

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of supporting theory and a review of previous research. Supporting theory explains some of the information which includes: reading comprehension, choral reading strategy, and reading fluency.

#### **A. Concept of Reading**

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

Reading is the relationship between our eyes and the text to obtain information from written sources. Furthermore, Rumelhart (1985 as quoted in Hidayati) states that reading is an interaction that involves the reader, the text, and the interaction between the reader and the text. It can be said that between the reader and the text is a significant relationship in the reading process. When the reader understands a message in a text, there is an interaction between the reader and the text. However, reading activities do not only involve the eyes and the text but also how the reader can understand the message written in the text. Furthermore, the essential activity in reading is that the reader is able to interpret what is happening in a text.

Over the years, three basic definitions of reading have driven literacy programs in the United States. According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and understand their meanings. According to the third definition, learning to read means learning to bring meaning to a text in order to derive meaning from it (Adams, 1990).

Although this definition reflects the old view of reading, current literacy research supports a more comprehensive definition of reading. This new definition includes all authentic reading and writing activities. It recognizes the importance of skill interaction as one part of the reading

process. It also supports balanced reading instruction for all students (Pressley, 2006).

In addition, reading is defined as an activity when people see the text and can interpret the meaning of the written symbol. In essence, the text and the reader is an association of how the reading process begins. It can be said that reading involves the reader's attention to the written symbols in a text. Reader and text are two aspects that must be related to each other to get the message found in a text. In addition, readers must establish a connection between what they have seen.

## **2. Kinds of Reading**

Rustan (2010 : 10) identifies there are three reading technique that are come only known. They are skimming, scanning, and semantic mapping or clustering:

### **a. Study Reading**

Learning to read is done more or less than normal reading speed usually. As you read, be sure to absorb the material, and how it relates to what you learn in class. Take notes. Use the survey method. At the very least, write down the main idea and some supporting details (Bowyer, 2009:1).

### **b. Skimming**

What is skimming? Skimming is used by people who want to hunt for information in print media. According to Norman (1986:74), skimming is the process of moving the eye across the printed page as quickly as possible to find answers to perhaps abstract questions such as what is the main theme of the passage? Or maybe what are the main products concentrated in coastal areas? In both cases, you know in advance what you are looking for, and you direct your mind and eye movements to find the right solution.

Furthermore, skimming should be used when we want to reduce the amount of material quickly and do not intend to read the material in its entirety at one time. Skimming is used to get general points from the

material and not for high level understanding. Skimming can be one of the most valuable reading tools when we want to quickly get to the main points we are reading, with which we never skim to reach technical material or highly detailed material.

### c. Scanning

What is a scan? Scanning is a technique that is applied to read quickly but efficiently to find certain information. Nuttall (1987:84) states that scanning is to achieve an initial impression of whether the text is suitable for a particular purpose; For example, do books on spices cover certain types of recipes? Reverse scanning is much more limited because it simply means retrieving what information is relevant to our purposes. According to Maggio (2010: 1) that there are three kinds of reading:

#### 1) Reading Aloud

Reading aloud is a valuable skill for learners of all ages and languages. Practicing reading aloud can help those learning a foreign language to pronounce words more accurately, and aid comprehension and fluency. Reynolds (2004:1) states that reading aloud is part of the key to helping students read difficult texts is to let them "hear" difficult texts. And on the other hand, Tamara (2010:1) states that reading aloud develops imagination, creativity, and memory.

#### 2) Silent Reading

Try expanding silent reading (a few pages instead of a few paragraphs, or a short chapter or book for advanced students) and you may be surprised at how much students can absorb as they study the text without interruption at their own pace. When introducing extension texts, work on the material at or slightly below your student's level; long text files with new vocabulary and students used get caught up in the details of the language rather than understanding the text as a whole (Colorado State University 2011).

#### 3) Speed Reading

Speed reading is reading faster to get ideas for answering certain questions. Reading speed and eye speed help find ideas very quickly. If a person's eye speed is normal it help to do speed reading. If the speed of the eye is disturbed, it means that the reader have difficulty reading quickly. In applying speed reading, teachers should evaluate students to what extent they find certain ideas that are considered to question their students' competence in reading comprehension (Smith, 1980). In addition, according to El-koumy (2004), there are many different types of reading, each requiring different approaches, techniques, and levels of concentration.

## **B. Reading Comprehension**

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

Reading comprehension is the skill or ability to understand what has been read. Reading comprehension is a complex interaction between automatic and strategic cognitive processes that enable readers to create mental representations of texts (Van Den Broek & Espino, 2012). Comprehension depends not only on reader characteristics, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension also requires the effective use of strategic processes, such as metacognition and understanding monitoring. Reading is a means to help personal development, which provides information and knowledge. Reading is an active cognitive interaction process by scoring and monitoring understanding to build meaning which means the brain does not work in reading, students get information by understanding the meaning of reading and the teacher motivates students to read. Furthermore, the definition of reading comprehension is most likely to occur when students read what they want to read, or at least what they see firsthand are some good reasons to read.

One of the goals of reading is comprehension, reading can help students to improve their understanding. Comprehension can mean the process by which a person understands, written or spoken meaning. Reading comprehension is not only reading aloud but reading comprehension is also formed to understand the meaning of words, sentences, paragraphs, and ideas. Comprehension is the essence of reading because the purpose of written language is message communication. That is, understanding is understanding the meaning of a text. If the reader does not understand the message, we do not read (Duffy, 2009:14).

From this explanation, it can be concluded that reading comprehension is a process that tells us how to decode through developing a wide repertoire of sight words, learning the meaning of vocabulary words encountered in texts, and learning how to abstract meaning from texts. . In simple terms, it can be concluded that reading comprehension is an activity to understand writing.

## **2. The Aspect of Reading Comprehension**

Related to the reading aspect, Latifa and Manan (2018) suggest several aspects of reading, namely as follows:

### **a. Main Idea**

The main idea is a complete sentence that includes the topic and the idea the author wants to express about the topic. To find the main idea, the reader must look for sentences that express the overall meaning of the text. Usually found in the first sentence of a paragraph.

### **b. Vocabulary**

That is, the reader can develop the ability to guess unfamiliar words, by connecting the close meaning of unfamiliar words to the context in the text. Words have nearly the same meaning when they have nearly the same meaning as other words. Meanwhile, students are expected to be able to understand its meaning. (Junita *et al*, 2014: 3).

### **c. Reference**

Here, students have to find the relationship that connects a word, usually a pronoun to the more concrete noun that it replaces. The references can be found explicitly in the text.

d. Inference

Sometimes the topic of the text is clearly stated in the text. Thus, students must read carefully in order to understand the text they are reading. In other words, inference questions ask students to draw their own conclusions based on the text they read.

e. Detail Information

This type of question is asked about a piece of information and not about all the information in the text. The answer is usually found in the text and is also a restatement of the sentence in the text. In other words, the correct answer has a similar idea to the text, but the words used are different.

From the explanation, it is clearly concluded that there are five aspects of reading comprehension. The research used focus on the five aspects, there are factual information, main idea, vocabulary, and reference because all the test item text includes them all.

### **3. Reading Comprehension Strategies**

According to McNamara, in Muslaini (2017) reading comprehension strategy is learning which is the teacher's way of transferring information, experience, and cognitive processes to their students. Reading comprehension strategies help students become active, purposeful readers who are in control of their own reading comprehension. Improved reading comprehension skills can have a positive impact on many faces of students' academic performance. Students who have read and understood reading assignments effectively are better prepared for class, leading to increased class participation and more accurate and complete notes.

According to Brown, in Ibrahim (2019) there are some strategies in reading comprehension that can be explained as follows:

a. Identifying Purpose of Reading

Efficient reading consists of clearly identifying the purpose of reading something. By doing so, the readers know what they are looking for and can weed out potential distracting information. It means that, from the reading, the reader can find the information they are looking for in a way the purpose of reading.

b. Skimming the Text for Main Idea

Skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives the reader the advantage of being able to predict the purpose of the passage. In another word, skimming is reading the text quickly with the aim of getting the main idea and being able to predict the contents of the text.

c. Scanning the Text for Specific Information

Scanning is quickly searching for some particular piece of information in a text. The purpose of scanning is to extract specific information without reading the whole text. It means that scanning is reading the text that aims to obtain specific information without reading every word in the text.

d. Guessing when the Readers are not Certain

The teacher can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them. It means that the teachers can help students by providing appropriate instructions when students feel no doubt about their guesses.

e. Analysing Vocabulary

One way for learners to make guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it.

- a. Look for prefixes (co-, inter-, etc.) that can provide clues.
- b. Look for suffixes (-tion -ally, etc.)
- c. Look for familiar roots.

- d. Look for grammatical contexts that might signal information.
- e. See the topic for instructions.

In another word, to figure out and understand unknown words, the reader can analyze prefixes, suffixes, root words, grammatical context, and the topic of the text in an alternative way.

- f. Distinguishing Between Literal and Implied Meanings

You can think of literal and implied meaning as different levels of representation or meaning. Denotation is first rate. This is a dictionary definition. This is what you literally see. Connotation is the second level and so on. It is an idea or feeling that is invoked by a literal meaning. These are emotional associations you make with the signifier and not a literal interpretation of what the signifier represents.

- g. Finding Topic and Main Idea

Mikukecky in Farrell, advises the students to do a lot of practice in order to identify topics and main ideas. There is a sequence of exercises that should be identified by the reader.

- a. Finding the topic from list of words
- b. Recognizing the topic of a paragraph
- c. Identifying the main idea of a passage

### **C. Choral Reading Strategy**

Choral reading involves reading aloud in unison. reading with the coral method can strengthen fluency and understanding, and engage students more by providing authentic reasons to read and reread while practicing reading.

#### **1. Definition of Choral Reading Method**

Chorus reading is a form of reading that involves multiple readers reading the same text orally. Group reading can be done with several types or texts, but poetry is probably the most popular medium to use. The melodic and rhythmic structure of the poem makes for enjoyable reading material that students enjoy reading to. Students only read orally when they felt comfortable doing so, and only after they had practiced the text.

Paige (2014) states Whole-Class-Choral-Reading (WCCR) all students read aloud from the same text, at the same time, in unison with the teacher. It means that choral reading is an activity when the students and the teacher read aloud together from a same text at the same time.

Hasbrouck in Suharfinna (2017) states that reading a chorus is reading aloud simultaneously with the whole class or group of students. Choir reading helps build student fluency, confidence, and motivation. Because students read aloud together, students who usually feel insecure or nervous about reading aloud have built-in support.

According to Fontichiaro in Yulianto (2019), choir reading is collaborative and collective and allows active students to talk while learning. This means that at the specified time students must actively speak and then explain about the information they get. Teachers can also use flexible groupings to encourage choral reading. Students can use choral reading to develop fluency and expression. This type of reading helps students develop confidence in their ability to speak and read English. In other words, choral reading improves oral reading fluency for the particular text being read. As a result, students understand the pages more fully and get deeper concepts from the text.

Choral reading is perfect for short stories, poetry, rhymes, and dialogue. Reading a chorus gives students the opportunity to try out the language. This exercise also helps students improve their visual vocabulary and develop oral language skills. Haynes, in Lestari (2017). On the other hand, Wood states that chorus reading can be a fun and interesting method to use. Asking students to read at an important point in a choice can increase tension or express the author's intended emotional reaction.

Based on the statement above, the researcher concludes that Choral reading is reading together by a group of students. The Choral Reading method is an activity for students to find and understand information from the text through grouping and sharing the ideas they get during the learning

process. In this method there is a leader who used be guided to read the text. The leader reads aloud and other students used follow the leader.

## **2. Description of Choral Reading Method**

Choral reading is a form of assisted reading that involves several readers reading text aloud together (Rasinki, 2010). the way of teaching is adjusted by means of expressive reading, not tense and giving an assessment, then the teacher and students read together by repeating until gradually freeing students to read together in groups. This is the best way to help less proficient readers get by with reading while at the same time hearing more fluent reading by their peers (Rasinski, 2010).

Choral Reading means reading the same text with your child at the same time (Wood, 2006). You read together, and your child can hear your voice, guiding and supporting, all the time. using single choice with various Choral Reading Methods so that students learn about different ways of expressing meaning.

There are four general types of Choral Reading:

- a. The easiest to learn is refrain, in which the teacher reads most of the lines and the students read the refrain.
- b. Line a child reading, individual students read specific lines, while the entire group reads the beginning and end of the selection.
- c. Antiphonal or Dialog, Choral Reading is most appropriate for middle or intermediate-level students. It enables the reader to explore the pitch and duration of a sound.
- d. Unison is the most difficult Choral Reading approach because the entire group speaks all of the lines.

Reading a chorus, according to Bean (2017), is the practice of multiple voices expressing poetry or lyrical texts simultaneously. It may be shown to parents as part of a school presentation, or it may be learned in class for its simple beauty and fun.

### 3. Procedure of Teaching Reading Using Choral Reading

In chorus reading, students read the designated passage aloud. Leaders are usually teachers or other exemplary readers. According to Linan et al in Lestari (2017), there are several steps of the chorus reading method:

- a. The teacher or model reader previews the section for students, and they all make predictions about what the section used be about.
- b. Then the teacher reads the passage aloud—first by herself, then with the students joining in.
- c. The teacher fades her voice and allows the students to take the lead in reading the passage aloud.
- d. The students were asked to retell the text and answer comprehension questions. During this exercise, students should read as quickly as possible as a group without speed-reading.
- e. If there is time available, the teacher should select pairs of students to read the passage again. Again, it is important that teachers ensure that English language learners have adequate background knowledge and vocabulary knowledge for the passages they are reading. Also, many English language learners are sensitive about reading aloud because of their pronunciation and difficulties with English.

From those steps, researcher also use all of those steps in teaching reading comprehension using choral reading and adding the following steps as:

- a. The teacher make a group of students that consists of four or five students.
- b. The teacher gives copy of the text to all of students.
- c. The teacher reads the text aloud-first by herself/himself as a modal fluent reading and students follow along in the text.
- d. The teacher rereads the same text and invites the students to join in reading

- e. The teacher asks each group to read one paragraph. Then, the teacher gives some question to the students about the text such as main idea, grammar, and others.
- f. The teacher and students continue to read the same text several times (three to five times) until students are able to read the text independently.

#### **4. Advantages and Disadvantages of Choral Reading**

Advantages of the Choral Reading Method, according to Yoneoka (2011), the four advantages mentioned in the survey above and reaffirmed below should be as valid, if not more so, in group reading settings as in individual settings, consider:

- a. Oral extension of choral-vocabulary reading with native or near-original velocity generation models provides a conducive setting for deriving meaning from unknown vocabularies from the context of the material, especially if the process is repeated several times and key vocabulary words are introduced in between reading.
- b. Develop awareness of language sounds – the step generation model not only provides direct pronunciation for unknown words produced simultaneously by students, but also provides direct feedback for words that are mispronounced by students.
- c. Facilitates meaningful group word cutting – chorus reading naturally leads students to read in “chunks”, after pauses between word groups provided by the model.
- d. Confidence development – the constant, spontaneous, and largely unchanging feedback by the model provides a measure by which students can infer the extent to which they are improving, both in reading speed and comprehension.

Disadvantage of the Choral Reading Method According to Rachel and Susan, in Lestari (2017) there are two weaknesses of the Choral Reading Method:

- 1) The teacher cannot observe the students one by one.
- 2) No one really knows if the student makes an error reading

Based on the explanation above, chorus reading is a useful strategy in teaching reading comprehension. It can build students' reading fluency, comprehension, and motivate less fluent readers. While choral reading is a good strategy for teaching reading comprehension, it can make some students drop out or fall behind and may cause some students to dislike reading. So, to solve the problem the teacher should pay more attention to all students, focus on only one or a few students, but all of them. The teacher must know about the background knowledge of each student, so that when there are students who do not like reading, the teacher can give them more motivation.

### **5. Teaching Reading by Using Choral Reading**

In teaching reading comprehension using choral reading, students used read a text. Before reading, the teacher make groups of four or five students. The teacher select the sorting text and read the text as a fluent reader. Then, the students join in and read the text together. Each group read one paragraph. The teacher and students read the same text several times until the students can read the text independently. The teacher stop at a certain sentence and give some questions to the students. Students can also ask the teacher if they find a word, meaning, or other difficult. It used be continuous. Based on Brown's theory, especially in reading, there are several criteria, namely:

1. Main idea/topic sentence
2. Expressions, idioms, phrases in context
3. Inference (implied details)
4. Grammatical features (reference)
5. Details (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting details
8. Vocabulary in context.

Based on those explanations, eight criteria are used in reading comprehension. So, reading comprehension in this study is defined as the

process of getting a message from the author's written text. The message can be an idea, expression/idiom/phrase, inference (implied detail), grammatical feature, detail, excluding facts not written, supporting the idea, or vocabulary in context.

#### **D. Descriptive Text**

Descriptive is a type of text with a specific function to provide an overview of objects or people. The structure of this text consists of an identification that identifies the phenomenon being described and a description that describes its parts, qualities, and characteristics. This text has several grammatical patterns. There is the use of the simple present tense, the use of adjectives, and the use of the verbs think and feel.

##### **a. Definition of Descriptive Text**

There are many types of reading texts; descriptive, recount, narrative, reports, procedures, explanations, arguments, persuasion, expositions, and others. One of the genres studied by junior high school students is Descriptive Text. According to Wardiman et al., descriptive text is a text that describes the characteristics of a person, thing, or place. This description can be shown in the form of sounds, tastes, and smells of something or objects. The characteristics of the thing or object to be described are usually related to the physical appearance of the object to be defined.

Meanwhile, many linguists, such as Dietsch and Kane, mention that descriptive text is a description of an object that the researcher perceives previously through the senses — describing something from what people or we have seen, heard, touched, smelled, or felt before. Dietsch argues in his book that descriptions are recordings of concrete details that you see, hear, smell, taste, or touch. From the description above, it can be said that descriptive text is a text that comes from the experience of the author or other people. This describes how the author describes what is seen, felt, touched, tasted, or touched, then written or spoken.

The researcher concludes from the explanation above that descriptive text only describes people, places, or things. In addition, descriptive text is text that describes something that is concrete or abstract, including its characteristics, such as the object being described.

#### **b. Purpose of Descriptive Text**

In general, the purpose of descriptive text is to describe a particular object. However, there are several reasons for descriptive text, according to some linguists. According to Dietsch, descriptive has three general purposes:

- a. Descriptive is created to create an image, mood, or aura of a place. The reader can imagine what it looks like, so that the reader can see, hear, feel, smell, or feel what the author describes.
- b. Descriptive can be a tool to stimulate understanding and to persuade someone about something.
- c. Descriptive can encourage listeners to act, meaning that when we ask them something, they can quickly find out and explain to us who the person we are looking for, or want us to know, then we can know when or where something happened or has happened.

#### **c. Language Features of Descriptive Text**

Siahaan and Shinoda said that the characteristics of descriptive language are:

- a. Focus on specific participants. The described object is special to give the reader a real image of the object.
- b. Use of attributive and identifying processes.
- c. Frequent use of adjectives and classifiers in the nominal group. The adjective is used to give the reader a clear image of the object when reading a text, and it can be a situation, a characteristic, and a personality.
- d. Use of the present simple. A descriptive text is a text that describes a factual object. It means you have to use the simple present tense, except that the object was dead or extinct.