

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of this literature review is, first and foremost, to define and describe reading definition secondly, to define and describe the reading comprehension, and thirdly to define and describe PALS.

A. Reading

1. Definition of Reading

Reading is a constant process of guessing, and what one brings to text is often more important than what one finds in it (Grellet, 1981). This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. This is best achieved through a global approach to the text.

Reading is essentially a complex that involves a lot of things, it is not just recite the writing, but also involves visual activity, thought, psycholinguistic and metacognitive. As a visual reading process, it is the process of translating written symbols (letter) into spoken words. As a process of thinking, reading, word recognition activity covers, literal comprehension, interpretation, critical reading and creative understanding, word recognition activity could be reading these words by using a dictionary (Crawley and Mountain, 1995).

The reading concept has been misunderstood due to some wrong ideas about the nature of reading. As reading is a cognitive process

which includes transferring the written symbols by the reader through the eyes, so these symbols need understanding meaning and then integrating this meaning to personal experiences. Therefore, there are some highly complex psychological processes concerned with reading (Khater, 1981:43)

Reading is an activity response to written symbols by using the proper sense (Hasujana in St. Y. Slamet, 2008:67). Read means to respond to any expression of the author so that they can understand the material well. The reader can observe, understand, and think what the author's aim.

Based on explanation above, the conclusion can be drawn that reading is to understand the content, ideas, and meaning of the text. On other hands, it can be concluded that reading is also a process in mind involving, recognizing words and comprehending the meaning and that needs the readers' background knowledge, purpose, perspective, and skill in understanding the text.

2. Types of Reading

According Harmer (2007:100) there are types of reading; skimming, scanning, extensive reading and intensive reading. The first skimming skill. Skimming consist of quickly running one's eyes across a whole text for its gist. Skimming gives reader advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing and supporting ideas.

Second, scanning is quickly searching of some particular piece or pieces information of the text. The purpose of scanning is to extent specific information without reading through the whole text (Brown, 2001:308). However, according to Harmer (2007:101) just as with scanning, if students try to gather all details, they will get bogged down and may not be able to identify the general idea because they are concentrating to hard on specifics.

The third, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text book. Pleasure reading is often extensive. It has the advantage in that students gain appreciation for effective and cognitive window reading. While intensive reading is usually a linguistic or semantic details of the passage (Brown, 2001:312-313)

Each types stands for its specific and different purpose. Thus, especially in reading teaching EFL student. Each types should be taught and elaborated in aright content time by considering students' difficulty.

3. Process of Reading

Collins et.al (1998:8) in “Advancing Reading Achievement” described two components of reading process:

a. Word Recognition

Word recognition means reader sees the word and makes a connection between the sequence of letters and an appropriate meaning and pronunciation in her brain. This connection allows her to bring information about the word to her working memory, the place in the brain where comprehension takes place. This information can include the word’s pronunciation, one or more meaning, and its function in a sentence. Developing skill in word recognition is essential to become a skilled reader. In this case, there some strategies to recognize word, those are:

1. Recognizing words by sight

Words are read by sight when the connection between the words in print and information about each word is made unconscious and without conscious effort.

2. Recognizing unfamiliar words by decoding

Decoding is appropriate when a reader encounters an unfamiliar word. That is, when no immediate connection is made between the sequence of letters that make up the word and information about the word in the reader’s brain.

3. Recognizing unfamiliar words by analogizing

An analogy is a comparison that uses an understanding of one thing to change understanding of another. In literature, analogies are used to help the reader to understand the meaning of an idea by explaining it as if it were something more clearly understood by reader.

4. Recognizing unfamiliar words by processing spelling patterns

A spelling pattern is sequence of letters that appears in a number of words. A group of words that contain the same spelling pattern is referred to as a word family because all the words in the group resemble one another.

b. Comprehension

Comprehension requires the reader to combine the meanings of a number of words in his working memory until he can think about their collective meaning. Comprehension is when the reader construct meaning by combining the ideas from the text with his own background knowledge. Comprehension strategies include prediction of outcomes, summarizing, clarification, questioning and visualization.

In other to comprehend written texts, the reader needs to have some basic knowledge, strategies, and awareness. These include:

1. The ability to decode print accurately and fluently.

2. Knowledge about language, including vocabulary, syntax, strategies for applying that knowledge.
3. Knowledge and experiences of the world, including life knowledge, content knowledge, background knowledge and knowledge about texts.
4. An awareness of their own processes and strategies as they approach reading.

In other word, reading process help the reader understand the information of the text and the reader will find their new knowledge of reading.

B. Reading Comprehension

1. Definition of Reading Comprehension

There are many definitions of reading argued by some experts. Nunan in Defiana (2013) states reading comprehension refers to reading for meaning, understanding and entertainment. Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through the interaction and involvement with written language. The comprehension entails three elements include the reader who is doing the comprehending, the text which is to be comprehended and the activity in which comprehension is a part.

In other words, reading comprehension is the act of understanding meaning through the interaction between reader and

text. It requires information from contexts and combines disparate elements into a new whole using schemata to interpret a text to construct the meaning.

In relation to the definition above, there are several strategies of reading comprehension (NSW Department of Education and Training, 2010):

- a. Making personal connection from the text with prior knowledge
- b. Using information from graphics, text, and experience to predict what will be read
- c. Questioning the text that clarify meaning and promote deeper understanding
- d. Thinking about the text and know what to do if meaning is disrupted
- e. Creating mental images
- f. Identifying and accumulating the most important ideas and restate them in reader own words.

From some explanations above the researcher can conclude that reading comprehension is a process to understand, interpret and get some information of the text.

2. Level of Reading Comprehension

Reading comprehension involves thinking in which the levels of reading comprehension can be distinguished according to the basis of the hierarchy of thinking. Therefore, the various levels of comprehension are classified in to some categories. Each category is cumulative in that each builds on the others.

Grays in Alderson (2000:8) states that reading comprehension can be categorized as reading “the line”, “between the lines”, and “beyond the lines”. The first refers to the literal meaning of the text, the second to inferred meanings, and the third to readers; critical evaluation of the text.

The further explanation is as follow:

a. Literal comprehension

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing.

b. Interpretive or inferential comprehension

Inferential comprehension deals with what the author means by what is said. In this level, the reader not only knows what the author says but goes beyond simple knowledge (Heilman in Fitriana: 2013). The reader must simply read between the lines and make inferences about things not directly stated. It could involve

interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

c. Critical comprehension

Critical comprehension concerns with why the author says what he or she says. Reader analyzing, evaluating and personally reacting to information presented in passage (Heilman in Fitriana: 2013). This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalization.

In relation to the levels of reading comprehension as has been explained above, it needs consideration for the teacher to adjust the students' level with level of comprehension, in this case, the text and appropriateness are very important.

3. Testing reading Comprehension

Reading is receptive skill. As described before in the process of reading including word recognition and reading comprehension, thus the area tested would be covering both in to subskills. Some example of comprehension subskills of reading include identifying main idea, locating significant details, understanding reference items and ties the effect in text, and inferring writer intention (Allison, 1999:125). Indeed, the subskills being tasted in reading assessment are classified

in two. The first is reading macro subskills. It includes scanning text to locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying examples presented in support of an argument. While the micro subskills underlying reading skills are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relation between parts of text.

Concerning on types of question, Pearson and Johnson in Alderson (2000:87) classifies them in to three. The first is textually explicit question are those where both the question information and the correct answer are in the same sentence. Textually implicit question, on the other hand, require test takers to combine information across sentences. The third is script based questions that require readers to integrate text information with their background knowledge since correct responses to the questions cannot be found in the text itself.

Some issues in testing reading not only concern on the types of question and subskills being tested. The other issues include the selection of genres, topics, and text according to test purpose and learner background (Allison, 1999:124). It means that test makers or developers should be aware of the learner background by choosing the genres and topics of text appropriate with students' level. The level of reading comprehension also has to be considered, whether the test takers included in literal, inferential, critical or creative reading.

Furthermore, still related with those issues Alderson (2000:169) states that in developing test, these following test specifications should be covered:

1. Test purpose
2. The learner taking the test (age, sex, level of language proficiency, cultural background, country of origin, educational reason for taking test)
3. Test level (in term of test taker ability)
4. Test construct
5. Description of suitable language course or textbook
6. Time allocation
7. Weighting for each section
8. Text types
9. Text length
10. Text complexity/difficulty
11. Language skill to be tested
12. Language elements
13. Task types
14. Number and weight of items
15. Test methods
16. Criteria for scoring
17. Etc.

In testing reading skill, there are a numbers of testing techniques can be used. The techniques that might be used in testing reading skill are multiple choices, true false, completion, short answer, guides short answer, summary cloze, information transfer, identifying order or events, identifying referents, and guessing the meaning of unfamiliar words from context. Those methods are includes in classification of objective and subjective test. Since the test method used in this study is objective test method, the writer will only focus on the type used in developing pre-test and post-test.

C. Peer-Assisted Learning Strategy

Henning, et.al (2012) define Peer-Assisted Learning Strategy is the act of process of gaining knowledge, understanding, or skill from students that are either at different or equivalent academic levels. It means that during the process of PALS, the students are paired together to help each other to gain knowledge. In this process, the high performers of students have good understanding about material given.

According to Topping (2009) Peer-Assisted Learning Strategy can be defined as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. PALS involve people from similar grouping. It means that PALS giving a chanc to students to learn and help each other in gaining knowledge during learning activities. Students who have higher understanding can help their

friends who get difficulties understand English, especially in reading comprehension.

In another study, Tariq (2005) points out that primary aim of PALS is to raise students' self confidence. Students are provided with opportunity to practice and discuss with their peers when they encounter problems or difficulties during reading also feel free to convey their opinion to the peer without being afraid to make mistake. There are some advantages of PALS, it provides a less formal, and more comfortable and relax environment, while group leaders can ask appropriate question and provide feedback to their peers directly and they can feel free also to ask questions correctly.

There are some steps that should be prepared by teacher in order to have success teaching and learning activities through PALS explained by Tariq (2005) such as; 1) introduce to the students about the concept and benefits of PALS. 2) organize the sessions in PALS well, for instance; emphasizing that the students' willingness to participate in the sessions of PALS are needed because it will influence the success of PALS. 3) explain the students' roles in the group.

Fuchs and Fuchs in McNamara (2006) state that during the treatment, the students will be work in pair. The group will be determined by ranked the students' score the top to the bottom. Each pair consists by the higher and lower performance. The higher performance will be tutor and lower performance as tutee. During the tutoring activity, the higher

performance reader will read first in order give a model to the low performance.

In the process of PALS, the activities are divided into four parts. First activity is partner reading. Each student have partner reading. The partner readers take turns coaching, monitoring, fixing mistake, and awarding points. This activity timed 10 minutes. The second is retell. When each student finished the reading, the second reader retells text and the first reader uses a question card prompt. The partners chose how many points they earn for this activity. Retell occurs in 5 minutes. The third is paragraph shrinking. The first reader only reads 1 paragraph at a time and the second reader prompts to find main idea statements for each paragraph. Then they switch places as prompter and reader. Paragraph shrinking timed 10 minutes. The last is prediction relay. The first reader makes prediction and then reads half a page to check for correct answer. The second reader provides prompts. The second reader then has a chance to perform. Points are awarded for correct answer to prompts. Prediction relay timed 10 minutes.

D. The Previous Study of PALS

There are some previous studies that had been held by educators and researcher that has been published by some journals. Therefore, the researcher need to do the review of literature in order to know how to the other researcher before analyze the topic. There are some argument from

the previous studies that tell the benefit of using PALS in teaching English.

According to Mark A. Abbondanza's dissertation (2013) concludes that PALS and control groups showed positive gains in comprehension and fluency over the course of the study which indicates that teaching reading comprehension strategies can assist students with nonfiction texts. The gains in both comprehension and fluency can also be attributed to maturation. Both PALS and control groups showed decreased interest in reading over the course of the study. Students decrease in attitude toward read could be due to the study taking place at the end of the school when many other activities are happening. Qualitative comments from the Blog posts indicated that students effectively learned reading strategies through PALS, and fidelity checks showed that PALS was effectively implemented by the students and teachers, both the students and teachers had positive things to say about PALS. For instance, some students' interest in nonfiction increased. Many students liked reading aloud and working collaboratively, as did the teachers involved. Teachers thought that fluency and comprehension increased as a result of PALS, supporting the positive gain scores from quantitative instruments. Students and teachers also had some negative things to say. Students had trouble with paragraph shrinking; interestingly, both teachers thought this was the most important aspect of PALS. Not surprising, the teachers missed teaching large group reading instruction. They also thought length of PALS treatment of 13

weeks was too long, but recommended implementing PALS in shorter time frames throughout the year. Although quantitative results did reveal that the PALS program did not statistically improve students' reading comprehension, fluency, or attitude as compared to the control classrooms, the cooperative learning and active engagement of reading nonfiction text was beneficial for students. As evidenced in the research, elementary students are not exposed routinely to nonfiction text. With multiple sessions over the course of 13 weeks students had the opportunity to select nonfiction books based on their own interest, act as a coach to assist their partner, and deepen their learning with factual information from nonfiction texts.

The other recommendations that are research-based for motivating students to read, including having opportunities to be successful with challenging texts, to engage in sustained reading, and to socially interact with others about text they are reading. Student with poor reading skills have lower self-esteem, pose greater discipline problems and are less likely to complete school more than skillful readers (Juel, 1996). Students grew more on reading comprehension and reported more positive beliefs about working hard to improve reading (Fuchs, Fuchs, and Sarah Kazdan, 1999:309). They conducted in elementary school and the result that PALS shows promise for promoting literacy among these seriously delayed high school students. But they tried to conducted in students high school with different activity. They provided the students deposit their daily PALS

dollar earnings into checking accounts; they maintain these accounts; and they write checks to order items from a PALS catalog (which includes, for example, donated CDs, local sports-team apparel, and fast-food coupons). This research focus on learning descriptive text and brainstorming in this activity.

In other hand Colon (2016) was to investigate the effectiveness of two modified peer-assisted learning strategies (PALS) on the reading skills of English language learners with and without disabilities. More specifically the effects of a modified Partner Reading and Paragraph Shrinking strategy on the oral reading fluency and accuracy skills of English language learners with and without disabilities in the second grade. The current study employed a pretest/posttest control group quasi-experimental design and an exploratory case study analysis to examine the efficacy of the PALS components for ELLs. Results indicated the modified PALS intervention was effective in increasing the oral reading fluency and accuracy of English language learners with and without disabilities. More specifically, ELLs who received PALS treatment exceeded the typical rate of improvement expected for an average student in the same grade at the same time of year at a higher rate when compared to control group. Positive feedback was given by both teachers and students in terms of feasibility and importance of skills addressed. The exploratory analysis of the verbal interactions of multilingual students

revealed students' use of a specific language was dependent on the specific skill or purpose of communication.

Several experimental research studies indicate that PALS benefits low-, average-, and high-achieving students, with and without learning disabilities, in the areas of reading fluency and comprehension, specifically when narrative or fictional texts are at the students' instructional levels (Fuchs, Fuchs, Mathes, & Martinez, 2002; Fuchs et al., 1997; Fuchs, Fuchs, & Thomas et al., 2001; Simmons, Fuchs, Fuchs, Hodge, & Mathes, 1994). The importance of reading and comprehending nonfiction text has never been greater than it is in today's society. As Duke (2010) noted, it is imperative that teachers incorporate more nonfiction texts into their instructional practices to meet the challenges of the "Information Age." Using nonfiction trade books can help to develop students' reading comprehension (Goodwin & Miller, 2012; Moss, 2004; Moss & Hendershot, 2002; Smolkin & Donovan, 2001). To prepare students with necessary skills to read content area texts in upper elementary through high school, teachers need to expose students to nonfiction texts in the early grades (Hedin & Conderman, 2010). Although PALS reading has been in use for approximately 15 years, the shift in the focus of the English Language Arts K-12 curriculum to include complex nonfiction texts makes it a viable supplemental reading program to use with elementary students, specifically upper elementary students, as they transition to this new curriculum. Giving students the opportunity to select

their own reading materials that are appropriately matched to their reading levels is essential for creating strategic readers that are motivated (Bamford, Kristo, & Lyon, 2002; Moss & Hendersho, 2002). Reading motivation also plays a key role in the development of good readers. Research suggests that reading motivation is linked to students' fluency, comprehension, and overall academic achievement (Worthy, 2002). To help student to improve key reading skills which include reading with fluency and comprehension through PALS activity would provide a model for how one could set up the program that include partner reading, retell, paragraph shrinking, and prediction relay.

E. Research Studies on PALS Effectiveness

PALS Program is a program designed to existing reading program. The PALS program is well designed following current theoretical models. PALS takes into account the different diversity in students from their learning styles to their learning abilities. PALS bridges an important gap in learning to read for children. The research findings from studies conducted on the PALS Program are favorable with an increase in reading proficiency and comprehension in correlation with the use of this program. Essentially, "Practice consolidates a skill, promotes fluency, and minimizes forgetting. PALS can use informational text- A type of text "that conveys information to build students' knowledge or revise existing understanding" (Hedin & Conderman, 2010, p. 556). Another useful theory is motivation, the classroom structure are described in term of how

they make achievement goals possible as a result of motivational factors. Tasks, evaluation, and authority influence children's motivation and movement toward achieving goals (Ames & Ames, 1984). The students get the motivation can be from their peer. Their peer will motivate to reading fluency. And then PALS should use the comfort atmosphere in the classroom to motivate the lower reader.

The previous research is done to test whether PALS is effective to improve reading comprehension for student of kinder garden, and elementary school and whether in high school students used the fiction text, donated CDs, local sports-team apparel, and fast-food coupons. Therefore, this research should in conducting in student of junior high school and using different way from previous study. This research would add brainstorming and use descriptive text.

This research was implemented in seventh grade student (E class) such as 32 students. This program will implement with 3 times in 2 weeks. There were 30 minutes in seventh grades student class sample and the teacher participants. The group was then further divided up into two intervention and one comparison group. Teachers were divided into two groups for the study, the PALS learning strategy group and PALS with the inclusion of preparation in help-giving strategy along with the control group. The measurement devices used test early reading ability, the testing devices were used pre and post-test.

By adding brainstorming, PALS more effective to practice the reading comprehension because the students can predict firstly what they will read. And then the students more active to find information accurately in their peer. The prompter in the peer also excited to read text for other friends when the teacher give brainstorming firstly. In conclusion the researcher adding brainstorming in PALS, during the implementation of the actions the students became interested and active in reading class English. They actively involved in improving their English reading comprehension. The students seemed to be enthusiastic and happy involved in the activities.