

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter will discuss the definition of reading, the definition of reading comprehension, teaching reading, and the definition of the *Reading Guide* strategy.

#### **A. Reading**

Regarding the definition of reading, there are many opinions and concerns from the audience. As they read, they will define words in various ways, according to each person's learning style.

Reading is an activity that can be used to gain knowledge or new ideas from a book or various other media. This implies that to understand what we read we must read carefully. Reading is a process that is carried out and used by readers to obtain messages to be conveyed by the author through the medium of words or written language that the author wants to convey to the reader, according to Tarigan (2008). According to Tarigan, reading is a method that readers employ to take in messages. In essence, reading is a transaction in which meaning is created between the writer's words and the reader's mind. The reading has meaning because of this connection. This suggests that comprehension instruction should be the primary focus of reading instruction as readers should comprehend the content that is written on a page. Furthermore, Nurhadi (2008) believes that reading is a challenging and complex process since it takes the reader's internal and external characteristics into consideration. Any and every information about the reading material and the setting in which it is being read is included in the term "internal variables".

According to Urquhart and Weirt (in Grabe, 2009), reading is the act of taking in and understanding information expressed in written language. Johnson (2008) defined reading as the process of obtaining meaning from text. Serravallo (2010) asserts

that reading is a crucial activity for youth because it enables them to organize their thoughts and create new ideas about the texts they read through writing. Like listening, reading is a receptive skill, thus the two are similar in this regard. This practice involves students interacting with the visual input of language, which they must subsequently evaluate in order to understand.

As previously explained, reading is the process of learning things that you did not realize you knew and it also comes from wherever it is, as long as it is written. Certain abilities are also required when reading to fully comprehend the text's content.

## **B. Reading Comprehension**

Comprehension requires a very certain type of brain processing. As a result, comprehension and reading are only sometimes synonymous. The ability of a reader to understand what they are reading is known as reading comprehension. By actively creating meaning for oneself internally through engagement with the text, a reader makes sense of what they are reading (Anderson and Pearson in Alexander, 1988).

Reading comprehension enables the integration of knowledge that facilitates the training process and success in dealing with academic and personal situations. According to UNESCO (2009), reading comprehension in higher education must allow students the ability to choose how they want to pursue their academic and professional goals and to think critically about doing community service.

According to Klingner (2007), reading comprehension is the process of creating meaning through the combination of numerous complicated procedures, including fluency, word reading, and knowledge of both the world and words. Because reading involves the activation of cognitive processes, reading comprehension is an active ability with communicative value.

Reading comprehension skill is a pivotal thing that should be had by each learner, especially for learners who learn English as a foreign language. Because of the importance of reading comprehension, accordingly, teaching reading had likewise an important role in helping the students reach the goal of reading which was to understand a text.

### **C. Levels of Reading Comprehension**

Betty Roe, Sandara H. Smith, and Paul C. Burns (1990) advocated multiple degrees of reading comprehension, including literal comprehension, interpretative comprehension, critical reading, and creative reading. Each of the four categories is explained in the following ways:

#### **1. Literal Comprehension**

The Literal comprehension is based on the ability to understand the primary ideas, specifics, cause and effect, and sequential order. It matters because high-level knowledge depends on having a high degree of literal comprehension. This means that the assessment of readers' literal comprehension skills involves the use of questions that gauge their capacity to think within the text and take into consideration what has been expressed directly and literally. The reader can depend completely on the presented facts as there is no hidden meaning to figure out. The reader should skim the content in order to answer the question posed at this level, as the solution is frequently stated clearly in the text. This is an essential component of understanding while reading. The reader must comprehend the information that is presented clearly in the text.

#### **2. Interpretation**

Readers must be able to work at different levels of abstraction in order to solve problems at the interpretation level because the answers in this category are implied or inferred rather than explicitly stated in the textbook. The greatest pressure might be felt

at this interpretational level. An inference is a conclusion reached by inductive or deductive reasoning that is suggested by the statement under analysis rather than being expressed clearly.

### 3. Critical Reading

When reading critically, one must assess the information presented in the text, evaluate its concepts in light of accepted norms, and draw judgments about what is and is not correct. These abilities are as follows: (1) A response to a passage's content that clarifies its meaning for the reader. (2) evaluating written content according to a set of criteria.

### 4. Creative Reading

It's part of the text to go beyond the material in a way that looks good. It made them think while they read. Reading creatively emphasizes interpretation and active engagement with a text rather than simply taking in its information. It means using creativity and critical thinking abilities to explore the themes, concepts, and consequences of the content while developing a deeper connection with it.

## **D. Teaching Reading**

The most fundamental responsibility of schools is teaching students to read. Because reading affects all other academic achievement and is associated with social, emotional, economic, and physical health, it has been the most researched aspect of human cognition.

In education, a teaching strategy is a plan that teachers create to accomplish specific objectives. According to Aswan et al. (2010), a teaching strategy is a teacher's approach to accomplishing a predetermined goal during the teaching and learning process. Teachers sometimes employ teaching methods that assume students will pick up reading abilities on their own, by osmosis (absorption). The osmosis approach states

that if a teacher instructs a class in the target language for the whole day, the students' reading comprehension will improve. Furthermore, the goal of teaching reading is to help students become fluent readers, according to Brown (2004), referenced in Dwiningtyas, G. N., Sofyan, D., & Puspita, H. 2020. To accomplish this, the teacher needs to use a reading comprehension strategy. Because teaching strategy has a beneficial impact on students' learning.

Students must master the English alphabet's letters, learn sound-letter correspondences, and be able to read words, word combinations, single phrases, and brief, connected texts that are based on program language material during the first year of education (one to two years of systematic language learning). The development of specific abilities by teachers via their work in the classroom and at home is the foundation for reading proficiency.

#### **E. Reading Guide Strategy**

*Reading Guide* is group education created to offer varied instruction that assists students in acquiring reading competence, according to Fountas & Pinnell (2001). In *Reading Guide* lessons, students will read and discuss various interesting fiction and nonfiction materials. With *Reading Guide*, teachers can take advantage of the opportunity to carefully select texts and intentionally and intensively teach a system of strategic activities for professional reading.

In the Oxford Dictionary, read means to look at and understand, while reading is a verb that means the act of one who reads. A guide is a person who shows others the way. So, the meaning of a reading guide is a strategy that guides students to read the guide prepared by the teacher according to the material taught at a predetermined time; on the other hand, the teacher will also provide questions that discuss the material that

has been read by students after the reading activity with the Reading Guide that has been given by the teacher.

*Reading Guide* strategy is part of a balanced literacy program that includes reading and writing opportunities. In a balanced literacy program, students are instructed in whole groups, small groups, or individually, depending on the demands of the task and the needs of the child. Whole group activities include read-aloud, shared reading, write-aloud, and shared writing. Small group activities are based on developmental levels so that children are grouped according to abilities and include guided reading.

From the explanation above, it can be concluded that the Reading Guide strategy is a reading strategy to help the students or readers understand the text and the students remember what they read and improve their reading comprehension, in all subjects by predicting, clarifying, questioning, and summarizing what is in a text. This activity aims to train and make learning active and more focused on the issues at hand so that it can lead to things that are effective, varied, and able to spur the creativity of teachers and students.

## **F. Previous Studies**

Several researchers have investigated the impact of the *Reading Guide* strategy in helping students gain an understanding of the content they read by conducting experiments using the method. According to the research findings conducted by researchers before the author, the technique known as *Reading Guide* has the potential to capture students' attention when they are engaged in reading instruction and encourage students to play an active role in class discussions.

First, Nik Intan Baizura Ramsa (2021) carried out the first research under the title "A Review on Systematic Reading Guide Strategies and Its Implication on Reading

Comprehension”. The study showed that the systematic *Reading Guide* strategy is highly effective with a teacher-supervised approach to developing students' reading skills. Although the potential level of effectiveness cannot be predicted due to factors such as the number of students, students' adaptability to the strategy introduced by the teacher, and the range of texts available, the author explains that it would be better for teachers to use it effectively rather than just seeing its impact.

Second, Arda Fadli (2022) carried out the second research entitled “IMPROVING STUDENTS’ READING COMPREHENSION THROUGH GUIDED READING STRATEGY”. The study showed the results of the student’s reading skills improved by using a test in the form of multiple-choice questions. Students' reading comprehension improved after being taught using the *Reading Guide* Strategy. In the strategy applied by the researcher, students can obtain reading comprehension indicators, namely identifying main ideas, supporting ideas, references, inferences, and vocabulary.

Third, Rena Herdiana (2021). Her research aims to examine the use of *Reading Guide*-based physics practicum instructions to improve students' creative thinking skills with the title “Analysis of the Reading Guide-Based Physics Practicum Instruction Model to Improve Students’ Creative Thinking Ability”. The type of research method used in this research is a literature study. The use of a variety of *Reading Guide* learning strategies with a physics practicum guide through literature studies found a correlation or continuity between the criteria of *Reading Guide* learning strategies with indicators of creative thinking skills. For this reason, *Reading Guide*-based physics practicum instructions are considered capable of improving students' creative thinking skills.

Fourth, Widia Audira (2020). Carry out research with the title “The Effectiveness of Using Guided Reading Strategy to Improve Student’s Reading

Comprehension”. Her research aimed to investigate whether or not a *Reading Guide* strategy can improve students’ scores in reading comprehension at SMPN 16 Banda Aceh. Therefore, the result positively answered the research question stated at the beginning of the study. Before conducting her research, students found it difficult to understand English words, phrases, and sentences. Most of the students were lack of vocabulary which can be seen from their pre-test results. Based on the findings of the data analysis, it could be concluded that there was a significant difference in reading comprehension before and after given treatment by teaching reading using a guided reading strategy.

Fifth, Richardson (2010). His journal was officially published in 2010 by Fisher Digital Publications entitled “Guided Reading Strategy for Reading Comprehension”. He explains the main cause of the result. When the students struggle with reading comprehension they are at severe disadvantage. They do not retain what has been read and eventually become dissuaded by reading altogether. The purpose of this action research was to discover which *Reading Guide* strategies should be implemented to help develop comprehension skills. Educational professionals and theorists have determined that focused intensive instruction of reading strategies will improve reading comprehension. The method used in this study included pre-reading strategies, during-reading, and post-reading specifically modified to improve comprehension. For eleven weeks, multiple lessons and activities were tailored and implemented to fit the needs of a struggling reader, and reading strategies were found to have the greatest impact on comprehension.