

CHAPTER II

LITERATURE REVIEW

1.1 Related Study Review

Several previous studies that discussed reading strategies and their relationship with reading comprehension have been conducted by several researchers. Although each study has a different focus, in general, all of them emphasize the importance of reading strategies in supporting students' ability to understand texts and also in relation to their learning outcomes. In this section, several studies that are considered relevant to this research will be explained, namely research conducted by Asnawi et al. (2024), Hidayah and Addinna (2023), and Fitria et al. (2024).

The first study, conducted by Asnawi et al (2024), entitled Investigating Teaching-Learning Strategies in Improving EFL Learning's Reading Comprehension aimed to determine which teaching and learning strategies could improve junior high school students' reading skills in English lessons. This research used qualitative methods with case studies in several schools. Data were collected through observation, interviews, and documentation.

The results showed that the Think Aloud and Question-Answer (QAR) strategies significantly helped students comprehend texts. In Think Aloud, students are asked to express their thoughts while reading, such as guessing word meanings or drawing conclusions. Meanwhile, QAR trains students to distinguish question types and connect them to the text.

Overall, these two strategies have proven effective in improving reading comprehension and influencing student learning success.

The second study, conducted by Hidayah and Addinna (2023), aimed to determine the strategies used by English teachers in teaching reading comprehension to second-grade students at SMPN 1 Panyabungan Selatan. This study used a descriptive qualitative method, collecting data through observation, interviews, and questionnaires. The think-aloud strategy was used to demonstrate the teacher's thinking while reading, allowing students to imitate the process. The QAR strategy, meanwhile, helped students answer reading questions by connecting the text's content to their reasoning. Overall, this study confirms that the strategies teachers use play a crucial role in shaping students' reading comprehension and developing their reading skills.

The third study, conducted by Fitria, Widyantoro, and Sukarno (2024), aimed to determine the strategies used by high school English teachers in Indonesia to improve students' reading comprehension. This study used a qualitative approach with interviews as the data collection method. The results showed that teachers used several strategies, such as skimming, scanning, and mind mapping. Skimming helps students quickly find the main idea, scanning is used to search for specific information in the text, and mind mapping helps students organize and understand ideas from the reading.

Compared to previous studies, all three emphasized the importance of reading strategies for improving students' text comprehension. The study by Asnawi et al. (2024) focused on junior high school students using the Think Aloud and QAR strategies, while the study by Hidayah and Addinna

(2023) examined strategies used by junior high school teachers.

Meanwhile, the study by Fitria et

al. (2024) examined strategies at the high school level that remain relevant for junior high school students.

Previous studies, such as those by Hidayah and Addinna (2023) and Fitria, Widyantoro, and Sukarno (2024), mostly focused on how teachers used certain strategies to help students improve their reading comprehension. These studies discussed classroom techniques like think-aloud, scaffolding, and QAR, and the results were measured based on how well students understood the text. In other words, the focus was mainly on the teaching process and comprehension results.

This research is different because it focuses on the students themselves, not the teachers. It tries to find out how students use reading strategies on their own and how these strategies are related to their academic achievement. The achievement meant here is not only about reading comprehension but also about their learning results in general.

Another difference is in the research setting. Most previous studies were done in schools that have better learning facilities and teacher support, while this research differs from previous studies because it focuses on students' reading strategies rather than teachers' strategies. In addition, this study aims to describe how students' reading strategies relate to their academic achievement in English learning within a school context. By using a qualitative descriptive approach, this research provides a detailed description of students' reading attitude and learning outcomes.

Therefore, this study is expected to provide a clearer description of how students apply reading strategies and how these strategies relate to their academic achievement.

1.2 Concept

In this research, there are two main concepts, namely reading strategies and academic achievement. Both concepts are explained below to give a clear understanding of what they mean in this study.

1.2.1 Reading Strategies

Reading strategies are the ways or techniques that readers use to help them understand a text. According to Anderson (2003), reading strategies are plans that readers make to help them process information more effectively while reading. These strategies help readers to be more active and focused on the text.

Oxford (1990) also says that learning strategies are specific actions taken by learners to make learning easier, faster, and more effective. In reading, these actions include techniques that help students understand the meaning of a passage. The strategies include:

- a Skimming: reading quickly to grasp the main idea.
- b Scanning: reading rapidly to locate specific information.
- c Predicting: anticipating the content of a text before reading it fully.
- d Summarizing: creating a concise summary after reading to aid memory retention.

1.2.2 Academic Achievement

Academic achievement means the learning results that students get after they finish studying. According to Syah (2012), academic achievement is the level of success shown through test scores, report cards, or teacher evaluations. It shows how well students have mastered the material taught at school. Mihret and Joshi (2025) also explain that academic achievement is not only influenced by

intelligence but also by study habits, motivation, and learning strategies. Students who can use reading strategies effectively usually have a better understanding, and this can help improve their learning results.

In this research, academic achievement refers to the scores or results that students achieve in their English subject, which show how well they understand and apply what they have learned.

2.3. Theoretical Framework

To provide a clear foundation for this research, it is important to present the theoretical perspectives that support the relationship between reading strategies and academic achievement. The theoretical framework serves as a guide that connects key concepts such as reading, reading strategies, and academic performance and explains how these concepts interact within the context of English learning. By outlining the main theories related to these variables, this section helps establish the basis for interpreting the findings of the study and understanding how students' use of reading strategies may influence their learning outcomes.

2.3.1 Theory of Language Learning Strategies

Oxford (1990) proposed the Language Learning Strategy Theory, which emphasizes that learners can consciously use specific techniques to make learning easier, faster, and more effective. She categorizes learning strategies into six groups:

- a. Cognitive strategies (summarizing, reasoning, analyzing)
- b. Metacognitive strategies (planning, monitoring, evaluating)
- c. Memory strategies (grouping, associating, imagery)

- d. Compensation strategies (guessing meanings from context)
- e. Affective strategies (lowering anxiety, encouraging oneself)
- f. Social strategies (asking questions, cooperating with others)

In this study, Oxford's (1990) framework serves as the theoretical foundation for understanding students' reading strategies. Reading is seen not merely as decoding words, but as a strategic process involving cognitive and metacognitive control. This theory helps the researcher identify which strategies are used by students of SMP Negeri 3 Kupang Barat when they read English texts, and how those strategies contribute to their comprehension and performance.

2.3.2 Definition of Reading

The theoretical framework of this study is based on several theories related to reading, reading strategies, and academic achievement. These theories provide the foundation for understanding how students' use of reading strategies can influence their academic performance, especially in English language learning.

According to Anderson (2008), reading is an active process in which readers interact with the text to construct meaning. It involves not only recognizing words but also integrating prior knowledge, making predictions, and interpreting information. Therefore, successful reading depends on how effectively students can use strategies to comprehend and process textual information.

2.3.3 *Reading Strategies Related to Academic Achievement*

The learning strategies linked to academic achievement in this study are reading strategies, as defined by Anderson (2003) and Oxford (1990). Reading strategies are specific methods or plans that help readers comprehend texts more

effectively. Some examples of reading strategies are skimming, scanning, predicting, and summarizing.

1. Skimming

Skimming is a reading strategy used to quickly grasp the main idea or general meaning of a text. According to Brown (2001), skimming is the process of reading rapidly to get a general overview of the passage without paying attention to specific details.

a. Main Components / Steps

- 1) Look at the title, subtitles, and first sentences of each paragraph.
- 2) Focus on keywords and topic sentences.
- 3) Skip examples or explanations.
- 4) Try to identify the writer's general idea.

b. Classroom Application Example

Nuttall (2005). In reading class, the teacher asks students to read an article for one minute and then tell what the text is mainly about. This trains students to identify the topic quickly without reading every word.

c. Theoretical / Empirical Support

A study by Nuttall (2005) found that skimming helps students activate their background knowledge and predict text content. Similarly, Grabe and Stoller (2013) note that skimming is an essential strategy for academic reading where time is limited.

d. The Influence on Reading Achievement

Grabe & Stoller (2013). Students who use skimming effectively can understand the general meaning of a text faster, which supports comprehension tests that require identifying main ideas.

2. *Scanning*

Scanning is a strategy used to find specific information quickly without reading the whole text. According to Grellet (1981), scanning means looking for particular pieces of information, such as names, numbers, or facts, in a text.

a. Main Components / Steps

- 1) Identify what information is needed (e.g., date, name, number).
- 2) Move eyes quickly over the text to locate key words.
- 3) Stop reading once the needed information is found.

b. Classroom Application Example

Grellet, F. (1981). The teacher gives students a short article and asks them to find the date of an event or the name of a person. Students practice locating the information without reading everything.

c. Theoretical / Empirical Support

Anderson (2003) explains that scanning helps readers develop reading fluency and efficiency. A study by Alfaki (2015) also shows that scanning can significantly improve students' performance in reading comprehension tests, especially for factual questions.

d. Influence on Reading Achievement

Scanning helps students answer detailed questions accurately and quickly, improving their reading test results and overall reading efficiency.

3. Predicting

Guessing meaning from context is a strategy where readers use surrounding words, sentence structure, and background knowledge to understand unfamiliar vocabulary. According to Nation (2001), this strategy allows learners to infer the meaning of unknown words based on context clues.

a. Main Components / Steps

- 1) Identify the unknown word.
- 2) Read the sentence carefully and look for clues (e.g., synonyms, antonyms, or examples).
- 3) Predict the meaning of the word.
- 4) Check if the guessed meaning fits the sentence's meaning.

b. Classroom Application Example

When students find difficult vocabulary in a reading text, the teacher guides them to look at nearby words or sentences to predict the meaning instead of using a dictionary.

c. Theoretical / Empirical Support

Nation (2001) and Oxford (1990) both emphasize that this strategy improves vocabulary learning and comprehension. Huang (2006) found that students who often guess meaning from context perform better in reading comprehension than those who rely only on dictionaries.

d. Influence on Reading Achievement

This strategy helps students become independent readers. By inferring meanings, they can understand texts more smoothly, which increases reading comprehension scores.

4. Summarizing

Summarizing means expressing the main ideas of a text in a shorter form using one's own words. According to Brown and Day (1983), summarizing involves identifying the key ideas and excluding unnecessary details to capture the text's main message.

a. Main Components / Steps

- 1) Identify the main ideas of each paragraph.
- 2) Eliminate supporting details and examples.
- 3) Rewrite the main points in your own words.
- 4) Combine the ideas into a short paragraph.

b. Classroom Application Example

After reading a short passage, students are asked to write three sentences that summarize the main ideas using their own words.

c. Theoretical / Empirical Support

Research by Kintsch and van Dijk (1978) shows that summarizing helps readers build coherent mental representations of text. Yukselir (2014) also found that students trained in summarizing strategies achieved higher scores in reading comprehension tests.

d. Influence on Reading Achievement

Summarizing helps students process and remember key ideas, improving long-term understanding and performance in reading comprehension. Grabe and Stoller (2013) explain that students who use reading strategies can control their reading better. They know when to read fast, when to read slowly, and how to focus on the

important parts of the text. In this study, reading strategies refer to the techniques that students use when they read English texts to understand them better.

2.3.4 Theory of Academic Achievement

In this research, academic achievement refers to students' learning outcomes that reflect their success in understanding lessons, particularly in reading. According to Syah (2012), academic achievement is the level of success demonstrated through report cards, exam results, or teacher assessments.

However, in this study, academic achievement focuses more on reading comprehension performance. It measures how well students can understand the main ideas, identify important details, and connect information from the text with their prior knowledge. Thus, the indicator of academic achievement in this study is not the general average score of all subjects, but rather the level of reading comprehension that contributes to students' overall academic success.

In this research, academic achievement specifically refers to reading comprehension performance, identified through observation, interview and documentation. Indicators Used:

- a. Main Idea: measured through tasks requiring students to determine the main idea or topic of a paragraph.
- b. Important Details: measured through factual questions requiring students to identify key information.
- c. Inferential Understanding: measured through questions requiring students to make logical conclusions or connect text content with prior knowledge.

These indicators appear both in the observation checklist and in the structure of the reading comprehension tests collected through documentation

2.3.5 Aspects of Academic Achievement Being Investigated

The aspect of academic achievement examined in this research is reading comprehension performance. It can be identified through several indicators, such as:

- a. English test scores that measure comprehension skills.
- b. Students' ability to answer reading comprehension questions (literal, inferential, and evaluative).
- c. The ability to summarize or interpret the content of texts based on classroom observations and interviews.

Therefore, academic achievement in this study refers mainly to the observable results of students' understanding of reading materials.

2.3.6 The Relationship Between Reading Strategies and Academic Achievement

Previous research supports the theoretical relationship between these two variables. Banat and Pierewan (2019) found that metacognitive reading strategies (planning, monitoring, and evaluating comprehension) positively influence students' academic achievement. Islam (2022) confirmed that students who consistently apply reading strategies perform better academically across multiple subjects. Drawing from these studies, this research assumes that students' use of reading strategies plays a mediating role in enhancing their academic performance. The more strategic and conscious their reading behavior, the higher their level of comprehension and achievement.

Based on these theoretical views, this study assumes that students who use effective reading strategies will have better comprehension, which directly supports their academic success.

2.3.7 The Role of Reading Strategies in Improving Reading Comprehension and Academic Achievement

In this framework, reading strategies act as the independent variable, while academic achievement serves as the dependent variable. Theories from Anderson (2008), Oxford (1990), Grabe & Stoller (2013), and Banat & Pierewan (2019) collectively explain the mechanism through which reading strategies influence learning outcomes. Students who actively plan and control their reading processes are expected to achieve better academic performance than those who read without clear strategies.

Therefore, this theoretical framework provides the conceptual foundation for this research, guiding the analysis of how students at SMP Negeri 3 Kupang Barat use reading strategies and how these strategies relate to their academic achievement in English learning.