

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter suggests the review of literature and describes some theories. They are the definition of reading, reading comprehension, types of reading comprehension activities, teaching reading strategies, narrative text, guided reading strategy, reading aloud and some previous studies.

#### **A. Reading**

Reading is one of English skills that EFL students must muster in order to improve their English skill. Reading is an activity which cannot be separated in human's life. According to Aebersold and Field (1997, in Audira et al., 2020), reading is any complicity and the interaction between the reader and text. It means, that reading needs the focus of the reader on the text to get the interpretation of the text. It is in line with Patel and Jain (2008:113) that reading is the activity to get understanding of the purpose of printed words.

Reading is a vital activity or skill for people. Patel and Jain (2008:113) state that the most useful and essential skill in people's life is reading. Not only in human's life, but in education, reading hold as the most essential activity in any language class among speaking and writing. Reading activities can be likened to the heart of education. It can be seen from the reading skills taught from elementary school to college. In reading, students need to exert reading skill because reading is a bridge to understanding the lesson.

In addition, reading is an activity that will help students to gain a lot information and also increase their knowledge. It is in line with Satriani (2018) state

that reading known as the window of knowledge, by reading a text, students can gain information they need from the written, printed text. Patel and Jain (2008:113) who state that not only as the source of information and enjoyment, but through reading, it will increase reader's knowledge.

Reading activity not only entails the mouth to spell and eyes to notice, but it entails brain and comprehension activity. Reading comprehension is needed for the students in a high school and university. Reading comprehension is the ability to understand thoroughly a reading text. Grabe and Stoller (2011, in Nurkamto, Drajadi, Ngasido, & Karlina, 2021) state that reading comprehension involves the readers' abilities in recognizing words immediately and efficiently, establishing and utilizing an enormous recognition vocabulary, processing sentences to build comprehension, engaging a variety of strategic process and underlying cognitive skills, interpreting meaning in relation to background knowledge, interpreting and evaluating texts in line with reader goals and purposes, and processing texts fluently over an extended period of time.

Based on the definition above, reading comprehension can be concluded as the process of understanding thoroughly what the reader read. The understanding of reading comprehension comes from the interaction between the reader and series of letter and words in the written text. The process itself will build proposed information of the text. Trough reading, the reader will gain a lot information they needed. In addition, reading is not only just to get information, but also increase the reader's knowledge.

## **B. Types of Reading**

According to Fachrurrazy (2011:83), reading activities are divided into four, there are, intensive reading, extensive reading, skimming and scanning, and re-loud. Extensive reading is an activity that happens outside of the class. Meanwhile, intensive reading is an activity that happens in class. Then skimming and scanning activities are fast reading activities meanwhile, re-loud is an activity to read the text with accurate pronunciation.

Patel and Jain (2008:117) divide reading activities into four types:

### 1. Intensive reading

Intensive reading is a basic that will help explain difficulties of sentence structure to enhance the reader's vocabulary and idioms. Intensive reading is text reading or paragraph reading. In this type of reading, the reader reads or analysis the text to get knowledge or analysis. The aim of this reading activity is to read short texts.

Intensive reading has some characteristics as follows:

- a. Helpful in developing learner's active vocabulary.
- b. The central role is in the teacher.
- c. Linguistic items are developed
- d. Plan at active use of language
- e. It can be called reading aloud
- f. In intensive reading, speech habits are highlighted, and accent, stress, intonation, and rhythm can be rectified.

## 2. Extensive Reading

Extensive reading is reading to gain enjoyment. In this activity, the reader reads only to know about something. The reader ignored to the detailed and vital information after reading. Extensive reading aims to educate the students to read immediately and efficiently in the target language for pleasure without the teacher's help. People commonly read to stay updated.

Extensive reading has some characteristics, as follows:

- a. Helpful in developing learner's active vocabulary
- b. It can be called silent reading
- c. The subject is the point
- d. The learners play the central role
- e. Development of idea
- f. Enhance learners' knowledge is the purpose of extensive reading
- g. Developing excellent reading habits for learners.

## 3. Aloud Reading

Aloud reading also plays a vital role in teaching English. Reading aloud is a reading activity in which the learner focuses on the pronunciation of each word. Reading aloud helps the learners develop their reading skills very well by expressing ideas, and reading aloud is also useful in developing students' pronunciation.

## 4. Silent reading

Silent reading is one of the vital skills in teaching English. Silent reading is a reading activity in which learners are enabled to make a sound. This kind of reading

focuses on learners' attention toward the subject matter. Silent reading helps learners to develop their fast reading skills.

Based on the definitions above, it can be assumed that although there are several types of reading activities, the activities' primary purpose is to help learners develop their reading skills. However, a deep understanding of each type reading activity is needed to achieve the goal of each reading activity.

### **C. Teaching Reading Strategies**

Teaching English, especially reading, needs to apply a strategy. Strategy is needed in teaching reading English because it will help the students to enjoy and pay attention in reading. In addition, applying a reading strategy in teaching reading will help students to gain a lot of text information. However, in applying the teaching reading strategy, the teacher should focus more on choosing the suitable and appropriate strategy for the students.

According to Ariyana and Nanda (2017), several strategies can be used in teaching reading to students, as follows:

#### **1. Memorizing strategy**

In this strategy, the teacher asks the student to memorize ten vocabularies and the meaning of each vocabularies related to the material discussed in every meeting. Memorizing strategy not only emphasize the students to memorize each word and make the students bored, but with memorizing, the students will have the courage to study more, and it will improve their English skill. In addition, by memorizing the vocabularies and the meaning, the students will understand the context of the text from the reading text easily.

## 2. QAR strategy

The teacher applied this strategy to see the students' understanding of the material reading comprehension. In QAR, after the student reads a text, the teacher gives the students some questions about the text's information. Then, the students must answer the question based on the text they have read or their opinion. In answering the question, the teacher pointed to one of the students and asks them to answer from their seats. This strategy is helpful for the students to understand the material effectively.

## 3. Game

Game is beneficial for students to enhance their vocabulary. In implementing this strategy, a dictionary is needed to help the students. This strategy was implemented because it can make students feel enthusiastic. In implementing this strategy, the teacher demands the students to stand up and figure out the picture that the teacher held in front of the class. In answering the question, students can use a dictionary.

## 4. Discussion Group

This strategy is often used by the teacher in teaching reading comprehension. In implementing this strategy, the teacher divided the students into several groups. Then, teacher instructs the students to discuss, giving opinions to each other, conclude, or develop various alternative solutions to problems. Some students were divided into groups and asked them to translate the material from the text. The different text was shared with every group. Afterward, the teacher asks each group to present the translated text in front of the class and gives a point to each group

student who present the translated text. This strategy is beneficial both for the teacher and the students. For the teacher this strategy helps the teacher to allow the students to learn about the information of the text from their friends. Meanwhile, for the students, this strategy helps them, students, to be confident with their own opinion in the discussion.

#### **D. Problem in Teaching and Learning Reading**

The previous sections have covered the concept of reading and teaching reading strategy. This section will look at several problems in teaching and learning reading comprehension. According to Wallace (1992), Surong (2002), and Li-Juan (2007), as cited by Apsari and Yana (2015), there are three problems that are familiar teachers face in teaching reading:

1. Vocabulary oriented teaching

According to Surong (2002), in this situation, the teachers only focus on the students' vocabularies. With this, the teacher will only focus on improving students' vocabulary rather than focus on the complexity of the reading process itself.

2. The teachers seldom learn, analyze the students' needs, and adapt the teaching method.

According to Li-Juan (2007), teachers adhere to the natural arrangement of texts and exercises using their perceptual experiences. The text is then exploited solely for its own sake rather than as a tool for teaching students to read effectively.

3. Lack of theoretical knowledge of English as foreign language.

According to Wallace (1992), it can impact situations in which teachers have little knowledge of how to plan a lesson on a regular and systematic basis. Thus,

what teachers frequently do is sit at their desks and go through the entire text to be taught, looking up all the words and expressions in dictionaries.

### **E. Narrative Text**

There are many types of text. One type of text is narrative text. According to A. S. Homby as cited by Lubis (2016), stated that narrative text involves a description of some events in the story or novel. According to Rachmawati as cited by Anggadewa and Tarigan (2022), a narrative text is a piece of writing that tells a story while entertaining or informing the readers or listeners.

Every text has social function. It is same with narrative text that has social function that is to amuse or to entertain the readers by relating specific or diverse experiences in various ways (Anggadewa and Tarigan, 2022); (Lubis, 2016).

Generic structure is needed in order to make the complete text. It is the same with narrative text that has some generic structures. According to Mislaini (2015); Lubis (2016); Anggadewa and Tarigan (2022), there are four generic structures of narrative text, as follows:

#### **1. Orientation**

This generic structure provides the story's prologue. It describes the story's characters, setting, and time.

#### **2. Complication**

This generic structure describes events as complicated as the character's problems.



### 3. Resolution

This section tells the problem solving and the end of the story (it can be happy or sad ending)

### 4. Re-orientation/Coda (Optional)

This section contains the lesson or moral value of the story.

Furthermore, there are many kinds of narrative text, such as: fables, fairy tales, mysteries, science fiction, romance, horror stories, legends, historical narratives, crimes, real-life fiction (Lubis, 2016).

## **F. Guided Reading Strategy**

Guided reading strategy (GRS) is one of the several reading strategies teachers can use to teach students. Guided Reading is a strategy in which students must be more active in understanding teaching materials under teaching objectives by carrying out tasks given by the teacher in written form. This reading guide is implemented when the allocation of teaching and learning time in class is not balanced with the available time allocation. With this method, students are expected to be more active in exploring teacher's insight into the teaching materials because students will have two activities simultaneously, namely creative reading, making questions and answers; and learning objectives can be achieved optimally.

According to Fountas and Pinnel (1996, in Fountas and Pinnel 2012), guided reading is a kind of small group reading guidance that is intended to give differentiated teaching to help the groups consist of several students gain reading competency. Spiegel (1980), as cited in Audira et al. (2020) wrote that guided reading is designed to build up reading comprehension by emphasizing attitude

aspects such as correctness in comprehension, comprehension of grammar elements, and word usage in context. It means that guided reading strategy encompasses not only the decoding of a text but also its comprehension and interpretation.

Based on the definition above, the teacher plays an active role in stimulating students to become more active in the learning process through guided reading strategy. The Reading guide strategy is the teacher's effort to create a vibrant class atmosphere by providing a reading so that students can ask questions and be able to answer or make a statement.

#### **G. Procedures of Guided Reading Strategy**

Fountas and Pinnell (2012) suggest many stages for implementing the guided reading strategy in teaching reading, as follows:

1. Selection of a text

The instructor chooses a text that is suitable for students' abilities.

2. Choose a variety of genres and text structures.

3. Separate the students into small group.

4. Introduce the text

The teacher provides introductions with clues to the literature that enhance later problem-solving attempts by the students.

5. Reading the text

Students should read the entire passage quietly or silently. As the students read the text, the teacher listens and intervenes to stimulate and reinforce their thinking.

6. Discussion of the text

The instructor asks students to discuss the material, directing the discussion and assessing the student's comprehension.

7. Teaching points

The teacher provides students with specific teachings points that demonstrate comprehension strategies.

8. Extending comprehension

Invite the students to provide a writing a summary or list of information about the text to extend their thinking.

#### **H. Reading Aloud Strategy**

One of the strategies that can be used in teaching reading English to students is Re-Aloud or Reading Aloud. Reading aloud strategy is one of the oldest strategies for teaching reading, but it is still in use today (Senawati, Suwastini, Jayantini, Adnyani, & Artini, 2021). Hanh (2002, in Sahara et al., 2018); (Dwiningtiyas, D. N., Sofyan, D., & Puspita, H., 2020), reading aloud is an appropriate strategy for providing students with a window into advanced comprehension, so they can begin to build a strategy for themselves.

According to Gurdon (2019, in Senawati et al., 2021), reading aloud is a reading activity in which students focuses their eyes, ears, and brain to take a series of the story, listen to the narrator's voice, and make capture what they see and hear. It means that in reading aloud, the students not only focus on interacting with the text, but the students have to focus on the voice of the narrator and focus on gaining what information is in the text.

Reading aloud strategy to children can improve their vocabulary, pronunciation, comprehension, listening, reading, speaking, and communicative skills, in addition to their motivation, literacy, and critical thinking ability (Senawati et al., 2021). When reading aloud is used to teach students in secondary school, their ability to locate specific information in the text and their vocabulary improve slightly (Sahara et al., 2018).

Based on the definitions above, it can be concluded that Reading aloud Strategy involves making sounds and moving the lips while reading a text. When we read aloud, our vocabulary, our ability to comprehend what we hear, how we pronounce words, and our ability to recognize words all improve.

### **I. Previous Studies**

In this section, the researcher describes some previous studies that are relevant to this study. The first relevant research comes from Audira et al. (2020) entitled "The Effectiveness of Using Guided Reading Strategy to Improve Students Reading Comprehension." The method used in this research is true-experimental design type of pre-test and post-test. The subject of this study was eighth-graders of SMPN 16 Banda Aceh. The researchers used three procedures in collecting the data: pre-test, treatment, and post-test. The result of mean post-test score was 78. Meanwhile, the mean pre-test was 32, indicates a significant effect on students' in reading comprehension in recount text by using Guided Reading strategy. It can be concluded that Guided Reading can enhance students' reading comprehension.

The second study was carried out by Mustafidah (2018) entitled "The Effectiveness of Using Guided Reading Strategy on Students' Achievement in

Reading Comprehension at MTs Darussalam Kademangan”. The purpose of this study was to understand students' reading comprehension ability before and after using Guided Reading Strategy. Furthermore, this study investigated the significant differences in students' reading comprehension achievement before and after being taught using Guided Reading strategy at first-graders of MTs Darussalam Kademangan. This study used pre-experimental design as its research design. The subject of this study was the first-graders of MTs Darussalam Kademangan, which is VIIA consisted of 40 students. The samples used by the researcher were purposive sampling.

In analyzing the data, the researcher used paired sample t-test with the help of SPSS 16. The result of this study showed an increase of the mean score in post-test before the students taught by using GRS. The mean score of the pre-test was 71.68, meanwhile the post-test was 79.28. It indicates that Guided Reading strategy is an effective alternative strategy for teaching reading skills at the MTs level, particularly in ninth grade.

The third previous study was carried out by Wati et al. (2015) entitled “The implementation of Guided Reading Activity on Reading Comprehension at XI Grade.” This study was conducted to investigate the improvement of the implementation of guided reading strategy in reading comprehension at eleventh-graders of SMAN 1 Gadingrejo. The researchers used pre-experimental one-group pre-test-post-test design in conducting this research. The researchers conducted the study by using recount text as the topic of the reading text. The results of this study indicate that after taught by guided reading strategy, there is an improvement in

students' reading comprehension. It proved by the mean of pre-test and post-test results showing an increase from 58.42 up to 81.28.

The fourth previous study was carried out by Febrianto (2017) entitled "Improving the Students' Reading Comprehension Through Guided Reading Strategy at Eight Class of Junior High School Muhammadiyah Sekampung East Lampung." This study was conducted to study whether guided reading strategy can improve on students' reading comprehension of descriptive text at eighth-graders of SMP Muhammadiyah Sekampung, East Lampung. The researcher used classroom action research (CAR) in conducted the research. This study collected the data using documentation, observation, field note, interview, and test. The result of pre-test and post-test 1 and 2 showed that Guided Reading strategy improve students' reading comprehension at eighth-graders of SMP Muhammadiyah Sekampung, East Lampung, especially students' interest in reading learning.

The fifth study was carried out by Fadli et al. (2022) entitled "Improving Students' Reading Comprehension through Guided Reading Strategy". The aimed of this study is to improve students' reading comprehension skills of descriptive text by using guided reading strategy at the eighth-graders of SMPN 2 Sidomulyo. This study was conducted using classroom action research (CAR). There are 20 students in eight grade of SMPN 2 Sidomulyo as the participant of this study. Two cycles was conducted in this study and in cycle consisted of planning, action, observations, and reflection. The result of the study indicated that by implementing guided reading strategy in teaching and learning activity can enhance students' reading comprehension and learning process.

The last previous study was carried out by Aini (2016) entitled “The Implementation of Guided Reading Strategy to Improve Students’ Reading Comprehension.” The purpose of this study was to discover how guided reading strategy improves students’ reading comprehension on narrative text. The study used CAR as the research design. The subject used in the study was 30 eighth-graders of SMPN 20 Kota Bengkulu. The researcher used test, observation, interviews, and documentation to collect the data. The result of the study indicated that there is an improvement in students’ reading comprehension.