

CHAPTER II

LITERATURE REVIEW

This chapter deals with the theoretical studies and previous studies related to the present study. Theoretical studies discuss related theory to this present study, while the previous study discusses the implementation of that related theory to prior studies.

2.1 Reading Ability

Reading understands what is read. Thus understanding is a very important factor in reading. Reading is essentially a complex thing that involves many things, not just reciting writing, but also involving visual thinking, psycholinguistic, and metacognitive activities. As a visual process, reading is a process of translating written symbols (letters) into other words. As a thinking process, reading includes word recognition, literal comprehension, critical reading interpretation and creative understanding.

Alderson (2000) said that reading is a process carried out and used by the reader to get the message, which the writer wants to convey through the medium of words/written language. A process that demands that a group of words that constitute a unit will be seen at a glance, and that the meaning of individual words will be known. If it is not fulfilled, the explicit and implicit messages will not be caught or understood, and the reading process will not be carried out properly.

Jeremy (2009) said that reading is a strategy. Effective readers use a variety of reading strategies that are appropriate to the text and context in order to construct meaning when reading. This strategy varies according to the type of text and the purpose of reading. From the several meanings of reading above, the researcher concludes that reading is a process of seeing which is then followed by interpreting the written meaning. Reading is also a process of understanding information from a text, both implied and expressed.

2.2 Reading Purpose

Farr (2009) said that the purpose of reading can be described as follows get a certain tool (instrumental effect), namely reading aims to obtain something that is practical. Getting results in the form of prestige (prestige effect), namely reading with the aim of wanting to get a sense of more (self image) compared to other people in their social environment. Strengthening personal values or beliefs, for example reading gains the strength of belief in the political party we adhere to, strengthening religious beliefs, getting new values from a philosophy book, and so on. Replacing outdated aesthetic experiences, for example reading for the purpose of getting new sensations through romances, short stories, crime stories, biographies of famous figures, and so on. Reading to certain avoids difficulties, fears or diseases.

Based on the description above, it can be concluded that basically the purpose of reading is to get information. In addition, reading can also connect the information that has been obtained with the information that has just been

obtained. Often students have more than one reading goal. However, usually students have one main goal in reading. Students should focus on achieving the main goal before other goals.

2.3 Aspects of Reading

Nuttal (1982) said that reading is a complex skill that involves a series of smaller skills. Complex means that the reading process is involved as an internal factor and an external factor for the reader. Internal factors can be in the form of intelligence, interests, attitudes, talents, motivations, reading goals and so on. External factors can be in the form of reading facilities, reading texts, environmental factors, or socio-economic background factors, reading habits and traditions. Barnon (2007) said that there are two important aspects of reading that is mechanical skills, which can be considered to be in a lower order, these aspects include letter recognition, recognition of linguistic elements (phonemes/graphemes, words, phrases, patterns, clauses, sentences and others), recognition of the relationship/correspondence of spelling and sound patterns, reading speed is slow.

Comprehension skills, which can be considered being of a higher order. This aspect includes understanding simple meanings (lexical, grammatical, and rhetorical), understanding the significance or meaning (among other things the author's intent and purpose, relevance or cultural circumstances, reader reactions), evaluation or assessment (content, form), flexible reading speed, which is easily adjusted to the circumstances.

Based on the explanation above, it can be concluded that there are two aspects in reading, namely mechanical skills and understanding so that reading can run well.

2.4 Reading Comprehension Skills

Duncan and Stothard (2017) said that many people deal with books or other readings by reading them from beginning to end and they think that in that way they should have mastered the content of the reading. It turns out that this is not true, to understand a reading we are not enough to just read it once, but we must take strategic steps to master the material and remember it longer. Effective efforts to understand and remember longer can be done by using organizing the material read in terms that are easy to understand, relate one fact to another, or by connecting the experience or context at hand.

Snow (2002) said that comprehension is the ability to read to understand the main idea, important details, and all meanings. For understanding it is necessary mastering the vocabulary and familiar with the basic structure of writing (sentences, paragraphs, and grammar)

Mcgeown and Griffiths (2016) there are several ways that can be used to understand reading, namely the way to understand the reading quickly is to analyze the main idea of each paragraph. In general, every paragraph/paragraph has the main idea as the main language in the paragraph. If the reader can recognize the main idea of the paragraph that is read, then in essence he can understand the reading. For English, the main idea is usually found at the beginning or end of the

paragraph. Capturing the meaning of the message contained in the reading. The meaning of the message is the essence of the information conveyed by the author to the reader. The trick is to recognize the operating words in the main thought.

Believing the truth of the contents of the reading is the most difficult step of understanding the reading, because the reader must have the ability to justify. To carry out these activities, the reader must have a lot of supporting information, know the techniques of citing writing, be able to carry out universal logic, and validate information. It is very possible that the information obtained is true. However, there is incomplete information. For information like this, the reader should try to find more information. If it is not found, then it should not be used. One way that can be done to find completeness of information is to trace the original source. The essence of reading understands. This means that reading activities that are not accompanied by understanding are wasted activities.

Dole (2017) said that the essence of reading is understanding. This means that reading activities that are not accompanied by understanding are wasted activities. Thus, the real product of reading is to understand the content or message that the author puts in the reading.

Boudah (2012) stated the main idea is an important part in a paragraph. To determine the main idea of a paragraph in reading can be reached in the following ways paying attention to paragraphs as a reading unit, read the first sentence in the paragraph carefully, if the first sentence is not the topic sentence, the next step is to read the last sentence in the paragraph. Since sometimes the author main thought

puts in the last sentence, if the first sentence or the last sentence is not a topic sentence, the steps taken are to pay close attention to all the facts in the paragraph to find the main idea, learn to recognize sentences in paragraphs that do not support, pay attention to the terms in bold or italics. Interpret the writer's thoughts, reading with the ultimate goal of obtaining detailed facts that can support overall understanding.

In terms of, explanatory main idea, Boudah (2012) said that the explanatory idea is the main supporting idea contained in the paragraph. Its function is to explain the main idea. There are four ways to explain topic sentences. The methods are as follows repeat the first thought using another word, shows the difference between the intentions contained in the main idea and those that are not, give examples, so as to add clarity, give examples, justifications by adding reasons to support the main idea, conclusion of reading

The conclusion of the reading is always interpreted as a summary. Conclusion is also equated in meaning with an overview. Tataki (2003) said that the purpose of the conclusion in reading is to find out the main ideas/main thoughts, and explanatory ideas in a discourse, where conclusions can clarify understanding of the discourse read. Author's Mandate or View, the author's mandate or view is the attitude shown by the author towards an object in his essay. This attitude can also be in the form of suggestions, messages, and requests from the author, either implicitly or explicitly. Based on the explanation above, it can be concluded that what must be mastered by students in understanding reading are

must know the main idea, must know the explanatory sentence or idea, must conclude the reading, and must know the author's mandate or views

2.5 Teaching Reading

The teacher has to implement a strategy so that his students will learn to read and comprehend as well as possible. Brown (2004) has classified strategies into two kinds. The first kind is direct strategies or what is also called cognitive strategies. These include some different ways of remembering more effectively and of using all possible cognitive processes and compensating knowledge. The second kind is indirect strategies that focus on some aspects, such as organizing and evaluating learning, managing the emotions and learning from others. The teachers must use her knowledge to plan effective reading lessons and to select and use instructional materials purposefully, thoughtfully, and reflectively. Thus reading lessons require teachers to prepare well as their role involves education that will positively influence the lives of children and adolescents. Education involves more than just training teachers to use particular approaches, methods, and materials (Duffy, 2007).

Therefore, Duffy (2007) has mentioned some strategies for teaching reading is knowledge-based. Thus, teachers are acquired to have knowledge related to the material so that they can explain the material to their students. Therefore, a good teacher has to prepare himself for it. Second, reading is a complex cognitive and linguistic process. It involves decoding alphabetic symbols, drawing upon experiences and language, and using strategies effectively to make meaning. The

teacher has to realize that reading is a multidimensional process. Third, learners are different, this means that every student has a variety of abilities, especially for comprehending the meaning of a text. Therefore, teachers need to analyze the abilities of their students' to help themselves to manage the classroom situation. The last strategy is that teachers are informed decision-maker who makes many instructional decisions in every lesson.

Besides, Brown (2004) proposes the idea of micro skills and macro skills on reading skills. Micro skills of reading stand for a set of partial skills on reading in terms of comprehending the form of the text, rather than the discourse. Some of the micro skills of reading as proposed by Brown (2004), retain chunks of language of different lengths in short-term memory. Process writing at an efficient rate of speed to suit the purpose. Recognize a core of words, and interpret word order patterns and their significance. Recognize grammatical word clauses (nouns, verbs), system, tense, and agreement. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses. Meanwhile, the macro skills of reading stand for skills on reading in terms of comprehending the text in the level of discourse and meaning, rather than language form. As generated by Brown (2004) the macro skills of reading are recognize the rhetorical forms of written discourse and their significance for interpretation. Recognize the communicative functions of written texts, according to form and purpose. Infer context that is not explicit by using background knowledge. Distinguish between literal and implied meanings.

Therefore, in teaching reading in the classroom, students perform different types of texts in different reading performances. Reading performance depends on the purpose of reading itself. Oral reading, occasionally, a teacher will have reason to ask a student to read orally. This reason is in line with the advantages of oral reading. At the beginning and intermediate level, oral reading can serve as an evaluation check on bottom-up processing skills, double as pronunciation check, and serve to add some extra student participation if she/he wants to highlight a certain short segment of reading passage. However, doing this oral reading a lot may make some disadvantages in the learning process. Susser (1989) states that oral reading is not a very authentic language activity. In reality, people often read silently. Then, while one student is reading, others can easily lose attention. Moreover, shy students will read slowly in the class. Finally, it decreases students' participation in reading activity.

Besides silent reading, silent reading may be sub categorized into intensive and extensive reading. Bamford (1998) said that intensive reading is classroom-oriented activity that focuses on the linguistic or semantic detail of a passage. The students analyze the text from words, grammatical form, and structure details. It is also called bottom-up processing. Meanwhile, extensive reading is top-down processing. Extensive reading is reading for general understanding of a longer text. In top-down processing, the students read the whole text first and then try to check the micro skills later.

2.5.1 Approach Teaching and Learning Reading

The teaching of reading is transferring skills for language learners in which the goal is to make the learners able to read and or to understand a text. Teaching reading means teaching a receptive skill. Reading means extracting meaning from discourse that they read Harmer (1999). The processing skill in reading is identical with reading comprehension, the better the processing skill, the better the reading comprehension of students. Therefore, to teach English, a set of method is needed. A teacher should be able to choose an appropriate method in the teaching and learning process. Moreover, some researchers reveal some findings that will affect in approach to teach reading skills. Some of the highlights that they are reviewed are as follows. Bottom-Up and Top-Down Processing

Goodman (2001) states two kinds of processing in reading bottom-up and top-down processing. In bottom-up processing, students are expected to be able to recognize multiple linguistics signals such as phrases, noun, cues and the like. In contrast, top-down processing will ask students to read a text as a whole first and then try to check the micro skills such as pronunciation, phrase, or grammar. However, Nuttall (1996) said that in reality students do not just use one or two processings in doing the reading activities. Both processing are important, some texts maybe good in whole text but really poor in organization of the text. In processing the text, it is better for all people to use the combination of both strategies that is called interactive reading.

Schema theory and background knowledge Clarke and Silberstein (1997) state that schema theory is reading that linking readers' schemata (information, knowledge, emotion, experience and culture) during the reading process. That is, the readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts that already stored in their memory. Reading a text does not make sense when they did not have any schema in the topic of the text they are reading. The role and affect the culture Brown (2001) states that the 'love' of reading propelled many learners to be successful of reading acquisition of reading skills. Similarly, culture plays an active role in motivating and rewarding people for literacy Fitzgerald (1994).

Therefore, motivation in reading commonly arouse from the readers themselves and the culture surround their environment. The power of extensive reading. A current issue in pedagogical research on reading is the extent to which learners will learn read better in laissez-faire atmosphere of enriched surroundings or in an instructed sequence of direct attention to the strategies of efficient reading. From some research that had been conducted by some experts, they state that there are some benefits of extensive reading. First, research from Karshen (1993) and Bamford (1998) both made the case that extensive reading is a key to student gain in reading ability, linguistic competence, vocabulary, spelling, and writing.

Second, Green and Oxford (1995) found that reading for pleasure and reading without looking up all known words were both highly correlated with overall language proficiency. It suggests that instructional program in reading

should give strong consideration to the teaching of extensive reading. It is better to focus on one specific strategy and put the extensive reading to strengthen the reading program. Adult literacy training, this training applies both bottom-up and top-down models of reading programs. The teaching literary is a specialized field of research and practice that derives insight from a number of psycholinguistic and pedagogical domains in inquiry. Therefore, a teacher must choose the appropriate approach in the teaching and learning process. It will help a lot to the students in their learning process of learning new language. She/he must consider the principles of teaching as well, especially in teaching reading.

2.5.2 The Importance of Strategies in the Learning Process

Knowledge of strategies is important because if one is conscious of the process underlying the learning that she he is involved in, then the learning will be more effective. The fact showed that learners who are taught learning strategies are more highly motivated than those who are not. However, not all learners automatically know which strategies work best for them. For this reason, explicit strategy training, coupled with thinking about how one goes about learning, and experimenting with different strategies, can lead to more effective learning. Hedge (2003) states that any reading component of an English language course may include a set of learning goals for the ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom. Building a knowledge of language which will facilitate reading ability. Building schematic knowledge. The ability to adapt the reading style according to reading purpose (skimming,

scanning). Developing an awareness of the structure of written texts in English. Taking a critical stance to the contents of the texts. From the definition above, the researcher concludes that using of strategies in the learning, so students will be eager to learn to read anywhere.

2.6 Reading Comprehension

Reading comprehension as thinking at multiple levels involves complex processes (McNamara & Magliano, 2009; Pearson & Raphael, 1990). To comprehend a written text, not only do readers engage in decoding processes at the word level by applying their linguistic knowledge, but they also analyze discourse features and structures and integrate their schemata with what they learn from written texts to make sense (Anderson & Pearson, 1984; Grasser, 2007; Lesgold & Perfetti, 1978; Mcvee, Dunsmore, & Gavelek, 2005; Ruddell & Unrau, 2013).

Additionally, Alexander (2009) said that reading comprehension includes deeper level thinking about a text through interpreting, evaluating, and synthesizing information. Automaticity in word recognition and syntactic structures can help readers pay close attention to text meaning and engage in inferential and evaluative meaning making because readers gain more cognitive flexibility in comprehension processes (Cartwright, 2009). Brown (2004) said that there are some strategies for reading comprehension; first, the teacher needs to identify the purpose of the reading. She must have a clear purpose to help her to narrow the choice of book from a reading list, then once she has chosen a book, to select the best chapter and section. Having a clear purpose also helps students to

locate the most useful part of the text for their needs and ignore those parts which will not help them. (Brown, 2004) stated efficient reading consists of identifying the purpose in reading something so that we know what we are looking for and can weed out potentially distracting information. The second, ensure there are graphics and pictures to help beginners in decoding and comprehension (for beginning level learners). Alternatively use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

2.6.1 The Factors that Influence Students' Reading Comprehension

Villabeiti (2010) said that there are two factors that influence the students' achievements, it is included in reading comprehension achievements and they are related one another, they are internal factor and external factor. Motivation plays an important role in comprehending the text. The students can read with greater comprehension when the students are motivated by teacher to read the text. Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement. In line with the explanation of motivation and interest above, in this study the writer is interested in using compare and contrast strategy to build up the students' motivation and interest, because it is impossible for the students to understand the text if he or she has no interest and motivation to read, so it can be concluded that internal factors which include of the good interest and motivation result the good achievement of the students.

In other side, the external factor has a close relationship to readmaterial and teacher of reading. They are related one another. Reading Material, the students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence the students' achievement if the text given is notat the right level of the difficulty of the readers or the students. Teacher of reading should be careful in choosing the text and giving the task because they are related to the students' reading comprehension achievements (Orbea, 2010).

2.6.2 Strategies in Teaching Reading Comprehension

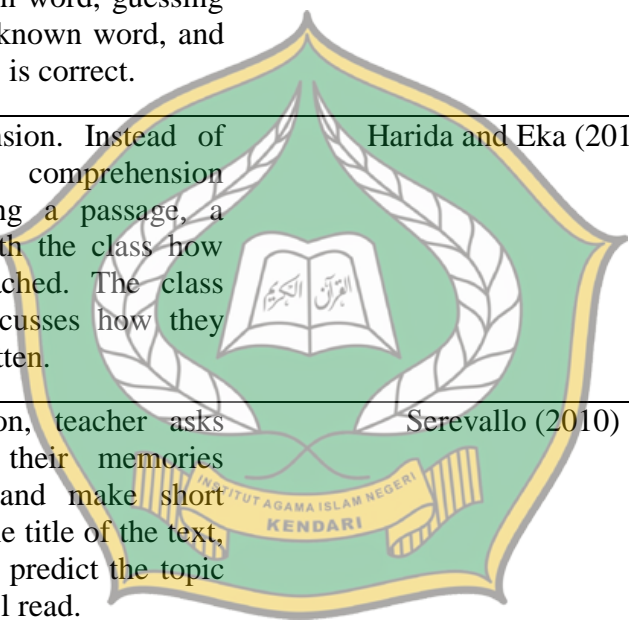
According to Mukhroji (2011) reading comprehension provides a good model for writing English, and reading comprehension provides an opportunity to know language such as vocabulary, grammar, punctuation, and how we structure sentences, paragraphs and texts. In addition, reading comprehension can introduce interesting topics, stimulate discussion, generate imaginative responses, and serve as stepping stones for thorough and engaging learning. To get better results in the language learning process, a good and appropriate strategy in reading comprehension is needed. Chien (2013) states that reading comprehension is basically a matter of developing an appropriate and efficient comprehension strategy.

2.6.3 Four strategies that can be applied to classroom techniques

Some strategies have been chosen by EFL teachers in teaching reading implementation. There are also some researchers who conducted strategies to enhance students understanding in reading class.

Table 2.1 Strategies in teaching reading based on some researches

Strategies in teaching reading	Source
<p>Calculative vocabulary. A major strategy in helping students to build vocabulary for reading is to encourage them to develop strategies for guessing word meanings from contextual clues and background knowledge. The ways are by finding the part of speech of the unknown word simplifying this context is necessary, looking at the wider context of the unknown word, guessing the meaning of the unknown word, and checking that the guess is correct.</p>	<p>Harida and Eka (2016)</p>
<p>Teach for comprehension. Instead of asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached. The class read together and discusses how they understand what is written.</p>	<p>Harida and Eka (2016)</p>
<p>Pre reading instruction, teacher asks students to review their memories related to the text, and make short discussion related to the title of the text, so the students able to predict the topic of the text that they will read.</p>	<p>Serevallo (2010)</p>
<p>During reading process instruction. The teacher observes students who ask questions about difficult vocabulary, and the teacher directs students to memorize difficult vocabulary to improve students' reading comprehension.</p>	<p>Serevallo (2010)</p>



Harida and Eka (2016) said that there are two strategies that teacher can used in their teaching reading comprehension. They are calculative vocabulary, and teaching for comprehension: First, calculative vocabulary. A major strategy in

helping students to build vocabulary for reading is to encourage them to develop strategies for guessing word meanings from contextual clues and background knowledge. The ways are by finding the part of speech of the unknown word simplifying this context is necessary, looking at the wider context of the unknown word, guessing the meaning of the unknown word, and checking that the guess is correct.

Second, teaching for comprehension. Instead of asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached. The class read together and discusses how they understand what is written.

Beside that, Serevallo (2010) said that in the reading skill that working with text there are pre reading instruction, and during reading instruction. In pre reading instruction, teacher asks students to review their memories related to the text, and make short discussion related to the title of the text, so the students able to predict the topic of the text that they will read. During reading process instruction, the teacher observes students who ask questions about difficult vocabulary, and the teacher directs students to memorize difficult vocabulary to improve students' reading comprehension.

2.6.4 Principles of Teaching and Learning Reading

According to Jeremy (1998), there are several principles within the process of learning and teaching reading. Reading is not a passive skill. Reading is an active activity. Readers need to decode the words first, to relate to the context (e.g.

see the pictures), and to create meaning of the text. Moreover, to get the meaning of a text, readers need to relate the context of the text with their background knowledge. If they just translate the passages into their first language with dictionary without relating their existing background knowledge about the text, then the meaning does not make any sense. Students need to be engaged with what they are reading. Before a teacher asks students to read an English text, she/he should consider the topic of the text. Students of junior high school are interested in different topic compare to the higher level or the lower level.

Therefore, Ferry (2010) stated the teacher should choose the topic of the text based on their interests and their proficiency level. An interesting topic of a text will motivate them to read and will engages them in the reading activity and the learning process. Students should be encouraged to respond to the content of a reading text, not just to the language. Actually, the main purpose of reading is to get information or message of the text itself. Translating the meaning of the text into the readers' first language is an effort to understand the meaning of the text.

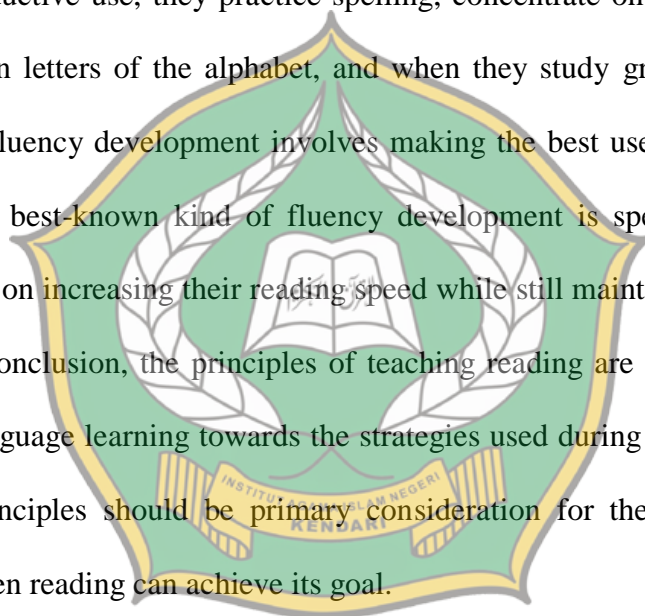
Therefore, after getting the meaning, teachers must give opportunities to the students to express their feeling and to respond the information of the text. Prediction is a major factor in reading. Prediction is important in reading a text. Meaning of a word in a text sometimes depend on the context of the text rather than meaning that written in a dictionary. To get the meaning, readers need to predict the meaning by looking at the previous sentences or relating it to their knowledge about the text. For example, a big school and a school of fish, the

meaning of school in these phrases are different. A big school is a big place where children go to be educated (Brown, 2004).

Meanwhile, a school of fish is a large number of fish. Therefore, Brown (2000) said that prediction is needed in reading. The task must be matched to the topic. In the teaching and learning process, a teacher should match their task with the topic. Setting an interesting activity in reading lesson such as games, puzzle, and song. It will help the students in understanding the reading material well. Good teachers exploit reading texts to the full. Reading activity is not only to comprehend and to get the information in the text but also to use the vocabulary in the text to respond to the information as well. Using the vocabulary of the text helps us to improve our vocabulary. Adapting the sentences structure or the choice of words in the texts in our writing will help us in writing a text.

In other words, Collin (2004) proposes some principles of teaching reading as follows. Meaning-focused Input. Meaning-focused input involves getting input through listening and reading where the learners' focus is on understanding the message and where only a small proportion of language features are outside the learners' present level of proficiency. In a reading and writing programme, extensive reading is likely to be the major source of meaning-focused input. Meaning-focused Output. Meaning-focused output involves the learners' producing language through speaking and writing where the learners' focus is on understanding the message. Meaning-focused output occurs when learners write essays, assignments, letters or diary, and when they send email and text messages to each other.

Then, Aliponga (2013) said that language-focused learning involves deliberate attention to language features both in the context of meaning focused input and meaning-focused output, and in decontextualised learning and teaching. In the reading and writing programme, language-focused learning occurs in intensive reading; when learners consult dictionaries in reading and writing, they get language-focused feedback on their writing, deliberately learn new vocabulary for receptive or productive use, they practice spelling, concentrate on learning to write or form written letters of the alphabet, and when they study grammar and discourse features. Fluency development involves making the best use of what is already known. The best-known kind of fluency development is speed reading where learners focus on increasing their reading speed while still maintaining good comprehension. In conclusion, the principles of teaching reading are expected to conduct effective language learning towards the strategies used during the reading activities. Those principles should be primary consideration for the teacher in teaching reading. Then reading can achieve its goal.



2.7 Previous Studies

A study about teachers' strategies in teaching reading comprehension had been conducted by some researchers, such as the study by Aidil (2014) at SMAN 3 Sabang. The result of his study showed that the implementation of the strategy adopted by the teachers there with the materials, the indicators and the purpose of learning was based on the syllabus and the curriculum. They choose the most suitable strategies which could help the students comprehend the texts well. The teachers' reasons for using those strategies were because the students had

difficulties in comprehending the test, especially the aspects of reading such as the main idea, detailed information, making inferences and noting references. Without using an appropriate strategy, the purpose of learning cannot be reached easily.

Another study was done by Maulizan (2014), the results of this study showed that the conditions and strategies used for the teaching-learning of reading comprehension with each class, they got a positive response to the teaching-learning process in each classroom. All the students were actively involved in the teaching-learning processes and able to answer questions correctly. They were motivated and interested in the teaching-learning processes, particularly for reading comprehension.

In addition, another study was conducted by Nasution (2017) at SMAN 2 Padang Bolak. The results of this research show that the teacher in teaching reading comprehension they always activate background knowledge of students to brainstorming students in learning process. Besides, the teacher gives some question to students related to the text. It has done by teacher to interest students to learn. Then, the teacher also said that in teaching reading comprehension teacher asked to students about their knowledge to the text, the teacher when teaching reading comprehension asked the students to activate their background knowledge in order to improve their students in reading comprehension.

Based on the previous studies above, Aidil's (2014) study, for example found that the teacher chooses the most appropriate strategy that help students understand text well. The result of this research is that the strategy applied by the

teacher is based on the material, indicator and learning objectives based on the syllabus and curriculum. Maulizan's (2014) study, concluded that the conditions and strategies used by teachers get a positive response to the teaching and learning process. All students are motivated and actively involved in the teaching and learning process. Nasution's (2017) study, found that the teachers in teaching reading comprehension always activate students' background knowledge first. The teacher gives several questions to students regarding the text.

Besides, Wibowo (2020) based on the researcher's initial observation that was made in that school, it was known that the English teacher had used a strategy in teaching reading. The strategy that used was the teacher helped students in reading activities, he provided several translate of difficult words so that students know the meaning of difficult words that was be the key words in the text. The other words that had not yet translated were ordered to guess the meaning if the student did not know. After students read the text, the teacher then instructed his students to follow him to read the text aloud, then he choose some students to read the text loudly. Students then asked if they had already comprehended the text, then teacher gave them several questions to answer about the text. The researcher thinks the strategy that is used by the teacher is good enough to increase students reading comprehension. The teacher provides some vocabulary to give assistance to the students in order make them easily to understand the text and train them to guess the words in the text.

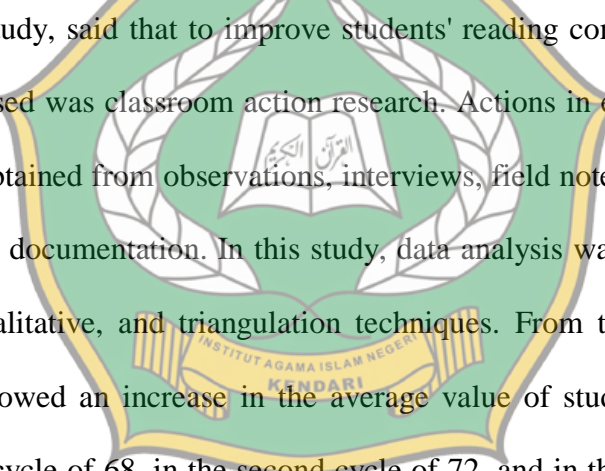
In addition, Hans' research (2015) found that the influence of strategy (data) caused directed reading thinking activities and linguistic intelligence to the

ability to understand reading in English. The results showed that after the treatment was controlled with the initial reading comprehension ability, there was a difference in reading comprehension ability between students who had high linguistic intelligence and students who had low linguistic intelligence. The reading comprehension ability of students who have high linguistic intelligence is higher than students who have low linguistic intelligence.

Silberman (2009) study, improve English reading comprehension skills through the campus ball learning strategy, in this strategy there is an increase in reading comprehension skills. The students' reading comprehension ability obtained an average of 64.4 in the low category. And the results of the first cycle of observations showed that the level of students' reading comprehension ability reached an average percentage of 68.2 in the medium category. While in cycle II there was an increase in students' reading comprehension skills with an average percentage of 78.6 in the high category. With the achievement of students' reading comprehension skills, it can be concluded that the implementation of the campus ball strategy can improve students' English reading comprehension skills.

Dalman (2013) study, said that improving reading comprehension skills through the method of directed reading activities. This study aims to describe the application of a directed reading activity learning method that improves reading comprehension. This research is a classroom action research. The data analysis method used is a complete learning analysis. The method used to collect data is the method of observation and tests. The improvement of reading comprehension ability at SDN Ampenan grade IV, thirty students by applying the directed reading

activity method can be seen from the percentage of classical completeness in the first cycle which increased 75%, in the second cycle it became 88.46%. The application of the method of directed reading activities during the learning process also has an effect on increasing teacher activity, student learning activities, namely teacher teaching activities increased from cycle I, namely 74.19% increased to 93.55% with good category and student learning activities from 77.20% to 92.65% with good category. The results of the study prove that the activities of teachers and students have good reading and understanding skills.

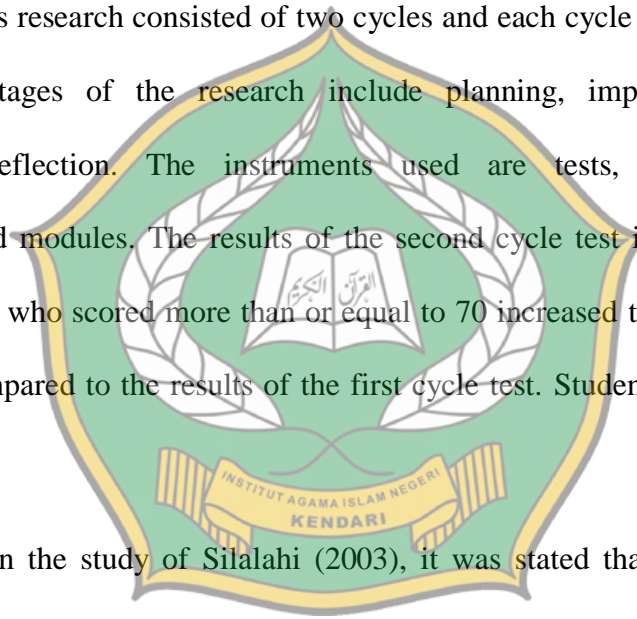


Elliot (2000) study, said that to improve students' reading comprehension, the research method used was classroom action research. Actions in each cycle of data collection were obtained from observations, interviews, field notes, tests, self-assessment sheets, and documentation. In this study, data analysis was carried out using quantitative, qualitative, and triangulation techniques. From the results of research conducted showed an increase in the average value of student learning outcomes. In the first cycle of 68, in the second cycle of 72, and in the third cycle of 85. Based on the results of the study, it can be concluded that the use of large books can improve the reading comprehension ability of elementary school students.

In the second grade of the Islamic state of junior high school. Learning strategies that can foster understanding, reasoning, and memory (memory) learning activities of students, one of which is by using a strategy mind map learning. The mind map method (mind mapping) can improve students' thinking skills and express their creativity by using different colors and shapes. Students are trained to

compile a journal of reading results by making a mind map through the specified article. Training on student's reading journal with mind map technique was held at Madrasah Tsanawiyah Al-Ikhlash, Jakarta to the seventh grade students. Educational practices that use media a lot as a learning resource felt useful for students.

In addition, research conducted by James (2011) was a student of the English education study program, with the number of participants in this study being 43 people. This research consisted of two cycles and each cycle consisted of 3 meetings. The stages of the research include planning, implementation, observation, and reflection. The instruments used are tests, observation sheets/checklists, and modules. The results of the second cycle test in this study showed that students who scored more than or equal to 70 increased to 86% or an increase of 14% compared to the results of the first cycle test. Students' ability to understand the text.



Meanwhile, in the study of Silalahi (2003), it was stated that increasing students' learning motivation was used to improve students' reading comprehension. This research is a classroom action research and aims to show an increase in students' reading comprehension. The data collected in the form of qualitative and quantitative data. Quantitative data collection is carried out in two stages of learning activities where before the two stages are carried out a pre-test will be given. In the first stage, the researcher provides learning about the exposition text using conventional methods, while in the second stage. In this case the researcher gave 20 multiple choice questions for each stage, and the results showed that the average (mean) test scores of students in the second stage of

learning activities were higher than the first stage and the pre-test was 78.88 in the second stage, 64, and 58 in the first stage, and 48.88 in the pre-test. Qualitative data were collected through questionnaires addressed to both student observation sheets and the researcher's daily notes in class during learning activities. The results show that students are more active and enthusiastic during the second stage of the learning activity process than in the first stage.

Finally, the research was interested in learning the strategies used by the teacher in teaching reading comprehension. Therefore, the research equation in previous research is the method and focus of the teachers' strategies in teaching reading comprehension. The difference lies in the subject and object of research. In previous research, the teacher used exiting teaching strategies with materials, indicators and learning objectives based on the syllabus and curriculum. In addition, the teacher activates the students' background knowledge first. While in the research being studied, the teacher prefers to use various strategies according to the material and condition in the classroom to increase students' motivation in learning reading.