

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some basic studies of this study, those are: Definition of reading strategy, gender and the selection of learning strategy, male reading strategy, and female reading strategy.

2.1 Definition of Reading Strategy

Reading is one of the most important skills in learning language besides listening, speaking and writing. It has the fundamental goal to know enough the concept and the language. It operational means an activity that the students perform to gain information or message from the written material the read. Therefore, in reading activity students have intention to obtain knowledge from their reading. In Oxford Advanced Learner's Dictionary, Hornby (1994) defines reading as an action of a person who reads. Carillo (2007) concludes that educators and psychologists differ as to what should be included in the definition of reading in three categories.

- 1). Reading is purely a mehanial proess in reading skill by (a) a reader's acuracy in recognizing words and attacking words that are known; (b) The amount of print recognized at eah fixation of the eyes; (c) the rate of reognition of words and phrases; and (d) rhythmi progress along the line of print an easy return sweep to the next line.
- 2). Reading is a mehanical process plus the acquisition efficiency in the mechanical aspects given above, the raeder must fuse the meaning represented by the printed words into a chain of related ideas.
- 3). Reading is a combination of mechanics, understanding, retention, and use. In this broadest of the three views, the reader should be able not to perform the mechanics and comprehend the meanings of the words, but to critically evaluate the ideas expressed and apply then to his or her situation.

Of the three views expressed, the two views of reading are weak because they do not recognize this maturation process. They are insufficient in other aspects as well. Nuttal stated that reading is to recall, to understand, to interpret, and to analyze the printed page (Nuttal, 1982). Smith state that reading an active attemp, on the part of the reader,

to understand a writer wishes to communicate (Loan & Nasreen, 2021). Haris and Sipay (1980: 8) state reading is the meaningful interpretation of printed or written verbal symbols (Nuttal, 1982). According to Mark A. Clark and Sandra Silberstein define that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

2.2 The kinds of reading

According to Astuti (2002) classifies reading into three kinds, namely; reading aloud, silent reading and speed reading.

1). Reading Aloud

Reading aloud is very important device that cannot be overlooked in achieving the goal because it is a great aid in the developing our habits to practice, in reading aloud. The students will get experience as many times as possible.

2). Silent Reading

Silent reading tends to reinforce the reader to find out the meaning of the words. This kind of reading leads the reader to a better comprehension. Silent reading is a skill to criticize what is written to discuss something written means to what is read.

3). Intensive Reading

It is also called study reading. This involves close reading of the text as the amount of comprehension should be high. The speed of reading is correspondingly slower.

2.3 Types of reading

Abbott, Gerry, Greenwood, John, and Douglas (1981) determined the types of reading for the purpose of the reading ;

a. Skimming

Skimming is used to quickly grasp the main ideas and purposes of a reading selection (Leo, 1994). However, a reader should look quickly across and down the page to find specific information he wishes.

b. Scanning

The reader is on the look out for a particular item he believes in the text. The scanning can be done to find name, data, statistic, or fact in writing. The eyes start quickly at the lines of writing.

c. Speed Reading

This kind of reading is used to improve speed and comprehension in reading. This skill is very important for students. This skill of speed reading must run side by side with comprehension. The rate of reading a story or narration will be different from the reading of scientific materials.

2.4 Strategy in reading

Based on Mukhroji (2011) there are three strategies in reading that involved bottom-up, top-down, and interactive strategies.

a. Bottom-up Strategies

Mukhroji (2011) states that the bottom-up strategy of reading assumes that the process of translating print to meaning begins with print. The bottom-up strategy are also used by the readers when they feel the next being read is difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentence, and paragraph until reaching the entire meaning of the text.

b. Top-down Strategies

By top-down strategy, readers start to process the text by applying the higher level stage. Reader usually use top-down strategy when they have background knowledge and sufficient language competence about the text being read and when the clues in the text can activate the content schemata.

c. Interactive Strategies

This kind of strategy is the process of translating print to meaning involve making use of both print and prior knowledge. The process is initiated by making prediction about the meaning and or by decoding graphic symbols. This strategy is combine both of bottom-up strategy and top-down strategy.

2.5 Definition of reading comprehension

Harris. A, and Sipay (1980) state that reading comprehension as the result interaction between the perception of graphic symbol that present language skills and knowledge of the world. Tahir (2001) stated that reading comprehension is an active thinking process, which not only depend on comprehension understands what has been read. It is an active thinking process that depend not only comprehension skill but also the student experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating (Sata, 2016).

According to Mayor (2005) reading comprehension is understanding a text that is read, or the process of “constructing meaning” from a text. Comprehension is a ‘construction process’ because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader’s mind (Elizabeth F Barkley, 2005).

Alexander (1998) points out that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is the act or process of comprehending. Besides, Holt (1996) states that reading comprehension is the mind’s act or power understanding.

Based on the definition above, we can conclude that reading comprehension is such a kind of language between an author and a reader in which the written language becomes the medium that causes dialogue to happen when the two persons communicate through the medium print.

2.6 Gender and the selection of learning strategy

Differences in students’ gender identities frequently result in differences in intellectual activities, including reading. Being male or female was associated with better predictors of a learner’s reading skills or motivation. Reading has long been recognized as an activity more closely associated with females than males. Gender differences in reading are also significant, as empirical studies have shown that male and female learners behave differently in EFL reading performance and strategy use, according to Griva, Alevriadou, and Geladari (2009), who investigate the effect of choice on gender differences.

When using EFL reading strategies, the researchers discovered that female students had a more extensive list of techniques and more excellent strategic knowledge and flexibility in using cognitive and metacognitive strategies. According to Brantmeier (2003), the reading comprehension performance of men and women varies depending on the topic of the text due to differences in background knowledge.

2.7 Gender Differences in Reading Strategy

Although research on strategy use and gender is joint, reflecting in strategy use between male and female students, the relationship between language learning strategies and gender remains unclear due to conflicting results provided by previous research studies. According to Mahmud, M., and Nur (2018), a reflection of male and female strategy preferences revealed that female students preferred cognitive, compensatory, and affective strategies. In contrast,

male students chose memory, metacognitive, and social system. Several studies in Indonesia discovered significant differences in male and female students' use of metacognitive reading strategies and insignificant differences (Deliany, Z., and Cahyono, 2020).

Male and female students used metacognitive reading strategies in very different ways. Gender differences are also crucial in reading research; empirical studies have shown that male and female learners behave differently in EFL reading performance and strategy use, such as (Griva, 2009), who investigated gender differences in the effect of strategy use choice. Reading the EFL, it was concluded that female students used a more extensive repertoire of strategies and demonstrated more excellent strategies knowledge and flexibility in using cognitive and metacognitive strategies.

a. Male reading strategy

Male students employ metacognitive reading strategies that heavily rely on guessing the contents of the text, whereas female students rely on prior knowledge. According to Jamiah, J., Mahmud, M., and Muhayyang (2016), male students are more confident, often more active and logical, and seek pleasure in learning, as (Dörnyei, 2005.) suggested, implying a risk-taking tendency in selecting guessing strategies to make intelligent predictions. Furthermore, there are few significant differences in reading strategies used by male and female students. However, numerous studies show that male students are more logical and quick to grasp what they have read or learned previously.

b. Female reading strategy

In terms of reading strategies, female students outnumber male students. Language learning begins with different reading strategies, styles, and ways of thinking. According to Oxford and Burry-Stock (1995) female students have more strategies than male students. Female students have more positive attitudes toward reading than male students (Swalander, L and Taube, 2007). Female students use listening strategies more frequently and have more positive attitudes toward learning to read in English than male students (Kaplan, 2000).