

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents review of related literature and studies concerning with the review references. Review of references on discussion about, definition of reading, definition of reading comprehension, strategies in teaching reading, teaching reading by using guided reading strategy, and previous research.

A. Definition of Reading

Reading is a complex skill by thinking process in understanding a text. Readers will use their sense to know what they are read. It is cover the greatest possible amount of text in the shortest possible time. To connect with the meaning or detail of the text, unconsciously readers select what they use in reading strategy to check the meaning which they do not know. Through reading tasks, readers can taught explicitly of reading skill and strategies in learning. To understand what they read, readers use a strategy to understand it.

Before reading the text, they will use prior knowledge to find the main idea, make predictions what the meaning is, and use skimming and scanning method. In the process of reading, they will make self question, thinking about, and make an opinion based on they got from the text. After the reading is done, they will make a conclusion based on their knowledge, clear the information, and more critical and creative thinking. The reader can improve their understanding from the text by using kind of reading strategy they desire.

B. Definitions of Reading Comprehension

Wooley (2011:15) states “Reading comprehension is the process of making meaning from text.” To find the way to understand text meaningfully, readers need to integrate the meanings of successive sentences and to establish local coherence. The product of successful comprehension is a unit of the state of affairs described in the text. It is unit of the relationship from causal relations between the events, the goals of the characters, and spatial and temporal information which relevant with the story line. The activity of Guided Reading strategy include of the reading on the page, assessing their meanings, computing the sense of each sentence and etc.

Duke and Pearson (2001:423) states “reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader’s head.” It is the connection between reader and the text to decide the meaning of the text. Reader must use their sense in the text, not only better in the articulation in reading a text.

The purpose of reading comprehension is can make students to increase information, to experience and be aware of the others worlds, to communicate, and increase the academic achievement, to understanding a text to know the detail meaning from isolated words or sentences. Readers can develop their ability in critical thinking in what they read.

Many factors affect students in comprehension in reading text stated by Duke and Pearson (2001:423), there are: (1) motivation/ purpose / goals/ engagement, (2) vocabulary/ word knowledge/ background knowledge, (3) automaticity of decoding, (4) fluent reading, (5) understanding and use of strategies employed by effective readers, (6) the nature of the text itself (difficulty and interest), (7) the type or genre of text (For example: fiction, nonfiction, poetry), (8) the amount of reading done.

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

1. Teach decoding skills: teacher support students' continued development of automatic decoding through spelling, vocabulary, and high frequency word activities.
2. Help students build fluency: teacher engaging students' in rereading for real purposes like performances and readers theatre and teachers as model fluent reading by reading aloud to students daily.
3. Build and activate prior knowledge: it build from informational book and establishing and maintaining a rich, literate environment, full of texts that provide students with numerous opportunities to learn content in a wide variety of topics, create visual or graphic or organizers that help students to see not only new concept but also how previously known concept are related and connected to the new ones, reading aloud, and teacher as a model to activate schema and make connections.

4. Teach vocabulary words: teacher decide on the appropriate vocabulary words to use.
5. Motivate students: select texts topics, themes, and units that will more likely engage students and provide and promote authentic purposes for engaging in reading and writing.
6. Engage students in personal response to text: teacher encourage students to read both efferently and aesthetically.

ESRC states the general principle regarding the assessment of comprehension skills, there are:

1. Reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive processes.
2. The Simple Model shows that children may be at risk of reading comprehension failure because of difficulties with word-level decoding accuracy and fluency, with linguistic comprehension, or with both.
3. Tests of reading comprehension vary in terms of the nature of text that the student reads, and the response format via which comprehension is measured.
4. Since test of reading comprehension it depends on the nature of the assessment influences which student may be identified, or fail to be identified as having bad comprehension.

5. Given the complexity of comprehension, it to prevent students failed in understanding what they have read for a variety of different reasons.

Process of understanding the text will be develop their mental or representations of meaning of text ideas during reading process inside. In making coherent mental representations readers must do process meaning of literal, inferential, and problem solving levels in thinking. They must determine reading goals, monitor meaning, and reflection their understanding. So, “reading comprehension is a complex interactive set of operations requiring complex cognitive functioning at a number of levels simultaneously.”

Brown (2003:188-189) classified some principal strategies for reading comprehension, there are: (1) identify your purpose in reading text, (2) apply spelling rules and conventions for bottom up decoding, (3) use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning, (4) guess at meaning (of words, idiom, etc.) when you aren't certain, (5) skim the text for the gist and for main ideas, (6) scan the text for specific information (names, dates, key words), (7) use silent reading technique for rapid processing, (8) use marginal notes, outlines, charts, or semantic maps for understanding and retaining information, (9) distinguish between literal and implied meanings, (10) capitalize on discourse markers to process relationships.

In developing reading comprehension strategies it can develop through some strategies, there are:

1. Cognitive Strategies

a. Prior knowledge activation

It developing by helping to see links between what they know now and new information they have read. In using the kind of the strategy is based on point of view from schema theory that wants to build the new knowledge. To encourage it, it can be through brainstorming, word association chain around, ask for memories around the title or picture, and filling in a mind-mapping, concept mapping or others.

b. Prediction/ group prediction

It occurs between teacher or students with a text in the discussion in process. The goal is to encourage reasoning whilst reading and test predictions. Students read part of the text at a time, teacher explain about the next happen, then students make prediction what will happen in the end, after that will be revision the incorrect prediction, student must be find the evidence to present it. It can be presents orally or written prediction. Prediction included one of a group strategies, including cloze procedure, summarizing, sequencing, comparing texts and alternative representations.

c. Constructing images (visualizing, drawing, drama)

To improve comprehension in reading is can be using creating visual images through prior experiences to the new idea. The activities like reading aloud

the text with picture and students can draw what they see or read in the text on the process or after reading.

d. Summarising

Students identified the text and determine the most significant element from the text. The strategies is model skim reading of the text, highlighting paragraph by paragraph based on the key sentence, ask students to write brief summaries, drawing matrix/ tree diagram/ semantic map, etc.

e. Questioning/ clarifying

It can be through discussion (class/ group/ individual doing discussion to clarifying understanding), talk to the author (student ask to the author or teacher on the wide margin to encourage students to engage with the text and can differentiate between fact and opinion from the material), and focus journals (students read some book, read the focus, reflect on their response and write in their journals, then serve to discuss together).

f. Story Grammar/ Text structure analysis

It can be form of story mapping and story structure charts. It develop a set of expectations for the structure of a story, helps facilitate our understanding of stories and improves our memory/ recall of a story.

g. Story maps/ story shapes/ story charts

Students draw a map of the events in a story. Such a circular story or an A to B journey and made explicit via story mapping.

h. Structural organisers

Students identified the structure of non-fiction texts and the mapping the content into various structural organizer grids, such point/ evidence grid, cause/ effect grid, argument/ counterargument list.

i. Interpretive strategies

A general reference list which students found at the end of the section.

j. Character development

Students must imagine the long text about how a character might feel by identifying with a character, charting the development of a character. The strategies are feeling graphs/ map showing (appearing the emotion from all the story), journal entries, hot seating, TV interview (combine of hot seating and interview), drawing character with phrases from the text, writing though bubbles, relationship grid, speculation on action and movies, and character emotions register.

k. Identifying themes/ information

The strategies are the author's chair (answering question about the book and justifying what they have written), draw a diagram, grid, flow chart, etc to show information, draw a strip cartoon/ story board, highlight words, phrases to build character/ mood/ setting, etc, write a blurb for the book, identify facts and opinion, and what's important grid.

l. Reading for multiple meanings

The strategies are rank characters according to criteria, the roles we play, retell from text/ pictures only from a multi-layered picture book, retell a

scene from the minor character, justify the actions of a “villain”, and problem solving.

m. Looking for/ challenging a consistent point of view

The strategies are genre exchange , criteria rating certain scenes at a crucial point, and story comparison charts,

n. Relating texts to personal experiences

The strategies are the point of story, choose the funniest, scariest, most interesting moment of story, response journals, and relate to others books by same topic in group or individual.

2. Semantic strategies

a. Previewing vocabulary

Student and teacher discuss the meaning of a list of words based on the material before explaining the material.

b. Building banks of new words

Students discuss with their group about new words in vocabulary journals. They can add a visual cue to remind the meaning.

c. Word tracker/ oral thesaurus

Students track particular groups of words/ phrases. They list and suggest alternatives.

d. Making dictionaries and glossaries

Students collect words which the meaning unclear, such technical words, dialect words, slang, etc. Then, find the meanings and create text specific dictionaries or glossaries.

C. Strategies in Teaching Reading

NEPS (2016:93-) classified the strategies of teaching reading, there are:

1. Gradual Release of Responsibility

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

2. Interactive read aloud

Reading aloud is most influential in daily conversation of teaching English. Interactive read aloud/ interactive shared book is an umbrella term for a range of common literacy approaches that adults use when reading with students. The teacher reads aloud and pauses to model a particular strategy by thinking aloud. The teacher can choose before the vocabulary that to be taught in context, and review frequently. The activity can be form of retelling story, using questions to encourage book talk, and dialogic reading.

Reading aloud indicated to improve students vocabulary, word knowledge, language patterns, and story structure affected from their book. The students get encourage to be interactive as possible through question answering,

discuss pictures in the book, and make relationship with the book. Students become critical thinking by interactive process. Their understanding of the text will rise by activating prior knowledge of the text. If the students divide into some group, they will often repeat every comments of others or elaborate responses which is a form of peer modeling and learning.

3. Shared reading

Shared reading involves a teacher and a large group of the students sitting closely together to read and re-read a big book. The teacher and students practice the strategy together using a big book or multiple copies of texts. Every students should investigate from the book, which are oversized picture books, big enough to allow the students to see the print as it is being read aloud. It can help students to know the connection between the spoken and printed words.

The process can be by making small group using choral reading or whisper reading. It will open a chance for the students to gradually more responsibility for reading as their skill level and confidence increase. The teacher and peers also support in safe learning environment for the students to practice reading behaviours of proficient readers. The teacher models the reading process as the children observe and respond provide students with a context to apply the skills they learn such as phonemic awareness, recognizing sound-symbol relationships, sight-words, and print features. The context is to develop the students comprehension competence.

4. Guided reading

Guided reading is a well-established form of small-group instruction. The teacher provides support as the students read and able to read an unfamiliar text in small group/ individual using same type of reading strategies for each student reading independently. Teacher support the students in reading text, it can be use a various strategies like use phonic knowledge to decode words, use the picture cues, activate prior knowledge, use context to make predictions, make connections, infer, self-monitoring for accuracy, and read ahead.

The component of guided reading is selecting the text which suitable to the students, including by observation and assessment, running records/ records of reading behaviours to simplify the process for appropriate graded set of books. To determine each students guided reading level teacher use a benchmark assessment system inside. Therefore multiple copies of each text are a needed for guided reading.

5. Oral reading from just-right text

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

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

6. Independent reading

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

D. Teaching Reading by Using Guided Reading Strategy

Figuera (2003:70) states “Guided reading is an explicit instructional approach in which teachers support to the students development to problem solve during reading, they are develop comprehension and fluency from the text based on the level.” Through the text, teacher acts as the expert to guides them by providing signposts the most important thing and most helpful to understanding the text. Teacher will match the text/ books with students’ level properly. The text is easy enough for students to read with teacher skillful support. It refers to problem solving, but still easy enough for students to read fluently. This strategy help the students to get the information from the text, increase the students reading comprehension and help students to know more the new text.

By Guided Reading strategy, all students have opportunity to explore their reading abilities with the strategy. This strategy gives opportunity to the students to apply the strategies they are already known to the new text. They will be able to read more consciously and understanding deeply, because they get support from the teacher, but it is constantly obtain in independent reading. The students know how to monitor their own reading to check on themselves or find the possibilities and alternatives if they faced a problem during reading. It is the powerful way to support the development of reading strategies.

Hobsbaum (2006: 43) states in supporting students by using this strategy in applying guided reading sessions, students have chance to explore the key elements of Guided Reading strategy sessions, there are:

1. Activate prior knowledge
2. Make predictions
3. Remember and explore their targets and strategies
4. Read independently, bringing to bear their prior knowledge, predictions and key targets and strategies
5. Discuss what they have read
6. Reflect on and review reading and progress made during the session

Guided reading is a small group or individual activity where the procedure for the teacher to observation the students, teach and support them to develop an understanding of reading process and put into practice their literacy skill to read a text independently. Teacher supports the students when students talk, read, and

think way through a carefully selected text, using, practicing, and consolidating effective reading strategies in the process of teaching learning in developing of understanding of English text. In matching the book/ text and the level of the students level, teacher will consider of students prior knowledge, how to interest them in teaching reading, and manage how the way to fluency and make them easy to understand the meaning.

The goal of Guided Reading strategy is to build their own understanding of the text individually, to make students more confident and easy to answer the question related the task without the teacher's help. Students will do self-corrections, more adept in find the meaning of the text. They will more focus on meaning but use problem solving strategies to explain the words they don't know, faced difficult sentence structure, and understand concepts or ideas never find before. Throughout this process, it will increase of accuracy, fluency, speed automatically. It help students to understand particular texts and to use a range of reading and thinking strategies on others text.

The activity of guided reading is connect prior knowledge to text, expand vocabulary, problem solve strategically, form opinions and predict, read for meaning, apply strategies to different genre and text structures, and read more challenging text. Teacher provided a guiding question to make students focus in the text. This strategy is to help students gain a better understanding of the text by focusing on the main ideas of the text and on how the information in the text is organized in function of these ideas. While completing the activity to improve

their comprehension, the students will be relating information from the text in writing and orally.

From this strategy, students will be able to generate a list of information from the text they remember by writing or orally in front of the class, they will know how to identify the correct or incorrect information from the text by orally, they know how to organize the note they remember from the text, and they can summarize the main ideas from the text by writing or orally. When students organize their information from the text, they pass the process of understanding the content and the meaning of the text deeply. It also make students to check their accuracy in remember the text.

The activity in the process of guided reading strategy started by preparation of the teacher in set the material to the students. Teacher selected the suitable material based on the level of the students from their background knowledge and the quality of the content, language and attractive presentation. In the process of applying this strategy, a teacher will be a facilitator and the model to the class in discussion to generate a class list of information students remembered from the text and correction if there any mistakes in presented their note based on the text. In the result, students will be more active and enthusiast to express their ideas as much as possible. By doing this strategy, it will help each other to increase their knowledge of the language.

Teacher must thinking what will they do in the process of teaching learning from time to time to reflect what's happening in the class and can choose

the suitable practice based on the conditional of their students, not only teach intuitively. So, teacher needs some knowledge to be a competent guide states Hobsbaum (2006: 4), there are:

1. Knowledge about the subject matter: the features of text which convey shades of meaning.
2. Knowledge of text which offer good quality material suitable for teaching.
3. Knowledge about the learner: in terms of how children develop, how reading develops and where each individual learner is in terms of their own progress along this developmental path, taking account of individual differences, interests, and the social context of the classroom and group.
4. The really specialist understanding which enables the teacher to combine all those spheres of knowledge in the practice of their craft: the pedagogic knowledge of how to teach literacy.

Pinnel and Fountas (2010:3) states the eight important components in guiding reading, there are:

1. All teaching in guided reading lessons has the ultimate goal of teaching reading comprehension.
2. In guiding reading lessons, the teacher provides a sequence of high-quality, engaging texts that support individual progress on a scale of text difficulty.
3. Guided reading lessons increase the quantity of independent reading that students do.

4. Guided reading lessons provide explicit instruction in fluency.
5. Guiding reading lessons provide daily opportunities to expand vocabulary through reading, conversation, and explicit instruction.
6. Guided reading lessons include teaching that expands students' ability to apply phonemic awareness and phonics understandings to the processing of print.
7. Guided reading lessons provide the opportunity for students to write about reading.
8. Guided reading lessons create engagement in and motivation for reading.

Hobsbaum (2006:30) states Guided reading will more effective from this activity:

1. The process works within a balanced reading and writing activity.
2. Students become active in the reading process and can discuss their reading with others in the class, and also it is guided by the teacher.
3. In a range of context, students are encouraged to apply their new learning independently. (independent/ paired of the guided text, re-reading known texts, exploring texts by the same author/ same text type, etc.)

Procedures of guided reading are:

1. Introduce the Guided Reading strategy activity to the students that it is to help them identify the main ideas of the text and to understand how the information in the text is organized in function of these ideas.
2. Write down the title/ theme/ topic in the board. Then, ask the students' to make a prediction what the material to be in that meeting.
3. Before the students' begins to read, the researcher should make sure that all the words in the title/ theme/ topic are known by the students'.
4. Ask the students to read the text silently or loudly part by part of the text. The researcher should make sure that the content of the text is known by the students'.
5. When the students have done, ask them to close their books and list as much information as they can remember about the text.
6. After they done to write down the task, ask for a volunteer or point the student to write down the results on the board.
7. Ask the class to tell you all of the information they remembered from the text based on the note on the board. If the students make mistakes when presenting an idea, restate the idea back to them in correct clarification.
8. Ask students to reread the text silently to verify that all information in the board is accurate and related to the text or not.

9. Ask students to answer the questions on the paper that related with the text to check their understanding.
10. Ask the students to submit their paper to the teacher.
11. After the activity is finished, move on to the reflection activity and give a feedback from the material that taught.

E. Previous Research

In making this thesis proposal, the researcher was considering some previous research to support the writer's thesis proposal those are:

1. *Keefektifan Strategi Catatan Terbimbing terhadap Hasil Belajar Materi Unsur Cerita pada Siswa Kelas V Sekolah Dasar Negeri Pesarean 01 Kabupaten Tegal*. 2013. by Ahmad Zakki Amani. Registered number 1401409400 (*Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Negeri Semarang*).

The purpose research of this research is to find out the result of the students' reading achievement in fifth grade students of SD Negeri Pesarean 01 Kabupaten Tegal to compared *Catatan Terbimbing* strategy and Expository strategy. The objectives of the research are to know the significant differences of students' achievement compared between *Catatan Terbimbing* and Expository strategy and to know the effectiveness one between *Catatan Terbimbing* and Expository strategy.

The design research is quantitative approach in the nonequivalent control group design of quasi experimental design and using interview, test, and documentation technique. Researcher used pre-test and post-test to know the score of the students. The result of t-count is 2.251 and t-table is 2.013. It shows that t-count is higher than t-table. So, it conclude that teaching using *Catatan Terbimbing* is effective than without using *Catatan Terbimbing* strategy.

2. *Efektivitas Metode Reading Guide terhadap Keterampilan Membaca Bahasa Arab Siswa Kelas XI IPS MAN Demak*. 2015. by Fredina Fransiska. Registered number 2303411015 (*Pendidikan Bahasa Arab, Fakultas Bahasa dan Seni, Universitas Negeri Semarang*).

The purpose research of this research is to find out the result of the students' reading comprehension of Arabic language in XI IPS class of MAN Demak through *Reading Guide* strategy. The objective research is to know the significant differences of students' achievement on students in reading comprehension in Arabic language by using *Reading Guide* strategy.

The design research is quantitative approach in the experimental research and using test technique. Researcher used pre-test and post-test to know the score of the students. The result of this research is effective, the result in the control class of the mean score of pre-test is 60.74 and the mean score of post-test is 73.00, and the result in the experimental class of the

mean score of pre-test is 65.06 and the mean score of post-test is 81.50. It can be seen that the mean score is more increased that without using *Reading Guide* strategy. Then, t-count is 5.952 whereas t-table 1.671. It shows that t-count is higher than t-table. So, it conclude that teaching using *Reading Guide* is effective than without using *Reading Guide* strategy.

3. *Keefektifan Prosedur Membaca Terbimbing (Guided Reading Procedure) dalam Pembelajaran Membaca pemahaman Siswa Kelas VII SMP Negeri 2 Gombang*. 2013. by Ana Dwi Lestari. Registered number 09201241064 (*Pendidikan Bahasa dan Sastra Indonesia, Fakultas Bahasa dan Seni, Universitas Negeri Yogyakarta*).

The purpose research of this research is to find out the effect of treatment by Guided Reading Procedure to improve students' reading comprehension of the seventh grade at SMPN 2 Gombang. The objective research are to investigate the students' reading comprehension before being taught by using Guided Reading Procedure and to find out the significant differences of students' reading comprehension before and after being taught by using Guided Reading Procedure.

The design research is quantitative approach in the experimental research and using test technique. Researcher used pre-test and post-test to know the score of the students. The result of this research is effective, t-count is 5.244. The significance value is 0.000 and the significance level is 0.05. It shows that the significance value is smaller than significance level

($0.000 < 0.05$). So, it conclude that teaching using *Guided Reading Procedure* is effective than without using *Guided Reading Procedure*.

Based on of the previous research above there are similarities in the purpose of the research is to improve students' reading by using Guided Reading strategy. The different of this research with the previous research above in using design research. This is using pre-experimental research with pre-test, post-test to know the increasing of score. This research will be hold into one class. The level of the subject research is the students' of seventh grade of VII A class at MTs Darussalam Kademangan.