

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about previous study, The nature of reading, concept of reading, aspect of reading comprehension, definition of reading comprehension, level of reading, reading as a language skill , reading assessment, theory of think aloud, benefits of think aloud, how to apply think aloud strategy.

#### **A. The Nature of Reading**

##### **1. Definition of Reading Comprehension**

Reading is a means to assist personal development, then to provide entertainment and information. In oxford advanced learners dictionary is defined that reading is to look at and understand the something in particulars way, away in which something is interpreted or understood. 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. Furthermore, 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.

##### **2. 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.

### **3. Level of Comprehension**

Level of comprehension in order to understand fully what they read. To take in ideas that are directly stated is literal comprehension (reading the lines) this is the most basic type. To read between the lines is interpretative level, and the applied level (reading beyond the lines).

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#### **a. Literal Reading**

Reading for literal comprehension, or acquiring information that is directly stated in a selection, is important in its self and is also a prerequisite for higher level comprehension. Recognizing stated information is the basis of literal comprehension, the specific, explicitly stated parts of a paragraph or passage that contain basic information are the details on which main ideas, cause and effect relationships,

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12 James H. Berry, 2005, *Levels of Reading Comprehension*, (Online), (<http://www.sc4.edu>, accessed September, 2014)

inferences, and so on are built. It means that literal is to inform the readers directly shown in the text.

**b. Interpretative Reading**

Interpretive reading is reading between the lines or making inferences. It is process of deriving ideas that are implied rather than directly stated. Interpretive reading includes making inferences about main ideas of passages, cause and effect relationship that are not directly stated, referents or pronouns, referents of adverb, and omitted words. It also includes detecting the mood of a passage, detecting the author's purpose in writing a selection, drawing conclusions, and interpreting figurative language. Knowing the how and why behind this level of understanding is obviously a much deeper or profound level of thinking. This level of comprehension is that college instructions will most likely expect their students to get in their courses.

**c. Applied Reading**

At his level, the readers are about to elevate or raise your thinking one more “notch” or level to more critical, analyzing level. This presumes that the readers are have already reached the previous two levels. At this level, the readers are reading between the lines and then examining the message from the author or attempting to apply that message to other settings.

Types of reading that are used in this research based on the proportional of reading comprehension. This is latticework of reading ability test that was adopted from Farr in Djiwandono.<sup>12</sup>

**Table 2.1**  
**Latticework of Reading Ability test**

<b>Ability</b>	<b>Detail of ability</b>	<b>Percentage (%)</b>
Measuring level of reading comprehension	Able to answer the question about the meaning of the text and the usage.	5 %
	Able to answer the explicit question of the text.	15 %
	Able to answer the questions that demand of the organizing text comprehension and connection of content of the text	15%
	Able to answer the questions about the meaning, live attitude, and felling of author.	20%
	Able to answer the implicit questions of the text.	45%

But in this study, the researcher will imply two abilities with percentage are 60% implicit (literal questions) and 40% explicit (inferential questions) because the objective of this study was the tenth grade students of senior high school.

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

Furthermore, Brown states that are some type of classroom reading performance as follows :<sup>13</sup>

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<sup>12</sup>M. SoenardiDjiwandono, *TesBahasa*, Jakarta: PT. Indeks, 2008, p. 169.

### **a. Oral and silent reading**

At the beginning and intermediate levels, oral could be seen such as :

- 1) Serve as an evaluate check out on bottom-up processing skill
- 2) Double as a pronunciation check, and
- 3) Serve to add some extra student participation If you want to highlight a certain short segment of a reading passage.

### **a. Bottom-up and top-down processing**

The between bottom-up and top-down processing became a cornerstone of reading methodology for years to come. In bottom-up processing, readers must first recognize a multiplicity of linguistics signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use theirs linguistics data-processing mechanism to impose some sort of order on these signals.<sup>14</sup>

## **5. 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 in striation was a common failure to examine

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<sup>14</sup> Brown Douglas. Teaching by principles: *An Interactive approach to language pedagogy*, Inc, education company.2001 P. 298

<sup>15</sup> Brown Douglas. Teaching by principles: *An Interactive approach to language pedagogy*, Inc, education company.2001 P. 299

and articulate a clear view of the reading process it self. 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 of because they related reading as an unknowable mystery.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.<sup>15</sup>

## 6. Reading Assessments

Pearson & Sarrroub in Ginno study, stated that there are three important facets of reading comprehension assessment:<sup>16</sup> (a) norm-referenced, standardized, multiple-choicetests, (b) criterion-referenced assessments of specific skills, and (c) informal classroom assessments of comprehension.

First, the purpose of norm-referenced multiple-choice tests is to know the students' achievement compared to other students with the same measurement. Then, criterionreferenced assessments, which

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<sup>15</sup>H Michael and Jack C Richards. *Goodman, in Long*, 1988 P.11

<sup>16</sup>Kate Gage Ginno, *Measures of Content Reading Comprehension: Comparing the Accelerated Reader Measure and an Informal Measure*, Chico: California State University, 2009, p. 23, Published Thesis.

measuring the students' mastery by giving the score over a skill or concept. In this test, the students are able to get the requirement score to mastery the material. Last is the informal assessment of reading comprehension test. In this test, the teacher assesses the students' reading achievement directly in present day classroom.

Here is the outline of reading comprehension based on the students' level. Adopted from Farr in Djiwandono:<sup>17</sup>

**Table 2.2**  
**The Outline of Reading Comprehension Ability Based on The Students' Level**

No.	Level	The Ability
1.	Beginner	1. Understanding the meaning of the vocabularies based on the text
		2. Familiar with the generic structure and coherence of the text
		3. Familiar with main idea based on the text
		4. Able to answer the questions explicitly based on the text
2.	Intermediate	1. 1-4 in beginner level
		2. Able to answer the questions even the answer is expressed with different words
		3. Able to conclude content of the text
3.	Advance	1. 1-3 in intermediate
		2. Able to be familiar and understand the words and idioms to comprehend the literature.
		3. Able to be familiar and comprehend the purpose and the passage of the author .

Because of junior high school students include in intermediate level, the writer chose the ability of reading comprehension for intermediate level.

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<sup>17</sup> M. Soenardi Djiwandono, *Tes Bahasa*, p. 117.

## **7. 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.

### **a. Intensive Reading**

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.

### **b. Extensive Reading**

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. 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. Method of skimming :

a) 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.

b) 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.

c) 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.

**d. 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.

## 8. The Problem of Reading

In this case, Hornby states that problem is a thing that is difficult to deal with or understand or a question to be answered or solved.<sup>18</sup> in addition that problem is a difference between the perception (sensor) of and the will (purpose or goal) about a stage being observed by a sentient entity.

In conclusion, problem is thing that is difficult to deal with or understand or a question to be answered or solve that is an asymmetry or a difference between the perception and the goal.

In this section, there mainly causes for problems reading comprehension according to Nathan V. as a result, it could be drawn as follows :

### a. Decoding difficulties

Decoding is the process by which a word is broken into individual phonemes and recognized based on those phonemes.

Signs of decoding difficulty were :

- 1) Trouble sounding out words and recognizing words out of context;
- 2) Confusion between letters the sounds they present;
- 3) Slow oral reading rate (reading word by word);
- 4) Reading without expressions;
- 5) Ignoring punctuation while reading

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<sup>18</sup> A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p.921.

### **b. Comprehension Difficulties**

Comprehension relies on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding.

Signs of comprehension difficulty were:

- 1) Confusion about the meaning of words and sentences;
- 2) Inability to connect ideas in a passage;
- 3) Omission of, or glossing over details;
- 4) Difficulty distinguish significant information from minor details;
- 5) Lack of concentration during reading.

### **c. Retention Difficulties**

Retention requires both decoding and comprehending what is written. This task relies on high level cognitive skills, including memory and the ability to group and retrieve related ideas. As students progress through grade levels, they are expected to retain more and more of what they read. From third grade on reading to learn is central to classroom work. By high school essential task.

Signs of retention difficulty were :

- a) Trouble remembering or summarizing what is read;
- b) Difficulty connecting what is read to prior knowledge;

- c) Difficulty applying content of a text personal experiences.<sup>19</sup>

## 9. Aspect of Reading Comprehension

According to Sheng, 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.

- a. The main idea or primary purpose of the passage;
- b. Information explicitly stated in the passage;
- c. Information or ideas implied or suggested by the author;
- d. Possible applications of the author's ideas to other situations, including the identification of situations or processes analogous to those described in the passage;
- e. The author's logic, reasoning, or persuasive technique;
- f. The tone of the passage or the author's attitude as it is revealed in the language used.

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<sup>19</sup>Nathan V, *Reading Difficulties /PBS*, accessed August 25, 2015 (online) (<http://www.pbs.org/wgbh/misunderstoodminds/readingdiffs.html>)

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**The Outline of Reading Comprehension Ability Based on The Students' Level**

No.	Level	The Ability
4.	Beginner	5. Understanding the meaning of the vocabularies based on the text
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		Able to answer the questions explicitly based on the text
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		5. Able to answer the questions even the answer is expressed with different words
		6. Able to conclude content of the text
6.	Advance	4. 1-3 in intermediate
		5. Able to be familiar and understand the words and idioms to comprehend the literature.
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Because of juniorhigh school students include in intermediate level, the writer chose the ability of reading comprehension for intermediate level.

To reach the purpose of English lesson, students are hoped have the competence which is stated in standard competence and basic competence of English lesson in Junior High School. This research focuses on the reading skill based on the syllabus that is used at eighth grade in MTsN-2 Palangka

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<sup>20</sup> M. Soenardi Djiwandono, *Tes Bahasa*, p. 117.

Raya. Standard competence and basic competence that should be reached are:<sup>21</sup>

**Table 2.3**  
**Standard Competence and Basic Competence of Reading Skill**

Standard competence	Basic Competence
<p><b>1.</b> Understanding the meaning of short functional text and essay form of a narrative, descriptive, and news item in the daily life context and to access knowledge.</p>	<p><b>8.1</b> Responding the meaning of the short functional text (announcement, advertisement, invitation, etc.). Official and unofficial uses of written language variety accurately, fluently and acceptable in the context of everyday life and to access knowledge.</p> <p><b>8.2</b> Responding meaning and rhetorical ways in official and unofficial uses of written language variety accurately, fluently and acceptable in the context of everyday life and to access knowledge in short functional text (e.g. narrative, descriptive, and news item)</p>

Teaching reading for Senior High School has purpose. First, English has function to reach informational level because they are prepared to continue their education to higher level. The material for them does not reach epistemic literacy, because this level is considered as too high level for Senior High School students. Second, English has function to create the aware of students about the important of English to improve the nation competition

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<sup>21</sup>Syllabus of English language from MTsN-2 Palangka Raya

power in the world.<sup>22</sup> In this case, the English is important to be thought to the students.

## 10. Scoring Method

To assess students' ability of English reading comprehension the researcher will do the Reading Comprehension test, then the writer score to each student by using the formula:

$$S = \frac{n}{N} \times 100$$

**Where:**

**S = students' score**

**n = number of true answer**

**N = number of test items**

**Table 2.4**

**The Scoring Rubric for The Measurement of Reading Comprehension**

Mark Value	Letter Value	Heavy Value	Predicate
80-100	A	4	Excellent
70-<80	B	3	Good
60-<70	C	2	Enough
50-<60	D	1	Less
0-<50	E	0	Fail

## B. Think Aloud Strategy

### 1. Definition of Think Aloud

Afflerbach and Johnston cited by McKeown and Gentilucci, in this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy

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<sup>22</sup>Standar Isi untuk Satuan Pendidikan Dasar dan Menengah, Standar kompetensi dan Kompetensi Dasar SMA/MA, Jakarta: Badan Nasional Pendidikan, 2006, p. 125.

helped readers to comprehend more easily what was being read by them. think-aloud 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, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading texts. Another definition of this strategy is provided by Pressley et al. in McKeown and Gentilucci's work: "think-aloud 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.

Think-aloud as originally developed by (Newell and Simon), who used think aloud protocols in combination with computer models of problemsolving processes to build very detailed models. Using this methodology Newell and Simon were able to explain protocol data from a theory of human memory and assumptions about the knowledge that subjects could bring to bear on a task. This work had a major influence, because it showed that very detailed explanations of verbal data can be obtained.<sup>23</sup>

## **2. The Benefits of think aloud**

Here are some benefit or advantages of think aloud strategy for students in teaching reading, it easy to use and research-based and helps

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<sup>24</sup> Maarten W. van Someren Yvonne F. Barnard Jacobijn A.C. Sandberg. *The Think Aloud Method A practical guide to modelling cognitive Processes*. P.38

students reflect on what they've read, it can be used (teacher to students, student to teacher, student to student) and expressed (on paper / sticky notes / on the board, large / small group) in a variety of ways, allows the opportunity for teachers to informally assess how students think and comprehend material, students are given a purpose and as a result able to read more effectively, then students are encouraged to pause while they are reading and think about whether they understand and what steps they should take if they don't. Think aloud can be used with students of varying reading skills / levels and able to differentiate instruction, then follows universal design for learning principles (provides multiple, varied, and flexible options for representation, expression, and engagement) reduces barriers to learning.

In conclusion, researchers have found that the think-aloud strategy “significantly increases students’ scores on comprehension tests, adds to students’ self-assessment of their comprehension, and enhances students’ abilities to select thinking processes to overcome comprehension challenges while they read.

### **3. How to Apply of Think Aloud 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,"

- 6) 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.

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.

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?

#### **4. Procedure of Think Aloud Strategy in Teaching Reading**

The think-aloud strategy is basically a reader vocalizing his or her thoughts to another person or audience. It involves telling what you see in your mind as you read, the connections that you are making, what you think might happen or even a word or passage that you don't understand. For some readers, skilled readers, the steps that are used for comprehending a passage are natural and automatically a part of their thought process. They are able to determine the meaning of what they read. However, for struggling readers, often times it needs to be taught and modeled frequently until they can internalize the process:

##### **Steps:**

- a. Start by choosing an interesting short story to read to the students.
- b. Decide on a few general reading processes / strategies that you want to focus on modeling. Research shows that good readers use the strategies illustrated in the following cartoon every time that they read. Also includes the following in list of general reading processes:
  - “decode text into words and meanings”
  - “set purpose for reading” (for pleasure, for information, etc.)

- “monitor understanding/self-correct (continuously check that reading makes sense and use fix-it strategies when it doesn’t)”
  - “reflect on meaning (consolidate knowledge with what was previously known)”
  - “prepare to apply what has been learned (create new knowledge structures, or schema, and ways of thinking and use these in new situations)”
- c. State your purposes for reading and learning some strategies. Let the students know that you will be stopping at different points to think about what you have read. Use a visual cue to signal that you are no longer reading (example: turn the book over in your lap).
- d. Introduce the story to the students. Tell the students what predictions you are going to make about the story based on the title and cover illustration.
- e. Begin reading the story and model your thinking as you read. Think about what parts may be confusing for your students and model how you would handle the issue. For example, “I don’t know this word. Does it have a prefix or suffix that might help me figure out what it means? Are there any clues in the sentence or paragraph that may help?”
- f. Tell the students what thoughts and images are going through your mind as you read every paragraph or two. Talk about how you are analyzing what happened in the story, making sense of what you have read and giving it meaning.

- g. Write down some of your thoughts (questions, predictions, etc.) on the board. Once you are done reading, have students decide if you were predicting, noting something that confused you, making a picture in your head, questioning, clarifying or making a connection to something you already know.
- h. Model fix-it / fix-up strategies (examples: rereading a sentence, look for context clues to understand something).
- i. Provide a small visual reminder of the strategy to look at while reading (example: a bookmark).
- j. After doing a number of think-alouds as a class, have students read a portion of a story with a partner and take turns thinking aloud while they read to each other. Walk around and listen to students to gauge their understanding and see who is struggling. Offer prompts to students as needed and practice

Offer time for students to reflect on how this strategy has helped them to become better readers. Here are some points how to the teach of think aloud strategy : <sup>24</sup>

- a. Predict : Try to figure out what might happen next.
- b. Visualize : picture the people, places and events being described
- c. Connect : connect what you are reading to other texts and the real world
- d. Questions : ask question about the material you are reading

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<sup>24</sup> Acccesedonline [http://www.readingrockets.org/strategies/think\\_alouds](http://www.readingrockets.org/strategies/think_alouds). May 17, 2015

- e. Clarify : investigate and clarify the main point and summarize
- f. Evaluate : judge the story and the actions of the character.

## **5. Teaching Reading in Junior High School**

Teaching and learning process of English in Junior High School is based on the school based curriculum. Based on curriculum (KTSP 2006) the target of teaching English in Junior High School is to gain all of skills function, those are listening, speaking, reading and writing. It means that the target of education is to make students be able to communicate oral or written to solve their problems in their daily life. From the quotation above, the purpose of teaching English in Senior High School is the ability of communication with their mastering in four skills.

The scope of English material in Senior Junior School includes many competences. First, Discourse competence are the ability to understand and/or produce spoken and written texts which are realized into four basic skill; those are listening, speaking, reading and writing integrated to reach the informational literacy level. Second, The ability to understand and to create short functional, monologue and essay texts in procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Third, Supporting competence, those are linguistic competence includes grammar, vocabulary, phonology, and morphology. Socio-cultural competence includes using expression and simple oral language accurately, smoothly and acceptably in daily life context.

