

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings:

1) Theory of the reading, 2) Using of the reading, 3) The nature of reading, 3) Concept of reading, 4) Aspect of Reading Comprehension, 5) Comprehension Skill, 6) The related Study and 7) The Role of Background Knowledge in Comprehension, and 8) Theoretical frame work.

A. Theory of the reading skill

In this research, it was decided to implement the strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. Afflerbach and Johnston cited by McKeown and Gentilucci (2007), claim that the serves firstly as a method of measuring the cognitive reading process, then as metacognitive tool to monitor comprehension. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

Another definition of this strategy is provided by Pressley et al. in McKeown and Gentilucci's (2007) work: "think of the reading is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it" (p. 1). Through the interactions

that think aloud promotes, a better understanding of the texts may emerge in the classroom. Think aloud is also a process in which readers report their thoughts while reading (Wade 1990). It helps students to reflect upon their own reading process.

In a similar way(, Keene & Zimmerman, (1997) declare that “The reading is a technique in which students verbalize their thoughts as they read” (p. 1). Thus, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading texts. Another illustration about is the provided by(Tinzmann in Teacher Vision website (2009), he says that:

When students use think of reading skill with teachers and with one another, they gradually internalize this dialogue [...] it becomes their inner speech, the means by which they direct their own behaviours and problem-solving processes. Therefore, as students , they learn how to learn, and they develop into reflective, metacognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is difficult.

This argument encloses all the issues that imply in a reading process. They are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996 in teacher vision). These sub-strategies will be defined in the ensuing sections.

Reading is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text (Baumann, Jones, & Seifert-Kessell, 1993; Davey, 1983; Wade, 1990). Readers' thoughts might

include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions.

These comments reveal readers' weaknesses as well as their strengths as comprehenders and allow the teacher to assess their needs in order to plan more effective instruction

1. Using of the reading

How to use this strategy

- a. Explain that reading is a complex process that involves thinking and sense-making; the skilled reader's mind is alive with questions she asks herself in order to understand what she reads.
- b. Select a passage to read aloud that contains points that students might find difficult, unknown vocabulary terms, or ambiguous wording. Develop questions you can ask yourself that will show what you think as you confront these problems while reading.
- c. While students read this passage silently, read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems. It is helpful if you alter the tone of your voice, so students know when you are reading and at what points you begin and end thinking aloud.
- d. Coping strategies you can model include:

- 1) Making predictions or hypotheses as you read: "From what he's said so far, I'll bet that the author is going to give some examples of poor eating habits."
 - 2) Describing the mental pictures you " see" : "When the author talks about vegetables I should include in my diet, I can see our salad bowl at home filled with fresh, green spinach leaves."
 - 3) Demonstrating how you connect this information with prior knowledge: "Saturated fat"? I know I've heard that term before. I learned it last year when we studied nutrition."
 - 4) Creating analogies: "That description of clogged arteries sounds like traffic clogging up the interstate during rush hour."
 - 5) Verbalizing obstacles and fix-up strategies: "Now what does 'angiogram' mean? Maybe if I reread that section, I'll get the meaning from the other sentences around it: I know I can't skip it because it's in bold-faced print, so it must be important. If I still don't understand, I know I can ask the teacher for help,"
- e. Have students work with partners to practice "think-aloud" when reading short passages of text. Periodically revisit this strategy or have students complete the assessment that follows so these metacomprehension skills become second nature.

B. The Nature of Reading

Reading is an active cognitive process of interaction with print and monitoring comprehension of establishing meaning which means the brain does not work in

reading, the pupils get information by comprehending the message and the teacher motivate the pupils to read (Lado, 1961: 65). Furthermore, Gloria (1988: 43) States that the definition of reading comprehension is most likely to occur when pupils are reading what they want to read, or at least what they see some good reasons to read.

Lado (1961: 56): Reading in the foreign language consists of grasping meaning in the written language. In this case, reading foreign language is the grasping of full linguistics meaning of what is to read in subject within the common experience of the culture of which the language is a central part. He further maintains that linguistics means to include the denotation conveyed by language to all speakers of it is as opposed to meaning that are receptive only by those have specific background information not known by the other speakers in general. In other word, there are some purposes of reading such as reading for specific items of information, for general and detail information in a given field, etc. other types of reading, for example readings for literary appreciation are properly the real of reading in the native language.

Learning to read a new language, the pupils must read carefully, some aloud; moreover some questions are also important of the passages, as in the following statement by Berry (1956: 44): There must be question on the text, this essential. The questions are to help the pupils understanding every detail on the passage, for example, the passage is about “hide and seek”. It means that the questions on the passage are able to facilitate the pupils understanding of the passage; the children are playing hide and seek in the playground, and the question are (1) who is playing hide and seek in

the playground ? (2) What are the children playing in the playground? (3) What are they doing in the playground and where are they playing hide and seek?

Psychologists and the reading experts have been conducting extensive research in the nature of reading and the sequential development of language skill. Among discoveries of the researchers, as stated by Lewis and Sisk in Gerry (1956: 34) are:

- a) reading is not a single skill but an interrelated process of many skill;
- b) reading is development process, in other words, reading comprehension develops sequentially as pupils nature;
- c) there are developmental pattern from grade to grade and from year to year, but wide variations in reading ability exist among pupils in any grade or of any age, and;
- d) there are no basic reading comprehension which can be taught or learned once or for all, they are merely simpler or more difficult levels of reading proficiencies, which can be taught to pupils who are ready to learn.

C. Concept of Reading

Although, on the world wide level, the format of teaching reading skill may differ according to local circumstances, the 1994 English GBPP Stresses the implementation of teaching reading skill in an integrated skill unit. It means that reading is thought integrated with the other language skill. Such as, teaching vocabulary, grammar, punctuation and the way construct sentences, paragraphs and texts.

The development of reading skills mostly occurs in this stage. To be effective reader, the pupils should be able to (1) scan; (2) skim; (3) read between the lines; (4) read intensively; and (5) deduce meaning from the context.

1. Reading Process

In very real sense, reading process is a progress report. It means that a major reason for the lack of forward motion in attempts to develop more effective reading instruction was a common failure to examine and articulate a clear view of the reading process itself. Knowledge is non-cumulative in improving reading instruction largely because either ignore the reading process and focus on the manipulation of teacher or pupils behaviors or because they related reading as an unknowable mystery.

Goodman, in Long, H Michael and Jack C Richards (1988: 11) says that: “(1) Reading is what reading is and everybody knows that; usually this translates to ‘reading is matching sounds to letters’; (2) ‘Nobody knows how reading works’”. This view usually leads to a next premise; therefore, in instruction, whatever ‘works’ is its justification.

Both views are non-productive at best and the worst seriously impede progress. Furthermore, the effort has been to create a model of the reading process powerful enough to explain and predicate reading behavior and sound enough to be a base on which to build and examine the effectiveness of reading instruction. This model has been developed using the concepts, scientific methodology, and terminology of psycholinguistics, the interdisciplinary science that is concerned with how thought and language are interrelated.

2. Reading as a Language Skill

From the four integrated skills (listening, speaking, reading and writing skill), the writer is interested to come up with a more elaborate description about reading skill as what Tarigan (1987) cited from Huda (2000) calls that reading skill as the third skill that the children have gained after speaking and before writing.

To the same extent reading should be stimulated when the students need to create the sense condition. In other words, the students will be guided to find the real answers of question they have in mind. Purposeful reading is encouraged by creating an interest in content, by trying in the new experience with personal background of the learning, by systematically extending the reading vocabulary (Betts).

Ying (2001) states that “reading is the process of recognition, interpretation and perception of written or printed material. Meanwhile Godman says reading is a psycholinguistic guessing game, consisting of cycle of sampling, predicting, testing and confirming.

Ying continues her statement that “reading is a process of hypothesis formation and verification, it is communicative act between a writer and reader. Consequently, the reader’s understanding is unlikely to be 100% accurate, as Wallace (1982) cited from Ying (2001) puts it: “The mother tongue speaker learns to be content with approximate meaning.... (H)e is satisfied with a meaning which makes sense of the context.”

According to Grellet (1981) reading may be classified as four simply categories, intensive reading, extensive reading, skimming and scanning (Cited in Ommagio, 1986) Suhirman (2002) further mentions as follows:

a. Firstly, intensive reading is reading activity that is being related to further progress in language learning under the teacher guidance. In this type of reading, control from a teacher is compulsory and it will provide a basis for elucidation of difficulties of structure, and for the extension of vocabulary. To the same extent, Finnonchiro (1983) also glanced that the intensive reading when the student's attention should be focused on all expression, nations sound, structure and cultural allusions will be unfamiliar to them in passage.

b. Secondly, extensive reading is developed at the student's own pace according to his individual ability (Rivers, 1968 and Suhirman, 2002). In this extent, the activity is not completely controlled by the teacher. The students have learner to read without the teacher's role. The extensive reading activity is mostly concerned with the purpose of training students to read directly and fluently by his/her own employment, without the aid of the teacher. Structures in the test will be already familiar to him and new vocabulary will be introduced slowly in such a way that its meaning can be deduced from the context.

c. The third is skimming

There are great many materials related to each professional area, the students must be taught to be selective. Skimming techniques will enable them to select the worth reading.

D. Method of Skimming

1. Preview

By previewing, the student can find out whether a specialist in a certain fields written book or article and whether it contains the information he/she is seeking.

2. Overview

In over viewing, the student can discover the purpose and scope of the material, and can find sections that are the special interest to him.

3. Survey

Through survey, the student will get the general idea of what the material contains.

In short, skimming is the skill that helps the students read quickly and selectively in order to obtain a general idea of the material.

4. The fourth is scanning

Scanning helps the student search quickly of the specific information he wishes to get from the material, such as finding the meaning of a word in a dictionary, finding the heading under which required information appears an index, finding statistical information in tables, charts, or graph, and finding the answers to certain questions from the text.

The procedures for scanning are as follows. First, specific information must be located. Next the clues which will help to find the required information have to be decided, then, find the clues. Finally, read the section containing the clues to get

information needed. In this technique, the students are trained to think of clues to help them find the specific information. These clues may be a word or words, punctuation, alphabetical order, numbers, etc.

From linguistics point of views, reading is recording and decoding process. Not like speaking which just involves an encoding process reading applies decoding process by which a reader must grasp and guess the meaning of written words used in writing scripts, reading the symbols to the oral language meaning (Anderson in Tarigan (1991) and Suhirman (2002)). In short, reading can be defined as “bringing meaning to and get meaning from points or written materials” (Finnochiro and Banama in Tarigan, 1987, and Suhirman, 2002). It is true by reading people get to know the other people scientific achievement, or some happening in other region of the country. Through reading we can improve our skill and enlarge our human development achievement.

E. Aspects of Reading Comprehension

According to Sheng (2003) reading comprehension questions measure student’s ability to read with understanding, insight and discrimination. This type of question explores the ability to analyze a written passage from several perspectives, including student’s ability to recognize both explicitly stated elements in the passage and assumptions underlying statements or arguments in the passage as well as the implications of those statements or arguments. Because the written passage upon which the questions are based presents a sustained discussion of a particular topic.

There are six types of reading comprehension questions. These types focus on these aspects.

1. The main idea or primary purpose of the passage;
2. Information explicitly stated in the passage;
3. Information or ideas implied or suggested by the author;
4. Possible applications of the author's ideas to other situations, including the identification of situations or processes analogous to those described in the passage;
5. The author's logic, reasoning, or persuasive technique;
6. The tone of the passage or the author's attitude as it is revealed in the language used.

F. Comprehension Skill

According to Hilerachi (1983) most of the reading professional list three categories of reading comprehension.

1. Literal comprehension has to do with understanding or with answering questions about what an author said.
2. Inferential comprehension refers to understanding what an author want by what was said.
3. Critical reading has to do with evaluating or making judgments about what an author said and meant. Edgar put it well when he referred to these three categories as "reading the linesreading between the lines.....and reading beyond the lines."

G. The Role of Background Knowledge in Comprehension

Ommagio (1986) writes that cognitive psychologists in the late 1960s place great emphasis on the importance of meaningfulness and organization of background knowledge in the learning process. Ommagio (1986) quotes Ausubel's (1968) views that learning which involves active mental process must be meaningful to be effective and permanent. In the second language comprehension process, at least three types of background knowledge are potentially activated:

Godman describes that reading as a "psycholinguistic guessing game" involving the interaction between thought and language. Efficient readers do not need to perceive precisely or identify all elements of the text. Rather, they select the fewest, most productive cues necessary to produce guesses about the meaning of the passage and verify the hypothesis as the process discourses further (In Ommagio, 1986).

Along with Godman's idea, Ommagio (1986) also maintains that the efficient language users will take the most direct route to their goal comprehension. He describes reading as a sampling process in which readers predict structures. Clearly, Ommagio (1996) included as in the comprehension process all three types of background knowledge: comprehenders make use not only of the linguistic information of the text, but also of their knowledge of the world and their understanding of discourse structure to make sense out of the passage. In line with the above statement, as Ommagio (1986) cited from Kollers (1973) also maintains that reading is only incidentally visual. Thus, the reader then contributes more information by the print on the page.

Finally, Ommagio (1986) presents Yorio's statement who isolates the following factors in reading process, those are:

1. Knowledge of the language.
2. Ability to predict or guess in order to make correct choice.
3. Ability to remember the previous cues, and
4. Ability to make the necessary associations between the different cues selected.

H. The Related of Study

As the comparison of this research, here are some researches of The Improving students reading comprehension using communicative approach through game. The first researcher is Alexander Moreno cardenas (2009) with title "The Impact Of The Strategy In The English Reading Comprehension Of Efl 10th Graders, he found that the students increased their engagement in the activities because of the think-aloud strategy. Through the use this strategy they could interact and construct meaning from the texts at once when they developed the reading tasks. Second, it is important to highlight that the role of the teacher as a guide was crucial in this. because he could assist and foster students to use reading strategies such as predicting, visualizing, and prior knowledge in order to comprehend the reading texts. Being the teacher's role only as a guide, students then are the main protagonists of the reading process. Third, another positive impact of the think-aloud strategy, is that students constantly mentioned that they had an enhancement in some specific aspects of English language such as: pronunciation, vocabulary, and listening skill.

I. Theoretical

Based on the theoretical description and result of the relevant studies, the writer arrives at theoretical framework of this study. In teaching and learning process, especially in English, many problems and activities face by the students and also the teachers. But, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at the school, they should hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

In English language teaching in Indonesian, reading is placed in high priority, we can see it from the curriculums. Senior high school curriculums, junior high school curriculum, even at elementary school emphasize the English language teaching on the reading comprehension ability.

Therefore, reading is the most important language skills for students to study hard, by reading the knowledge of the pupils will gradually increase, beside developing their ability in other language skills. But reading without comprehension is means nothing because reading comprehension is an active process to get the information from the text.

By teaching four language skill in interactively, that is involves reading, listening, speaking and writing. In this case is limited for the reading skills itself to involve the pupils in learning activities i.e.; (1) To expands the pupils knowledge and art; (2) to motivates the student to be a good personality in their country; (3) to expands the pupils social intercourse. So that in this case, the ability of the pupils will be

increased by using textbook with are published by Depdikbud (Government) and Yudistira (Private Publishing Company).