlines 6 elements of online reading which online reader should have; questions identification, for example forming question before reading , locating information such as using search engine to search information, critical information evaluation, for example evaluating the reliability of the texts they read, synthesizing information, there are two ways of synthesizing; synthesizing the meaning and choosing site. The first way is the same way which offline readers use such as synthesizing the meaning of text. Meanwhile, the online text reader also use the second way such as which links to open, who they

communicate with, and who is the author of the site, and communicating information, using communication tools such as messaging, e-mail, blogs, and wikis.

B. Online Reading in Rural and Urban Senior High School Context

Previous studies on online reading strategies in senior high school context in terms of identifying strategies in variable is still rarely found. Later in the question and answer session, the presenter was asked if there are some research related to online reading. The first is a research conducted by Mateos et al (2007), which aims at identifying online cognitive and metacognitive task for student in secondary school context. It identifies that meaning construction has the most average above paraphrasing, restating and elaborations linking the contents to prior knowledge. Another finding highlighted that there were no significant differences when students are doing the hybrid task. It is different to Abidin et.al (2011) research which is focused on the survey online reading to secondary school students' reading habit in Malaysia. The investigation is very comprehensive in terms of how online reading habit by considering different variables, such as gender, language preferences, the internet access, the location of access, frequency, duration, and websites preferences. This research contributes to elaborate the references of how online reading strategies practices in daily life. It is necessary to emphasize that Abidin's et al research was conducted in the past decade, of which mobile internet is not as popular as the present years. Moreover, the setting of his research was in rural area. Thus, the research found that students

mostly access internet at the internet cafe. They mostly active in surfing on the internet. However in case of online reading or printed reading preference, the students still prefer printed materials instead of online materials. From all kind of online reading texts, e-mail and online comics are mostly preferred. On the language preferences, students mostly prefer Bahasa Melayu on reading printed materials and English on online materials. According to gender preference to read material, female students mostly often to read e-mail, while males tend to read jokes and comic strip. On the general time spending, mostly students access internet 1-3 hours a day, while based on gender findings indicate that male students spend more time which is around 4-6 hours. Other research investigates the impact of self-regulation, goal orientation, and academic achievement of high school students after having university's online course (Matuga,2009). Different from Abidin et al (2011), Matuga's research relates between the online reading to students online reading program while Abidin's et al focused on the relationship between online reading and students' daily life. This course included online reading practice, especially in the findings related to self-regulation in online course, she mentioned that online reading became the activity that supports the success of online course. Thus, Matuga's research is still relevant to be exposed in this literature review, as the supported empirical findings of online reading practices. She found that the students agree that when they got confused in reading text in online course, they went back and try to figure it. The students' answer is considered as problem-solving strategies. A study from Colina, Leavell, Cuellar, & Hollier (2009) have a similar research to Matuga (2009) in terms of

online reading in terms of relating to other subject after experiments. The difference of this research is that this research relating between online reading and the effectiveness to the lexile score and reading level. It is conducted by implementing the online reading activities and evaluates the effectiveness of them. The research indicates that the lexile score is increased after post-test. However, the reading level score has various changes. The beginner and advanced level got the score decreased while the intermediate and advanced high got the score increased. The last research investigates the online reading strategies. Different to previous research the author mentioned. This research identify the high school students' strategies in searching and reading online texts. It explores whether the online strategies are similar or not to the printed ones (Kymes, 2007). The result shows that problem-solving strategies have the highest score while the support strategies have the least mean.
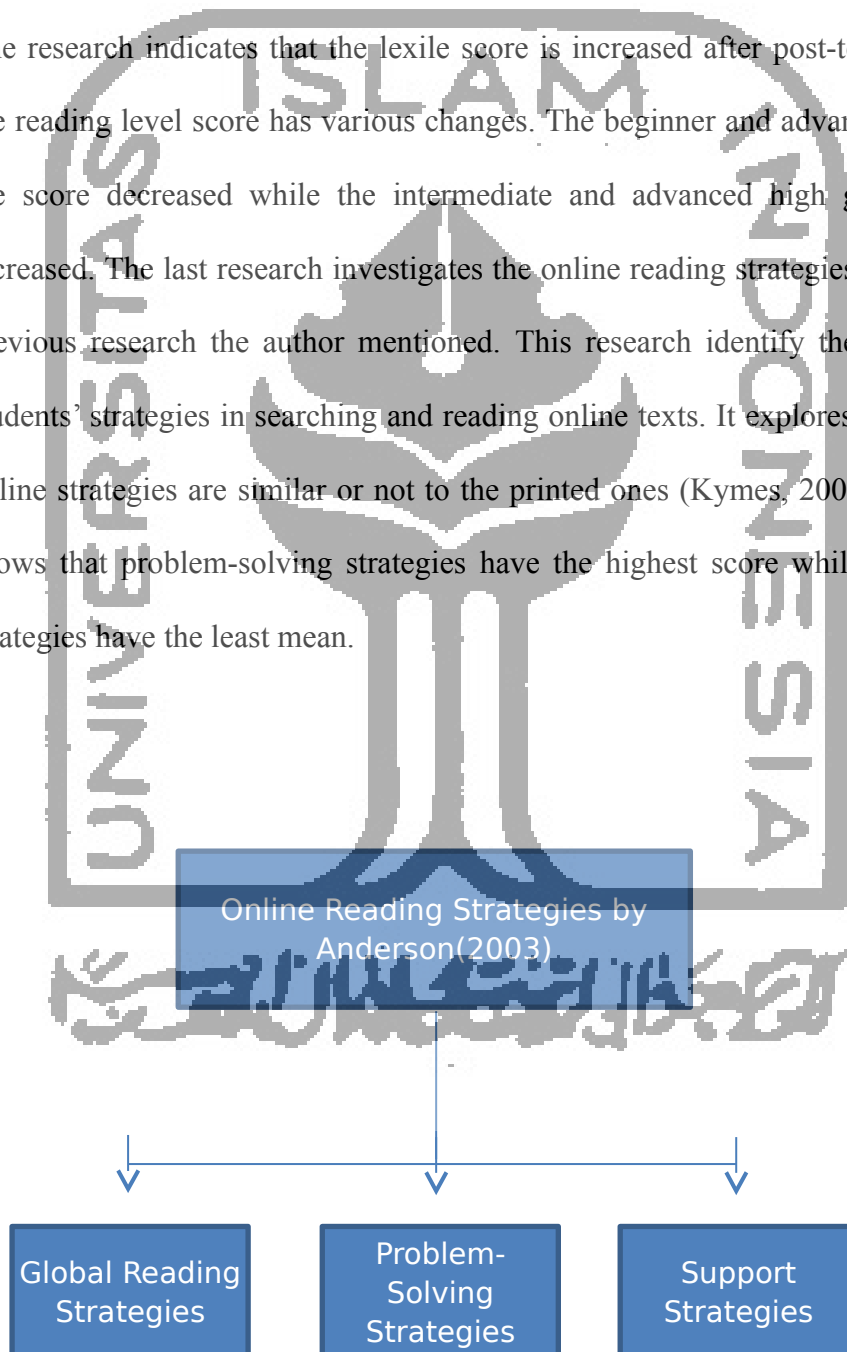
Figure 1. Theoritical Framework