

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter the research explains a review of related literature. There are several things that need to be discussed, such as the reading section (1) Definition of Reading, Purpose of Reading, Importance of Reading, Type of Reading, The Problem of Reading (2) Teaching Strategies, Understanding Teaching Strategies, Teaching Reading, Strategies of Reading Comprehension and (3) Previous Study.

2.1 Definition of Reading

The definition of reading is one of the basic language skills which has components of language communication which can be converted into symbols in the form of writing and letters which can then provide understanding or guidance for readers to interpret a reading (Harianto, 2020). Reading is not only direct, but can be communicative (able to convey a message efficiently so that the message to be received has the same meaning as the message conveyed). Communication between readers and writers will be better if we as readers have sufficient skills to understand. That way, the reader must be able to properly arrange the terms contained in the sentences presented by the author according to the concepts contained in the reader (Widianto, 2015).

2.2 Purpose of Reading

In reading we can understand the information contained in a reading or discourse to develop intellectually. Reading activities can create contextual clues. This interpretation is not included in something that is separate in the activity of

reading, but it is a package with reading because it is a practical reasoning process that can produce a meaning that can be obtained so that in the process of obtaining a meaning the reader does not create and complete in getting the full meaning of reading, it will but the reader can get this meaning only if it is sufficient for the reader's needs. In conclusion, the reading process involves the reader being able to negotiate in a discourse (Sangia, 2014).

2.3 Importance of Reading

Reading part of an activity can make students gain new knowledge and provide broad insight. Someone who is diligent in reading will have much broader insight and knowledge when compared to someone who is lazy about reading. There are several things we can see if the student is less interested in reading, factors that can be influenced because the student is lazy, there is something more interesting than books or maybe the price of the book is too expensive (Fhadillah, 2020).

2.4 Types of Reading

Below are the types of reading which include:

a. Skimming

Skimming is a faster reading technique to obtain a general overview of a reading. Skimming is useful in determining how superior the text is so that it is relevant to our interests or needs in getting a main idea from the text. We can get skimming through several descriptions of news texts, articles or books (Bintang, 2024)

b. Scanning

Scanning can be interpreted as a technique for selective reading (processing and selecting information according to beliefs) to obtain specific information in a text. Scanning is useful for answering a question so that you can obtain certain data in the text of a reading. Scanning can be done on text such as schedules, tables or forms. That way, we can find the information we are looking for without having to read the entire table listed (Silalahi, 2022).

c. Inferencing

Inferencing is an ability that can infer implicit meaning (contained, implied or subtly contained) from text based on context in previous insights. Inferencing is useful in understanding the meaning of expressions behind words that cannot be directly explained in the context of a text. Inferencing is done in the text of stories, poetry or even advertisements. That way, we can find out the content of the message or theme of the poetry we read without having to know that the message is explicit (Nirmala, 2019).

According to (Trianingrum *et al.*, 2018) there are four genres that are generally used in English reading skills as follows;

- a) Procedure text is a text that explains the steps or how to do something. This text aims to provide guidance to readers to follow the process accurately and achieve the desired results.
- b) Recount text is a type of puzzle that recounts events or experiences that have occurred in the past sequentially. Usually, this text uses various personal experiences or tells important events.

- c) Descriptive text is something that describes or describes objects, places or people. The general structure can include identification (a brief introduction about the object) and description (a detailed explanation related to the object).
- d) Report text is a description of the purpose and factual information about a particular event or object. The main structure can include a general classification to provide an overview of the whole as well as a detailed explanation of the objects of an event.

2.5 The Problem of Reading

Reading comprehension is one of the skills that every student must have in gaining knowledge (Dewi, 2019). The culture of reading can be a means of learning from sharing sources such as newspapers, knowledge books, magazines and so on. Thus, reading is very important, especially among students (Sari, 2018). There are several differences that can influence the characteristics of the reading process in students, namely internal factors that originate within the individual and influence individual learning outcomes. These internal factors can include physiological factors and psychological factors (Sitinjak, 2016).

There are several internal and external factors that cause students to experience difficulties in reading according to (Tambunsaribu, 2021):

- a. Internal factors include; students' attitudes towards learning, motivation in students' learning, concentration on students' learning, how students can process teaching materials, students' ability to store the results of learning, the process of students exploring learning outcomes, students' ability to achieve, students' self-confidence and study habits.

- b. External factors include; teachers as student coaches, assessment policies, students' social environment at school, school curriculum, learning facilities and infrastructure.

2.6 Understanding Teaching Strategies

Teaching strategies are to understand the text of a reading that is more than just reading quickly. This means that readers need to interpret the meaning of the message in the text so that they can convey the core message that the author has conveyed. As explained by (Dasril *et al.*, 2024), a good understanding a text allows students to extract accurate information, analyse the content and make good conclusions. However, many students often experience difficulties in understanding complex reading, which can hinder the learning process.

According to (Rahmawati, 2021) In the Problem Based Learning (PBL) learning model students will be divided into several small groups and students work together to solve a problem that has been agreed upon by the teacher related to the material being taught. The application of the Problem Based Learning (PBL) learning model will encourage students to actively participate in discussions with group members to find concepts independently. When teachers apply a method, students are often required to be more active and active in seeking additional information from various sources to find solutions to problems in discussions.

(Munir, 2021) In addition to the learning process, teachers have an important role in helping students understand vocabulary correctly. A game that can be used learning is scattergories, this game can be played by four to six students because in the game students can arrange words based on categories. This game is also able to improve cooperation to learn the basics of vocabulary. Some reasons

that can support scattergories are more efficient in vocabulary learning, namely; scattergories games require students to compete with other students, scattergories have simple roles and rules so that students can easily follow the directions given by the teacher and finally scattergories provide a more enjoyable learning experience and reduce tension during learning.

2.7 Teaching Reading

In learning, a teacher must know the various strategies that can be used in classroom learning. The use of strategies will allow for increased student learning achievement, provide alternative learning and learning methods that vary according to the abilities of each student (Matin, 2023). The strategies implemented by teachers in learning can affect the effectiveness of the learning process such as the Jigsaw learning model which is a form of collaborative learning, namely a group learning process whose members share information, experiences, abilities, skills and opinions until they have them so that cooperation is created in increasing mutual understanding (Hunafa, 2022).

The round table learning model, a type of table arranged in a circle to form a group where students then work on a task from the teacher in a certain way and the questions are transferred to other groups so that all groups get a turn (Budayani, 2015) The Think Pair Share learning model, namely cooperative learning, prioritizes students to play an active role with their group friends so that they establish relationships through cooperation and group discussions to be able to solve a particular problem (Rukmini, 2020) These various strategies will be able to make students more enthusiastic about their learning, so that students are more active and happier in their learning (Meliza & Safiah, 2016). Reading skills are very

important because they can be the basis for determining the success of formal or non-formal education so that through education a person reaches a higher educational level (Herlina, 2016).

There are several internal and external factors that can influence students' interest in reading according to (Melinia *et al.*, 2022). Internal factors are influenced by body condition, intelligence factors (thinking ability that is able to understand concepts affectively), motivation factors, interests, social and emotional maturity and student adjustment. Then external factors include the family environment and the teacher's way of teaching.

2.8 Strategies Reading Comprehension

The reading comprehension is the skill to communicate a text comprehensively. This process will involve to understanding a sentences, in which the relevant knowledge makes sense so that the message conveyed by the writer can be accepted. This may occur due to several factors that may influence this problem, including the lack of sufficient background knowledge related to junior high school (SMP) students. According to (Defri *et al.*, 2020) students usually do not receive the direction or instruction that is needed for a reading skill, so that the most important reading skill is when they have to be able to handle quite complex.

Comprehension strategies are conscious plans a series of steps that readers use to understand a text. (Muslaini, 2017) strategies in the process of understanding can help students to become readers who have a purpose and can actively control reading, namely first being able to unite understanding, a teacher teaches students to be able to realize what they understand, understand what they don't know and use the right strategy in solving a problem. Second is metacognition before reading,

students are able to provide an explanation of the purpose of reading and observe text observations. The third is the implementation of semantics or graphics so that it can describe concepts and relationships between concepts in the text. Methods for learning based on structured reading or known as active and directed reading strategies include; 1) Helping students focus on the differences in fiction and non-fiction texts in reading, 2) Providing tools for students that can be used to examine relationships between texts. and 3) help summarize the text provided and encourage students to be able to combine their understanding of reading.

Classroom management plays a crucial role because student behaviour changes over time. Students may study in an orderly and calm manner today, but they may not exhibit the same behaviour the following day. Competition between groups is initially healthy, but it can become less conducive over time. This dynamic creates various aspects of students' attitudes, behaviours, actions, mental and emotional states, essentially identifying classroom management and teacher teaching skills as closely related to the continuity of the teaching and learning process and student learning outcomes at school (Setyaningsih, 2021). Planning a crucial role in determining student success, as it allows teachers to identify student needs, design an effective curriculum, and select relevant materials, varied methods, and appropriate learning resources. Furthermore, planning also allows teachers to determine strategies that align with students' goals and learning styles, whether through lectures, group discussions, project assignments, or other active learning methods (Nadlir *et al.*, 2024). Implement reading strategies in the classroom can be a great solution to help students develop strong reading skills, as this approach is more structured and in-depth, teaching effective reading

techniques. Strategies allows students to enrich their understanding of complex texts, expand their vocabulary, and simultaneously develop critical thinking skills (Nurhafizah *et al.*, 2023). Interactions between students and teachers are quite effective because teachers monitor students' learning progress by building interactions that encourage active involvement and positive attitudes in learning. Quality interactions influence students' communication skills and are achieved when the classroom environment supports the use of a second language, provides a pleasant atmosphere, and creates a harmonious relationship between teacher and students (Zuhri, 2020). The effect of students' reading ability based on the results observations in the classroom of learning documents and students' literacy skills shows a significant increase because this can be seen from the active participation of students in reading activities, both when the teacher reads stories and during group discussion and reflection activities (Amaliya *et al.*, 2025).

2.9 Previous Studies

Table 2. 1 The List of Previous Studies

No	Writer (s) Research Title	Previous Research Title	Research Name	Similarities	Differences
1.	The teacher strategies in teaching reading skills for grade vii of junior high school: A single case study at SMP Negeri 1 blitar	Learning Reading Skills in Class VII B of SMP Negeri 9 Bengkulu City 2016/2017 Academic Year	Purwadi (2017)	This research method is qualitative. This research uses a teaching approach to reading skills, the main focus of this research is education. This research involved students and teachers in junior high schools.	This study analyzes “Intensive reading” teaching in relation to RPP. This research reveals that teachers' understanding of the material varies.
2.	The teacher strategies in teaching reading skills for grade vii of junior high school: A single	Teacher Strategies in Improving Students' Reading Skills	Anisah., <i>et al</i> (2023)	This research method is a qualitative approach. In this research, the reading materials	This research topic discusses literacy among students who have a high interest in

	case study at SMP Negeri 1 blitar			used are tailored to students' intelligence, interesting and relevant. The techniques applied or audio-visual tools such as storytelling, games and visuals.	reading and students who are significantly low in reading comprehension.
3.	The teacher strategies in teaching reading skills for grade vii of junior high school: A single case study at SMP Negeri 1 blitar	Analysis of The Reading Comprehension Ability of Class VII Students at SMP Negeri 14 Jambi City	Fatimah., <i>et al</i> (2024)	The method use qualitative. This research discusses students' reading comprehension abilities. The results show that students' reading ability is low, influenced by motivation, interest in reading, and an unsupportive environment.	This research focuses on class VIII students of SMP Negeri 14 Jambi City. The research results show that interpretive understanding is better than applicative and factual.
4.	The teacher strategies in teaching reading skills for grade vii of junior high school: A single case study at SMP Negeri 1 blitar	An Analysis on The English Teacher Strategies in Teaching Reading Comprehension at The Second Grade of Junior High School 1 of Wonomulyo	Sarjan (2017)	This research uses qualitative methods such as observations, interviews, and documents that discuss students' reading comprehension strategies in junior high schools and the role of teachers in overcoming reading challenges to improve students' understanding.	This research analyzes class VII students at SMP Negeri 1 Wonomulyo, using Scaffolding and Question-Answer Relationship (QARs) strategies to improve text understanding and critical thinking.

This research examines the teacher strategies in teaching reading skills for grade VII of Junior High School. This type of research is in the form of a qualitative case study. The research methods used for data collection are interviews, observation and documentation. In collecting data, researchers will use data collection tools, namely interview guides, interview transcriptions, interview contact summary

formats, observation field notes, observation contact summaries, documentation field notes and documentation contact summaries. This research focuses on teachers' strategies for teaching reading to class VII students at SMP Negeri 1 Blitar. Existing problems include the following; 1) Some students in class VII experience difficulties in developing vocabulary in English. (2) Most class VII students also have difficulty understanding word structures in English. (3) Class VII students still have difficulty in spelling and pronunciation when reading English texts. Triangulation analysis will be used to validate data from various sources. The findings from this research can provide access to the development of existing strategies at SMP Negeri 1 Blitar.

2.10 Conceptual Framework

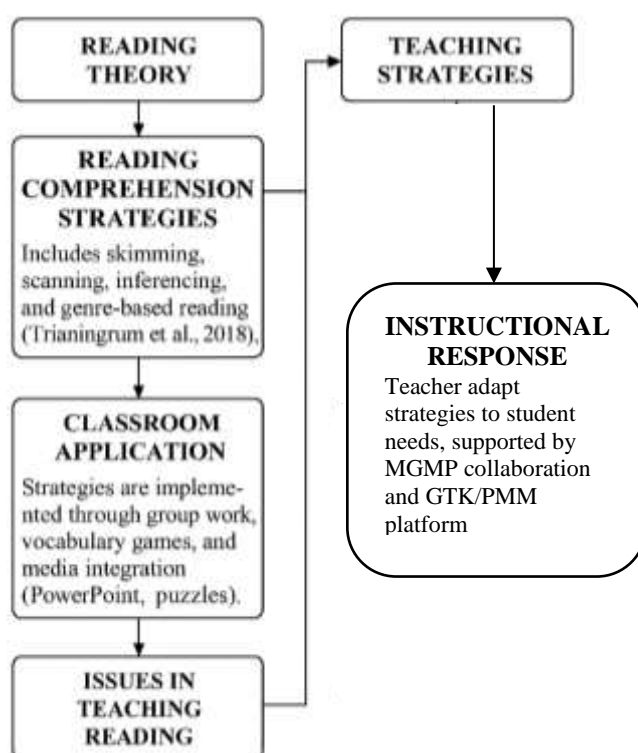


Figure 2. 1 Theorised framework on the basis of literature