

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed related theories to support the study. This includes: definition of reading, the purpose of reading, approaches in reading, teaching reading, definition of reading comprehension, the strategies of reading comprehension, and types of reading comprehension.

A. Reading

1. Definition of Reading

There are four skills in English, they are: speaking, listening, writing and reading. All those skill are very important for English learner. Each skill has different function in English. So, it better for English learners to master all of those skills. One of those skills is reading skill.

Definition of reading appears in various perspectives. Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985).

Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson, Peters, Weber, & Roeber, 1987, citing the new definition of reading for Michigan).

Reading is a complex conscious and unconscious mental process in which the reader uses variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

According to Tarigan (1990:7) reading is as a process that is done by readers to be used for getting the message conveyed the writer on the medium of writing text. Based on Harmsr (2007:99) reading is useful for language acquisition. Heilman (1981:4) states reading is an active ongoing process that is affected directly by an individual's interaction with his environment.

Reading is a process of understanding written language. Since reading is process, it start from viewing the linguistic surface representation and ends with the certain ideas or meaning about the message intended by the writer. Thus reading is combination perceptual process and cognitive process.

Swann (1975:1) says "if we say that student is good as comprehension we means that he or she can read accurately and efficiency, so as to get maximum information from the text". It means the readers try to find the message from what they have read. Moreover reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. This message is the idea of the writer. There are three steps that are involved in reading activities; they are the writer, written text and reader.

Reading involves an interaction between through and language. It means that the reader carries to the task a formidable amount of information and ideas,

attitude and beliefs. This knowledge joined with the ability to make ability predictions, determines the expectation of the readers.

Moreover, based on a modern psycholinguistic perspective, reading is considered as a psycholinguistic guessing game. This activity involves an interaction between thought and language.

2. Teaching Reading

Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to Jeremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable., (Harmer, 2008:23). Regarding to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language.

In the classroom, reading is one of ways to make the students understand in teaching – learning process. Every student has different character, so the teacher is

expected to present some ways to make the student interesting to conduct their lesson. The strategy of teaching reading which the teacher is present one of ways in the classroom. The first is summarizing. Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area. The second is questioning. Questioning is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. The third is skimming. Skimming is aimed at getting quickly the main ideas and the purposes of reading selection (Cahyono et al. 2001:67). The fourth is scanning. Scanning is quick reading to find the general idea, scanning is quick reading to locate specific information.

From the statement above, it is clear that the strategies influence for the students' learning in reading comprehension. So, it can be concluded that strategies is important for students to learn reading.

3. Technique in Teaching Reading

Psychologically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during reading activities, and post reading activities.

a. Pre- reading activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

b. During reading activities

During reading activities are the activities that reader does while reading take place. Mukhoji (2001) mentions that while reading includes: (a) identify the main idea, (b) finding detail the text, (c) following sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

During reading activities are instructional activities that are going on while reading activities are happening. According to Mukhroji (2011), five activities to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or proses. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

c. Post-reading activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, student do post-question, feedback. The post-question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. According to Mukhroji (2011) point out that post-question, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities. The activities function to check student's comprehension about the text being read. The post-question after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students.

The activity of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion may depend on the class size, if the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

B. Reading Comprehension

1. Definition of Reading Comprehension

It is very important to talk about reading comprehension. Based on McNeil (1992:16) comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. According to Cahyono et al.(2011:55) reading is means of transferring information between the writer and the reader. Therefore reading comprehension understands a written text means extracting the required information from it as efficiently as possible (Grellet, 1981:3).

Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student's experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationship among word and concepts, organizing ideas, recognizing the author's purpose, making judgments, and evaluating.

Comprehension understanding a text's full meaning and relevance is the ultimate aim of reading. Comprehension is often difficult to teach directly, however, because it encompasses so much and relies on so many different skills.

Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem.

Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Reading is the construction of meaning from a printed or writing message. Reading begins with the accurate swift and automatic visual recognition of vocabulary, independent of the context in which it occurs.

Comprehension is the process of generating meaning from varied sources directly observing phenomena; reading, looking at the sign, cartoon painting, listening to the teacher or discussion, viewing the film.

Comprehension is constructing meaning from the printed material. It is an interactive process that requires using prior knowledge in combination with the printed material.

Comprehension is the process of building a connection between what the reader knows and what he or she doesn't know, between the new and the old.

Comprehension is an evolving process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed.

2. Strategies of Reading Comprehension

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.

a. Scanning strategies

1). Definition of scanning strategies

When a student needs to locate specific information, he might not read carefully or even skim. Instead, he might be able to scan to find the information he needs.

Scanning is not a reading process in the true sense of the word. It is a searching that requires a reader to float over the material until he finds what needs. Then he stops and reads as much as necessary in order to answer his question (Ophelia H. Hancock).

To scan information, we normally look for text features that jump out from the page without reading everything that's written. In order to scan efficiently, he should have a clear idea of what is looking for, where he is likely to find it, and how he can recognize the information when sees it.

(a). Advantages and disadvantage of scanning strategies

- The purpose of scanning is to just simply know what the passage is talking about, who is the characters, and some other information that is more of general.
- In Scanning, you know what you're looking for, so you're concentrating on finding a particular answer.
- Cannot re-tell parts of the story, prediction skills are weak.
- Reading is slow and deliberate.

b. Skimming strategies**1). Definition of skimming strategies**

Skimming refers to process of reading only main ideas within passage to get an overall impression of the content of the reading selection.

Skimming is a strategies used to look for the 'gist' of what the author is saying without a lot of detail (reading skills for college students) this is used if one only wants a preview or an overview of the material. Skimming is also used after a person has already carefully studied and he needs to review the major ideas and concepts.

Skimming to get an overview is an important skill for college students. They will find that more reading will be assigned and suggested to them to improve their understanding of their field. By skimming to obtain the 'gist' of the material they are able to overcome their reading task.

(a). Advantages and disadvantage of skimming strategies

- Improve other reading rates-Learning to skim rapidly can help you improve your speed for study reading and average reading as well.
- Keeps you informed-Use skimming to building background knowledge. Skimming will help you keep informed in political affairs or other areas when you don't have the time to read very much.
- Cannot skim for pertinent information.
- Lots of word substitutions, omissions and invented words.

c. Summarizing strategies

1). Definition summarizing strategies

Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

We strip away the extra verbiage and extraneous examples. We focus on the heart of the matter. We try to find the key words and phrases that, when uttered later, still manage to capture the gist of what we've read. We are trying to capture the main ideas and the crucial details necessary for supporting them.

(a). Advantages and disadvantage of summarizing strategies

- Ability to invest in assets otherwise unavailable.
- Provision of information and education.
- No benefit to companies.
- Scope still limited.

d. Questioning strategies

1). Definition of questioning strategies

Questioning is a strategy that readers use to engage with the text. Questioning techniques help the reader to clarify and comprehend what he is reading. Struggling readers tend not to ask questions of themselves or the text as they read. Teachers who model how to ask questions while reading help children to learn how to build interest with the text and become stronger readers.

Questions help students clarify and deepen understanding of the text they are reading.

(a). Advantages and disadvantage of questioning strategies

- It is helpful to ascertain the personal difficulties of the students.
- It is helpful to ascertain the personal difficulties of the students.
- It requires a lot of skill on the part of teacher to make a proper use of this method.
- This method generally is quite embracing for timid students.

3. Strategies in teaching reading comprehension

Successful reader can also read for thorough comprehension. This means they read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary. There are some strategies in teaching reading comprehension according to Vacca & Vacca(1999:53) :

a. Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation.

b. Think-aloud

Think-aloud, teachers make their thinking explicit by verbalizing their thoughts while reading orally. Davey (1983) suggest five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, or unknown words. Second, while orally reading thinking-aloud, have students follow silently and listen to how trouble spots are through. Third, have students work with partners to practice think-aloud by taking reading short, carefully prepared passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying use of the procedures. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think-aloud.

Five points that can be made during think-aloud are showing how (1) To develop hypotheses by making predictions, (2) To develop images by describing pictures forming in one's head from the information being read, (3) To link new information with prior knowledge by sharing analogies (4), and to monitor

comprehension by verbalizing a confusing point (5) To regulate comprehension by demonstrating strategies.

1). Developing hypotheses by making predictions

Teacher might model how to develop hypotheses by making predictions from the title of a chapter or from subheadings within the chapter. Suppose you were teaching with an earth science text. You might say, “From the heading ‘How Mineral Are Used, I predict that this section will tell about things that area mode out of different minerals.” The text continuous:

Some of the most valuable minerals are found in ores. An ores is a mineral resource mined for profit.

2). Develop images

To model ho to develop imaging, at this point you may stop and say. “I have a picture in my head from a scene I saw in a movie about the Old West. I see blacksmith pumping bellows in a forge to heat up an iron horseshoe. When the iron turns a reddish orange, he picks it up with his tongs, and he hammers. The sparks fly, but slowly the horseshoe changes shape to fit the horse’s hoof.”

The text continuous:

Another property of many metals is ductility. **Ductility** is the ability to be pulled and stretched without breaking. This property allows a metal to be pulled into thin wires.

3). Share analogies

To model how to link new information with prior knowledge, you might share to following analogies. “this is like a time when I tried to eat a piece of

pizza with extra cheese. Every time I took a bite, the cheese kept stretching and stretching into these long strings. It is also like a time when I went to the county fair and watched people make taffy. They got this glob of candy and put it on a machine that just kept pulling and stretching the taffy, but it never broke.

The text continues:

Metal share other properties as well. All metals conduct heat and electricity. Electrical appliances and machines need metals to conduct electricity. In addition, all metals have a shiny, metallic luster.

4). Monitor comprehension

To model how to monitor comprehension, you can verbalize a confusing point. “This is telling that metals have metallic luster. I don’t know that that is. I’m also confused because I thought this section was going to be about things that are made out of different minerals. This is different from what I expected”.

5). Regulate comprehension

To model how to correct lagging comprehension, you can demonstrate a strategy: “I’m confused about what *metallic luster* means, and I don’t know why the authors are talking about this when I expected them to talk about stuff made out of minerals. Maybe if I ignore the term *metallic luster* and keep on reading, I’ll be able to make some connections to what I expected and figure it all out.”

The text continues:

Very shiny metals, like chromium, are often used for decorative purpose. Many metals are also strong. Titanium, magnesium and aluminum are metals that are both strong and lightweight. These properties make them ideal building materials for jets planes and spacecraft.

“Oh, they’re talking about properties of metals that make them especially good for making certain things, like aluminum for jets because it is strong and lightweight. Now I understand why they’re talking about properties.”

c. Reciprocal Teaching

When using reciprocal teaching, you model how to use four comprehension activities (generating question, summarizing, predicting, and clarifying) while leading a dialogue (Palinscar & Brown 1984). Then students take turns assuming the teacher’s role. A key to the effectiveness of this strategy is adjusting the task demand to support the students when difficulty occurs. That is, when students experience difficulty, you provide assistance by lowering the demands of the task. As the process goes on, you slowly withdraw support so that students continue learning.

d. Question-Answer Relationship (QARs)

The type of question asked to guide comprehension should be based on the *information readers need to answer the question*. Therefore, teachers must help student become aware of likely sources of information as they respond to questions (Pearson & Johnson 1978).

A reader draws on two broad information sources to answer question: information in the text and information inside the reader’s head.

The procedure QARs can be taught directly to students by reading teachers and can be reinforced by content area specialists. Keep in mind, however, that students may come to your class totally unaware of what information sources are

available for seeking an answer, or they may not know when to use different sources. In this case, it is worth several days' effort to teach students the relationship between question and answer.

e. SQ3R

According to Robinson in Auburn University English Center's article (200: 1) SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consists of five steps, they are: Surveying, questioning, reading, reciting, and reviewing.

The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading into a question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point. A summary of the SQ3R strategy procedure is presented in table 2.1

A more detailed description of each step is presented in the following section.

1. Surveying

Before reading the text, the readers survey the text to get the general ideas of the text. This activity is done systematically in only a few minutes. The readers are required to find the important ideas quickly. Surveying a text or an article can be done in five ways: (1) read the title. The title does not only give the readers illustration about what they are going to read but also stimulates them to think further about the text. (2) Read every sub chapter. Subtitles give the readers about

the text as a whole. They show the details of the text. (3) Pay attention to tables, diagrams or maps. (4) Read the introduction. If there is no introduction, read the first two paragraphs very quickly to get the idea, background, tone, atmosphere, and the writer's style of writing. It will be helpful for the reader to grasp the main points of the text. If the paragraphs are too long, the readers can read only the first and second sentences. (5) read the first sentence of the sub chapters. The first sentence often describes the content. Otherwise, read the last sentence because it usually restates the main idea of the paragraph (Soedarso, 2002).

Table 2.1 A summary of the SQ3R strategy procedure

Step	The description of steps
Surveying	Glance over the headings in the chapter to see points that will be developed. This survey should not take more than a minute and will show the three to six core ideas around which the rest of the discussion will cluster. If the chapter has a final summary paragraph this will also list the idea developed in the chapter. The conclusion will help you organize the idea as you read them later.
Questioning	Now begin to work. Turn the first heading into a question. This will arouse your curiosity and so increase comprehension. it will bring to mind information already known than helping you to understand that section more quickly. And the question will make important points shed out while explanatory detail is organized as such. This turning heading into a question can be done on the instance of reading the read. But, it demands much effort on the part of the reader to make this query for which he must read to find the answer.
Reading	Read to answer that question. i.e. to the end of the heading section. This is not a passive plowing along each line but an active search for the answer.
Reciting	Having read the first section, look away for back and try briefly to recite the answer to your questions. Use your

	own words and name an example. If you can't glance over the section again, an excellent way to do this reciting for memory is to get dozen line phrases in outline for a sheet of paper. Make these notes very briefly. Now repeat step 2, 3 and 4 on each succeeding headed section. That is, turn the section into question, read to answer that question and recite the answer by jotting down cue phrases in your outline. Read in the way until the entire lesson is completed.
Reviewing	When the lesson has been then read through, look over your notes to get a blind eye view of the points and of their relationship, and check your memory as the content by reciting all the major sub points under each heading. This checking of memory can be done by covering up the notes and trying to recall the main points. Then, expose each major points and try to recall the sub points heading under it.

Similarly, Burns et al (1984) state that the surveying can be done by looking at the chapter titles and the main headings, reading introductory and summary to paragraphs, and inspecting any visual aids such as maps, graphs, or illustrations. This initial survey provides a framework for organizing the facts the readers later derives from the reading.

2. Questioning

Questioning step is the second step of the SQ3R procedures. It is done before the actual reading. The students create some questions based on what they have surveyed. The main function of such questions is to facilitate students in adjusting their reading purposes. By having questions in mind, the students can monitor the comprehension processes to see if the purpose is met. These questions also make them aware of what they read. According to Nurhadi (1987) questioning has the

purpose to set the reader's mind of their reading so they not only follow the write's idea but also actively build their own interpretation of the reading.

In this step, the students create some questions based on the title of the text. They can also turn the introductory sentence in paragraphs into questions such as what, who, when and how.

3. Reading

The third step of the SQ3R procedures is reading. The students are required to read the text carefully to find the answer to the questions key have made. In this step, the students are supposed to concentrate on the main ideas of the text and their supporting details (Soedarso, 2002). They are suggested to lower down their speed of reading in the important parts or in the parts which are considered difficult to understand, and fasten up their reading in the less important parts or in the parts that they have already known.

The activity to read the text can be done in the following way: (1) reading the text silently, (2) answering the prepared questions, (3) the students are asked to get the main idea and its supporting details, (4) making a note of the main points of the text, and (5) discussing in pairs/in groups about what has been found during reading.

4. Reciting

The fourth step of SQ3R procedure is reciting. This activity is done after the students read the text. Having read the text, the students answer the questions that

have been formulated earlier without looking back at the text. The students have to answer not only by using the information they find in the text but also by using their own knowledge.

5. Reviewing

Reviewing is the last step of the SQ3R strategy. It is done by the students by rereading the important part of the text. According to Soedarso (1993) reviewing can be done by scanning the main points of the text through the title, subtitles and other important parts.

C. Previous study

Previously, in order to avoid unnecessary replication the researcher reviewed some previous studies which have a correlation with this study. They are useful for the reference and comparison to the researcher's study since they have similar topics in the term of reading comprehension.

The first previous study on the effectiveness of using skimming technique in teaching reading comprehension, was done by Meita Pratiwi. Her objective of the study was to find and use the right technique or method which is suitable with the students' condition.

Based on the result of this study showed that the students' Mean in teaching reading comprehension before taught using skimming technique is only 55,66. While the students' Mean in teaching reading comprehension after they being taught using skimming technique is 70,56. It was improved, with the t-test

analysis using SPSS 16.0 that used by researcher, the result of significant value is (0, 000), with the significant level 0.05. And the result $t_{\text{observation}}$ is -9.500 with t_{table} is 2.056. by comparing the “significant value” that the significant value is smaller than significant level (significant value < significant level). It means that H_a which states that there is significant effect of using skimming technique on student’s achievements in reading comprehension. Whereas H_o which states that there no significant effect of using skimming technique on student’s achievement in reading comprehension is rejected. In other word, it can be concluded that skimming technique is effective to teach English lesson especially for reading comprehension at junior high school students, especially for second grade of MTs Negeri Pulosari Tulungagung.

Previously, in order to avoid unnecessarily replication the researcher review some previews studies which have a correlation with this study. They are useful for the reference and comparison to the researcher’s study since they have similar topic in the term of reading comprehension.

The second previous exploring EFL teachers’ strategies in teaching reading comprehension, by Nurman Antoni. This study revealed that the teacher have used teaching reading comprehension strategies in three stages: pre-reading, while-reading and post-reading stage. It also revealed that in general, the students’ responses to their teacher’s strategies were good.

These findings recommend that the teacher need to increase their knowledge and experiences in order to understand the concept, implementation using the

strategies and the reason in using the strategies in teaching reading comprehension.