

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of Reading

Reading is a process of getting what the writer's mean in the written form. Through reading the students can get much knowledge and information. According to Hodgson in Tarigan (2008: 7) reading is a process which is done and used by the reader to get messages that will be delivered by the writer through words media or written material.

Other definition is also given by Finochiaro and Bonomo in Tarigan (2008: 9) that reading is bringing meaning to and getting meaning from printed or written material.

In addition, Michigan Department of Education in Braunger and Lewis (1997: 6) state that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.

From the definitions above, it can be concluded that reading is a process of understanding the content of the text. It is a process of getting what the writer means in the text.

2. The Importances of Reading

Reading must be mastered by the students because it plays important roles in their life. Laddoo (2013:1-2) states that there are four importances of reading, as follows:

a. Reading can make students smarter

Reading forces the brain cells of the students to think about the content of reading or other cases that are found in reading. Finally reading can rehearse the brain cells to always process the information smartly.

b. Reading can improve vocabulary and language skill.

By reading different literatures, the vocabulary and language skill will be improved because each literature has its own styles and words.

c. Reading make knowledgeable

By reading many literatures or other resources of reading, much knowledge will be got easily to fill the existing memory in the brain.

d. Reading boosts creativity

Reading gives more knowledge that can make creativity. The creativity that is gained by reading can be used in whatever area of life.

From the previous explanations, it can be concluded that reading is very important. It brings good influences to the students. It can make the students smarter, improve their language acquisition, make them gain much knowledge and can build their creativity.

3. The Aims of Reading

There are some aims of reading such as to get information, knowledge and pleasure from books, newspaper, novel and etc. The students have to be able to understand the idea, the content, and the meaning of the text. According to Anderson in Tarigan (2008:9), there are some aims of reading:

a. Reading for details or fact

The students read to know the inventions done by the character or solve the problems made by the character in the story.

b. Reading for main ideas

The students read a text to know why the topic is good, what is the problem in the text, and make a summary of the text.

c. Reading for sequence or organization

The students read a text to know what happens in each part of the story. Each part is written to solve the problem in the story. It is the same as the students want to know the sequence of every event in the story.

d. Reading for inference

The students read the whole text to find out the ideas of the text. In other words, the students read to get conclusion from the ideas or action in the text.

e. Reading to classify

The students read a text to classify some informations or actions of the character in the text.

f. Reading to evaluate

The students read to evaluate the actions of the character in the story.

g. Reading to compare or contrast

The students read to compare the plot of the story whether it has similarity with themselves or even contrast.

In addition, Tampubolon (1990:210) states that there are three major aims of reading. First, getting information which is needed to solve the problems of the study and giving more knowledge about education. Second, reading to get and comprehend the information related to career. Third, reading to get pleasure, it means that reading to fill spare time or just for fun. Based on the explanations above, it can be assumed that the aims of reading is to get whole information provided in the text, knowledge, pleasure, and etc.

4. The Components of Reading Comprehension

The most important thing in reading is comprehension. To be successfull in comprehending certain text, the students need to master some components of reading comprehension. Leu and Kinzer (1987: 31-38) state six components of reading comprehension, those are:

a. Decoding Knowledge

Decoding knowledge refers to the knowledge readers use to determine the oral equivalent of a written word. Decoding knowledge is important for comprehension when determining meaning the oral equivalent of a word helps a reader identify meaning.

b. Vocabulary Knowledge

Vocabulary knowledge refers to the knowledge about word meanings used to determine the appropriate meaning for a word in a particular context. Helping students develop vocabulary knowledge is important at all grade levels, but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabulary.

c. Syntactic Knowledge

Knowledge of syntax, or word order, is also crucial for the comprehension process. Syntactic knowledge includes understanding word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning and pronunciation of words.

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing.

e. Readiness Aspects

Reading readiness is the ability of a student to benefit from initial reading instruction. It also included being ready to read and understand a particular selection. Reading readiness describes the abilities required for reading and comprehension, in this sense, consists of activities that prepare the students to read a specific story such as developing background knowledge about the topic of a selection, learning new vocabulary words, understanding the purpose for reading the selection, or learning a comprehension skill required to understand the selection. Readiness will influence how students comprehend the written text. That is why readiness needs to be considered in any discussion of reading comprehension.

f. Affective Aspects

Reading is a language process but it is also an affective process. Affective process of comprehension include a reader's attitude and interest in reading. These increase motivation and facilitate reading comprehension. All readers comprehend better when they are interested in reading.

5. The Types of Reading

According to Brown (2000: 312), there are two major types of classroom reading performance. Those are:

a. Oral Reading

Oral reading is one of the major types of classroom reading performance which can serve as evaluative check on bottom-up processing skills, double as a pronunciation check and serve to add some extra student participation if the teacher wants to highlight certain short segment of a reading passage.

b. Silent Reading

Silent reading is subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which the students focus on the linguistics or semantic details of a passage. Intensive reading calls the students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like. Extensive reading is carried out to achieve a general understanding of usually somewhat longer text (book, long article, essays, etc). Extensive reading can sometimes help students get away from their tendency to overanalyze or look up words they do not know and read for understanding. The reading activities of extensive reading are scanning, skimming and reading for global understanding.

In this research, the writer focused on one of the types of reading that have already mentioned above. The writer focused on silent reading especially intensive reading. The writer will try to help the students understand the meaning of text especially by using think-aloud strategy.

6. The Reading Assessment

The main purpose of assessment is to improve teaching and learning process especially for students. Through assessment, the teacher will know the ability of the students. According to Brown (2004:187), there are some micro and macro skills below which represents the spectrum of possibilities for objectives in the assessment of reading comprehension.

a. Micro skills

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between among clauses.

b. Macro skills

- 1) Recognize the rethorical forms of written discourse and their significance for intepretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally spesific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The purpose of reading comprehension in this research is to find the detailed information in the text, so the micro and macro skills that are evaluated in this research are:

a. Micro Skills

- 1) Recognize a core of words, and interpret word order patterns and their significance.
- 2) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- 3) Recognize that a particular meaning may be expressed in different grammatical forms.

b. Macro skills

- 1) Infer context that is not explicit by using background knowledge.
- 2) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 3) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

B. Think-Aloud

1. The Definition of Think-Aloud

There are many strategies that the teacher can use for teaching reading. The writer was interested in studying a strategy that can be applied for teaching reading that is by using think-aloud strategy to assist students' reading comprehension. According to Oster (2001: 64) think-aloud is a technique in which the students verbalize their thoughts as they read and thus bring into the open strategies they are using to understand a text. In addition, Harris and Hodges in Block and Israel (2004: 154) define think-aloud as a metacognitive technique or strategy in which a teacher verbalize thoughts aloud while reading a selection orally, thus modelling process of comprehension.

Pressley et al in McKeown and Gentilucci (2007: 137) state that think-aloud refers as one of the “transactional strategies” because it is a joint process of teachers and students working together to construct understandings of text as they interact with it.

From the explanations above, it can be concluded that think-aloud is a strategy which requires the students to verbalize what are in their minds while they are reading certain text.

2. The Advantages of Think-Aloud

Think-aloud brings some advantages for both teacher and students. According to Wilhelm (2001: 27&33) there are some advantages of using think-aloud for teaching reading. Those are:

a. For teachers

- 1) It can help the teachers deepen their own awareness of the reading process.
- 2) It can help them use this heightened awareness of their strategic and interpretive process to help model the strategy to students.
- 3) It can help them see what the students do and do not do as they read, which helps the teachers to assess students and plan appropriate instruction.
- 4) It can help the them understand what in text confuses students: assess students' use of strategies; diagnose and address specific problem.
- 5) It can help the them support students to identify the problems and monitor their own comprehension.

b. For students

- 1) It can help the students to understand that reading should make sense.
- 2) It can help them move beyond literal decoding to comprehend the global meaning of text.
- 3) It can help them learn how to read by using many different strategies.
- 4) It can help them use particular strategies when reading particular text types.

- 5) It can help them share ways of reading. In sharing with peers and teachers, students see that reading is an enjoyable social pursuit through which they can relate to one another about text and ideas.
- 6) It can help them learn about themselves and their own thinking and reading.

Smilovitz in Khatami et al (2014: 382) also states some advantages of using think-aloud for teaching reading, first it helps the students to learn to monitor their thinking as they read and improve their comprehension. Second, it teaches students to reread a sentence, read ahead to clarify, and or/look for context clues to make sense of what they read. Third, it slows down reading process and allows students to monitor their understanding of a text.

3. The Steps of Using Think-Aloud for Teaching Reading

There are some steps of using think-aloud strategy for teaching reading (Oster, 2001: 65). Those are:

- a. The teacher distributes a text to the students.
- b. The teacher models think-aloud by reading alouds one of the paragraph, stopping to verbalize the thinking. The students follow along silently and listen to the teacher.
- c. Then, the teacher tackles the next paragraph as a class. He reads the paragraph and asks the students to verbalize what information they can catch from the paragraph when they listen to their teacher.

- d. After practicing as a class, the students then work with partners to practice think-aloud. While the first student does think-aloud expressing his understanding of the content of the paragraph, the second student listens and writes down what his partner says. Then the students change roles so that each partner has a chance to do think-aloud. Before they practice think-aloud with partners, the teacher provide guiding questions that can help them verbalize the content of the paragraph.
- e. The think-aloud comments written by the students are shared and compared each other.
- f. After that, the teacher asks the students to close the text and their comments. The students are asked to verbally recall information from the text.

C. Supporting Research Finding

Before the writer conducted the research, there was a relevant research which was conducted by Farit Datun Nikmah entitled “The Effectiveness of Using Think-Aloud Strategy Toward Students’ Reading Achievement at SMP Islam Durenan Trenggalek in Academic Year 2013/2014. The researcher took the population of the eighth grade which consists of five classes then the researcher chose class D as the sample of the research. The researcher used random sampling technique to choose the class. In the first session, the teacher read the first paragraph and verbalize her thoughts while the students read silently then for the next paragraph the students work with the partners to

practice think-aloud, they wrote down their comment and shared it each other. The result of this research showed that after the students got treatment the mean of their reading comprehension scores are higher (72.50) than the score of reading comprehension before taught by using think-aloud strategy (56.11). It can be concluded that think-aloud gave positive effect in teaching reading comprehension at Junior High School especially the eighth grade students of SMP Islam Durenan Trenggalek.

D. Basic Assumption

Think-aloud is one of many strategies for teaching reading which can help students in comprehending a text. The students verbalize what are in their minds when they are reading the text so they will be able to monitor their comprehension of the text. It can make them think hard while they are reading. In addition, it will make the students more active when reading the text. In this case, the writer has assumption that think-aloud strategy can be effective for teaching reading.

E. Hypothesis

Based on the basic assumption above, the writer has hypothesis that think-aloud strategy is effective for teaching reading.