

CHAPTER II

LITERATURE REVIEW

A. Teaching Strategy

1. Definition Teaching Strategy

In its broadest meaning, teaching is the process through which a teacher leads a student or a group of students to a greater level of knowledge or skill (Nilsen and Albertalli, 2002). Teaching is defined as engaging learners to help them comprehend and apply their information, concepts, and procedures. Design, content selection, delivery, assessment, and reflection are all part of this process. Teaching entails involving students in the learning process, and thus involving students in the active creation of knowledge. A teacher must understand not only the subject matter but also how pupils learn and how to turn them into active participants. Therefore, good teaching necessitates a dedication to systematically understanding learning. Teaching's goal is to change students from passive recipients of other people's knowledge into active creators of their own and other people's knowledge.

While a strategy is described as a technique, plan, or sequence that is specially planned, it is a plan that involves a series of activities that are designed in such a manner that they are a common means to attain educational goals. Thus, it is stated that the strategy is designed to make a learning process more active through teaching and learning activities. It is proven that the strategy is a system that is interrelated with teaching and learning activities. Teachers, students, and facilities are among the components of this system. In the teaching and learning process, each component plays a specific role. The teacher has created the lesson plan; now it is the responsibility of the teacher to prepare tricks for efficient and effective teaching and learning activities. The process is known as a teaching strategy (Dafid, 2011).

A teaching strategy is a general plan for a lesson or lesson that includes the framework, expected learner behavior, and a description of the tactics needed to accomplish the strategy (Antoni, 2010). Teaching strategy refers to the methods used by teachers to help students learn lesson content and future academic goals. This means that teaching strategies have an important role in the teaching and learning process. Teaching strategies can help teachers facilitate student learning activities, as a supporter of the learning environment and reject disruptive behavior. In supporting learning, teaching strategies applied by teachers use teaching media but in supporting learning environments, teaching strategies are applied to activate students and involve them in the learning process.

2. Types of Teaching Strategies

In the process of teaching a language, a variety of teaching tactics can be used. According to Wehrli (2003), the following are the teaching strategies:

a. Brainstorming

“Brainstorming is a collaborative creativity venue for general ideas,” according to Al-Khatib (2012). He also emphasizes the importance of brainstorming for students, such as assisting students in solving problems, assisting students in benefiting from the ideas of others through development and building on them, and assisting students in cohesion and building relationships among them, as well as assessing the viewpoints of others.

b. Case-based discussion in small groups

A small group of 5-10 students addresses case-based problems, exchanges points of view, and works through a problem-solving process in this teaching style. The group focuses on creative problem solving with some advanced preparation in this teaching method process.

c. Demonstration

The demonstration is an activity in which learners are asked to present their ideas in front of their peers so that they may see how it is

done and help them translate theory to practice. Furthermore, the demonstration technique entails the teacher demonstrating a skill to students (Adekoya and Olatoye, 2011). Demonstration has a number of advantages.

d. Games

As a motivator and chance for the application of principles, games are utilized to introduce competitions, participation, drills, and feedback into the learning experience. The game can motivate learners to participate in activities, enhance team learning and collaboration skills, and create a joyful learning atmosphere.

3. Strategies in Teaching Reading Comprehension

A suitable strategy should be used by the teacher when teaching reading comprehension.

According to Vacca (1999: 53), there are several strategies teachers in reading comprehension, namely:

a. Scaffolding

Scaffolding allows teachers to assist students in negotiating meaning and overcoming challenges, and difficulties in text-based learning contexts. Scaffolding is a method of assisting a student in solving a problem that is above his or her developmental capabilities with the assistance of a teacher or other knowledgeable person.

b. Think hard

Think Aloud or hard is a strategy that helps students in learning activities, Aims to remember more significant information from the text given by the teacher. The ability of teachers to transfer their creativity and control students in completing each step of the strategy of thinking aloud in understanding reading texts and teachers making their thoughts explicit by expressing 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 letting both lead the discussion about

the given reading. Reciprocal teaching involves four strategies that guide the discussion: predicting, generating questions, summarizing, and clarifying.

d. SQ3R

SQ3R is a systematic reading strategy to help you organize your reading process into manageable units. This is just one of many similar strategies you can use to improve understanding. It consists of five steps, namely: Survey, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the chapter title quickly to get to the important part, (2) changing the title to a question, (3) reading to find the answer to the question, (4) remembering the important things. point (answer to the question) by retelling or writing it down in someone's memory at an important point.

e. QARs

QARs are reading strategies through comprehension and question analysis. In other words, this strategy guides students to understand the questions to get information in the reading itself. So that in practice in class students only briefly read the text and to better understand the students' focus is the questions given by the teacher about the reading text.

Based on the explanation above, strategies in teaching reading comprehension are important points in this study. The strategy is one of the indicators that will be used by the researcher in conducting this research. This indicator is a reference or guide for what the researcher will do. In addition, the researcher set these indicators to decide that things need to be done when the research takes place. Thus, researcher remain focused on their research.

B. Reading Comprehension

1. Definition Reading Comprehension

Reading comprehension is a very important part because understanding is the process of finding the meaning of the text. According to Oakhill, Et al. (2015), reading comprehension is very important, not only for understanding the text but also for wider learning, educational and work success. Because of emails, texts, and social networks, it is even important for our social life. Reading comprehension is a complex task that requires the coordination of multiple cognitive skills and abilities. Reading comprehension is the skill of listening, and understanding the content of the text. Reading comprehension is not the same as listening comprehension, reading comprehension is very challenging and requires deliberate instruction. Reading comprehension is not only reading aloud but is required to understand the meaning of words, sentences, and paragraphs the relationship between ideas in the text, and if students only read aloud but cannot understand the contents of the text, it indicates that students fail to understand the passage text content (Tang, Et al. 2019). This is the reason why reading comprehension is more difficult because of the application that strengthens mental capacity.

In reading comprehension, it can be used effectively to participate in thought processes and internal text comprehension. Reading comprehension has many sub-skills that can be used to better understand texts and follow patterns without memorizing. According to word order, they can develop in other ways. In terms of reading comprehension, students must be able to cover three basic reading comprehension skills, for example: First, reading skills will be carried out. Understanding the meaning Students' understanding of the written page during the guided stage clearly understands the meaning of the stated material. Second, the ability to read between lines refers to understanding what is clearly stated but not stated in the material. Students try to summarize the part proposed by the author. And

third, students' ability to read outside the line, where students can develop information about the core of the discussion to state students' conclusions

2. Types of Reading

Reading comprehension can be divided into four categories. Below it is described by several types of reading comprehension according to Patel and Jain (2008: 117-123)

a. Intensive Reading

Intensive reading is a type of reading that is done with great care and attention to the content being read. Reading will serve as a foundation for discussing structural issues as well as boosting vocabulary and idiom knowledge. This will also provide content for improving speech and written language control. Reading a text or a section of a text is referred to as intensive reading. These students read to book to gain knowledge or to analyze it. This reading is to read shorter materials. This reading is carried out to obtain specific information. Students study books to expand their knowledge.

b. Extensive Reading

Extensive reading is a technique of reading text in the shortest possible time to obtain the required information. In this case, the reader only wants to know the important points contained in the reading. After reading, the reader does not care about specific or critical facts. People usually read to stay current.

c. Aloud Reading

Aloud reading is a fundamental part of classroom discipline and focus. When children read aloud, they are confronted with written sentences that they have never heard before. The goal of reading aloud is for pupils to improve their speaking and pronunciation skills.

d. Silent Reading

Silent reading is a silent reading technique that is a very important skill in teaching English. This reading is usually used to increase reading skills among students. Silent reading is done to get a lot of information.

The teacher must make them read calmly and when they can read without difficulty. This is a kind of habit where students can read without sound that can interfere with reading.

3. The Purposes Reading

Reading is mostly used to seek for and obtain information, as well as to comprehend the author's meaning. The motive and purpose of reading are inextricably linked to meaning. According to Tarigan (2013:9-10), reading serves the following purposes:

- a. Reading for specific information or facts
- b. Reading to obtain a sense of the essential points
- c. Reading to figure out the story's order, layout, and organization.
- d. Reading the summary, reading for inference (reading for inference)
- e. Classification of readings, classification readings (reading classification)
- f. Reading evaluation, reading to evaluate (reading to evaluate)
- g. Reading to compare or contrast

4. Aspects of Reading

There are various components of reading comprehension that readers should master in order to fully comprehend the material. There are five components of reading comprehension, according to King and Stanley (Juita et al 2014). Aspects of reading are discussed below:

- a. Finding factual information

The supporting details of the text can be used as a way for the reader to find the main idea. The proponent details a piece of information in a section explaining the main idea. Generally, supporting details tell the who, where, what, why, and how of it can be found in the content material.

- b. Finding main ideas.

When reading, it's crucial to pay attention to how the paragraph is organized. Each paragraph is structured so that it contains a central topic, which is usually expressed in the opening sentence of the paragraph. The rest of the paragraph backs up and expands on the core point. The topic

sentence is the sentence that usually carries the main concept. The primary concept is frequently articulated as a full thought, and it expresses the author's reason for writing as well as the message he or she wishes to convey to the reader. By associating the close meaning of unknown terms to the text and the topic of the material being read, readers can improve their guessing skill for words they are unfamiliar with.

c. Identifying references

Reference words, such as it, she, he, this, and others, are usually short and commonly pronouns. Understanding the reading passage depends on the reader's ability to recognize reference words and identify the words to which they refer. It could be a reference to something that has already been mentioned or something that will be mentioned in the future.

d. Identifying inference

Inference refers to information that is never explicitly expressed in the text and is used to arrive at a hypothesis, idea, judgment, or drawing conclusion because the information in the text is seldom explicitly presented, this is the most challenging component of reading. The process of reaching a conclusion based on suggested information is known as inference. In this case, the reader must make an educated guess about what will be said in the text.

e. Finding the meaning of a certain word (vocabulary)

Students can improve their ability to predict unfamiliar words by practicing guessing. By linking an unfamiliar word's near meaning to the context in the text. When a word has nearly the same meaning as another, it is called nearly equivalent. Meanwhile, the students must be able to locate and comprehend the meaning. Guessing vocabulary in context refers to a student's capacity to guess the meaning of a term that he or she is unfamiliar with by relating the unfamiliar word's meaning to the context in the text.

C. The Era of New Normal

The new normal is a behavior change to continue to carry out normal activities by implementing health protocols to prevent the transmission of covid-19 (Brasmasta, 2020). In simple terms, this new normal only continue the habits that have been carried out during quarantine or PSBB by living a normal life through new patterns and lifestyles. This means that life in the new normal era is carried out by paying attention to health procedures such as using masks when traveling or in crowds, washing hands with soap, and maintaining a healthy diet. This happens in all aspects of people's lives, especially in the education aspect.

Talking about education, during the education pandemic, there have been many changes due to the covid pandemic. Previously, in carrying out learning, teachers spent more time studying with students at school, learning was carried out according to the teaching schedule. During the pandemic, teacher access to teaching is more limited, learning hours are only carried out on certain days and hours, and even teachers have to teach using several applications at various levels of education ranging from elementary, junior high, high school, and college to continue to carry out learning activities at school. Some of these applications are google classroom, google meet, zoom, and WhatsApp (Anim, 2020). Through the learning application students are given assignments online by the teacher by collecting the assignments given by the system provided by the school.

In contrast to the current new normal era, schools in the yellow or green zone are allowed to carry out face-to-face learning by implementing health protocols but must comply with the policies and instructions of their respective governments. Even some schools that lack internet access have learned directly by reducing the capacity of classrooms. If previously the classroom could be filled with a maximum number of students, now it can only be filled by half or a third of the number of students (Hosaini, 2020). This effort is a way for the government so that students and teachers can conduct face-to-face learning. Through face-to-face learning, it is expected to be able to revive the system and

the spirit of students in learning so that it continues to run smoothly and can achieve learning objectives.

D. Previous Study

To conduct this study, the researcher obtain sources of information from several journals, the first journal is written by Fitri Nurdiangsih, (2021) entitled *Teacher Strategies in Teaching Reading Comprehension*. The results show that the strategies used by the teacher are individual and group learning strategies, as well as the QARS strategy. Teachers need to be equipped with strategies that help students overcome their obstacles in learning English. these strategies are effective in teaching reading comprehension because it helps students understand the text and they can exchange ideas with their peers.

The second journal by Aunurrahman, Yuliana Mara Yuliantini, and Ageung Darajat (2020) entitled *Teaching Reading Comprehension Using the Experience-Text-Relationship Method for High School Students*. The results show that the Experience-Text-Relationship technique could help students improve their reading comprehension. It can be seen that as many as 55% of students are mostly in the very good category, 29% of students are in the good category with a few students belonging to the less category (10%), and the medium category. The total score of the reading comprehension test was 2357 with an average score of 76.03. The more students fall into the very good category, it can be observed that the children have improved significantly.

Based on the explanation above, it can be concluded that the strategies or techniques used are proven to be able to help the students overcome learning barriers, are effective in helping the students understand texts, are proven to improve reading comprehension, and help the students exchange their opinions. In addition, for the researcher, it can be used as a source of information that helps the researcher regarding the various strategies or techniques used so that in the future they can be used as a reference for the researcher when they want to become a teacher. The Researcher already has insight and knowledge about ways/tricks that can be used in teaching reading

comprehension to be more efficient. Therefore, it is the reasons that make the researcher interested in conducting the same research.