

CHAPTER II

REVIEW OF RELATED LITERATURE

A literature review as an outline and analysis of related literature that is conducted to provide insights about a study.¹⁷ In corroboration of this view, Johnson and Cristensen see a literature review as an explanation of the theoretical underpinnings of the research study related to the current topic.¹⁸

This chapter consists of the previous studies, the definition of reading, the nature of reading comprehension, the level of reading comprehension, the problems in reading, independent learning in reading, the definition of reading log, the reading log model, assessing reading log, the definition of reading strategy, the importance of reading strategy and classification of reading strategy.

A. Previous Studies

There were some previous studies which related of this study:

1. First, the study about reading log conducted by Anthony Carlisle entitled *“Reading Logs: An Application Of Reader Response Theory In ELT”*. This journal introduces the activity of student-written reading logs as a practical application of reader-response theory in EFL literature teaching. The journal describes how reading logs were successfully used in literature classes at a junior college in Taiwan. In conclusion, According to the results of an end-of-year survey, writing reading logs helped students get more out of the

¹⁷ McMillan & Schumacher, *Research in education: Evidance-Based Inquiry*, 6th Edition, Boston: Pearson, 2006, p. 474.

¹⁸ Jonhson & Christensen, *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 2nd Edition, Boston: Pearson, 2004, p. 62

book. Although they found the workload heavy, and were under pressure to finish on time, they felt it was worth the effort. They particularly remarked on-how they gained a clearer understanding of the ideas in the novels, and how they enjoyed being given the space to express their own feelings. Perhaps most importantly, they said their reading and writing skills had improved.¹⁹

2. Second, the study that was conducted by Ornella Ochoa Delarriva Enrique Alejandro Basabe entitled “*Reading Logs And Literature Teaching Models In English Language Teacher Education*”. This article mentions that reading logs are regularly used in foreign language education since they are not only critical in the development of reading comprehension but may also be instrumental in taking readers beyond the referential into the representational realms of language. In this paper they offer the results of a qualitative analysis of a series of reading logs written by advanced students for a literature course in an English language teacher education program in Argentina. The logs were coded according to the different literature teaching models followed in the program, which let us ponder on the applicability and usefulness of reading logs, and on the need to promote diversity in literature teaching in English language teacher education.²⁰
3. Third, the study that was conducted by Tatiana Lyutaya entitled “*Reading Logs: Integrating Extensive Reading With Writing Tasks*”. In this study

¹⁹ Anthony Carlisle, “*Reading Logs: An Application Of Reader Response Theory In ELT*” , ELT Journal Volume 54/1 January 2000 © Oxford University Press 2000.

²⁰ Ochoa Delarriva, O., & Basabe, E. A. (2015). “*Reading Logs And Literature Teaching Models In English Language Teacher Education*” *HOW*, 22(2), 37-53.

Extensive reading of literature is a fruitful way to learn English, and when it is combined with writing tasks in the form of reading logs, students will arrive at a deeper understanding of reading strategies, literary elements, and the language. The success students experience with extensive reading will be revealed in their reading logs by an understanding of the motives of characters, a description of an unfolding plot, and reflections on how the story relates to their own experiences.²¹

4. Fourth, the study that was conducted by Jonathan Aliponga entitled "*Reading Journal: Its Benefits For Extensive Reading*". This study looked at the benefits of reading journal in extensive reading. Based on the findings, it can be concluded that the reading journal motivated students to read more, enabled them to understand the main idea and important details of the reading materials of their choice, and enabled them to think critically.
5. Fifth, the study that was conducted by Lian Zhang entitled "*Metacognitive Strategy Use and Academic Reading Achievement: Insights from Chinese Context*". This paper investigated the metacognitive strategies of English major students in academic reading at Guizhou University in China. The data were collected by means of a metacognitive strategy questionnaire (MSQ), a semi-structured interview and a reading comprehension test. The result indicated that there was a significant positive correlation between metacognitive strategy use and English reading achievement.²²

²¹ Tatiana Lyutaya, *Reading Logs: Integrating Extensive Reading...*

²² Lian Zhang, *Metacognitive Strategy Use and Academic Reading Achievement: Insights from Chinese Context*, *Electronic Journal of Foreign Language Teaching* 2013, Vol. 10, No.1, National University of Singapore.

In addition, the differences between the previous studies with the writer are related to the approach of the study that is used, the class and the material that use. The previous study used qualitative. Meanwhile, this study was experimental research. The purpose of the study is to measure the effect of reading log toward reading achievement and reading strategy use of the fourth semester student at English Education Study Program in IAIN Palangka Raya. Then the previous studies applied reading log in literature class and used specific book. It is different because in this study the writer applied reading log in reading class and not use specific book.

B. Reading

1. The Definition of Reading

Reading is a process to establish a representation of meaning which involved more than merely identifying the word on the page, but what must be achieved is an understanding of the whole sequences of sentences. As Sukirah quoted from Goodman and Smith, that "reading is the instantaneous recognition of various written symbols simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated, when a readers interacts with the print and the visual (written) information results in his comprehending the message."

Reading is viewed as one of the important skills in learning English as a foreign language. It is line with McDonough who said that as a skill, reading is

the most important foreign language skill.²³ It can be seen that reading becomes the most important skill because in some cases students have to read the English material to understand the written text. Furthermore, reading will be useful if someone can read many different materials and being able to understand them.²⁴ It means that reading is an important tool that can give so much help in life.

2. The Nature of Reading Comprehension

Reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”.²⁵ This process of interaction and involvement with the text is a function of both reader and text variables that take place within a larger social context. When successful, the product of reading comprehension is a coherent mental representation of a text’s meaning that is integrated with the reader’s prior knowledge. This product is often referred to as a *mental model* or a *situation model* and is considered to be the basis for learning from text. The nature of the model, that is the ideas and the links connecting those ideas, defines what has been learned.

Reading comprehension is a complex skill: it requires the successful development and orchestration of a variety of lower- and higher-level processes and skills.²⁶ As a consequence, there are a number of sources for potential

²³ Jo McDonough and Christopher Shaw, *Materials and Methods in ELT : Second Edition A Teacher’s Guide*, Malden: Blackwell Publishing, 2003, p. 89.

²⁴ Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power*, New York: Addison Wesley Publishing Company, 1996, p. 2.

²⁵ RAND Reading Study Group, *Reading for understanding: Toward an R & D program in reading comprehension*. Santa Monica, CA: RAND, 2002, p. 11.

²⁶ Balota, D. A., Flores d’Arcais G. B., & Rayner, K. (Eds.). 1990), *Comprehension processes in reading*, Hillsdale, NJ: Lawrence Erlbaum Associates.

comprehension failure and these sources can vary depending on the skill level and age of the reader. Theories and models of reading comprehension are necessary to make sense of this complexity.

3. Level of Reading Comprehension

As teachers of English as second language, the teacher should be aware that the primary objective of reading is comprehension or being able to find meaning in what is read. However, some teachers may not be aware that the comprehension questions they formulate only test students' ability to understand and recall ideas and information directly stated in the given text.

According to Kennedy the skills of comprehension are grouped under three major divisions of reading: literal, inferential, and critical. While, Burns, Roe and Ross propose four levels in reading comprehension: literal reading, interpretative reading, critical reading and creative reading.²⁷ The explanations of these levels are as follows:

a. Literal Reading

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of itself and is also a prerequisite for higher-level understanding. Kennedy explains that literal reading is related on *what a writer says*. Literal reading results in this kind of reading comprehension. It requires ability to (1) locate specific facts, (2) identify happenings that are described directly, (3) find answers to questions based on given facts, (4) classify or categorize information given, and (5) summarize the

²⁷ Burns, et. al. *Teaching Reading in Today's Elementary Schools*, USA: Houghton Mifflin Company, 1984, p. 177.

details expressed in a selection.²⁸ According to Burns, *et.al.* there are some bases of literal comprehension; they are recognizing stated main ideas, stated details, stated causes and effects, and sequences.

b. Interpretative Reading

Interpretative reading involves reading between the lines or making inferences. Kennedy uses the name inferential comprehension. Kennedy looks inferential comprehension as about *what the writer means*. He argues that writers do not always mean exactly what they say, nor do they say everything they mean. They expect readers to understand the information they give and to draw from it many implied meanings. The often-used term reading between the lines refers to extracting the implied meanings from a selection. He adds that there are at least four skills are essential for effective use of inferential reading²⁹: (1) finding implied meanings, (2) anticipating outcomes, (3) making generalizations and (4) drawing conclusions. While for this term, Burns, uses interpretative reading. He says that interpretative reading is the process of deriving ideas that are implied rather than directly stated.

c. Critical Reading

Kennedy says that after information has been found and understood (literal reading) and its implied meanings have been discovered and interpreted (inferential reading), the reader is ready to evaluate it, to make judgments as to its application, accuracy, validity, and worth. This is what he called critical reading.³⁰

²⁸ Kennedy, Edie c. *Methods in Teaching Development Reading Second Edition*. USA: F.E Peacock Publishers, Inc. 1981. p. 218.

²⁹ *Ibid*, p. 224.

³⁰ *Ibid*, p. 232.

While Burns, *et.al* state that critical reading is evaluating written material-comparing the ideas discovered in the material with known standards and drawing conclusions about the accuracy, appropriateness, and timeliness.³¹ Critical reading depends upon literal comprehension and interpretative comprehension, and grasping implied ideas is especially important.

d. Creative Reading

Burns, *et.al.* say that creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations.³² Helen Huus in Burns,*et.al.* says that it is concerned with the production of new ideas, the development of new insights, fresh approaches, and original constructs.

4. Problems in Reading

It has been observed that students, especially ESL and EFL learners, confront a variety of difficulties while reading. These difficulties comprise inadequate vocabulary, lexical inefficiency, structural complexity, language inaccessibility, poor reading skills, lack of schemata, and so on.³³ Students' lack of interest is another major cause of their failure in reading. Reading is, for many of them, "a passive, boring activity, performed constantly in isolation and perhaps associated with skills which they feel they do not possess" Greenwood.³⁴ Dechant has expressed the same opinion and stated that achievement in reading is dependent "upon the pupil's motivational readiness, and poor reading or reading

³¹ Burns, et. al. *Teaching Reading*., p. 190.

³² *Ibid*, p. 198.

³³ Md. Hamidur Rahman, "An Evaluation Of The Teaching Of Reading Skills Of English In Bangladesh", Thesis, Bangladesh: Department Of English University Of Rajshahi, 2004, p. 32.

³⁴ Greenwood, J, *Class Readers*, Hongkong: Oxford University Press, 1998, p. 5.

failure may be caused by lack of interest”.³⁵ He has also mentioned ‘personal maladjustment’ as another cause of reading failure and explained that difficulties in adjusting to a new environment, poor parent-child relationships, lack of encouragement from home, ‘negative attitudes of parents to learning in general’ etc. ‘may all lead to failure’.

The most mentionable cause of students’ poor reading is the lack of vocabulary. Students of intermediate level, or even of higher classes, are very weak in vocabulary. Almost in every sentence they come across new words. This inadequate vocabulary makes them stumble at each sentence, and soon they begin to lose their patience with and interest in reading. It not only hinders their smooth reading, but also paralyses their language learning ability. All the linguists and experts have expressed the same view that insufficient vocabulary is the main cause of students’ poor reading. While mentioning the causes of the failure of reading Breen stated that ‘paucity’ of vocabulary, lack of independent reading, and incapability of fulfilling the demands of the required reading are the problems of the students.

For EFL learners whose exposure to English is quite limited, reading becomes one of the most crucial means by which academic knowledge is transmitted. The ability to read academic texts is considered to be one of the most important skills that EFL learners need to acquire. A lack of vocabulary knowledge is one of the largest obstacles to efficiently comprehending academic texts in L2.

³⁵ Dechant, E.V, *Improving the Teaching of Reading*, New Jersey: Prentice-Hall, Inc. 1982. p. 73.

Academic reading is defined as a purposeful and critical reading of a range of lengthy academic reading texts for completing the study of specific subject areas. It is also different from other forms of reading, because academic reading is complex and discipline-specific, carefully synthesizing material from a number of sources. It requires consciously finding authorial intensions and purposes. However, many under-prepared EFL learners face huge challenges in meeting the academic reading demands when entering higher education. Some might lose confidence and turn to translated versions to survive exams and assignments. Eventually, their English proficiency deteriorates.³⁶

5. Independent Learning in Reading

When students read independently, they read silently by themselves, for their own purposes, and at their own pace (Hornsby, Sukarna, & Parry, 1986). For students to read independently, the reading selections must be at their reading level. Primary-grade students often read the featured selection independently during literature focus units, but this is often after they have already read the selection once or twice with assistance from the teacher. In the upper grades, many students read chapter books independently, but less capable readers may not be able to read the featured book independently. Students also independently read related books at varied reading levels from the text set as part of these units. During reading workshop, students read independently; even first graders can

³⁶ Ming-Yueh Shen, “*Toward An Understanding Of Technical University EFL Learners’ Academic Reading Difficulties, Strategies, And Needs*”, National University of Singapore: Electronic Journal Of Foreign Language Teaching 2013, Vol. 10, No. 1, p. 70–79

participate by rereading familiar books as well as new books at their reading level. Because students choose the books they want to read, they need to learn how to choose books that are written at an appropriate level of difficulty.

Independent reading is an important part of a balanced reading program because it is the most authentic type of reading. This type of reading is what most people do when they read, and this is the way students develop a love of reading and come to think of themselves as readers. The reading selection, however, must be at an appropriate level of difficulty so that students can read it independently. Otherwise, teachers use one of the other four types of reading to support students and make it possible for them to participate in the reading experience.

C. Reading Log

1. Definition of Reading Log

Dorn and Soffos state in Lyutaya journal that a reading log is a place to take risks, speculate, ask questions, express opinions, and build knowledge, giving students the ability to grow as strategic readers and independent learners. Writing helps students integrate different sources of information and organize their thoughts; as a result, their thinking is more fluid, flexible, and tangible, “thus promoting conscious awareness and deeper comprehension”.³⁷

Students use reading logs to maintain a written record of their personal reactions to the text on several levels. The logs are an opportunity for students to express their attitudes towards a text, reflect on their discoveries, and make connections between what they know and what they are learning.

³⁷ Tatiana Lyutaya, Reading Logs..., p. 29

2. The Reading Log Model

The reading log model suggested by Lyutaya in Jonathan's journal was utilized in the reading journal used in this study. The reading journal in this study consists of six parts, namely: **(1) Title of the book, text or article, (2) Prediction of content based on the title, (3) An intriguing sentence or passage, (4) Inferential or critical questions, (5) Opinion about the story, and (6) Summary or plot.**³⁸ For the first part, students simply write the title of the book, text or any article they chose to read. The purpose of this is to simply identify what the students chose to read which enabled both the students and the teacher to understand better the rest of the contents of the log. For prediction of content based on the title, students had to indicate what came to their mind upon seeing the title cover of the reading material.

Predicting is a common pre-reading technique to activate background knowledge, focus the reader's attention, set the mood of the story, and establish a purpose for reading. Readers can often predict the content of a story by looking at the title or chapter headings, scanning the table of contents, and reviewing any pictures, tables, figures, or graphs. Other ways to predict content include reading the blurb on the cover, the introductory paragraphs, or the short excerpts from the text. The information gleaned from these activities may reveal much about the content and make reading easier and meaning more accessible, especially if the information awakens a student's own background knowledge or experience with the subject matter. Even if the predictions are wrong, the reader will be curious

³⁸ Jonathan Aliponga, "Reading Journal: Its Benefits for Extensive Reading", International Journal of Humanities and Social Science Vol. 3 No. 12 [Special Issue – June 2013]:

and want to start reading to check his or her predictions. In the third part, which is an intriguing sentence or passage, as a during-reading activity, students had to write down part of the text that contained an intriguing idea or puzzling situation, whether it was a sentence or a longer passage, and then interpreted the idea or situation by writing extended comments.

In the inferential or critical question part, when students has questions about something in the story, they had to write them down with possible answers or solutions; later, they could see whether the author or writer gave the same answer or solution. Students learned to ask diverse questions, including (1) inferential questions that entail analyzing facts and reading between the lines to make logical suppositions regarding subtle meaning or the true point of view of a character, and (2) critical questions that are evaluations that readers make based on their values and experiences. Critical questions concern “whether certain topics should have been included, whether the arguments the author makes are valid, whether the writing is biased or objective” (McKenna & Stahl, 2003). In the opinion part, students simply had to write comments by answering the two questions: “What I did not like about the story” and “What I liked about the story. Finally, in the summary, students had to write a three- to five sentence summary of the reading material.

3. Assessing Reading Log

Reading logs resemble the alternative form of evaluation known as *portfolio assessment*, since they contain a growing collection of student work throughout the project and provide a record of student accomplishments over

time.³⁹ An efficient method to evaluate student progress and achievement throughout the project is to use the reading logs as the basis for formative and summative assessment. *Formative assessment* measures student progress throughout the course at regular intervals (e.g., weekly), while *summative assessment* measures achievement and is done at the end of the project. Since the students complete one reading log every semester, the lecturer assess their entries formatively along the way to keep track of their progress. This helps lecturer see students meet established goals, identify their strengths and weaknesses, and guide them to completion of the project, at which time the lecturer conduct a summative assessment of the reading log.

Different types of scales can be used to assess student reading logs. For example, a basic rubric that can be used for both summative and formative assessment involves checking the reading logs and rating each of six categories on a scale of (1) *Excellent*; (2) *Very Good*; (3) *Good*; or (4) *Needs Work*. The categories are⁴⁰:

- a. Observations. The student makes interesting observations with make prediction of content based on the title of the book, journal, article, etc. that they have choosen to read.
- b. Intriguing sentence or passage. Students had to write down part of the text that contained intriguing idea or puzzling situation.
- c. Questions. The students ask inferential or critical questions which is relevant with the text.

³⁹ Tatiana Lyutaya, *Reading Logs*...p. 33.

⁴⁰ *Ibid*,

- d. Reflections. The students write about how the text makes him or her feel, or relates events from the story to his or her personal story or to current events.
- e. Summaries. The student presents a coherent review of a chapter or the whole story.
- f. Finally, for all assessments it is crucial that students clearly understand the assignments and the criteria that will result in their grade.

Obviously, the six categories presented above must be part of the assigned reading log in order to be part of the assessment process. In addition, students should be informed of things to avoid, such as copying verbatim from the internet or other sources.

D. Reading Strategy

1. Definition of Reading Strategy

Reading strategies are defined as a set of cognitive and purposeful actions that help readers construct and maintain meanings and make sense of the texts when they are engaged in reading tasks. Reading strategies are employed to help readers increase their comprehension of the texts before, during and after they read. Typologies (categories and subcategories) of reading strategies for this study have been adapted from the work of several researchers, particularly Sheorey, Mokhtari and Phakiti.⁴¹

According to Oxford in Pithriani thesis defined strategies in reading as activities or any sets of action that are chosen to facilitate learning by making

⁴¹ Bharani Kasemsap and Hugo Yu-Hsiu Lee, "*L2 Reading in Thailand...*", p. 103.

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 situation.⁴² Furthermore she concluded that there are generally two kinds of reading strategies, namely cognitive and metacognitive strategy.

O'Malley and Chamot suggested three models of reading strategies in reading, as follows: (1) metacognitive strategy, (2) cognitive strategy, and (3) socio-affective strategies.

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 behavior 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 below⁴³:

- a. To enhance understanding of the content information presented in a text,
- b. To improve understanding of the organization of information in a text
- c. To improve attention and concentration while reading
- d. To make reading a more active process
- e. To increase personal involvement in the reading material

⁴² Pithriani, *A Comparative Study of Reading Comprehension Strategies Used by Good and Poor Readers at the Second Year Students of MAN Model Palangka Raya*. Unpublished Thesis, 2014, p. 20.

⁴³ *Ibid*, p. 21

- f. To promote critical thinking and evaluation of reading material
- g. 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.

3. Classification of Reading Strategies

a. Cognitive Strategies

A number of studies have been carried out to explore cognitive reading strategies in the comprehension of texts. Based on the field of cognitive psychology, O'Malley and Chamot classify the two contrastive groups of reading strategies according to the general consensus of numerous reading experts. The classification is clustered as the most fundamental orientation in the following typologies of strategies: cognitive and metacognitive reading strategies.⁴⁴

Cognitive strategies function to examine the extent to which readers engage purposefully in their mental and physical process regarding the information. O'Malley and Chamot proposed that this type of strategy deals with how to acquire information, inferring meanings from the context, consulting dictionaries, memorizing and repetition.⁴⁵ Flavell meanwhile states that cognitive strategies are aimed at the direct goal of making cognitive process.⁴⁶ It is truism that they are in relation to individual reading process. In this respect, the cognitive strategies can be further broken down into three categories:

⁴⁴ O'Malley, J. M., & Chamot. A. U., *Learning Strategies in Second Language Acquisition*, Cambridge: Cambridge University Press, 1990.

⁴⁵ Ibid,

⁴⁶ Flavell, J. H. *Cognitive Monitoring*. In W. P. Dickson (Ed.). *Children's oral communication skills*. New York: Academic Press, 1981.

(1) *Comprehension strategies* are adopted in a multitude of ways such as identifying author's main ideas, purposes and attitudes, summarizing information, conjecturing meanings of the text and unknown words, utilizing dictionaries, uttering contextual clues, making inferences and translating the text into one's first language.

(2) *Memory strategies* are employed to help readers remember the content stemming from the text, e.g., taking notes, underlining, highlighting, paraphrasing, and rereading the text. Memory strategies are employed by means of typographical organizers inserted in the text, e.g., illustrations, photos, graphics, figures, pictures and tables, labels and captions, italics, fonts and boldfaced words.

(3) *Retrieval strategies* are concerned with relevant background knowledge and/or experiences that the reader utilizes, e.g., recalling reading purposes, applying knowledge of word stems, and utilizing grammatical rules to comprehend the text.

In summary, cognitive reading strategies encourage the reader to focus more on main ideas than every word stemming from the text so as to grasp meanings of the text as a whole. The cognitive strategies are employed to comprehend new concepts and words, dependent on the reader's background knowledge.

b. Metacognitive Strategy

In contrast to cognitive strategies, metacognitive strategies are literally defined as “thinking about thinking”.⁴⁷ While O’Malley and Chamot mentioned that metacognitive strategies refer to self-management, e.g., setting objectives of reading, monitoring and self-evaluation that are involved in the thinking process and planning. Moreover, metacognitive strategies are techniques that the reader employs for managing and monitoring cognitive strategies.⁴⁸

In light of this view, Cohen proposed that the strategies are divided into three categories: (1) pre-reading strategies (planning), e.g., conjecturing the information from its context and scanning; (2) while-reading strategies (monitoring), e.g., self-questioning, self-monitoring, and solving problems; and (3) post-reading strategies (evaluating), e.g., evaluations of reading behaviors and responses to evaluations.⁴⁹

According to Fogarty and Pressley, metacognition consists of a three-part process: (1) to develop a plan before reading, e.g., a reflection on the topic of the text and contemplate the ways in which the text might be organized; (2) to monitor and control the plan or comprehension of the text during reading; to utter “fix-up” strategies when meanings are broken down, e.g., making connections, making predictions, making inferences, utilizing contextual clues, uttering textual features, identifying textual structures, adopting graphic organizers to pinpoint particular types of text information, writing comments and/or questions on self-

⁴⁷ Patricia L. Carrell, *Can Reading Strategies Be Successfully Taught?* The Language Teacher, 22, 1998, p. 9.

⁴⁸ Flavell, J. H. Cognitive monitoring. In W. P. Dickson (Ed.), *Children's oral...*,

⁴⁹ Cohen, A. D, *Strategies in Learning and Using A Second Language*, Harlow, Essex: Longman. 1998.

stick notes or in the margins; and (3) to evaluate the plan or the reflection of the reader after reading. The reader reflects on strategies they adopted as well as strategies they did not employ to determine whether their plan succeeded or whether they should employ the same plan the next time.⁵⁰

Along similar lines, Keene and Zimmerman on Bharani suggested that metacognitive strategies encompass eight ways of processing: (1) planning before, during and after reading, (2) uttering prior or background knowledge, (3) determining what point is of importance or the key information stemming from the text, (4) creating mental frameworks or imaging and visualizing, (5) selfquestioning, (6) inferring meanings, (7) synthesizing or retelling, and (8) employing fix-up strategies for problems that occurred during the reading task.⁵¹

To sum up, metacognitive strategies are utilitarian tactics and effective techniques or actions that the reader combines deliberately to the textual comprehension before, during and after a reading task. Metacognitive reading strategies help the reader plan, organize, monitor, control, evaluate and remediate the reading process.

⁵⁰ Bharani Kasemsap and Hugo Yu-Hsiu Lee, *L2 Reading in Thailand*, p. 105.

⁵¹ *Ibid*, p.105.