

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 The Nature of Reading**

Reading is an important English skill that must be mastered by students who have made significant progress in most academic subjects (Mikatama, 2019). Reading is also one of the most important language skills to develop in and out of the classroom. It is also one of the most common ways of obtaining information. Many readers enjoy reading because they can absorb and obtain information and content from the text as they read it.

According to Nunan (1990: 33), “reading is an interactive process between what readers already know about a topic or subject, and what the writer writes”. Besides that, Brown (1994: 217) defines English as having four skills: listening, speaking, reading, and writing. They cannot be separated from each other. Besides that, reading is clearly one of the most important skills. Reading is a laborious process in which the eye moves quickly to assimilate text, and very little is seen accurately. Pre-reading, while-reading, and post-reading are the three stages of strategic reading (Noli & Sabariah, 2011). As they read and interact with the text, strategic readers actively construct meaning. They set reading goals, select methods to achieve them, monitor and repair their comprehension as they read, and evaluate the complete task (Gardner, 1983).

One of the skills that must be developed in school is reading comprehension. This is because reading comprehension has become increasingly important for students, as students' success is dependent on their ability to read. Hidayati (2018) said,

“Comprehending an English text is difficult for students because English is a foreign language. Because of their limitations in thinking and analyzing the meaning of words and sentences, many readers are unable to grasp the

author's idea. As a result, in order to grasp the author's idea, the reader must pay close attention while reading the text”.

If students' reading comprehension is poor, it is possible that they will fail to learn or will make slow progress. On the other hand, if a student can read with the ability to understand, they will have a better chance of succeeding in school. Several aspects of reading comprehension were discussed in the explanation below.

Reading comprehension is the primary goal of reading activities. All readers want to feel a connection to the material they read. Furthermore, it can be defined as reading comprehension, which is the process of obtaining information from context and combining different elements into a new whole (Adler et al., 2019). On the other hand, the process of reading comprehension is also complex, and it takes time for a reader to grasp the meaning of reading material. According to Prado and Plourde (2005) in Harvey, reading comprehension is not a single step or easily acquired skill. It is a difficult process for teachers to teach because it is so complex.

## **2.2 Techniques of Teaching Reading Comprehension**

The teacher must define clear reading objectives for the classroom. Reading is an activity that has a purpose. It is important to know the purpose of the reader because it will help students understand the text and get satisfactory results in reading. Students want to improve their reading skills for many important reasons. Their goals may be related to their further education which involves reading textbooks and lecture notes, or they want to improve their job prospects, for fun or for some other practical purpose. The purpose of reading guides the teacher to choose the right material. It also determines the proper approach to reading comprehension. The primary purpose of English reading instruction, according to Bloom's classification theory of educational objectives, is to master the basic knowledge of English reading, which includes knowing the meanings of vocabulary, sentences,

paragraphs, text structures, and so on (Zhou, 2021). Then learners are taught to employ certain reading abilities, such as skimming and scanning, bottom-up and top-down techniques.

### **2.2.1 Skimming Technique**

Skimming is another technique of fast reading. When reading a text the reader has to determine which words, phrases, and sentences are vital and which are unnecessary, and how they connect to the main argument. Skimming is a strategy used by readers to acquire a quick overview of a piece of writing. Dhillon et al. (2020) stated that Skimming means you skim through the text quickly to find what it is about in the length of the text from an 'O' level comprehension section the reader should be able to reach within two minutes. A simple way to do this, which is recommended in this series, is to read the first sentence or first line of any paragraph to find its meaning.

According to Liao (2011) in Oliver, R., and Young, S. (2016), “skimming is done at a speed three to four times faster than normal reading”. There are three steps in the skimming technique; they are; read the first sentence of a paragraph, read the last sentence of a paragraph, and read keywords in between (Abdelrahman & Bsharah, 2014).

There are some advantages skimming technique according to Arintonang et al. (2019), there are as follow: Skimming allows students to quickly read through reading material in order to get the gist of the text, skimming allows students to understand how the text is organized, skimming can help students get a sense of the writer's tone or intonation. It means that by skimming, students can make reading material easier to understand, learn how the text is organized, and improve their understanding of the tone or intonation of the writer.

### **2.2.2 Scanning Technique**

Scanning helps readers in comprehending of a book's content by its readers. Scanning is a technique for locating specific data points. Readers may benefit from the presence of any additional material that is relevant to their comprehension. There is no requirement for them to read the entire book in order to understand and retain its contents. "Scanning is unlike skimming, because readers are not concerned with the broader meaning of the text, but the detail" (Oliver, R., & Young, S. 2016). In this technique, the readers look for specific information within a text, such as dates, names, and places, among others. According to Maxwell (1970), in Diaz et al. (2013:138), scanning is defined as the ability to locate specific facts and details quickly, and is regarded as a desirable reading skill and is taught in most developed reading courses. There are two procedures of scanning technique, first, keep in mind only the particular information to be found out and make a choice. Second, which clues would support the finding of the required information (Thamrin, 2014).

There are some advantages scanning technique. There are as follows: Scanning allows students to only look for specific information, scanning assists students in following the linearity of the passage, scanning allows students to make better use of their time. According to the preceding statement, scanning while reading can assist students in obtaining information from a book while also allowing students to make better use of their time (Aritonang et al., 2019)

### **2.2.3. Bottom-up Teaching Technique**

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001: 299). It means that the reader has to scan from letters to letters, recognize the words from one to another associate among phrases, clauses, and sentences, and

finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.

“The bottom-up strategies of reading assume that the process of translating print to meaning begins with print. The process is initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies features of letters; links these features together to recognize letters; combine letters to recognize words; and then proceeds to sentence, paragraph, and text level processing” (Budiharso 2014).

This strategy is defined as a procedure that combines perceptual accuracy, sound, and the ability to discover a series of texts, words, spelling patterns, and other language units. Readers attempt to comprehend the text by constructing meaning from the smallest to the largest components.

According to Jumariati, N. (2021), Bottom-up reading does not address the entire reading process for proper comprehension. Bottom-up reading is the strategy of interpreting letters, sounds, words, and structures until the entire text is decoded in order to comprehend the meaning of the text, and it is frequently used in the lower-level reading process. This could explain why a large number of students have acquired vocalized and subvocalized reading skills.

Based on the explanation above, bottom-up reading strategies entail analyzing linguistic units. Readers attempt to comprehend the text by building textual meaning from the smallest to the largest units, then changing prior knowledge and making predictions.

#### **2.2.4. Top-down Teaching Technique**

Top down is one of the methods or technique in reading comprehension, students use their background knowledge to make general prediction in order to understand the text. (Davies,1995:58). Top down

also called conceptual driven (Carrel in rhoda oliver 2016: 115). The top-down approach is based on the argument that reading comprehension requires more than simple linguistic knowledge, and that the use of schema theory is a key to unlocking comprehension, especially for L2 learners. The practical application of this involves drawing a connection between a reader's background knowledge and the text.

In top-down reading strategies, the reader must have knowledge, comprehension, and language skills that play a major role in interpreting the meaning of the text. Reading can be learned using the top-down strategy by processing larger units of language while focusing on the reader's knowledge. As a result, the reader incorporates his knowledge into the reading. This strategy, unlike bottom-up, requires the reader to generate meaning from a text.

### **2.3 Teaching English Strategies**

According to Jones and Bartlett (2010: 165), the structure, system, method, technique, procedure, and processes that a teacher employs during instruction are referred to as teaching strategies. These are the strategies used by the teacher to help students learn.

The term "learning activities" refers to teacher-led instructional tasks or assignments for students. These are activities for students. The terms "teaching strategy" and "learning activity" do not imply either active or passive instruction. For example, a teacher may choose a lecture teaching strategy in which students are expected to simply listen (as part of their learning activity). Among those who have contributed to this work are Peterson et al., (2000: 6). Strategy is consistent plans that readers consciously adapt and monitor in order to improve their reading performance.

A teaching strategy is a type of educational strategy that consists of a plan, method, or series of actions aimed at achieving a specific educational goal. In other words, teaching strategies are methods to teaching students.

The teacher has to apply the strategy to balance between the method which the teacher's used and the way the teacher's used to apply the material (Aswan, et al. 2010). The strategies for teaching English skills should be made appropriate for each skill in order to attain the expected outcomes.

Adler C.R (2004) explained that there are seven strategies in teaching reading. They are:

1. Monitoring Comprehension : Checking what students understand and what students do not understand
2. Metacognition : Controlling students' reading activity
3. Graphic and semantic organizer : Let students illustrate the text into graphics (dividing the text into several parts)
4. Answering Questions : Giving questions to help students to understand the text
5. Generating Question : Let students learn to ask themselves questions that require them to combine information from different segments of text
6. Recognizing story structure : Let students learn to identify categories of content (characters, setting, events, problem, resolution)
7. Summarizing : Requires students to

determine what is  
important in what they  
are reading and to put it  
into their own words

Based on the theory above, it is possible to conclude that teaching strategy is the teacher's effort to achieve the learning goal.

Teaching reading is not easy because the teacher not only has to ask students to read the text but also has to think about how students can understand all aspects of English in it. According to Chaudron (2004), learning English is not easy for Indonesian students because English and Indonesian are very different in terms of spelling, sound, pronunciation, vocabulary and culture. The status of the English language in Indonesia is English Foreign Language. Generally, in EFL classrooms, both teachers and students as non-native speakers have to communicate in English mostly for the whole teaching and learning process to help the students acquire the target language (Alicia, 2018). An EFL classroom is placed in a country where English is not the original language. Students share the same language and have the same cultural background. The teacher may be the only native English speaker they know. Students have very few opportunities to use English outside of the classroom.

Setyadi (2006, p. 22 as cited in Lail, 2020) stated, “English is really a foreign language for language learners in Indonesia”. It means that in Indonesia, English is just learned at schools and students do not really use English in the society because they usually use their mother language, Bahasa Indonesia or their local languages. As a result, the most important aspect of teaching English as a foreign language in Indonesia is that the teacher prepares well in advance to ensure that the students are excited about learning and to encourage the students to use the target language during the teaching process.



## 2.4 Study of the Relevant Research

Several studies were conducted to explore teaching reading strategies. Noor Aziz Kurniawan (2017) conducted a study that focused on the implementation of the teachers' strategies in teaching reading comprehension. The strategy is divided into 4; 1. Memorization, 2. Answer relationship, 3. Use of games, and 4. Discussion. The results show that the most widely used is the use of games.

In another research, Nurhamidah (2018) also explored the strategies used by the English teachers in teaching reading and how they applied the strategies. The results showed that the strategy used by the teacher was crucial. Teachers can incorporate more strategies in teaching reading comprehension. This study shows that the teacher's strategy is very effective in teaching reading comprehension. On the other hand, the use of too many strategies will affect students' performance in learning reading comprehension.

Another study has investigated by Puspita, H. et al. (2020). The main purpose of this study is to find out the strategies used by English teachers in teaching reading and how they apply these strategies. The results of the study show that teachers use several strategies in teaching reading comprehension. The strategies were brainstorming, read aloud, and ask for specific information. While teacher two used nine strategies. They encourage the use of dictionaries, reading aloud, rereading to check understanding, evaluating comprehension on specific tasks, and asking questions for specific information. The two teachers implemented and combined strategies for teaching reading comprehension that were divided into three stages. These stages are known as the pre-reading, reading, and post-reading stages. The strategies used in this study were very effective in teaching reading comprehension at the school. This is proved by student motivation, student attention, and the teacher's comfort level during the teaching and learning process.