

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 research. The discussion is presented about: Conceptual idea of reading, Aspect of reading comprehension, The role of background knowledge in comprehension, Teaching reading, Think Aloud Strategy, The Implementation of reading Think Aloud Strategy, Descriptive text, report text and recount text, Previous studies.

A. Conceptual Idea of Reading

The conceptual idea of reading discuss about reading, reading comprehension, reading types and its types.

1. Reading

Reading is an important skill in foreign language learning. Students are expected to be competent and to develop reading skill in both formal and informal situation. It needs to be supported by English aspects namely: vocabulary, grammar, and pronunciation which are appropriate to Junior High School standard competence (Alshumaimeri ,2011). The students are expected to be able to read, it means they are able to share ideas and opinions to the readers through English reading skill. Reading involves a process of building and sharing meaning through the use of language orally and the students will know the way how to express language communicatively.

Brown (2004:189) adds that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of thereading process to finally reach their understanding about the meaning of the text they read. Furthermore, Nunan (1989:72), states that in reading, the readers do asolitary activity in which the reader interacts with the text in isolation. This isolated activity involves many interactions between readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of the text types.

Celce – Murcia (2001:154) views reading as an interactive process involving a text, a reader, and a social context in which the reading process occurs. She says that the transaction includes the reader activity on interpreting the text. This implies that the reader past experiences, language background, and cultural framework, as well as the reader purpose for reading influence the reader’s interpretation about the text.

2. **Reading Comprehension**

Reading comprehension is how understanding what a text is all about that is more than just understanding words in isolation, but also putting them together and using prior knowledge to develop meaning. For junior high school students reading comprehension is one of the most important aspects to pass and continue higher level of education. Lenz (2005:1) states that reading comprehension is the process of constructing meanings from the text. It means that the

reading comprehension process involves the readers' ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text. Finally, its process results a meaning of the text which is being understood by the readers. Furthermore, Klinger, Vaughn, and Boardman (2007:8) state that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

According to Alexander (1988) comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. There are two kinds of comprehension. First, the literal comprehension in which the reader is getting only literal meaning, that is, receiving and understanding only what the author has said. This kind of reading tends to be receptively and passively because there is no process of efforts to dig out the deeper meaning. Second, the implied comprehension, that is, reading beyond or between the lines when the reader is doing the action, he brings his knowledge and experience to the act of reading, draws inferences and applies reading to life situations. It means that he is reading actively where there is an interchange of ideas with the author. Good readers read for mainly means that they do not look at all

of every sentence for they can understand more than the sentences they read. Good readers can unite their purpose with the author's.

3. **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.

4. **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:

1. 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.

2. 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.

3. 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.

Method of Skimming :

- 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.

- 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.
- 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.

B. 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.

C. The Role of Background Knowledge in Comprehension

Ommagio (1986) writes that cognitive psychologist 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 involve 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 discourse further (In Ommagio, 1986).

Along with Godman's idea, Ommagio (1986) also maintains that the efficient language users will take the most direct routine 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 the passage. In line with the above statement, as Ommagio (1986) cited from Kolers (1973) also maintains that reading is only incidently 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.

D. Teaching Reading

a. Principles of Teaching Reading

Teacher should concern the teaching of reading comprehension to achieve the goals of teaching and learning process. In teaching of reading, the teacher is expected to give opportunity for students to read the texts comprehensively Alexander, J. E. (1988). It means that the teacher should create the situation where students can read the text aloudly and after that discuss the text together. Without putting aside the reading silent activity, this activity is also needed for students in order to be able to interact well with the texts. So, the teaching of reading is not a simple matter but teacher can create a lot of activities which can raise students' motivation in reading. The teacher should organize the teaching and learning process in order to help the students understand the materials easily. Teaching reading in more interactive way has positive effects on the students' reading comprehension. By applying the right strategy in reading class, it is believed that students will have high enthusiasm in joining the lesson.

Harmer (1998:70-71) formulates six principles in teaching reading. They are mentioned as follows:

1. The teacher needs to understand that reading is not a passive skill. Reading is an active activity. When students read a text, they must do other activity not just read a text at glance. Students do not only catch the surface structure of the text content. It means that the teacher does not merely ask the

students to read the text, but he/she has to make them realize that reading is not a passive skill. Since reading is an incredible active occupation, students need to draw the context of the text, the writer's arguments, and works which agree with them.

2. The teacher has to make the students enjoy reading the passage to make students interested in reading is important. When the readers are not interested or enjoy reading, they will get nothing from it. It is not easy for them to receive the materials or content stated in the text when they are not interested. It is different when they are interested in what they are reading. They will get more benefits. They can get more knowledge and new information from the text they are reading.
3. The teacher needs to encourage the students in responding the context of a reading text, not just to the language used in the text. Understanding language is also a part of comprehending a text. However, it is not the common thing in reading comprehension. The students have to be accustomed to understanding, responding to the meaning of the text and expressing their feelings about the text. That is why it becomes the responsibility of the teacher to encourage them to do that.
4. The teacher should emphasize that prediction is a major factor in reading. Prediction is one of the strategies in reading

comprehension. Before the students come into the text, they can do prediction by looking at the title of the text. The title sometimes gives clues about what the text is about. By doing this, the students will actively start the process of reading. This can be an exciting task for the students who have imagination. Indeed, the teacher should give clues to make the students comprehend the text easily.

5. The teacher has to match the task to the topic. Tasks are some ways to check the ability of the students to comprehend a text. Good tasks are those that are suitable for the topic being discussed. Tasks can be made by questions, puzzles, etc. In this case, teachers are expected to choose good reading tasks which can be interactive for the students. The interactive texts may be undermined by asking boring and inappropriate questions.
6. Good teachers exploit reading text to the full. Exploiting reading texts to the full means that the teacher does not ask the students to read a text and then move to another activity having no relation to the text. However, the teacher should integrate the reading texts into more interesting and engaging class sequences. The teacher should cover all the things that the students can work out with the text. The teacher has to discuss the text fully, study language, give additional tasks to the students.

E. Think Aloud Strategy

In this research, it was decided to implement the TAS 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 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.

Another definition of this strategy is provided by Pressley et al. In McKeown and Gentilucci's (2007) 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" (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 "think aloud 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 think aloud is provided by Tinzmann in Teacher Vision website (2009), he says that:

“When students use think out loud 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 think aloud, 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 TAS in a reading process. Think aloud 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.

TAS 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.

Think Aloud Strategy has some advantages (Gentilucci 2007:36), those are: Reading aloud is benefit for students as a contribution to the improvement of their reading comprehension. Particularly, the results are the guidance for students in fostering reading ability and basic skill and improving oral expression. It also helps students in memorizing words and texts, concentration, and practicing and pronouncing words for real world encounters.

F. The Implementation of Reading Think Aloud Strategy

In teaching reading, the researcher use “Think Aloud Strategy” as a technique in teaching reading comprehension which it can help the students more easy to understand the content of the text which they read even while they're on reading process. According to McKeown (1990:8), the procedures of TAS in teaching learning process are :

1. Giving explanation about Think Aloud Strategy.
2. Giving explanation about descriptive text, report text and recount text that has been taught by the students before.
3. Teacher has to model this strategy often. It gives the students an idea of thought process while reading.

4. Assign text to the students and ask them to read and look for the important information, such as: what, who, when, where, etc.
5. As a teacher's class, read the text aloud while the students follow along in their heads.
6. Create some questions for students related to the topic.
7. Stop periodically to students' think out loud then ask they're to answer some of the questions which has been model by the teacher.

The questions which should model by the teacher can be as follow:

- So far you have learned ...
- What do you know about this topic?
- Do you understand what you have just read?
- This made you think of ...
- What more can you do to understand what I am reading?
- Depend on your opinion, think the most important part was ...
- Depend on your opinion, ... will happen next.
- What new information did you just learn?

Allow time for students to practice asking questions aloud to themselves as they read the text. This can be done individually, with a partner or in a small group. Model how skilled readers reread sentence for clarification, or look back and look for context clues to help them figure something out.

G. Descriptive Text, Report Text and Recount text.

Descriptive Text

Definition of Descriptive

Descriptive text is a text which says what a person or a thing is like. Its purpose to describe and reveal a particular person, place or thing in detail.

Generic Structure of Descriptive:

1. Identification

Identifying the phenomenon to described

2. Description

Describing the phenomenon in part qualities, or/and characteristics.

Language Feature of Descriptive Text

- Using attributive and identifying process
- Using adjective and classifiers in nominal group
- Using simple present tense

Example of Descriptive Text:

The Kuta Beach

Kuta is administratively a district and subdistrict/village in southern Bali, Indonesia. A former fishing village, it was one of the first towns on Bali to see substantial tourist development, and as a beach resort remains one of Indonesia's major tourist destinations. It is known internationally for its long sandy beach, varied accommodation, many restaurants and bars, and many renowned surfers who visit from Australia. It is located near Bali's Ngurah Rai Airport.

Kuta was the site of the October 12, 2002 1st Bali bombing (202 killed) and the October 1, 2005 2nd Bali bombing (26 killed).

The Balinese Provincial Government have taken the view that the preservation of the Balinese culture, natural resources and wildlife are of primary importance in the development of the island. To this end they have limited tourist development to the peninsula on the extreme southern aspect of the island; Kuta beach is on the western side of this peninsula and Sanur is on the east. To the north of the peninsula no new tourist development is supposedly permitted.

To the south, Kuta Beach extends beyond the airport into Jimbaran. Other nearby towns and villages include Seseh (6.4 nm), Denpasar (4.5 nm), Ujung (1.8 nm), Pesanggaran (2.0 nm), Kedonganan (2.9 nm) and Tuban (1.0 nm)

Report text

Definition of Report

Report is a text which presents information about something, as it is. It is a result of systematic observation and analysis.

Generic structure of Report:

1. General statement

Stating classification of general aspect of thing: animal, public place, plant, etc which will be discussed in general.

2. Description

Describing the thing which will be discussed in detail, part per part, customs or deed for living creature and usage for materials.

3. General classification

Tells what phenomenon under discussion : in terms of parts, qualities, habits or behaviour.

Language Feature of Report

- Introducing group or general aspect
- Using conditional logical connection: when, so, etc
- Using simple present tense
- Describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation.

Example of Report Text:

Tyrannosaurus

Tyrannosaurus, sometimes just called as T-rex, is believed to be the largest and most fearsome predator on Earth's land ever to have existed. This dinosaur once roam the Earth in the Cretaceous period approximately 68 to 65 million years ago.

As a carnivorous dinosaur, this giant predator most likely ambushed their prey, and devoured them with jaws full of white sharp teeth. With it's fast ability to run at an astonishing speed of 32 mph (50km/h), a perfect slim and stiff tail that gave it an excellent balance and

allowed it to make quick turns, equipped this gigantic predator and made it even more deadly, like a killing machine.

Recount Text

Definition of Recount

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that

Generic Structure of Recount:

1. Orientation

Introducing the participants, place and time

2. Events

Describing series of event that happened in the past

3. Reorientation

It is optional. Stating personal comment of the writer to the story

Language Feature of Recount:

- Introducing personal participant: I, my group, etc
- Using chronological connection: then, first, etc
- Using linking verb: was, were, saw, heard, etc
- Using action verb: look, go change, etc
- Using simple past tense

Example of Recount text:

A Beautiful Day at Jogja

Last week, my friend and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt wind blew across to us. We also saw a lot of people in that beach.

There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as: monkeys, tigers, crocodile, snakes, etc. We looked around in that Zoo, and also took many pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home. For me, that was a beautiful day though I could not visit Malioboro. We really enjoy it, and I hope could visit Jogja again.

H. Previous Study

As the comparison of this research, here the researcher of The Effect of TAS Toward Students Reading Skill. The previous studies that has already discussed about reading TAS are Cardenas (2009) with title “The Impact Of The Think-Aloud Strategy In The English Reading Comprehension Of English Foreign Language of 10th Grade, Ni'mah (2014) with title “The Effectiveness of Using Think Aloud Strategy Toward Student’s Reading Achievement in Narrative Text Study At 7th Grade SMP ISLAM DURENAN Trenggalek”, and Alaraj (2015) with

title “ Using Think Aloud Strategy To Improve English Reading Comprehension For 12th Grade Students In Saudi Arabia.

The first researcher Cardenas (2009), he found that the studies increased their engagement in the activities because of TAS they could interact and construct meaning from the texts at once when they developed the reading task. The second researcher Ni'mah (2014), she found that TAS can increase student's spirit in reading narrative text, and the last researcher Alaraj (2015), in a similar way, he declare that think aloud strategy very useful to implement for 12th Grade Students In Saudi Arabia, because students can verbalizing all their thought in order to create understanding of reading texts.

From previous studies above, it can be said that after the treatment of Think Aloud Strategy students' score were more likely to show improvement. This indicates a positive outcome of students' learning after given this kind of technique. So, the writer will be conduct the present research with entitled “*The effectiveness of Think Aloud Strategy Toward Reading Comprehension of the Eighth Grade Students at MTsN Tulungagung in Academic Year 2016-2017.*”