

CHAPTER II

REVIEW OF RELATED LITERATURE

In accordance with the problem and the purpose of the study, this chapter is provided to review some relevant theories and study concerning theoretical review of previous studies. In addition, this chapter includes theories about reading that consist of , the nature of reading, definition of reading comprehension, element of reading comprehension, characteristic of reading comprehension text, microskill for reading comprehension, reading strategy, the important of reading strategy, reading comprehension strategies, models of reading process and characteristic of good and poor readers

A. Previous Studies

There have been a numerous study concerned with reading comprehension discussed to be in line with this study. The writer notes some of them as previous studies to support this study.

First of all, Shiu Chen Hsu conducted the english reading strategies used by of four-year EFL technical students in taiwan. The result suggest: “the most often used category is metacognitive strategy category. The second one is

social/affective strategies more often than males do. But there is no significant difference between male and female students in terms of overall strategy use.”¹

Pratin Pimsarn conducted to investigate the differences of reading strategies in English employed by good and poor readers at the graduate level of Thammasat University. The 260 samples, 130 for each group, responded to the questionnaire. The result of this study indicate that there is a statistical difference between poor and good readers at both 0.01 and 0.05 levels.²

Laphatrada O'Donnell conducted English reading comprehension strategies used by non-English Major First Year students at Burapha University. This study presents information about Burapha University regular and special program students English Reading Comprehension Strategies. The findings suggest the strategies of reading without looking up every unknown word from a dictionary and classifying the words according to their grammatical categories need to be developed for Burapha students. The study shows the differences in the use of English reading comprehension strategies among regular and special program students.³

Nordinah studied, A Comparative Study on Students' Mastery of Gerund by the second year students of MAN Language Program at MAN Model Palangka Raya. The result there is not differences that achieved by the second year students

¹ Shiu-chen Hsu, *The Reading Strategies Used by EFL Technical Students*. Taiwan: Nanya Institute of University.

² Pimsarn. P. *A comparative Study of Reading Strategies between Good and Poor ESL Readers at the Graduate Level*. Language Institute Journal. 2006. 77. p. 77-95

³ Donnell, L. *English Reading Comprehension Strategies used by non-English Major First Year students at Burapha University*. Osaka, Japan: The Asian Conference on Language Learning. 2011

of the first language program and second language program at MAN Model Palangka Raya in mastering Gerund. Ha was rejected and Ho was accepted.⁴

Umami Shalihah studied, *The Mastery of Reading Comprehension by Fourth Semester Students of Islamic Education of STAIN Palangka Raya*. The result of this research showed based on the percentage of the strategy application of the students, it showed that there were 3 strategies of reading comprehension that were always used by the students, they were: Identify the purpose in reading (38%), using efficient silent reading (38%) and analyzing vocabulary (36%).⁵

B. The Nature of Reading

1. Reading

Reading is described in many ways by different people. Some describe it as a thinking process. Others say that it is the reconstruction and interpretation of meaning behind printed symbols or that it is the process of understanding written language. Still others say that it is a transaction between the reader and the text.⁶

In *Oxford Advances Learners Dictionary* is defined that reading is “to look at and understand the meaning of written or printed words or symbols, to discover or find out about something, to interpret something in particular ways, a way in

⁴ Nordinah, *A Comparative study on Students' Mastery of Gerund by the Second years Students of MAN Model Palangka Raya*, Unpublished Thesis : STAIN Palangka Raya, 2008

⁵ Umami Shalihah, *The Mastery of Reading Comprehension by the Fourth Semester Students of Islamic Education of STAIN Palangka Raya*, Unpublished Thesis : STAIN Palangka Raya, 2008

⁶ Betty D, Roe, et al, *Secondary School Reading Instruction The Content Areas*, Fifth Edition, USA: Houghton Mifflin Company, 1995.p. 3

which something is interpreted or understood.”⁷ So, reading is not a simply looking, but involves deriving meaning from the printed words.

Reading is a unique human skill which we tend to do it below maximum capacity. In general, the eyes begin at the left hand side of the line of the print or text, proceed with a series of pauses (fixations) along the line to the right hand side, and then move smoothly back in a single sweep to the beginning of the text line. Slow reading and misunderstand what being read, at the same time, are the lack of reading skill. Futhermore, reading is a very complex process. It needs a high level of muscular co-ordination, sustained effort, and concentration. But reading is more than just a visual task. Not only the reader sees and identifies the symbols in front of him/her but the reader must interpret what he/she reads in the light of his/her own background, associate it with past experience, and project beyond this in terms of ideas, judgments, applictaions and conclutions.⁸

The result of the understanding of the reading text is so-called *reading comprehension*. Some skill in reading, such as:

a. Knowledge of word meaning

It refer to the vocabulary, when we know the word meaning in a text it would be easy to find the gist of the text.

⁷ A.S. Horby, *Oxford Advanced Learner's Dictionary of current English*, Oxford; Oxford University Press, 1993

⁸ Jonathan Anderson, et al. *Effecient Reading: At Practical*. Sydney: Mc. Graw Hill Book Company, 1969, p. 5

b. Knowledge of stated facts

In a text, we will find some information which connects to the author's purpose. And the information could be said as the stated facts.

c. Ability to identify the main theme

The reader must be able to identify the main theme to find the author's purpose.

d. Ability to follow the organization of a passage

In some texts, we will find a difference for the organization of the texts and the reader must be able to follow the plot.

e. Ability to grasp causal relationship

In the organization the meaning of a text the reader must concern in each part of the text to find the facts that would be presented in causal relationship that is sometimes put in different part of the text.

f. Ability to draw inferences

When the reader can get the facts and points from a text, the next step is easy that is to make the conclusion of the text which is suitable with the author's purpose itself.

g. Ability to see the author's purpose

The final step is to identify the purpose of the author which is supported by the facts of the text and the conclusion.⁹

⁹ Jonathan Anderson, et al. *Efficient Reading*,..... p. 100

2. Reading Comprehension

According to Fauziati states that comprehension as comprehending a text, that is an interactive process between the reader background knowledge and the text.¹⁰ While, according to Cooper defines that comprehension is a language process and should be developed as a part of the total language arts. Listening, speaking, reading and writing, and it is a process by which the reader construct meaning interaction with the next.¹¹ Then, according to Hornby states that comprehension means ability to understand something or exercise that trains students to understand a language.¹² In addition, Carrel in Brown defines that reading comprehension is seen as an interactive process between the text and the reader's prior knowledge, is shown through practical classroom application.¹³ Last, Reading Comprehension is an interactive process of meaning construction.¹⁴

In conclusion, reading comprehension means the level of understanding of writing and an interactive process of constructing meaning from written texts based on a complex coordination of a number of interrelated sources of information that support by reader's prior knowledge, is shown through practical classroom application.

¹⁰ Endang Fauziati, *Teaching of English as A Foreign Language (TEFL)*, Surakarta: Muh. Amir Press, 2002. p. 139

¹¹ David J. Cooper, *Improving Reading Comprehension*, Boston, Houghton Mifflin Company, 1986. p.17

¹² A.A Hornby, *Oxford Advanced Learners Dictionary of Current English*, New York, p. 83

¹³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.2000,p. 306

¹⁴ Betty D, Roe, et al, *Secondary School Reading Instruction The Content Areas*, Fifth Edition, USA: Houghton Mifflin Company, 199.p. 9

C. Element of Reading Comprehension

1. Characteristic of Reading Text

According to Brown, Written language has some characteristics:

a. Permanence

Written language is permanent (or as permanent as paper and computer disks are), and therefore the reader has an opportunity to return again and again, if necessary, to a word or phrase or sentence, or even a whole text.

b. Processing Time

A corollary to the above is the processing time that the reader gains. Most reading contexts allow readers to read at their own rate. They are not forced into following the rate of delivery, as in spoken language.

c. Distance

The written word allows messages to be sent across two dimensions: physical distance and temporal distance. The pedagogical significance of this center is on interpretation. The task of the readers is to interpret the written language in some other place at some other time with only the written words themselves as contextual clues.

d. Orthography

In spoken language, we have phonemes that correspond to writing's graphemes. But we also have stress, rhythm, juncture, intonation, pauses, volume, voice quality setting, and nonverbal cues, all of which enhance the

message. In writing we have graphemes, sometimes punctuation, picture or chart lend a helping hand.

e. Complexity

Writing and speech represent different modes of complexity and the most salient difference is in the nature of clauses. Spoken language tends to have shorter clauses connected by more coordinate conjunctions, while writing has longer clauses and more subordination.

f. Vocabulary

It is true that written English typically utilize a greater variety of lexical items than conversational English. In our everyday give and take with family, friends, colleagues, vocabulary is limited. Because writing allows the writer more processing time, because of a desire to be precise in writing and simply because of the formal conventions of writing, lower-frequency words often appear. However, because the meaning of a good many unknown words can be predicted from their context, and because sometimes the overall meaning of a sentence or paragraph is nevertheless still clear, readers should refrain from the frequent use of a bilingual dictionary.

g. Formality

Writing is quite frequently more formal than speech. What do we mean by that? Formality refers to prescribed forms that certain written messages must adhere to.¹⁵

2. Microskills for Reading Comprehension

- Discriminate among the descriptive graphemes and orthographic patterns of English
- Retain chunks of language of different lengths in short-term memory
- Process writing at an efficient rate of speed to suit the purpose
- Recognize a core of words, and interpret word order patterns and their significance
- Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms.
- Recognize that a particular meaning may be expressed in different grammatical forms
- Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses
- Recognize the rhetorical forms of written discourse and their significance for interpretation
- Recognize the communicative function of written texts, according to form and purpose
- Infer context that is not explicit by using background knowledge
- From events, ideas, etc., described, infer links and connections between events deduce causes and effect and detect such as relations as main idea, supporting idea, new information, given information, generalization and exemplification
- Distinguish between literal and implied meanings
- Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for interpretation of text.¹⁶

¹⁵ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc, 2000. p. 303

¹⁶ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*,..... , p. 291

Among the fourteen microskill above, the study investigates; Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for interpretation of text as the nature of the reading strategies.

D. Reading Comprehension Strategy

1. Reading Strategies

Reading strategies are techniques or styles that students choose in their reading comprehension. Oxford, defined strategies in reading as activities or any sets of action that are chosen to facilitate learning by making learning enjoyable and easier so that attainment of new information will be more effective. It was added that learning strategies in reading are specific actions which learners can take to ensure that information can be obtained more quickly and easily as well as be applied in new situations.¹⁷

Furthermore she concluded that there are generally two kinds of reading strategies, namely cognitive and metacognitive strategies. O'Malley and Chamot suggested three models of reading strategies in reading, as follows: (1) metacognitive strategies, (2) cognitive strategies, and (3) socio-affective strategies. There are six components of reading strategies that are important and easy for learning. By learning these strategies, learner will be more motivated in their reading comprehension. The reading strategies are namely predicting,

¹⁷ Oxford, Rebecca L. *Language Learning Strategies*, New York: Newbury House Publisher. 1990.

skimming, scanning, inferring, guessing the meaning of unfamiliar words and self-monitoring.

2. The Importance of Reading Comprehension Strategy

Strategies in reading are those things students do to help them understand what they are reading. It is important to learn and often categorized as those behaviors designed to help students before, during and after they read. Reading is one of the most important academic tasks faced by students. Strategies designed to improve reading comprehension may have any number of purposes, few are listed below¹⁸:

- To enhance understanding of the content information presented in a text
- To improve understanding of the organization of information in a text
- To improve attention and concentration while reading
- To make reading a more active process
- To increase personal involvement in the reading material
- To promote critical thinking and evaluation of reading material
- To enhance registration and recall of text information in memory

Readers often encounter problems in reading the text and have difficulties in understanding the meaning of the context but reading strategies help them in learning foreign language and reading comprehension.

¹⁸ Thilagavathy, K. *English Language Teaching: How To Comprehend Comprehension Passages*. <http://www.academia.edu.com> (accessed, on July 6th 2013)

Improved reading comprehension skills can positively impact many facets of student academic performance. Students who have effectively read and understood reading assignments are better prepared for class, leading to improved class participation and more accurate and complete notes. Performance on exams and quizzes may be greatly improved as students become more proficient and effective readers. Student interest and motivation in a subject is often fostered when one understands the reading assignments. In addition, as students gain proficiency in reading, self-esteem improves.

E. Kinds of Reading Comprehension Strategies

Students can utilize comprehension strategies before reading, during reading, and after reading. before reading, students may choose from a variety of strategies such as previewing vocabulary, building background, and setting purposes. During reading, they can pause at regular intervals to monitor comprehension, compare new information with prior knowledge, and integrate the two as they read. After reading, they may choose from such strategies as summarizing information, evaluating knowledge, and making applications of knowledge.¹⁹ Reading comprehension strategies are specific actions or techniques that readers report using in order to achieve the goal of reading comprehension before, during and after reading English text.²⁰

¹⁹ Betty D, Roe, et al, *Secondary School Reading Instruction The Content Areas*, Fifth Edition, USA: Houghton Mifflin Company, 1995. p. 88

²⁰ Chinwonno, A. *A comparison of Thai and English Reading Comprehension Strategies of Preservice teachers in Thailand* (Doctor of Philosophy's dissertation, OhioUniversity, Ohio, U.S). 2001

1. Pre-reading comprehension strategies

Specific actions or technique that readers use before their reading, such as skimming, scanning or looking at the pictures.

- Set use purpose for reading. Think if you will you be reading to find out what happens in a story or to learn specific information.
- Preview the text. Look at the title, picture, captions unders pictures, headings, bold-faced print and other graphics.
- Activate background knowledge . Think about what you already know about the content of what you will read
- Predict. Think what might happen in the story, what words may be used, or what information the text might contain.

2. While-Reading Comprehension strategies

Specific actions or techniques that readers use while they read. For example, the readers skip the unknown words or they use dictionary to find the words' meaning.

- Cross-check. Check one cue with another. Ask yourself, “Does this word look right, sound right, and make sense?”
 - Reread. When problems occur, return to the beginning of a sentence or paragraph and read it again.
 - Predict and confirm. Ask yourself, “What word do I expect to see?”, “What do I think will happen next?”, “Did that make sense?”, or “Am I finding the answers to my questions about this topic?”
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- Skip, read on, and go back. Sometimes you can skip an unfamiliar word and read to the end of the sentence or paragraph, thinking about what would make sense. Then, using the context, go back and reread to try to determine the word.
- Connect background knowledge to the information in the text. Think about what you already know about the subject and the kind of material you are reading. Think about how the information is similar to what you already know about the topic, event, or person. If you have many questions about the topic or the kind of book, you may need to ask someone for help.
- Think about explicit and implicit information. Think about what information is given directly. Also think about what you know from reading that is not directly stated in words such as how a character's actions show feelings or why things may have happened based on the clues the author gave.
- Stop and review. If you are reading a longer text, stop and think about what has happened in the story so far or what information has been given.

3. Post-reading Comprehension Strategies

Specific actions or techniques that readers use when they finish reading to check their understanding such as writing the conclusion, rereading the part that they don't understand.

- Retell and summarize. Tell someone or write what happened in the story, including characters, plot and important event. If you read a nonfiction piece, review what information was presented.

- Use a graphic organizer. Use a story map, biography wheel, Venn diagram, or other way to show what was include in what you read. (You may need to check with your teacher for suggestions)
- Draw conclusions. Think about what predictions you made before and during reading. Look back and think about what you have read. Consider how the information read relates to what you already knew about the topic. Were you questions answered? Do you have more questions about the subject?
- Reread. Reread the text or a section of the text to help you understand it better
- Discuss and respond. Talk with someone about what you have read. Ask each other questions. Look back at the book to defend your opinions.
- Write support understanding. Write about what you have read, telling what it made you think of or what you learned.

F. Models of Reading Process

Anderson devides the reading process, or reading strategies, into three categories: a “bottom-up process, a “top-down” process and an “interactive” process. The bottom-up process emphasizes the “lower-level” reading process such as word recognition, letter identification, and grapheme-phoneme recognition. The top-down process, on the other hand, operates mainly at a higher level, starting with hypothesizing and predicting, and then trying to check for confirmation from the printed words. The interactive process is the interaction

between the bottom-up and top-down processes and the interaction between the reader and the text.

According to Brown, for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some recent research on teaching reading has shown that a combination of top-down and bottom up processing, or what has come to be called interactive reading, is almost always a primary ingredient in successful teaching methodology because both processes are important.

Nuttall in Brown says, "In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says".²¹ Some strategies are related to bottom-up procedures and others enhance the top-down processes, they are:

1. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something.

2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)

At the beginning levels learners, the difficulties students encounter in learning to read is making the correspondences between spoken and written

²¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*....., p. 299

English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions.

3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced learners)

The intermediate-to-advanced learner's students need not be speed readers, but we can help them increase efficiency by a few silent reading rules:

- a. We do not need to "pronounce" each word to your self
- b. Try to visually perceive more than one word at a time, preferably phrases.
- c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.

A side of these fundamental guidelines, which if followed can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners.

4. Skim the text for main ideas

Perhaps the two most valuable reading strategies for learners (as well as native speakers) are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas.

5. Scan the text for specific information

The second in the most valuable category is scanning or quickly searching for some particular piece or pieces of information in a text. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept or to

list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

6. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some orders to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

7. Guess when you are not certain

This is an extremely broad category. Learners can use guessing to their advantage to:

- a. Guess the meaning of a word
- b. Guess a grammatical relationship (e.g., a pronoun reference)
- c. Guess a discourse relationship
- d. Infer implied meaning (“between the lines”)
- e. Guess about a cultural reference
- f. Guess content messages

They should utilize all their skills and put forth as much effort as possible to be on target with their hypotheses. The point here is that reading is, after all, a guessing game of sorts and the sooner learners understand this game, the better off they are. The key to successful guessing is to make it reasonably accurate.

8. Analyze vocabulary

One way for learner to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- a. Look for prefixes (co-, inter-, un-, etc) that may give clues
- b. Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is.
- c. Look for roots that are familiar (e.g., intervening may be a word a student doesn't know, but recognizing that the root ven comes from Latin "to come" would yield the meaning "to come in between")
- d. Look for grammatical contexts that may signal information
- e. Look at the semantic context (topic) for clues.

9. Distinguished between literal and implied meanings

It requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriated by attending to its literal, syntactic surface structure makes special demands on readers.

10. Capitalize on discourse markers to process relationship

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.²²

²² *Ibid.* P. 307

G. Characteristic of Good and Poor readers

Good readers focus their attention on the major ideas as they incorporate the metacognitive skills needed to accomplish the task of understanding text. Consequently, good readers are strategic readers who have developed the necessary skills to profit fully from the decoding process of reading.²³

Poor readers are generally deficient in reading strategies and seldom use the strategies consciously and effectively. Poor reader sometimes may use the same strategies as good readers do, nevertheless, the good readers and the poor reader ones might use it in different way.²⁴ Good readers are those who use better strategies; poor readers either give up easily when they face problems or they use inefficient strategies.

According Durkin, there some characteristic of good and poor readers:

1. Good Readers

- Understand that they must take responsibility for construction meaning using their prior knowledge
- Develop a repertoire of reading strategies, organizational pattern, and genre
- Are good strategy users
 - they think strategically, plan, monitor their comprehension, and revise their strategies.
 - they have strategies for what to do when they do not know what to do.
- Have self-confidence that they are effective learners: see themselves as agents able to actualize their potential.
- See success as the result of hard work and efficient thinking.

2. Poor Readers

²³ Brown, L. David. 1989. *Success in Reading: Four Characteristics of Strategic Reader*. <http://www.scholarwork.com> (accessed, on July 6th 2013)

²⁴ Ma Xiaomei. *A Comparative study of successful and unsuccessful college ESL Readers in Their Use of Reading Strategies*. Beijing Technology and Business University.

- Think understanding occurs from “getting the words right,” rereading.
- Use strategies such as rote memorization, rehearsal, simple categorization
- Are poor strategy users:
 - they do not think strategically about how to read something or solve a problem
 - they do not have an accurate sense of when they have good comprehension readiness for assesment
- Have relatively low self-esteem
- See success and failure as the result of luck or teacher bias.²⁵

Many studies have shown in the influence of reading strategies on learners. Pratin Pimsarn’s study conducted to investigate the differences of reading strategies in English employed by good and poor readers. The result that here is a statistical difference between poor and good readers at both 0.01 and 0.05 levels.²⁶ Vandergrift’s concluded that the learning strategies used by successful and less successful learners were different, and that the former made better use of metacognitive strategies.²⁷ Kletzien’s study in which proficient and less proficient readers used similar strategies: rereading, previous knowledge, inference, reading subsequent text, utilizing author’s structure, relating to main idea, and focusing on key vocabulary.²⁸ Uzuncakmak’s study investigated the differences successful and unsuccessful readers’ use of reading strategies.

²⁵ Durkin, D. *What classroom observation reveal about reading comprehension instruction.* *Reading research quarterly*, 1978-79,p. 481-533

²⁶ Pimsarn, A. Pratin, *A Comparative Study of Reading Strategies between Good and Poor ESL Readers at the Graduate Level.* *Language Institute Journal*, 2006. p. 77-95

²⁷ Vandergrift, L, *Facilitating Second Language Listening Comprehension Acquiring Successful Strategies.* *ELT Journal*, 1999,p. 73-78

²⁸ Sharon Benge Kletzien, *Proficient and Less Proficient Compreheners’ Strategy use for Different Top-Level Structures.* *Jornal of Literacy Research*, 1992

Result successful and unsuccessful readers did not differ significantly in their reported use of reading strategies.²⁹

Students with good versus poor reading skills demonstrate distinct cognitive behaviors before, during, and after reading an assignment. The following chart from Cook summarizes these behaviors. Before reading, good readers tend to set goals for their reading. They note the structure, or organization of the text, and often create a mental overview or outline of the text to help them decide whether it is relevant to their goals. During reading, good readers read words accurately and quickly, and simultaneously deal with the meanings of those words-as the meanings of the phrases and sentences into which the words are grouped. After reading, good readers often think about, or reflect on what they read. They may mentally summarize major points or events in the text, or even go to other sources to find additional information about the topic of the reading. In short, good readers are most often strategic readers. That is, they use a number of comprehension strategies to get meaning from text. Comprehension strategies are conscious plans or procedures that are under the control of a reader, who make decisions about which strategies to use and when to use them.³⁰

Typical poor readers rarely prepare before reading. they often begin to read without setting goals. They seldom consider how best to read a particular type of text. During reading, poor readers may have difficulty decoding, and so have

²⁹ Pinar Uzuncakmak, *Successful and Unsuccessful Readers' Use of Reading Strategies*. Bilkent University, Department of Turkish Literature, 2005

³⁰ Kelly, A. Chamberlain. 2002. Texas Education Agency. *Comprehension Instruction*. <http://www.keystoliteracy.com> (Accessed, on 10th July 2013)

difficulty reading the words of their texts accurately. After reading, poor readers typically do not think about or reflect upon what they have read. They almost never seek out additional information about a topic. In contrast to good readers, most poor readers do not read strategically.³¹
