

CHAPTER II

LITERATURE REVIEW

A. Definition of Reading

Reading is a process of getting information from text. Therefore, reading is a basic requirement for an advanced society. According to Burhan (2012:9), reading is a physical and mental activity to reveal the meaning of written texts. According to Sutari (2020), he stated that reading is a process of obtaining meaning from something written or printed by interpreting its characters or symbols. However, since we obtain information in the same way from spoken language, this purpose does not define reading in a way that distinguishes it from speech. The reason we transform print into sound is to arrive at meaning. Tarigan (2008:7) stated that reading is a process carried out and used by the reader to acquire a message that a writer conveys through words that could be seen and known by readers. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret words.

Reading is very important learning, reading is not only to obtain information but also to increase the reader's knowledge. According Bahri (2018), by reading, students will get a lot of information, because the more students read, the more information they get and reading also makes students more creative and smart. From the statement above, the researcher concludes that reading is process of seeing the writing by knowing the meaning it contains. Reading not only obtains information but also understands the content contained in a text.

From all definitions above, it means that a general understanding of reading can be derived as an active process of getting meaning. This process is done by knowledge and influenced by nonlinguistic internal and external variables. Besides that, reading can be taken as a life skill that is

relevant to immediate and long-term life success. Reading generally serves as a source of information and enjoyment.

B. Types of Reading

Reading activities can be done at school, at home and work or wherever the reader want. In order to acquire reading skills the students should read different type of reading text such as intensive reading, extensive reading, reading aloud.

According to Patel and Jain (2008:117-123) the types of reading are:

1. Intensive Reading

Intensive reading is correlated to further language assessment under the teacher's direction. Intensive reading will give a basis for drawing structure problems and for developing the ability of idioms and vocabulary. An intensive reading subject will be the beginning of the classroom program. It will not only be read but will be discussed in detail in the target language to study and used as a basis for writing guidance. Intensive reading is text reading or passage reading. The student reads the text to get the ability or analysis in this reading. The goal of this reading is to understand the short text. This reading is done to capture specific information.

Intensive reading occurs when the learner is focused on the language rather than the text. It involves learning new vocabulary, studying the grammar and expression in the text, translating the passage or other tasks that involve the students in looking intensively (inside) the text. In other words, students need to read carefully to understand the meaning of the text accurately.

2. Extensive

According to Mikulecky (2008:3) extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that

allows for comprehensible input. The emphasis is on the quantity of books read and the students' enjoyment of their books. Students are never tested formally on their extensive reading. Reading extensive reading is used to get a general understanding of the material and includes reading more extended texts for satisfaction. The readers want to understand something. The reader doesn't care about specific or important news after reading. Usually, people understand to keep them updated.

3. Aloud Reading

According to Elizabeth aloud reading means reading a book by making sounds audible to others. Reading aloud by the teacher can make the students listening skills an improvement. Reading aloud is helpful only for certain moments. Wilson (2006:6) states that reading aloud has a remarkable effect on children. It enhances children's skills, interests and development in many ways that reach far beyond just improving their own reading interests and abilities. One of the main intentions of reading aloud is to recognize the sounds of words; however, teachers may also vary their activities to develop their students' reading comprehension. The teachers may ask some questions after the students have read the text. When one student read aloud, the teacher asks the other students to pay attention to the text rather than just listen to how their friend reads. This will assist the students in finding the meaning of the text.

4. Silent Reading

This type is done by student in the class, they are supposed to read the passage silently the main purpose of this reading is how the students can obtain the information from the printed page efficiently, rapidly and fully understand. According to J. Charles Alderson "Silent reading should be encouraged to develop automaticity, confidence and enjoyment". To check whether the

learners understand what they have read, the teacher can test them by giving question based on the text. Writer assumed that the silent reading is the method which reading process are held silently by the reader. According to Elizabeth (2004:287-288), silent reading means reading something without creating sounds audible to others. In silent reading, the students can work at their subject speed or pace more easily.

Based on the statement above on type of reading, the researcher concluded that in this research type of reading that students will find enjoyable and active in teaching learning process on reading comprehension.

C. The Important of Reading

Reading is very important because reading is a vital skill in finding a good job. Reading also develops the mind. Reading can enrich our experience and knowledge by reading. Grabe and Stoller (2013) stated that reading is very important for students to have the ability to understand the text well. Therefore, reading is also something crucial and indispensable. By reading, we can develop our knowledge about science, technology, and easy way to get much useful information.

Reading is the main skill to reach a successful study. Students who only confine to what their teacher gives in the class without having an effort to read many references will not pass the time and success. More readers mean more knowledge. By reading, students may get beneficial information that teachers in the classroom do not give. Furthermore, almost 50 percent of the national final examination items consist of reading skills (Melandita, 2019). Moreover, reading is a target language to build vocabulary for English lessons. It is realized skill or reading activity will open knowledge widely and give more vocabulary and information.

Another purpose of reading is for enjoyment or excitement. Here, the readers want to get pleasure from what they have read. For example, they

read novels or short stories. In language, reading is not only source of information and pleasure activity but also a means of extending ones of language. In other word, reading is considered as an important activity because it promotes better spelling better, writing higher, reading comprehension, and more advanced vocabulary.

D. Purposes of Reading

The primary purpose of reading is to seek and acquire the information involving the contents of the reading and understanding the meaning of the reading text. Reading aims to know the meaning or value contained in reading or used to summarize the author's meaning. By understanding the definition, it means reading involves understanding. When readers do not comprehend the text, they are not reading (Farzaneh & Nejadansari, 2014). So, when the readers read, they have to think and get the information that will be saved in their minds. It can be concluded that reading is a process that involves a written text and the reader will have thoughts/illustrations and they will think to get the information correctly.

- 1) Reading to search for simple information and reading to skim.
Reading to search for simple information is common reading ability though some researchers see it as a relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or specific word similarly.
- 2) Reading to learn from texts.
Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.
- 3) Reading to integrate information, write and critique texts.
Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely

restructuring of rhetorical frame to accommodate information from multiple sources. These skill inevitably require critical evaluation of the information to integrate it for the readers' goal. In this respect, both reading to write and reading to require abilities to compose, select, and critique information from a text.

4) Reading to general comprehension.

Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

E. Teaching Strategies

Teaching strategies is education strategy can be defined as a plan method, or series of activities designed to educational achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives. Djamarah & Zain (2002:5) state that the teaching strategy is 16 as a general pattern of teacher's activities in the realization of teaching and learning activities to achieve the goals outlined.

The strategies used by previous teachers should consider the situation, learning resources, needs, and characteristics of learners encountered in order to achieve specific learning objectives. A teaching strategy is a way of making decisions about an individual class, or even an entire curriculum, beginning with a key analysis variable in teaching situations. These variables include the characteristics of learners, learning objectives, and learning preferences of teachers.

F. Strategy in Teaching Reading

In teaching reading, a teacher may use many different strategies. To use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. In effective teaching of reading comprehension, teachers lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique but implement many strategies and skills to accommodate the needs and learning styles of each student in the classroom. A teacher must use various strategies in teaching reading to improve the students' reading comprehension.

The English teacher must have the best strategy for their students to make the reading process in the classroom more effective by using a suitable strategies. Sometimes the teacher becomes a friend to discuss the problems in the classroom, so the students enjoy the class. In the other 3 times, the teacher becomes their parents who lead them in teaching and learning activities. The teacher has to have a strategy to make the students ready to read. By applying the correct strategies in teaching and learning process, the teacher are able to evoke the student's confident to read correctly.

There are some strategies for teaching reading comprehension according to Vacca & Vacca (1999:53):

1. Scaffolding

Gasong (2007) as cited Nurmadia Sarjan (2017) 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 provides opportunities for students. Scaffolding allows teachers to help diverse learners negotiate to mean and overcome difficulties in the 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.

From the definition described above it can be concluded that scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

2. Think-aloud

Think aloud is a strategy that helps students in 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.

3. 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. Reciprocal Teaching involves four strategies that guide the discussion: predicting, generating questions, summarizing, and clarifying. 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.

Reciprocal Teaching (Palinscar & Brown 1984) 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). Students use these four comprehension

strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry.

Then students take turns assuming the teacher's role. A key to the effectiveness of this strategy is adjusting the task demand to support the students when difficulty occurs. That is, when students experience difficulty, you provide assistance by lowering the demands of the task. As the process goes on, you slowly withdraw support so that students continue learning.

Reciprocal Teaching is in some ways a compilation of four comprehension strategies.

a. Prediction

Ask students to predict what they think the reading may be about. Get them to think about what is going to happen by asking questions like a detective might do.

b. Question as you go

Remind students to generate questions as they listen and read. Remind them of the three levels of questions:

- 1) Right-There questions (answer in the text)
- 2) Between-the-lines questions (inference needed)
- 3) Critical Thought questions (require their opinion)

c. Clarify As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the form of the following questions:

- 1) How do you pronounce that?
- 2) What does the word mean?
- 3) I think the author is saying...
- 4) I'm guessing 'pie-in-the-sky' means...

d. Summarize

- 1) Students summarize verbally, within pairs, and then share with their assigned small group or record their summary and read it aloud to their small group.
- 2) Each small group could create a semantic map with major points of significance shared by each group member.

4. SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing)

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consists of five steps, they are Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (a) reading the headings in the chapter quickly to get its important part, (b) turning the heading into question, (c) reading to find the answer to the question, and (d) recalling the important point (the answer to the question) by retelling them or writing them in one memory at the important point.

a. Surveying

Glance over the headings in the chapter to see points that will be developed. This survey should not take more than a minute and will show the three to six core ideas around which the rest of the discussion will cluster. If the chapter has a final summary paragraph this will also list the idea developed in the chapter. The conclusion will help you organize the idea as you read them later.

b. Questioning

Now begin to work, turn the first heading into a question. This will arouse your curiosity and so increase comprehension, it will bring to mind information

already known than helping you to understand that section more quickly. And the question will make important points shed out while explanatory detail is organized as such. This turning heading into a question can be done on the instance of reading the read. But, it demands much effort on the part of the reader to make this query for which he must read to find the answer.

c. Reading

Read to answer that question. i.e. to the end of the heading section. This is not a passive plowing along each line but an active search for the answer

d. Reciting

Having read the first section, look away for back and try briefly to recite the answer to your questions. Use your 26 own words and name an example. If you can't glance over the section again, an excellent way to do this reciting for memory is to get dozen line phrases in outline for a sheet of paper. Make these notes very briefly. Now repeat step 2, 3 and 4 on each succeeding headed section. That is, turn the section into question, read to answer that question and recite the answer by jotting down cue phrases in your outline. Read in the way until the entire lesson is completed.

e. Reviewing

When the lesson has been then read through, look over your notes to get a blind eye view of the points and of their relationship, and check your memory as the content by reciting all the major sub points under each heading. This checking of memory can be done by covering up the notes and trying to recall the main

points. Then, expose each major points and try to recall the sub points heading under it.

5. Question-Answer Relationship (QARs)

QARS is a reading strategy through understanding and analysis of questions. In other words, this strategy guides students to understand the questions to get information in the reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

The procedure QARs can be taught directly to students by reading teachers and can be reinforced by content area specialists. Keep in mind, however, that students may come to your class totally unaware of what information sources are available for seeking an answer, or they may not know when to use different sources. In this case, it is worth several days' effort to teach students the relationship between question and answer. QARS is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

G. Teaching Reading Activities

1) Pre-reading activity

In this activity the students do not come into the reading activity yet, the teacher tries to activate students' knowledge about the topic being discussed. The students are lead to recognize the topic and some stated information through skimming and scanning activities. The students are also guided to be familiar with some vocabularies included in the reading text. This activity is done only to attract

students' interest, motivation and enthusiasm till the end of reading activity.

2) **Whilst-reading activity**

This activity is usually assumed as the core of reading process. The students start to read the text and comprehend all information in the text. The students are also guided to identify main ideas on each paragraph, grasp all information comprehensively and try to make some clues of the vocabularies. In this activity the teacher encourages the students to focus on reading, so that the students will be easy to understand and know what they have read so far.

3) **Post-reading activity**

It is the end of reading section, this activity the teacher tries to evaluate students' comprehension of the reading text. The evaluation includes vocabulary, grammatical, meaning and summarizing of the authors' purpose. In addition, to know these items, the teacher gives an exercise toward the students.

H. Previous Studies

The following are some examples of previous studies that are similar to the research title taken by the researcher:

1. Meira Ana Putri(2020) under the title "Teacher's Strategies in Teaching Reading for Eight Grade Students of Junior High School 17 Jambi". The aim of this study was to investigate Teacher' Strategies in Teaching Reading for the Eighth Grade Students of Junior High School 17 Jambi. This a qualitative research, the research employing observations and interviews to collect data and data analysis in this research was descriptive analysis. The result of the study showed that Teacher's Strategies in Teaching Reading for Eighth Grade Students of Junior High School 17 Jambi was used three strategies, such as; scaffolding strategy where the teacher told the student to open their book after

that the teacher exemplifies how to read clearly and how to mention it well.

2. Muslaini (2017) under the title “Strategies in Teaching Reading Comprehension”. The result of the research was about the strategies that the teachers should use in teaching reading comprehension. She said that the more strategies used in teaching reading comprehension, the result would be better.
3. Journal with the authors Gendis Nadira Dwiningtyas, Dedi Sofya, and Hilda Puspita with the entitled Teacher’s Strategies in Teaching Reading Comprehension, Vol. 2 No. 2. 2020. This study shows the results that the teachers apply several strategies in teaching reading comprehension. The strategies used are brainstorming, reading aloud and asking for more specific information. The strategy applied is very effective in teaching reading comprehension with the evidence that this strategy can motivate students, students and teachers attention in the learning process.

The study analyzed the implementation of teachers’ teaching reading strategies used by the teacher in teaching reading comprehension. A strategy of teaching becomes one of the important aspects to teach. Using appropriate strategies and making it the students easy to understand the materials are the goals of the learning process itself. Therefore, the researcher is interested to know the implementation of teacher’ teaching reading strategies by the teacher in SMK Negeri 1 Ketapang