

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some theories related to the study are described. The theories focus on six parts. Those are reading, types reading, purpose of reading, reading comprehension, reading assessment, teachers' strategies in teaching reading, partner reading strategy, reading aloud, recount text, and previous studies.

A. Reading

This section discusses about the definition of reading, types of reading, definition reading comprehension, types of reading comprehension and reading assessment.

Reading is one of the important skills that must be considered for the learning process. In addition, reading students can open their minds and refresh their minds about knowledge at any time. The essence of reading is to express the imagination of a reader that is liked by the general public and is also understood by someone. According to Keren (2003), states that reading is a completed process made up of several interlocking processes and skills. It means, the reader must have the ability to support skills such as decoding, fluency, vocabulary understanding, word recognition and to think that can help readers understand and interpret the meaning of what has been read.

According to Grabe and Stoller (2013), reading does not only mean that readers read in different ways based on different reading goals, but also in the sense that reading must always be motivated so that it can be triggered by

individual goals or tasks, both internally imposed or by yourself. Harmer (2002) states that one way to create an interaction between linguistic knowledge and world knowledge is by reading. Even learning to read, someone has their own skills to achieve the expected understanding. It means, reading is a skill each with the reading ability needed to create an interaction between linguistic knowledge and world knowledge.

Based on the definition above, Reading is a process that involves word recognition, comprehension, fluency, and motivation. By reading, students know more about information on a topic. Reading is also a cognitive process, interpretation and perception of written or printed material. With this, the reader must read with thought or purpose, because the purpose of reading is understanding.

B. Types of Reading Activities

According to Patel and Jain (2008) divide the types of reading into four types:

1. Intensive reading is reading text or reading. In this type, the reader reads the text to get specific information by analyzing it in detail. The purpose of this reading area is to read short texts.
2. Extensive Reading as much reading text as possible in the shortest possible time. Extensive reading entails reading lengthy books in order to obtain a general understanding of something. People usually read to stay informed.

3. Aloud Reading is a way of reading aloud by paying attention to the pronunciation of vowels and consonants, tones or speech. The aim of this reading is better speaking ability or pronunciation. By aloud reading, teachers can help students to improve their hearing ability.
4. Silent reading is an activity or activity of reading without making a sound. This reading allows students to read in full silence without moving their lips and making a sound. This helps students to read easily, quickly and fluently. And make students gain more understanding and expand information.

Based on the definition above, the type of reading varies to achieve the purpose of learning to read. We can learn according to what we want. Of course, we need to understand the types of reading so that we can easily achieve the desired goal of understanding reading.

In this study, researchers focused on two types of reading, namely aloud reading and silent reading. Aloud reading make students know how well their pronunciation and Silent reading make students more concentrate with the passage and get the meaning of text.

C. Definition Reading Comprehension

There are many definition of reading comprehension. Reading comprehension is defined as the ability to put material into action, understand its consequences, and organize it with what the reader already knows Grabe (2009). Reading comprehension is to understand the text/message. This understanding comes from the interaction between a series of letters that

become written words, and how students can trigger knowledge outside the text/message.

Hock (2015) defines reading comprehension as the process by which a reader constructs meaning from information-based texts. During the process, the reader makes an image of the meaning contained in the text by using prior knowledge and text features (Hock et. al., 2015). So, comprehension occurs when the reader combines text-based knowledge with former knowledge.

According to Sheng (2000) Comprehension is understanding the meaning of something written and conscious strategies that lead to understanding. Therefore, students must be able to train themselves to read well in order to have a high understanding of reading.

In addition, according to Richard K. Wagner (2009), comprehension can be part of the contact process to get the thoughts that are in the mind of the writer into the minds of the readers. Comprehension is the nature of reading because reading is the purpose of writing as a written communication language. Reading is the act of connecting ideas. By reading, we will understand and from there we will get information.

Based on the definition above, reading comprehension is a process where the reader builds meaning from the reading text and the process will produce suggested information from the text or written language.

D. Types of Reading Comprehension

Richards (2010) stated that level of reading comprehension could be classified into four classes :

1. Literal Comprehension

The reader does not have to worry about inferring the meaning of the text because it is stated explicitly in the text. The reader can only recognize and understand the main idea and details of the author.

2. Inferential Comprehension

This type is to find information that is not clearly stated in a passage and the reader must use experience and intuition by inferring.

E. Reading Assessment

The assessment of reading comprehension can be done by conducting a series of tests. A test is a method for measuring a person's ability, knowledge, or performance in a given domain. The existence of tests can help as a tool to strengthen and to motivate students or the main means to assess students' performance in language.

There are several indicators of reading comprehension that can be developed, such as revealing the meaning of words, message content, and concluding implied meanings. According to Pezhman and Nooreen (2011) Indicators for reading comprehension are as follows:

1. The topic sentence is a sentence that refers to the main idea.
2. Important information in the text is the details about the text or values that are important in the text as specific information and a piece of the story that refers to the behavior, character of the actors, and the actors of the text.

3. The meaning of words/idioms/phrases in context is a word that refers to lexical and contextual meanings, idioms and pronouns to identify the subject of the sentence.
4. Conclusion text can improve students' reading comprehension. The conclusion of the reading text is the final sentence that becomes a summary, moral, or learning in the story or completion in the story.

There are several indicators in assessing students' reading ability (Brown 2003), such as :

Table 2.1 Indicators of Reading Comprehension Assessment

No	Indicators of Reading Assessment
1.	Identifying topic.
2.	Identifying main idea.
3.	Understanding vocabulary fable.
4.	Summarizing concepts of fable.

There are several indicators in the assessment used in students' reading comprehension. By using tests and multiple choice questions, the researcher will use the indicators in table 2.

F. Teacher Strategies in Teaching Reading

Teaching strategy is a plan that is assembled into activities to achieve certain educational goals, which are used to implement strategies that include structure, student desires, or tactics in achieving object in the use of strategies.

According to Faturrahman and Sutikno (2007), the strategy specifies the way to act in order to reach a defined aim in general. In relation to the teaching and learning 12 process, strategy can be defined as a plan for

expected teacher students to carry out expected teaching and learning activities.

Beside, SyaifulBahriDjamarah(2012) is book stated that strategy is a method, whereas in general, strategy has a core meaning of an action in an effort to achieve the desired goal. Therefore, a teacher must be a professional person and the teacher must have a good strategy in teaching students, because from there it can have a major influence on student progress.

Because the task of a teacher educator is very important, therefore the teacher must be professional and must master the pedagogical aspects. If this is achieved, it will make the learning process well in order to produce educational success that will bring students superior for their future.

G. Partner Reading Strategy

According to Handani (2017), Partner reading Strategy is another source of enjoyment and good pedagogical planning for increasing reading fluency. It is designed to increase the measure of time students spend reading aloud in class while providing the support readers need to debate texts successfully. This is a procedure that can be started after students can understand some texts through procedures discussed elsewhere or at this time and others.

Vaughn et al in Melanie and Paula book (2008), stated that an ordinary 29% progress in children's reading was shown by reading in pairs terminated two to three times in 12 weeks, while their comprehension and reading accuracy were not affected in a positive manner. It means that providing

fluent reading strategies can also help students to learn decoding skills by providing great feedback.

According to Boyle et al., in Melanie's book (2008), partner reading has been used successfully as section of an attack aimed at reducing and preventing behavioral problems in school partner reading has been successfully used as part of an involvement that aims to minimize and prevent problems that students will experience in behavioral problems at school. So, this can allow students to collaborate and empower readers to support each other through peer-assisted learning.

Based on the definition above, partner reading is a good strategy to use to help students fluency in reading. By using this strategy, students get support from their partner while reading the text from which students can increase their motivation to read.

H. Procedures of Partner Reading Strategy

According to Vaughn et.al (2018), the Partner Reading strategy procedure can be carried out in the following steps:

- a. Select the assigned reading and introduce the text to students.
- b. Students are formed in pairs.
- c. Make sure students understand the procedure for reading in pairs.
- d. Each student has got a partner who performs the tasks assigned by the teacher by taking turns being a "coach" and a "player". This is done regularly according to a predetermined time. With this, the teacher must monitor and support students as they work together.

- e. Students who become “players” start doing their tasks by reading orally. And the student who became the “coach” followed and corrected the mistakes.
- f. And it is done alternately and students give feedback.

I. Reading Aloud

Reading aloud is a strategy used by teachers, students, or readers in collaboration with other individuals or listeners to capture or interpret facts, thoughts, and feelings of an author Tarigan (1982). In line with this opinion, reading aloud is an activity reading, listening, making sounds or reciting symbols the sound of language with a voice that is quite loud Dalman (2014).

From this opinion, it can be said that reading aloud is reading activities by voicing the writings they read with speech and the right intonation so that listeners and readers can catch the information conveyed by the author, either in the form of thoughts, feelings, attitudes, or author's experience.

So, by reading aloud students can use it to understand a reading. Huang (2010) stated that reading aloud can be used as the main and magical way to improve students' skills in learning English. Based on the above, reading aloud is important in reading activities such as helping students to understand a reading, helping them to practice reading comprehension, and helping them to practice pronunciation.

J. Description of Recount Text

Recount text is the one of the types of text in the English lesson. Below will be explained about definition of recount text, generic structure of recount text, and language future of recount text.

Recount text is a text that tells an experience or a story based on personal experience. Dian Sukma (2015) defines recount text as a type of text in written form that retells past events or experiences. Its purpose is to inform or entertain the audience. The events that are told are events that are real or actually happened.

A recount text is one of several genres. According to Hyland (2004), recount text is a genre with a social function to retell an event for the aim of informing or entertaining. This text recounts prior occurrences or experiences. It intends to inform and entertain viewers or readers. This essay focuses on a series of events that are often presented in chronological order.

K. Generic Structure of Recount text

According to Deruwianka into Ayu and Habibah (2009) the structure of recount text is:

1. Orientation: The opening of the text, this structure introduces the topic of the text.
2. This section provides background information about who, when, what, and where.
3. Event: It is part of the content of the text in the form of events or experiences that the author wants to convey to the reader.

4. Re-orientation: The last part of the text that contains a conclusion as well as
5. A summary or repetition of information in the orientation structure.

These three elements must be present in the recount text by providing a clear explanation so that the story can be easily understood that this is about an experience text with a clear sequence.

The language feature of recount text, of course, uses the past tense because this text tells about events that have occurred. The tenses used are simple past, past continuous, past perfect, and past perfect continuous. In addition, it also uses a temporal sequence of events (temporal conjunction) to connect words, sentences, phrases.

L. Previous Studies

There are some previous studies that are relevant to this study. The first research comes from Mardiah (2020), who is interested in conducting a study to prove a theory and solve pupils' reading comprehension challenges. Moreover, the researcher also want to examine MTs An-Nur Padangsidempuan because from all researches that already exists have evidenced that partner reading strategy is significant on reading comprehension. In addition, this is indicated by changes in student scores. The post test of the experimental class showed that the highest score was 95 and the pre test of the experimental class lowered the score to 45. That using the pair reading strategy had a positive effect on students' reading comprehension.

The second research whose has carried out by Isnata (2020), the goal of this study was to see if teaching the partner reading approach to eighth grade students in SMP 12 Tanjung Jabung Timur had any influence on their reading comprehension. The group was quasi experimental research. The results of this research indicate that there is a significant influence on students' reading comprehension after participating in strategy activities read in pairs. This can be seen from the difference between the average value of students from the pre-test and post-test in the experimental class, which increased from 53,82 to 76,91. The average post-test score in the control class was 67,45 while the post-test value in the experimental class is 76.91, which is higher than the average value control class. It can be concluded that the pair reading strategy can be applied to improve students' reading comprehension.

The third research whose has carried out by Astuti (2013), the researcher aimed to see if employing a companion reading technique had a substantial impact on reading fluency in second grade pupils at SMPN 1 Sungai Pakning Bengkalis. This research uses quasi-experimental research. The average score of the experimental class was 43.5 while the average score of the control class was 55.15. These results mean that there is a significant effect of reading in partner reading strategy.