

## CHAPTER II

### LITERATURE REVIEW

#### A. Definition of Reading

Reading activity is one of many activities that will be do by every student in class. As mandated by the ministry of Education through the Curriculum 2013, reading is still a big part of the learning activity when it comes to learn English. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The explanation from Nunan explicitly states that reading is not only an activity for gathering information, but also comparing the information from the text with the readers' background knowledge.

Other experts, Mikulecky (2011:5) states that reading is:

*“complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge”.*

Based on Mikulecky reading is an activity to get the message from the text, by using variety of strategies, based on the message from the text and from the readers' prior knowledge. Notice that, both Nunan and Mikulecky stated almost same idea that reading will connect the information from the text and from prior knowledge from the reader. Therefore, the author concluded that reading is a process where a reader tries to gather the message from the text by using several strategies, and

then process the information from the text by comparing it with readers' prior knowledge.

## **B. Definition of Reading Comprehension**

Reading comprehension may have similar meaning with reading. According to Cahyono (2011) in Sarjan (2017) reading comprehension is a process to extract information from a text. At the same time, the extracted information will be compared with the readers' prior knowledge, so the reader will be able to draw concepts, organizing ideas, recognizing the purpose, making judgment as well as evaluating the information from the text.

Furthermore, Grabe & Staller (2002) in Antoni (2010) states that, to extract information from a text when doing a reading comprehension, the reader must make simultaneous interaction with the text itself. The simultaneous interaction will require 3 elements, namely the reader (bringing their prior knowledge and experiences), the text, and the activity (adjusted with the aim and purpose of the reading itself).

From the opinion above, author concluded that reading comprehension is similar to reading, a process to extract some information from a text, and then compared the information with readers' prior knowledge and experience. The differences are, in reading comprehension, one may need to answer question or make evaluation and judgment (or other follow up activity) that suited with the purpose of the comprehension activity itself.

### **C. English Teachers' Strategy**

To successfully transform the knowledge from teacher to students, English teacher needs to use some strategy. The strategy that can be used by English teacher can be many; below the author has written some of the strategies.

#### **1) Metacognitive Strategy**

Metacognitive strategy is a strategy where the student can monitor their learning process. One characteristic of this strategy is, if implemented correctly, students will be aware whenever they have difficulties, and then they will automatically try to overcome the problem (Ahmadi et al, 2013). Scholar usually called metacognitive as thinking about how to think.

In order to do the metacognitive strategy, teacher can do these steps, explained below.

##### **a) Planning**

Planning will involve activities such as selection of appropriate strategies and the allocation of resources that affect performance (Zaree-ee, 2008) in Ahmadi et al (2013). In this step, teacher can do planning by making the learning target, and then what kind of action that will help to achieve the target.

##### **b) Monitoring**

As the action/ project/ target from the planning step is being done, teacher will do monitoring activity. Monitoring will keep the work on track, and then help to manage if there is something wrong (like when there are students that not achieve the aimed target). For the students, it can be used to evaluate their learning resources, whether they need some more resources, whether they have achieved the aimed goal, or whether they have done the planned activity or not (Ahmadi et al, 2013).

c) Evaluation

Evaluation is the process where students or teacher re-evaluate their personal achievement. Evaluation can also be translated as comparison of actual project impacts against the agreed strategic plan (Ahmadi et al, 2013). In short, one will compare their achievement to the planned program.

**2) Cognitive strategy**

Cognitive strategies include direct interaction with the task and help to facilitate comprehension, act directly on incoming information, manipulating it in ways that improve learning. Cognitive strategies can be divided as the following elements: recognizing, using topics, guessing from the context, using a dictionary, writing down, imagery, activating background information, summarizing, using linguistic clues, using text markers, skipping the difficult parts' and repeating

words or phrases (Pressley & Afflerbach, 1995) in Ahmadi et al (2013).

#### **D. Strategy in Teaching Reading**

There are some strategies that can be used to in reading in class. Below are the teaching reading strategies that have been used widely in education world.

##### **1. SQ3R**

The acronym of SQ3R is survey, question, read, recite, review. According to Artis (2008: 133-134) in Abbas (2018), SQ3R is a strategy that can change students' view towards reading, from a boring activity to a more fun activity. The changes from students mind, is caused by the activity that will be done inside the strategy. In SQ3R, students will do more independent, easy to understand activity. As the students only need less teacher's guidance, it will allow student to be more self- managing.

To actually do the SQ3R in the class, teacher needs to understand the steps to do it. Below are the steps to do SQ3R.

##### **a) Surveying**

According to Abbas (2018), surveying is the part where students try to get the general information from the text, by surveying (or looking) to the title and main word. By surveying the title and the main word, students can expect what kind of information or story inside the text. The result from this step will be used to do the second step.

#### b) Questioning

In questioning part, student will be assigned to make question based on the information they got from the surveying step. Making a self-made question will lead to curiosity that will make the reading session more enjoyable because students will look for the answer because they actually need to find it not by the force from the teacher to read a text. Also, by making question, it will accelerate students' understanding toward the text (Baier, 2011: 21) in Abbas (2018).

#### c) Reading

The third step, reading is important because it is the step where they can find the answer from their previous question. The reading must be conducted by assigning the student to read the main idea and the sentence that support the main idea. The student is allowed to not read a part of the text if it is not related to the main idea/ topic, to minimize interruption and to maintain the focus (Soedarsono, 2001: 47) in Abbas (2018). Students are allowed to take notes in this step.

#### d) Reciting

Reciting is the step where the students answer the question they have made in “questioning” step, by using the answer they got from the “reading” step. One important note must be done by the students : they are not allowed to read the text again where they are answering the question.

The reason why students are not allowed to read the text again when they are answering their self-made question is to make the “reading” step



become more meaningful. The student will try to read as carefully as possible, trying to find the information.

e) Review

Review is where the students will read the text again to find some needed information, or to answer the question that they could not answer in the previous step. Review itself not only gives the student another chance to answer the question, but also will train the student to be a good reader because this step will need them to concentrate enough in order to find the necessary information from the text to fully understand the message inside it (Soedarsono, 2001: 47) in Abbas (2018).

In the review, teacher can also ask the student about some questions regarding to the text. The questioning session will shape students skill to answer a question. Further, because the question that followed a text is basically about the idea inside it, questioning will also shape how the students read in the future. Students that have exposure to question that follow a text will understand about what part of text that they must focus or understand first, or, find important element that become the key from a text (for example, main idea, character, etc) (Duke, & Pearson, 2002: 222).

## 2. AQAVS

The AQAVS stands for Activating (background knowledge), Questioning, Analysing text, Visualizing, Summarizing. The explanation from each steps are written below.

a) Activating

Activating the background is a strategy where the students try to use information they have gotten from the previous time, then compare it to the message inside the text. The comparison between background knowledge to the information from the text will act as facilitator, in order to understanding the new ideas encountered in the text (Duke, & Pearson, 2002: 212).

b) Questioning

Questioning is an activity where teacher gives question to the students about the text (Ajideh, 2006) in Ekaningrum & Prabandari (2013). The teacher can also assign students to make their own question related to the text. This question can be made by using 5W 1H (What, When, Where, Who, Why, and How).

c) Analyzing Text

Analyzing text can be translated to many activities, here the author will focus on the analyzing text where the students learn about how the idea is structured in the text. Knowledge about how the idea is structured in a text will give benefit to the students. According to Duke, & Pearson (2002: 217), the benefits of knowing the text structure comes from the fact that systematic attention to the underlying organization, whether intended by the authors of texts or not, helps students relate one idea to one another in a text, in ways that make them more understandable and more memorable.



#### d) Visualizing

The visualization strategy from a text can be done in some ways, for example (and most common) is by using picture. As the old saying; a picture is worth a thousand words. When it comes to understanding a text, it can be translated as; visual display (picture for example) helps the reader understand, organize, and remember some of those thousand words (Duke, & Pearson, 2002: 218).

Visualizing the text is not only done by using picture. Teacher can use diagram or graphics. One of the most common diagrams is mind map. Teacher can distribute main idea easily with mind maps, and of course, will help the student understand the text better. In short, using visual display will help the student understand the text in easier way.

#### e) Summarizing

Summarizing will help the student improving their overall comprehension from a text. Also, if the teacher actually shows the students how to make a summary, it will give double benefit, (1) helps the student to construct a good summary, and, (2) helps the student to understand the text better through summary (Duke, & Pearson, 2002: 220).

### 3) Bottom-Top, Top-Down & Interactive Model

There are 3 strategies that can be used by the teacher namely down-top, top-down & interactive model. The down-top model, as implies by its name, is a model that will make the student learn from something more simple, to more complicated. For reading class for example, teacher can use down-top model by comprehending every world inside the text. After that, students can proceed to get the information from the entire text (VanDuzer, 1999) in Ahmadi (2013). This method is fairly effective, especially for the student that have limited vocabulary. On the other hand, critique comes from the fact that this model will need more time to be done, and the student will greatly needed for the assistance from their teacher

The second is a top do down strategy. In this strategy the student will try to understand the text by using their prior knowledge. Prior knowledge will help the student to at least, to guess the content of the text. After that, the student will use the prior knowledge to decode the message inside the text (Aebersold & Field, 1997) in Ahmadi (2013).

The third strategy is interactive model. This model is basically a combination of down-top and top-down method. Students are assigned to use their prior knowledge to help the decode the content from the text ,and also, they will try to comprehend the vocabulary in order to understand the text (Ahmadi, 2013).

## E. Relationship Between Scientific Method & Teaching Strategy

The term of scientific may lead people to think about science based education, like math or physic. Actually, in here, the term of scientific education refers to a set of action that can be done to do a learning process. According to Sarwanti (2013) the term of scientific method in teaching, is referred to teaching activity that makes the student the center of learning process. Both the teacher and the student make a good collaboration, but the students are the main “actor” and therefore, do more activity than before. Teacher does not become the center of the learning anymore.

The notion to make the students as the centre in reading class can be done by observing the steps from SQ3R and AQAVS, and then implementing them in the reading class. The steps from SQ3R and AQAVS may look different, but actually they have common characteristic, which can be used to make the students become active in reading class. The analysis from each step from SQ3R and AQAVS and their relationship with scientific method can be seen in Table 2.1 below.

**Table 2.1 The Scientific Steps in Reading Class**

<b>Comprehension Strategy Step</b>	<b>SQ3R</b>	<b>AQAVS</b>	<b>Scientific steps</b>
a	b	c	d
<b>1</b>	Survey,	Activating	<b>Observing/ previewing/ surveying text</b>
<b>2</b>	Question,	Questioning,	<b>Questioning</b>
<b>3</b>	Read,	Analyzing text,	<b>Analyzing/ reading text</b>

4	Recite,	Visualizing,	<b>Result reporting/ discussing</b>
5	Review	Summarizing	<b>Networking</b>

The scientific steps in column D are the base of how a teacher constructs a set of activity based on the scientific steps during reading class. The teacher will start the activity by asking student to observe or preview or survey A text, then continue with questioning, analyzing/ reading the text, reporting the result/ discussing, and end the class with networking related activity.

By implementing scientific steps, the teacher will not only make the students become more active in reading class, but also fulfil the aim of curriculum 2013. The curriculum of 2013 stated that:

*“Students inherit and play an active role to develop the culture for the betterment of present and future lives. The glorious past should direct the students to learn the present and the bases for them to develop their future lives”*

*“Education is aimed at the development of intellectual and academic powers, communication skills, social attitude, care, and participation ability of students and others. The curriculum also aims at providing the students with the competency to contribute to the welfare of humanity”* (Ministry of Cultural & Education’s Policy, Number 68 - 69, 2013).

As stated in the ministry's policy, the student must "inherit active role to develop the culture....", and also students should develop the "communication skills", which means the learning process in school, including reading, must represent the activity that make them an active student.

## **F. Steps in Teaching Reading**

After knowing some strategies that can be used inside reading class, and consider some of the strategies that suit with the scientific method, teacher can look into the step of teaching reading, to arrange the strategy into a good sequence of learning process. The step to teach reading in class may different from one expert to another. Here, the author use the 3 step reading step as stated by some authors (Gibbon, 2002), namely pre reading, while reading and post reading stage.

### **1. Pre Reading Step**

In the pre reading step, teacher usually does brainstorming as the first activity. Crawford et al (2005:29) define brainstorming as a method for creating many ideas about a topic. In this pre reading activity, students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning (Gibbon, 2002).

After doing brainstorming, the next step is to teach the vocabularies that are related to the text (Ekaningrum & Prabandari,



2013). Explaining the meaning of vocabulary that are related to the text will help the student to address unfamiliar words or phrases that can be a difficulty for the student. Futhermore, Ekaningrum & Prabandari (2013) also stated that other kind of activity that can be done in pre reading activity are pre questioning, visual aids, conceptual related reading, and KWL (Know What to Learn).

Pre questioning is an activity where teacher gives question to the students about the text (Ajideh 2006) in Ekaningrum & Prabandari (2013). The teacher can also assign students to make their own question related to the text. This question can be made by using 5W 1H (What, When, Where, Who, Why, and How).

On the other hand, visual aids can be done through showing related picture, videos or other material. Visual aids can be used to activating or building students' background knowledge. The next activity is conceptual related readings, that can be done through giving student more than one text that are still related to the main text to further build prior knowledge to the student. The text that is given in this conceptual related reading must be shorter and easier since it just a text in the pre reading stage, before student read the main text.

Finally, teacher can also do KWL strategy. Based on Farrel (2003) in Ekaningrum & Prabandari (2013) stated that KWL activity can be used to make student have connection with the reading activity. The KWL activity itself is done by simply ask the student 3 question before



read the text carefully; namely, What do I know (related to the topic in the text), What do I want to know (from the text), and what I have learned (if I have finished read the text).

## **2. While Reading Step**

After students have conducted pre reading step, teacher can proceed to do the while reading step. The while reading stage can be done by doing several activities, namely reading aloud, scanning, skimming, silent reading, discussion for the difficult word, and retelling the text.

Reading aloud is an activity that can help the student to develop their reading literacy, improve comprehension and help them understand the message in the text better (Hiebert et all, 2012) in Albiladi (2018). Reading aloud can be done where students take turn to read a given text loudly (Albiladi, 2018).

The next activity is skimming. Skimming is a reading activity to find and look for specific information within a text, such as dates names places among other and to find idea or fact and details quickly. The key of skimming is to find information in detail. On the other hand, to quickly find for general idea, main idea, or topic from a text, a reader will do scanning (Aritonang et al, 2018).

Another activity which can be done in the while reading stage is silent reading. Based on the research by Albilandi (2018) silent reading facilitates the student to get more concentration in reading, and so, they can find ideas, themes, and topics in the text easier. In silent reading,

students will read the text faster since they can concentrate more, and of course, they will likely have big chance to find difficult words. So then, the next activity is discussing the unfamiliar word, that can be done with the teacher, or with their friend by using dictionary.

Finally, teacher can also do retelling activity. Retelling provides students an opportunity to analyze stories and build oral language as they acquire related vocabulary (Schienkman, 2004). Of course, the retelling section can be done in good way after the teacher explains the unfamiliar vocabulary to the students. That way, teacher can see to what extent the student understand the content of the text.

### **3. Post Reading Stage**

Post reading activity is done after the student finished their reading activity. The post reading activity can be done through some activities, but in general it covers discussion (whole class or in group), post question, and feedback (Mukhroji, 2011). Summarizing also can be done in this reading stage. The function of post reading stage is, to check students' understanding and also to know until what extent the student gather the message from the text.

## **G. Students' Response in Reading Class**

The research about teachers' strategy in teaching reading will not only focus on what kind of activity that the teacher does to transfer his or her knowledge to the students. The knowledge transfer process may only

cover the activity that make the teacher as the center of the learning process. So, this research will also try to uncover what kind of activity in reading class that makes the student become the center of the reading class. In other word, the author will try to ask whether or not teacher do activities that make the students become active.

The activeness during reading class is important, as stated by Brown (2001) in Antoni (2010), that said, because reading is personal activity, teacher may have difficulty to know whether or not student understand the text. To know students' progress and understanding, teacher can do some activities that make them become active and give responses, like doing something (game or other), choosing (for example between True or False idea based on the text), answering questions, considering, extending, duplicating (like re-telling the text with students' own word, or present it in front of the class), and modelling (like making a mind map based on the idea inside the text).

#### **H. Previous Study**

There are several relevant studies about Teacher Strategy in Teaching Reading. First reasearch was conducted by Anggraini in 2016. This study was conducted in SMP N 2 Barombong. This study was purposed to know the effectiveness of using Chunking strategy to improve students reading comprehension. The finding of the research obtain the result percentage of the students' score of pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test, the test of significant, the

students' attitude, and the test correlation between students' achievement and students' attitude. The research conducted pre-test both of experimental and control group.

The second reasearch was conducted by Nurma Antoni with the title is Exploring EFL teachers' Strategies in Teaching Reading Comprehesion. This study is aimed to explore EFL teacher' strategies in teacing reading comprehensionand the students' responses toward their teachers' strategies in teaching reading comprehension at one junior higt school in Riau. This study employed a qualitative researchdesign which is a case study using three data collection techniques; observation, interviewand questionnaire. All of the data were analyzed by using three major phases of analyses:data reduction, data display, and conclusion drawing and verification (Miles and Huberman:1994). This study revealed that the teachers have used teaching reading comprehensionstrategies in three reading stages: pre-reading, while-reading and post-reading stage. It alsorevealed that in general, the students' responses to their teachers' strategies were goodenough which were classified into low-level association responses and partly-formedknowledge structure responses. These findings recommend that the three teachers need toincrease their knowledge and experience s in order to understand the concepts,implementations and the reasons in using the strategies in teaching reading comprehension.They are also suggested to give instructions of teaching strategies to students with low-level association responses before

starting the reading activities, and give some guidance to students with partly-formed knowledge.

