

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains the literature review and previous studies supporting this research.

#### **2.1 Teaching Strategy in Reading Class**

##### **1. Teaching**

Teaching is an art that must be owned by a teacher when transferring knowledge to students, creating a fun and conducive class. The activity of sharing knowledge with students must be balanced with the motivation given by the teacher to students. In addition, teachers are required to help their students understand the concepts and objectives of reading. In teaching reading, the teacher's role is very important because a good teacher must be able to explain reading strategies and teach students when and how to apply these strategies (Rajoo & Selvaraj, 2010).

##### **2. Teaching Strategy**

According to Brown (2000), Teaching strategy aims to make students effective and efficient readers. To make this happen, teachers need reading strategies so students can understand what they read. This strategy will be able to realize the goals to achieve. Therefore, the teacher's role as a guide and facilitator is crucial, especially in teaching reading. Teachers must be able to master how to teach properly and correct reading to students. Teachers must know what teaching strategies are suitable for their students.

### 3. Reading

Reading is a bridge for learners to develop other language skills such as speaking, writing and vocabulary mastery (Krashen, 2007). Reading is a process that requires understanding in order to achieve it well. In addition, reading is also useful in activities that have deep meaning (Situmorang et al., 2022). Harmer (2007) stated that reading has many benefits both in education and for language acquisition. He also stated that the opportunity to learn more and develop sentences, paragraphs and texts is obtained from reading.

## 2.2 Teaching Strategies In Reading Class

### 1. SQ3R

SQ3rR is a teacher-teaching method in which the teacher guides students to understand the material systematically and can increase student activity and student independence in the learning process. SQ3R is a systematic learning method that assists in the reading process so that it is organized. This learning method consists of five steps: Surveying, Questioning, Reading, Reciting And Reviewing (Susanti & Yulita, 2016, as cited in Audina et al., 2020).

#### a. Surveying

Before reading the entire text, the reader surveys the text to get an overview of the text. This activity is carried out in a few minutes systematically. In this stage, the reader is required to find essential ideas quickly.

#### b. Questioning

At this stage, students are asked to make several questions based on what they have surveyed. This stage serves to facilitate students in adjusting their reading goals.

#### c. Reading

At this stage, students are asked to read the text carefully and carefully to find answers to the questions that have been made.

#### d. Reciting

This fourth stage is an activity carried out after reading the text, and students are asked to answer existing questions without looking back at the reading. In addition to answering questions using the information obtained, students are invited to answer questions using their knowledge.

#### e. Reviewing

The review is done by students reading essential parts of the text, which is the final stage of the SQ3R strategy. This SQ3R can assist teachers in guiding students to read and think like effective readers.

### 2. Skimming

Skimming reading strategies are used for speed reading. Skimming has a goal, namely, to get an overview of the text and the main idea of a text. At this stage, the reader skims through and skips details. They read the first sentence of each paragraph, which generally contains a topic sentence stating the main idea. However, the location of the topic sentence can be located at the beginning or end of a sentence in a paragraph.

### 3. Scanning

Scanning strategy is a reading skill that allows readers to find information quickly. Before scanning, you must know what information you are looking for. This strategy aims to obtain specific information. Scanning is crucial to improve one's reading ability. Scanning can also help students learn to read and understand quickly.

### 4. QARs

QARs is a reading strategy through understanding and analyzing questions. This reading strategy can guide students in understanding questions to get some information. So at this stage, students only need to skim a passage and focus more on the questions posed by the teacher about the text.

### 5. Summarizing

At the summarizing stage, the reader must determine what is essential when reading and summarize information using his language. In summarizing, students must distinguish the main idea from the supporting ideas. This strategy has a function to assist students in organizing ideas in long paragraphs ( Vacca & Vacca (1999), as cited in Adawiah & Manurung, 2021)

## 2.3 Previous Study

Wibowo et al. (2020) did a study about English Teachers' Strategies in teaching reading comprehension. This study was conducted in three classes at Senior High School in Bengkulu. The result of this study is the teacher uses various strategies in teaching where the teacher always considers which

strategy can increase students' understanding of a text—using a fixed strategy by paying attention to the material, indicators and learning objectives based on the syllabus and curriculum. The teacher chooses strategy when teaching; the teacher always chooses the strategy that is most likely to help students understand a text well. Some strategies that teachers often use are Question Generating, Question Answering, Encouraging the Use of Dictionaries, Predicting, Monitor Comprehension, Generating Text, Skimming, and Summarizing.

The difference between this research and the research above is that the research above used mix-method and conducted at Senior High School. This study used descriptive qualitative and conducted at Junior High School.

Banditvilai (2020) also did a study focusing on Effectiveness of Reading Strategies on Reading Comprehension. This study was conducted at the University. This study results in the teachers applying several reading strategies, namely skimming, scanning, making predictions, and questioning. Teaching reading with more than one strategy have a great impact for students. The teaching strategies in reading class implemented by the teacher received a positive response from students. In addition, this reading strategy is known to have helped students' reading comprehension.

In this case, the teacher needs to apply different reading strategies to students so that students can become a good reader. Teachers need to guide students in using other reading strategies so that they know how to apply them to understand academic material successfully. Applying the

appropriate strategies can assist students in understanding in reading class. Students' understanding of reading differs from one student to another. It can be influenced by background factors and task complexity. However, students get the opportunity to gain predictive abilities and ask questions given by the teacher to build reading skills.

The difference between this research and the research above is that the research above used mix-method and the participants were 59 students, 13 males and 46 females with students' criteria were approximately 18-20 years old then had a similar background since they were second year English major had at least 10 years' experience in learning English at primary and secondary school. This research above was conducted at university. This research used descriptive qualitative and the participants of this research were two English teachers from Junior High school located in Karang Pucung.

The next previous study was conducted by Saputri et al. (2021), with the title *An Analysis of English Teacher Strategies in Teaching Reading Comprehension*. This study was conducted at SMAN 10 kota Bengkulu. The result of this study is This study shows that teachers use two types of strategies, namely the scaffolding strategy and QARs. The scaffolding strategy is an interaction between students and educators to help students who have difficulties in the teaching and learning process which is useful for increasing the understanding and skills of the students themselves (Mustofa, 2023). According to Raphael, as cited in Damanik and Herman

(2021), QARs or the question and answer relationship strategy used as a teaching strategy, is a literacy strategy that can provide extensive information. This strategy is effectively used to help students in the process of understanding a reading, and this strategy has a significant contribution to the teacher. In addition, this strategy greatly facilitates teachers in providing material to students by making students active in class. Another advantage is that students can exchange opinions with other friends. This strategy is effectively applied to offline classes rather than online classes, because it is far more conducive when applied to offline classes.

The difference between this research and the research above is that the research above only used one English teacher for sample and this research above was conducted at SMAN 10 Kota Bengkulu. This research used two English teachers and this research was conducted at Junior High School.

Another previous study of The implementation of the SQ3R strategy to teach reading news item text to senior high school students in the tenth grade was the subject of a prior study by Dharma and Abdullah (2013). Tenth grade students that took part in this study were senior high school students.

According to the study's findings, implementing SQ3R as a teaching strategy in reading classes significantly improves students' comprehension of texts. the results of student assignments, which show an improvement in students reading skills. Students agreed that applying SQ3R in teaching and learning activities is very beneficial, according to researchers. It is

recommended for English teachers to apply SQ3R as a teaching strategy in reading class.

The difference between this research and the research above is that the research above used tenth grade students as participants and this research above was conducted at senior high school. This research used two English teachers and this research was conducted at Junior High School.

