CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature which includes the description about reading, reading comprehension, teaching reading, reading difficulties, teacher strategy.

2.1 Reading

Reading is skill which produces knowledge, word and world knowledge, and vocabulary. Harmer (2007) states that reading text also provides good models for English writing. At different times, we can encourage students to focus on vocabulary, grammar, and punctuation. Reading have different kinds; extensive and intensive reading. To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading.

The term extensive reading refers to reading which to students often away from classroom. They may read novels, web pages, newspaper, magazine, or any other reference. One of the fundamental conditions of a successful extensive reading programmer is that student should be reading material which they can understand (Harmer, 2007). This means that if they are understood with vocabulary and every word in the text, they can be easily to reading for pleasure.

The term intensive reading refers to the detailed focus on the construction of reading text which takes place usually in classroom. Teachers may ask students to look at extract from magazine, poems, internet, websites, novels, newspaper,
and another reference by specific topic and purposes. (Harmer, 2007) says that to get students to read enthusiastically in class, we need to work to create interest topic and task.

Beck & Mc Keown, cited by Klingner, et. al. (2007), said that reading comprehension is process constructing understandings that include word reading, word and world knowledge, and fluency. This means that while we read the text, vocabulary and read accurately need to be understood to easily read for pleasure.

Meanwhile, Dole, et. al. cited Klingner, et. al. (2007) states that reading comprehension require to think aloud while they read. It means that we should re-read the text to understand and learn of the vocabulary, and decode the word in the text.

Based on the aformentioned statement, reading is a skill that produces knowledge, word and world knowledge, vocabulary to easily reading for pleasure. In addition, reading is the process to think aloud when we re-read in the text to get the main point and increase our experience of reading levels.

### 2.2 Teaching Reading

Teaching reading is complex process, it does not only give the information from the teacher to the students. They are many activities that can be doing especially when process of teaching and learning process in the classroom. (Harmer, 2008:23) states that teaching is necessary one and can be rewarding when the students’ progress improved well.
In classroom, reading is the way to make students understand in teaching – learning process. Every student has different character, so the teacher is expected to present some ways to make the student interesting to conduct their lesson. Psychologically, reading is an interactive process between language and thought. There are some kinds of activities involved in relation to the reading class activities: pre-reading, during reading, and post-reading activities. According to Hedgcock (2009), most teachers find it helpful to conceptualize an intensive reading lesson in terms of what teacher and students should do before, during, and after reading. Meanwhile, Klingner, et. al. (2007), state that Reading comprehension is supported by integrating a variety of instructional practices activity into your teaching routines, including the reading comprehension strategies and skills.

a) **Pre-reading activities**

In pre-reading activities, activation is concerned with student’s background knowledge, objective of reading class, learning activities, and motivating the students. In this part, teacher should to explain briefly the contents based on the topic of the text. The teacher should facilitate the students with good facilitate so the student can be aiming the activities.

b) **During reading activities**

While during reading activities, the teacher should explain the activities includes: identify the main idea, find the detail of the text, following sequences, inferring from the text, and recognizing the discourse patterns.
According to Mukhroji (2011), those activities should be explained well so the students identify the text, finding the detail in the text, sequence by relating items particularly, understand the text using schemata and experience, and recognize the discourse patterns the text holistically.

e) Post-reading activities

In post reading activities, students do post-question, and feedback. The post-question is more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned. According to Mukhroji (2011), some activities such as post-question, feedback, and group discussions can be done in the phase of post-reading activities. It is important for students to know what they have learned in reading activities and in what levels of reading that they do.

2.3 Reading Comprehension

Most people want to compete to create a concept of reading comprehension which never ended to be discussed. People try to give limitation or determine the meaning in order to make a clearer definition and understanding of reading comprehension. Pang, et. al. (2003:6) state that reading comprehension is about understanding written text. It is a complex activity that involves both perception and though. Reading comprehension consists of two related processes; there are word recognition and comprehension. First of all, word recognition refers to the process of perceiving how written symbols
correspond to one’s spoken language. In addition, comprehension is the process of making sense of word, sentences and connected text. Here, the readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies in order to help them understand written text. Grammar and vocabulary are two components that cannot be separated in comprehending a text.

Reading is the process of thinking, understanding and getting at the meaning a text (Serravallo, 2010:43). He explains that reading should be directed through understanding and catching the idea that the text provides. The students think about what they already know about text’s structure or topic before reading; they make connections to their live and the worlds as they read. Learning to read is an important educational goal. For children or adults, the ability to read opens up new world and opportunities to develop knowledge.

Meanwhile, Grabe and Stoller, in Juan, et. al. (2006:279-282), states that reading comprehension is a complex cognitive activity, the process of decoding and understanding text for particular reading purposes. To understand a text, the readers engage in constructive process to make the text meaningful. Without reading and comprehending the text, the reader will not understand what the text is talking about so both of those things are very important.

Reading comprehension is an important skill which involves the coordination of range of abilities and strategies. Harmer (2007) states that reading comprehension is useful for language acquisition reading definitely will
improve people’s knowledge because the more they read, the more they get knowledge. To comprehend a text, students have to focus on what they read because reading is not only reading but also comprehending the text systematically. The readers have to understand what words mean, understand the argument and work out if the readers agree with them. It means that without understanding the word meaning, it is too hard for students to know what the meaning of the text.

In reading comprehension, there are some elements that cannot be separated such as structure or grammar, vocabulary which have significant impact to improve reading ability. Heibert and Kamil (2005:46) state that reading comprehension elements become main points that must be mastered for students. Vocabulary deals with the ability to find words meaning. When students are able to recognize it, they are able to comprehend about what they read. Baumann, in Klingner, et. al. (2007:47), states that vocabulary instruction is a necessary part of comprehension instruction because understanding is significantly influenced by vocabulary development.

2.4 Reading Difficulties

Difficulty in learning consist of two words, they are difficulty and learning. Before explaining about the meaning of difficulties in learning, need to explain about the definition of difficulty and learning itself. According to Subini (2012:13), difficulty means hardship, worry, situation or condition, and
something that is complicated. Difficulty is a condition that displaying obstacle characteristic in activity for getting the goal and need a good effort to solve the difficulties. Difficulty in learning is a kind of disturbance in observe or listening, speaking, reading, writing, and accounting because individual internal factor itself, that is brain minimum disfunction. According to Dalyono, in Subini (2012:15), difficulty in learning is a situation which bringing on students can’t learn as they are.

Meanwhile, Klingner, et. al. (2007:05) state that students who have learning difficulties are usually the poorest readers which demonstrate multiple problems include; decoding, fluency (reading words quickly and accurately), and vocabulary. Many students with learning difficulties have problems in more than one area that influence their reading comprehension.

Based on the definition above, it can conclude that Reading Difficulties are the situation or condition faced by the student in which occur in more than one area such as decoding, fluency, vocabulary, comprehension, etc that cause student hard to think because they lack of knowledge and they need good effort from teachers to solve the difficulties.

2.4.1. Decoding

Decoding is the processs by which a word is broken into individual phonemes and recognized based on those phonemes. For example, proficient decoders separate the sounds “buh”, “aah” and, “guh” might be meaningless to
them in relation to the word “bag” on the page. There are many signs of decoding difficulty for example, reading without expression, confusion between letters and sounds they represent, slow oral reading rate (reading word-by-word), ignoring punctuation while reading and trouble sounding out words and recognizing words out of context (Klingner, et. al. 2011).

2.4.2. Fluency

Fluency is the ability to read a text quickly and accurately. Klingner, et. al. (2007) state that reading words quickly and accurately allows students to “free up” their thinking so they can concentrate on the text meaning. Fluent readers recognize words automatically and group words as they read. Fluent oral reading sounds effortless and expressive. Researchers studying reading have begun to realize how important fluency is in the reading process, and how many the students have comprehension difficulties because they read slowly and halting. Automaticity develops with practice: students become more fluent readers the more they read. Fluency is taught both at the word level and at the text level. Students practice reading a core of high frequency words to increase rapid word recognition. Students learn to use phonics principles to decode new words quickly, and to use their knowledge of the meaning of word parts to rapidly decipher new words. The students repeatedly read familiar books, which helps them develop fluency, phrasing, and rapid word recognition. The teacher demonstrates fluent reading and the use of intonation when reading aloud to the
students. When the students read aloud the teacher prompts them to read fluently and with intonation. Students are provided opportunities everyday for independent reading, which helps them becoming faster at silent reading.

2.4.3. Comprehension

Comprehension depends 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 no resources left for understanding. Comprehension difficulties have many sign, for instance; inability to connect ideas in a passage, lack of concentration during reading, confusion about meaning of words and sentences, omission of, or glossing over detail difficulty distinguish significant information from minor details (Haager, 2003).

2.4.4. Vocabulary

Vocabulary refers to the words we must know to communicate effectively, and applies to speaking, listening, writing, and reading. Vocabulary knowledge is an important predictor of reading comprehension ability. Baumann & Graves (in Klingner, et. al. 2007) state that vocabulary instruction is necessary part of comprehension instruction because understanding text is significantly influenced by vocabulary development. Working with words in isolation, in sentences, or in meaningful text, students in english classroom activity learn the meanings of
words, sort words by meaning, and learn about homonyms, synonyms, and antonyms. The students also learn how to use context to figure out word meanings while reading. Students are encouraged to use new vocabulary in their writing to make it more precise and descriptive. Through independent reading and being read to by the teacher, students acquire a large reading and writing vocabulary of words rarely used in speech.