

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter the researcher presents some points related to this research include the definition of reading and comprehension, types of reading, kinds of reading, the definition of think aloud reading strategy, the purpose of think aloud reading strategy, and procedure in teaching think aloud strategy, and some of related previous study.

#### **A. Reading**

##### **1. The Definition Of Reading and Comprehension**

Reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses, and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning, (Yohana, 2017:59). 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.

Reading is the activity that looks at written words, symbols, text on a page and understand them (Sinklair, 1994: 797). Reading is a means of language acquisition, communication and sharing information and ideas. Like all language, it is complex interaction between the text and the reader which is shaped by reader's prior knowledge, experiences, attitude and language community, which is culturally and socially situated. The reading process requires continuous practices, development and refinement.

Reading is a process which is carried and used by the readers to get the message that would be submitted by the authors through the written language or words media (Tarin, 1986:7). Read means to respond any expression of the author so that they can understand the material well. Reading and understanding the idea is catching, reader activity which accompanied the outpouring of the soul in a live draft. Reading process begins from the mechanical activity of the sensory activity for the normal eye, tentacle for the visually impaired. Besides that, reading activities is also concerned with the accuracy and speed as well as patterns of competence or language skills, limited intelligence and extensive life referents.

The terms are often to provide the basic components and the process of reading, the recording, decoding and meaning. Recording refers to the words and sentences, and the associate it with the sounds in accordance with the system of writing used. Decoding process (encoding) refers to the process of translating a series of graphics into words. While the process of "meaning" refers to the understanding of the word.

Reading Reading is a complex activity that involves both perception and thought. Reading consists of two related processes, that are word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Another reference said that reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to

make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific contents through authentic reading tasks.

Effective readers use strategies to understand what they read before, during and after reading. Before reading, they use prior knowledge to think about the topic, make predictions about the probable meaning of the text, preview the text by skimming and scanning to get a sense of the overall meaning. During reading, they monitor understanding by questioning, thinking about, and reflecting on the ideas and the information in the text. After reading, they reflect upon the ideas and information in the text, relate what they have read to their own experiences and knowledge, clarify their understanding of the text, extend their understanding in critical and active ways (OAGE Admin, 2010: 7-12).

Based on the explanation above, the conclusion can be drawn that the act of reading is to understand the content, or ideas either expressed or implied in the reading material. Thus, understanding is the product that can be measured in reading and not the physical behavior at the time of reading.

Comprehension is the process of making sense of words, sentences and connected text. According to Grabe in Richards (2002: 277), reading for comprehension is the primary purpose for reading (though this is

sometimes overlooked when students are asked to read overly difficult texts); raising students awareness of main ideas a text and exploring the organization of a text are essential for good comprehension.

According to Ortlieb and Norris (2012), comprehension of reading material is developmental in that it starts with a learner's capability of paying attention and making sense of language.

Researchers have stated that Think-Aloud is a useful strategy to measure student's cognitive reading process (McKeown & Gentilucci, 2007; Oster, 2001). Other teachers use it as instruction to teach the students how to read in the English language (Oster, 2001; Dunston & Headley, 2002). McKeown and Gentilucci (2007) state that teachers should not assume that all strategies are good teaching methods for all students because each student learns differently. Also, teachers should not apply the same strategy to all levels of readers. According to Jennifer Dori (2007), children become aware of their own thought processes when they are introduced to the Think-Aloud strategy. Readers become more successful when they are able to maximize their understanding. This is achieved when the child is engaged in the activity with their own thoughts. Afflerbach and Johnston (1984) established the fundamental basis for developing the Think-Aloud strategy, first as a methodology of spanning the cognitive reading process, then as an instrument in the analysis of learners' own thinking processes in which readers use the tool to keep track of their perception. McKeown and Gentilucci (2007) cited Think-Aloud as one of the "mutual strategies" as it

requires both teachers and students to work together to elicit meanings and build comprehension of the text they are dealing with. Unlike other reading strategies in which readers independently try to grasp meaning from text relying on their prior knowledge, interests, motivations, and goals for reading, learners who use the Think-Aloud strategy give an opportunity to other learners within the group to investigate and examine other viewpoints and to react to them. Kucan and Beck (1997) noted that the Think-Aloud Strategy successfully carries out three goals, the first it is a key factor in perceiving the reading cognitive process, the second it is an effective approach to learning, and the third it is a tool of social interaction. The Think-Aloud Strategy, as discussed in Gambrell et al. (2007), expands an understanding of reading because it promotes building meaning through social interaction.

According to Bentley (2012) in order for students to succeed in reading and comprehension they must be motivated to read. Bentley (2012) suggests that in order to motivate students' texts and activities must be age level and grade level appropriate. That is because Think-Aloud strategy is a skill that appears at earlier ages and persists all through the readers lifetime (Alexander, 2006; Dooley, 2010). Gambrell et al. (2007); state for successful reading development students have to have meaningful use of the language in all areas of life including the home, community and school. Think-Aloud strategy is considered a best practices for teaching reading comprehension (Bentley 2012). Think-Aloud allows the teacher to engage

with the students, and the students with the material in a number of ways. Teachers may incorporate some or all of the following ideas into their instruction when using the Think-Aloud strategy in the classroom: looking for important information, building and activating background information and connecting it to the text, role playing, thinking of oneself as a character in the text, predicting plot, reviewing and guessing word meanings, analyzing the author's style or word choice, determining the moral of the story or the writer's goals, asking questions, and so on.

In comprehending a topic, the readers interacts with the text relates to the questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are the useful technique that could help the readers to catch the meaning, getting information or messages from the reading texts.

a. Skimming

Skimming reading is reading to confirm expectations; reading for communicative tasks. Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read. Skimming is used to quickly gather the most important information. Run over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming. Usually, the reader gives an underline that was thought an important subject.

b. Scanning

General reading or scanning is reading to extract specific information; reading for general understanding. Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question. It is used to find a particular piece of information. Run over the text looking for the specific piece of information we need. Use scanning on schedules, meeting plans, etc. In order to find the specific details we require.

**2. Types of reading**

There are two main ways of reading, they are:

a. Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. It is used to grasp the details of a specific situation (Rao, 2009:18-19)

b. Extensive reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Extensive reading is used to improve the general knowledge of the business procedure.

### 3. Kinds of reading

Reading usually performed in two ways, they are:

#### a. Reading Aloud

In this way, the students are confronted with written sentences which have not been spoken before. The aim of reading aloud is the achievement or better speaking ability and the students' pronunciation.

#### b. Silent Reading

The aim of silent reading are to absorb the information as much as possible and to understand the meaning of the sentence and also the idea from the text. In this way, the students can be successful in their reading if they are able to concentrate their mind to follow the direction of the written text.

Thinker and Collegh (1979: 59) said that reading aloud and silent reading are interrelated. Effective oral reading required the use of most of the techniques and skill cannot be read aloud with proper emphasis unless they they are first recognized and understood. The process involved in silent reading keep just a head of oral pronunciation. With it phrasing degree are interrelated both kinds of reading.

## **B. The Definition of Think Aloud Strategy**

The Think-Aloud strategy is a strategy whereby the teacher makes his or her thought process part of the presentation. The teacher engages the students in encouraging them to think about what has happened or what will happen through the use of comprehension or prediction questions. Another Think-Aloud strategy is to have students pause and describe what they are thinking when they are reading aloud. This allows a teacher to observe and get insight into what the student is thinking about when reading (McKeown & Gentilucci, 2007; Oster 2001).

The methodology of think-aloud was first validated by Ericsson and Simon in the 1980s. Based on their theory of short-term and long-term memory, they hypothesized that all human learning is information processing and that “a cognitive process can be seen as a sequence of internal states successively transformed by a series of information processes” (Okuyama & Igarashi, 2007 : 46).

The think-aloud method has been widely used as a strategy of instruction by teachers to model for students the thinking process (Dunston & Headley, 2002); this in turn can help promote comprehension (Block & Israel, 2004). The think-aloud helps to enhance students’ abilities of the thinking process and understand what they comprehend, and it allows for the reader to connect meaning and understanding with the text. Block and Israel further that students feel that think-alouds are beneficial to their thinking process when the correct method is taught

to them and it allows for teachers to become better educators. Teachers show their thinking process and how their thoughts are occurring during the reading for students who are struggling with comprehension. Through using a think-aloud teachers are able to vocalize how they think as they read (Davey, 1983).

The Think-Aloud strategy is a constructivist strategy designed to increase learners' initiative to become involved in the literacy practice of reading (Bentley, 2012). Researchers, such as Harris and Hodges (1995) defined the strategy as a technique in which a teacher verbalizes feelings aloud while reading a paragraph orally, thus framing the procedure to increase comprehension (Bentley, 2012). As teachers structure the application of Think-Aloud, learners can suit independent customers of the policy, promoting in-depth association making. It enables readers to pause and reflect on the items to comprehend a text, and associate these literacy procedures orally (Bentley, 2012). Think-Aloud prompts activate learners' capability of articulating and provide practice in order to be more successful in the future. In order to increase comprehension via the use of the Think-Aloud strategy, the grade level and age of students and the texts being read must be assessed (Bentley, 2012).

The think-aloud is a strategy that allows a teacher to verbalize thoughts while reading orally, modeling for students how the process of comprehension works (Harris & Hodges as cited in Block & Israel, 2004). The think-aloud strategy can be used as a scaffolding model to develop

higher thinking and learning, and allows for the clarifications of difficult concepts or tasks. According to Tierney and Readence (2000), teachers can use the think-aloud strategy as a way to scaffold students reading comprehension. In a think-aloud, teachers model their own thinking and reading strategies for the students as they need. The goal of the think-aloud strategy is that eventually students will develop a similar thinking process when they are reading independently, thereby improving their comprehension (Ortlieb & Norris, 2012: 1).

Think-Aloud prompts allow learners to understand a text by over assessing the context, seeking important information, and connecting it with the author's larger vision. Furthermore, it helps activate prior acquaintance, placing self as a feature in the content, predicting future and acknowledging author is writing approach. In addition, it helps in determining word meanings, questioning, noticing innovations in a text variety and formulating the author's communication, making self-to-text connections, and making text-to-text connections (Bentley, 2012).

The Think-Aloud strategy that has been researched and found to be useful for developing reading comprehension. (McKeown & Gentilucci, 2007). Jahandar, Khodabandhlou, Seyedi, and Abadi (2012) stated that one of the difficulties facing teachers is knowing whether or not their students are using learning strategies correctly, as it is difficult for a teacher to know what a child is thinking, or how he or she is processing information. Jahandar et al. (2012) suggested that Think-Aloud strategy is one way to

verify whether the child is just reading, or actually comprehending the text. The Think-Aloud strategy has two parts. The first involves modelling by the teacher by reading and engaging with the text. The teacher models “strategic behaviors for struggling readers by thinking aloud for them while they read, raising their awareness of what it means to be a strategic reader” (Jahandar et al., 2012, p.1). The second part is having the students actively reflect on what they read while they are reading. This has several advantages. By giving the teacher insight into the thinking and learning process of the student, and their use of learning strategies; this knowledge can help inform instruction (McKeown & Gentilucci, 2007). Next, because a student using the Think-Aloud strategy is constantly asking questions about what is happening in the text, the metacognitive awareness that this strategy helps develop, allows the student to understand what it means to be a good reader. A good reader is constantly thinking about their own understanding of the text (Jahandar et al. 2012).

Someren and colleagues (1994) define think alouds as a problem solving process in which “the subject keeps on talking, speaks out loud whatever thoughts come to mind, while performing the task at hand”. An essential part of effective think alouds includes teacher modeling of purposeful comprehension strategies (Pearson & Gallagher, 1983), (Molly Ness, 2014: 3).

### **C. The Purpose of Think Aloud strategy**

To model for students the thought processes that take place when difficult material is read. When using think alouds, teachers verbalize their thoughts while they are reading orally. Students will understand comprehension strategies better because they can see how the mind can respond to thinking through trouble spots and constructing meaning from text.

The purpose of think-aloud is to help second-language learners develop the ability to monitor their reading comprehension and employ strategies to facilitate understanding of text (Baumann, Jones, & Seifert-Kessell, 1993). It permits these students to self-regulate the reading process and improve comprehension by employing “fix-up strategies” where needed (Cassanave, 1988). Think-aloud also activates metacognitive monitoring in those students for whom selfregulation has not yet become automatized (Ward & Traweek, 1993) (McKeown & Gentilucci, 2007: 136).

Kucan and Beck (1997) noted that think-aloud achieves three goals: (1) It provides a method of inquiry to understand cognitive processing related to reading research; (2) it serves as a method of instruction; and (3) it is an aspect of social interaction. Think-aloud has evolved, as discussed in Pressely et al. (1992), to incorporate an expanded representation of reading due to what Kucan and Beck deemed “the potential influence of social interaction in constructing meaning” (p. 272) ( McKeown & Gentilucci, 2007: 136).

#### **D. Procedure in Teaching Reading by Using Think Aloud Strategy:**

Think-aloud Procedures adapted from Jeffery D. Wilhelm (2001):

##### **The first step**

- Making predictions, here students make predictions by using the chapter title or subheadings found within the chapter from their text.

##### **The second step**

- Developing images, in this step the students get mental pictures of information found in the text with the small group or individually.
- Share analogies, in the next activity students use analogies to link new information to prior knowledge.
- After that the teacher monitor the students comprehension to think about their confusion over difficult information from the text.
- And the last, the teacher regulate students comprehension to read beyond a confusing section to see if the information that comes next will clear up their confusion.

Related to the procedure above the researcher used the procedure applied in constructing the lesson plan that used in learning activities (treatment). The overview of the lesson plan is in the following sections:

##### **1. Pre-activity**

- Students read some of text with their partner and try to discuss the content of the text. They can think about any information on the text.

## **2. Main Activity**

- Students making prediction about the title of the text with their partner.
- The students find out the characteristic from the characters of the text.
- They can discuss another topic in the class to get new information information from another text.

## **3. Post-activity**

- The students presents their discussion result, so the teacher can regulate the activities result from the think aloud section.

The real lesson plan can be seen in appendix 1.

## **E. Some of Related Previous study**

There are some previous study that related to the Think Aloud Reading Strategy by Nikmah (2014:52). In this previous study study she conduct her research to find out students' achievement in reading by using Think Aloud strategy. In this research the researcher found that there are significant effect in her research, so it can be conclude that Think Aloud strategy is effective in teaching reading. In this research with the previous one has the diffences, the previous study used quasy-experimental research with nonrandomized subject as the design, while this study used pre-experimental research design with randomized subject.

The second previous study is written by Alaraj (2015:40). In this previous study was designed to investigate what effect the incorporation of the think aloud strategy into a Saudi Arabian middle school curriculum would have on the reading ability of students, in terms of both information retention and comprehension of material. The similiarity from this study with the previous one is both of them used pre-experimental research design with randomized subject and also using Think Aloud strategy to improve students' reading.