

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings: The Nature of Theory Think Aloud, Using of think aloud, The nature of reading, Concept of reading, Aspect of Reading Comprehension, Comprehension Skill, The related Study, The Role of Background Knowledge in Comprehension, and Theoretical frame work.

#### **A. The Nature Of Theory Think Aloud**

##### **1. The Definition of Think Aloud**

Think aloud is a technique in which students verbalize their thoughts as they read. Thus, this strategy is useful because students are verbalizing all their thoughts in order to create understanding of the reading texts (Wilhelm, 2006:20).

In this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. Afflerbach and Johnston as cited in McKeown and Gentilucci (2007), claim that think-aloud serves firstly as a method of measuring the cognitive reading process, then as metacognitive tool to monitor comprehension. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process. Another definition of this strategy is provided by Pressley et al. as cited in McKeown and Gentilucci's (2007) work:

“think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it”. Through the interactions that think aloud promotes, a better understanding of the texts may emerge in the classroom. Think aloud is also a process in which readers report their thoughts while reading. It helps students to reflect upon their own reading process.

Think aloud are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning as cited in teacher vision, 1996). Think aloud are not limited to the teaching of strategic reading. Think-aloud are general instructional procedures which are used to teach number of human activities that have cognitive components which can be brought to consciousness (Nurhayati, 2014). These sub-strategies are defined in the ensuing sections. The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text Baumann, Jones, & Seifert-Kessell (1993); Davey (1983); Wade (1990). Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions. These comments reveal readers' weaknesses as well as their strengths as comprehenders and allow the teacher to assess their needs in order to plan more effective instruction.

## **B. Using of Think Aloud**

How to use this strategy explain that reading is a complex process that involves thinking and sensemaking; the skilled reader's mind is alive with questions she asks herself in order to understand what she reads. Select a passage to read aloud that contains points that students might find difficult, unknown vocabulary terms, or ambiguous wording. Develop questions students can ask themselves that will show what students think as students confront these problems while reading. While students read this passage silently, read it aloud. As reader, verbalize their thoughts, the questions students develop, and the process reader use to solve comprehension problems. It is helpful if students alter the tone of their voice, so students know when students are reading and at what points students begin and end thinking aloud (Tovani, 2000, p.27).

Reading Aloud Technique requires the students to read aloud to the interviewer, either a passage of text, or part of dialogue in which the interviewer or another learner reads the other part. The learner is given the script five to ten minutes before the test to allow him to read through it and prepare. Two or more passages can be used. In this case, the passages can be of different types specialised technical or academic English as opposed to a general descriptive passage, for example to widen the variety of language used. If test security is of great importance, several similar passage can be used and one or two allocated to each student a random.

Some advantages of reading aloud technique such as, the passage can be chosen according to the style, topic and difficulty language desired. Where the

same text or texts are used for all learners, there is complete standardisation of what each student says, and therefore greater comparability for the purposes of assessment and greater reliability of scores. Where different passages are used, they can be edited or reworded to make them as comparable as possible. And these techniques are simple to administer and quick to mark. Learners easily understand what is required of them. Neither are they communicative; nobody is saying anything new to anyone else. Then, good performance depends to a large extent on reading skill. This clearly is important if the learners are likely to have differing degrees of literacy in the foreign language, or if as a group their reading skills are less well developed than their speaking skills. Reading aloud is a special skill in itself, in which great improvements can be made in a short time by specialized training, which has nothing to do with oral proficiency. And even fully-literate adults will vary in the degree of confidence which they can read aloud from a written text, even in their native language, partly because the instant feedback we get in normal conversation is lacking.

Periodically revisit this strategy or have students complete the assessment that follows so these metacomprehension skills become second nature. With the use of the think aloud strategy the researcher hopes the students can improve their skill of reading and then they can use the think aloud strategy for means of understanding the meaning of the texts. And then they will be able to know the difficult meaning of vocabulary and easy to interpret the reading comprehension.

Moreover, the up-to-date research of using interesting media to inspire reading comprehension conducted by Nurhayati (2014b) investigated retelling the

ideas and summarizing text using interesting picture series can increase the students' motivation in reading class especially to improve their reading comprehension. They got more strategies to deliver their ideas to other friends after participating in creating picture series and using those reading strategies.

### **C. Nature of Reading**

Reading is an active cognitive process of interaction with print and monitoring comprehension of establishing meaning which means the brain does not work in reading, the pupils get information by comprehending the message and the teacher motivate the pupils to read (Lado, 1961: 65). Furthermore, Gloria (1988: 43) states that the definition of reading comprehension is most likely to occur when pupils are reading what they want to read, or at least what they see some good reasons to read. (Lado, 1961:56) further mentioned reading in the foreign language consists of grasping meaning in the written language.

In this case, reading foreign language is the grasping of full linguistics meaning of what is to read in subject within the common experience of the culture of which the language is a central part. He further maintains that linguistics means to include the denotation conveyed by language to all speakers of it is as opposed to meaning that are receptive only by those have specific background information not known by the other speakers in general. In other word, there are some purposes of reading such as reading for specific items of information, for general and detail information in a given field, etc. Other types of reading, for example readings for literary appreciation are properly the real of reading in the native language.

Learning to read a new language, the pupils must read carefully, some aloud; moreover some questions are also important of the passages, as in the following statement by Berry (1956:44). There must be question on the text, this essential. The questions are to help the pupils understanding every detail on the passage, for example, the passage is about “hide and seek”. It means that the questions on the passage are able to facilitate the pupils understanding of the passage; the children are playing hide and seek in the playground, and the question are :

1. Who is playing hide and seek in the playground ?
2. What are the children playing in the playground?
3. What are they doing in the playground and where are they playing hide and seek?

Psychologists and the reading experts have been conducting extensive research in the nature of reading and the sequential development of language skill. Among discoveries of the researchers, as stated by Lewis and Sisk as cited in (Gerry, 1956: 34) as follows:

- a) Reading is not a single skill but an interrelated process of many skill,
- b) Reading is development process, in other words, reading comprehension develops sequentially as pupils nature,
- c) There are developmental pattern from grade to grade and from year to year, but wide variations in reading ability exist among pupils in any grade or of any age, and

- d) There are no basic reading comprehension which can be taught or learned once or for all, they are merely simpler or more difficult levels of reading proficiencies, which can be taught to pupils who are ready to learn.

The researcher agrees with Lewis and Sisk's statement above because the fourth is true and interdependent. Reading can help the students enhance and it also used to develop many skills. With the nature of reading the students can be expressed about the text while they read. And the students can find out purpose of the reading comprehension. So, the nature of reading can develop sequentially pupils nature and can be taught to pupils who are ready to learn.

#### **D. Concept of Reading**

Although, on the world wide level, the format of teaching reading skill may differ according to local circumstances, the 1994 English GBPP Stresses the implementation of teaching reading skill in an integrated skill unit. It means that reading is thought integrated with the other language skill. Such as, teaching vocabulary, grammar, punctuation and the way construct sentences, paragraphs and texts. The development of reading skills mostly occurs in this stage. To be effective reader, the pupils should be able to: scan, skim, read between the lines, read intensively, deduce meaning from the context.

##### **1. Reading Process**

In very real sense, reading process is a progress report. It means that a major reason for the lack of forward motion in attempts to develop more effective reading in striation was a common failure to examine and articulate a clear view of the reading process it self. Knowledge is non-cumulative in improving reading

instruction largely because either ignore the reading process and focus on the manipulation of teacher or pupils behaviors or because they related reading as an unknowable mystery.

## 2. Reading as a Language Skill

From the four integrated skills (listening, speaking, reading and writing skill), the writer is interested to come up with a more elaborate description about reading skill as what reading skill as the third skill that the children have gained after speaking and before writing. To the same extent reading should be stimulated when the students need to create the sense condition. In other words, the students will be guided to find the real answers of question they have in mind. Purposeful reading is encouraged by creating an interest in content, by trying in the new experience with personal background of the students, by systematically extending the reading vocabulary (Betts, 1996).

Ying (2001) states that “reading is the process of recognition, interpretation and perception of written or printed material. Meanwhile Godman says reading is a psycholinguistic guessing game, consisting of cycle of sampling, predicting, testing and confirming. Ying continues her statement that “reading is a process of hypothesis formation and verification, it is communicative act between a writer and reader. Consequently, the reader’s understanding is unlikely to be 100% accurate, as Wallace (1982) as cited in Ying (2001), he puts it: “The mother tongue speaker learns to be content with approximate meaning is satisfied with a meaning which makes sense of the context.”



According to Grellet (2000) reading may be classified as four simply categories, intensive reading, extensive reading, skimming and scanning as cited in Ommagio (2002), he further mentions as follows:

- a) Firstly, intensive reading is reading activity that is being related to further progress in language learning under the teacher guidance. In this type of reading, control from a teacher is compulsory and it will provide a basis for elucidation of difficulties of structure, and for the extension of vocabulary.
- b) Secondly, extensive reading is developed at the student's own pace according to his individual ability (Rivers, 2002). In this extent, the activity is not completely controlled by the teacher. The students have learner to read without the teacher's role. The extensive reading activity is mostly concerned with the purpose of training students to read directly and fluently by his/her own employment, without the aid of the teacher. Structures in the test could be already familiar to him and new vocabulary could be introduced slowly in such a way that its meaning can be deduced from the context.

Other studies have assessed the effect of simple practice in reading, such as Sustained Silent Reading. However, merely encouraging students to read extensively did not result improved reading, according to the findings of a meta-analysis NRP (2000). It is thus not clear whether there are conditions under which practice reading would increase fluency and comprehension. Another approach to

promoting fluency involves ensuring that proficiency and fluency are acquired during instruction in all components of reading, starting with letter knowledge and phonemic awareness and moving to decoding and word recognition (Wolf & Katzir-Cohen, 2001). Further, a wealth of evidence relates children's oral language experience to subsequent vocabulary growth Dickinson & Tabors (2001).

### 3. The third is Skimming

There are great many materials related to each professional area, the students must be taught to be selective. Skimming techniques will enable them to select the worth reading.

#### Method of Skimming :

- a) Preview : By previewing, the student can find out whether a specialist in a certain fields written book or article and whether it contains the information he/she is seeking.
- b) Overview : In over viewing, the student can discover the purpose and scope of the material, and can find sections that are the special interest to him.
- c) Survey : Through survey, the student would get the general idea of what the material contains.

In short, skimming is the skill that helps the students read quickly and selectively in order to obtain a general idea of the material.

#### 4. The fourth is scanning

Scanning helps the student search quickly of the specific information he wishes to get from the material, such as finding the meaning of a word in a dictionary, finding the heading under which required information appears an index, finding statistical information in tables, charts, or graph, and finding the answers to certain questions from the text. The procedures for scanning are as follows. First, specific information must be located. Next the clues which could help to find the required information have to be decided, then, find the clues. Finally, read the section containing the clues to get information needed. In this technique, the students are trained to think of clues to help them find the specific information. These clues may be a word or words, punctuation, alphabetical order, numbers, etc. From linguistics point of views, reading is recording and decoding process. Phonological processing ability contributes to vocabulary learning, especially for second-language learner Eviatar & Ibrahim, (2000); Muter & Diethelm, (2001). It also seems likely that a variety of metalinguistic abilities contribute to vocabulary learning (Nagy & Scott, 2000). Morphological process is the process in which the language user combines one morpheme with another in order to form a word. While Morphophonemic process is the processes which study of the phonological realization of the allomorphs of the morphemes of a language or the study of the phonemic representation of morphemes in different environment (Nurhayati, 2015). As Nurhayati (2018) stated as cited in Supriyanto (2013) finding that syntatic interferences are dominated by phrase because phrase

construction of English and Indonesian is different. Meanwhile, the morphological interference is dominated by applying the base form of verbs in a sentence.

Facing and seeing those problems above, it makes the lecturer think and consider to find out the appropriate technique in teaching reading class. Picture series relates to one of the media to develop creativity in delivering their ideas to make other friends understand with what they have read. Picture series could be one product of their own creation to tell any stories to make their friends understand with what they talk about. It does not only discuss how the students look for the material but also create their own picture series (Nurhayati, 2014).

Not like speaking which just involves an encoding process reading applies decoding process by which a reader must grasp and guess the meaning of written words used in writing scripts, reading the symbols to the oral language meaning. In short, reading can be defined as “bringing meaning to and get meaning from points or written materials” (Finnochiro & Banama, 2002). It is true by reading people get to know the other people scientific achievement, or some happening in other region of the country. Through reading with the teacher, the students can improve their skill and enlarge our human development achievement.

### **E. Aspects of Reading Comprehension**

According to Sheng (2003) reading comprehension questions measure student's ability to read with understanding, insight and discrimination. This type of question explores the ability to analyze a written passage from several perspectives, including student's ability to recognize both explicitly stated

elements in the passage and assumptions underlying statements or arguments in the passage as well as the implications of those statements or arguments. Because the written passage upon which the questions are based presents a sustained discussion of a particular topic.

There are six types of reading comprehension questions. These types focus on these aspects.

1. The main idea or primary purpose of the passage;
2. Information explicitly stated in the passage;
3. Information or ideas implied or suggested by the author;
4. Possible applications of the author's ideas to other situations, including the identification of situations or processes analogous to those described in the passage;
5. The author's logic, reasoning, or persuasive technique;
6. The tone of the passage or the author's attitude as it is revealed in the language used.

Aspect of reading comprehension intense construct for reading comprehension questions. The six types aspect is interdependent. This types of question can be explores the ability to analyze a passage and to recognize element in the passage and assumption statements or arguments in the passage. Because if the one of types not have, then the types aspect not valid. So, in reading comprehension must have six types aspect without except.

## **F. Comprehension Skill**

According to Hilerachi (1983) most of the reading professional list three categories of reading comprehension. Literal comprehension has to do with understanding or with answering questions about what an author said. Inferential comprehension refers to understanding what an author want by what was said. Critical reading has to do with evaluating or making judgments about what an author said and meant. Edgar put it well when he referred to these three categories as “reading the lines, reading between the lines, and reading beyond the lines.” With regard to reading instruction in later grade levels, Allen et al., (1990) observed an overemphasis on decoding difficult words during reading activities “Student learned to pronounce words that they read aloud and to interpret passage, and the meanings of unfamiliar words word explained” (p. 64; see also Pica 2002). Allen et al., (1990) found that planned vocabulary instruction occupied “a rather narrow place” in the teachers’ overall instructional approach: Teachers emphasized words associated with written language but not with speech; nor did they focus on sociolinguistic or discourse related aspect of vocabulary. Clipperton (1994) also advocated more explicit vocabulary instruction, recommending experimentation with instructional interventions that integrate explicit vocabulary teaching within a communicative context. Clipperton (1994) also argued that “the use of context clues to guess unknown words may be a good strategy for inferring meaning but is not always a good strategy for improving lexical proficiency” and recommended that “when new words are first presented, it may be best to do so out of context” (p. 743). Laufer, (2003) recommended the use of word focused

tasks as a means of enabling students to notice and retain vocabulary items more efficiently and more effectively than encountering them only through reading for comprehension.

Literal reading, inferential reading, and critical in level senior high school have applied. Because in this level usually use most of the reading professional list it three categories of reading comprehension. In this matter the students must be can differentiate of literal reading, inferential reading, and critical reading. After the students can find contrast from tertiary, then the students can be easy to understand of reading comprehension.

#### **G. The Role of Background Knowledge in Comprehension**

Ommagio (1986) writes that cognitive psychologist in the late 1960s place great emphasis on the importance of meaningfulness and organization of background knowledge in the learning process. In the second language comprehension process, at least three types of background knowledge are potentially activated:

Godman (1968) describes that reading as a “psycholinguistic guessing game” involving the interaction between thought and language. Efficient readers do not need to perceive precisely or identify all elements of the text. Rather, they select the fewest, most productive cues necessary to produce guesses about the meaning of the passage and verify the hypothesis as the process discourse further. Ommagio (1996) included as in the comprehension process all three types of background knowledge: comprehenders make use not only of the linguistic information of the text, but also of their knowledge of the world and their

understanding of discourse structure to make sense out the passage. Kolers (1973) also maintains that reading is only incidently visual. Thus, the reader then contributes more information by the print on the page. Finally, Ommagio (1986) presents Yorio's statement who isolates the following factors in reading process, those are: Knowledge of the language. Ability to predict or guess in order to make correct choice. Ability to remember the previous cues, and ability to make the necessary associations between the different cues selected. To ensure comprehension, experienced teachers rely extensively on technique that transform subject matter into comprehensible input for their students, as described by several researchers and summarized forth with Cloud (2000). Emphasizing comprehension in this way and to this extent derives in part from Krashen's (1982, 1985, 1994) theory of comprehensible input, according to which the only way for acquisition to occur is when learners are exposed to input containing structures that are a bit beyond their current competence.

The gist from the role of background knowledge is comprehension make use not only the linguistic information, but their knowledge of the world. While knowledge of the language is ability to predict in order to make correct choice.

#### **H. The Related of Study**

As the comparison of this research, here are some researches of The Effectiveness of Think Aloud Strategy Toward Students Reading Skill. The first researcher is Alexander Moreno Cardenas (2009) with title "The Impact Of The Think-Aloud Strategy In The English Reading Comprehension Of Efl Tenth Graders, he found that the students increased their engagement in the activities



because of the think-aloud strategy. Through to this strategy they could interact and construct meaning from the texts at once when they developed the reading tasks. Second, it is important to highlight that the role of the teacher as a guide was crucial in think-alouds because he could assist and foster students to use reading strategies such as predicting, visualizing, and prior knowledge in order to comprehend the reading texts. Being the teacher's role only as a guide, students then are the main protagonists of the reading process. Third, another positive impact of the think-aloud strategy, is that students constantly mentioned that they had an enhancement in some specific aspects of English language such as: pronunciation, vocabulary, and listening skill.

### **I. Review of Previous Study**

The previous studies that has already discussed about reading Think Aloud Strategy are Cardenas (2009) with title "The Impact Of The Think-Aloud Strategy In The English Reading Comprehension Of English Foreign Language of Tenth Grade, Ni'mah (2014) with title "The Effectiveness of Using Think Aloud Strategy Toward Student's Reading Achievement in Narrative Text Study At Seventh Grade SMP ISLAM DURENAN Trenggalek", and Alaraj (2015) with title "Using Think Aloud Strategy To Improve English Reading Comprehension For Twelve Grade Students In Saudi Arabia.

The first researcher Cardenas (2009), he found that the studies increased their engagement in the activities because of Think Aloud Strategy they could interact and construct meaning from the texts at once when they developed the reading task. The second researcher Ni'mah (2014), she found that Think Aloud

Strategy can increase student's spirit in reading narrative text, and the last researcher was Alaraj (2015), in a similar way, he declares that think aloud strategy very useful to implement for Twelve Grade Students In Saudi Arabia, because students can verbalize all their thought in order to create understanding of reading texts.

From previous studies above, it can be said that after the treatment of Think Aloud Strategy students' score were more likely to show effective. This indicates a positive outcome of students' learning after given this kind of technique. So the researcher would be conducted the present reseparch with entitled "*The effectiveness of Think Aloud Strategy Toward Students' Reading Descriptive Text Skill Study At The Tenth Grade of SMK ISLAM 1 Durenan Trenggalek*". Because the researcher focused on reading skill and the researcher found that Think Aloud Strategy can be effective to teach reading descriptive text.

**Tabel 2.1 The Similarities and Differences by Previous Study**

No	Name of researcher and the title of research	Comparison	
		Similarities	Differences
1.	Cardenas, the title "The Impact Of The Think Aloud Strategy In The English Reading Comprehension Of English Foreign Language of Tenth Grade" (2009)	<ul style="list-style-type: none"> <li>• Using Technique Think Aloud Strategy</li> <li>• The same research at the Tenth Grade</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on Reading Comprehension On English Foreign Language.</li> <li>• The research design was Pre-experimental study.</li> <li>• Reseracher on Tenth Grade of Senior High School but, the name of school not mentioned.</li> </ul>
2.	Ni'mah, "The Effectiveness of Using Think Aloud Strategy	<ul style="list-style-type: none"> <li>• Using technique Think Aloud Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on Reading Achievement in narrative Text.</li> </ul>

	Toward Student's Reading Achievement in Narrative Text Study At Seventh Grade SMP ISLAM DURENAN Trenggalek" (2014)		<ul style="list-style-type: none"> <li>• The reserach design was Pre-experimental study.</li> <li>• The research at the seventh Grade of SMP ISLAM Durenan Trenggalek.</li> </ul>
3.	Alaraj, "Using Think Aloud Strategy To Improve English Reading Comprehension For Twelve Grade Students in Saudi Arabia" (2015)	<ul style="list-style-type: none"> <li>• Using technique Think Aloud Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on Improve English Reading Comprehension.</li> <li>• The research design was Pre-experimental study.</li> <li>• The resarch at Twelve Grade of Students in Saudi Arabia.</li> </ul>
4.	Fadlurrohman, "The Effectiveness Of Think Aloud Strategy Toward Student' Reading Descriptive Text Skill Study At The Tenth Grade of SMK ISLAM 1 Durenan Trenggalek" (2019)	<ul style="list-style-type: none"> <li>• Using technique Think Aloud Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on Reading Descriptive Text Skill Study.</li> <li>• The research design was Quasi experimental study.</li> <li>• The research at the Tenth Grade of SMK ISLAM Durenan Trenggalek.</li> </ul>

Based on the table research above the similarities on the previous study and this research is all of them used Think Aloud Strategy. And the differences on the previous study from Cardenas was focussed on reading comprehension on English foreign language. Ni'mah was focussed on reading achievement in narrative Text. While, Alaraj was focussed on reding achievement in narrative Text. The research design on the previous study are Pre-experimental study. On other hand this research was focussed on reading descriptive text skill study. And on this research the research design is Quasi-experimental study.

