CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

2.1 Reading Comprehension

Reading is a unique activity whose goal is to help readers understand and understand the material so that they can draw and repeat inferences in the data.. Peter (2008) stated that Reading involves two main processes: understanding the text associated with word recognition. Recollection scores used to assess reading comprehension are divided into three categories: frequent concepts of text, major and nonmajor ideas, remembered scores.

Reading comprehension generally indicates how well a reader understands what he or she is reading. That is, it measures how well the reader understands the implicit and explicit meaning of the material they are reading. The easier it is for children to recognize words, the more time they can spend to understand them. Students' reading rates improve as they spend more time reading. Become a good reader Practice reading and interact with data on a regular basis. Students must acquire effective skills to identify every word in a print and interpret literature to become successful leaders. To allow all children to read fluently, confidently, and with comprehension, literacy education must involve explicit teaching and practice in these critical techniques.

Danny (2008) stated that Reading comprehension refers to the ability to understand written texts and understand their meaning. The dictionary definition of

a read word says it is the ability to recognize and understand the meaning of a written word.

Reading Comprehension and Ability Scholars have developed their own definitions of more accurate reading comprehension. Reading comprehension is a mutually comprehensive exchange of opinions between the message and the interpreter, the process of deciphering the meaning of written communication. Reading requires reader involvement. The activity involves using the reader's prior knowledge of the subject of the text and the text itself to generate meaning. A written discourse is also included. This process occurs to match or connect previously possessed knowledge and experience schemes with the content of the discourse information in order to develop a solid understanding of the discourse read. Hedgcock (2009) said that "reading is a complex structure that involves the interaction of multiple psycholinguistic processes." This means that students need interaction between the reader and the writer in order to understand the parts and concepts of the reading material. The reader needs to understand what the author wants to say. Also, read whitespace between and beyond lines. In other words, it is the active language ability that arises from communication between the reader and the writer, allowing the reader to understand what the author has written.

Reading comprehension is basically a process of developing understanding, but it can also be used to connect information and acquire new knowledge. Understanding literal understanding, interpretive understanding, criticism, and creative understanding are the tasks that readers perform to understand the text. Turner (1988) allows readers to (1) recognize and understand the meaning of

reading words and sentences, (2) understand the meaning of reading the meaning of experience in advance, and (3) contextually. With a complete understanding of what it means, (4) determine what to read an article based on your own reading experience. Brown (2001) also said that the basic principle of a good reader is a reader who is actively involved in the reading process. They set their own specific goals and track the books they read. Good readers in building meaning use comprehension methods that facilitate comprehension. This strategy includes activities to review, create, connect, visualize, and know, monitor, summarize, and evaluate how to shape the meaning of a word (Somadayo, 2013).

Based on the definition above, it was concluded that reading is the ability to recognize, connect and understand written texts. The higher a person's interest in reading the text, the easier it is to understand the text.

2.2 Level of Comprehension

Connection with student background knowledge assessment, vocabulary pre-education, clarification of important concepts, connection of prior knowledge and personal relevance, teacher's guide and content student-centered discussion, prediction, summarization are all hands-on. It is a technique that must be taught through. Barrett (Clymer, 1968) proposed three types of behavior, along with three levels of reading comprehension: literal comprehension, reasoning comprehension and criticism comprehension.

a. Literal Comprehension

Literally understanding, which is the lowest of the three levels of comprehension, requires the reader to elaborate or maintain the facts or information that he or she can see in a book. Character names and setting information are examples of understanding as it is. Literally most of the information needed for understanding comes from the text itself. The above understanding can be easily assessed. To answer the literal question, the reader can either recall information from the text or not remember it.

b. Inferential Comprehension

The reader's ability to reason in the text and accept the suggested information is called inference understanding. Speaking of walking in the city with an umbrella on a cloudy day in the text, you can assume that the character is expecting rain. Inference understanding is more sophisticated than textual understanding because it requires adjusting and manipulating the information in the text and the information in the reader, that is, the background knowledge.

c. Critical Comprehension

The third and highest level of taxonomy, critical or evaluative understanding, involves making critical judgments on the information provided in the
text. Did the characters have a good reputation and behave honestly? Did the choice provide the reader with new information, new insights and additional fun? Was the character really? Was the literary quality of the text high? The answer to such a

question is the text, the reader probably needs a high level of interaction between the information of others who interacted with the reader and the information of other texts read by the reader. It also requires in-depth analysis and critical thinking to make informed decisions and assessments. Answering questions at the inference and critical level is highly dependent on the reader's own background, interest, and propensity, so it is not easy to determine the level of the reader and the quality of the inference-critical understanding.

2.3 The Process of Reading Comprehension

As already mentioned, the process of decoding the text and then receiving information. It seems that reading with multiple processes is related. The reading process still hangs together with other language processes, such as listening and reading (reception process), speaking and writing (production process) and denkprozess (Johnson, 2008). These processes are the main process that happens when reading. They occur if the readers read documents, clarify the text and declare the information of the text.

According to Grab (2009), the reading process includes effective processes, processes, understanding processes, interactive processes, strategic processes, flexible processes, intentional processes, evaluation processes, language learning process and process procedures. The processes occur during reading.

The reading process is based on the order as the reader of speech decoding is divided into three types of reading methods. The reading process is done by the reader from the ground, head and reading effect (Goodman in Brown, 2001). In the process reader, the language feature of the text must identify and decode from

below. The solder must know the letters, the form of words and the speeches of the words. The readers must be able to decode the text first to understand the text. In the top down process, readers need to use their foundation knowledge to understand text. For example, readers look at the title of the text and turn to their knowledge or their intelligence to guess what text is. In the meantime read in the readers interactive combinations of the bottom handling and handling from above. The readers identify and decode not only the language features of the text, but also use their knowledge and experience to understand text.

reader processes occur while readers read a text. Some readers do not realize that these processes occur while reading, but some of them do. Readers know that the theory of this reading will recognize that there are some processes that occur during reading.

Based on the above statement, the researcher is concluded that there are three reading processes: The process reader from below must first identify and decode the language features of the text and decodes the second reader must use its foundation knowledge to the example, text, text, reader looking at the title of the text later relate to your knowledge or intelligence to guess the text, and the final reading lesters finally combines the handling of the bottom of the soil and handling.

2.4 Types of Reading Comprehension

It is important for readers to activate their background knowledge in order to understand the text. As mentioned in the previous section, that reading involves the process of integrating textual information and linking it to the reader's background knowledge. Bos and Vaugh (2009) list three types of reading comprehension based

on how readers activate their background knowledge and build meaning. It is initially explicit in the text. When readers read using this type, they are driven by some information that is being clearly asserted in text.

Thus, the reader does not need to dig deep into the background. The second is the suggestion of the text. This type of reading requires the reader to use their background knowledge to find textual information because the information obtained from the text is not sufficient to understand the text. It's implicit as the last script. When readers read using this type of reading, they need to deeply open their background to understand the text. There is no information in the text, either explicitly or implicitly derived. In such situations, the reader needs to have a great deal of knowledge that can help them understand the text. Brown (2001) also created two types of read comprehensions based on performing reads. The first is mute and oral reading.

Readers read loudly when they read it in their mouth, but quietly when they read it in their hearts. The second is intensive and extensive reading. Readers use extensive reading when they focus on the details, the language of the text. On the other hand, readers use extensive reading when they are reading for fun.

This type of reading is often practiced unconsciously by students. Teachers should urge and guide students to practice this type of reading. Therefore, students do a variety of readings. In this case, teachers are not required to teach students reading type theory. Teachers should guide reading activities using only reading types.

Based on the description above, it has been concluded that there are three types of reading: implicit in text, implicit in text, and implicit in script.

2.5 Strategies in Reading Comprehension

Students read the text to understand it. Students do not need to know the meaning of each vocabulary found in the text. It also wastes time for students to find the meaning of each word. Students need a reading strategy when reading texts. Reading readers need to be skilled in knowing strategies for comprehensive reading. Richards and Janzen of Renandya (2002) defined the reading strategy as a plan to solve the problems they face when constructing meaning. A reading strategy means a device that can help the reader understand the meaning of the text. There are several reading strategies claimed by Brown (2001).

a. Identifying the purpose of reading.

b. Using graphemic rules and pattern to aid in bottom-up decoding (especially for beginning level learners).

c. Skimming the text for main ideas.

d. Scanning the text for specific information.

e. Guessing when you are not certain.

f. Analysing vocabulary.

g. Distinguishing between literal and implied meanings.

h. Capitalizing on discourse markers to process relationships.

Some of the reading strategies above can help students read comprehensively. Students can choose from several techniques suitable for their reading purposes. Each skill has its own purpose in reading. Also, not all skills are suitable for every

student's abilities. However, students can learn all of these strategies with frequent practice.

Following the explanation above, the researchers concluded that there is a reading comprehension strategy. That is, the purpose of reading is to process relationships using specific masking, scanning, guessing, lexical analysis, and discourse markers to distinguish between literal and implicit meanings.

2.6 Reciprocal Teaching

Mutual pedagogy is a partner pedagogy in which teachers and students alternate and students lead text discussions. Students will also learn four strategies: asking, clarifying, summarizing, and predicting. According to Palinsar and Brown (1984), these four strategies provide two important functions: facilitating understanding and monitoring understanding. Palincsar and Brown found this method to be particularly effective in introducing new technologies and concepts. As students improve, they will have many opportunities to practice their own initiative through the feedback of peers and teachers. This type of instruction is successful in a variety of situations. Adult learners spend a lot of class time listening As some adult learners may exhibit deficits in listening comprehension, this type of intervention is particularly effective in improving students' comprehension of class lectures as well as improving their students' understanding of their peers. Improving students' understanding of presentation class discussion content and improving students' basic academic communication. To demonstrate the effectiveness of mutual education, Palincsar and Brown (1984) studied heterogeneous elementary school classrooms.

Reasons to use mutual education. There are many reasons for using mutual education to improve reading. As mentioned before, mutual education helps students to read comprehensively. According to Palincsar and Brown (1984), it is likely that mutual teaching itself is the main reason for its success. These two experts found that mutual education involves extensive modeling of types of understanding-enhancing and understanding-monitoring activities to force students to respond to texts. At each level of mutual guidance, students will read comprehensively.

Biggs et al. From Cooper and Greive (2009), he also argued for several reasons for using mutual teaching. Mutual teaching methods allow all students to see the basics of effective reading comprehension. Therefore, all students can practice and use the basics of effective reading comprehension (prediction, clarification, questions, summaries). Mutual training can also be coordinated. It can be used for many situations and reading purposes. Mutual teaching activities with reading strategies can also be performed by adolescent and adult learners. Also, the social characteristics of the mutual teaching process make mutual teaching fun and age-appropriate. As mentioned earlier, the mutual teaching method provides group discussions so that students can enjoy learning because they feel it is free and secure.

Also Marzano in Omari and Weshah (2010) declared other reasons for using mutual teaching. They are: (1) fosters mutual educational cooperation, responsibility, and leadership; (2) mutual education increases students' motivation

to learn, (3) mutual education develops social relationships, and (4) mutual education promotes undesirable behavior in the classroom.

The above reasons are the advantages of using mutual education for students and teachers. Mutual guidance helps students think and understand the meaning of texts. Students have the opportunity to share their thoughts with friends and teachers. Students learn how to work as a team and evaluate the thoughts of others. Mutual teaching can also help teachers manage their students' misbehavior.

Based on the above explanation, researchers teach how mutual teaching methods work together to teach how to respect each other's ideas and ask the next student, clarify, summarize, We have come to the conclusions and methods of teaching the four strategies of prediction.

2.7 The Benefits of Reciprocal Teaching

By implementing the mutual teaching method, learners gain a considerable advantage of comprehension (Ministry of Education, Culture, Sports, Science and Technology, 2007). The benefits of mutual education for learners were::

a. Deeper knowledge of topic

b. Advancement in Skills

c. A more proactive attitude toward extracting, organizing, and recording information

d. Leadership Advancement

e. Strengthening cooperation and expanding business

The strategy training allows you to apply the four strategies to different texts to gain more confidence in reading motivation and expertise. Predictive strategies

enable students to use prior knowledge to set hypotheses about what is discussed in the text. By clarifying the cause of the difficulty, students are accustomed to the range of potential obstacles to understanding the text. Questions about important information from the text will help students distinguish between important information and details. We recommend the text as a whole for consistency when constructing summaries. In the discussion of text, interaction between students in a mutual education process enhances cooperation and greater business. It can also improve your leadership skills as it serves as a discussion leader. In addition, it can also increase students' awareness of their target language, as they discuss ideas and interpretations in the process of using that language.

2.8 The Implementation of Reciprocal Teaching

According to Klinger, Vaughn, and Boardman (2001), the implementation of mutual education (RT) consists of five steps. Teacher exams use direct maps, map practices, teacher student groups, student-led groups and student independent strategies. These explanations are as follows.

a. Phase 1: Teacher Demonstration

Teachers model how to use strategies (prediction, clarification, questions and summaries). Students can see all four strategies on the first day and get a portrait of those strategies. Therefore, in the next step, you will not have a hard time applying these strategies..

b. Phase 2: Direct Instruction and Guided Practice

Teachers should teach one strategy more deeply per lesson. The teacher will explain how students can read and implement the strategy. Teachers also support students with prompts and notifications when they try to make a strategy. The teacher then provides feedback.

c. Phase 3: Teacher-Student Groups

Teachers lead groups to discuss texts, ask students to use strategies, and provide support and feedback as needed. As students become more proficient, teachers gradually let students do it themselves.

d. Phase 4: Student-led Groups

Students lead the discussion of the text and encourage their friends in the group to use four strategies. Students provide feedback to their friends on the implementation of the strategy. At the same time, teachers provide assistance as needed**.**

e. Phase 5: Students' Independent Use of the Strategies

Students self-adjust their implementation strategies using four strategies while reading the text. They monitor their own understanding. We also monitor your friends' understanding through discussions and provide feedback.

Following these steps, teachers guide students to guide, semi-guide, and independently apply interactive teaching strategies. After this step, the teacher must follow. Therefore, mutual training is often conducted, and the goal of improving students' reading comprehension can be achieved.

Based on the above explanation, the teacher's exam came to a conclusion in five steps: direct map, map practice, teacher-group of students, student-led group and last student strategy.

B. Relevant Study

Several related studies have been conducted in connection with this study. First, Utami (2013) conducted a study entitled "Using Mutual Teaching Methods to Improve Reading Comprehension in Grade VIII of SMPN 13 Yogyakarta." In this study, we investigated students' reading comprehension abilities. According to her research results, the students were enthusiastic about reading activities. The activity motivates them to learn. Students gain confidence in reading activities or reporting their work. And interaction between students and between students and teachers improved after conducting group discussions and class discussions. Finally, students' reading comprehension improved. A mean increase (4.63 to 6.30) of students' reading scores was seen in the pre-test and post-test.

Second, a study titled the effect of implementation of mutual education on the reading ability of 10th grade students of MAN 2 Tulungagung in 2015/2016 conducted by Setyani Rohmatul (2016). The result of the t calculation is (3.488). Comparing tcount is (3.488) with ttable 0.05 is (1.685), we can see that count is higher than ttable (tcount > ttable), so the alternative hypothesis (Ha) is accepted,

the alternative hypothesis (Ho) is rejected because t count is higher than table It's possible. This means that there were significant differences in students' reading comprehension before and after being taught using mutual guidance.

It was similar to the present study in terms of the previous research focus, that is, the study focused on reading comprehension. However, there is a difference between them, in this case the first study was on the reading comprehension of the reexamination text, the second study was on the reading comprehension of the narrative text, and this present study was on the reading comprehension of the explanatory text.

C. Conceptual Framework

One of the skills that all children need to acquire is reading. The children could understand the meaning of the work by reading it. However, many students struggle with the meaning of the document they are reading. As a result, students were bored while reading. It was caused by a number of factors, both internal and external. Most of the inner factors were insecure about things they didn't yet understand, and they were afraid to ask. Also, external factors students are not motivated to practice reading.