

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter consists of definition teaching, reading, reading comprehension, recount text and previous study.

#### **A. Teaching**

##### **1. Definition**

The words "teaching" and "teacher" are commonly associated with education and schools in current usage. According to Gage, 1963, cited in Rajagopalan, I. 2019), "Teaching is a form interpersonal influence aimed at changing the behavior potential another person". While according to Brown (2007:8), teaching is guiding and facilities of learning, enabling the learner to learn, setting the condition for learning.

Based on that statement, the researcher conclude that teaching is a process of giving student's needs, experience in order to get particular knowledge. Content, communication, and feedback are the three main pillars of teaching as a scientific process. Making learning effective is the primary goal of teaching.

##### **2. Teaching strategies**

Teaching strategic in learning means some plan that made from the teachers to archives particular goals. Aswan et al, 2010 stated that teaching strategy is a teacher's plan in teaching and learning process to achieve a purpose which have planned. Teachers frequently use strategies that expect students to develop students' reading skill by osmosis (absorption)

and without help. According to the osmosis approach, students' reading comprehension will increase if a teacher spends the entire day teaching it to them in the target language. Moreover, according to (Brown, 2004, cited in Dwiningtyas, G. N., Sofyan, D., & Puspita, H. 2020), developing students into competent readers is the purpose of teaching reading. The teacher must apply a reading comprehension method in order to achieve the goal. Because teaching strategy has a beneficial impact on students' learning.

### **3. Kinds of teaching strategies**

In teaching, there are some teaching strategies. It depends on what skill that the teacher wants to convey. Chamot 15 gives four teaching strategies as follows:

- Cooperative Learning and Group or Pair Work

Any cooperative learning or group activity can serve as a platform for putting learning strategies into practice. Students can be asked to discuss the various advantages that offers when cooperation is identified as a strategy and as a tactic. In cooperative groups, dividing among the participants makes ensuring that everyone participates and contributes to the group assignment. The teacher should include a way for students to record the strategies they used throughout the cooperative learning or group activity as part of the cooperative learning task. For example, students can be

provided with a sample worksheet to complete as they work on a jigsaw cooperative learning activity.

- **Role Playing Activities**

Learning strategic is beneficial help language students through role play like conversation, improvisation, and also skits. Conversation or dialogue practice need students to memorizing. To create powerful mental image in student's role, they can use visualization, the personalities of the characters played by the other participants, and the physical setting where the dialogue is taking place.

- **Problem Solving Activities**

Activities for solving problems can also be combined with learning strategies practice. Jigsaw and information gap are two examples of exercises where each student must contribute a different piece of information in order to complete the assignment. This activity is one of types that students need to use language to acquire and share new information in order to solve a problem or engage a simulation.

- **Using Technology to Practice Learning Strategies**

#### **4. Teaching Reading**

Reading is one of important skill for students to understand in teaching learning process. Since each of students have different character, so the teacher should offer some ideas to make the class enjoyable for the

students. Many young learners start school with poor reading and writing skills. That's teachers' task to help the students to increase their reading as many as possible by using variety of strategies.

Simms & Marzano (2018) state that literacy development is an evolving and non-linear process that encompasses foundational skills (phonemic awareness), word recognition, reading fluency, vocabulary, and reading comprehension. To make students success in reading, teachers must recognize how students learn these skills, and use the best teaching methods in teaching.

## **B. Reading**

### **1. Definition**

Reading is one of the four skills that must be learned. Jeremy Harmer stated that reading is useful for language acquisition. Based on the definition, the researcher conclude that reading is an important factor of learning a language. Because of that it must be develop to make the reader understand and also catch the meaning from the text.

Reading is a language skill that all students should be able to master because it will increase their vocabulary and make them more confident when speaking or expressing their pronunciation.

### **2. Types of reading**

According to Patel and Praven (2006:117), there are four types of reading:

#### **a. Intensive Reading**

According to Brown (2001: 311), A class activity called intensive reading concentrates on the linguistic or semantic details of a passage. So, this is a kind of reading that focuses on the idioms and vocabulary that the teacher has taught in the classroom. We can find out the idiom and vocabulary in novel, poetry, poem etc. Instead of reading the text, the student is focusing on the language and to accurately understand the meaning of the text, students must read carefully.

b. Extensive Reading

According to Mikulecky (2008:3) extensive reading is a highly individualized approach to reading improvement. Students reading the text for enjoyment and also curious to know more from that text just to make the reader update about something. Extensive reading has a several characteristics, including:

- This is silent reading
- Develop students' vocabulary
- Enrich students' knowledge
- Good reading habit

c. Aloud reading

Wilson (2006:6) states that reading aloud has a remarkable effect on children. Reading aloud entails saying clearly and loudly. These types of reading help boost students' skills, interest and ability. The main goals of aloud reading are make students familiar with the sounds of words. Reading aloud is an important factor of

English language teaching, therefore it must be taught at primary level since it is the base of words pronunciation.

d. Silent reading

According to J. Charles Alderson “Silent reading should be encouraged to develop automaticity, confidence and enjoyment”. A silent reading exercise aims to educate learners how to read without voice, so they can focus their attention or use their minds to understand the texts. To make sure that the students get the point after read a text, the teachers could give the exercise to the students by questioning depending on the material.

### 3. Difficulties in teaching reading

There are some difficulties in teaching reading based on streitz (1925:13-35):

- How to develop an interest in reading.

Teachers claim that it is very difficult to get students interested in reading. It could be some various factors including, the text that the teacher gives may be too challenging for the students, or it may not be suitable for students.

- How to train the students to be fluent in the recognition of words and phrases.

Fluent recognition of words and phrases as used here includes the ability to associate them with their proper meanings. When recognizing words, the eyes focus on just initial words. A young learners must practice for years before

they develop the general facility in word and phrase recognition that characterizes a competent reader, but they can start developing reading habits in elementary grades that will help them in the future.

- How to secure appropriate supplementary material in a usable form.

The amount of reading content provided in school is inappropriate for supplementary reading. Particularly in the third and fourth grades, the vocabulary used for readers is frequently too difficult and the content is insufficient. The supplemental material must be appropriate, neither too simple nor too difficult and interesting.

- How to get the students to comprehend the material which they read

All teachers have seen the situation when students' reading rates are much faster than their comprehension levels. There are some cause failures to comprehend such as a lack of a good method of silent reading, lack of practice in reading silently due either to insufficient opportunity or to the absence of a strong motive, and lack of sufficient acquaintance with the necessary vocabulary.

Brown (2001: 208) stated that the teacher who gets difficulty in teaching reading might not realize that affective

factors also play a significant role in how reading helps one learn a language.

Based on the statement above, the researcher conclude that teacher must looking for interesting story in teaching and make words familiar.

## **C. Reading Comprehension**

### **1. Definition**

Westwood (2008:31) reveal that reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. While Smith and Robinson, 1980 stated that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through an interaction between the reader and the author. In additional, Klingner, et al (2007: 2) stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency.

From the definition above, the researcher concludes that reading comprehension means activities to read a text, process and also understand the meaning. Reading comprehension is the process by which a reader uses their eyes and brain to take in information from printed text and to comprehend what the author is trying to convey.

Although there are various reasons why people read, understanding is always one of those reasons.

## **2. The purpose of reading comprehension**

There are some purposes of reading comprehension, there are:

- Reading to search for simple information and skimming

Although some academics believe that reading is a relatively independent cognitive activity, reading for simple information is a common reading talent. When reading to search, we frequently skim the text in order to pursue of a certain fact or word.

- Reading to learn from texts

In academic and professional context, reading for learning often occurs when a person needs to learn a significant amount of information from a text.

- Reading to general comprehension

## **3. Teaching Reading Comprehension Strategies**

Teachers are able to use several types of strategies to teach reading comprehension. Vacca & Vacca (1999:53) state that there are several methods for teaching reading comprehension, including:

### **a. Scaffolding**

According to Gasong (2007), scaffolding is a teaching strategy in which students get some assistance at the beginning of their learning process before the assistance is reduced and the students are given opportunities. Scaffolding is the process by

which a teacher or the other person with higher ability helps a student in solving a particular challenge beyond their developmental potential.

There are 3 stages in doing scaffolding strategy, that were pre reading, while reading and post reading. Based on Aida Walqui (2006) There are six types in implement scaffolding strategy:

- Contextualizing
- Modelling
- Bridging
- Schema building
- Re-presenting text
- Developing metacognition

b. Think aloud

These strategy aims to make the students remember more important details about text that students read which is help students on learning activities. Davey (1983) stated that when implement think-aloud there are five basic steps. First, choose a text that contains points of difficulty, ambiguities, contradictions, or unfamiliar words to read aloud. The second step involves reading the material aloud to the class, then students need to follow through in silence and pay attention. The third step requires the students to work in groups to practice thinking aloud while reading short texts that have been properly prepared and then expressing their ideas with the teacher. Then, the students must practice

individually using a checklist to verify all the information they learned during think-aloud. The last step is to transfer and integrate the practice with other lessons or situations.

c. Reciprocal Teaching

Reciprocal teaching is a strategy where teachers and students lead the discussion about reading. According to Palinscar & Brown (1984), The reading comprehension strategy of reciprocal teaching enables students to acquire the abilities of proficient readers and learners to immediately summarize, question, clarify, predict, and respond to what they are reading. Reciprocal teaching is a great way to show children how to recognize the key elements of a text while analyzing vocabulary, developing ideas and questions, and conclude information.

d. SQ3R (Surveying, Questioning, Reading, Reciting, Reviewing)

The components of this strategy reflect many of the behaviors that are engaged in by expert readers (Pressley & Afflerbach, 1995). With the use of these strategies, children can break down the reading process into manageable units, which can improve understanding. That consist of five steps, such as surveying, questioning, reading, reciting, and reviewing. strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the

answer to the question) by retelling them or writing them in one's memory at the important point.

e. Question-Answer Relationship (QARs)

According to Pearson & Johnson (1978), the Question-Answer Relationships strategy helps teachers guide students' comprehension based on the information that is required to answer the question by guiding students in becoming aware of the likely source of information to respond to the question that is being asked by the teacher.

There were 3 stages in implementing QAR strategy, that were pre-reading, while-reading and post-reading. Gail Tompkins (2010) stated that intermediate to advanced students should use the QAR strategy for studying reading comprehension. This strategy can be applied either individually or collaboratively. The development of the QAR strategy can be divided down into five steps, including 1. Reading the questions. 2. Understanding the level of QAR questions. 3. Reading the reading text. 4. Answering questions. 5. Sharing answers.

#### **D. Previous Study**

Related to the previous study, the researcher found some researchers who had done dealing with analysis teaching strategies in reading comprehension. Three studies have such strictly related to the current study, they are Nurmadia Sarjan (2017), Khairunnisa, Anggraini

Thesisia Saragih, M.Hum and Morada Tetty, SS, M.Hum (2020) and Fahrur Rofiqi (2022)

The first previous study is a thesis done by Nurmadia Sarjan 2017 “An analysis on the English teachers’ strategies in teaching reading comprehension at the second-grade students of junior high school 1 of wonomulyo”. Additionally, the purpose of this study was to look into how English teachers implemented their strategies when teaching reading comprehension of junior high school 1 of wonomulyo. This study used qualitative research as its method. The English teacher at junior high school 1 of wonomulyo became the subject of this research. This study used interviews and observation checklists to collect the data. In analyzing the data, the researcher used Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. And This study shows the implementation of scaffolding and QARs (Question Answer Relationships) by the teacher in junior high school 1 of wonomulyo

The second study was carried out by Khairunnisa, Anggraini Thesisia Saragih, M.Hum and Morada Tetty, SS, M.Hum (2020) entitled “An Analysis of teachers’ strategies in teaching reading comprehension of first grade students at SMK Swasta Tunas Karya Batang Kuis”. Furthermore, this research was conducted to find out the reason of the strategies that teachers used to teach reading comprehension at first grade students of SMK Swasta Tunas Karya Batang Kuis. The descriptive qualitative method was used in this study. Two English teachers who teach at SMK Swasta Tunas Karya Batang Kuis became the study's subjects. As

the instruments, this study used recording, conducting interviews, and documentation. This research found that the first teacher employed QARs (Question Answer Relationships) and scaffolding while the second teacher used conventional strategy.

Another study was carried out by Rofiqi (2022). Entitled, Teacher Strategies in Teaching Reading Comprehension at the Eight-Grader of Al-Kuatsar Junior High School Malang. The method that was used by the researcher was descriptive qualitative. The researcher used a variety of instruments, including documentation, observation, and interviews. The subjects of this study were one teacher and 3 students. The finding shows that the English teacher used four strategies in teaching reading, including Question-Answer Relationship, Reciprocal Teaching, Scanning, and Skimming.