

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the description of The Nature of Reading, Teaching Reading, Reading Comprehension, Teaching Reading Comprehension, and Previous Studies.

#### **A. The Nature of Reading**

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

According to Tarigan (1990:7) reading include the process took and utilized by readers who want to gain the message conveyed by the author via the words or written language medium. Meanwhile, according to Nunan (2003:68), reading is readers' process which combines information from the text and students' background knowledge to construct meaning. Reading as the basic skill of language learning, it cannot be outcasted from other language learning skills such as writing, speaking, and listening. All English learners have to learn these skills.

Reading skills became one of the basic skills that need to master because it is an important component in learning the language. Patel and Jain (2008:113-114) state that reading is one of the necessary activities in life that can renew the knowledge of someone. Reading skills are a necessary equipment for the academic success and the most necessary activity in any language class. Reading is not only a source of information and pleasant activity, but also imply the expand and extend language knowledge. Reading plays an important role because reading is one activity that cannot be separated in our life to look for knowledge and information from textbooks, articles, or magazines written in English. Thus,

the students must have good reading skills to assist them in academic studies and not underestimate reading skills.

## 2. Types of Reading

According to Patel and Jain (2008), there are several kinds of reading like Intensive reading, Extensive Reading, Aloud Reading, and Silent Reading.

### a. Intensive reading

Intensive reading is a type of reading that focuses on every detail of information in a text. In this type of reading, the readers must take their time (Philpot, 2011:6). Intensive reading is a specified study of the text that is determined to train the students is language teaching's important aspect that is reading. According to Grellet (1999:4) reading short texts and excerpt certain information, then intensive reading such as exactness activities containing reading for detail. Furthermore, to keep the readers concerned with the text over and over again in such a way that they do not forget its meaning, so that they eventually become so familiar with it that they memorize it almost or entirely by heart, without directly being asked to enter it into memory.

The teacher should carefully plan intensive reading teaching as it plays an important role, not only in the exams but also in practical life. Intensive reading includes short reading followed by textbook activities to expand certain reading skills and comprehension (Nunan, 2003:71).

#### b. Extensive reading

Extensive Reading is a type of reading that demands learners reading texts for pleasure and to extend common reading skills. According to Brown (2001:313), extensive reading is done to reach text's general understanding which is usually slightly longer text (book, long articles, magazines, essays, etc). Most of the extensive reading is outside of class time, and delight reading is frequently extensive. For example, the students read various types of books such as newspapers, magazine, and journals that you can, mainly for enjoyment, and just need content's general understanding. The teacher acts as supervisor while the students carry it out independently. Nunan (2003) stated that extensive reading means reading many kinds of books (or longer parts of text) that do not concentrate on classroom exercises that can test comprehension skills.

Extensive reading especially when students read the material of reading specifically written for their level has several benefits for language development of the students (Harmer, 2001:204). According to Harmer (2007:283), one of the helpful conditions of an extensive reading is that students must have the material of reading that can be understood by them. If they struggle to understand every word, they can hardly read for delight the primary purpose of this activity. Extensive reading was reading quietly and fastly to understand the subject matter and derive the meaning without the help of the teacher and extend passive vocabulary.

c. Aloud reading

Aloud reading is also known as oral or reading aloud. Aloud reading is reading by using a loud voice and clearly. According to Bergeron & Wolff (2002:126) aloud reading sessions are exactly suited to make the students focus on comprehension. Aloud reading should be introduced after the students have been given some training in two months on the points of pronunciation, intonation, stress, pitch, and other aspects of spoken English.

Aloud reading establishes many necessary basic skills, introduces vocabulary, offers fluent example, expressive reading, and assist students to acknowledge what reading for delight is. Furthermore, by aloud reading students can listen at the higher level of language than they can read. Aloud reading establishes a classroom community by building familiar text that can be utilized as the basis for establishing on critical thinking skills that are connected and unconnected to reading.

d. Silent reading

Silent reading activities are intended to instruct the students to read silently without a voice so that the students can focus their concern or mind on comprehending the texts. Moreover, silent reading is considered to be the best type of reading because the thought is entirely involved in this action. The students should start reading silently as quickly as they have mastered several level of fluency in reading aloud.

### 3. Techniques of Reading

#### a. Scanning

Scanning is the ability to discover certain facts and particular thing fastly (Maxwell, 1970). Scanning means reading slowly and conscientiously and choosing specific keywords or phrases. Philpot (2011:6) stated that the readers don't have to read each word to discover the information of the text. This permits you to select certain information from the text. This doesn't imply reading word by word, it just imply read the text conscientiously. For successful scanning, it is necessary to understand how the material is composed as well as comprehend what is reading so the readers can discover the certain necessary information needed.

Scanning is sometimes used to discover certain information in the text, such as date, people's name, place names, and so on (Philpot, 2011:6). This technique also supports to discover particular and other information quickly. Furthermore, to use scanning there are several ways to do it, setting the purpose, discover the suitable material, and know how the information was composed before start scanning is necessary.

#### b. Skimming

Skimming is a technique in searching text to derive a fast overview of the text's essence (Harmer, 2001:202). Skimming is one of the techniques that can be used to read efficiently. By skimming, the overall understanding was degraded because the reader doesn't read everything. The reader reads just the

necessary of the text. Skimming during reading and permits the reader to discover particular thing in addition to text's main ideas.

Read immediately to derive text's gist, for example, are to find topics, main ideas, whole theme, basic structure, and so on (Scrivener, 2011:265). It also supposed to read the text immediately to derive common meaning. This involves the speed of reading skills. The advantage of this technique is that it can permit the readers to adapt themselves with a text. It is helpful for reading passages/texts in comprehension tests, for answering closing sections that test grammatical knowledge, or for reading academic articles or textbook chapters. This technique is not proper to utilize for reading the entire book.

#### c. Selecting

Selecting also called a reading-select technique. This technique is important, which means that the reader chooses the text and its part that read based on necessity. This technique is done before reading activity, for example, when reading the title of news in a newspaper. Selecting usually uses by readers who want to develop their writing to be interesting. This technique usually uses when readers don't want to derive all of the information in the text. No need to read all of the information just read the parts that relevant or need by the readers.

#### d. Skipping

Skipping is a reading technique that ignores or skips the part that didn't need or part that has been understood. This technique can use all types of text. The readers just choose the parts that need to read, and probably skip some

parts of the text. This technique uses to find that relevant or want to read. Skipping also important if readers are less interested in some part, then skip that part and continue to read the other parts.

#### 4. Assessing Reading

In reading, teachers must be assessing the knowledge of their students. How far their students' understanding of reading can be known from assessing. There are many ways to assess the student's understanding of reading. According to Brown (2004), there are four types of reading, those are Perceptive, Selective, Interactive, and Extensive. The following are assessment tasks for each type of reading :

##### a. Perceptive reading

- 1) Reading aloud
- 2) Written response
- 3) Multiple choices
- 4) Picture-cued items

##### b. Selective reading

- 1) Multiple choice (for Form Focus Criteria)
- 2) Matching tasks
- 3) Editing tasks
- 4) Picture-cued tasks
- 5) Gap-filling tasks

##### c. Interactive reading

- 1) Cloze tasks
  - 2) Imprompt reading plus comprehension questions
  - 3) Short-answer tasks
  - 4) Editing (Longer Text)
  - 5) Scanning
  - 6) Ordering tasks
  - 7) Information transfer
- d. Extensive reading
- 1) Skimming tasks
  - 2) Summarizing and responding
  - 3) Note-taking and outlining

## **B. Teaching Reading**

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

Teaching reading is a way of handovering knowledge from teacher to students by using specific technique or strategy and specific material to master reading itself. According to Harmer, teaching is not a simple job, but it is an essential job. It is a reward for teachers if their students help and expand their progress in learning. Teaching is a elaborate process it not just provide the information from the teacher to the students. Reading is one of the ways to establish the students understanding the process of teaching and learning.

Teaching is a process of arranging and organizing the environment around the students, so it can encourage and grow the students to do the learning process.



Teaching also includes a process to guide/assist the students to do the process of learning. Teachers must consider the use of methods and strategies in teaching that suitable for learning material and also fitted with the situation of the students. The students' learning process is very affected by the teacher's teaching process because in the process of teaching and learning, the teacher still has an important role in giving the knowledge to the student. One of the concerns faced in teaching by the teacher is how to generate the activity and creativity of students to study effectively. The success of teaching is very affected by the learning activity of the student.

## 2. Principles in Teaching Reading

There are principles that teachers must consider before teaching reading. These principles are important for both teacher and student. According to Nunan (2003:74), there are eight principles for teaching reading, those are :

- a. Utilize the background knowledge of the readers.
- b. construct a solid vocabulary base.
- c. Teach for comprehension.
- d. Work on enhancing reading rate.
- e. Teach reading strategies.
- f. Boost readers to turn strategies into skills.
- g. Construct assessment and evaluation into your teaching.
- h. Struggle for continuous advancement as a reading teacher.

Meanwhile, according to Harmer (1998:70-71) there are 6 principles of teaching reading, those are :

- a. Reading is not a passive skill
- b. Students need to be urged with what they are reading.
- c. Students should be urged to respond to the content of a reading text, not just to the language.
- d. Prediction is a main factor of reading.
- e. Match the task to the topic.
- f. Good teachers utilize reading texts to the full

### 3. Strategies for Teaching Reading

There are many strategies that can use for teaching reading, depend on how the teacher implements the strategies. It needs to consider whether the strategy good to use in teaching reading.

#### a. Jigsaw

Jigsaw is one of the strategies that can be used in the teaching and learning activities. This is categorized as cooperative learning that establishes the students more active in group work. Aronson (2000) state that jigsaw is a cooperative learning strategy that degrades tribal contradiction among school children, encourage greater learning, enhance the students' motivation, and improve the delight of learning experience. Use this strategy for teaching reading can help students learn to cooperate as group members, and share responsibility with the group's other members. It makes the students having

higher responsibility dependent on each other to succeed, and makes them not selfish.

#### b. SQ3R

SQ3R is one of the most incredible and fertile strategies which consist of five steps (surveying, questioning, reading, reciting, and reviewing). Huber (2004) states that SQ3R is a simple strategy put together in the hope to have a comprehensive effect. SQ3R is a reading strategy that effective, among the teachers it remains the most popular method. sQ3R offers useful examples for poor readers to enhance and offers meaning and purpose to reading.

##### 1) Survey

Survey the text that the readers are going to read. The purpose is to read little the text and think about the meaning. After surveying, the readers must have a good idea about the text.

##### 2) Question

Before starting to read the text, the readers must look at the text's title and then think of several questions that the readers think replied in the portion of the text. Then, the readers might make note of some questions.

##### 3) Read

Read one part at once time with the readers' questions in thought and search the answers. Identify when the readers need to establish several new questions.

##### 4) Recite

After each part, paused and pullout the questions and see if can reply them from memory. If can't, look back at the text, but don't switch to the next part till you can recite the prior one answer.

#### 5) Review

After finish, the whole chapter using predicting step, go back to the questions that have been made. Check whether you can still answer it or not. If can't, look back and refresh your memory, and continue.

#### c. PQIRST

PQIRST is one of the strategies that can use for teaching reading comprehension. This strategy was recommended by Thomas and Robinson (1982) as an instructional strategy. PQIRST stands for previewing, questioning, reading, summarizing, and testing. This strategy helps students to more thorough in reading and provide comprehend better. Use this strategy, the students instructed to think about what they read and write questions that connected to the topic and looking for the answer of the questions by more detailed reading. The purpose of this strategy is to enhance reading comprehension and arise the curiosity of students related to the topic that they being read.

#### d. Question-Answer Relationship (QAR)

Question-Answer Relationship (QAR) is a strategy that asserts a connection between the question, the text, and the readers' background.

According to Bouchard (2005:36), the QAR strategy provides students that there are two wide sources of information for answering questions, the text, and the knowledge's background of the students. In this strategy, the students must find the information they need to answer the question. QAR helps students understand different levels of questioning the relationship between question and answer. Furthermore, QAR deposes students to devise about the text being read and outside it. It urges them to think creatively and work cooperatively while challenging them to utilize literal and higher-level thinking skills. According to Sattar & Salehi (2014), one of the strategies in reading classes that apparently to be very effective is the Question-Answer Relationship strategy (QAR).

### **C. Reading Comprehension**

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

Reading comprehension is understanding a text in written form which means excerpting the necessary information from it as efficiently as possible (Grellet, 1981:3). Reading comprehension should not be separated from other skills. Text comprehension involves more than an understanding of each sentences and how each is connected to the next. McNamara (2007:267) stated that when reading text material, the reader creates an understanding of what is being read. Comprehension also involves more common understanding of how the ideas of the sentences are connected. In other words, comprehension involves an

understanding the structure of text. The structure is necessary because it can assist the reader discover the main idea of a story or other text.

According to Mikulecky and Jeffries (2007:74), comprehending what you read is not only acknowledging and understanding words but more than acknowledging and understanding words. Real comprehension means understanding what you read and relating the ideas in the text to what already know. It means that readers must remember what they read because comprehending is means thinking while reading. The readers combine their rational thinking with in letters collection, words, and sentences in the text. So, reading comprehension in English text is not only about how the reader reads well which involves pronunciation exactness and loud voice.

Duffy (2009:14) states that reading comprehension rely on previous knowledge or world's knowledge. In reading comprehension, the reader is not just involved to simply know and understand the content of the reading but they must also able to analyse or appraise and connect it to the experiences and previous knowledge they have had.

## 2. Strategies for Reading Comprehension

McNamara (2007:6) stated that a reading comprehension strategy is a cognitive or behavioral action that is enforced in certain contextual conditions. Furthermore, to improve some aspects of comprehension. The following are ten strategies for reading comprehension according to Brown (2001:306-310) :

- a. Identify the reading's purpose.

- b. Use graphics rules and patterns to aid in bottom-up decoding (especially for beginning-level learners).
- c. Using efficient silent reading techniques for relatively quick comprehension (for intermediate to advance level).
- d. Search the text's main ideas by skimming.
- e. Search the text's specific information by scanning.
- f. Using semantic mapping or clustering.
- g. Guessing when you are not certain.
- h. Vocabulary analysis.
- i. Differentiate between literal and implied meanings.
- j. Capitalized on discourse markers to process relationships.

### 3. Problems in Reading Comprehension

There are many problems and obstacles in reading comprehension. According to Ningsih (2017), there are 3 problems faced by the teacher in reading comprehension, those are :

#### a. Inadequate instruction

This problem is about the limit of the lesson time. The teacher says that lesson time is limited for teaching and learning. Meanwhile, the teacher have to explains the material and also assess the student's ability. Whereas, when the students do not understand when the teacher explains the materials use English, the teacher must translate it to Bahasa Indonesia to make the students understand which is need more time.

b. Lack of pupils interest

When the teacher teaches in the classroom, some of the students are not paying attention to the teacher's explanation. Some of the students talk with their friends some of them are busy with their own business. The students do not concentrate on the lesson, which makes them do not derive the knowledge from the lesson their teacher gives. Furthermore, it makes another problem raise because of this matter.

c. Vocabularies difficulties

Students' limitation in their vocabulary is one of the teacher's problems in reading comprehension. Students have different abilities, and it becomes a problem in reading comprehension. Students could not understand all of the explanations from the teacher if explained using English. The teacher must translate it to Bahasa Indonesia.

## **D. Teaching Reading Comprehension**

### **1. The Strategies of Teaching Reading Comprehension**

According to Brown (2001) and Gibbons (2002), the strategy in teaching reading divided into 3 stages, those are:

a. Pre-reading stage

This stage was done before the students read the text. It used to derive all of the information about the text. Some experts explain the strategy in the pre-reading stages such as Brown (2001) and Gibbons (2002). According to Brown (2001) in Permana (2015), the strategies in the pre-



reading stage are introducing topics, encouraging skimming, scanning, predicting, activating schemata. Meanwhile, according to Gibbons (2002) in Permana (2015), the strategies are predicting from words, predicting from the title, predicting from key illustration, sequencing illustration, sharing existing knowledge, and reader questions.

b. While-reading stage

The next stage in reading comprehension is the while-reading stage. It was used to assist students in comprehending the text. According to Gibbons (2002) in Permana (2015), the strategies are modeled reading, skimming and scanning, rereading, sharing reading, word masking, pausing and predicting, shadow reading, summarizing, jigsaw reading, and reading aloud. Brown (2001) in Permana (2015) stated that the strategies in the while-reading stage was taking note and give a sense of purpose of reading to students.

c. Post-reading stage

In this stage, the teacher must evaluate the students' comprehension of the text. Brown (2001) in Permana (2015) stated that the strategies in the post-reading stage are comprehension questions, vocabulary study, identifying the author's purpose, discussing the author's line of reasoning, examining grammatical structures. Meanwhile, according to Gibbons (2002) in Permana (2015), the strategies are innovating the story and questioning.

Meanwhile, according to Duffy (2009), the categorization of reading strategies are before reading, during reading, and after reading.

a. Before reading

In this stage, Duffy (2009) state that the strategies is find out the purpose of reading. The students who read more motivated and comprehend more if they read for the purpose that make sense for them. It means that knowing the purpose of reading make the students more motivated and comprehend the text.

b. During reading

The primary strategies that used in during reading is the combination of onitoring, questioning, and predicting. These strategies repeated again and again while the reader proceed the text. Furthermore, these strategies should combined together so the process became a big strategy.

c. After reading

If the readers finish what they read, they should not stop, but they must reflect after they read. The strategies in this stage are determining the text's message or main idea, deciding theme, summarizing, conclusion drawing, evaluating, and synthesizing.

## 2. Problems in Teaching Reading Comprehension

According to Ganie et al (2019), the problems in reading comprehension divide into 3, such as :

a. Problems from students self

One of the problems in reading comprehension comes from the students themselves. Some problems that come from students themselves such as :

### 1) Students basic English ability

Basic English ability such as Vocabulary is very important when learning English. Students have different abilities in English. Some students lack English vocabulary, and some students have many English vocabulary. The problems in basic English ability are less vocab and did not know the meaning. Sometimes, the students have little vocabularies in English, it makes them difficult to speak or write using English because they have limitation in English vocabulary. They are only stuck in the vocabulary they already have. Moreover, when the students have limitations in English vocabulary they do not know the meaning of any English words. For this reason, it arise problems in reading comprehension. Furthermore, when the teacher explains using English, students who have limitations in English vocabulary can't understand the explanation.

### 2) Students motivation in learning English.

The next problem that comes from the students is students' motivation in learning English. If the students have low motivation in English it make them difficult to learn English. They think about why they should learn English. They do not have reasons why they should learn English. So, that's why the teacher should build the motivation of the students in learning English.

### 3) Students' attraction to the subject.

The problem comes when the students were not interested in studying English, they lazy to learn about English. Different from students who interest to learn English they pay attention to the teacher's explanation and try to learn English from many sources.

b. Problems from the teachers

1) Not applying methods.

The problems in teaching reading comprehension come from the teacher who does not apply the method or strategy in teaching reading comprehension. Furthermore, they do not know what method or strategy they should use in teaching reading. It make the teacher make mistake in applying the method or strategy, even do not apply the method or strategy at all.

2) Unsuitable method

The next problem is the unsuitable method. When the teacher only knows about the method or strategy without know what is the advantage and the disadvantage of the method or strategy that they use make the method or strategy unsuitable for teaching reading comprehension. The teacher just applies it without considering the strenghteness and weakness of the method of strategy. So, it arise the problems when they teaching reading comprehension using those methods or strategies.

c. External problems

1) Materials

The problems of teaching reading sometimes exist from the materials of reading comprehension. The problems such as books did not support the actual condition of the students, and no additional teaching tools provide to apply some methods. When teaching reading comprehension teachers should consider suitable books or materials that suit the condition of the students. Furthermore, tools or media for teaching also need to be considered because they support the teaching and learning process, and make the teaching and learning process more attractive.

## 2) Environment

The next external problem is the environment. Sometimes the environment also becomes a problem in teaching reading comprehension. The problems such as not English daily region, seldom practice outside the school, and avoid using English. These problems affect the success of teaching reading comprehension.

## **E. Previous Studies**

Previous studies are research that has been conducted by the researchers before. Those research have similar topics with this research that is teachers' strategies in teaching reading comprehension. These research focus on teaching reading skill in some institutions.

This research was inspired by some previous studies. The first previous study was conducted by Ningsih (2017) by the title "*An Analysis on Teacher's*

*Strategies in Reading Comprehension Class of the Second Grade Students of Smpn 3 Ngrambe in the Academic Year of 2015 /2016*” from the English Education Department of The State Islamic Institute of Surakarta. This research used qualitative. The research is located in SMPN 3 Ngrambe, Ngawi, East Java. The techniques used to collect the data are observation, interview, and documents. The researcher joined the classroom to observe teachers’ strategies in teaching reading comprehension at SMPN 3 Ngrambe. Meanwhile, the interview was done by interviewing the English teacher of SMPN 3 Ngrambe of second grade. To prove the trustworthiness of the data, the researcher uses the triangulation technique. The result of this research shows that the teacher used four strategies in teaching reading comprehension. Those are monitoring of comprehension, using previous knowledge/ predicting, summarizing/retelling to evaluate in increasing comprehension of reading, and generating and answering questions. Meanwhile, the problems faced by the teachers are unsuffice instruction, students’ less interest, and difficulties in vocabulary.

The second previous study was conducted by Hidayah (2016) by the title *“An Analysis of Teacher’s Strategies in Teaching Reading Comprehension ” (Study At Dian Nusantara Junior High School Bandung Serang Banten)*“ from the Department of English Education in The State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten. This research uses qualitative. The instruments used in conducting the research are the interview list and observation sheets. The techniques used to collect the data in this research are observation and interview. The researcher joined the classroom to observe teachers’ strategies in

teaching reading comprehension at Junior High School Dian Nusantara Bandung. The results of this study show the strategies used by the teacher are memorization, question and answer, silent reading, games, discussions, and aloud reading. From this research, these strategies was effective for teaching reading comprehension because it can assist the student in text comprehension.

The third previous study was conducted by Nurlaili (2014) by the title “*A Study on Teacher’s Strategies in Teaching Reading Comprehension in Second Grade of Student’s Mts Tarbiyatul Ulum Panggungasri Panggungrejo Blitar Academic Year 2013/2014*” from the English Education Department of The State Institute of Islamic Studies Tulungagung. This research uses a qualitative design, exactly descriptive. The data of this research is in the written form those are field notes, interview transcript, and notes. The techniques used to collect the data in this research are observation and interview. The researcher joined the classroom to observe teachers’ strategies in teaching reading comprehension at second grade of MTs Tarbiyatul Ulum Panggungasri Blitar. The researcher uses the triangulation technique to prove the trustworthiness of the data. The result of this research shows the strategies used by the teacher are memorizing, question-answer relationships, games, and discussion.

Reviewing the previous studies above those are Ningsih (2017), Nurul Hidayah (2016), and Nurlaili (2014), all of them conduct research in junior high school teachers. Meanwhile, in this research was conducted in MAN 3 Tulungagung, which is senior high school. Nurlaili (2014) and Ningsih (2017) was conducted the research only in the second grade of junior high school. Then,

Hidayah (2016) conducted research in the first grade, second grade, and third grade of junior high school. On the other hand, in this research, the researcher conducted the research only in the first grade of senior high school.

In addition, those previous studies was conducted in schools which use the offline system for the teaching and learning process. Meanwhile, for this research, the researcher has conducted the research in school that uses online system for teaching and learning processes. In MAN 3 Tulungagung, two English teachers teach in first grade. Meanwhile, in the previous study that is Nurlaili (2014), she conduct the research by interviewing one English teacher in second grade.