

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature that is related with this study which focuses on the spelling ability, reading strategy and reading comprehension of the students.

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is the most important skill for acquiring knowledge. The more someone reads the more knowledge they gain. Reading is the process of transferring information, knowledge and emotions expressed by the author in the text created. In education, reading is a skill used to convey and receive knowledge. Reading requires comprehension to be able to understand what has been read.

Reading comprehension is the ability to understand what is conveyed by the writer. This is an activity to obtain information that requires processing and understanding the mind of the reader. According to Pressley, Allington, Wharton-McDonald, Block and Morrow (2001) reading comprehension is an ability that obtain meaning from reading. Moreover, Pardo (2004) stated that comprehension is a process in which readers interact with text that is integrated with previous knowledge and experience.

Moreover, Abidin (2020) stated that reading comprehension is a complex and dynamic process. Comprehension involves the reader's awareness to obtain meaning from what is read. Different from just reading, reading with

comprehension is able to interpret the important meaning of the text in addition to understanding the surface meaning of the text.

From the many expert opinions regarding the meaning of reading comprehension above, the general meaning of reading comprehension is the ability to read text, process it and understand its meaning correctly. Reading comprehension means understanding what is read and being able to understand the content conveyed by the author as stated in the text.

2. The Importance of Reading Comprehension

Reading comprehension skills are very necessary when students study in class. Students will meet many kind of texts with different topic, contexts and purpose. Learning materials at school are mostly related to text, such as narrative text, recount text, descriptive text, etc. Reading comprehension skills are really needed in that case. If they have low reading comprehension ability, they will have difficulty to understand the information in the text. Their learning process will also be hampered.

The ability to read comprehension will also have a positive impact on their reading ability outside the educational context. Students can more easily understand a context when they are outside of school. Pang, Muaka, Bernhardt & Kamil (2003) said that reading allows readers to gain new knowledge and enjoy literature that is related to daily activities in modern life such as reading newspapers, guidebooks, maps, and so on. With reading comprehension skills, readers will easily understand various types of text and information. This information will also be useful in life in the long term. It cannot be denied that

most of the information today is obtained by reading. With reading comprehension, reading is more intense and efficient.

3. The Aspect of Reading Comprehension

The components in reading comprehension can measure how readers can understand the text they read. There are several things that must be considered in reading comprehension. Hughes (2003) classified the aspect of reading comprehension into:

- (1) Interpret topic sentences. A topic sentence defines what a paragraph is about (Teguh, Susilawati and Salam, 2014). The topic sentence is usually located in the first sentence of a paragraph, the middle sentence of the paragraph, or the last sentence of the paragraph. Reading comprehension requires knowing the topic sentence in each paragraph of the text being read, so that you can understand the points and topics discussed in each paragraph.
- (2) Outline logical organization of a text. Logical organizations requires students to organize ideas from the general to the specific. Organization of the text can make it easier to organize when reading and make it easier to understand the text being read.
- (3) Identify explicitly the main ideas of the text. The main idea is an important component in the text. The ability to identify the main ideas in text is the main point of reading comprehension (Broek, Lynch, Naslund and Landis, 2003). Successful reading comprehension is successful in identifying the main idea of the paragraph implicitly or explicitly.
- (4) Identify implicitly the main ideas of the text. The ability to identify the main idea implicitly or explicitly correctly indicates that the reader has formed a

coherent mental representation of the text (Broek, Lynch, Naslund and Landis, 2003).

- (5) Distinguish general statements from examples. General statements are components of text that represent broad categories or groups of people or things. General statements can cover all the characteristics or elements of the category or group and can be used as topic sentences, overall summaries and to introduce the topic that will be expanded on by the particular statement. The ability to distinguish general statements in text indicates how far your reading comprehension is.
- (6) Outline the development of an argument of the text. Elaborating arguments teaches how to evaluate conflicting claims and assess evidence and investigative methods. Arguments help learn to clarify thoughts and articulate them accurately.
- (7) Infer the meaning of an unknown word from the text. The influence of vocabulary in reading is reflected as students read and they keep processing words to interpret meaning (Mauliza, Samad and Erdiana, 2019). A strong basic knowledge of vocabulary will help readers understand the text. If readers have little basic understanding, they will have difficulty understanding the text they read.
- (8) Identify pronominal reference. Pronoun reference is the practice of making pronouns refer clearly to the words they replace. A pronoun takes the place of a noun; thus, the pronoun must agree with the noun it replaces in number and person. Pronominal reference must be clear which noun the pronoun is substituting for.

(9) Identify what kind of the text is involved. Each text has different characteristics and purposes. In reading, knowing the right type of text is a component in reading comprehension.

(10) Distinguish fact from opinion. Facts and facts are a component of the text. Facts are statements that can be verified and are always objective. Facts do not contain the author's opinion or a fact that cannot be proven. Meanwhile, opinion is a statement that comes from a writer's opinion, attitude or belief. Reading comprehension requires the reader's ability to differentiate between facts and opinions in the text being read.

B. Spelling Ability

1. Definition of Spelling Ability

There are many expert opinions regarding the meaning of spelling ability. According to Berninger and Michel (2008), spelling is a series of codes that use a sequence of letters to represent a particular word with a connected pronunciation and meaning in a mental dictionary. Moreover, Mpiti (2012) defines spelling as the process of involving phonological, morphological, syntactic, semantic knowledge skills, and the ability to produce words related to visual memory and orthographic rules.

Spelling also defined as the process of recognizing and reproducing sounds of language into a group of letters in a written form or in an oral form (Santoro, Coyne and Simmons, 2006). The definition of spelling ability is the ability that include process of recognizing and using letter sequences to form words into a series of letters in both written and spoken form.

Spelling is an ability that requires the ability to combine letters in the formation and pronunciation of words. Spelling ability is an important component in literacy. In the context of language learners, spelling requires serious attention involving mastery of written language conventions. Good spelling integrates other language skills that are also continuous. Spelling knowledge may be expressed as rules, statistical patterns, or procedures and these different kinds of knowledge have various implications for instruction (Berninger and Michel, 2008).

2. The Importance of Spelling Ability

Spelling is a very important component of language learning. The relationship between spelling and other skills in language learning is very close. According to Alowalid, Mujiyanto and Bharati (2018) the most influential factor on reading comprehension is spelling. This shows that if spelling ability increases, reading comprehension ability also increases. If learners have low spelling abilities, their reading comprehension abilities will also be low. On the other hand, spelling also has a high influence on writing ability. Students who have high skills in spelling will know the structure of words in the language and also the organization of these words. With this ability, students will be more skilled in writing.

Several components in spelling such as phonological, orthographic, and morphological codes have a lot of influence on students in developing their language skills and have positive impacts beyond that. According to Berninger and Michel (2008) during spelling instruction children have to coordinate phonological, orthographic, and morphological codes in working memory; through instruction and practice, children create a mental dictionary with spellings

of written words in long-term memory. Thus, students who are trained in spelling learning will find it easier to learn the language, remembering vocabulary and spelling, developing various skill components in the language and this will certainly have an impact on their language skills.

C. Reading strategy

1. Definition of Reading Strategies

Different researcher shows different opinions on the definitions of reading strategy. According to Brantmeier (2002), that reading strategies are the comprehension processes that readers use in order to make sense of what they read. Fenfang (2010) stated that reading strategies are techniques used by readers consciously to improve understanding or retention of textual information. Moreover, Amirian (2013) stated that reading strategies are how readers understand what they read, and what they do when they do not understand it. It can be concluded that reading strategies are actions or methods that readers apply to understand the text. Reading strategy is an important factor in reading because it can help readers improve reading comprehension. Reading strategies can also be used to overcome various difficulties in reading.

The role of strategy use in reading comprehension becomes discussion topics that are widely discussed in second or foreign reading literature. Gonen (2015) stated that reading strategies are very important to help readers overcome various reading difficulties such as deducing basic messages in texts, dealing with unknown terms and unfamiliar cultural content. It implies that applying a reading strategy helps readers understand texts and dealing with reading problems. In implementing appropriate reading strategies, EFL instructors must be more

responsible towards EFL so that the reading strategies used are more in line with the abilities and needs of learners. It can be said that, EFL instructors need to know which reading strategies students have to help students read effectively. Learners must be taught how and when to determine the appropriate strategy (Bolukbas, 2013).

The strong relationship between the use of reading strategies in learners shows the important role of strategy use on language learning, especially reading skills. Learners who apply reading strategies more often, they will gain better understanding. This implies that the use of reading strategies is one factors that can improve reading comprehension. Therefore It is very important to train students to use the right strategies and use them more often when reading. Applying different types of reading strategies help students overcome various reading problems. For instance, when they have difficulty reading they will use more reading strategies to overcome these difficulties.

2. The Aspect of Reading Strategies

The aspect of reading strategies are from Mokhtari and Sheorey (2002). Their theory about reading strategies is called SORS. SORS is an instrument which is intended to measure the metacognitive awareness of adolescent and young ESL students and determine the perception of using reading strategies when reading academic materials such as textbooks, journal articles, class note, etc. SORS classified the reading strategies included in SORS into three types: global reading strategies (GLOB), problem solving strategies (PROB), and supported reading strategies (SUP). A brief description of each SORS category and the number of items within each category are:

a. Global Reading Strategies (GLOB)

Global Reading Strategy (GLOB) is a reading strategy that involves planning how to read and managing reading comprehension. GLOB is a type of reading strategy for those who plan appropriate techniques for monitoring and managing reading. This type of reading strategy is for readers who have a goal in mind, they also preview the text regarding its length and shortness. This type uses typographic tools, tables, and images. GLOB is a series of reading-oriented strategies towards global text analysis while reading. GLOB contains 13 items. This strategy is generalized and deliberate which aims to set the stage for the act of reading.

- 1) I have a purpose in mind when I read.
- 2) I think about what I know to help me understand what I read.
- 3) I take an overall view of the text to see what it is about before reading it.
- 4) I think about whether the content of the text fits my reading purpose.
- 5) I review the text first by noting its characteristics like length and organization.
- 6) When reading, I decide what to read closely and what to ignore.
- 7) I use tables, figures, and pictures in text to increase my understanding.
- 8) I use context clues to help me better understand what I am reading.
- 9) I use typographical features like bold face and italics to identify key information.
- 10) I critically analyze and evaluate the information presented in the text.
- 11) I check my understanding when I come across new information.
- 12) I try to guess what the content of the text is about when I read.
- 13) I check to see if my guesses about the text are right or wrong.

b. Problem-Solving Reading Strategies (PROB)

Problem-solving reading strategies involve planning in choosing the right and appropriate strategy for reading difficult parts of a text. PROB is a series of actions and procedures that readers use when reading text. This type of reading strategy is a focused technique that is used when a problem arises when understanding information in a text, such as controlling the speed of reading. The PROB contains 8 items oriented to problem-solving strategies when the text becomes difficult to read. All of these strategies provide a plan of action that allows readers to navigate the text skillfully.

- 1) I try to get back on track when I lose concentration.
- 2) I adjust my reading speed according to what I am reading.
- 3) When text becomes difficult, I pay closer attention to what I am reading.
- 4) I stop from time to time and think about what I am reading.
- 5) I try to picture or visualize information to help remember what I read.
- 6) When text becomes difficult, I re-read it to increase my understanding.
- 7) When I read, I guess the meaning of unknown words or phrases.

c. Support Reading Strategies (SUP)

Support strategies contains 9 items. These strategies involve the use of external reference devices (such as the use of a dictionary), note-taking, underlining or circling information and other practical strategies. SUP provides supporting mechanisms and techniques aimed at understanding texts.

- 1) I take notes while reading to help me understand what I read.
- 2) I take an overall view of the text to see what it is about before reading it.
- 3) I underline or circle information in the text to help me remember it.

- 4) I use reference materials (e.g. a dictionary) to help me understand what I read.
- 5) I paraphrase (restate ideas in my own words) to better understand what I read.
- 6) I go back and forth in the text to find relationships among ideas in it.
- 7) I ask myself questions I like to have answered in the text.
- 8) When reading, I translate from English into my native language.
- 9) When reading, I think about information in both English and my mother tongue.

D. Previous Studies

Research on the relationship between spelling ability and reading comprehension can be found in research conducted by Retelsdorf and Koller (2014). This research aims to determine the reciprocal relationship between reading comprehension and spelling in junior high school students. The sample in this study consisted of two samples from a German longitudinal study. In this study, a reciprocal relationship was found between reading comprehension and spelling. It was found that the effects from spelling to reading comprehension and vice versa were quite strong. From the results of this research, it can be concluded that the importance of reading comprehension for spelling and the importance of spelling knowledge for reading comprehension.

The second research was conducted by Research conducted by Zhao, Wu and Li (2023). The aim of the study was to investigate the relationship between spelling and reading comprehension simultaneously and longitudinally. This research used a sample of 127 Chinese children. The results of this research show that spelling is related to reading comprehension simultaneously. Spelling is an

important factor in reading comprehension. High ability to read a word is associated with spelling and reading comprehension in Chinese children.

Research conducted by Manurung, Ariyanti, Yana and Sinaga (2024). This study focuses on the reading strategies employed by students and to determine whether a significant correlation between reading strategies and reading comprehension. Their study involved 60 participants from one senior high school in Batam, Indonesia. The result showed that there is positive correlation between reading strategy and reading comprehension. The research showed that applying a variety of reading strategies, including problem-solving strategies, supporting reading strategies, and global reading strategies, had better performance in reading comprehension.

Research conducted by Dafiyanthi, Susilawati and Rosnija (2015) the aim of this research is to find the correlation between reading strategies and reading comprehension and to identify the types and reading strategies most often used by students in comprehending academic texts. The sample of the study was the 5th semester students of English Education Study Program. The results of this research show that there is a positive and significant correlation between reading strategies and achievement of reading comprehension. Applying reading strategies to students can make it easier for them to obtain information in English texts, so that this information can increase their knowledge.