

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about perception, pedagogical content knowledge, reading comprehension and roadmap of research.

#### **A. Perception**

##### **1. Definition of Perception**

Jacobs et al (2004:231) refer to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

Hamacheck (1995:199) defines perceptions as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorily, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore, individual's interpretation of sensory stimuli will be affected by their own views (Hamacheck 1995:199).

According to Muchinsky, Kriek and Schreuder (2006:217), people's preconceived views also influence the way in which information is processed. These views assist people to process large amounts of data. If information

does not fit with people's preconceived views, that data is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value judgments tend to remain consistent. It is only when something extraordinary happens that people might reflect on their preconceived views.

In this study, perception played an important role, as data was collected in order to determine how is the students' perception to the English lecturer's pedagogical content knowledge on reading comprehension aspects in IAIN Tulungagung.

## **2. Factors that affect perception**

The way individuals view the world around them greatly influenced what they focus on and what they ignore (Hamachek 1995:2000). The stimuli people select to focus on depend on their internal components as well as the external environment (Viljoen 2003:6). Viljoen (2003:6) refers to McKenna's (1994) description of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli. Preparatory set refers to a collection of items that people are more inclined to see according to their internal state. Orientation is the perspective to react to certain physical stimuli, which is often based on individuals' history and culture. Intensity of motives refers to individual unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individual are exposed to a

range of different stimuli, they will be attracted to the familiar rather than the unfamiliar.

The factors that affect perception were important in this study, as the respondents each focused on different stimuli from either the external or internal environment. The participants could perceive the evaluation of teaching skills differently due to factors such as culture, their unfulfilled needs, responses to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli. The entire students tutor (respondents) were unique, with their own perceptions and expectations, and this influenced the way they perceived their evaluation of the teaching sessions they presented.

## **B. Pedagogical content knowledge**

In addition to teachers' subject matter (content) knowledge and their general knowledge of instructional methods (pedagogical knowledge), pedagogical content knowledge was originally suggested as a third major component of teaching expertise, by Lee Shulman (1986; 1987) and his colleagues and students (e.g. Carlsen, 1987; Grossman, Wilson, & Shulman, 1989; Gudmundsdottir, 1987a, 1987b; Gudmundsdottir & Shulman, 1987; Marks, 1990). This idea represents a new, broader perspective in our understanding of teaching and learning, and a special issue of the *Journal of Teacher Education* (Ashton, 1990) was devoted to this topic.

Pedagogical content knowledge is a type of knowledge that is unique to teachers, and is based on the manner in which teachers relate their pedagogical knowledge (what they know about teaching) to their subject matter knowledge (what they know about what they teach). It is the integration or the synthesis of teachers' pedagogical knowledge and their subject matter knowledge that comprises pedagogical content knowledge.

According to Shulman (1986) pedagogical content knowledge is embodied in the aspects of content most germane to its teachability. Within the category of pedagogical content knowledge I include, for the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others . . . [It] also includes an understanding of what makes the learning of specific concepts easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning (p. 9).

PCK represents the blending of content and pedagogy into an understanding of how particular aspects of subject matter are organized, adapted, and represented for instruction. Shulman argued that having knowledge of subject matter and general pedagogical strategies, though necessary, were not sufficient for capturing the knowledge of good teachers.

To characterize the complex ways in which teachers think about how particular content should be taught, he argued for "pedagogical content knowledge" as the content knowledge that deals with the teaching process, including "the ways of representing and formulating the subject that make it comprehensible to others" (p. 9). If teachers were to be successful they would have to confront both issues (of content and pedagogy) simultaneously, by embodying "the aspects of content most germane to it are teach ability" (Shulman, 1986, p. 9).

At the heart of PCK is the manner in which subject matter is transformed for teaching. This occurs when the teacher interprets the subject matter, finding different ways to represent it and make it accessible to learners. The ways of representing and formulating the subject that makes it comprehensible to others'... 'an understanding of what makes the learning of specific topics easy or difficult; the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons. In this study, PCK is the way of lecturer how to make the students easier to understand the material about reading comprehension aspects in university

## **C. Reading Comprehension**

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

Reading is one of the four language skills. It can be classified into two types, they are initial reading and reading comprehension. Reading without comprehension is cannot call as reading. So, comprehension is very important for understanding the whole content of the text. It make we can take out what the messages are contain in the text. The following the definitions about reading comprehension based on some authors.

According to 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. Snow (2002:11) also stated that reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language. Besides, Grellet (1981:3) also define reading comprehension as understanding written text means extracting the required information from it as efficiently as possible. Based on some definitions reading comprehension above, I can conclude that reading comprehension is an activity to understand and take out the contain messages by the information of the text.

In reading comprehension activity, there are three important aspects; those are the reader, the text and the activity. The reader is who is done the

process of comprehend the text. It is including all of the reader' capacities, abilities, knowledge and experiences that the reader bring into the reading action. The text is what is to be comprehended by the reader in reading activity. It can be including printed or electronic text. Whereas, the activity is an action is used by the reader to comprehending the text. It is covering the purposes, processes and consequences associated with the reading action.

## **2. The Aspects to Measure Reading Comprehension**

The following are the aspects to measure reading comprehension based on some authors. Langan (2006:590) stated there are several hints how to measure your understanding of the materials. Those are understanding vocabulary in context, summarizing the selection by providing a title for it, determining the main idea, recognizing key supporting details, and making inferences. The detail explanation about them as follows:

- a. Vocabulary in context.** To decide on the meaning of an unfamiliar word, consider its context. Ask yourself, “Are there any clues in the sentence that suggest what this word means?”
- b. Subject or title.** Remember that the title should accurately describe the entire selection. It should be neither too broad nor too narrow for the material in the selection. It should answer the question “What is this about?” as specifically as possible. Note

that you may at times find it easier to do the “title” question after the “main idea” question.

- c. Main idea.** Choose the statement that you think best expresses the main idea or thesis of the entire selection. Remember that the title will often help you focus on the main idea. Then ask yourself, “Does most of the material in the selection support this statement?” if you can answer yes to this question, you have found the thesis.
- d. Key details.** If you were asked to give a two-minute summary of selection the major details are the ones you would include in that summary. To determining the key details, ask yourself, “What are the major supporting points from the thesis?”
- e. Inferences.** Answer these questions by drawing on the evidence points of the selection and on your own common sense. Ask yourself “What are the judgment can I make on the basis of the information in the selection?”

According to Harris & Sipay (1985: 87), reading comprehension is classified into five (5) following points.

- a. Vocabulary.** The student must: Has an accurate and extensive reading vocabulary, Use context effectively to (a) determine the meaning and a



word that is unfamiliar (normal to hear) and (b) choose the exact meaning of a word and Interpret figurative and nonliteral languages.

- b. Literal understanding.** The student must: Understand the meaning and relevance of the wider range of units increasingly, such as phrases, sentences, paragraphs, and overall selection, Understand and recall the main ideas that exist, Recording and recalling the details of the existing / explicit, Recognize and recall a series of events in the correct order, Noting and explaining the explicit causal relationship, Find answers to specific questions, To follow accurately expressed commands and Skim through to get a thorough impression.
- c. Inferential understanding.** The student must: understand and repeat the main ideas that are implied, Recording and repeating the important details that are implied, Recognize and repeat an implied sequence of events in the correct order, Recording and explaining the implied causal relationship, Anticipate and predict the results, Understand the author's plan and intent and Identify the fabricating techniques used to create the desired effects.
- d. Critical reading.** The student should evaluate what is read critically.
- e. Read creative.** The student should be able to predict what has been read to gain new ideas and conclusions.

Here are the types of reading comprehension by Dr. M.R. Patel and Pravin M. Jain (2008):

**a. Identifying Main Idea**

There are many questions in the reading comprehension test that require us to find the main idea of a paragraph and text. There are some tips on finding the main idea as described by ehow.com:

- Reading the Title

From the title, we can know what is described in a text. For example there is a paragraph entitled "The Most Beautiful Actresses", then the main idea is already predictable is the explanation of the most beautiful artists.

- Read the First Sentence at the Beginning of the Paragraph

In some paragraphs, the first sentence can be the main idea so we do not need to go to other sentences to get the main idea. Although this is rare, but did not rule out this could exist in a text.

- Read the Entire Paragraph

Mostly, to get the main idea, we are required to read the entire contents of a paragraph. Because the main idea that can be in the beginning, middle, and end of the paragraph. Can also, the main idea implied in the whole paragraph so we must analyze well.

- Underline Possible Chances to Become a Basic Idea

Every time you read a paragraph, write down or underline possible sentences. Then, once you have read the entire text, continue to analyze the key ideas you have and choose the most likely ones for you to become a main idea.

**b. Identifying Supporting Details**

If a text entitled "Protected Plants", then the question will usually arise: What are the plants that are protected? Or Why Rafflesia Arnoldi is protected? What rules cover the protection of a plant? The questions that reveal the details of the contents of a text are called supporting details. How to answer it? Try to read the question first, then take the important word, and look it up in the text. For example the second question discusses Rafflesia Arnoldi, then look for the words of Rafflesia Arnoldi in the text.

**c. Identifying Reference**

The word *it* refers to? *He can speak Spanish.* The word *he* in that sentence refers to? Ever read both this questions? That's called identifying reference. You will analyse the pronouns I, You, They, We, She, He, and It. How to analyse it is not too difficult. Please see the previous sentences; usually there is a phrase that states who the owner pronoun.

**d. Understanding Vocabulary**

Of the many questions, we are usually told to look for synonyms and the meaning of a word. To answer it, of course you must multiply vocabulary by memorizing and reading, so familiar with the synonymous words that exist in these questions.

**e. Making Inference**

Making inference is an aspect that is shown with questions related to things outside the text but still in one context. Suppose there is a text entitled "Protected Plants", then comes the question "If you are a government, what will you do to protect the plant?". The question has no answer in the text. You are required to make allegations based on your own thoughts.

From various sources, the authors conclude that there are 5 most important aspects when learning reading comprehension in university. They are Identifying main idea, Identifying supporting detail, Understanding vocabulary, Identifying References and Making Inferences. So, those are the five definite aspects of reading comprehension. If you want to successfully do the exam questions related to reading comprehension, then learn the five aspects well.

#### **D. Importance of English Lecturer's Pedagogical Content Knowledge in Reading Comprehension**

Why do we claim that PCK lecturers have an important meaning in education especially in reading comprehension? The explanation will be presented in the following description.

Shulman (1997 in Enfield, 2007) develops PCK as a construction, in response to some of the problems found in teaching and teacher / lecturer education. Standards teacher or lecturer who has been put forward in the NSTA, shows that the relationship between content knowledge and pedagogical knowledge is only seen implicitly. When read more carefully it appears that the relationship between the two domains is slightly ignored. As an example of pedagogical standards in NSTA suggests that teachers or lecturers should have organization of classroom experiences (National Science Teacher Association, 1998). But to design the 'organization' is required an in-depth understanding of the content.

This is what according to Shulman (1997, in Enfield 2007) there must be a key that can clearly specify pedagogical content knowledge (PCK) that is laid as a wedge between content knowledge and pedagogical knowledge. Preparation of a deeper understanding of the content aspects needed to organize the class, often cannot be done by teacher or lecturer. During this time often teachers or lecturers have experience learning separately. To learn

the content or subject matter in more depth of the teacher or lecturer learning in the context of the subject matter, to learn how to teach the teacher or lecturer learn in the context of the methodology.

As a result of this, there is little match between learning needs and learning methods. An English lecturer should not only understand the subject matter but also must know how the implications of pedagogy in learning reading comprehension. Pedagogical content knowledge integrates both domains by emphasizing that the lecturer learns a subject matter and also thinking about how to teach it. The statements show that to properly learn a content is not an easy task. This can result in many advantages of making lecturers or teachers more 'knowledgeable', flexible and capable (Enfield, 2007). PCK is no longer considered merely an educational theory but rather a form of representation of how they can develop professional knowledge in their teaching practice (Loughran, et al., 2008).

Johnston & Ahtee (2006) stated that a strong PCK loading on lecturers to continuously attempt to straighten, improve or better understand about a subject matter that will be taught, so that the material or content becomes more easily understood by students, so that the learning provided becomes more meaningful. The variation among students, causing the need to think about how content and pedagogy together provide a learning experience that fits the needs of students. In addition to the appropriate pedagogy of the

content can help point out problems in the group of students, encourage groups to participate, bring better flexibility in the classroom based on the abilities and interests of each student (Enfield 2007).

English Lecturer's Pedagogical Content Knowledge in Reading Comprehension is very important in teaching and learning process in the class. Reading comprehension has significance in reading activities. At the level of reading further, generally people always try to be able to understand something they read. This lack of understanding is also one of the main problems in reading and teaching in colleges, considering that reading is a process of thinking that demands a high intellectual ability.

Edward L. Thorndike (Yunus, 2010) says that reading as thinking and reading as reasoning. It means that when a person is reading in essence they are thinking and reasoning. In the process of reading it is clearly involved in aspects of thinking such as remembering, understanding, discriminating, comparing, analyzing, organizing, and ultimately applying what is contained in the reading. Therefore, in the actual reading process, the reader is really required to focus or concentrate fully on the reading in order to understand the content of the whole discourse, so that the reader can benefit from what is contained in the reading. In addition, the reader must also be able to respond to what is read.

Thus means that English lecturers should apply PCK in reading comprehension to be more easily understood by students and more useful for used lecturer in representing the material.

### E. Roadmap of research

Roadmap aims to provide the flow, direction, location and direction of research to be conducted. In this study, the roadmap contains the results of previous research or the problems rose in the study which became the basis of this research. With the roadmap can be known plot, direction, location and research instructions that have been done on previous research. The roadmap in this study can be presented as a picture 2.1 and table 2.1 below:

Picture 2.1. Research Roadmap

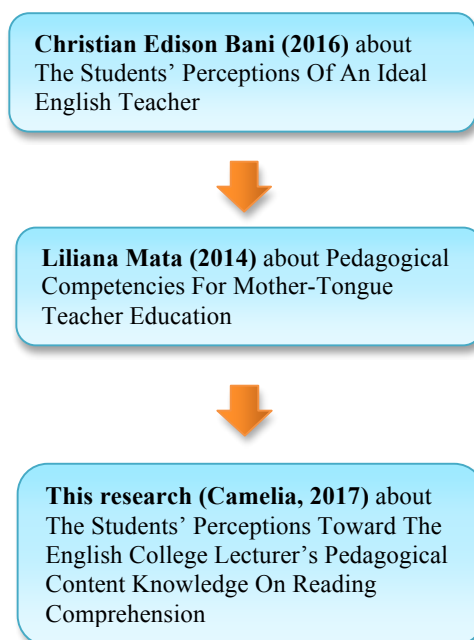




Table 2.1. Previous Study

No	Name	Research purposes	The results
1.	Christian Edison Bani (2016)	To know the students' perceptions of the competence of the ideal English teacher.	Research shows that among the four diverse competencies, personality competence is the most favored competency obtained by 77.8%. After that, in second place is pedagogic competence that is 73,1%, followed by professional competence in third place that is 70,6% and at last place is social competence that is 63,6%. Among the four competencies mentioned, personality competence becomes the most favored to create ideal English teacher figures based on students' perceptions. In other words, it can be said that personality competence is vital to build bonds and mutual trust between teachers and students to get effective teaching and learning activities
2.	Liliana Mata (2014)	To find out Pedagogical Competencies For Mother-Tongue Teacher Education	The results of the study indicate when providing specific reference to the professional standard category to teachers. The mother language appears that a greater choice of needs for pedagogical competence consists of some content, using the experience and learning activities in the classroom and extra-clasroom to practice first language and Culture into the real world, designing plans for first-language learning materials, and using specific methods for first language teaching and learning. This pedagogical content knowledge (pedagogical content knowledge) content application is also required to achieve effective goals in language learning as a second language such as

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From Table 2.1 shows that this study is different from previous studies. The difference of this research with previous research is about students' perception toward pedagogical content knowledge of English lecturer about reading comprehension, where previous research discussed about student perception to ideal English teacher competence and discuss Pedagogical Competencies For Mother-Tongue Teacher Education.