

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides a brief explanation about some theories and previous studies that support this research. This chapter consist of the definition of reading, types of reading, definition of reading comprehension, teaching reading, strategies in teaching reading, teaching reading by using guided strategy descriptive text, previous study and conceptual framework.

#### **A. Reading**

##### **1. Definition of Reading**

Reading is activity that cannot be separated in human life. We will find this activity in various places. Aebersold and Field (1997 : 15) said that reading is a process what happens when people look at a text assign meaning to the written symbols in text. Likewise in the world of education, reading is part of the learning process which has a very important role. Students must have this expertise because it will be a bridge in understanding the lesson. Reading is a way of learning for students to enrich their abilities and knowledge. Patel and Jain (2008:113) state that reading is not only a source of pleasure and information, but also expands one's knowledge. Aeberson and Field (1996:6) add that reading is a powerful activity that can provide knowledge, insight, and perspective to readers.

In another sense, according to Brown (2003: 185) in foreign language learning, reading is also a skill that teachers expect to acquire by teachers. Reading is also known as a complex skill. To be able to understand the meaning of a text must go through a thought process. Spontaneously, readers will choose certain strategies to be able to connect with the details of the meaning of a text. Before reading the text, the reader will use prior knowledge to find the main idea, predict its meaning, and determine the meaning of the text. In the process of reading, they will question themselves, think and express their opinions based on the information they get from the text. After reading, they will draw conclusions based on their knowledge, seek information, and be able to think more critically and creatively. Therefore, in the process of improving reading comprehension, readers will use the types of reading strategies they have.

## **2. Types of Reading**

The main ways of reading stated by (Grellet 2006: 4) are as follows:

1. Skimming : quickly scan the text to understand its main points.
2. Scanning : quickly browse text to find specific information.
3. Extensive reading : reading longer text is usually for your own pleasure. This is a fluent activity that mainly involves global understanding
4. Intensive reading : read short texts to extract specific information. This is an activity that involves reading accurate to the details.

Rao (2009:18) shared the same opinion that there are four types of reading skills used in every language, such as:

1. Skimming

it is used to quickly collect the the most important information or points.

2. Scanning

It is used to find a specific information

3. Extensive reading

It is used to gain a general understanding of the subject, including.

4. Intensive reading

It is used for shorter texts to extract specific information.

The four types of reading (skimming, scanning, intensive and extensive) have their respective advantages to be applied. Each of these types of reading can be applied by educators by adjusting the conditions of students and the type of text being studied.

Patel and Jain (2008: 117) classified reading into four types:

1. Intensive Reading

This type of reading related to further progress in teacher-guided language learning. Intensive reading as a basis to help explain difficulties in sentence structure so that it will expand vocabulary knowledge. In other words, intensive reading will provide material to

advance knowledge of the greater meaning of language in speaking and writing.

Intensive reading is text reading or paragraph reading. In this type of intensive reading, learners read text to gain knowledge or analysis. The goal of this reading is to read shorter texts. This reading is to complete certain information. Learners acquire knowledge by reading books is a kind of intensive reading. There are few features of intensive reading. The first is that this kind of reading helps learners develop active vocabulary. The second is the main role of the teacher in this reading, the third is the cultivation of language projects, the fourth is that this reading aims to actively use language, the fifth is intensive reading is to read aloud, and the third is to emphasize language habits and correct accents in intensive reading. Stress, intonation and rhythm. Some features of intensive reading include: first, this kind of reading helps learners develop active vocabulary. The second is the main role of teachers in this reading, the third is the development of language projects, the fourth is that this reading aims to actively use language, the fifth is intensive reading is reading aloud, and the last is intensive reading that emphasizes speaking habits and accents, stress, Improved intonation and rhythm.

Intensive reading has several characteristics, including:

1. Intensive reading helps learners develop active vocabulary.
2. Teachers play a major role in reading

3. Develop language projects
4. Reading aims to make the use of language possible
5. Intensive reading is reading aloud.
6. Emphasize intensive reading and accent in speaking habits, and the stress, intonation and rhythm can be improved.

From the statement above it can be concluded that the intensive reading involves the reader to read in detail the objectives and specific tasks, such as vocabulary, idioms and specific information from the text.

## 2. Extensive Reading

The selection of extensive reading materials is less difficult than intensive reading. The purpose of extensive reading is to train students to read directly and fluently in the target language without the help of teachers. Extensive reading can be used as a basis for oral reports, classmates, or class discussions. It may be the source of written essays in which students deal with specific problems caused by the material in the book. Sometimes, the class may read related materials in groups. Each group can prepare certain parts of the project and show some group reports to the class. This type of classroom project provides points and goals for extensive reading by constructing reading exercises as a purposeful activity matrix. Therefore, it can be concluded that extensive reading is reading for pleasure. Readers are

curious about something but they don't care about specific or important information after reading. Usually, people read to keep them updated.

Few characteristics of Extensive reading are:

1. Helping students in developing active vocabulary.
  2. Extensive reading is referred to as silent reading.
  3. The subject becomes the focus point
  4. Learners play a leading role as they ask for steps.
  5. Idea development.
  6. Aims to enrich the knowledge of students in eating text.
  7. Good reading habits can be developed through extensive reading.
3. Aloud reading

Reading aloud should be given by the teacher to elementary level students because it becomes the basis for language pronunciation. Reading aloud has an important role in teaching reading. In this activity there are several ways that teachers can do so that teaching reading is better and more effective as follows:

1. The material to be delivered by the teacher to students is adjusted to the knowledge or related to the students' experience.
2. Teachers should emphasize the stress of students.
3. The teacher must be careful during the reading process. If there are mistakes made by students, they must be corrected. Corrections should be productive and easy to talk

4. Teachers should care about all readers. The teacher must also be able to attract the attention of weak readers
5. The reading model presented by the teacher must be in accordance with the level of the reader, so that it can be well understood by the reader.

By applying the steps above, it could allow students to actively participate in the learning process in the classroom. Reading aloud can help students concentrate on their mental attention, ask questions, and stimulate discussion. This strategy is focused on the reader. Silent reading

#### 4. Silent reading

One of the very important skills in teaching English is Silent Reading. This activity should be implemented because it aims to increase the ability to obtain a lot of information. When students can read without difficulty, the teacher must make them read silently. This habit makes it possible to be able to read without an audible whisper.

Some of the steps that can be used to effectively teach reading silently are as follows:

1. The teacher must convey about the topic first to students and motivate students but must not read first but must let students read the text.
2. The teacher should not allow students to mumble while reading.
3. The selected subject matter must be interesting and effective .

4. Teachers can use an eclectic approach to achieve better understanding. By following the steps above, reading activities will be more accurate and active, silent reading focuses students' attention. In addition, it can save time because it is done at one time.

### **3. Principle of Reading**

Harmer (2007: 101-102) divided the principles of reading into 6 parts.

They are:

*Principle 1: Encourage students to read as much as possible.*

The more students read, the better. Everything we do should encourage them to read widely and-if not more-intensively. It is a good idea to discuss this principle with students.

*Principle 2: Students need to take seriously what they are reading.*

Outside of normal school hours, when students read extensively, they should be immersed in happy reading-that is, we should help them have fun as much as possible. But during the class, we will also do our best to ensure that they participate in the subject of the reading text and the activities they are required to perform when dealing with the subject.

*Principle 3: Encourage students to respond to the content of the text (and explore how they feel about the text), not just focus on its structure.*

Of course, it is important for students to learn to read texts in class in order to understand how they use language, the number of paragraphs included, and the number of relative clauses they use. However, the



meaning and information of the text are equally important. Therefore, we must give students the opportunity to respond to the information in some way. It is especially important that they should be allowed to express their feelings about the subject-so as to stimulate individual participation in the subject and language. Through extensive reading, this is even more important. Reading for happiness is and should be different from reading for learning.

Principle 4: Prediction is the main factor in reading.

When we read text in our own language, we often have a good understanding of the content before we actually start to read it. The book cover provides us with clues about the content of the book; the photo and title imply the content of the article; before we read a word, we can identify the report as a report based on their appearance. Once we have these clues book covers, titles, web banners our brains begin to predict what we will read. The expectations have been established and the active reading process is ready to begin. In the classroom, the teacher should give the students "tips" so that they also have the opportunity to predict what is about to happen. In the case of extensive reading when students choose what to read for happiness we should encourage them to look at the front cover and back cover to help them choose what to read, and then help them "enter" a book.

*Principle 5: When using intensive reading texts, match the tasks with the topics.*

Once we have decided what reading text the students will read (according to their level, text theme, language and activation potential), we need to choose a good reading task-the right question types, appropriate pre- and post-class activities, and beneficial learning Development etc.

The most useful and interesting texts can be spoiled by boring and inappropriate tasks; the most common paragraphs can become very exciting through imaginative and challenging activities, especially if the challenge level (i.e. how difficult the student is complete a task) completely suitable for the class.

*Principle 6: Good teachers make full use of reading texts.*

Any reading text is full of sentences, words, ideas, descriptions, etc. In class, it doesn't make sense to just let students read it, then put it down and turn to other things. Good teachers integrate reading text into interesting lesson sequences, use topics for discussion and further tasks, use language to learn and then activate (or, of course, activate and then learn) and use a series of activities to bring text to life. Where students read extensively, we should use any opportunity to stimulate useful feedback.

The six principles above are very important to be applied in learning to read in the classroom. Educators must be able to lead the learning process in the classroom so that students are able to meet the demands and learning needs according to the applicable curriculum. By paying attention to the six principles above, the reading process will run well and produce good reading output.

#### 4. Strategies of Reading

Brown (2004: 188-189) stated that principal strategies for reading divide into several steps as follows:

First, reader identifies the purpose in reading a text.

Second, reader can apply spelling rules and conventions for bottom-up decoding.

Third, reader can use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.

Fourth, reader can guess at meaning (of words, idioms, etc) when he/she isn't certain.

Fifth, reader can skim the text for the gist and for main ideas.

Six, reader can scan the text for specific information (names, dates, key words).

Seventh, reader can use silent reading techniques for rapid processing.

Eighth, reader can use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.

Ninth, reader distinguishes between literal and implied meanings.

The last, reader can capitalize on discourse markers to process relationship.

Based on the theory above, it can be concluded that to increase our reading comprehension, there are many strategies that can be used by educators. In the statement above, Brown (2004: 188-189) has mentioned

ten strategies. In its application, it is enough for the reader to apply several strategies that are appropriate to the conditions of the class and students. The reader can use some strategies for reading such as, identify the purpose, apply spelling rules, guess at meaning skim and scan the text, use marginal notes, distinguish between literal and implied meanings, and capitalize on discourse markers.

## **5. Teaching Reading**

One of the duties of the teacher is to get students to read. As we know that reading is one of the skills that must be possessed in English. One of the duties of educators is to get students to read. According to Harmer (2001), reading text provide opportunities to study language: vocabulary, grammar, punctuation, the way to construct sentences, paragraphs and texts. Thus, it is important for teacher to discuss with students regarding their approach to reading and perhaps provide them information concerning the actual and specific profit of reading.

Some studies of reading prove that the important part of teaching reading is background knowledge of the students, what is learned and recalled or what they have already known Calfee and Drum (1986), as cited in Brown and Atkins (2002), state that “reading is dependent upon the prior existence of relevant structure of knowledge in the mind of the reader” (2002, p.172). It signifies that all texts rely on readers to make links and inferences as they are reading. This active process makes the text meaningful. If readers know a lot about the subject of the text it is likely

that they made many relational links between the content and what they have already known, even they get new information are created which goes beyond the text itself. On the other hand, the readers with no priorknowledge had some problems to connectthe meaning of the text and consequently will find it hard to understand. Brown and Atkins (2002) give some tips for teacher in helping students to learn more effectively, the tips are as follow:

1. Check that students already have adequate relevant knowledge and understanding to make sense of the text. And if not...
2. Provide a conceptual scaffolding or framework which helps students to organize and relate the new material, or...
3. Design a few preliminary activities on easier texts that provide 'anchors' or 'organizers' in advance of the more difficult reading. Making students aware about the existence of reading needs some strategies in teaching learning process. Strategies also help them in achieving material to the active levels.

Check that students already have adequate relevant knowledge and understanding, provide a conceptual scaffolding or framework, Design a few preliminary activities on easier texts, these three tips are quite easy for educators to do. By implementing this step will greatly help educators liven up the classroom atmosphere. With the activeness of students, it will help them in conveying ideas. Activeness as a means to build

communication between students and educators, as well as an indication of seriousness in carrying out learning activities.

In addition, Palinscar and Brown (1984) have developed a six-point strategy for this purpose.

1. Understand the purpose of the reading task.
2. Activate relevant prior knowledge of the subject.
3. Identify important content and focus on that. Do not give equal concentration to content of less of trivial importance.
4. Make a conspicuous attempt to evaluate the content for internal consistency, compatibility with prior knowledge, and with common sense.
5. Monitor your own reading. Review your understanding of the text periodically.
6. Make and test inferences deliberately including interpretations, predictions and conclusions.

Those strategies are not enough to make students concern in reading activity. However, students also need opportunities to develop and analyze their own reading skills.

## **6. Strategies in Teaching Reading**

According to NEPS (2016:93) there are several strategies of teaching reading.

1. Gradual Release of Responsibility

GRS is to help students to become independent readers. It transfer the students become independent reading by showing how skills and strategies taught during reading aloud, shared reading, oral reading to an adult, and guided reading. It should be a gradual shift from the child being dependent on the adult, to the child being independent of the adult from rich reading experiences and it is not a strictly linear process. So, it will involve young children moving backwards and forward through various activities.

## 2. Interactive Read Aloud

Reading aloud is most influential in daily conversation of teaching English. Interactive read aloud/ interactive shared book is an umbrella term for a range of common literacy approaches that adults use when reading with students. The teacher reads aloud and pauses to model a particular strategy by thinking aloud. The teacher can choose before the vocabulary that to be taught in context, and review frequently. The activity can be form of retelling story, using questions to encourage book talk, andsh dialogic reading. Reading aloud indicated to improve students vocabulary, word knowledge, language patterns, and story structure affected from their book. The students get encourage to be interactive as possible through question answering, discuss pictures in the book, and make relationship with the book. Students become critical thinking by interactive process. Their understanding of the text will rise by activating prior knowledge of the text. If the students

divide into some group, they will often repeat every comments of others or elaborate responses which is a form of peer modeling and learning.

### 3. Shared reading

Shared reading involves a teacher and a large group of the students sitting closely together to read and re-read a big book. The teacher and students practice the strategy together using a big book or multiple copies of texts. Every students should investigate from the book, which are oversized picture books, big enough to allow the students to see the print as it is being read aloud. It can help students to know the connection between the spoken and printed words. The process can be by making small group using choral reading or whisper reading. It will open a chance for the students to gradually more responsibility for reading as their skill level and confidence increase. The teacher and peers also support in safe learning environment for the students to practice reading behaviours of proficient readers. The teacher models the reading process as the children observe and respond provide students with a context to apply the skills they learn such as phonemic awareness, recognizing sound-symbol relationships, sight-words, and print features. The context is to develop the students comprehension competence.



#### 4. Guided Reading

Guided reading is a well-established form of small-group instruction. The teacher provides support as the students read and able to read an unfamiliar text in small group/ individual using same type of reading strategies for each student reading independently. Teacher support the students in reading text, it can be use a various strategies like use phonic knowledge to decode words, use the picture cues, activate prior knowledge, use context to make predictions, make connections, infer, self-monitoring for accuracy, and read ahead. The component of guided reading is selecting the text which suitable to the students, including by observation and assessment, running records/ records of reading behaviours to simplify the process for appropriate graded set of books. To determine each students guided reading level teacher use a benchmark assessment system inside. Therefore multiple copies of each text are a needed for guided reading.

#### 5. Oral reading from just-right text

Oral reading with adult feedback (a child reading to an adult) has a very positive influence on word reading, reading fluency and reading comprehension. On the reading continuum, children in the early level of reading have very individual needs and will be developmentally at different places. It is better for four year age range between the least and most able readers by first class. It need differentiated the material

if this diversity is to be addressed. Teacher can use round-robin reading to lost the frustration level of the child.

#### 6. Independent reading

Independent reading is the time when students apply the skills and strategies they have learned during read-aloud, shared reading and guided reading activities. The teacher should make sure the child is reading text at the just right level. To become more confident, at reading it must less cognitively demanding. The students applies new skills/ strategies while reading at home or at school. It helps in decoding text and engage with the story. On six years old should not be expected to read independently for more than 6 minutes and seven years old for 7 minutes.

Based on the six strategies described above, of the six strategies in teaching reading, the most frequently used by educators are Interactive Read Aloud, Guided reading, Share reading and Independent reading.

### **B. Reading Comprehension**

#### **1. Definition of Reading Comprehension**

Reading Comprehension is defined as a complex cognitive ability that requires the capacity to integrate text information with the reader's prior knowledge and produce elaboration of mental representations. In this study, reading comprehension was defined as the ability to understand message and information about writing material using cognitive and metacognitive abilities. The reading comprehension test indicators in this

study are in accordance with the characteristics of the two reading strategies used, KWL and CSR. They identify topics, identify main ideas, find detailed information, vocabulary (guess meaning from context), draw conclusions, identify exceptions, and refer to sections.

Pardo (2004) explained that “comprehension is a complex process that has been understood and explained in a number of ways” (p. 272). In addition Wooley (2011:15) states “Reading comprehension is the process of making meaning from text.” To find the way to understand text meaningfully, readers need to integrate the meanings of successive sentences and to establish local coherence. The purpose of reading comprehension is can make students to increase information, to experience and be aware of the others worlds, to communicate, and increase the academic achievement, to understanding a text to know the detail meaning from isolated words or sentences.

In the other hand, Pardo (2004:273) classified how the teacher support students to become competent comprehenders, there are:

1. Teach decoding skills: teacher support students continued development of automatic decoding through spelling, vocabulary, and high frequency word activities.
2. Help students build fluency: teacher engaging students’ in rereading for real purposes like performances and readers theatre and teachers as model fluent reading by reading aloud to students daily.

3. Build and activate prior knowledge: it build from informational book and establishing and maintaining a rich, literate environment, full of texts that provide students with numerous opportunities to learn content in a wide variety of topics, create visual or graphic or organizers that help students to see not only new concept but also how previously known concept are related and connected to the new ones, reading aloud, and teacher as a model to activate schema and make connections.
4. Teach vocabulary words: teacher decide on the appropriate vocabulary words to use.
5. Motivate students: select texts topics, themes, and units that will more likely engage students and provide and promote authentic purposes for engaging in reading and writing.
6. Engage students in personal response to text: teacher encourage students to read both efferently and aestheticall.

Based on the theorist of reading comprehension above, it can be conclude that reading comprehension is a development process which requires one to think, feel and use ones' imagination and linguistic comprehension.

## **2. Skill in Reading Comprehension**

Brown (2004: 187-188) states skill of reading comprehension can be devided into micro and macr skills.

The micro skills of reading comprehension such us :

- a) Discriminate among distinctive graphemes and orthographic patterns of English,
- b) Retain chunks of language of different lengths in short term memory
- c) Process writing at an efficient rate of speed suit the purpose,
- d) Recognize a core of words and interpret word order patterns and their significance,
- e) Recognize grammatical word classes (nouns, verb, etc) systems (e.g. tense, agreement, pluralisation), patterns, rules and elliptical forms,
- f) Recognize that a particular meaning may be expressed in different grammatical forms,
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile the macro skills of reading comprehension such as:

- a) Recognize the rhetorical forms of written discourse and their significant for interpretation,
- b) Recognize the communicative functions of written texts, according to form and purpose, Infer context that is not explicit by using background knowledge,
- c) From describe events, ideas, etc,
- d) Infer link and connections between events, deduce causes and effects and detect such relations as main idea, supporting idea, new information, given information, generalization , and exemplification,
- e) Distinguish between literal and implied meanings,

- f) Detect culturally specific references and interpret them in a context of appropriate cultural schemata,
- g) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for interpret of text.

Based on definiton above, it can be concluded that reading has skill in reading comprehension has macro skills and micro skills to develop skill in reading.

### **C. Guided Reading Strategy**

#### **1. Definition of Guided Reading Strategy**

Guastello and Lenz (2007: 2) pointed out that guided reading is a teaching method that involves teachers working with a small group of students who are similar in reading behavior and text level, and they are able to read with support. The ultimate goal of guided reading is to help students learn how to use literacy strategies successfully, and to cultivate the ability to ask questions, consider possibilities and alternatives, make wise choices when deriving meaning from the text, and solve problems when encountering difficulties.

Guided reading is a teaching strategy that enables teachers and a group of students to talk, read, and explore texts. The point is that the teaching is generated as reflective and reactive readers, who can not only read the lines, but also read the content between and outside the lines (Howell, 2004: 3), and guide students to explain the author's meaning and

considerations through discussion Literal and more complex meanings in the text.

Guided reading is informed by Vygotsky's (1978) Zone of Proximal Development and Bruner's (1986) ideas on scaffolding, which are informed by Vygotsky's research. Guided reading practice based on the belief that learning is optimal for a reader happens when they are assisted by an educator, or an expert 'other', to read and understand the text with clear guidelines but limited. Guided reading allows students to practice and consolidate effective reading strategies. Vygotsky was very interested in the way children were challenged and expanded in their learning by adults. He found that the most successful learning occurs when children are supervised by an adult to learn things that they can not try it yourself.

## **2. Procedure of Guided Reading Strategy**

### **1) Selection of a text**

The teacher selects the text that will be just right support new learning for the group

### **2) Introduction the text**

The teacher provides introductions to te text that support children's later attempts at problem solving.

### **3) Reading the text**

Students read the entire softly or silently, is students reading orally, the teacher may interact briefly to teach for, prompt, or reinforce strategic action.

4) Discussion of the text

The teacher invites students to discuss the text, guiding the discussion and the students' comprehension.

5) Teaching points

The teacher makes explicit teaching-points, grounded in the text, and directed towards expanding the students' system of strategic action.

6) Word work

7) The teacher makes explicit teaching to help students become flexible and efficient in solving words.

8) Extending understanding

9) If further work with the meaning is needed, students' extend their understanding of the text through writing or drawing.

### 3. Steps of the Guided Reading Approach

Fountas & Pinnell :1996 as cited in Schirmer and Schaffer : 2015 classified step of the Guided Reading into 4 steps.

The first step is *grouping students and selecting leveled books*. The students are grouped homogeneously by instructional reading level. The teacher selects a book that matches the instructional reading level of the students in the group. Each student is provided with a copy of the book to be read.

The second step is *introducing the book*. The teacher introduces the book by having the students look at the cover, read the title and author, and talk about the topic. In-depth building of background knowledge of the



topic may be necessary for struggling readers. Vocabulary words crucial to understanding the story are taught.

The third step is *asking the students to read silently*. The students read the book silently in meaningful segments. The teacher observes, notes student behaviors during reading, and provides support with word recognition, understanding unfamiliar sentence structures, and comprehension when needed. After each segment, the teacher poses a question, encourages the students to self-question, asks for a prediction, or uses another strategy for comprehension monitoring. For struggling readers, reading aloud before silent reading can enable the teacher to pinpoint word recognition difficulties.

The fourth step is *discussing*. After reading, the students discuss the book. The teacher has the children revisit the text to clarify, find evidence of interpretations, and problem solve confusing or unclear information. The children can then reread a passage independently or with a partner to build fluency.

#### **4. Teaching Reading by Using Guided Reading Strategy**

Figuera (2003: 70) states "Guided Reading is an explicit instructional approaches in which the teacher supports the development of students to solve problems during the reading, they develop an understanding and fluency of text based on his level." In this strategy the teacher acts as an expert to guide learners by giving signs are important for understanding the text. This strategy helps students to get information

from the text, improve students' reading comprehension as well as helping students to learn more new text. With the Guided Reading strategy, all students have the opportunity to explore their reading skills. This strategy provides the opportunity for students to apply strategies they have identified in the new text. Learners will be able to read more consciously and understand deeply, because they have support from the teacher, but it is constantly obtained in independent reading

Jeanne (2002:2) defines the teacher's role in guided reading is to scaffold literacy learning, namely to actively improve students' understanding. This condition is very different from the practice that often occurs where the teacher only checks or tests the understanding of the text that has been read by students. It is important for educators to understand this difference. At this time, there is evidence that many teachers are unwittingly interrogators because they tend to confuse assessment with direct understanding teaching. Guided reading is a literacy education approach that can help overcome this problem. This strategy can help teachers refocus on the very important teaching role.

Hosbaum Hosbaum (2006:43) points out that when supporting students to use these strategies to implement a guided reading course, students have the opportunity to explore key elements of a guided reading strategy course, including:

- 1) Activate prior knowledge.
- 2) Make predictions.

- 3) Remember and explore their goals and strategies.
- 4) Read independently, bringing your previous knowledge, predictions, main goals and strategies.
- 5) Discuss what they have read.
- 6) Reflect on and review the reading and progress during the time.

## **D. Descriptive Text**

### **1. Definition of Descriptive Text**

Descriptive text is a kind of text with a purpose to give information or is the clear description of people, places, objects, or events using appropriate details. According to Harmenita and Tiarina (2013) Descriptive text is one of genre of texts. This text is one of the texts that have to be taught to Junior High school students. It is hoped that students in junior high school will communicate each other in oral and written form of communication. Descriptive text is difficult enough to learn by the students.

Gerrot and Wignell (1995:208) states that descriptive text is kind of text which is aimed to describe a particular person, place or things. It has social function which is to describe a particular person, place, or thing. Descriptive gives sense impression like the feel, sound, taste, and look of things through words. Its aim is also to inform the readers about how something or someone looks like. The characteristic features of a person, an animal or a particular thing become the focus of descriptive

text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

## **2. Generic Structure of Descriptive Text**

According to Wardani et al (2014) The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

### **a. Identification**

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described.

### **b. Description**

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

### 3. Language Features

According to Husna (2013) Descriptive text usually has own specific features as follows: first, make use of adjectives and adverbs. Second, Use comparison to help picture it-something is like something. Third, Employ students' five sense- how it feels, smells, looks, sounds and tastes. Descriptive text often used Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore. The significant grammatical features focus on specific participants, use of Simple Present Tense, use of Simple Past Tense if Extinct, verbs of being and having 'Relational Processes', use of descriptive adjectives, use of detailed Noun Phrase to give information about the subject, use of action verbs 'Material Processes', use of adverbials to give additional information about behavior, use of figurative language.

### 5. Kinds of Descriptive Text

Joolys (1994: 3) states that descriptive paragraph consists of five components; description of a thing, description of a person, and description of a place, description of process and description of event. The detail of each is stated below:

#### a. Description of a Thing (object)

The important thing in describing a thing is pay attention about its size, shape, and colour of the object. The reader can easily describe the thing as vivid as a real if the reader can present component stated above in his/her reading.

#### b. Description of a Person

Description of people through biography and autobiographies is more complex because the whole characteristic about the person can't be found in entire book. But actually, there are some words and phrases that can paint the person in detail. Those include:

- 1) Height : quite tall, rather short, average height
- 2) Build : quite slim, thin average build, well build, rather heavy and
- 3) Face : small eyes, large eyes, round eyes, narrow eyes, brown eyes, blue eyes, black eyes
- 4) Lips : thick lips, thin lips, red lips, and sensual lips
- 5) Mouth : small, round, thin, and large
- 6) Nose : flat nose, pointed nose, small button nose, and pug nose
- 7) Skin : dark complexion, fair complexion, black, white, and a scar
- 8) Age : 16 years old, 17 years old
- 9) Hair : thick hair, curly hair, wavy hair, straight hair
- 10) Race : oriental, American, black, European

#### c. Description of Place

The easier way to describe a place is through pictures but if it is impossible, words can represent the picture in detail and attractively. People should consider about size and shape of the place, room or home.

d. Description of Process

The important thing in describing of process is knowing and understanding how something occurred and done. Indeed, the writer have to know about the sequence of the event that she/he write.

e. Description of Event

Memorizing all interesting and unforgettable moment are the points that you should consider about in describing of event. Amount of people, situation related the event, embarrassing moment etc., are the example of things that you should to write in describing of event.

#### **D. Previous Study**

In this section, relevant previous research is described about research that applies guided reading strategy on students' reading comprehension of descriptive text at the first grade of MTs Darissulaimaniyyah Durenan Trenggalek.

The first previous study was from Susilowati (2012). The title was "The Effectiveness of Guided Reading and Summarizing Porcedure (GRASP) to Teach Reading Viewed from Sudents' self-Esteem. The result os this study showed that GRASP method is proved as a method which is effective to teach reading and the level of the students' self-esteem also influences the effective of GRASP method in teaching reading at the first grade students of SMK Negeri 1 Mlarak, Ponorogo in academic year of 2011/2012. The difference between the previous study and this thesis is the application at the level of educational and the techniques to collect the data. This study applied in the first

grade of Senior High School while the researcher applied this strategy in first grade of Junior High School. Then, the techniques in this study which were used to collect the data were a questionnaire for getting the data of the students' self-esteem and a multiple choice test for getting the data of the students' reading comprehension while the researcher only used the test for getting the data of the students' reading comprehension.

The second previous study was from Viana (2018). The title of this study was "The Effectiveness of Guided Reading Strategy to Teach Reading comprehension at the Tenth Grade of SMK Batur Jaya 2 Klaten in Academic Year 2017/2018". The type of research used is the same, namely quantitative and uses a quasi-experimental design. In collecting data, the researcher observed using pre-test, treatment and post-test with 40 multiple choices as scoring, while the researchers used 30 multiple choices. Another difference is the application at the level of education. This research applied in ten grade of Senior High School while the researcher applied this strategy in first grade of Junior High School.

The third previous study as from Mustafidah (2018) entitled "The Effectiveness of Using Guided Reading Strategy on Students' Achievement in Reading Comprehension at MTs Darussalam Kademangan". The research design of this research was pre-experimental design with quantitative approach. While researcher use quasi-experimental. The similarity between this research and previous study is instrument to collect the data.



The fourth previous study was from Iskandar. In the research entitled "Guided Reading Strategy to Improve Reading Comprehension". The difference between the previous study and this research is the application at the level of educational, research design and the techniques to collect the data. This previous study was conducted with undergraduate students from the English Department while the researcher applied at the first grade of Junior High School. Then, the method used in a Classroom Action Research (CAR), while the researcher used experimental research design. Then, the techniques were used to collect the data were a questionnaire for getting the data of the students' self-esteem and a multiple choice test of the students' reading comprehension while the researcher only used test for getting the data of the students' reading comprehension.

The last previous study was from Mandi S. and Nola S. (2019). The title of research was "The Effect of Guided Reading on Students' Academic Achievement in First-Grade Classroom". The method used is different, the researcher used quasi experimental while this research used Classroom Action Research. Data was collected through Fountas and Pinnell Pre and Post Assessment, Teacher Observation Journal, Student Self Assessments and Teacher Tally Form while researcher used test as instrument to collect data (pre-test and post-test).

**Table 2.1 Summary of Previous Researcher**

No.	Name and Title	Finding	Similarity	Differences
1.	Eni Susilowati, The Effectiveness of GRASP Method to Teach Reading Viewed from The Students' Self Esteem	GRSP method is proved as a method which is effective to teach reading and the level of the students' self-esteem also influences the effectiveness of GRASP method in teaching reading at the first grade students of SMK Negeri 1 Mlarak, Ponorogo in the academic year of 2011/2012	<ul style="list-style-type: none"> <li>- To teach students' reading comprehension</li> <li>- Research method</li> </ul>	<ul style="list-style-type: none"> <li>- Research design (the previous study use pre-experimental, while the researcher use quasi-experimentl)</li> <li>- Instrument to collect the data (the previous study were questionnaire and multiple choice test while the researcher only use multiple choice)</li> </ul>
2.	Viana P S, The Effectiveness of Guided Reading Strategy to Teach Reading comprehension at the Tenth Grade of SMK Batur Jaya 2 Klaten in Academic Year 2017/2018.	Guided Reading Strategy is effective to teach reading comprehension for the tenth grade students of SMK Batur Jaya 2 Klaten	<ul style="list-style-type: none"> <li>- To teach students' reading comprehension</li> <li>- Research design (the reserach design (both of them use quantitative and uses a quasi-experimental design)</li> </ul>	Application of te level of education (the previous study appllied in Senior High School while the researcher applied in Junior High School)
3.	Anisa Lailatul Mustafidah, The Effectiveness of Using Guided Reading Strategy on Students' Achievement in Reading	- Guided Reading strategy was effective and can be used as an alternative strategy to teach reading to the students at MTs	<ul style="list-style-type: none"> <li>- To teach students' reading comprehension</li> <li>- Instrument to collect the data</li> </ul>	Reserach design (the previou study use pre-experimetal, while the researcher use quosai-experimental)

	Comprehension at MTs Darussalam Kademanga.	level, especially on the seventh grade of MTs Darussalam Kademangan.		
	Iskandar Syahputra, Guided Reading Strategy to Improve Reading Comprehension	Guided Reading Strategy is effective to teach Reading	To teach students' reading comprehension	<ul style="list-style-type: none"> <li>- Application at the level of educational,</li> <li>- Research design</li> <li>- The techniques to collect the data.</li> </ul>
	Mandi Sloringas and Nols Steier, The Effect of Guided Reading on Student's Academic Achievement in First-Grade Classrooms	Guided Raeding has a positive effect on student scores and an increase in reading scores was found. Implement the Guided Reading strategy for small group reading instruction is encouraged in first grade classrooms..	<ul style="list-style-type: none"> <li>- To teach students' reading</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Research design (the previous study use CAR while the researcher use experimental research)</li> <li>- Data collecting method (the previous study use pre adn post test assesemtn, teacher observation journal, student self assesments and teacher tally form, while the reasearcher use pre-test, treatmetn and post-test)</li> <li>- Aplication at te level of education (the previous study applied IN Elementary School while the researcher applied in Junior High School)</li> <li>-</li> </ul>

## **E. Conceptual Frame Work**

One of important activity in learning language is Reading. This activity cannot be separated from language learning activities. However, not a few junior high school students who have not been able to read well. Most students have difficulty in finding the main idea, supporting details, and drawing conclusions. This can be seen from their daily scores in reading which are low in comprehension. In conclusion, their reading comprehension is still low so they do not know what they have read.

The success of the language learning process, especially in terms of reading is strongly influenced by internal and external factors. Internal factors such as interest and motivation, while external factors such as the learning environment and the role of educators. The role of educators in teaching reading is a very important factor in student success. Teachers must have various strategies to keep students interested and motivated in reading. In this case the teacher can help students by using the Guided Reading Procedure strategy in reading comprehension.

The teacher applies the guided reading strategy as a strategy in their reading. The material that is focused on the implementation of this strategy is descriptive text. By using this strategy, students are expected to be more motivated and enthusiastic in reading so that it is very possible for them to capture information in depth. They can find out the main idea and details of each paragraph. They can also remember texts, students can remember stories

easily because they use their senses to remember stories. As a result, students easily answer questions based on the text.

**Figure 2.1 Conceptual Framework**

