

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents the literature including theory and studies as basic concepts and references in conducting research. The literature can be considered in the research planning stage and also provides some input in deciding what things need to be considered, what actions can be taken to solve the problem, what assumptions are associated with these actions, and how the research should be conducted.

The theories discussed in this chapter are theories that support and relate to understanding the problems formulated in Chapter I. There are three sub-chapters in this chapter, namely Theoretical Description, Theoretical Framework, and Overview of Previous Studies.

#### A. Theoretical Description

##### 1. Teaching Strategies

###### a. The Definition of Teaching Strategies

In short, a learning strategy is a plan or action in which the purpose of the planned activity involves students to learn better<sup>1</sup>.

###### b. The Purpose of The Teaching

process is the knowledge and ability to grasp the learning imparted by students, and strategy is the major goal that must be planned and created by the teacher to students suitably so that learning becomes effective and efficiency. The teacher's method will create a learning environment that is enjoyable and not monotonous. In addition, the use of appropriate language learning strategies will help improve students' English skills.<sup>2</sup>

###### c. Teacher's strategy

Teaching strategies can include various classroom, group and individual activities that aim to accommodate various skills or abilities, skills, as well as speed and learning styles possessed by students that can encourage enthusiasm for learning and can provide opportunities for students to participate in the learning process.<sup>3</sup>

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<sup>1</sup> MarcGarver. "Cognition and Instruction/Learning Strategies", Wikibooks; <https://Wikibooks.org/>.

<sup>2</sup> MarcGarver. "Cognition and Instruction/Learning Strategies", Wikibooks; <https://Wikibooks.org/>.

<sup>3</sup> MarcGarver. "Cognition and Instruction/Learning Strategies", Wikibooks; <https://Wikibooks.org/>.

The learning process will be impeded and undirected without a specific learning strategy, and the learning objectives will not be met to their full potential. Furthermore, using learning strategies allows teachers to more easily determine knowledge and manage step-by-step learning that will be carried out efficiently.<sup>4</sup>

There are four stages of learning activities and strategies, namely:

- 1) Tuning in, adjusting the strategy is the stage where the teacher provides opportunities for students to explore more deeply including students' knowledge, attitudes and values, when students are active in independent and collaborative learning, students can use various suggested charts that aim to record and share important information obtained.<sup>5</sup> And this is where the teacher plays an active role in gathering evidence of what students have done in the activity, by collecting all responses from students that aim to plan programs to meet student needs.
- 2) Finding out, finding a strategy is an effort that can assist students in identifying gaps in the knowledge and understanding of students that involves the concept of collaborative learning to collect various information through independent study<sup>6</sup>. From this concept, students can use a variety of information that has been collected to generate and communicate ideas and record responses
- 3) Sorting out, Students are encouraged to sort, analyze, organize, review, compare, and contrast information as part of the selection strategy to further develop and consolidate their knowledge, understanding, skills, attitudes, and values<sup>7</sup>. Students will be able to draw conclusions and apply their understanding by summarizing key information and clarifying the social or relationship between information and ideas.

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<sup>4</sup> Nesbit. "Cognition and Instruction/Learning to Read", Wikibooks; <https://Wikibooks.org/>.

<sup>5</sup> Nesbit. "Cognition and Instruction/Learning to Read", Wikibooks; <https://Wikibooks.org/>.

<sup>6</sup> Nesbit. "Cognition and Instruction/Learning to Read", Wikibooks; <https://Wikibooks.org/>.

<sup>7</sup> Nesbit. "Cognition and Instruction/Learning to Read", Wikibooks; <https://Wikibooks.org/>.

- 4) Reflecting, Students can use reflection strategies to identify, think about, and consider changes in their knowledge, skills, attitudes, and values.

## 2. Reading Comprehension

One of the basic skills of language learning is reading skills which are interrelated and cannot be separated from other language skills. The purpose of reading comprehension is to help students understand written language. Students who are able to understand well, can understand in breaking down meaning, then can understand the content of the text, and can conclude or can make conclusions about what has been read from their reading comprehension.

According to Vacca & Vacca (1999), there are several ways to teach reading comprehension.<sup>8</sup>

### a. Structural Support

Scaffolding is a learning process in which students are given some support in the early stages of learning, then the assistance is reduced and students are given the opportunity (Gasong, 2007).<sup>9</sup>

### b. Practice Thinking Hard

Thinking aloud is a technique to help students in their study assignments. The ability of teachers to communicate their creativity to their students and to maintain control over them as they complete each phase of the thinking aloud approach to reading comprehension. By expressing their thoughts while reading aloud, the teacher makes their thoughts clear.

### c. Reciprocal Education

Reciprocal teaching is a guided reading comprehension method that encourages students to build the instinctive skills of effective readers and learners.<sup>10</sup>

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<sup>8</sup> Fitri Nurdianingsih. "Teacher's Strategy in Teaching Reading Comprehension", (*Project*) *Profesional Journal of English education*. Vol 4, No. 3, (2021).

<sup>9</sup> Fitri Nurdianingsih. "Teacher's Strategy in Teaching Reading Comprehension", (*Project*) *Profesional Journal of English education*. Vol 4, No. 3, (2021)

<sup>10</sup> Fitri Nurdianingsih. "Teacher's Strategy in Teaching Reading Comprehension", (*Project*) *Profesional Journal of English education*. Vol 4, No. 3, (2021)

### 3. Cognitive Factors of Reading

Reading comprehension success is dependent on using working and long-term memory as well as attentional focus in order to understand the material. In order to understand the material, the reader also has to have some familiarity with their surroundings.

#### a. Memory

Cognitive abilities like working memory and long-term memory play a role in how successfully students learn to read. Reading is a memory-intensive activity since it requires both language and general knowledge. A pupil must retain a word they are learning long enough to construct the more intricate meanings of phrases, sentences, and entire chapters. Working memory is necessary for the temporary storage of information that a student has read. Because working memory reflects both processing and storage, it differs from other types of memory. The relationship between working memory and reading is frequently described using Baddeley's model, which is frequently examined while learning about students' reading development.

The phonological loop and the visual sketchpad are the two fundamental components of this approach. The inner rehearsal component of phonological information processing, known as the articulatory loop, enables the phonological knowledge required for word decoding and reading comprehension to be stored in memory for a longer period of time. When students struggle with word decoding or are unable to do so, it is often a sign of phonological awareness issues. Student with these issues are unable to comprehend or access the spoken language's sound structure, and while they are young, their working memory capacity is constrained due to a lack of well-developed encoding and rehearsal skills. Reading requires both working memory and long-term memory to be meaningful.

When poor readers are unable to decode words at a reasonable speed, they are required to spend extra time trying to decode, resulting in further stress on their ability to comprehend the text. In order for students to become great readers, they must decode words at a reasonable speed so they don't have to hold the meaning of the words in their memory for too long when figuring out the meaning of a

sentence or paragraph.

**b. Attention**

There is no question that paying attention when reading is essential to understanding and general comprehension of the information being read. Reading cannot be done without focus. Teaching young pupils to read can be difficult since some of them lack the patience to concentrate for lengthy amounts of time or are just uninterested in the topic. A pupil needs to have a book open in front of them and be facing the text in order to read. Even getting some students this far can be a major accomplishment because some students simply lack the focus of attention span necessary for assignments like this.

Students need to focus on the text in front of them, but it's also important for students to establish connections as they read in order to understand how tiny parts of the reading process link to bigger ones. This also requires a lot of attention, as there are frequently a number of occasions when a student can miss a tiny detail that will have a significant impact on their learning in the future. Young readers must put a lot of effort into the reading process even though older readers do not need to do so because they haven't learnt or practiced it as much.

This type of attention is required, along with things like eye motions and eye movement from left to right. As they read, their focus must move systematically from word to word and they must ensure that the words they are reading are connected to the text's overall meaning. Additionally, for the story's various components to make sense, the reader must switch their focus between the text and any accompanying pictures or illustrations.

**4. Types of Reading Difficult and Disabilities**

There are many different things that can affect reading and comprehension, so it's important to keep this in mind when talking about reading difficulties and disabilities. Also, not all students who have trouble reading are given a "reading disability" diagnosis. Some children struggle to understand the linguistics of reading because they are not yet developmentally ready to learn to read, while others come from linguistic or cultural backgrounds that are incompatible with the style of reading instruction offered in the classroom. Furthermore, even receiving quality education, some kids could still struggle to



learn to read. They struggle more with comprehension than actual reading, which can be ascribed to low overall ability. Even if a student is average or above average, they can still have reading difficulties.

In contrast to students who are poor readers, students who have reading impairments might also have normal or above average intelligence. Speech issues are frequently accompanied by writing and spelling issues, which in turn would make it more difficult for the kid to read and understand what they are reading. The phonics of a word, notably when a pupil is unable to connect the sounds of the letters to the visual sign, is a typical source of reading difficulties. Instead of being sensory, the issue here is core. Another common reading problem is word blindness, often known as dyslexia, in which the student's brain mixes up letters and words, making it very difficult for them to understand what they are reading.

A reading disability called dyslexia runs in families. If a parent or other close family has dyslexia, the likelihood of a child having the condition rises to 40%. As reading from left to right comes naturally to right-handed people, who are used to leading away from rather than toward the center of the body, left-handed people sometimes struggle to learn to read. Poor reading comprehension of sluggish reading can be brought on by an inability to concentrate, a lack of attention, or a narrow span of recognition, while slow, silent reading can be brought on by visual defects as well as dyslexia and a restricted range of recognition.

While not paying enough attention can impede reading comprehension, paying too much attention or concentrating on a particular word can also lead to issues. A learner may find it difficult to put a sentence together as a whole if they concentrate too much on individual words. It is estimated that 8% to 20% of students have attention deficit hyperactivity disorder (ADHD), although only 3% to 7% of those pupil's exhibit symptoms severe enough to receive a clinical diagnosis and special education assistance. Although having ADHD does not necessarily indicate that a kid has a reading difficulty, it frequently does, leading most of the time to children misinterpreting texts, may have problems understanding the common connections between the texts they are reading.

Reading takes phases or steps, just like learning anything else in life. There are three main stages that students will all go

through when they begin learning to read. Students begin learning to read by being unable to decode any words (pre-alphabetic stage), move on to using phonic cues and other reading techniques (partial alphabetic stage), and finally reach the stage where they can tell apart similarly spelled words and can learn new words while making connections (full alphabetic stage). Before someone reaches conventional literacy, reading develops in many different ways. Young children go through each of these stages as they progress from exhibiting relatively few literacy-related behaviors to finally being able to methodically comprehend language.

## **5. Teaching to Read**

Teachers could feel under pressure to come up with the greatest strategies or techniques for teaching their children to read because literacy and the ability to read are sometimes given a lot of weight. When instructing novice readers, it might be difficult to choose which topics to emphasize. Each of the linguistic pillars and the advantages of reading teaching should be covered in reading classes. There have been a lot of disagreements regarding the best ways to teach kids to read throughout the history of reading teaching. Code-emphasis methods and meaning-emphasis methods were divided into two groups by Jeanne Chall in 1967, and they are still helpful in illuminating the differences in reading teaching today. Code-emphasis techniques emphasize learning and decoding.

### **a. Phonics-Based Approach**

Phonics-based strategy Code-emphasis techniques include reading instruction that is phonics-based. Primary objectives include ensuring that students are able to decipher unknown words, automatically recognize terms they are acquainted with, and comprehend letter-sound correspondences. Phonemic awareness, according to researchers who support a more phonics-based approach, is necessary for learning to connect alphabetic symbols to their sounds, which in turn is necessary for learning to recognize specific words and learn to read in general. Since words are formed up of combinations of letter-sound correspondences, acquiring letter-sound correspondences may seem the most important skill for beginning readers. There are two forms of education within a phonics-based method: an explicit phonics approach and an implicit phonics approach.

In an explicit phonics approach, individual letters are

assigned sounds before being combined to make words. In the classroom, a teacher might explain to the class what sound each letter stands for. Students start learning to read by mixing the sounds together after they have mastered a few letter-sound correspondences. An explicit phonics approach bases its primary method for word identification on the student's understanding of letter-sound correspondences. When a pupil hears a new word, they are advised to sound it out rather than immediately being told what it means in the context.

Context is only being employed in this instance as a metacognitive technique to comprehend the text as a whole. An implicit phonics approach identifies letter sounds in the context of complete words rather than just individual letters. The teacher may write the word "hand" on the board and underline the letter "h" while giving a lesson. The teacher would next ask the class to pronounce "hand" to remind them that the letter h generates the sound / h /. To sound out unfamiliar words, you can also use the picture and word context as hints. When teaching letter-sound correspondences in context, a typical issue is that some students struggle because they are unable to break down words into their separate sounds because they lack the abilities to infer sounds from a whole word. According to research, the majority of struggling readers are lacking in phonemic awareness and alphabetic coding. As was previously mentioned, the best reading teaching should combine both meaning- and code-emphasis strategies. Therefore, there are more people opposed to the overuse of phonics and prescriptive teaching techniques than phonics education itself.

The effectiveness of whole language reading education vs phonics instruction for enhancing students' reading fluency and spelling accuracy was compared in a study by Maddox and Feng (2013). The researchers proposed the following hypotheses: explicit phonics instruction would have a greater positive impact on students' reading fluency and spelling accuracy than whole language instruction; and explicit phonics instruction students would demonstrate greater gains in reading fluency and spelling accuracy than whole language instruction students. One classroom of 22 first graders was randomly divided between the



experimental group and the control group. The control group changed to the entire language group and did not get any explicit phonics training, whereas the experimental group switched to the phonics group and got phonics instruction.

The teacher introduced phonetic patterns to the experimental group, and they practiced segmenting, coding, blending, and using these patterns without reading any stories. The teacher read fourteen stories to the students in the control group from the Razz-kids reading program; the stories' words featured the same phonics patterns as those taught in the phonics group, and the students concentrated on image walks, story predictions, and vocabulary meaning. Over the course of four weeks, both groups had daily 20-minute meetings with their teacher (who was also one of the experimenters). The Aims web Reading Curriculum Based Measure (RCBM) and the Aims Web Spelling Curriculum Based Measure were used to collect students' pretest scores prior to the training sessions (SCBM).

The same tests were given to the students again after the four weeks of training in order to compute posttest scores that would track changes in reading fluency and spelling accuracy. The findings showed no statistically significant differences between either group's reading fluency or spelling accuracy. The phonics group improved their reading fluency by 8.00 points and had higher average reading scores than the entire language group, which improved their reading fluency by 4.09 points. The phonics group improved their spelling accuracy by 1.00 points, according to the data, but the total language group declined by -0.27 points. Direct comparison reveals that the phonics group improved more in reading fluency and spelling precision.

## **6. Phonemic Awareness**

The capacity to concentrate on and alter phonemes in spoken speech is referred to as phonemic awareness. Phonemic awareness is a code-emphasis technique because phonemes, the smallest components of spoken language, are integrated to form syllables and words. According to research, phoneme segmentation skills are necessary for sight-reading words from memory, and phonemic awareness is supposed to help students write words by enabling them to create letter-sound spellings or recall spellings from memory. The goal of a study by Castle,

Riach, and Nicholson (1994) was to ascertain whether teaching students phonemic awareness would help them start reading and spelling even if they were already receiving instruction within a comprehensive language program. Students in New Zealand who were only learning to read and write participated in the experiment in the early months of their academic careers. 30 5-year-olds from three separate schools were split into an experimental group and a control group before being paired. For ten weeks, the experimental group underwent two 20-minute training sessions, for a total of 6.7 hours of training. These sessions' topics, which included rhyme, phoneme segmentation, phoneme replacement, and phoneme deletion, were all intended to raise students' phonemic awareness.

The control group received the same amount of instruction time, but as part of the whole language approach used in New Zealand schools, the students engaged in process writing tasks, in which the students created their own narrative and word spellings. Before the training sessions started, a number of pretests were given, including the diction exam, the Wide Range Achievement of Spelling test, the Roper's measure of phonemic awareness, and the Wide Range Achievement of Spelling test. After the training sessions were over, the same tests were given again as posttests. The study's findings revealed significant improvements in phonemic awareness for both groups, however there was a significant difference between the experimental and control groups, showing the training program utilized in the study was successful in enhancing phonemic awareness abilities. On two of the spelling exams, there was also a substantial difference between the groups. (Wide Range Achievement of Spelling Test and Experimental Spelling Test), demonstrating the link between increased phonemic awareness and improved spelling abilities. The results of the study imply that the development of spelling is correlated with the capacity to link letters and their sounds, and that phonemic awareness facilitates spelling acquisition.

## **7. Schema Theory**

The schema theory explains how readers make use of their prior knowledge to understand texts. In reading instruction, the term "schema" (plural: schemata) is used to describe the role that students' prior knowledge plays in reading comprehension. It was first used in psychology to describe a mental framework that organizes a person's knowledge. People organize their

knowledge into schemas, according to the schema theory. Each person's schema is unique, and the more elaborate a person's schema is for any given topic, the easier it will be for them to learn new information in that area. When a person learns new information, their pre-existing schema may need to change to make room for this new information because their existing knowledge structures are pliable and continually evolving.

The easier it will be for them to pick up new knowledge in that field. When a person learns new information, their pre-existing schema may need to change to make room for this new information because their existing knowledge structures are pliable and continually evolving. Schema theory's central claim about reading is that written text does not provide meaning on its own; rather, it offers instructions for how readers should extrapolate meaning from preexisting knowledge systems. Learners have schemas for reading processes and various text structures in addition to schemas for content. Because good comprehension necessitates the ability to relate prior information to the text, understanding the text is a reciprocal and interactive process between the reader's prior knowledge and the actual text. According to the schema theory, there are two different types of processing that take place during reading comprehension: top-down processing, which begins with general knowledge and moves down toward more specific details, and bottom-up processing, which is schema activation (when textual stimuli signal recall of relevant schemata), through specific information in the text. To grasp text, these two modes of processing work together simultaneously and interactively.

#### **8. Assessing Reading Progress**

Reading is one of the first things students learn when they start school. The formal teaching of reading begins in kindergarten and lasts the rest of our lives. It's crucial to provide students who are learning to read with feedback and to continuously evaluate their progress. There are a few regularly evaluated indicators that can be used to assess a student's progress in reading, including phonemic awareness, letter knowledge, and oral reading fluency. Students must understand how the sounds of the letters in words function before they can learn to print.

In essence, phonemic awareness tests a child's capacity to recognize, consider, and manipulate the phonemic components of uttered words. Students won't be able to identify the distinct

sounds in spoken words and, as a result, won't be able to build letter-sound correspondences if they are not aware of the language's sound structure. This correspondence between letters and sounds is thought to be a fundamental decoding skill and one of the first literacy skills. Children's ability to identify capital and lowercase letters and recognize the individual alphabet sounds is a measure of their letter knowledge.

Children must be aware of this because reading cannot begin unless they comprehend the relationship between the letters and their sounds. Children must be able to sound out words, decode them, and pronounce them when they are reading, and this is only feasible if they have a firm grasp of the letters and their sounds. Reading fluency tests are the third form of evaluation used to gauge early reading development. In essence, this is an attempt to gauge a student's proficiency in reading rapidly, precisely, and expressively. Some people disagree with this form of assessment since they don't think youngsters who read quickly have advanced. The ultimate goal of reading isn't to read quickly and precisely, the main goal of reading isn't to read quickly and properly; rather, it's to comprehend and remember what you've read. After kids can quickly read and understand a text, effective assessment shouldn't end. It should continue. Because of this, there are some authentic assessment tools that teachers can use to assess students' knowledge and skills and to guide current and future education. Literacy portfolios can be used to display students' oral and written processes, products, and skills.

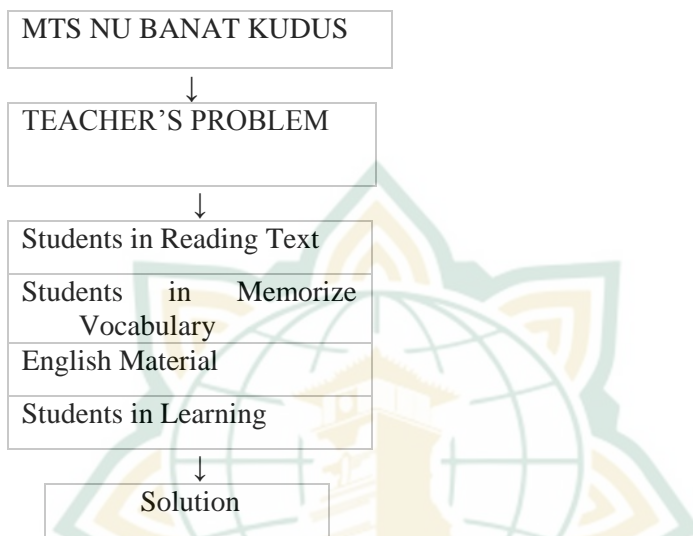
Teachers can also use assessments like oral and written story retellings to measure students' reading comprehension, and checklists to aid in the teacher's observations of the class and to assess the pupils' literacy development. It's critical to evaluate children' reading progress since it informs teachers of the stage at which their students are. This will make it easier for teachers to meet the needs of their students. There are many advantages to assessing pupils, but teachers should always be mindful that assessment isn't everything and that not all students can be evaluated simultaneously or in the same way.<sup>11</sup>

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<sup>11</sup> Nesbit. "Cognition and Instruction/Learning to Read", Wikibooks; <https://Wikibooks.org/>.

## B. Theoretical Framework

The theoretical framework underlying this research is given in the following figure:



The picture above illustrates the conceptual framework in this study. This research uses descriptive qualitative which will describe the problems faced by teachers when teaching Reading Comprehension in class 8 MTs NU Banat Kudus. In teaching, of course, encountered some obstacles. Problems found during learning are the focus of discussion in this study. The problems to be discussed in this study include mastery of skills in English, namely reading. Then, choose materials that are easy for children to absorb. And the condition of the child during the learning process. The last part is looking for solutions to overcome some of the problems above.

## C. Review of Previous Study

The review of previous research in this research proposal, the researcher have described several previous studies related to this research, among others. Research conducted by Anis Fibriana, in 2017 entitled “The Effectiveness of Using Questioning the researcher Strategy in Teaching Reading Comprehension of Recount Text” at Madrasah Tsanawiyah Swasta Darul Ulum Pontianak, Academic Year 2016/2017. The purpose of this study was to see the effectiveness of using the Questioning the Author strategy in



teaching reading comprehension of recount texts at Madrasah Tsanawiyah Swasta Darul Ulum Pontianak. The results of the analysis showed that the use of the QtA strategy showed that students' achievement in reading comprehension of recount texts increased and it was found that students had quite good enthusiasm and understanding in reading texts through this strategy. With the results of this study, the use of the QtA strategy significantly improves students' reading comprehension achievement of recount texts and it can also be said that the use of the QtA strategy in reading comprehension is effective to be applied to eighth grade students of elementary schools in Madrasah Tsanawiyah Swasta Darul Ulum Academic Year 2016/ 2017. This research is related to the researcher's research in using the QtA strategy in reading comprehension in Comparison. And there is a relationship between research conducted by researchers, which both present the use of strategies in reading comprehension, but it is different from this study, namely researchers focus on teacher strategies in teaching reading comprehension in Comparison.

Research conducted by Irikawati entitled "Identifying Teacher's Strategies in Teaching Writing" at M.A Nuruttaqwa Limboto. This research was conducted to identify the teacher's strategy in teaching writing. Case study on class XI M.A Nuruttaqwa Limboto. This study discusses the difficulties in learning English, especially in writing. The results of the analysis illustrate that several strategies commonly used in students' writing skills are carried out by English teachers.

Of all the strategies used by English teachers, each has its own goals and benefits depending on the topic of the material being taught. From the results of the researcher's analysis, that the strategy that is often used by teachers in teaching is a strategy using image media. Because this strategy is considered more interesting for students to learn and also eliminates boredom when learning by using learning strategies. The benefits of learning media are also to help students see and express images in written form. Utilizing existing media effectively, efficiently and as well as possible, and of course seeing the situation when carrying out the learning process both in terms of student characteristics and the availability of media, especially image media. This study focuses on the teacher's strategy in teaching writing, while the researcher's research focuses on the teacher's strategy in teaching reading comprehension.