CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consists of a theoretical framework and some previous research. The theoretical framework describes teaching strategies, reading comprehension, implementation theory, and teaching reading.

A. Teaching

According to (Ayua, 2017, p. 1) Teaching as a formal profession is a work of a talented and prepared individual in the field of education, who has all pedagogical principles, practices, and obligations to ensure the full development of students at all levels of education. Learning is a complex process. Key factors include goals, content, methodology, assessment (assessment and reporting), teacher personality, and the quality of the learner.

In addition, Supriyadi (2013: 73-75) in principle, the teacher's function and important role in the teaching and learning process was the observer of learning. This means that teachers expect to guide students' learning activities well to achieve successful learning (academic success) about the teaching and learning process of the target activity, so each teacher has the following roles:

1. Teacher as Designer of Instruction.

   Teachers must be ready and prepared to plan successful teaching and learning activities effectively and efficiently.

2. Teachers as Leaders In Learning.

   The teacher must be able to process (organize and control).

3. Teachers as Evaluators Of Student Learning Outcomes.

This function requires teachers to always know the academic achievement and level of student achievement during the learning period.

According to Raths (1971, as cited in Ayua 2017), "the act of learning is a rational act carried out by certain professional principles." This shows that for an activity to be recognized as teaching, it must be conducted by certain professional principles.

The process of transferring knowledge, attitudes, and skills, through sowing how, informing, explaining, guiding, clarifying, and evaluating. In a nutshell, learning is a systematic, rational, and organized process of transferring knowledge, attitudes, and skills by professional principles. Teaching is not only an art but also a science. Effective learning requires proper planning. (Ayua, 2017, p. 2) The first step towards effective learning is effective planning.

B.   Teaching Strategies

Aswan et al, 2010 stated that the teaching strategy is the teacher's plan for teaching and learning to achieve the planned goals. In other words, a teaching strategy is a student-teaching approach. Teachers need to implement strategies to find a balance between how they use the material and how they use the material.

According to Stone and Morris in Isaac, teaching strategy is a general lesson plan, including an overview of the planned structure, learning objectives, and tactics required to implement the strategy. Isaac also

explained that learning strategies are behaviors that teachers display in a class by developing learning strategies, providing appropriate stimuli for timely responses, practicing learned responses, and reinforcing responses with additional activities.

Strategy is used to achieve success or success in achieving a goal. Strategy, as opposed to method, refers to a plan to achieve something, and a method is a method that can be used to carry out a strategy. In other words, a strategy is a plan of action to achieve something. A method is a way to achieve something. Strategy is the steps or actions taken to win a war, another definition of strategy is an attempt to achieve a successful goal. According to J.R. David, in the field of education, a strategy is a plan, method, or series of activities designed to achieve an educational goal.

Teaching strategies are teaching activities that need to be carried out by teachers and students in order to achieve their learning objectives effectively and efficiently (Ratna, 2021:16).

From the above definition, it can be concluded that a teaching strategy is a plan made by a teacher to achieve certain educational goals.

Based on several notions of learning strategies, it is concluded that learning strategies are approaches to managing behavior by integrating a set of behaviors, equipment, materials, and time spent in the learning process to achieve the set learning objectives that have been made active and effective.

C. Reading

According to (Mondor, n.d., p. 7) Reading is the basis of every learning, both general and language. Society is especially dependent on knowledge and information. Information kept pouring in from countless sources. Traditional: more modern books, newspapers, magazines, and digital resources (Bråten & Strømsø 2007: 168 as cited in Mondor, 2016).

The reader must understand what it reads. Therefore, comprehension is a very important factor in reading. Reading is complex, involving not only reading aloud, but also visual thinking, psycholinguistics, metacognitive activity, and more. Reading as a visual process is a process of translating written characters (letters) into other languages. Reading as a thinking process includes word recognition, letter understanding, critical reading, and creative understanding.

A person's ability to recognize the reading textual content becomes inspired by their developments and skills. (Audina et al., 2020, p. 96) Reading is an activity undertaken by an individual to analyze to get the message or that means is to be delivered by the writer inside the textual content of his reading. If the students are lazy to read, the students could be difficult to get new knowledge themselves. In teaching a second or foreign language, reading gets unique consciousness that is distinctive by reading in the lesson using the Indonesian language.

Reading is one of the receptive skills of English. However, it is often considered more complex than other receptive behaviors (listening). The printed and written languages that are often used for reading appear more

academic than spoken language. Differently from spoken language, the lexical and grammatical features of printed or written language are often presented in a more organized manner. Therefore, reading comprehension is often seen as more complex than other capacities.

Based on the explanation above, we can conclude that the purpose of reading is to obtain information. Reading can also connect the information you receive with the information you have now. Students often have multiple reading goals. However, in general, students have one of the main goals of reading. Students should focus on achieving the main goal, and not on other goals.

D.   Aspect of Reading

Barnon (2007. As cited in (Wastawan & Sutarsyah, n.d.) states that two important aspects of reading are mechanical and skills, which can be considered low order. These aspects include character recognition, linguistic elements (phonemes/graphemes, words, phrases, patterns, clauses, sentences, etc.), relation/correspondence recognition of spelling and sound patterns, and slow reading speed.

Comprehension skills can be considered at a higher level. These aspects include understanding simple meaning (vocabulary, grammar, and rhetoric); understanding of significance or meaning (among other things, the author's intent and purpose, relevance or cultural context; reader response); evaluation or evaluation (content, form); flexibility; Reading speed is adjustable.

Based on the above explanation, it can be concluded that there are two aspects of reading: memorizing reading skills and understanding how to read correctly.

E. Reading Comprehension

Mikulecky (2011:5. As cited in (Audina et al., 2020) states that reading is a complex conscious and unconscious mental process in which the reader uses various strategies to determine the author's intentions based on the data in the text and the reader's prior knowledge.

Comprehension is the ability to understand something. The key to reading is understanding. Besides, Cahyono (2011. As cited in Audina et al., 2020) states that reading is a means of transmitting information between a writer and a reader. Reading comprehension and comprehension, therefore, mean extracting the required information as efficiently as possible. Reading comprehension is understanding what you are reading. This is an active thought process that relies not only on comprehension but also on the student's experience and prior knowledge. Comprehension involves understanding words, understanding the relationship between words and concepts, constructing ideas, and perceiving, judging, and evaluating the author's purpose.

Different from reading in general, reading comprehension has deeper implications for development. There are many definitions of reading comprehension adopted by several authors. According to Klingner (2007:2), reading comprehension is a process of coordinating complex processes such as the relationship between words, understanding meaning, and ideas

conveyed in the text to construct meaning and the summary of the teacher's reading instructions is in a three-step process: mention, practice, and evaluation. That is, the teacher names the skills students want to use gives them opportunities to practice these skills in their workbooks and worksheets, and finally evaluates their success in using these skills.

Reading comprehension strategies and learning strategies are closely related, and what is considered essential in the learning process also applies to reading comprehension (Roe 2014: 84. As cited in (Mondor, n.d.). As a result, many researchers refer to these two concepts as (equivalent). It is difficult, if not impossible, to learn and complete an assignment for anyone who does not understand the text or the content of the assignment. As students mature, the demand for reading with accuracy and skill continues to increase. In high school, the lessons are more difficult than in elementary school, and the amount of reading theory is overwhelming. This is further strengthened by higher education. Many students now have years of higher education and good reading strategies are essential (Roe 2014: 88. As cited in (Mondor, n.d.). The ability to read fluently and accurately and the ability to read is indispensable for all learning.

Some elements that explain what is important for experienced and independent readers as opposed to poorer; more dependent readers are arranged in a table 1 on the Muskingum College website (from Cook (1989), Muskingum College 2016):

Table 2.1 Experienced and independent readers as opposed to the

poorer readers

GOOD READER OR ADULT READER	POOR READER OR NON ADULT READER
BEFORE READING	
• Activate prior knowledge • Understand tasks and set purpose • Choose appropriate strategies	• Start reading without preparation • Read without knowing why • Read without considering how to approach the material
DURING READING	
• Focus attention, anticipate, and predict • Use fix-up strategies when a lack of understanding occurs • Use contextual analysis to understand new terms • Use text structure to assist comprehension • Organize and integrate new information • Self-monitor comprehension by knowing comprehension is	• Read to get done • Are easily distracted • Do not know what to do when a lack of understanding occurs • Do not recognize important vocabulary • Do not see any organization • Add on, rather than integrate, new information • Do not realize they do not understand

occurring and knowing what is being understood	
AFTER READING	
• Reflect on what was read • Summarize major ideas • Feel success is a result of effort • Seek additional information from outside sources	• Feel success is a result of luck • Stop reading and thinking

All factors about how experienced and unskilled readers approach reading are relevant and can be useful for reading instruction and should be considered by all reading teachers in all disciplines. there is. It visually distinguishes the various stages of reading and effectively illustrates how all stages work. It provides many important factors for reading comprehension, visualizing that every step before, during, and after reading should be considered (Mondor, n.d., pp. 11–12).

However, most of the students have difficulty in learning English, especially reading comprehension. The following are cases where students still can't identify the subject of the sentence, one of the indicators of reading comprehension in secondary schools curriculum. To determine the content of the text, students must first identify the terms in the text. Reading comprehension is one of the skills required in high school entrance examinations and indicates the need to master reading comprehension. Since

reading is important for students, you need to teach them how to read (Puspita & Nuroh, 2022, p. 30).

Based on the explanation above, it can be concluded that students should develop their reading comprehension skills. That is, you must know the main content, you must know the explanations and ideas, you must complete your reading comprehension, and you must know the directions and opinions of the author.

F. The Reading Comprehension Process

As mentioned earlier, reading comprehension is the process by which the reader constructs meaning from the text. There are at least three ways of constructing the semantic process proposed by several experts. Here are the three processes in constructing the meaning of a text:

1. Bottom-up Processing

The bottom-up process considers the process of reading phonemes by phonemes. Bottom-up processing requires readers to recognize various linguistic cues such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001: 299). This means that the reader must read from letter to letter, recognize the word for word, link phrases, clauses, and sentences, and finally process lexical meaning into phoneme units to understand the text.

2.   Top-down Processing

In top-down processing, readers use their knowledge of syntax and semantics to create meaning in the text (Goodman, as cited in Hudson, 2007:37). Readers create meaning by bringing initial thoughts into the text they read. This means that the background knowledge of the reader is very important to understand the meaning of the text. In top-down processing, the reader makes several assumptions about the text. This process continues by taking samples to see if they are confirmed by the predictions made earlier. Finally, the reader checks the predictions.

3.   Interactive processing

Interactive processing is a combination of top-down and bottom-up processing. In the interactive process, the reader goes through a bottom-up process to predict the meaning of the text and ensure that it is really what the author said (Nuttal as cited Brown, 2001: 299). This means that the reader recognizes words and anticipates implicit information to construct the meaning of the text.

From the discussion above, it can conclude that there are three types of reading processes. Bottom-up processing, top-down processing, and interactive processing. Bottom-up processing is related to word recognition. Top-down processing relates to the reader's background knowledge. The final interactive processing is a combination of top-down and bottom-up processing. Here interactive processing combines word recognition with the reader's background

knowledge. Three processes help readers understand the text they are reading.

G. Teaching Reading

To achieve reading learning goals, teachers help students become competent and successful readers. Creative teachers do not use only certain methods and techniques. They implement a variety of strategies and skills to meet the needs and learning styles of each student (Anggeraini & Sulistyo, 2022, p. 108). When teaching reading, teachers need to use different strategies to improve student's reading comprehension and increase their motivation to learn English, especially reading. English teachers need to develop the best strategies to use the right strategies to make the reading process in the classroom more efficient.

According to Jeremy Harmer, teaching is not an easy job, it is necessary, and it can be very rewarding when teachers see the progress of our students and know that we have helped them. Keep in mind that this best learning can be very fun, although sometimes it is difficult and difficult for some students (Harmer, 2008).

Regarding some descriptions of teaching, the researcher concludes that learning is the management and activity of a well-conditioned environment that allows students in the learning process to achieve their goals. Learning to read usually has at least two sides. First, it may mean teaching new students to read. The second aspect of learning relates to teaching students who can already read in their first language.

In the classroom, reading is one way for students to understand the teaching and learning process. Because students have different personalities, teachers are expected to offer several ways to get students interested in teaching. The strategy of teaching teachers to read what is there is one method in the classroom. The first is a summary. Summarizing is a way to select more text and narrow it down to the essentials: key points, key ideas, and key points to note and remember. Webster calls a summary a "general idea in the abbreviated form", which is the distillation, condensation, or reduction of a major work into its main concepts.

Therefore, when teaching reading in class, students present different types of texts in different reading ways. The effectiveness of reading depends on the purpose of reading itself. Oral reading, sometimes there is a reason the teacher asks students to read orally. This reason is in accordance with the benefits of reading orally. At beginner and intermediate levels, oral reading helps assess processing skills from the ground up and test pronunciation. and serve to add extra student participation if he or she wants to emphasize certain short passages of reading. According to Harmer, teaching reading has six principles, such as:

1. Reading is not a passive skills.

     Reading is an active activity, where the reader can read out the combination of written words, understand the meaning of words, see the pictures of the drawn words, understand the arguments and decide whether the readers agree with them. Therefore, the teacher must be able to create several reading activities that include these things.

2. Students should focus on what they read.

    The teacher must be able to ensure that students are interested in the text. Because this is the first step in showing that students are engaged in text research. When they are passionate about a subject or task, they get more out of what is in front of them.

3. Students should be encouraged to respond to the contents of the text read.

    Reading and understanding the meaning and message of a sentence is very important. Students must be able to respond to messages in several ways.

4. Prediction is important.

    The teacher must give "guidance" to students. This means that they must be able to encourage students to think and anticipate what they will read.

5. Match assignments to topics.

    Teachers should provide assignments related to the topics they are reading. Students need to choose good reading assignments and correct questions, interesting and useful puzzles, etc. This keeps students interested in the teaching-learning process.

6. Good teachers make the most of their textbooks.

    Good teachers can include text to read in a series of interesting lessons. They are demanded to be able to a complete study of the text. This makes reading varied and interesting. Suggest the next steps the teacher can take before reading the text.

These procedures require the teacher to activate students by helping them recognize known knowledge about a text topic through discussions such as headings, subtitles, images, text structure, and previews. It is an integral part of education. Principal Harmer stated that reading should convince students to make predictions made by teachers.

H.   Strategies in Teaching Reading

Psychologically, reading is seen as an interactive process between language and thought. Three types of reading class activities are pre-reading, during-reading, and post-reading.

1.   Pre-reading activities

Pre-reading activities are activities that students interact with before reading. Activation of pre-reading activities is associated with student's background knowledge, reading teaching objectives, learning activities, and student motivation. At this stage, the teacher tries to activate the student's schema related to the topic or schema of the text content. Pre-reading is about communicating to students the purpose of reading and learning.

Pre-reading also motivates students. Motivation to read attracts students' interest. Pay attention to the text. The activities of pre-reading activities aim to help students understand the text they read.

2.   During reading activities

While Reading, Actions are actions that the reader takes while reading. Mukhroji (2011) states that reading involves: (a) identifying the main idea, (b) looking for details in the text, (c) following the

sequence, (d) inferring from the text, and (e) recognizing discourse patterns.

During reading, activities are learning activities that take place continuously during reading activities. Mukhroji (2011), His Five Classes in Studies. First, the reader identifies the main idea of the text and emphasizes the thematic sentences through repetition. Second, the reader finds details in the text and finds specific information. Third, the reader follows the sequence by associating elements with a particular sequence or action. Fourth, readers make inferences from the text by trying to understand it using their schemas and experiences. Fifth, readers recognize discourse patterns to understand the text as a whole.

3. Post-reading activities

Post-reading activities are actions that the reader takes after reading. In post-reading activities, students ask questions and provide feedback. After post-questions are more active in their further understanding and purpose as both valuable and good value information of both greater and lesser importance is learned.

Post-reading activities are learning activities carried out by students. And the teacher will do this after reading aloud. Mukhroji (2011) notes that post hoc questions, feedback, groups, and class discussions are activities that can be done in the post-reading phase. The activity function is a function of checking students' understanding of the text they read. Questions after reading the lesson are very important because all the high and low important information will be

learned. In addition to questions, summarizing the content of the text also applies to students.

Post-reading activities can also be in the form of discussions. This discussion can be done in a group discussion or with the whole class. Discussions will vary depending on class size. Group discussion is recommended for larger classes. If your class is small, it is recommended that you discuss it in its entirety.

I. Strategies in Teaching Reading Comprehension

Successful readers can also read for full understanding. That is, reading to understand the meaning of the text as a whole. This reading style is common in academic and other environments where full comprehension is required. According to Vacca & Vacca (1999:53), there are several strategies to teach reading comprehension.

1. Scaffolding

The key change in educational delivery that makes a difference in the content literacy of all learners, especially students from various backgrounds, is the development of text strategies.

Gasong, 2007 explains that scaffolding is a lesson that gives students some support in the early stages of learning and then gives them options with little support. Scaffolding allows teachers to help different learners to understand and overcome difficulties in text-based learning situations. Scaffolding is the process of helping students, with the help of a teacher or other capable

person, solve certain problems that are beyond their developmental capabilities.

From the definition described above, it can be concluded that scaffolding is student support, and teacher support, which enables the development of learning abilities and thus demonstrates higher mastery of the material by solving more complex problems.

2. Think-aloud

Think Aloud is a strategy to help students in their learning activities, aiming to remember more important information in the text given by the teacher. The teacher's ability to channel creativity and control students to complete each stage of how they understand the text reading and the teacher's ability to express his thoughts during spoken reading Clarify your thoughts.

Davey, 1983 suggested five basic steps for using Think Aloud. First, choose readings that contain difficult, ambiguous, contradictory, or foreign words. Second, have students read orally and silently when they are thinking aloud, and listen when problem areas are being addressed. Third, ask students to practice thinking aloud by working with a partner to read short, carefully prepared passages and brainstorm. Fourth, let students practice on their own using the checklist because all students test the application of the procedure. Finally, they provides translations, incorporates exercises in other lessons, and shows how, why, and

when to use think-aloud. Five things that can be done while thinking aloud are:

- To develop a hypothesis through prediction.

- To develop the image by explaining the image that forms in your head from the information you read.

- To link new information connected with Monitoring understanding by demonstrating strategies, sharing analogies to track understanding, voicing previously acquired knowledge.

- To monitor comprehension by verbalizing a confusing point.

- To regulate comprehension by demonstrating strategies.

3. Reciprocal teaching

Reciprocal teaching is a strategy that seeks to share teacher roles, allowing students and teachers to discuss specific reading materials. Reciprocal teaching includes four discussion strategies: predicting, question generating, summarizing, and clarifying. Reciprocal teaching is a great way to teach students to identify key ideas from what they read by discussing vocabulary, formulating ideas and questions, and summarizing information. Can be used in multiple content areas. It is suitable for textbooks and non-fiction texts.

Reciprocal Teaching (Palinscar and Brown, 1984) encourages learners to develop skills that effective readers and learners do automatically: summarizing, questioning, clarifying, anticipating, and responding to what they read. Guided reading strategies that students work in pairs or small groups using these four common text comprehension strategies. Interactive learning can be used with fiction, nonfiction, prose, or poetry.

Then students take turns assuming the teacher's role. The key to the effectiveness of this strategy is adapting task requirements to support students when problems arise. That is, when students experience difficulty, you assist by lowering the demands of the task. As the process progresses, we are phasing out support to allow students to continue learning. Reciprocal teaching is in a way a set of four understanding strategies.

1) Prediction

Predicting requires students to remember relevant background knowledge about a topic and form a hypothesis about what the author will discuss in each part of the text. Students then read meaningfully, connecting new and prior knowledge as they synthesize information and improve their predictions (Carr, et al., as cited in Sipayung R.W, (2004:197).

2)   Question Generating

Questions help students identify the main ideas in the text. As the questions developed, they strengthened their understanding of the main points (Carr, et al., as cited in Sipayung R.W, (2004:197). Next, Remind them of the three levels of questions:

- Right there questions (text answers)

- question between the lines (requires output)

- Critical thinking questions (opinion required)

3)   Clarify

Clarifying is a self-monitoring strategy that encourages students to repeat what they have read to make sure it makes sense to them. If not, they stop and re-read it to see why it does not make sense. This process helps students identify factors in the text that interfere with their understanding, such as difficult concepts, new vocabulary, and incomprehensible references. Through self-control, students learn to be responsible for their understanding and take steps to restore meaning (Carr, et.al, as cited in Sipayung R.W, (2004:197).

These clarifications may take the form of the following questions:

- How do you pronounce it...?

- What does the word … mean?

- I think the author is saying...?

4) Summarize

   Summarizing helps students synthesize information, identify main ideas and key details, and make connections between concepts (Carr, et al., as cited in Sipayung R.W, (2004:197).

   - Students verbally summarize in pairs and share with their assigned small group, or write down the summary and read it to the small group.

   - Each sub-group can create a semantic map containing key points common to each member of the group.

4. Question-Answer Relationship (QARs)

   The type of question asked to help comprehension should be based on the information the reader needs to answer the question. Therefore, teachers should help students identify possible sources of information when answering questions (Pearson & Johnson, 1978). Readers rely on two main sources of her information to answer questions: information in the text and information in the reader's head. QARS is a reading comprehension strategy for understanding and analyzing questions. In other words, this strategy helps students understand questions and gain information as they read. The focus of attention is on the questions the teacher asks while reading the text.

J.   Previous Studies

Several previous researchers carried out similar studies, the title Teacher Strategies in Teaching Reading Comprehension at the Third Grade of State Junior High School 23 Jambi by Rio Gusti Ranggi (2019). This thesis explains how to apply teaching strategies to teach reading comprehension in grade 3 A of SMP Negeri 23 Jambi and strategies to teach reading comprehension in grade third A at SMA Negeri 23 Jambi. His research used a qualitative descriptive design. Direct observation, interviews, data collection through documentation, and design comprised two stages. The first is teacher and student observations. His research observed classes, school conditions, and the teaching and learning process, and the second stage was an interview with an English teacher. His study found two teacher strategies: Scaffolding and QAR (Answering Questions). Teachers can see which students are assigned specific assignments and which students are guided to focus on the text and what was contained in the text

Another research conducted by Audina et al. (2020) 'An Analysis of Teacher's Strategies in Teaching Reading Comprehension. This journal explains that the research shows that teachers and students experience difficulties in the learning process. This study aims to learn the strategies used by English teachers and why they chose these strategies for teaching reading comprehension in English and learning to read using the method selected by English teachers. This survey is used to interview English teachers. The research location was at SMK Dharrna Bakti 1 in Jalan Letjen Jamin Ginting Km. 8 Padang Bulan, Medan. The method of the research was qualitative

research. The research tools were observations and interviews. The technique of collecting data is a process or activity carried out by the researchers to obtain data and information, both in the observance of the learning process and interview of the English teacher. The results of this study use the Directed Reading Activity (DRA) strategy. DRA is a strategy used to develop and reinforce a student's reading comprehension

The last research was 'Teaching Strategies: EFL Students' Responses Toward Teacher Strategies In Reading Comprehension' by Wahyuni et al. (2020). This journal explains the teaching strategy for reading comprehension to grade 1 students of SMA Inshafuddin Banda Aceh, conducting research using descriptive and qualitative methods. The study participants were first-year students at SMA Inshafuddin Banda Aceh, which consisted of 30 students. The questionnaire is a data collection tool used in research. The questionnaire used in this study was closed. They used this sampling because they chose a sample with targeted selection, and not all samples have criteria consistent with the researcher's decision. This research aims to find out the students' responses to the teacher's strategy in teaching reading comprehension. Their results showed that students responded positively to the teacher's method of teaching reading comprehension. They concluded that students' responses to the teacher's form of teaching reading comprehension showed positive reactions. 90% of the students who excelled said their English teacher had mastered all the material during the learning process. In addition, students' positive response is also reflected in the strategies used by the teacher. He has three strategies with high responses, and this percentage

is 73.3%, and he is 76.7%. The method in this questionnaire is the introduction to story structure, question-response relationship (QARS), and understanding of monitoring.

Based on explained in previous research that strategies in reading comprehension have many choices that teachers must make to support success in teaching reading comprehension. For this reason, this study analyzes the teacher's strategy in knowing the ability of Grade VIII students of junior high school to learn reading comprehension in learning activities at school.