

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter explains about previous study, related theories and conceptual framework. In the previous study discusses about the previous research that had been done by other researcher. In the theoretical review discuss about some theories that related with the topic. In the conceptual framework discuss about konsep of research.

2.1 Previous Researches

In this study, the writer wants to know what strategies are used by the English teacher in teaching reading at SMA Negeri 1 Kembang.

The first article was conducted (Muslaini, 2017), entitled *Strategies for Teaching Reading Comprehension*. In this study researchers examined two teachers at Jeumala Amal. They used various strategies to teach reading comprehension, such as using Grammar Translation Methods, Cooperative Learning techniques and media variations. These two teachers at MAS Jeumala Amal Lueng Putu used various strategies for teaching reading comprehension, such as using the Grammar Translation Method and Co-operative Learning techniques via: Jigsaw, Snowball, Think Pair Share, Numbered Heads Together etc. They also used various media (games, pictures and picture series). They modified the strategies used to teach and learn the genre of texts that are being studied. By using various strategies, the teaching and learning process of reading becomes more interesting. The choice of strategies

used by the teacher depends on the material, indicators and learning objectives and syllabus-based curriculum. Teachers must be creative in teaching material to students. Strategies must be chosen based on material to help students easily understand the material. The use of models, media, and games must be done to motivate students to learn reading comprehension.

The second article was conducted (Sarjan & Mardiana, 2017), entitled *An Analysis On The English Teachers Strategies In Teaching Reading Comprehension SMP 1 Of WONOMULYO*. The results of this study indicate that teachers in teaching reading comprehension in Wonomulyo 1 Public Middle School are two strategies, Scaffolding strategy (1), and QAR (Question Answer Relationship) strategy (2). The teacher usually understands the contents of the reading. The meaning of reading text is very easy to understand. The method of this research was descriptive qualitative with the direct observation, interviews, and documentation. The strategies used by the teacher are (1) scaffolding strategy, (2) QAR (Question Answer Relations). This strategy is used so students understand the contents of the reading. Based on this study, the strategy was effective in teaching understanding for students to understand the text. In short, they make a good contribution to the teacher. With this strategy, teachers are easier to provide material to students. This strategy can help teachers because students are more active and students can exchange opinions with their friends.

The third article was conducted (Nurhamidah et al., 2018), entitled *The Analysis Of Teachers' Strategies in Teaching Reading Comprehension at SMAN 2 PADANG BOLAK*. The teacher's strategy to teach reading comprehension in SMA N 2 Padang Bolak is that the teacher activates the background of students' knowledge and reads aloud together. The teacher's problem in understanding teaching and learning in SMA N 2 Padang Bolak is that students learn about noise, lazy students, no teaching media, the students had low motivation of parents to students. In this research the teacher used two strategies of teacher in teaching reading comprehension at SMA N 2 Padang Bolak. This research used qualitative approach that research by doing observed to the object of the research and analysis them logically. They were activating background knowledge of students and teach for comprehension. The teacher's strategy of solving problems is that the teacher always motivates students to study hard, gives advice to students who make sounds or when they are sleepy high score in class.

The three researchers above have similarities with this study because they all have several objectives for teacher strategies. In the first article, the researcher focused on the teacher strategy used by two teachers in different classes at MAS Jeumala Amal Lueng Putu. In the second article, the researcher focus on what were the strategies of English teacher in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo and how the implement of English

teacher' strategies in teaching reading comprehension at the Second Grade of Junior High School 1 of Wonomulyo. In the third article, the researcher focus on about the teachers' strategies in teaching reading comprehension and the teachers' problems in teaching reading comprehension at SMAN 2 Padang Bolak. Based on the articles above, the focus of this study is also on teacher strategies. The researcher will analyze what strategies will be used by the English teacher in teaching reading. What distinguishes this research from previous research are; first, this study involved several majors, it will make the data of this completely. Second, the researcher involved all English teachers at SMA Negeri 1 KEMBANG as respondent of this research.

2.2 Theoretical Review

2.2.1 Strategy

According to (Majid, 2014), the strategy was originally used in the military world which could be interpreted as one way of using all military force to fight a war. But now, the strategy is widely used in various activities aimed at obtaining a success and success in achieving a desired goal. So, it can be concluded that the strategy is a plan that can be used to achieve a goal.

In the world of learning, teachers have many ways to convey a subject matter so that students can easily understand what is conveyed by the teacher including a strategy used that is consistent with the material being taught. Following are the

differences between Approaches, Strategy, Method, Techniq and Models.

a. Approaches

According to (Gill & Kusum, 2017) approach is a form or a way for us to convey ideas or a view to deal with a problem. So, it can be concluded that the approach is one way or method to convey an idea or view depending on how we do it.

b. Method

According to (Gill & Kusum, 2017) the method is a way that is practically realized from an approach through procedures in a system to achieve learning objectives. So, the method can also be interpreted as one of a series of processes through procedures within an agency to achieve learning objectives.

c. Strategy

Gill & Kusum (2017) said, that strategy is a plan that is compiled full of skills from a work system to achieve learning objective easier. So, it can be concluded that the strategy is a design in the form of a working system arrangement to accive a learning objective process simpler.

d. Technique

Brown (2007) said, technique refers to a variety of activities, exercises, and various learning models or devices in class in order to achieve the desired learning goals. So, the technique

can also be interpreted as a reference for training activities or learning models to achieve learning objectives.

e. Model

Tayeb (2017) said, the model is an artificial object that is used as a conceptual framework of the real object. So, the model can also be interpreted as an object or objects that resemble the original object or object so that we can easily describe it.

2.2.2 Types Of Strategies

In this study, researcher found that the three teachers who taught at SMA Negeri 1 Kembang used various strategies. Among others are; Skimming, Scanning, DRA (Directed Reading Actively), SQ3R (Survey, Question, Read, Recite, and Review) and QAR (Question Answer Relationship) strategies.

1. Skimming

Insiyah (2018) said, skimming is one way that can speed up the reading strategy in order to find more specific ideas and text information. In this way, students do not need to read the book word by word, but rather read the whole text at a glance from one section to another. Students only look for and see the main points of interest in the topic of students are looking for. So, from the explanation above it can be concluded that skimming is a way to read quickly to find the main ideas as a whole from a reading text.

2. Scanning

Hastowoadi (2016) said, Scanning is one way to help students by trying to finding specific information and help them follow the linearity of that section. Students will use this step when they already know what they want to find. So, they can more focus on getting information from the contents of the reading text. Scanning is a reading learning strategy that is used to obtain more specific information quickly and accurately from a text. Scanning strategy aims to sense the vision and think quickly to find the words or phrases we want to find.

3. DRA

According to (Simanjuta, 2017) DRA is a strategy that makes students easier to understand reading text, so that it can facilitate students in finding main ideas in narrative essays. This strategy can improve students' thinking patterns in developing their knowledge. So that they are easier to find out the contents of the text they read. In simple way, DRA is a strategy used by teachers to improve and broaden students' knowledge in reading.

4. QAR

(Khasanah & Cahyani, 2016) said that Strategi *Question Answer Relationships* (QAR) is one of the teaching reading strategies that aim to improve students' ability to

understand the contents of reading text by training students to connect the relationship between initial knowledge of the contents of the text before reading with new knowledge after reading the text in answering questions. Students are trained to be able to connect their knowledge by making questions related to reading text to get the information they want. QAR strategy is one of the learning strategies of reading that can make students more active in thinking to develop students' knowledge in finding information contained in the text by answering questions.

5. SQ3R

According to (Sobri, 2017), SQ3R is a strategy to understand text of tests which consist of several steps, namely; Survey, Questions, Read, Recite, and Review. SQ3R strategy is not much different from the usual methods in reading learning activities. However, it is expected that the use of SQ3R can improve students' ability to learn to understand texts gradually. SQ3R strategy is a set of rare steps such as: surveying (reviewing), questions (asking), read (reading), recite (reciting), reviewing (repeating), which is expected to be able to help students to improve their abilities in learning to read step by step.

2.2.3 Teaching Strategies

A teacher is a person who helps students to gain knowledge, competence, and virtue or good behavior. In addition (Nurhamidah et al., 2018), teacher was person whose job was teaching and has responsibility to form the character of students to behave in new different ways. In addition (Jeremy Harmer, 2003), It is said that strategy is an action taken by the teacher to achieve the objectives of his teaching and learning process. This strategy can also be interpreted as a general direction that the teacher applies to the teaching process.

To achieve the teaching and learning process, the teacher must use many strategies in teaching reading such as applying various methods, media, and games to attract students' interest in learning. According to (Nurhamidah et al., 2018), teaching strategy is a plan of the teacher designed learning process in achieving learning purposes. It means that teaching strategies are certain methods that are used procedurally and systematically in teaching and learning to improve the quality and learning process. In using the strategy, the teacher hopes that students are able to develop their reading skills with absorption and without assistance.

2.2.4 Reading

Reading is one of the processes to get information from texts and hopefully the reader can understand what is conveyed by

the writer. In addition (Failasofah, 2014), reading is a mental activity of inferring ideas and information both for recreational and functional purposes. There are some factors that influence reading comprehension. They are individual development, experiential knowledge, cognitive and metacognitive ability, attitudes, information contained, and background information. So, reading does not only see and say the words in the text, but also understand all the components of the text such as the main ideas or information contained in the text.

2.2.5 Types of Reading

Reading is divided into two types, namely; extensive reading and intensive reading.

1. Extensive Reading

In according to (Jeremy Harmer, 2003:204), Extensive reading is a process of reading that is carried out broadly by giving students the freedom to choose specific reading material at their level of language that they want to the develop. So, it can be concluded that extensive reading is a reading activity that involves diverse and extensive reading sources.

2. Intensive Reading

In according to (Harris, L. Theodore, et.all 1983:160), intensive reading is a process of reading that is done carefully and thoroughly of the text being read. So, it can be concluded

that intensive reading is the process of reading activities that are done carefully in order to understand the information contained in the reading text quickly, well and precisely.

2.2.6 Teaching Reading

According to (Jeremy Harmer, 2003), teaching is not an easy job to do, but it is a necessary work and can be very useful when the teacher sees our students progress and development according to what they expect. So, the teacher has succeeded in helping students to make it happen. It is true that some students can have difficulties and stress because English and Indonesian are very different in terms of spelling, sound, pronunciation, vocabulary and culture and it also keeps in mind that the teaching can also be very fun.

Reading is one of the important skills which must involve cognitive, perception and recognizing skills. In addition (Pang, Muaka, Bernhardt, & Kamil, 2012), Reading consists of two related processes: recognition of a word and understanding a reading text. The introduction of a word refers to a process of understanding written symbols according to the language spoken by someone. Understanding a text is a process of understanding word for word, sentence and connected text. Readers usually use background of knowledge, vocabulary, grammar knowledge,

experience with texts and other strategies to help them understand reading texts.

Teaching reading does not only a process for teachers to make students able to read texts correctly, but also they must make students understand all aspects of the language contained in the reading text. Brown (2007) said when teaching reading, a teacher must choose a method that is suitable the specific purpose of reading. So, when teaching reading the teacher will implement strategies that are in accordance with the material that will be taught to students.

2.3 Conceptual Framework

Reading is one of the skills students must master in learning English and must cultivate the habit of reading early on. But, in learning English especially in reading the students often be little reading because reading is very boring. So, the researcher wants to know how to make reading learning more fun by applying teacher strategies in the teaching and learning process. In teaching and learning reading activity, the students often not too understand about reading material and not interest with reading material because the teachers sometimes use strategies that not appropriate for students.

Based on the diagram above, the researcher tried to analyze the teachers' strategies in teaching reading. English teacher is a person who helps students to gain knowledge, competencies and others. In this study,

the teacher will be an active role in improving the learning process in the classroom. To achieve the desired results, English teachers usually use a variety of strategies to improve the quality of results in the teaching and learning process. Teachers' strategies are certain methods that are used procedurally and systematically in teaching and learning to improve the quality and learning process. Hopfully, those strategies can improve students' reading skill. Teachers' strategies in teaching reading are various strategies in teaching reading. To find out the teachers' strategies that is suitable for reading, the researcher observe the teaching learning process including pre-reading activities.



Figure 1. Conceptual Framework