

## CHAPTER II

### REVIEW OF LITERATURE

This chapter presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings:

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

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

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

information in a given field, etc. other types of reading, for example readings for literary appreciation are properly the real of reading in the native language.

Learning to read a new language, the pupils must read carefully, some aloud; moreover some questions are also important of the passages, as in the following statement by Berry (1956: 44):

*There must be question on the text, this essential. The questions are to help the pupils understanding every detail on the passage, for example, the passage is about "hide and seek". It means that the questions on the passage are able to facilitate the pupils understanding of the passage; the children are playing hide and seek in the playground, and the question are (1) who is playing hide and seek in the playground ? (2) What are the children playing in the playground? (3) What are they doing in the playground and where are they playing hide and seek?*

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

1. *reading is not a single skill but an interrelated process of many skill,*
2. *reading is development process, in other words, reading comprehension develops sequentially as pupils nature,...*

Based on the definition above, reading can help the students to enhance and it uses to develop many skills. With the nature of reading the students can be expressed about the text while they read. And the students can find out purpose of the reading comprehension. Thus, the nature of reading can develop sequentially pupils nature and can be taught to pupils who are ready to learn.

### **1. Concept of Reading**

Although, on the world wide level, the format of teaching reading skill may differ according to local circumstances, the 2013 English Curriculum stresses the implementation of teaching reading skill in several phases experience, they are: *observing, questioning, associating, experimenting, creating and communicating*.

The development of reading skills more complete year by year, curriculum by curriculum. By using, the 2013 Curriculum gives impact in students' integrated knowledge, skill and attitude.

### **B. Theory Of Thinking Aloud**

In this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. Afflerbach and Johnston cited by McKeown and Gentilucci (2007), claim that think-aloud serves firstly as a method of measuring the cognitive reading

process, then as metacognitive tool to monitor comprehension. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

Another definition of this strategy is provided by Pressley et al. in McKeown and Gentilucci's (2007) work: "think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it" (p. 1). Through the interactions that think aloud promotes, a better understanding of the texts may emerge in the classroom. Think aloud is also a process in which readers report their thoughts while reading (Wade 1990).

It helps students to reflect upon their own reading process. In a similar way, Keene & Zimmerman, (1997) declare that "think aloud is a technique in which students verbalize their thoughts as they read" (p. 1). Thus, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading texts. Another illustration about think aloud is provided by Tinzmann in Teacher Vision website (2009), he says that:

When students use think out loud with teachers and with one another, they gradually internalize this dialogue. It becomes their inner speech the means by which they direct their own behaviours and problem-solving processes. Therefore, as students think aloud, they learn how to learn, and they develop into reflective, metacognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is difficult. This argument encloses all the issues that imply think-aloud in a

reading process. Think aloud are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996 in teacher vision). These sub-strategies will be defined in the ensuing sections.

The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text (Baumann, Jones, & Seifert-Kessell, 1993; Davey, 1983; Wade, 1990). Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions.

These comments reveal readers' weaknesses as well as their strengths as comprehenders and allow the teacher to assess their needs in order to plan more effective instruction.

### **1. Using Think Aloud Strategy**

How to use this strategy:

- a.** Teacher explains to the students that reading is a complex process that involves thinking and sense-making; the skilled reader's mind is alive with questions she asks herself in order to understand what she reads.
- b.** Teacher select a passage to read aloud that contains points that students might find difficult, unknown vocabulary terms, or

ambiguous wording. Develop questions you can ask yourself that will show what you think as you confront these problems while reading.

- c. While students read the passage silently, teacher should read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems. It is helpful if you alter the tone of your voice, so students know when you are reading and at what points you begin and end thinking aloud.

Have students work with partners to practice "think-aloud" when reading short passages of text. Periodically revisit this strategy or have students complete the assessment that follows so these metacomprehension skills become second nature.

### **C. Aspect of Reading Comprehension**

According to Sheng (2003) reading comprehension questions measure student's ability to read with understanding, insight and discrimination. This type of question explores the ability to analyze a written passage from several perspectives, including student's ability to recognize both explicitly stated elements in the passage and assumptions underlying statements or arguments in the passage as well as the implications of those statements or arguments. Because the written passage upon which the questions are based presents a sustained discussion of a particular topic.

There are six types of reading comprehension questions according to Sheng (2003) .These types focus on these aspects.

- i. The main idea or primary purpose of the passage;
- ii. Information explicitly stated in the passage;
- iii. Information or ideas implied or suggested by the author;
- iv. Possible applications of the author's ideas to other situations, including the identification of situations or processes analogous to those described in the passage;
- v. The author's logic, reasoning, or persuasive technique;
- vi. The tone of the passage or the author's attitude as it is revealed in the language used.

### **1. Comprehension Skills**

According to Hilerachi (1983) most of the reading professional list three categories of reading comprehension.

- a. Literal comprehension has to do with understanding or with answering questions about what an author said.
- b. Inferential comprehension refers to understanding what an author want by what was said.

Critical reading has to do with evaluating or making judgments about what an author said and meant. Edgar put it well when he referred to these three categories as “reading the lines....reading between the lines.....and reading beyond the lines.”

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

Ommagio (1986) writes that cognitive psychologists in the late 1960s place great emphasis on the importance of meaningfulness and organization of background knowledge in the learning process. Ommagio (1986) quotes Ausubel's (1968) views that learning which involves active mental processes must be meaningful to be effective and permanent. In the second language comprehension process, at least three types of background knowledge are potentially activated:

Godman describes that reading as a "psycholinguistic guessing game" involving the interaction between thought and language. Efficient readers do not need to perceive precisely or identify all elements of the text. Rather, they select the fewest, most productive cues necessary to produce guesses about the meaning of the passage and verify the hypothesis as the process unfolds further (In Ommagio, 1986).

Along with Godman's idea, Ommagio (1986) also maintains that the efficient language users will take the most direct route to their goal of comprehension. He describes reading as a sampling process in which readers predict structures. Clearly, Ommagio (1996) included as in the comprehension process all three types of background knowledge: comprehenders make use not only of the linguistic information of the text, but also of their knowledge of the world and their understanding of discourse structure to make sense out of the passage. In line with the above statement, as

Ommagio (1986) cited from Kolers (1973) also maintains that reading is only incidently visual. Thus, the reader then contributes more information by the print on the page.

Finally, Ommagio (1986) presents Yorio's statement who isolates the following factors in reading process, those are:

- i. Knowledge of the language.
- ii. Ability to predict or guess in order to make correct choice.
- iii. Ability to remember the previous cues, and
- iv. Ability to make the necessary associations between the different cues selected.

#### **D. Theoretical Frame Work**

Based in the theoretical description and result of the relevant studies, the writer arrives at theoretical framework of this study.

In teaching and learning process, especially in English, many problems and activities face by the students also the teachers. However, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

In English language teaching in Indonesian, reading is placed in high priority, we can see it from the curriculums. Senior high school curriculums, junior high school curriculum, even at elementary school emphasize the English language teaching on the reading comprehension ability.

Therefore, reading is the most important language skills for students to study hard, by reading the knowledge of the pupils will gradually increase, besides developing their ability in other language skills. However, reading without comprehension is means nothing because reading comprehension is an active process to get the information from the text.

By teaching, four language skill in interactively, that is involves reading, listening, speaking and writing. In this case is limited for the reading skills itself to involve the pupils in learning activities i.e.; (1) To expands the pupils knowledge and art; (2) to motivates the student to be a good personality in their country; (3) to expands the pupils social intercourse. So that in this case, the ability of the pupils will be increased by using textbook with are published by Depdikbud (Government) and Yudistira (Private Publishing Company).

#### **E. The Related Study**

As the comparison of this research, here are some researches of The Effect Think Aloud Strategy toward Students Reading Skill. The first researcher is Alexander Moreno Cardenas (2009) with title “The Impact of the Think-Aloud Strategy in the English Reading Comprehension of EFL 10th Graders”, he found that the students increased their engagement in the activities because of the think-aloud strategy. Through the use, this strategy they could interact and construct meaning from the texts at once when they developed the reading tasks. Second, it is important to highlight that the role of the teacher as a guide was crucial in think-alouds because he could assist

and foster students to use reading strategies such as predicting, visualizing, and prior knowledge in order to comprehend the reading texts. Being the teacher's role only as a guide, students then are the main protagonists of the reading process. Third, another positive impact of the think-aloud strategy, is that students constantly mentioned that they had an enhancement in some specific aspects of English language such as: pronunciation, vocabulary, and listening skill.

As the following comparison, here is Paridah, Paridah (2016) "The Effect of Think Aloud Strategy toward Students' Reading Skill at the Eighth Grade of MTsN-2 Palangka Raya". Based on the result, this strategy recommended to the students should use this strategy to increase their English skill especially in reading and for teacher should apply the think aloud strategy in teaching reading English generally, and increasing students' motivation especially.

According to two studies above, there is a difference significant objective with the current research. The two studies above concern to the students effort used the think-aloud strategy and the teacher role in supporting the applying of think-aloud. Meanwhile, this current research is focus on the use of think-aloud strategy give widen teacher strategies in conveying the reading materials and reading activities. The teacher gives directions or steps how to read the text, how to predict the content of text, how to analog the information, how to interpret the new or difficult information. In addition, the use of think aloud strategy in reading can make the students are more enjoyable in doing their tasks associated with the reading materials.