

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Reading Comprehension

There are four skills that must be taught in order to learn English, including, speaking, listening, writing and reading. As the saying goes "reading is a window to the world" by reading we will get a lot of information. Reading books in English can make it easier for us to think in English. Improving English literacy skills will also encourage skills in other areas, such as grammar skills, writing skills, and also speaking skills.

a. Definition of Reading

Reading is a skill that students studying English as a second language must master. One of the linguistic skills that English language learners must master is reading. It is the endeavor or procedure of deriving significance from written content.¹

Reading involves comprehending written material. It involves complicated cognition and perceptual processes. Reading is an activity with a purpose since it is a constructive process. A person may also read in order to gain information or verify existing knowledge.

Both instructors and students place a high importance on reading ability. Reading is the process of obtaining and comprehending information in language via print media. It is also the activity of interpreting text.²

From various expert opinions above, the researcher concludes that reading is an activity to examine the text and think about the intent of the text with the aim of obtaining certain information.

b. Definition of Comprehension

Understanding what you read is the process of comprehension. Comprehension is defined as the art of

¹ Melasari, Alan Jaelani & Movi Riana Rahmawanti. A Narrative Inquiry Study On Teaching Reading Using Authentic Materials. *English Journal*. DOI : 10.32832/English.v15i2.5534. 2021, 55.

² Jack C Ricards and Willy A. Renandya. *Methodology in Language Teaching*. An anthology of Current Practice. University of CAMBRIDGE. 2008, 273

comprehending what we read. Since comprehension differs from speed, which is essentially determined by eye movement, it is likely the component of reading that is most misunderstood.³

Understanding is the process through which readers engage with a text to derive meaning using a mix of the information in the text, their own opinions about the text, and their past knowledge and experience.⁴

c. Definition of Reading Comprehension

Reading comprehension can be a way to understand and think the process to understand the meaning of a text using the text and knowledge that is owned.⁵ . According to the interactive reading paradigm, comprehension is created or created from information sources that interact with individuals on the printed page. Understanding is a technique for integrating new information into previously held knowledge. Here, readers connect with their current recognizing connections between newly written information. New information must be welcomed and integrated into their knowledge base. Briefly stated, the schema theory as a teaching theory contends that a process of interaction exists between student prior knowledge and text when it comes to language understanding.

Readers use top-down processing in interactive processing when connecting what he has understood with the text being processed, and when it relates the text being processed to what it already knows, it uses bottom-up processing.⁶

³ Lukman Nul Hakim. The Influence of The Use of Direct Method in Teaching Reading Comprehension and The Student's Achievement. *TELL: Teaching of English Language and Literature Journal*. 2019, 89.

⁴ Surwanti, D., & Hikmah, I. Improving Students' Awareness of Functional Literacy. English Language Teaching. *Educational Journal (ELTE)*. DOI: <https://doi.org/10.12928/eltej.v2i2.1307> 2019, 82.

⁵ Rengur, Z.A., & Sugirin. The Effectiveness of Using Comic Strips To Increase Student's Reading Comprehension For The Eight Grade Of SMPN 1 Pundong. *ICoSSCE*. 2019, 127.

⁶ Herri Susanto. Reading Theories and Reading Comprehension: Review and Discussed. p-ISSN: 2621-8844 Vol 2 No 2 e-ISSN: 2621-9395. 2019, 153.

d. Types of Reading

According to Patel and Jain the types of reading:

1) Intensive Reading

The teacher's direction and continued language acquisition are tied to intensive reading. Intensive reading will give students a foundation for understanding structural challenges and for expanding their vocabulary and idiomatic knowledge. The foundation of class activities will be reading intensive content. Along with being read, it will also be thoroughly discussed in the target language, occasionally examined, and the foundation for writing assignments. Text or passage reading constitutes intensive reading. The purpose of this reading was for the students to gain knowledge or do analysis. This reading's objective is to read brevity. This reading is being done to obtain precise information.

2) Extensive Reading

A general comprehension of a subject is attained by extensive reading, which also involves leisurely reading of lengthy materials. The reader is interested in learning more. After reading, the reader is no longer interested in particular or crucial information. People often read to stay informed.

3) Aloud Reading

Aloud reading is essential structure for discipline and organization in the classroom. The children encounter written statements that have never been uttered while reading aloud. The purpose of reading aloud to kids is to improve their pronunciation and speaking skills.

4) Silent Reading

Silent reading is a crucial ability in the teaching of English. To improve students' reading skills, this reading should be used.

e. The Important of Reading Comprehension

According to the book of "*Methodology in language teaching*" *An Anthology of current Practice* said that reading is given a significant emphasis in many contexts while teaching foreign languages. There are several causes for this. First, reading is frequently one of the students' top

priorities while learning a foreign language. They want to be able to read for enjoyment and knowledge as well as for work and school. In reality, in most EFL settings, all that students ever want to learn is how to read in a foreign language. Second, written materials have a number of instructional uses. Long-term exposure to linguistically understandable written texts can speed up language learning. Third, effective reading materials offer excellent writing examples, as well as chances to introduce new subjects, spark conversation, and learn language (such as vocabulary, grammar, and idioms).⁷

2. Direct Learning Method

The Direct Learning Method of teaching is a systematic instructional method that first and foremost requires the teacher to have a command of the subject matter at as close to mastery level as possible.⁸ The instructor must first and foremost possess a grasp of the subject matter at a level as near to mastery as is practical while using the direct method of teaching. This implies that the instructor "understands" the subject matter completely regardless of whether it is appropriate for elementary school, middle school, high school, college, or adult education. The primary goal of the direct method of instruction is to impart knowledge within a framework that enables all students to achieve the specified objectives at a level of competence. The purpose of the study was to determine whether or not the direct method's usage in teaching reading comprehension had an impact on students' reading comprehension success.⁹

The English language is the target language when using the Direct Method in the classroom. When some pupils don't understand what the teacher is saying, the teacher may not

⁷ Jack C Ricards and Willy A.Renandya. *Methodology in Language Teaching an Anthology of Current Practice*. University of CAMBRIDGE. 2008, 273.

⁸ Lukman Nul Hakim. *The Influence of The Use of Direct Method in Teaching Reading Comprehension and The Student's Achievement*. *TELL: Teaching of English Language and Literature Journal*. DOI : <http://dx.doi.org/10.30651/tell.v7i2.3466>. 2019, 87.

⁹ Lukman Nul Hakim. *The Influence of The Use of Direct Method in Teaching Reading Comprehension and The Student's Achievement*. 2019, 88.

translate but instead utilizes visual aids or hands-on activities to demonstrate what the words mean.¹⁰ Direct instruction method is a learning model designed especially for supporting students' learning process related to declarative and procedural knowledge that are well-structured and can be taught in steps by steps fashions. It also can be called as training model, active teaching model, mastery teaching and explicit instruction. In this method students are expected to completely engage in learning process. Besides that, teacher is expected to give the entire guidance for the students and there is final evaluation to monitor students' level of understanding.¹¹

Based on the statements above, the researcher concludes that the Direct Method must relate directly to the target language without the translation into the local tongue. The objective is to give language learners practical tools for comprehending communication. It is important to state anything in order to comprehend communication. The greatest way to teach a language is by using it actively in class, thus instead of translating the teaching materials, teachers are discouraged from using the target language in class. Instead of explaining, the instructor should use actions and examples to help students correlate concepts. This time, grammatical principles are introduced to students studying a particular subject through examples and demonstrations. This approach simulates classroom activities with pupils. Using well-known terms, new vocabulary is taught using this technique, which pays close attention to proper pronunciation. Since it is the most common and is utilized in class, it is beneficial to learn.

B. Theoretical Framework

There are four skills that must be mastered by English learners, they are reading, speaking, writing, and listening. Reading comprehension is one of the skills taught to students in learning English. The ability of mastered reading can help the students

¹⁰ Nurhayati Sitorus, Harpen Silitonga. The Implementation of Direct Method to Improve Students' Ability in Speaking. *ELTIN Journal*, Volume 6/Ii. 2018, 80.

¹¹ Trisetia Wijijayanti, Yuli Agustina. Implementation of Direct instruction Learning Method to Increase Student's Understanding and Learning Outcome for Company Budgeting Course. 2016, 1-2.

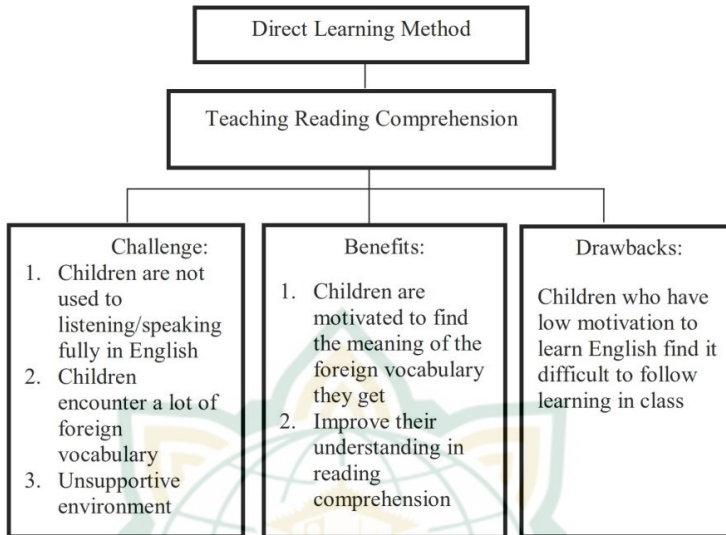
improve their knowledge and their ability in speaking, listening, and also writing.

There are several reasons why students need to have good reading skills.¹² First, to get a variety of information about careers, learning goals, and to get entertainment such as reading novels or comics. Second, written texts usually contain a variety of structured information and often require a high level of understanding. Having good reading comprehension mastery can help students to be more careful in understanding reading. Third, by mastering reading comprehension students can improve other abilities because they are mutually sustainable. with mastery of reading students can always find new vocabulary so that they can increase their vocabulary mastery, and also students understand the structure of reading well so that they can improve their writing skills as well.

There are various ways or methods that can be used by teachers to teach reading comprehension, in this study the method chosen to teach reading comprehension is the direct learning method. This study will use narrative inquiry as a form of research in which researcher will collect data related to teaching reading comprehension activities using the direct learning method through in-depth interviews and observations. The expected result of this research is that we can find out the challenges, advantages or benefits and disadvantages of the direct learning method used to teach reading comprehension.

The following is a concept map that will clarify the flow of this research :

¹² Jack C Ricards and Willy A.Renandya. Methodology in language teaching. An anthology of current practice. University of CAMBRIDGE. 2008, 273.



C. Review of Previous Studies

Several articles are connected with subjects that are close to this research:

1. The research entitled *A Narrative Inquiry Study On Teaching Reading Using Authentic Materials* conducted by Melasari.

In one of the private junior high schools in Bogor, Indonesia, this study was carried out. A participant who took part in the process of gathering data through structured interviews through audio recording was a working English instructor. The findings of this study demonstrate that an English teacher who is currently working have favorable impressions of the usage of authentic material in teaching reading¹³. It was discovered that using actual materials in the classroom has both benefits and drawbacks. Additionally, a participant reported that using real resources was challenging due to factors including students' limited English vocabulary, the time it takes to obtain authentic materials, and the difficulty of locating content that is pertinent to the issue.

¹³ Melasari, Alan Jaelani & Movi Riana Rahmawanti. *A Narrative Inquiry Study On Teaching Reading Using Authentic Materials*. *English Journal*. DOI:10.32832/English.v15i2.5534. 2021.

The similarity between this research and the research that will be conducted is that the researcher both examined the experiences of English teachers in teaching reading. However, of course there are differences between this research and the research to be carried out, namely the method used in teaching reading, in the research mentioned above using authentic material in teaching reading, in the research that will be conducted the researcher will use the direct learning method in teaching reading. In previous research conducted at a Private Junior High Schools in Bogor, in this study researcher will conduct research at Private vocational high school in mijen .

2. The research entitled *Using Direct Method In Teaching Reading Comprehension* written by Sri Yuliani and Henni Astria.

The goal of this study was to determine whether or not teaching reading comprehension directly to eighth-graders at Palembang's state junior high school 44 is a successful strategy. This study employed a quasi-experimental methodology, comparing the performance of the experimental group with the control group.¹⁴ The differences between them were in experimental group given treatment by using direct method meanwhile in the control group was not given treatment. The findings demonstrate the efficacy of teaching reading comprehension to eighth-graders at Palembang's state junior high school number 44 using the direct learning technique.

The similarity in this study with the research to be carried out is that researcher use direct learning methods in teaching reading. The difference is that the research uses a quasi-experimental method while the research to be carried out uses narrative inquiry. The research was conducted at State Junior High School 44 of Palembang, while the research to be carried out by researcher was carried out at Private vocational high school in mijen , Demak.

3. The research entitled *The Effectiveness of Using Direct Instruction in Teaching Comprehension Skill of Third-Grade Students* by Kholoud Subhi Yaghmour and Loai Taleb Obaidat.

The aim of the current study was to investigate the effectiveness of using the direct instruction method in developing the reading comprehension skills among a sample

¹⁴ Sri Yulianti & HX Astria. Using Direct Method In teaching Reading Comprehension. *English Community Journal*. 2020, 159.

of third-grade students in Irbid Kasbah District that comprised of 60 students distributed into an experimental group 30 students from public schools, who were taught by using the direct instruction “routine”, and a control group that consisted of 30 students from private schools who were taught by the conventional teaching method. A test of 20 items was used to measure the effectiveness of using the direct instruction “routine” in developing the reading comprehension skills. The researcher checked the validity, and the reliability of the test, and the statistical analysis was extracted. The findings revealed statistically significant differences attributed to the effect of the teaching method, in favor of the experimental group, and significant differences attributed to the gender effect in favor of females, while there are no statistically significant differences due to the interaction between variables group and gender. From the findings of this study, the research concludes that the teaching method has notable effects on the reading comprehension skills of students regardless of their age, gender or other socio-demographic characteristics. More importantly, the study has demonstrated that direct instruction method has immensely positive effects on the comprehension skills of third grade students.¹⁵

The similarity in this study with the research to be carried out is that researcher use direct learning methods in teaching reading comprehension. The difference is that the research by Kholoud Subhi Yaghmour and Loai Taleb Obaidat is to find out the effectiveness of direct instruction for teaching reading comprehension, but the goal of this research are to find out the implementation, challenges, benefits and drawbacks of using direct method for teaching reading.

¹⁵ Kholoud Subhi Yaghmour and Loai Taleb Obaidat. *The Effectiveness of Using Direct Instruction in Teaching Comprehension Skill of Third-Grade Students*. International Journal of Instruction. Vol.15, No.2 e-ISSN: 1308-1470. www.e-iji.net p-ISSN: 1694-609X pp.2022. 373-392