CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter highlights some theories functioning as the basis of the research and also presents some relevant studies conducted previously by other researchers. The explanation of the theories is presented as follows.

A. Teaching Reading

1. Definition of Teaching Reading

Teaching is a process of giving lesson or process of knowledge transformation from the teacher to students. Foster (1976) explains that Teaching is one aspect of education an interaction between a teacher, a person who can induce intelligent behaving and learning, a person who is inquiring intelligent behavior. Teaching will be treated as a subcategory of subcategory of education.

Based on the definition above teaching is helping the students to do something new. Therefore, in teaching and learning process, students are able to understand about what have been given by the teacher.

Teaching reading is teaching students to do this means that they must be taught to analyze texts for structure and authors purposes as well as how words are used to elicit specific feelings and moods and to convey specific ideas and concepts (Razinski, 2000).

Teaching reading is rocket science and unfortunately the difficulty of learning to read and teaching it has been underestimated, one reason why many students develop reading problems.

2. Type of Reading

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. There are the following types of reading and the corresponding types of activities to develop the corresponding reading skills:

Skimming reading is reading to confirm expectations; reading for communicative tasks. General reading or scanning is reading to extract specific information; reading for general understanding.

Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse). Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question. Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of

the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled writers.

Exercises aimed to teach receptive skills required for detailed reading comprehension can be divided into several groups depending on the purpose you want to achieve. The first group of exercises works to familiarize the students with the topic, develop guessing skills and create expectations and interest in the text they are going to read. Pre-reading activities allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely. They are a way to prepare a reader prior to a reading assignment by asking them to react to a series of statements, questions, or words related to the content the material.

3. Element of Teaching Reading

Teachers need to know and practice how to provide explicit, systematic instruction in all five essential components of early reading instruction (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension). By explicit and systematic instruction, we mean that teachers need to be shown how to use each strategy in the proper way; just mentioning to teacher candidates that there is such a thing as phonemic awareness is not sufficient. Here is some information on what should be taught in the five components.

a. Phonemic awareness

Phonemic awareness is the understanding that words are composed of sounds. Teachers show students how to hear the individual sounds in spoken words, identify the sounds in words, and manipulate these sounds (such as through rhymes). They can prepare students to learn to read by showing the sound combinations found in English. The National Reading Panel found phonemic awareness works best when teachers show students how to manipulate phonemes with letters, focus on just one or two types of phoneme manipulations at a time, and teach in small groups. This needs to be taught as part of an explicit plan leading to phonics.

b. Phonics

Phonics builds on phonemic awareness. Using phonics, teachers show students how to break down a word to connect the sounds in words to combinations of letters so they can read and spell words. Studies show systematic phonics can improve students' ability to decode (sound out) and spell words, especially for those in kindergarten and first grade. Teachers should not just use phonics as a way to show students how to sound out words, but have a structured plan to teach the phonemes and the possible letter combinations for each.

c. Fluency

Reading fluency is the ability to read accurately, rapidly, and with expression so the reader can process and comprehend what has been read. Readers who lack fluency struggle so much with decoding that they cannot focus on the

meaning. Teachers can help students build fluency through "guided repeated oral reading."

d. Vocabulary

Vocabulary is the range of words a student understands. Students have both an oral vocabulary—words they understand when they hear them—and a print vocabulary. Teachers can show students how to use phonics to decode a word and, if it is in the student's oral vocabulary, understand it. Readers who understand more words can read faster with greater understanding of the content. Instead of requiring students to memorize lists of words, teachers can build vocabulary by teaching vocabulary words as they appear in the student's reading. Research shows the best instructional methods for increasing vocabulary depend on the reader's age and ability.

e. Reading Comprehension

Reading comprehension is the process of determining the meaning of the text. This is an interactive process between the student and the written content. Students comprehend meaning more easily when they can link it to something they know. This is especially true of content not designed for the classroom that assumes the reader has a basic background in the content. Teachers can help students improve their comprehension by teaching reasoning techniques and systematic strategies to assist the recall of information, asking and answering questions about the text, and summarization (Lubell: 2017).

B. **Reading Strategy**

1. Definition of Reading Strategy

Reading is a skill which enables us to get a message, recognizing the written words (written symbols), getting (understanding) the meaning, used to teach pronunciation, grasping information from texts.

One of the first things you learn about teaching is that there are different reading Strategy and the students should be aware of which technique is most suited, depending on the reading task required by the text or by their teacher. Training students to know their reading Strategy and deduce when best to apply them is indeed important, especially under exam conditions when time constraints come into play and decisions need to be made depending on time availability and the importance of the task at hand.

2. Type of Reading Strategy

a. **Skimming**

Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level. the students might typically do this with a magazine or newspaper and would help the students mentally and quickly shortlist those articles which you might consider for a deeper read. The students might typically skim to search for a name in a telephone directory.

b. Scanning

Picture yourself visiting a historical city, guide book in hand. The students would most probably just scan the guide book to see which site the students might want to visit. Scanning involves getting your eyes to quickly scuttle across sentence and is used to get just a simple piece of information. Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts.

Something students sometimes do not give enough importance to is illustrations. These should be included in your scanning. Special attention to the introduction and the conclusion should also be paid.

c. Intensive Reading

The students need to have your aims clear in mind when undertaking intensive reading. Remember this is going to be far more time consuming than scanning or skimming. If the students need to list the chronology of events in a long passage, you will need to read it intensively. This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in their long term memory.

This is one reason why reading huge amounts of information just before an exam does not work very well. When students do this, they undertake neither type

of reading process effectively, especially neglecting intensive reading. They may remember the answers in an exam but will likely forget everything soon afterwards.

d. Extensive reading

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of the students. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, the students are breaking their concentration and diverting their thoughts (Donald: 2012).

3. Reading Strategy for Elementary School

The following strategies for teaching reading comprehension to elementary students can help you maintain that balance by giving you opportunities to push your students creatively while still giving them the support they need in order to get motivated.

a. Encourage openness. Make your classroom a safe space for learning

The number one barrier to improving reading comprehension is the fear of embarrassment. Many elementary students feel too shy or too proud to admit when they find something confusing—particularly in front of their fellow students. Encourage your students to ask questions and let them know that it's

okay not to have all the answers. After all, as I like to tell my students, it's the teacher's job to know and teach them the answers. If they already knew everything they needed to know when they walked into my classroom, I'd be out of a job! It may also help to connect with your students by relating a personal example of a time you didn't understand something, and how asking for help (or not asking when you needed to) impacted the outcome of the situation.

b. Identify specific problem areas (and solutions)

Teaching reading comprehension can be complicated because it can't be evaluated in binary terms—that is, it's not a subject students either "get" or "don't get." One student may be a vocabulary whiz but find metaphors confusing, while another may find complex sentence structure much more difficult than figurative language. As such, it's important for both you and your students that they provide you with specific feedback. If they say they don't understand, ask them to tell you what, exactly, they are having trouble with, whether it's a specific element (e.g. a subplot they can't quite follow in a novel) or a particular sentence or paragraph. Take note of patterns and work individually with students whenever possible to identify problem areas and find the solutions that work best for them.

c. Use visual aids to help them "see" structure and individual elements

Graphic organizers aren't just for brainstorming—they can also come in handy for reviewing a reading assignment. Especially for elementary students who may find building up their reading comprehension a challenging process, rearranging the information presented in the text can help them "see" and separate

individual pieces of a literary puzzle. For example, a main idea organizer can help your students identify the central subject of a piece, while an opinion writing worksheet can help them understand both a persuasive essay's argument as well as how the author supports that argument with compelling evidence.

d. Compare and contrast to other assignments.

Just as the context of a sentence may help clarify the meaning of a single word, putting one piece of reading material in context with others you've previously covered can help make that piece more meaningful. Reading, after all, doesn't occur in a vacuum! Take time to discuss with your students how, for instance, one persuasive essay may be more effective than another, or what differences they can spot between the structure of a narrative piece and an informative one. Sometimes, it might even be as simple as talking about which reading assignments they liked best—and why. In addition to building reading comprehension, this exercise can also help you choose which assignments to keep and which need to be tweaked or switched out for next year.

e. Practice what they've learned with a publishing project.

Writing is good reading practice, and vice-versa. To really dig into what they've learned and ensure they won't forget it anytime soon, there are few lesson plans more effective than a class book publishing project. Base the topic of the project around something they read in class—they can write about how it made them feel, or create their own version using a similar structure or theme. Include self-editing and peer-editing steps in the process with a focus on how to write

more clearly and effectively for their second draft. Once their published books arrive, celebrate their achievement! It's a great way to make reading and writing more fun and engaging while gently pushing your students' creative boundaries.

C. Reading Comprehension Mastery

1. Definition of Reading Comprehension Mastery

Reading comprehension is an activity aimed to understand the messages of a particular text (Williams, 1998). The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension.

As Steve mentioned on the Teaching Reading explanation, comprehension is the only reason for reading. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives. A major goal of teaching reading comprehension, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

2. Type of Reading Comprehension

Research indicates that we build comprehension through the teaching of comprehension strategies and environments that support an understanding of text. It is important for educators and parents to teach children active strategies and skills to help them become active, purposeful readers. Teaching reading comprehension is an active process of constructing meaning. The type of reading comprehension is:

- Interactive, which involves not just the reader, but the text and the context in which reading takes place.

- Strategic, means the readers have purposes for their reading and use a variety of strategies as they construct meaning.

- Adaptable, means that the readers change the strategies they use as they read different kinds of text or as they read for different purposes (Scott and Ytreberg: 2010).

3. **Reading Comprehension Strategies**

a. Making Connections

Children make personal connections with the text by using their schema. There are three main types of connections we can make during reading:

- Text-to-Self : Refers to connections made between the text and the reader's personal experience.

- Text-to-Text : Refers to connections made between texts being read to a text that was previously read.

- Text-to-World : Refers to connections made between a text being read and something that occurs in the world.

b. Creating Mental Images (Visualizing)

This strategy involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands the text. Some research suggests that readers who visualize as they read are better able to recall what they have read than those who do not visualize.

c. Questioning

This strategy involves readers asking themselves questions throughout the reading of text. The ability of readers to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information. Asking the right questions allows good readers to focus on the most important information in a text.

d. Inferring

Authors do not always provide complete descriptions of, or explicit information about a topic, setting, character, or event. However, they often provide clues that readers can use to "read between the lines"—by making inferences that combine information in the text with their schema.

e. Evaluating (Determining Importance)

Determining importance has to do with knowing why you're reading and then making decisions about what information or ideas are most critical to understanding the overall meaning of the piece.

f. Synthesizing

Synthesizing is the process of ordering, recalling, retelling, and recreating into a coherent whole the information with which our minds are bombarded every day. Synthesizing is closely linked to evaluating. Basically, as we identify what's important, we interweave our thoughts to form a comprehensive perspective to make the whole greater than just the sum of the parts.

4. **Reading Comprehension Mastery for Elementary School**

English student of elementary school is a young learner who learns English. They can be students who get English material as local content. Generally they are beginner learners, but the teacher cannot generalize them by giving the same task or activity. Young students mean they are students aged 6-12 years. They can be divided into two groups, namely younger group (6-8 years) and the older group (9-12 years). Based on their class level, they can be called as children of lower classes, for the students of first, second and third grade, and upper classes for the students of fourth, fifth, and sixth grade (Scott and Ytreberg: 2010).

For many years, teaching reading comprehension was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. Teaching reading comprehension was viewed as a mastery of these skills. Comprehension instruction followed what the study called mentioning, practicing, and assessing procedure where teachers mentioned a specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Instruction neither did little to help students learn how or when to use the skills, nor was is ever established that this particular set of skills enabled comprehension.

According to the explanation above, reading comprehension have to be studied in early education as like in elementary school. For the elementary students, they taught by the teacher to have reading comprehension mastery. This

is one of English teacher's challenging to be the good teacher for reading comprehension mastery in the basic level.

D. **Read Aloud Strategy**

1. **Definition of Read Aloud Strategy**

Read-aloud was an interactive read-aloud in which children were not simply passive listeners but were actively involved Power of the Read Aloud The Open Communication making predictions and asking and answering questions. Simply asking children questions during an interactive read aloud was found to be ineffective in vocabulary growth; however, unless students were able to engage in dialogue about the text. Growth was related to how students engaged in this dialogue or interactive talk.

Read aloud, as part of the gradual release of responsibility, feeds naturally into shared, guided, independent reading and book clubs as teachers demonstrate for students how the reading process works (Burkins & Croft, 2010). As a natural extension of teacher read aloud, students can use read aloud to practice their own fluency, expression and prosody. In addition, read au is one of strategy which appropriate to use in teaching reading.

2. **The Model of Interactive Read Aloud Strategy**

According to Scharlach (2008), the most important strategies to model during interactive reading aloud are predicting, visualizing, connecting, questioning, main idea, summarizing, checking predictions, making judgments.

a. Predicting

Predicting actively engages students and connects them to what they read. Predicting involves thinking ahead while reading and anticipating information and

events in the text. After making predictions, students can read through the text and refine, revise, and verify their predictions.

b. Visualizing

This strategy involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. This ability can be an indication that a reader understands the text. Some research suggests that readers who visualize as they read are better able to recall what they have read than those who do not visualize.

c. Connecting

In this step make personal connections with the text by using their schema. There are three main types of connections we can make during reading; they are connections between the text and the reader's personal experience (Text-to-Self), connections between a text being read to a text that was previously read (Text-to-Text), and connections made between a text being read and something that occurs in the world (Text-to-World).

d. Questioning

This step involves readers asking themselves questions throughout the reading of text. The ability of readers to ask themselves relevant questions as they read is especially valuable in helping them to integrate information, identify main ideas, and summarize information. Asking the right questions allows good readers to focus on the most important information in a text.

e. Main Idea

This step Provide a list of words to highlight (they can use the find feature to find all of these). This teaches the students which words are "clue words" for important ideas to interpret the idea of the text.

f. Summarizing

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area. It enables students to focus on key words and phrases of an assigned text that are worth noting and remembering.

g. Checking Predictions

Making predictions while you read will help you find meaning in a text. When you make a prediction, you engage with the author's clues about what is important in the story, poem, speech or other nonfiction text. Plus, it can be fun to find out whether things turn out as you expected. The teacher will check the prediction is true or not based n the story.

h. Making Judgments

Students find that judging and evaluating characters within the work helps them make connections. So, the teacher give opportunity to the students to explain their opinion about the final judgments f each characters in the story well.

All eight strategies is good if the teacher prepare well for conducted it. Although this can be overwhelming at first, over time it becomes easier to

implement and can flow naturally into instruction (Scharlach, 2008). Teachers should encourage students to predict what will happen in a story, as well as help students confirm or refute predictions using the text (Lane & Wright, 2007). These comprehension strategies should be developed throughout the curriculum to help the students connect to the books and enhance their understanding of text (Lane & Wright, 2007).

3. The Purpose of Read Aloud Strategy

The teacher reads a story aloud, a minimum of 2-3 times weekly, and invites thinking before, during and after the reading to help children deepen their understanding and develop their ability to talk with one another about texts. The text is carefully selected to match an instructional focus to the standards.

Interactive read-aloud assures that all students are actively engaged in thinking and talking about ideas in text. All skills and strategies must be introduced to the whole group through interactive read- aloud. Through interactive read-aloud teachers will model, by thinking aloud, how to process text, and organize thinking. During this time the teacher may also introduce new vocabulary. All students will benefit from the content area vocabulary presented through non-fiction text (science/social studies). Introducing new vocabulary is especially important for ELL students regardless of whether the text is fiction or non-fiction.

4. Teaching Reading Using IRAS *(Interactive Read Aloud Strategy)*

Interactive reading aloud was associated with a part of literacy skills and cognitive advantages. Reading to children in the Elementary School was getting relation with the reading achievement and emergent literacy (Bus et al., 1995).

McGee and Schickedanz (2007) explain that during interactive read aloud, teachers talk as they read to model their own thinking. This modeling helps the students understand and notice what the teacher is predicting, inferring, connecting, and processing what is going on in the story. This process helps the students interpret and understand the text by sharing ideas that likely would not be natural for the reader.

Some Research showed the importance of reading aloud to children, especially when done explicitly as an interactive read-aloud. As teachers came to realize the importance of the practice for increasing student comprehension, the interactive read-aloud became a widely implemented practice in reading programs. Read aloud time can be an ideal opportunity to build comprehension through the use of oral language activities, listening comprehension, and text-based discussion (Santoro, Chard, Howard, & Baker, 2008). This is most effective when there is a clear routine for the read-aloud and when it is part of the daily reading program (Terblanche, 2002).

There are many ways to use interactive reading aloud, make the most of instructional time, and maintain enjoyment of the text being read. Most educators agree that teachers should read aloud to their students on a regular basis, but there are few specifics on *how* to conduct a read aloud (Fisher, Flood, Lapp, & Frey, 2004). Teachers should be making time in their busy days to conduct interactive reading aloud to maximize instructional time, while also modeling fluent reading and promoting the enjoyment of great literature. This can help students climb in their comprehension abilities and become better readers. Additionally, by using

interactive reading aloud, teachers are able to incorporate several comprehension skills.

E. Previous Study

Teaching reading using interactive reading aloud can catch up the students' awareness of the text. Read aloud also enhance or develop a student's literary knowledge (Rebecca, 2016). In the previous study, the researcher find out that Teacher should attempt to involve student interest and choice in book selections for increased engagement. Lennox (2013) states that read aloud can be an enjoyable and engaging experience and are positivity linked to children's overall academic achievement, reading skills and interest in reading and writing.

In this research, there are some reviews of related research finding from the previous researcher, they are:

1. The first Review finding came from *Melda (2013) in his thesis "The Application of Reading Aloud Technique to Increase Students' Pronunciation at The Seventh Grades of Junior High School Batudaa" stated that reading aloud has function to increase oral English and can practice pronunciation.* The data were collected through written vocabulary test in pre-test and post-test. The result of the data indicated that there was a significant different between post-test in experimental class and controlled class. The mean score of test (65) in experimental class was higher than the mean score of post-test (35) in controller class and the standard deviation of the post-test (23.6) in experimental class was greater than the standard deviation of the post-test in controlled class (1.31).

2. The second Review finding came from Azhar (2011) in his thesis *"The Effectiveness of Reading Aloud at Sekolah Alam Cikeas" State that Using*

Reading aloud Can Increase Student's Reading Comprehension. The researcher applied descriptive Qualitative using 'Interview and Questioner. This strategy fits with the students at Sekolah Alam Cikeas because students can understand the reading very well.

3. The third is from Fatmah (2014) in her thesis *"Pengaruh Implementasi Strategi Reading Aloud Terhadap Hasil Membaca Santri Kelas I'dadydi Pondok Pesantren Al-Luqmaniyyah Umbulharjo Yogyakarta Tahun Ajaran 2013/2014"* The results of this study indicate the learning process of Al-Mabadi'u Al-Fiqhiyyah in class I'dady Pondok Pesantren Al-Luqmaniyyah going well with the varied methods. Students play an active role in the learning, using Reading Aloud strategy can help learners to focus mentally, pose questions, and stimulate discussion.

4**.** Holly B Lane (2007) *"Maximizing the effectiveness of reading aloud"* reading aloud gained a new level of emphasis. It was called "the single most important activity for building the knowledge required for eventual success in reading" The researchers suggested that more studies should be conducted to determine what specific behaviors during read-aloud sessions contribute to later literacy development.

In addition, many of the current research studies that involve read aloud center around student comprehension and vocabulary development. Santoro, Chard, Howard, & Baker (2008); Brabham & Brown (2002); and Silverman et al. (2013) are just a few of the current studies that have focused on how vocabulary can be enhanced or expanded through a classroom read aloud.

There are low to moderate negative correlations between time teachers spend reading aloud and their students' reading achievement. That is, in classrooms where teachers spend more time reading aloud to children, students' reading achievement tends to be worse than in classrooms where less time is devoted to read-aloud activities. In classrooms where reading aloud was taking place, there were fewer interactions with students, and students spent less time reading on their own. In this research, I as the researcher did not specifically study vocabulary, and it did not emerge as a pattern or theme in my collected data. I would recommend a study be done that involves vocabulary and upper elementary students. This research could observe the ways that interactive reading aloud impact upper elementary students' reading comprehension. On the other hand, there is ample evidence of the benefits of interactive read aloud to children at MI Al- Islah Tulungagung.