

CHAPTER II

LITERATURE REVIEW

A. The Concept Of Reading Comprehension

1. Reading Comprehension

According to Hughes (2007), Reading is a complex interaction between text and reader. Reading is an activity that interprets and understands the context between the reader and the written text. According to Klein, Johnstone, & King (2006), reading is the decoding and understanding of written texts. It means that students will get written material from the teacher and they will think critically and try to understand the text to get the intent and purpose of the text. In this case, it can be concluded that reading is a learning process that involves the reader and a text to get information from the text. In addition to being able to read, students must also be able to understand the contents of the reading. That means students are able to explore the meaning contained in the reading text so that students can understand the aims and objectives conveyed by the author.

Reading comprehension is understanding the written word, understanding the content being read, and constructing the text's meaning Healy (2002). That means students must be able to process the text, understand the meaning of the text, and able to conclude the information contained in a reading text. According to Woolley (2011), reading comprehension is the process of making meaning from texts. The purpose of making meaning from the text is to get an understanding of the meaning of words or sentences about what is described in the text. Prado and Plourde (2005) say that reading comprehension is not a single step or an easily acquired skill. Reading comprehension is a very complex process that involves thinking, teaching, knowledge, and experience, making it difficult for teachers to teach.

From the explanation above, it can be concluded that reading is a process in which the reader interacts with a text or writing to build meaning and understanding. Therefore, the ability to read is very important. To improve this ability, we need a lot of practice and understanding strategies in reading.

2. Types of Reading Comprehension

According to Patel and Jain (2008), there are several kinds of reading. Intensive reading, Extensive Reading, Aloud Reading, and Silent Reading.

a. Intensive reading

Intensive reading is a type of reading that focuses on every detail of information in a text. Intensive reading is a specified study of the text that is determined to train the students is a language teaching the important aspect that is reading. According to Grellet (1999:4) reading short texts and excerpting certain information, then intensive reading such as exactness activities containing reading for detail.

b. Extensive reading

Extensive Reading is a type of reading that demands learners reading texts for pleasure and to extend common reading skills. According to Brown (2001:313), extensive reading is not reach the text's general understanding which is usually slightly longer text (books, long articles, magazines, essays, etc). Most of the extensive reading is outside of class time, and delight reading is frequently extensive.

c. Aloud reading

Aloud reading is also known as oral or reading aloud. Aloud reading is reading by using a loud voice and clearly. According to Bergeron & Wolff (2002:126) aloud reading sessions are exactly suited to make the students focus on comprehension. Aloud reading should be introduced after the students have been given some training in two months on the points of pronunciation, intonation, stress, pitch, and other aspects of spoken English.

From the explanation above, it can be concluded there are three types of reading comprehension the first, Intensive reading is a type of reading that focuses on every detail of information in a text. Second, Extensive Reading is a type of reading that demands learners reading texts for pleasure and to extend common reading skills. Last, Aloud reading is reading by using a loud voice and clearly.

3. Aspect of Reading Comprehension

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, such as determining the main idea, locating references, making inferences, detail information, and the understanding vocabulary. these aspects are considered as difficulties faced by students in understanding a text.

1. Determining the Main Idea

The main idea is a statement which is the point of a discussion that the author wants to convey about the topic. According to Longan (2002), said that finding the main idea is key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence Veneer (2002). Therefore, this can make the main idea more difficult to find. students may be confused to see what the main idea is in a text, and maybe they don't know where the main idea.

2. Locating Reference

Reference is a source for finding information from pre-existing texts. In other words, reference is the antecedent of a pronoun, which means a person's life history or past. The antecedent is a word or phrase to which a pronoun refers Sharpe (2005). In identifying references, the students are expected to understand what pronouns in the sentences are used such as the pronouns that are used to show people, places, or situations.

3. Understanding Vocabulary

Students expand their knowledge of vocabulary as they read a text by looking up the meanings of new words in the dictionary and making guesses about meaning from context. Context helps students make general predictions about meaning Sharpe (2005). That is, make predictions from the context will help students understand the meaning of a text. However, the problem that is often faced by students in understanding reading is that students find new vocabulary so that students have difficulty understanding reading texts.

4. Making Inferences

In making conclusions, students are expected to understand the contents of the reading text to find the conclusion of the statement in the text. Kopinski (2007) states that the reader needs to practice combining clues from the text with its background knowledge to draw conclusions. that is, the instructions in the text will help students build assumptions and draw conclusions. So, they can answer questions from the text.

5. Detail Information

The last type of questions that are usually found in reading tests is details questions or information. This question is used to test students' abilities to understand the material directly stated in the text. In understanding and answering detailed questions, students can use the scanning strategy. In addition, to find out the answers to detailed questions, readers can note or underline keywords in questions, and then scan sections synonyms.

Based on the explanation above, it be can concluded there are five aspects of reading comprehension. First, the main idea is a statement which is the point of a discussion that the author wants to convey about the topic. Second, Reference is a source for finding information from pre-existing texts. Third, Students expand their knowledge of vocabulary as they read a text by looking up the meanings of new words in the dictionary and making guesses about meaning from context. Fourth, In making

conclusions, students are expected to understand the contents of the reading text to find the conclusion of the statement in the text. The last type of questions that are usually found in reading tests is details questions or information

B. The Teacher Strategies In Teaching Reading Comprehension

1. Teaching Strategies

According to Brown (2000: 7), Teaching is an activity in which the teacher guides and facilitates learning, provides opportunities for students to learn, and establishes conditions for learning. In this case, the teacher guides students to acquire knowledge by directing students to learn by giving assignments. For teaching and learning to run well, teachers need to manage good situations and conditions by paying attention to the methods and strategies used in the classroom.

Sarjan and Mardiana (2017: 151) stated that teaching strategy is a general plan for lessons that include structure, student behavior desires, in terms of teaching goals, and outlines of tactics needed to implement strategies that must be mastered by the English teacher to teach the lesson to the student the class. Brown (2000: 113), stated that teaching strategies are specific methods of approaching a problem or task, modes of operation of achieving a particular end, and planned designs for controlling and manipulating certain information.

Based on according from expert above, it can be concluded a teaching strategy is an action taken by a teacher to implement a teaching plan that refers to methods, techniques, procedures, and processes used by a teacher during learning to achieve goals.

2. Strategies in Teaching reading Comprehension

Teaching English strategies are important for teachers of English learners to recognize important ways in which they must adapt their lessons and assessments to meet the unique needs of these students. There are several strategies for teaching reading comprehension including:

a. Monitoring Comprehension

The first strategy is monitoring comprehension. Monitoring comprehension is a process in which students determine whether they understand what they are reading. According to Adler C.R (2001), students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to fix problems in their understanding as the problem arises.

b. Recognizing Story Structure

Recognizing Story Structure Strategy help the students to find out the important information in narrative text such as the topic of study, character, or plot of a story in narrative text. Ambruster et al (2003, p. 3) Stated that Recognizing Story Structure Strategy can improve students' reading comprehension of narrative text and students' understanding and become the comprehensive reader. Adler C.R (2001), stated that in story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, and resolution).

c. Questions Answer Relationship

The question-answer relationship (QAR) comprehension strategy teaches students how to ask key questions about their reading, and then how to find the answers to their questions whether it means locating a specific fact, drawing an inference, or connecting the reading to their own experience. According to Raphael and Au (2005) QAR (question-answer relationship) is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions. It encourages students to be active readers of texts.

d. Graphic and semantics Organizer

Graphic organizers and semantic organizers are reading comprehension strategies that allow the reader to write or draw graphically to discover the meanings and relationships of the ideas underlying the words in the text. According to Alverman (1981), graphic and semantic organizers as type of advance organizers that activates a

reader's prior knowledge and depicts the organizational pattern of a reading selection by schematically representing key vocabulary terms.

e. Summarizing

Summarizing is an activity to take only the important points contained in a reading text. By summarizing students will know the meaning and intent conveyed by the author in a text. Anita (2019). Summarizing strategy can help the student comprehend the text. According to Frey, Fisher, and Hernandez (2003), they explained that the purpose of a summary as being "to convey correct information in an efficient manner so that the reader learns the main idea and essential details through the piece that is much shorter than the original.

From explanation above, there are several strategies for teaching reading comprehension Monitoring Comprehension, Recognizing Story Structure, Questions Answer Relationship, Graphic and semantics Organizer, and summarizing.

Furthermore, there are some strategies in teaching reading comprehension according to Vacca & Vacca (1999:53) :

a. Scaffolding

Scaffolding Gasong, 2007 stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers to help diverse learner negotiates to mean and overcome difficulties in a text-related learning situation. Scaffolding is a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or another person with more ability.

b. Think-aloud

Think-aloud is a strategy that helps students with learning activities and, aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity and control the students in completing each step of the way think

aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

c. Reciprocal Teaching

Reciprocal teaching is a strategy that asks students and teachers to share the role of the teacher by allowing both to lead the discussion about a given reading. Palinscar & Brown (1984) Reciprocal Teaching is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarise, question, clarify, predict and respond to what they are reading). Reciprocal Teaching is a great way to teach students how to determine important ideas from reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction texts.

Based on definition above, we can concluded there are some strategies in teaching reading comprehension according to Vacca & Vacca they are Scaffolding, think aloud and Reciprocal teaching.

C. Problems of Teaching Strategies in Reading Comprehension

Reading is an important part of learning English. Teaching reading comprehension is not an easy thing. Of course, every teacher will find problems and obstacles in teaching. The first problem is that the teacher cannot know exactly the students' prior knowledge National Research Council (2003: 62). In learning, each student's prior knowledge is very important. Even though the teacher has taught the material according to the topic of discussion, not all students can understand the material given well. Because the individual character abilities of students are different. Initial knowledge has an effect on students' reading comprehension. Second, Teachers find the fact that deciding suitable tasks for reading are complicated National Research Council (2003: 63). Each task given will affect students in understanding of a text. When the

teacher gives a good reading assignment according to the needs of students. Then students will be involved and active in reading comprehension easily.

Sugiyono (2011) stated that problems are the deviation between what should be and what actually happened, between and practice, between the rules and implementation, and the plan and implementation. It could be concluded that the problem is the disparity between the expected reality with a properly, in order to achieve goals with maximum results. The problems in teaching reading deal with the teaching techniques and selection of teaching materials. Some problems even appeared from the teaching practice. Some emerged as issues that not all teachers agree with.

According to Baradja (2004 cited in Budiharso 2004: 54), there are five facts that exist as issues in teaching reading. The problems in teaching reading are as follows:

1. The students' mastery of the basic knowledge is the 'foundation of reading'. It is quite logical that the learners of reading must achieve the basic knowledge at appropriate levels. The students' habit of slow reading low readers generally has poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In the Indonesian context, students try to read very slowly as if they want to understand a word of the passage.
2. The students' in the ability to figure out inferences, implications, and main idea in reading an English text, students are concerned with two factors, to decode the text as what the writer says and to be familiar with content schema, which includes culture and background knowledge. The mastery of these factors will provide students with accurate inferences.
3. Text selection. In the text selection, teachers are not confident to choose the reading materials. Teachers mostly rely upon English textbooks available by which modifications are not required.
4. Exercise to include exercises following the reading passage have been questioned as they impose the teachers to implement the teaching. Strategies at some artificial ways to format exercises in the traditional comprehension

follow a passage. Modification to the exercise is hard to do since it wastes time and energy.

From explanation above about Problems of Teaching Strategies in Reading Comprehension, it can be concluded, the first problem is that the teacher cannot know exactly the students' prior knowledge (National Research Council, 2003:62). Second, Teachers find the fact that deciding suitable tasks for reading are complicated National Research Council (2003: 63). Furthermore, The students' mastery of the basic knowledge. The students' in the ability to figure out inferences, implications, and main idea in reading an English text. Text selection, In the text selection, teachers are not confident to choose the reading materials. And Exercise to include exercises following the reading passage have been questioned as they impose the teachers to implement the teaching.

D. Previous Study

Faisal Ardianto (2015) in her thesis "An Analysis of the Reciprocal Teaching At SMP Negeri 16 Yogyakarta" the author used The Reciprocal Teaching because Reciprocal teaching (RT) is a process involving four distinct activities (questioning, clarifying, summarizing and predicting) employed in a student-led, team approach to develop reading comprehension skills among primary students.

Alfian (2017) in her thesis "An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone" the author the use reciprocal teaching, and Question- Answer Relationship (QARS), to improve teachers strategies in reading comprehension.

Rio Gusti Rangi (2019) "Teacher Strategies in Teaching Reading Comprehension at the Third Grade in one of State Junior High School Jambi ". The results of the study found two strategies used by the teacher, Scaffolding and QAR (Answering Questions), and the teacher was able to learn about which students received assignments given and students who were guided to focus more on the text and what was contained in the text.

Nurman Antoni (2010) EFL teachers' strategies in teaching reading comprehension and the students' responses toward their teachers' strategies in teaching reading comprehension at one junior high school in Riau. This study revealed that the teachers have used teaching reading comprehension strategies in three reading stages: pre-reading, while-reading and post-reading stage. It also revealed that in general, the students' responses to their teachers' strategies were good enough which were classified into low-level association responses and partly-formed knowledge structure responses.