

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of the literature. It discusses reading comprehension, TELLs, scientific method and descriptive text.

2.1 Reading Comprehension

2.1.1 The Nature of Reading Comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows (William Grabe, 2009). Reading comprehension is the level of understanding of a text/message. This understanding comes from the interaction between the words that are written, and how they trigger knowledge outside the text/message. Based on Oxford Advanced Learner's Dictionary (2005) the word "comprehension" is defined as the ability to understand and an exercise that trains students to understand a language. Beside, William Grabe (2009) according to reading comprehension is a skill, which the reader must be guess and answer questions, and explains again what the purpose and message author. After the reader reads the title of the text, the students predict what will happen next in a story to get the main ideas and supporting detail easily.

In addition, according to Richard K. Wagner (2009) comprehension is a part of the communication process getting the thoughts that were in the author's mind into the reader's mind. Comprehension is the essence of reading because the goal of written language is the communication of message. In addition, comprehension also involves the recovery and interpretation of the abstract deep structural relations underlying sentences. Reading is the act of linking one idea to another. It is the activity to read, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language.

Meanwhile, according to Klingner, (2007:2) states that reading comprehension is the process of constructing meaning by coordinating some complex processes that include word reading, word, and world knowledge, and fluency. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others enhance the top-down processes. Furthermore, Brown (2006) states that reading comprehension is primarily a matter or important skill in developing. It's very efficient use as a strategy to understand something that we read. It means that the purpose of reading comprehension is to the efficiency of reading. Furthermore, in reading activities, students should

have good reading comprehension to get information from the reading text.

Based on the definition above, reading comprehension is looking for the information suggested from the text or written language, the readers understand the total meaning of the reading text is selections. The word “skill” in Oxford Advanced Learner’s Dictionary (2005) skill is the ability to do something well. It means that skill is the ability to comprehend the passage requires the power of understanding the total meaning of the passage. A skill is something to do automatically without thinking about it and to do it the same way every time. Moreover, skill is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptive carryout complex activities or job functions involving ideas, things, and people.

2.1.2 Levels of Reading Comprehension

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure, i.e. first-order logic, and their associated sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart cited by (Richard, 2009)

Comprehension levels are observed through neuroimaging techniques like functional magnetic resonance imaging (fMRI). fMRI's are used to determine the specific neural pathways of activation across two conditions, narrative-level comprehension and sentence-level comprehension. Images showed that there was less brain region activation during sentence-level comprehension, suggesting a shared reliance with comprehension pathways. The scans also showed an enhanced temporal activation during narrative level tests indicating this approach activates situation and spatial processing. (Speer Nicole, 2008).

In general, neuroimaging studies have found that reading involves three overlapping neural systems: networks active in visual, orthography-phonology (Angular gyrus), and semantic functions (Anterior temporal lobe with Broca's and Wernicke's area). However, these neural networks are not discrete, meaning these areas have several other functions as well. The Broca's area involved in executive functions helps the reader to vary the depth of reading comprehension and textual engagement by reading goals (Goswami Usha, 2011). From the level of comprehension above, the students should have the levels of comprehension. The students should be able to find out the factual information, the inference, main idea and references from the text.

2.1.3 Strategy on Reading Comprehension

There are a variety of strategies used to teach reading. Strategies are key to help with reading comprehension. They vary according to the challenges like new concepts, unfamiliar vocabulary, long and complex sentences, etc. Trying to deal with all of these challenges at the same time may be unrealistic. Then again strategies should fit the ability, aptitude and age level of the learner. Some of the strategies teachers uses are reading aloud, group work, and more reading exercises. (Michael Gorrell, 2011).

A teacher has to implement a strategy so that students will learn to read and comprehend as well as possible. Brown (2004) cited by Muslaini (2017) has classified strategies into two kinds. The first kind is direct strategies or what is also called cognitive strategies. These include several different ways of remembering more effectively and using all possible cognitive processes and compensating knowledge. The second kind is indirect strategies that focus on some aspects, such as organizing and evaluating learning, managing the emotions and learning from others.

Duffy (2007) cited by Muslaini (2017) has mentioned some strategies for teaching reading comprehension in the classroom. First, the teaching of reading is knowledge-based. Thus, teachers are acquired to have knowledge related to the material so that they can explain the material to their students. Therefore, a good teacher has to prepare

himself for it. Second, reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. The teacher has to realize that reading is a multidimensional process. Third, learners are different, this means that every student is different, either their ability or their behavior or both. Students have a variety of abilities, especially for comprehending the meaning of a text.

Therefore teachers need to analyze the abilities of their students' to help themselves to manage the classroom situation. The last strategy of Duffy is that teachers are informed decision-maker who makes many instructional decisions in every lesson. To make instructional decisions that will positively affect the reading achievements of the students, teachers must be knowledgeable about the reading processes, effective instruction, the diversity of communities they serve, and the expectations for the teaching of reading as outlined in the curriculum (Muslaini, 2017).

2.2 TELLS

2.2.1 The Concept of TELLS

Based on Idol-Maestas research cited by Ilmiah & Mustakim (2013) explains that TELLS is an advanced organizer used to orient students to stories before reading. This strategy encourages readers to activate existing schema before story reading by guiding them to decide what a story is about before reading it in other words, TELLS is useful

because it activates prior knowledge, improves making inferences, and activates existing schemata. The student activates prior knowledge by discussing the title and setting of each story read. Another purpose of the TELLs procedure is to provide a means of pre-teaching vocabulary. The student must identify and discuss hard words. Finally, the TELLs procedure is a way to bridge the gap between known and unknown; therefore enhancing a student's comprehension.

Develops from Idol-Maestas researches cited by Ilmiah & Mustakim (2013) TELLs as a pre-reading strategy to enhance comprehension. The advantage of this strategy is for guiding students' probing while reading a story. TELLs is an acronym that prompts students to follow a series of steps; **T**: Study story titles, **E**: Examine and skim pages for clues, **L**: Look for important words, **L**: Look for difficult words, **S**: Think about the story settings. According to Klinger (2007: 85), TELLs can be posted on a wall in the classroom and/or provided individually to students. The teacher helps students learn how to apply each of the steps, one at a time, and then use them all when reading a story. Idol Maestas (1985) cited by Klinger (2007), suggested that it is important to continue prompting students to use this and other comprehension strategies even after they appear to have become proficient in strategy implementation.

2.2.2 Teaching Procedure TELLS

Williams and Skinner (2004) cited by Ilmiah & Mustakim (2013) implements the procedure of TELLS Strategy almost every school day, with an elementary student with learning disabilities in reading, who appeared to be highly motivated. In the current study, the TELLS Strategy intervention was implemented two or three times per week, with secondary students who had stronger reading skills, and who appeared less motivated (e.g., several instances when students appeared to rush through the question answering). Researchers could conduct studies designed to determine if more frequent and consistent administration of TELLS Strategy is needed for students to develop and maintain generalize comprehension skills.

Additional studies according to Williams and Skinner (2004) cited by Ilmiah & Mustakim (2013) should be conducted with less skilled readers, younger readers, and students with disabilities. TELLS Strategy is more likely to cause generalized improvement in reading comprehension in students with disabilities and/or students reading at lower grade levels. Finally, future researchers should consider implementing similar studies and supplementing the procedure of TELLS Strategy with performance feedback or reinforcement contingent on reading comprehension to determine if such procedures enhance the effectiveness of TELLS Strategy (Saecker, et. al). These are the procedure of TELLS Strategy: The first step, students are taught to look

at the Title and form clues as to what the material is covering, the second step, Examine, requires the students to skim the passage for clues about the content of the passage.

In addition, based on Williams and Skinner (2004) cited by Ilmiah & Mustakim (2013) the third step is to Look for important words (e.g., words that are used often). These steps may enhance comprehension because they may activate prior knowledge related to the content. The fourth step is to Look for hard words (e.g., unknown words) and finds their meaning. Knowing the meaning of words is critical for comprehension, during the final step, setting, readers skim the passage for clues about the setting, including places, areas, descriptions, dates, or references to periods. This activity may enhance comprehension by activating prior knowledge and causing students to form more complex hypotheses regarding the content of the material.

2.3 Scientific Method

2.3.1 The Concept of Scientific Method

According to Sri Sarwanti (2016), the term "Scientific Method" gained its popularity in the field of education in Indonesia when Curriculum 2013 was launched by the Ministry of Education and Culture in 2013. This new curriculum was designed to be implemented for elementary and high schools to replace the previous curriculum. In this curriculum students are viewed as subjects with the ability to search for, process, construct, and use knowledge. The teaching and learning process

should be about giving students the opportunities to construct knowledge in their cognitive process. To facilitate this to occur, the scientific method is implemented.

In addition, According to Sri Sarwanti (2016), it is explicitly stated in the curriculum that, with its excellence, the scientific method is very important for a better quality of teaching and learning to develop students' affection, knowledge, and skills. The goals of learning in this method are first, to improve intellectual competence, especially the ability to do high order thinking. Second, to develop learners' competence in systematically solving problems. Third, to get high achievement, Fourth, to train learners to communicate ideas, and Fiveth to develop learners' character. That is why this method is strongly believed to increase students' learning outcomes more effectively. This method is also considered relevant to the idea that learning is a scientific process in the classroom.

Therefore, According to Sri Sarwanti (2016) in Curriculum 2013, this method must be applied in all subjects including English. To understand how the scientific method is implemented in the English teaching, the discussion below will move from understanding the concept of the scientific method and some important facts about it to the conceptual and practical things about the implementation of the scientific method in the English classroom practices. Though the scientific method is not new in the sense that it has been long employed in the science world, it is new in the world of

English Language Teaching (ELT). Therefore, it is important to have a brief overview of it before further discussing its implementation in ELT.

2.3.2 Teaching Procedure Scientific Method

According to Joko Priyana (2014) the scientific method is a form of critical thinking that will be subjected to review and independent duplication in order to reduce the degree of uncertainty. The scientific method may include some or all of the following steps in one form or another:

The first process in scientific method involves the observation of a phenomenon, event, or “problem.” The discovery of such a phenomenon may occur due to an interest on the observer’s part, a suggestion or assignment, or it may be an annoyance that one wishes to resolve. The discovery may even be by chance, although it is likely the observer would be in the right frame of mind to make the observation. Second, observation leads to a question that needs to be answered to satisfy human curiosity about the observation, such as why or how this event happened or what it is like. In order to develop this question, observation may involve taking measures to quantify it in order to better describe it. Scientific questions need to be answerable and lead to the formation of a hypothesis about the problem.

Then third, to answer a question, a hypothesis will be formed. This is an educated guess regarding the question’s answer. Educated is highlighted because no good hypothesis can be developed without research into the

problem. Hypothesis development depends upon a careful characterization of the subject of the investigation. Literature on the subject must be researched, which is made all the easier these days by the Internet (although sources must be verified; preferably, a library data base should be used). Sometimes numerous working hypotheses may be used for a single subject, as long as research indicates they are all applicable. Hypotheses are generally consistent with existing knowledge and are conducive to further inquiry.

Fourth, once the hypothesis has been established, it is time to test it. The process of experimentation is what sets science apart from other disciplines, and it leads to discoveries every day. An experiment is designed to prove or disprove the hypothesis. If your prediction is correct, you will not be able to reject the hypothesis. Testing and experimentation can occur in the laboratory, in the field, on the blackboard, or the computer. Results of testing must be reproducible and verifiable. The data should be available to determine if the interpretations are unbiased and free from prejudice.

The last, all evidence and conclusions must be analyzed to make sure bias or inadequate effort do not lead to incorrect conclusions. Qualitative and quantitative mathematical analysis may also be applied. Scientific explanations should always be made public, either in print or presented at scientific meetings. It should also be maintained that scientific explanations are tentative and subject to modification. Evaluation is integral to the

process of scientific method. One cannot over emphasize the importance of peer review to science, and the vigor with which it is carried out.

2.4 Descriptive Text

Descriptive text is one kind of text in learning English. There are many descriptions of descriptive text. Alice Savage (2005) states that a descriptive essay uses details to tell how a subject looks, sounds, smells, tastes, or feels. The descriptive organization consists of three parts, namely: a) Introduction this part writer introduces and tells why the object is important to the writer. b) Body Paragraphs the writer describes specifically about the topic. By giving detail of the object. The readers can imagine what the thing looks like. c) Conclusion, in conclusion, the writer gives an opinion about the description. In other definition, Alice Oshima (2007) stated that descriptive writing appeals to senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Descriptive is also describes ideas and examples focused on a particular subject. The social function of descriptive text is to describe a particular person, place, or thing.

Based on some theories above, the writer concludes that a descriptive text is a kind of text that should learn by students. The text tells the readers about something like a place, people, and animals. The students should be able to write it in the form of descriptive text, by giving specific information about the thing. The purpose of this text, explain and describe

it to the readers so they can imagine what the writer said. According to Sudarwati (2007) below are the features of descriptive text. First, purpose of descriptive text is to describe a particular person or thing. It means that after writing the writer gives a specific explanation to the readers about what the writer describes.

In addition second, generic structure or text organization included identification, identity phenomenon to be described. The writer can mention the name, occupation, profession, and career of the thing that will be described. Third, description are describe parts, qualities, characteristics or explain about physical features, the way he/she dresses, and his or her personality. Then fourth language Features include using present tense, detailed noun phrase, adjective phrase, relating verbs, action verbs, adverbial.

2.5 Reviews of Previous Study

To avoid the same title used in the research than the writer shows the relevance to these thesis conducted by another researcher in which they are relevant to our research itself to make the thesis arrangement easier:

First, the research was conducted by Arbatelya (2014) entitled *The Effect of Using TELLs Strategy on Students' Reading Comprehension on Narrative Text at The Second Year of SMAN 2 Bangkinang Kampar Regency*. Pekanbaru: State Islamic University Of Sultan Syarif Kasim Riau. The research was administered at SMAN 2 Bangkinang. The design of this research was quasi-experimental, a non-equivalent control group

design. The population of this research was the second year students. The total number of the population was 60 students. The researcher used cluster sampling by taking two groups only as a sample; group XI IPA 1 consisted of 30 students as experimental group and group XI IPA 2 consisted of 30 students as the control group, so the number of the sample from two groups was 60 students.

To analyze the data, the researcher adopted the independent-sample T-test formula by using SPSS 17.0. She found that there was a significant effect of using tells strategy on reading comprehension of narrative text at the second year of sman 2 bangkinang. It can be seen from 14.094 was higher than T-table either at 5% =2.00 and 1% = 2.65. Ho was rejected and Hi was accepted which showed $2.00 < 14.094 > 2.65$. In conclusion, TELLS strategy is an effective strategy to teach reading skills, especially for second-year students of SMAN 2 Bangkinang.

Second, the research was conducted by Ilmiah, & Mustakim, A. (2013) entitled Improving The Students' Reading Comprehension Through "Tells" Strategy At The First Year Students of SMA Muhammadiyah 9 Perumnas Makassar. *Exposure Journal* 2(1). This research used Classroom Action Research (CAR) by implementing two cycles (cycles 1 and 2). This research tried to find out the students' achievement in literal comprehension through TELLS Strategy and the students' achievement in interpretive comprehension through TELLS Strategy. Then the researcher found the results based on the goals of the research, those were the

students' improvement in literal reading comprehension was 67.75% from 51.31%, as well as the students' improvement in interpretative reading comprehension 67.10% from 51.31%. It was reached by the implementation of TELLS Strategy in the classroom.