

CHAPTER II

LITERATURE REVIEW

This chapter describes about reading (the definition of reading and the importance of reading), teaching strategies, teaching strategy in reading, excellent class, and previous study.

A. Reading

Reading is an English skill should be mastered by all people over world, especially for foreign learners. In this chapter, the researcher will describe about reading, such as the definition of reading, the importance of reading, teaching strategies, teaching strategies in reading.

1. The Definition of Reading

In this part, we know that reading has many definitions. Reading is one of language skills (listening, speaking, reading, and writing) which is important to be mastered by every individual. By reading we can interact with feelings and thoughts, obtain information and add the new knowledge. According to Hesham (2005), reading is the process to get knowledge or something from the text. Reading can be seen as an “interactive” process between a reader and a text that leads to automaticity or (reading fluency). In this process the readers interact directly with the texts as they try to get the meaning and various kinds of knowledge are being used such as linguistic or systemic knowledge.

Sandra (1994) describes reading as a complex information processing skill in which the reader interacts with a text in order to re-create meaningful discourse. With the bottom-up approach, Nunan (1989) tells reading is viewed as a process of decoding written symbols, working from smaller units

(individual letters) to larger ones (word, clauses and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning.

Grabe (2000) also stated that reading is the process of receiving message and interpreting information that is written by the writer through a text. According to experts reading is process of looking at a series of written symbols and getting meaning from them. It means that when we read, we use our eyes to receive written symbols such as (letter, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent in our head or aloud so that the other people can hear.

Thorndike in Nurhadi (2000: 13) also argued that reading is process in thinking and reasoning. It means that when the reader reads the texts he use his brain to think and reason out.

According to Abbot (1981), reading is a fluent process of readers to combine information from a text and their background knowledge. Because reading is not a simple process in which the reader just reads and accepts whatever is stated in the text, but also uses their mind to interpret the text. It can be concluded that reading is an activity that involves a thinking process to get knowledge and create new ideas through interpretation of the text. Reading helps the readers in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently.

According to Haris (2002), the habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversation. Haris also believes that reading is the meaningful interpretation of printed or written verbal symbols, it also involves sensing, perceiving, achieving meaning, learning and reacting in a variety of ways. It means that reading is the result of the interaction between perceptions of graphic symbols that represent language, its structure, and enrich vocabulary. According to Ira (2009) Reading in English is like reading in your native language, it means that it is not always necessary to read and understand every word in English. Reading also to connect the ideas on the page to what you already know.

Furthermore, Nunan (1999) explains that reading comprehension is a process that allows a continuous occurrence between the reader and the text, readers need clues from the text for their own background knowledge. It can be said that we can get the message in the text by using our prior knowledge. From this definition, the main point of reading is understanding.

2. The Importance of Reading

Reading is one of important aspect for students, especially in English. From reading the students can get many information and knowledge. According to Ramelan (1990:1) reading is a good activity for students, reading is something crucial and indispensable since success of their research depends on the greater part on their ability to read. Reading has very important parts in our life. Through reading we can explore more knowledge, culture, the minds and ideas of great people in the past, all of which will enrich our experience and knowledge and broaden our horizon. If student's reading skill is poor they

are likely to fail in their research, or at least they will have difficulty in making progress. So that way we must master reading skill.

Based on Harmer (2002), reading has positive effect on student's vocabulary knowledge on their spelling and on their writing. Good reading text can introduce interesting topics. Reading is also considered an essential skill for the students. Reading texts provide good models for English writing. Here, reading material can be used to learn how to write good sentences, paragraphs and texts in a whole.

Grabe (2002) said that many people in the world learn to read a second language, as students in formal academic. Students learn to read to engage in advanced studied, get a good job, get information, become more cross-culturally aware, communicate with others, or are entertained.

Damian (2001) also states, that Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Another purpose of reading is for enjoyment or excitement. Here, the readers want to get pleasure from what they have read. For example, they read novels or short stories. In language, reading is not only source of information

and pleasure activity but also a means of extending ones of language. In other word, reading is considered as an important activity because it promotes better spelling better, writing higher, reading comprehension, and more advanced vocabulary. From the statement above we know that reading have important role in educational world such as school or after graduate their research at school.

B. Teaching strategies

Teaching strategies are techniques, methods, or educational planning regarding classroom activities or interactions so that learning can be effective and can achieve learning targets (Ayua, 2017). According to Ayua (2017), teaching strategies refer to positive behaviors that support effective learning. Teaching strategy is an effort or strategy made by the teacher to encourage students to learn actively and have high motivation.

Teaching strategy is a series of activities in the learning process related to student management, teacher management, learning activity management, learning environment management, learning resource management and assessment so that learning is more effective and efficient in accordance with the set learning objectives. Teaching strategies are essentially related to planning or policies designed in managing learning to achieve the desired learning objectives.

According to Gill et al. (2017, in Agustin, 2020) teaching strategy is a plan to achieve the learning targets prepared by the teacher before teaching. One class session can consist of several learning objectives. Meanwhile, time

for each class session is limited. Therefore, in teaching strategies, each learning activity must have more than one function and fulfill more than one learning objective, so the teacher must combine several learning objectives into one learning activity (Taba, 1966). That way, all learning objectives will be able to be achieved in one class session. Teaching strategies help teachers to structure the learning process so as to enable the fulfillment of all learning objectives through classroom activities within a limited time.

Generally, strategy is a guidance to achieve the determined goals. If this term related to the teaching and learning, the strategy can mean as describing the teacher and students activity in teaching and learning to achieve determined goal. In education, strategy means a plan, method or series activities designed to achieve a particular educational goal.

There are two things we must understand from the definition above, the firstly, that the learning strategy is a plan of action including the use of methods and power in learning. Secondly, that the strategy designed to achieve the determined or specific goals. So, we can understand that the learning strategy is a plan of activities and methods that designed to achieve the determined goals (Ramayulis, 2006).

Student learning styles are the key to developing performance in learning. Every student has a different learning style. Knowing the different learning styles of these students can help teachers deliver learning materials to all students so that learning outcomes will be more effective.

According to Nasution in his book *Various Education in the Teaching and Learning Process*, (2009:94) learning style is a consistent way carried out by a student in capturing stimulus or information, how to remember, think and solve problems. The teacher have to plan their lesson by considering the students profile in their classes, the weekly course program and the institutional course books (Borg, 2015).

1. Cooperative learning

Cooperative learning is a learning model where students learn in small groups who have different abilities. In completing their group assignments, each student member of the group must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be incomplete if one of the friends in the group has not mastered the material. The purpose of cooperative learning is to help the children in helping each other when they are facing some problems in learning English.

In cooperative learning terms, low-achieving students can make contributions to a group and experience success, and all students can increase their understanding of ideas by explaining them to others. Well-constructed cooperative learning tasks involve positive interdependence on others and individual accountability.

2. Communicative learning

Language learning is understood as learning to communicate through communication. Communicative language teaching is often organized in the three phrase framework. Pre-activity, while-activity, and post activity. Pre-activity is organized to arouse interest in the learner towards the main task,

motivate performance, to activate in learners their prior knowledge and prepare them for the language that can be necessary to perform the main task. While activity is organized as oral or written communication and is based on engaging the learners in the communicative task. Post-activity is reflection on the ideas and language that was produced during the main activity. This phase also includes additional language drill and interrogation with other skills.

3. Active learning

Active learning is any learning activity in which the student participates or interacts with the learning process, as opposed to passively taking in the information.

Silberman (1996) states that active learning strategy is a unified source of a comprehensive collection of learning strategies that includes various ways to make students active.

From explanation above, it can be concluded that what is meant by an active learning approach is a teaching and learning method or strategy that demands the activeness and participation of students as optimally as possible so that students are able to change their behavior effectively and efficiently in their daily lives.

C. Teaching strategies in reading

To improve student's reading comprehension, teachers should introduce several strategies in teaching reading. There are some strategies in teaching reading comprehension according to Vacca & Vacca (1999:53):

1. Scaffolding

Scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for the students (Gasong, 2007).

2. Think-aloud

Think-aloud is a strategy that helps students on learning activities. The ability of teachers to transfer creativity of them and control the students in completing each step of the way think aloud strategy in understanding reading passages. The teachers make their thinking explicit by verbalizing their thought while reading orally.

3. Reciprocal Teaching

Reciprocal teaching is guided reading comprehension strategy that encourage students to develop the skills that effective readers and learners do automatically.

4. SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It consists of five steps, they are: surveying, questioning, reading, reciting, and reviewing.

5. Question-Answer Relationship (QARs)

QAR is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. It means that the student only glance read the texts and to understand further the focus of students is the questions given by the teacher about the texts.

D. Excellent Class

Excellent class can be interpreted as a special class that given to student who have abilities that are assessed more than others in certain field. Furthermore, Suhartono and Ngadirun (2012) stated that what is excellent class, that means class designed to provide adequate learning services for student who really have extraordinary abilities. According to Agus Maimun and Agus Zaenul Fitri stated that excellent class is a number of students that have great achiever so that they grouped into certain class. This grouping is intended to foster student in developing intelligence, abilities, skills and potential optimally so that they have good knowledge, skill and attitudes.

From the various definitions of excellent class as explained above the application of excellent class organized by certain schools whose students are very heterogeneous based on their intellectual abilities. So that children who have high achievements are put into certain classes and given special services. Therefore, it can be concluded that basically the superior class is a class designed for a number of students who have outstanding abilities, talents, creativity and achievements compared to other students and are then given a teaching program that is in accordance with the developed curriculum and additional material in certain subjects.

E. Previous Studies

In this research, the researcher includes the previous research that have relevance to the research to be carried out as follows; there are previous studies already conducted about teacher's strategies in teaching reading.

Firstly, the student from Education Faculty and Teacher Training Of The State Islamic University Studies Sulthan Thaha Saifuddin Jambi Named Meira Ana Putri (2021) by thesis Entitled **“Teacher’s Strategies in Teaching Reading at Eight Grade Junior High School 17 Jambi”**. This research discuss about Teacher’s Strategies in Teaching Reading for Eighth Grade Students of Junior High School 17 Jambi. This a qualitative research, the research employing observations and interviews to collect data and data analysis in this research was descriptive analysis. The result of the research showed that Teacher’s Strategies In Teaching Reading For Eighth Grade Students of Junior High School 17 Jambi was used three strategies, such as; scaffolding strategy where the teacher told the student to open their book after that the teacher exemplifies how to read clearly and how to mentioned it well.; Question and Answer Relationship strategy where the teacher give the easy questions to the students. It is depending on how a question is asked to open students’ opinions, the student may use various opinions or assumptions to form a conclusion based the questions.; Working Group Discussion strategy, the teacher asked the students to make group discussion to make the students has a confident to give opinion in discussion. Students worked together as a team to not only learn the material but also help each other to understand the material because it can be learned and enhanced through teamwork. The success of the exercise depends on combining their work. Every student would have texts and they would have good communication with all members in the group and they need to practice communicating in a positive ways. These strategies help the students in thinking easier, faster, and more enjoyable ways

to master giving the ideas so they really support the students' reading comprehension improvement.

Secondly, the student from Education Faculty and Teacher Training of the state Islamic Muhammadiyah Makassar named Alfian by the thesis untitled **“An Analysis of English Teacher’s Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone”** this research discuss about (1) the strategies used by the teacher in teaching English. (2) the students’ perception towards the strategies used by teacher in teaching English. The data were conducted from September to October 2017 from 1 class that consisted 28 students the Eleventh Grade of SMA Negeri 5 Bone. This research used descriptive Quantitative Research Design, the instruments used were observation checklist and questionnaire. The observation checklist was distributed to the teacher of the Eleventh grade at SMA Negeri 5 Bone, then questionnaire was distributed to 28 students of the Eleventh Grade at SMA Negeri 5 Bone.

Thirdly, the student from Islamic State Institute of Palangkaraya faculty of Tarbiyah and Teaching Training named Sagita (2020) by thesis untitled **“Strategies in Teaching Reading Comprehension at IAIN Palangka Raya”** this research describes about the strategies applied by the lecturer in teaching reading comprehension and the lecturers’ implementation of teaching reading strategy at IAIN Palangka Raya. This research employed descriptive qualitative design by using phenomenology method (Creswell in Raco 2010: 40). This research used collecting data procedures techniques; observation, interview and documentation. Subject of the research was the English Lecturer

especially Appreciative Reading Class in five semester by using Purposive Sampling technique. All the data were analyzed by using some procedures; coding, data reduction, data display and conclusion. This research revealed that the lecturer have used strategies in teaching reading comprehension in three reading stages ; pre-reading activities (brainstorming, encouraging the use of dictionary and discussing text types), while reading activities (reading aloud, reread for checking comprehension, direct reading activity, discussing of unknown words and retelling the text) and post reading activities (evaluating comprehension in particular tasks, clarifying and justifying the students' answer, asking questions for specific information/scanning strategy and reviewing).