

CHAPTER II

LITERATURE REVIEW

A. The Nature of Reading Comprehension

1. Definition of Reading

Reading is very essential in daily life, especially in academic field by reading a student will get much information that is useful for their life. Student should be able to read English text in order to get the knowledge of certain topic. Sangia (2018) defined read as an interpreting which means reacting to a written text as a piece of communication.

Reading creative critical means that readers apply certain processes, models, questions, and theories that result in a better reading clarity and understanding. In addition Junining (2014) added, reading is a critical-creative reading processing process carried out by the reader to gain a thorough understanding of the reading, which is followed by an assessment of the state, value, function, and impact of the reading. Arifin (2020) state that reading in making meaning from print and from visual information. Reading is an active process that requires a great deal of practice and skill.

Based on the definition above, it can be concluded that reading skill is an ability to understand information and interpret meaning from written text as a piece of communication.

2. Definition of Reading Comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Such three dimensions as the reader, the text and the activity are entailed from the definition. The identities and capacities of readers, the texts that are available and valued, and the activities in which readers are engaged with those texts are all influenced by, and in some cases, determined by, the

sociocultural context. The sociocultural context mediates students' experiences, just as students' experiences influence the context (Kirby, 2007).

In addition, Boudah (2014) stated that reading comprehension is a process in which the reader constructs meaning using as the building material information on the printed page and knowledge stored in the readers head. It involves intentional thinking, during which meaning is contracted through interaction between text and reader.

Similarly, Hall & Barnes (2017) states that reading comprehension is the cognitive processes that a reader uses in making sense of a text. In this skill the students are expected to comprehend ideational, interpersonal and contextual meaning within the text to identify the main idea and supporting details, factual information, and meaning the words. It means that the student are expected to be able to understand what passage is about and the information that is given by the teacher can be understood by the student.

Based on the definitions above, it can be concluded that reading comprehension is the process of receiving information between the readers and the text, when the readers understand the information that is asserted in the text by relation it with reader's knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the knowledge the readers have known.

3. Level of Reading Comprehension

According to Bojovic (2010), there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.

4. Literal Comprehension

Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing states the

main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understanding of vocabulary, sentence meaning and paragraph meaning. This level is the simple. The reader should recognize stated main ideas, details, causes and effects, sequence and through understanding of vocabulary, sentence meaning and paragraph meaning is important.

5. Interpretive Level

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated, skills for interpretative reading include:

- a. Inferring main ideas of passages in which the main ideas are not directly stated
- b. Inferring cause-effect relationships when they are not directly stated
- c. Inferring referents of pronouns
- d. Inferring referent of adverbs
- e. Inferring omitted words
- f. Detecting mood
- g. Detecting the author's purpose in writing
- h. Drawing conclusion

In this level the reader should drawing inferences, tapping into prior knowledge or experience, attaching new learning to old information making logical leaps and educated guesses, and reading between the lines to determine what is meant by what is stated.

i. Critical level

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. The critical reader must be an active reader,

questioning, searching for facts and suspending judgments until he or she has considered all of the material. Critical reading depends upon literal comprehension and grasping implied ideas is especially important. In this level, the students learn to evaluate and judge the information and the author's presentations of it the readers must be an active reader questioning, searching for facts, and suspending judgment until he or she has considered all of the material

j. Creative level

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations. Through creative reading the reader creates something new idea, the solutions to a problem, and a new way of looking at something from the ideas gleaned from the text. The level requires the student to think creative about image or information of the text, creative imagination is a concern with the production of new ideas, the developments of new insights, fresh approaches and original construct.

6. Teaching Reading Comprehension

In teaching reading, teachers need several strategies to make students understand the reading text. According to Brown (2000) teaching is an activity to explain demonstrate and illustrate something to someone to make them understand in teaching reading comprehension, the teacher should help student to read the text comprehensibly by showing and modeling how to read comprehensibly to them. The teachers should know the activity that will help students in learning reading comprehension. Kirby (2007) suggest six activities prior to reading they are :

- a. Set a purpose for reading
- b. Motivate students to read

- c. Reteach key vocabulary and concept
- d. Link student background knowledge and experiences with the reading
- e. Relate the reading to students' lives (making connections) and
- f. Build students' knowledge of the test features

These activities above are some activities which can be done before reading activity. The teachers should guide students to do those activities. Besides that, the teachers also need some guidelines to teach and improve reading comprehension. The teachers need to make a plan and a preparation before teaching reading. The teacher should know what he or she wants to do in the class and what he or she wants to teach to the students. Bojovic (2010) say the teachers who wants to improve his students reading comprehension should do the following activities :

1. Teach strategies that have been documented as effective in promotion reading comprehension
2. Design instructions based on effective principles of direct instruction and strategy instruction.
3. Provide modeling, support, guided instruction, practice, attribution feedback and opportunities to practice across text types.
4. Monitor students' progress and make adjustments accordingly.

Those are what the teacher should do when he or she want to teach reading comprehension, it will help both the students and the teacher in improving students reading comprehension. In conclusion, it is important for the teacher to prepare both himself and student before learning. The teachers prepare himself for teaching he or she also has to prepare the students to study. Those activities above can help the teacher to prepare and run the lesson. It is important for the teacher to apply them.

7. The Concept of Teaching Strategy

a. Reciprocal Teaching

1) Definition of Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying. Brown (2000) said that reciprocal Teaching is a guided Reading Comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarizing, question, clarify, predict and respond to what they are reading). Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry.

2) Four steps of Reciprocal Teaching.

a) Prediction

Ask students to predict what they think the reading may be about. Get them to think about what is going to happen by asking questions like a detective might do.

b) Question as you go

Remind students to generate questions as they listen and read. Remind them of the three levels of questions: Right-There questions (answer in the text) Between-the-lines questions (inference needed) Critical Thought questions.

c) Clarify

As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the form of the following

questions. How do you pronounce that? What does the word mean? I think the author is saying.

d) Summarize

Students summarize verbally, within pairs, and then share with their assigned small group or record their summary and read it aloud to their small group. Each small group could create a semantic map with major points of significance shared by each group member.

b. Question- Answer Relationship (QARS)

1) Definition of QARS

The type of question asked to guide comprehension should be based on the *information readers need to answer the question*. Therefore, teachers must help student become aware of likely sources of information as they respond to questions (Kirby, 2007).

Question-Answer relationship (QARS) is a strategy to be use after students have read. QARS teachers' students' how to decipher what types of questions they are being asked and where to find the answers to them. Four types of questions are examined in the QARS.

2) Benefits of QARs

The benefits QARs can be taught directly to students by reading teachers and can be reinforced by content area specialists. Keep in mind, however, that students may come to your class totally unaware of what information sources are available for seeking an answer, or they may not know when to use different sources. In this case, it is worth several days' effort to teach students the relationship between question and answer.

- a) It can improve students' reading comprehension.
 - b) It teaches students how to ask questions about their reading and where to find the answers to them.
 - c) It helps students to think about the text they are reading and beyond it, too.
 - d) It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.
- 3) How to use QARS in the English Classroom
- a) Read a short passage aloud to your students.
 - b) Have predetermined questions you will ask after you stop reading.
When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.
 - c) Show students how to find information to answer the question (i.e., in the text, from your own experiences, etc.).
 - d) After you have modeled your thinking process for each type of question, invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.
 - e) After students have practiced this process for several types of questions and over several lessons, you may invite students to read passages and try to create different types of questions for the reading.
 - f) Students may work by themselves, in pairs or small groups. Remind students that they should be prepared to discuss and debate their reactions to the questions and how they figured out their answers.

c. Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text. Alfian (2018) stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

From the definition described above it can be concluded that scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

d. Think-Aloud

Think Aloud is a strategy that helps students on learning activities, aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

Alfian (2018) suggested five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, or unknown words. Second, while orally reading thinking-aloud, have students follow silently and listen to how trouble spots are through. Third,

have students work with partners to practice think-aloud by taking reading short, carefully prepared passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying use of the procedures. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think- aloud.

e. SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consists five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part (2) turning the heading in to question (3) reading to find the answer to the question (4) recall the important point (the answer to the question) by retelling them or writing them in one's memory at the important point.

B. Previous Related Studies

According to Toffel (2016), relevant research is required to observe some previous researches conducted by the other researchers in which they are relevant to our research itself. The researcher needs to tin out and analyze what the point that was focused on, design, finding and the conclusions of the previous researchers, that of:

1. A research by Ningsih (2017). The title is “An analysis on a Teachers Strategies in Reading Comprehension Class of the Second Grade Students of SMPN 3 Ngrambe in Academic Year of 2015/2016”. The result of this research was, the first there four strategies that used by teacher in reading comprehension class of the second A grade student of SMPN 3 Ngrambe. They were monitoring comprehension, using

prior/knowledge/predicting, summarizing/retelling to assess and improve reading comprehension and generating and answer and question. The second, there were three problems faced by the teacher in reading comprehension class of the second a grade student of SMPN 3 Ngrambe. They were inadequate instruction, Lack of pupils' interest and vocabularies difficulties.

2. A research by Sarjan (2017). The title is "An analysis on the English Teacher Strategies in Teaching Reading Comprehension at the Second Grade of Junior High School 1 of Wonomulyo". The result of the research found that two strategies that the teacher used, scaffolding and QARs (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student QARs (Question Answer Relationship), the teacher able to know how far their student understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.
3. A research by Permana (2015). The title of his research is "Teaching strategies Applied by PPL Teacher in Teaching Reading Comprehension". The result shows that the strategies applied by PPL teachers in pre-reading were introducing a topic, activating background knowledge, predicting, sharing exiting knowledge, sequencing illustration, and set a purpose reading. In while reading phase, there were reading aloud, skimming, and scanning, rereading and taking note. In post reading phase, the strategies used by PPL teachers were summarizing, thinking critically, comprehension question, identifying the authors purpose, examining grammatical structure and follow up writing exercise. In conclusion, there were strategies out of seventeen strategies applied by PPL teachers in teaching reading comprehension.

4. A research by Afrizatama (2018). The title of this research is “Teaching Reading through Reciprocal Teaching Strategy”. The result of the test showed that t-account was 4.47 and t-table was 2.012 with (df) 48 and significant level 0.05 (5%). It means that t-account (4.47) is higher than t-table (2.021). It can be concluded that (Ha) “Reciprocal teaching strategy is effective in teaching reading for the eighth grade at SMPN 10 Kota Cirebon.” is accepted.
5. A research conducted by Apsari & Yana (2015) with the title “Teachers’ Techniques and Problems in Teaching Reading”. In teaching reading comprehension, there were four problems encountered by the respondents in teaching reading: lack of students’ vocabulary mastery, lack of motivation in reading, students were not used to read a lot on a regular basis and teaching time allocation. With reference to the findings, it is recommended for English teacher to select appropriate technique in teaching reading which is relevant to the students’ needs. In addition, the teachers also are expected to improve their ability in teaching practice. It can be done through joining some trainings and workshops about techniques in teaching, reading a lot of sources, and sharing information with others teachers.

The similarity between this research and the five studies above is that they both analyze the teacher's strategy in teaching reading comprehension and also use qualitative research methods. Meanwhile, the differences are: 1) in the first research, the subject of the research was teachers of SMP, while the research conducted by researcher in this study was using the subject of high school teachers. 2) In the second research, the subject is junior high school teacher, while the research conducted by the researcher in this study is used the subject teachers of SMA. 3) In the third research, the subject is lecturers, while the research conducted by researcher in this study is using the subject of high school teachers. So, it can be concluded that the gap in this study with previous research lies in the research subject only. 4) In the fourth research, the similarities between this research and

the research conducted by Afrizatama are that they both analyze teaching reading strategies, while the difference lies in the research subjects. The subjects in Afrizatama's research were junior high school students while in this study the research subjects were high school students. 5) In the fifth research, the similarities lie in analyzing the strategies used in teaching reading comprehension, but the difference lies in the research object, where Apsari & Yana used two English teachers, while the researcher in this study only used one English teacher.