CHAPTER II

LITERATURE REVIEW

This chapter will be discussed the review of previous literature that has been studied about reading strategies, online reading strategies in learning English as a Foreign Language.

2.1. Online Reading Strategies in EFL Context

According to Dobler (2003) Students who are lacking in reading will be more easy to read online because they can get what they want to know and read the article as practically. The learners will continue to develop their reading skills to understand the contents of the passage that they will refer to the development of their knowledge. They will maximize their understanding while reading the contents following their needed. Good learners can have a lot of knowledge, especially foreign languages that will continue to be trained (Anderson, 2003). Students can increase their skill in online reading strategies to success in their learnig process (Mokhtari and Sheorey, 2002). They will look for an appropriate online reading strategy to help them more easy to understand the content of online reading.

Reading not only uses books or print media. Currently, learners can find a variety of sources in accordance needed through the internet. This survey aims to know what kind of online reading strategy is appropriate for the learners to see.

This research will be conducted in senior high school. We know if reading not only by books, so the reader could read all of them want with the internet. Online reading has many challenges because the reader must find valid sources. Online reading also different from reading books. Same with Pardede (2019) students can increase their vocabulary without printed and they will be able to learn more things at one time such as grammar through the internet. According to Tien and Talley (2014), students will be more interest in the activities for looking at the sources as their references other than reading a book. Through online reading, learners will find more sources of reading at one time. Then, the learner will get more knowledge such as a term and paraphrase a sentence after reading using a foreign language.

In the present time, the Internet can be interpreted as a communication integrated, gain knowledge and find a way out of a problem. Researchers can find lessons for offline learners and online learners because each learner has different abilities. Online reading for communication and get any information in the word (Huang & Hong, 2015). Through online reading, learners can increase their knowledge (Anderson, 2003). Learners will have an unlimited source if they read through online reading because we don't need to spend a lot of budget to buy some books such as while we read the offline reading source.

Support strategies are the main to create online reading comprehension such as articles or writings in English text. Many ways to get an understanding of reading English text such as using a dictionary, taking notes or highlighting the words to know the meaning. Support strategies have many challenges, from those strategies we know which level that more challenging and characteristics to get the aim of

reading comprehension. How much time that needed to used the online reading strategies (Amer, Barwani, & Ibrahim, 2010). From the statement before, the strategy is one of the right ways to get easy while reading some online reading for readers.

Then, they will also develop their mindset to conclude a reading they have got. To get information about the effect of reading online in the English classroom in Taiwan. The researcher found some interventions because they used reading online for their reading comprehension. The result of this research is a positive effect (Huang & Hong, 2015). Learners provide good results when looking for resources through online reading.

Based on some previous studies, according to research by Chen (2015) this study tells us about online reading strategies in dissimilar function for students in grade. Then, the research also explain dissimilar between students in beginner with expert's students in English learners. Students can find some interesting to get more knowledge (Patterson, 2000 cited in Chen, 2015). Students can find some strategies for their studies. In this study, the researcher uses the participants in 94 EFL learners whose ages from 19 to 26 years old. The participant's level of undergraduate or graduate. The research uses the Online Survey of Reading Strategies (OSORS) that consisted of 3 strategies and uses a 5 point Likert scale. The researcher collected the data from questionnaires that were posted on social networks then only take the participants 16-26 years old, the other age will automatically eliminate. The researcher make the finding into the top ten and the bottom ten frequently used online reading strategies which means in top ten there are half of them were global

reading strategies, three of them were problem solving strategies and two of them were support reading strategies. Then, the finding from the bottom ten there are three of them were global reading strategies, three of them were problem solving strategies and six of them were support reading strategies.

In the other research from Anderson (2003) " Scrolling, Clicking and Reading English: Online Reading Strategies in a Second/ Foreign Language", this study tells about the significance between the ways of understanding reading and current development in millennials. In this study, the researcher use of 247 EFL readers as the participants. The research also uses the Online Survey of Reading Strategies (OSORS) that adapted from The Survey of Reading Strategies (SORS) that consisted of 38 items of questionnaires. The students who are interested in Online Reading Strategies will gather in a place, then the students filling the questionnaires in 15 minutes. The finding from this research are 67% as the top 12 strategies that is problem solving strategies and 58% as the bottom 12 strategies that is support reading strategies.

According to Cheng (2016) " Reading Online in Foreign Languages: A Study of Strategy Use", this research tells about EFL who interested to read some articles in English from online sources. Then this research to giving information in the next time about the effect of online reading with ability EFL learners. The participants from Departments of East Asian that consisted of 32 participants from 18 to 51 years old. This research uses Online Reading Strategies (OSORS). The questionnaires distributed by email which is already in Qualtrics. There are 38 items and the participants have 15 minutes to complete the questionnaires. The research

finding are strategies that employed by the students in different level such as in proficiency level and beginners level, then how the students engaged in online reading strategies.

This research tells us about the online reading strategy for readers. Reading will develop knowledge. This research found the benefits of online reading strategy. Then, the strategy can give suggestions while they read from an online article. So, the readers will know the importance of reading comprehension although reading online not reading offline (Anderson, 2003). Online reading gives learners more challenges to understand the reading, so they must know the main idea to understand the contents of the reading.

2.2. Theoretical Framework

In general, this research contains online reading strategies as a topic. Meanwhile, this research uses a questionnaire to find online reading strategies.

Reading Online

In this era, students can succeed in learning English through reading skills and they can increase new words during reading although they don't realize it (Anderson, 2003).

Online Survey of Reading Strategies

Students can improve their abilities through online reading strategies, if the online reading strategies they were implemented, it will develop their English in learning process (Mokhtari and Sheorey, 2002).

There are three of strategies for Online Survey of Reading Strategies

By Mokhtari and Sheorey (2002)

Online Survey of Reading Strategies by Kouider Mokhtari and Ravi Sheorey, 2002 that consist of 38 statements.

1. **Global Reading Strategies**
    (measured about the various method of   finding the information.)

2.   **Problem Solving strategies**
    (measured about the process of finding solutions.)

3.   **Support Reading Strategies**
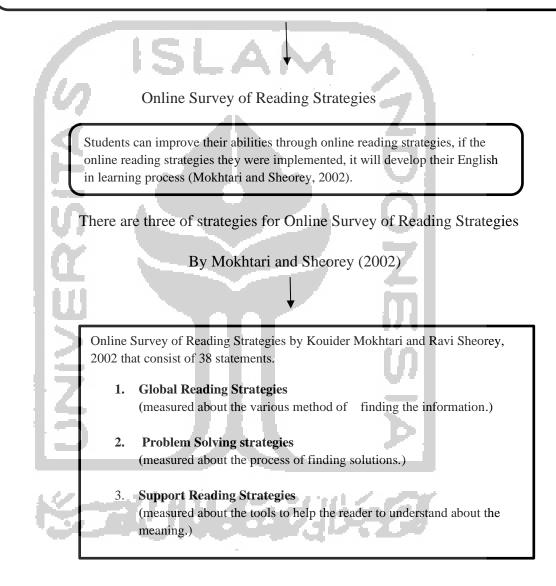   (measured about the tools to help the reader to understand about the meaning.)

Table 2.1. Theoretical Framework

Reading is important to get more knowledge. Accordance with Lin and Hsieh (2001, cited in Hong, 2015) The developments are also reflected in pedagogical

preparations. Then, this research makes the engagement between reading strategies and pedagogical preparations for learners.

Finally, an Online reading strategy is useful for learners. Many learners could highly their reading skills. And also reading have many benefits for learners. Online reading could help learners than offline reading, and also online reading didn't have a limit to get any information. Different from offline reading that uses the book, that has a budget. Online reading makes learners easier to get knowledge and a low budget.