CHAPTER II

RIVIEW OF RELATED LITERATURE

This literature review chapter begins with relevant theories, picture series, reading comprehension (teaching reading comprehension, teaching media, and problem teaching reading comprehension), and previous studies.

A. Reading Comprehension

Serravallo (2010) states that comprehension is the essence of what is meant by reading by thinking and understanding and getting the meaning behind a text. Meanwhile, Kruidenier (2002) also describes that comprehension is an active process and readers must interact and engage with the text in order to work well. It is also a strategic process that can be taught. When comprehension occurs, words are decoded and linked to their meanings in the reader's memory and phrases and sentences are processed quickly or smoothly enough so that the meaning derived from one word, phrase, or sentence is not lost before the next one is processed. However, reading comprehension can be described as understanding the text that is read, or the process of constructing meaning from a text. Based on the description above, the researcher concludes that reading comprehension is the center of reading. Reading is nothing when we read without understanding because comprehension is the most important factor in how students get meaning in the text.

B. Teaching Reading Comprehension

Comprehension is a strategy that readers use to understand information and extract meaning from specific texts. It is a thought process divided into steps that aid in understanding. This should definitely be taught. The three types of reading comprehension, reading comprehension, and reading comprehension are described as follows (Johnson, 2008).

Teaching reading comprehension is an activity in which teachers teach and encourage learning, provide learning opportunities for learners, and create a learning environment (Brown, 2007). Leadership consists of guiding students through learning activities. The task itself can be accomplished by providing the task. However, it is important to consider the technology used when assigning assignments to students. Teachers must choose the technology that is best for a particular task or activity. As Brown (2007) points out, teachers help students acquire micro-and macro-reading comprehensions while teaching reading comprehension.

Micro-Skills.

Micro-skills of reading compehension include the undrestanding of micro components of language such as phoneme, morpheme, syllables, words, and phrases and sentences.

1. Distinguish unique English alphabets and spelling patterns.

2. Stores language fragments of varying lengths in short-term memory. three. A record at an effective speed that suits your purpose.

3. Recognize keywords and interpret word order patterns and their meanings.

4. Recognize grammatical classes in the form of words (nouns, verbs, etc.), systems (eg time, consent, plural), patterns, rules, and ellipses.

5. Remember that certain meanings can be expressed in different grammatical forms.

6. Recognize the role of connecting elements of written discourse and representing relationships between sentences.

Macro-Skills.

Macro-skills of reading comprehension include more major skills of reading which include getting specific information, general information, textual meaning, textual references and even undrestanding beyond textual meaning

1. Recognize the meaning of the rhetorical form and interpretation of written discourse.

2. Recognize the delivery function according to the format and purpose of the written text.

3. Use background knowledge to display implicit context.

4. Derive connections and relationships between events from described events, ideas, etc., draw conclusions about cause and effect, and identify relationships such as main ideas, supporting ideas, new information, given information, generalizations, and examples. .

5. Distinguish between literal and connotative meanings.

6. Identify specific cultural references and interpret them in the context of an appropriate cultural schema.

7. Develop and use a variety of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words in context, and activating schematics for text interpretationMicro and macro skills are consistent with reading comprehension strategies. Therefore, when teaching reading comprehension, teachers must provide students with three levels of reading comprehension. It helps learners develop macro and micro reading skills by building context and getting ideas from the text before, during, and after reading.

C. Teaching Media

Teaching media is a tool or media used in teaching. According to Paul (2003) also uses a different approach. Children can practice reading by drawing pictures next to words, coloring pictures, and solving puzzles. These methods are very useful for children to learn words. However, children still focus on independent knowledge elements rather than archetypes. The whole-word approach works especially well in environments where words children encounter in class are naturally reinforced, or where there are multiple weekly English lessons and common cat, dog, and boat words are used. Most 8 -10 year olds can read some texts in their mother tongue, and most people have difficulty translating their reading comprehension into English. Children whose native language is not the Latin alphabet may need more time to learn how reading works, but they know what reading is. And this speeds up the process. Scott and Itreberg (2004) provide four possible starting points for learning to read.

a) Reading a story from a book Children like to repeat their favorite stories and can often tell the story literally, but they don't like change. If your child likes to memorize stories, then don't. Children of all ages love to read, and teachers should strive to read as much as possible for groups under 810 years of age.

b) Read the class story. A shared story is always a good starting point, simply because they are shared with each other.

c) Reading texts in your child's language. Each student has his own suggestions for saying what he wants to say and he is used to learning his native language and foreign language. When working in a foreign language, it is important that teachers do not offer jobs to students who do not speak that language. For example, it makes no sense for students to bring pictures of their residence without words.

d) D0'Read familiar nursery rhymes and songs. Most children learn nursery rhymes in their native language and English without fully understanding them. Some nursery rhymes are books that allow children to actually "read" what they already know.

D. Problems in Teaching Reading Comprehension

Wallace (1992), Surong (2002) and Li-Juan (2007) mentions that there are three common problems that usually encountered by the teacher in teaching reading.

1. Vocabulary oriented teaching (Surong, 2002) and Li-Juan, 2007). In this case, the teachers' presentation mainly focus on the vocabulary. As a result, the teachers have no idea about the

complexity of reading process.

2. The teachers seldom get down to learn their students needs, have the analyzed and tailor the teaching method accordingly (Li-Juan, 2007). Here, the teachers just rigidly follow the natural arrangement of texts and exercises with the help of their perceptual experiences. then, they exploit the text just for its own sake, not to use it as a tool to teach students read effectively.

3. The lack of theoretically knowledge of EFL.Wallace (1992) explains that it can affect the situation where the teachers usually have little idea about how to plan a lesson regularly and systematically. Thus, what the teachers often do just sitting on the desk, going through the whole text to be taught, looking up in dictionarry all the words and expressions.

Based on the description above, it can be inferred that the teacher who get difficulty in teaching reading might not realize that affective factors also play a significant role in how reading helps one learn a language as stated by Brown (2001). This means that those who like what they read keep reading. In addition, Silver (1997 in Berardo, 2006) argues that there is a high correlation between those who read a lot and those who improve in their comprehension and vocabulary acquisition when they read. In other word,selecting and adapting materials is useful to make the process of teaching and learning effective. Thus, in order to make reading activity meaningful teacher should allow students to select their reading material. As stated by Atwell(1998) that free selection of reading material has a strong impact on learner's fluency, reading rate and comprehension.

E. Picture Series

1. Definition Picture Series

Picture series can be used as media in teaching because it can help to draw visual or describe an illustration which can be more detailed. In addition, the picture series makes the reader get the message and information and can make people interested and motivated a sense of the context of the language in learning. As Widadi quoted from Yunus, picture series is a number of related composite pictures linked to form a series. Hence, its main function is to tell a story or sequence of events such as a comic strip and cartoon strip, it provides the subject matter for reading narrative text, for speculating about the story beyond the picture in the strip, guidance on vocabulary, build students imagination, and easy to receive information from the picture series. Hibbing and Rankin-Erickson state that "picture series provides non-abstract representative of actions, ideas, time, and space. According to Wright that picture series is potentially useful, because the strips or picture series can be kept as they are and used to contextualise a story or description of a process. Therefore, picture series is a set of pictures which presented in sequence to be used as a guidance in reading narrative text. Besides, picture series is the important visual aids to build students' imagination, information and knowledge because students can think and illustrate the picture with their minds, representative of action, ideas, time, space, place, object and people.

2. Advantages and Disadvantages Picture

Here are some of the advantages and disadvantages of picture. First, images provide many advantages to use in conjunction with text. According to Teresa Walter, the advantage of using pictures is that it helps students build conceptual understanding. In addition, visual details make it easier for students to learn subjects because they use their minds and imaginations to understand the material through pictures because pictures will help students understand abstract topics to be more concrete. In addition, as stated by Kiefer that the use of pictures is important to help children better understand abstract topics, so they can see explanations more clearly. In another article, Hibbing states that the advantages of images are such as helping to better clue what is going on, helping the reader see what he is reading, and telling the rest of the story. This can help students in reading faster; the picture is not legible so just look at the picture instead of having to draw it in the brain. So it can be concluded that the use of pictures helps low-ability readers to illustrate the details of a picture story, reads faster, and helps to verify understanding.

In addition, according to Venon S. Gerlach, the weakness of using picture series is that the size and distance are often distorted. In addition, the lack of color in some images limits or makes images blurry. This makes students unable to capture information from pictures.

F. Previous Studies

Several studies have been conducted related to this study. Roslina (2017) conducted a study on the effect of picture books on students' reading comprehension. As a result, it was found that the use of picture books had an effect

on students' reading comprehension with a high test score of 0.025. She study also used pictures to teach reading comprehension. And, as in this study, pictures were used to teach reading comprehension.

ChingYuan (2015) conducted a study on the influence of Taiwanese preschoolers using picture books to teach environmental concepts. As a result, it was found that students' knowledge of ecological concepts was higher after the test than before the test. Likewise, this study utilizes the use of images in education. And the author focuses on early childhood education using photography as an educational tool.

Bayini (2015) conducted a study of the influence of students reading story texts using a series of images". The results of this study show that there is a significant difference in students' reading comprehension after a series of pictures and story texts without a series of pictures. Meanwhile Bayini's in this study, the uses images to help students read the stories. The author only focuses on reading comprehension. The difference between these studies is that the authors focus on teaching reading skills which are used to influence student achievement and motivation at Darul Fikri Ngoro Junior High School Jombang.