

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses about reading comprehension, English literacy, and previous studies.

#### **2.1 Reading Comprehension**

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Reading comprehension is the ability to process text and then understand it according to the understanding of the reader. Reading comprehension activity is an activity that aims to get in-depth information and understanding of what students is read. Reading comprehension is understanding the meaning or intent in a reading through writing. To be able to understand the content of a reading material well, it is necessary to have good reading comprehension skills. (Snow, 2002) defines reading comprehension in a unique way. Snow categorizes the important components that are connected and related in reading comprehension into three components. The components are reader, text, and activity. Comprehension is one of the important aspects in reading activities, because in essence understanding a reading material can improve reading skills itself and for certain goals to be achieved. So, reading ability can be interpreted as the ability to understand reading material.

##### **2.1.2 Strategy in Reading Comprehension**

The ability of students in reading comprehension requires strategies in reading them. Strategy is the science and tips in utilizing all the resources that can be mobilized to achieve the goals that have been set. According to (Pourhosein Gilakjani & Sabouri, 2016) and (Brown, H. Douglas, 2001) There are many strategy of reading Comprehension; extensive reading, intensive reading, skimming scanning, silent reading and Semantic Mapping or Clustering.

a. Extensive Reading

Extensive reading is a reading technique that is used as a condition for students to learn a new language with very large and general material (Day and Bamford, 2004). Extensive reading is an activity to read long texts with interesting content and easy to understand vocabulary. When students read extensively, they read relatively easy and enjoyable books to build reading speed and fluency. In other words, students learn to read by actually reading rather than analyzing text by studying vocabulary, grammar and phrases.

b. Intensive Reading

According to (Austin et al., 2017) Students who have severe reading difficulties in the school. Intensive reading is an ability to understand in detail the contents of the reading completely, accurately and critically on a fact, concept, opinion, idea, experience, feeling and message. When reading multiple readers often read only one or only a few of the passages. This has the aim of growing and honing the ability to read critically. Intensive reading involves students reading the text in detail with specific assignments and learning objectives. This technique requires full concentration. This technique can also be tiring, because while students are reading we are required to analyze the text and study the whole word. The types of reading that can use intensive reading to read are news articles, short writings, short essays, and others. Writing that is often used in intensive reading is usually a short text. That's because the main purpose of intensive reading is to understand the text in detail.

c. Skimming

Skimming is a reading strategy that uses rapid eye movements to move quickly and find keywords in a text. Skimming tells you what general information is in a section more time efficiently. The main function of skimming is to make reading faster, and students know whether the text should be read further or not.

d. Scanning

The definition of scanning is a strategy of reading quickly to find certain information or specific information in a reading. Examples of the use of scanning in everyday life, for example: Looking for a word in the dictionary. Look up phone numbers in the phone directory book.

e. Silent Reading

Silent reading is basically reading using visual memory, involving eye and memory activation. This is because the activity of reading silently does not use physical activity that produces a good product in the form of sound, but only produces a deep understanding of the reading material that has been read. Tarigan (2008) explains that the main purpose of silent reading is to obtain information.

f. Semantic Mapping or Clustering

The concept of semantic mapping in this study refers to whether a given semantic feature is within or outside the boundaries of the semantic word. Various terms have been used in the literature to refer to the term semantic mapping. In language learning, semantic mapping is usually used to refer to "brainstorming associations having a word and then describing the result.

### **2.1.3 Stages in Learning Reading Comprehension**

Reading comprehension is an activity that aims to get in-depth information and understanding of what is read. The importance of reading comprehension for students is to gain a full understanding of logical arguments, students can determine the main idea in the reading, students can read the entire contents of the reading carefully, and students can restate the contents of the reading using their own sentences. According to (Antoni, 2010) stages in Learning Reading Comprehension have 3 stages, namely:

#### **a. Pre-Reading**

Pre-reading is a way to quickly understand the organization and content of an outline of a reading. Student will be able to prove that pre-reading is one thing can do to improve reading skills efficiently. Pre-reading is a way of looking quickly to get an overview of the reading that will be read before starting to read. So that student will be able to read quickly and be able to follow the thoughts of the author of the passage you are about to read. Student can equate the notion of prereading to looking at a road map or layout of a place before you go or go to that place. We can equate the map or road plan with prereading. Therefore, by doing prereading means that you are trying to understand the pattern of organization of the reading that you are about to read. The main purpose of pre-reading activities is to get an overview of the contents of the reading that we will read by identifying the main idea and organization of the reading. In doing this, students can see the important parts of the reading

#### **b. While / During Reading**

While-Reading Activities are defined as activities that help students focus on the purpose of the text and to

understand the meaning of the reading text correctly. The purpose of this activity is to help students deal with it as if the text was written in their first language so that they can easily understand the meaning of the text contained.

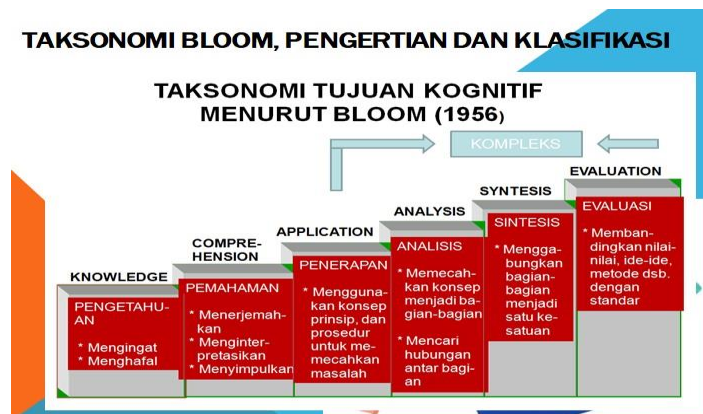
c. Post-Reading

The post-reading strategy aims to respond and expand the text, so that although there are strategies that are similar to the strategies at the pre-reading and core stages, the strategies at the post-reading stage need to be drawn deeper or broader in application and benefit to personal as well as predicting, asking questions, Summarizing, Connecting with situations/personal experiences and with other literature and Expanding the content with criticism or personal opinions, even being used as inspiration or support for designing follow-up actions.

**2.1.4 Reading Ability Taxonomy**

Reading activities as a cognitive activity can be done or made in stages. According to (Wulan & Upi, 2014) The test in the cognitive domain by Bloom divided into six levels, namely: memorization (C1), understanding (C2), application (C3), analysis (C4), synthesis (C5), and evaluation (C6).

**Table of Taxonomy Bloom**



a. Memorization reading ability test

The memory/memorization reading ability test (C1) is only intended to measure the ability to remember something in the form of factual facts

b. Reading comprehension level test

The reading comprehension level test (C2) is used to measure the ability to understand various discourses. The technique of measuring the ability to understand a reading can be done by asking the main idea, theme, meaning of the terms used, conclusions, and others.

c. Application level reading ability test

The application level reading ability test (C3) requires students to be able to apply their understanding to situations or other matters related to it.

d. Analysis level reading ability test

The analytical level reading ability test (C4) is intended to measure the ability of students to analyze a certain thing, relationship, or situation using certain concepts.

e. Synthesis level reading ability test

The reading ability test at the synthesis level (C5) requires students to be able to connect or generalize between things, concepts, problems, or opinions contained in the discourse.

f. Evaluation level reading ability test

The reading ability test at the evaluation level (C6) requires students to be able to provide an assessment related to the discourse students in reading comprehension.

### **2.1.5 Improve Reading Comprehension**

Cultivating Students' Interest in Reading Interest in reading really determines a person's progress a nation. Sutikno (2006) as

cited in (Asri, 2014) stated, "The lack of interest in reading causes people in a country to be weak in various aspects, in terms of studies or work. According to (Dharma, 2020) One of the goals of the school literacy movement is to increase students' awareness that reading is very important and bring broader insight. To generate interest in reading and how to read well lies in a high level of curiosity. To increase curiosity, one must be faced with a question that makes you curious and immediately wants to know it. How to foster student interest in reading at school, namely: as follows.

- a. The school always provides new and interesting books or reading materials.

Besides being able to foster student interest in reading, the provision of new and interesting books or reading materials in schools (libraries) on a regular basis can enrich students with new knowledge or experiences. They can read books or reading materials during breaks.

- b. Planning Reading Learning Program

In planning the reading learning program understanding, the teacher always chooses reading material that is expected to attract students' attention. By using interesting reading material, the excitement of reading will arise in students when they study or participate in reading exercises In planning reading comprehension learning, the selection of reading learning strategies must be based on the principle of relevance. That is, the chosen reading learning strategy

- c. Reading books and material

Reading books and reading materials as learning materials are always sought that have a relevant level of readability for students. Because dealing with reading material that is too difficult can reduce their enthusiasm for

reading. Motivate Students Motivation is the conditions that encourage a person to behave and perform an action or activity. If viewed from the children's education sector, motivation is a driving factor in learning, which is commonly called learning motivation. Choosing Relevant Reading Learning Strategies Reading learning strategies are general patterns and sequences of actions that must be carried out by students and teachers in the realization of teaching and learning activities to read. Various kinds of reading learning strategies that can be selected and used for learning reading comprehension.

## **2.2 English Reading Literacy**

Literacy means doing various activities that can increase knowledge and broaden horizons to be able to create character and attitudes that cause one's knowledge to increase. The English Literacy activity allows readers to analyze clearly in class, led by the teacher. English Literacy is an activity of reading comprehension by students carefully in order to understand readings or texts quickly and precisely. According to (Suhardiana & Lestari, 2020) Reading is one way to obtain information, but some young students lack reading literacy. The purpose of this literacy activity is to increase student interest in reading MTS Syekh Subakir. Interest in reading is a force that encourages children to pay attention, feel interested and happy in reading activities so that they want to do reading activities on their own accord. Interest in reading is something that attracts attention to read, but if it does not attract attention it will not be read. Therefore, reading interest is not a hereditary factor but an activity or process that is trained continuously, the growth of reading habits is the willingness and ability to read. In reading, some readers usually only read one or only a few existing readings. It aims to grow and hone critical reading skills.

Reading in this English Literacy activity is done if the reader intends to research, understand, analyze, provide criticism or conclusions on the



contents of the reading. In English Literacy activities, the priority is not on skills that can be seen or that can attract attention, but on results. According to (Lubis, 2020) Reading literacy is not just an ordinary reading activity but an activity that can build culture itself. Detailed understanding and understanding of the text that has been read as the ultimate goal. The implementation of the School Literacy Movement is carried out in stages considering the readiness of schools throughout Indonesia. This readiness includes the readiness of school capacity, readiness of school residents, and the readiness of other support systems (public participation, institutional support, and relevant policy tools).

### **2.3 Previous Studies**

The discussion about Literacy Reading to increase reading comprehension is taken from previous research from current research who tested students' learning desires. This is almost similar to the discussion of research that discusses online learning media. According to (Muchtari, 2019) The students' reading comprehension of English text before the Intensive reading and Extensive reading activities was relatively low. Intensive reading and Extensive reading methods are suitable to be applied as reading methods in school. In this previous study, students have a low interest in reading, but with the right method it would help students to learn English reading comprehension.

Another previous studies in the research of English Literacy can make easier student in learning English. According to research from (Cárdenas, 2020) Shows that the implementation of intensive reading activities with students taking English classes can be an alternative to involve and motivate students in reading. Through this activity, it will provide opportunities for teachers in the field to increase students' interest in general topics by reading various types of texts related to their lives so that students are more interested in reading, especially in English texts.

From the research by (Widiati et al., 2021) has provided empirical evidence on how the English teacher in this study succeeded in

conceptualizing L2 language literacy. So the result is that literacy is used to express the meaning contained in the reading. Literacy culture is expected to attract and improve students' understanding ability in reading English texts.

English Literacy can also be applied in learning of narrative texts. According previous research by (Maryam, 2021) there are still many students who have problems in learning to understand reading narrative texts such as lack of vocabulary mastery, internet network problems, family factors, lack of motivation in learning, and less interest in learning.