

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher provided some points which will be discussed in this part, such as: reading comprehension definition, purpose of reading, the process of reading, and the importance of learning reading comprehension, principles of teaching reading, problem based learning, definition of PBL, characteristics of PBL, skills required for PBL, steps of PBL.

#### **A. Reading Comprehension**

##### **1. Reading Comprehension Definition**

Reading is a complex cognitive process of decoding symbols in order to build or to derive meaning from the text. Reading, in this term, is a means of language acquisition, of communication, and of sharing information and ideas (Kaganang, 2019). Reading comprehension is the main purpose of reading activity. All readers certainly intend to have connection to the material that they read. Presley (2012:140) states that the development of comprehension skills is a long term developmental process which depends on language and text experiences from early stage of life. Learning how to decode and learning how to abstract the meanings of vocabulary words are commonly encountered in texts.

In reading comprehension, the readers are encouraged in understanding the written materials so their lexical knowledge is a crucial aspect. Besides, Tankersley stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In brief, the interaction between the

readers and written materials depends on how they can illustrate the meaning of words in reading (Syahfutra, 2019).

In learning reading comprehension, there is a process that is commonly used to teach language. According to Aspini (2020), the utilization of learning models can contribute to enhancing students' thinking skills and creating a conducive learning environment. Critical thinking regarded as a crucial competency in the 21st century, plays a vital role in problem-solving. In line with this, Yew et al., (2016) and Lukitasari et al. (2019) also emphasized the significance of critical thinking competencies, problem-solving skills, and effective communication in the modern era.

## **2. Purpose of Reading**

Grabe (2009), also indicated several purposes of reading namely reading to search information, reading for quick understanding, reading to learn, reading to integrate information, reading to evaluate, critique and use information, and reading for general comprehension (in many cases, reading for interest or reading to entertain).

In reading activity, teacher and learners catch the material in the process of direct communication. It means that one function of reading has been fulfilled. The reader categorizes out what is simply enabling from what is wished to take as a permanent addition to his domain of understanding and capability. The actual purpose in reading is not humbly to occupy in a communication but to develop from this communication to something which endures or spreads the reader conceptual world Rohib (2014).

### 3. The Process of Reading

Reading comprehension is basically an interactive process of meaning making between the reader and the author through the text, which involves mental activities and background knowledge Intan (2010). It is a way of language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between text and reader which is formed by a previous reader knowledge, experience, attitude, and language community which is culturally and socially situated. Reading process requires continuous training, development, and improvement. Besides, reading requires creativity and critical analysis. Commercial literature make business with each piece, congenital deviate from the literal words to create an image that makes sense to them in an unknown place it describes.

Tarin (2011) explains, the necessary skills in reading comprehension include :

- a. Understand the vocabulary used in common language and can infer the meaning context.
- b. Understand the forms of syntactic and morphological traits found in reading written.
- c. Can take a conclusion and a valid response from the material being read.

Based on the explanation above, reading comprehension is the process of making meaning from the text. Reading is very important thing because reading is basic skill before speaking and writing ability, there is communication between the readers and the writer when someone reads. The writers deliver the message in written form and the readers could understand

the content of messages. Therefore the readers become active in reading.

#### **4. The Importance of Learning Reading Comprehension**

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives. The high stake test that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. In short, building reading comprehension skills require a long term strategy in which all the reading skills areas fluency, and vocabulary will contribute to success. Reading comprehension is important for the students in the class, because by understanding of reading much the information that has been taken from the text Astuti (2018).

#### **5. Principles of Teaching Reading**

According to Brown (2001), there are several principles of teaching reading

- a. In an interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills.

it is important to make sure that your students have ample time for extensive reading. Sustained silent reading allows them to develop a sense of fluency. Also, silent reading then becomes an excellent method for self-instruction on the part of the learner.

- b. Use techniques that are intrinsically motivating.

where students create their own material for reading. Other

approaches in which learners are given choices in selecting reading material offer a degree of intrinsic motivation. Carefully sequenced readings and instructional strategies that are success-oriented give further intrinsic involvement in the process. Another way to enhance intrinsic motives is to offer opportunities for learners to gauge their progress through periodic instructor-initiated and self-assessments.

c. Balance authenticity and readability in choosing texts.

By now, the importance of authentic language should be more than clear. But in teaching reading, one issue that has invited some controversy is the advisability of what are called "simplified texts," in which an otherwise authentic text is edited to keep language within the proficiency level of a set of students. In order for you to make a decision on this issue, it is important to distinguish between (a) simple texts and (b) simplified texts and to understand sources of complexity in reading material.

d. Encourage the development of reading strategies.

Different reading strategies have been discussed. To what extent are you getting your students to use all these strategies?

e. Include both bottom-up and top-down techniques.

In our craze for communicative, authentic language activity in the classroom, we sometimes forget that learners can indeed benefit from studying the fundamentals. Make sure that you give enough classroom time to focusing on the building blocks of written language, geared appropriately for each level.

f. Follow the "SQ3R" sequence. (survey, questions, read, recite, review)

One effective series of procedures for approaching a reading text has come to be labeled the SQ3R technique, a process consisting of the following five steps:

- 1) Survey: Skim the text for an overview of main ideas.
- 2) Question: The reader asks questions about what he or she wishes to get out of the text.
- 3) Read: Read the text while looking for answers to the previously formulated questions.
- 4) Recite: Reprocess the salient points of the text through oral or written language.
- 5) Review: Assess the importance of what one has just read and incorporate it into long-term associations.

g. Subdivide your techniques into pre-reading, during-reading, and after-reading phases

at intermediate and advanced levels, to tell students, "Okay now, class, read the next two pages silently." No introduction, no hints on any thing special to do while reading, and nary a thought about something to follow the silent reading period

h. Build in some evaluative aspect to your techniques.

Because reading, like listening comprehension, is totally unobservable (we have to infer comprehension from other behavior), it is as important in reading as it is in listening to be able to accurately assess students' comprehension and development of skills

## **B. Problem Based Learning**

Problem-based learning (PBL) is becoming increasingly popular and more acceptable and it has been found to be effective in a variety of disciplines in the field of higher education.

### **1. Definition of Problem Based Learning (PBL)**

According to Barrows (2006), PBL utilizes poorly structured problems as stimuli for learning. Additionally, PBL is a method where students learn about topics through mechanisms of conceptual problemsolving. Problem-based learning is the basic human learning process that allowed primitive man to survive in his environment. Facts related to us by others or information we have read ourselves rarely seem to have the tenacity of the information we have gained from our own daily confrontation with problems. It would be safe to say that the great wealth of information we possess in our memory banks has remained there as a consequence of having worked with problems we have been faced with in such life situations as school, work, social situations, and our hobbies. Problem-based learning is the learning that results from the process of working toward the understanding or resolution of a problem. The problem is encountered first in the learning process. PBL is one of the many effective learning models used to solve problems in the learning process. This Learning is defined as the learning occurring through the process of trying to solve or manage problems in real life.

According to Kaganang (2019), PBL is an instructional method that encourages the students to apply critical thinking, problem solving skill and

content knowledge to real world problems and issues. Therefore, the instruction in PBL is student-centered. PBL is learning where students work on problems that develop with their knowledge, develop inquiry and learn to improve abilities and develop independence and self-confidence. PBL is a learner-centered instructional approach that empowers learners to think critically; analyze and solve complex, real- life problems; find, evaluate and use appropriate learning resources; work collaboratively; demonstrate effective communication skills Fatria (2020).

## **2. Characteristics of Problem Based Learning (PBL)**

According to Jannah (2022), PBL has its own characteristics when compared to other strategies. The characteristics of PBL include:

- a. problem-solving activities are the focal point in learning,
- b. the problems raised are abstract and unstructured problems in the real world,
- c. existing problems are viewed from different perspectives,
- d. problems are challenges and competencies from students who are then identified as learning needs,
- e. learning to control oneself becomes an important point,
- f. utilizing various sources of knowledge from all sources of users, because in PBL the source of the problem is the main essence,
- g. students can learn to work together, communicate cooperatively.

Based on the explanation above, it can be concluded that Problem Based Learning is learning that implements problems realistically, not

structured but open as an element for students to improve skills in solving problems and reasoning while forming new knowledge.

### **3. Skills required for PBL**

According to Barrows (2006), the skills required for successful engagement in PBL encompass a wide range of cognitive, social, and self-regulatory abilities that support active and independent learning. Barrows emphasized that PBL is not solely about acquiring knowledge but about developing learners into lifelong, self-directed problem solvers. One of the core skills is self-directed learning, which involves the ability to identify learning needs, set learning objectives, locate and evaluate relevant information, and effectively organize and synthesize new knowledge. In addition, learners must develop strong critical thinking and reasoning skills, which include analyzing complex issues, forming logical connections between concepts, and evaluating evidence to make informed decisions. Problem-solving skills are also crucial, such as defining and structuring ill-defined problems, generating hypotheses, testing them against evidence, and revising understanding as new information becomes available.

PBL is based on a foundation of collaboration and integration within a small group context. The small groups are guided by a tutor or a facilitator. At the beginning of the PBL sessions, tutor effectiveness is a crucial item in the learning process, but by the end, learning is dependent on the effectiveness of the small group process. To take advantage of PBL, the facilitators and the students should be familiar with the skills which are necessary to work effectively in small groups. These are consensual decision making skills,

dialogue and discussion skills, team maintenance skills, conflict management skills and team leadership skills. Consensual decision making requires that every student participates in the team process, has an equal opportunity to be heard and that their ideas are incorporated into the team's database Shankar (2010).

To minimize conflict, ground rules should be elicited from the team members and they must be implemented. Conflict can be minimized by defining the roles, space and behaviour of each team member through a structured process. The role of leadership should be shared among the members (role-sharing). A recent article states that the small group provides more than a cognitive learning experience. The group provides a conducive and collaborative learning experience, facilitates the students' adaptation to a new and unfamiliar learning environment, fosters integration and socialization and promotes individual development Shankar (2010).

#### **4. Steps of Problem Based Learning**

PBL process is used based on problems that exist in the real world. These problems are used as students motivation to learn to integrate and organize information so that they can apply knowledge to solve the problems they face. Problem Based Learning has steps that must be taken during learning.

The steps of PBL are as follows:

- a. The phase of student orientation to the problem The teacher's behavior explains about the purpose of learning, explains about the logistical needs needed, and motivates students involved in problem solving.

- b. The phase of organizing students for learning The teacher's behavior of helping students define learning tasks related to the problem.
- c. The phase of guiding individual or group experiences The teacher's behavior encourages students to gather appropriate information, carry out experiments and look for the right explanations and solutions.
- d. The phase of developing and presenting the work The teacher's behavior of helps students plan and prepare materials to present and helps them share their assignments with their friends.
- e. The phase of analyzing and evaluating the problem-solving process Helping students reflect or evaluate the investigation process that they use in solving problems.

Based on the explanation above, that Problem Based Learning starts from a problem. Then students use their knowledge of what they already know and what they need to know to solve the problem. Students can choose problems that are considered interesting to solve to motivate students to be active in the learning process (Nasution et al.,2017).

## **C. Recount Text**

### **1. Definition of Recount Text**

According to Hyland Ken (2004: 29), recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct pastexperiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

As stated by Anderson (1997), recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that, Watkins states recounts are sequential texts that do little more than sequence a series of events. On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.

## **2. The Generic Structure of Recount Text**

The generic structures of recount text are:

### **a. Orientation**

Orientation tells who was involved in the story, when, where, and why the story happened. Orientation provides the setting and introduce participant.

### **b. Record of Event**

Records of the story tell what are in the story. Events are usually arranged in a temporal sequence. It tells what happened, in what sequence.

### **c. Re-orientation**

Re-orientation is the conclusion of the story. It is optional element. It is at the end which summarizes at the events.