

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter involves: definition of reading, types of reading, definition of reading comprehension, types of reading comprehension, definition of descriptive text, generic structure of descriptive text, definition of think aloud strategy, procedures of think aloud strategy and previous study.

2.1 Definition of Reading

Reading is a complex interaction between the text and the reader (Hughes, 2007). It means that reading is an activity to read a text. According to Cline, Johnstone, & King (2006) reading is decoding and understanding written text. Here, the students will get a text from the teacher and they will read the text and try to understand what is the text tell about. Based on Smahillah (2014) reading is a complex activity that involves both perception and thought.

From those statements above, the researcher concludes that reading is the process of learning to read a text and to get the information of the text.

2.1.1 Types of Reading

There are some types of reading that proposed by one of an expert. According to Fideles (2009) there are five types of reading, they are:

a) Scanning

This is looking over a text quickly to get a specific piece of information.

b) Skimming

Looking over the text quickly to get general ideas of the content, your eyes move quite fast, taking in titles of chapters, their beginnings and ends, and the first sentences of paragraphs.

c) Sub-vocalisation

This is reading very slowly and methodically, either saying the words out loud or at least with a 'voice' in your head. It is painstaking but very slow. We tend to use it when trying out a recipe for the first time, or carrying out instructions as to how to assemble something we've bought.

d) Light Reading

This is reading fairly quickly without concentrating too hard or worrying about every single word. We often use it when reading an enjoyable novel.

e) Study Reading

Study reading involves thinking about what is being read so that it is understood and can be recalled. It needs to be worked at, with time for reflection, thought, analysis, criticism, comparison, notes made, points highlighted and emphasized, arguments followed and evaluated, the whole summarized.

2.2 Definition of Reading Comprehension

Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text (Healy, 2002). According to Woolley (2011) that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. That statements also supported by Horowitz (2014) reading comprehension is a complex cognitive process that the reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. So, they do not only read the text but also they can get the meaning and able to construct the sentences.

Based on several definitions above, the researcher concludes that reading comprehension is an ability of the readers to read a text, understanding the meaning, utilizing of information gained through symbol of the text that involves any level concentration.

2.2.1 Types of Reading Comprehension

According to Burn et al (1984) in Yossuke (2011) there are four types of reading comprehension, they are:

a) Literal Reading

Reading for literal comprehension involves acquiring information that is directly stated in a selection. Answer to literal question simply demands the students from memory what the book says. Literal comprehension is the lowest level type understanding.

b) Interpretive Reading

The imperative involving reading between the lines or making is not directly stated in the text, but suggested or implied. Interpretive levels of reading comprehension go beyond literal comprehension.

c) Critical Reading

Just like the meaning of the critical reading revealed before, Burn views that the essential reading is evaluation of the ideas in the materials with known standard and conclusion about accuracy appropriateness. In the critical reading, a reader must be collected, analyze and synthesize the information.

d) Creative Reading

The creative reading involves going beyond the material presented by the author creative and requires the students to think as they read and to use their imagination. In creative reading, the reader tries to come up with a new or alternative solution to those presented by author.

2.3 Definition of Descriptive Text

Descriptive text is a text which is intended to describe a particular person, place or thing (Siahaan 2013). It means that descriptive text describes about something specifically. According to Mutiara (2014) descriptive text is a text which lists the characteristics of something. Based on Sumarsih & Sanjaya (2013) descriptive paragraph is a paragraph that describes a particular person, place or event in great deal.

Based on several definitions above, the researcher concludes that descriptive text is a text which presents information about particular person, animal, thing and place specifically.

2.3.1 Generic Structure of Descriptive Text

According to Rahmaniah, Sada, & Novita (2012) the generic structures of descriptive text consists of two, they are:

a. Identification

It is needed to introduce the object to be described in the descriptive text.

b. Description

It presents the detail characteristics of the object such as parts, physical appearance and characteristics of the object. It explains the object in detail.

2.4 Definition of Think Aloud Strategy

Think aloud is a strategy that is used by some teachers to teach English reading in the school. According to in Bauman, Jones, & Seifert-Kessel (1993) in Oster (2001) think aloud is a technique in which students verbalize their thoughts as they read. Based on Jahandar, Khodabandehlou, Seyedi, & Abadi (2012) think-aloud is a method which helps the teachers to collect unseen processes such as inference or the use of prior knowledge by learner. It let the students use their prior or background knowledge to understand the meaning of the text. According to Davey (1983) think aloud help students understand the kind of thinking required by a specific task. So, the students will get the means of text correctly with their critical thinking in think aloud.

Based on several definitions above, the researcher concludes that think aloud strategy is one kind of strategies in teaching reading when the teacher guides his or her students to use their background knowledge and to verbalize what the students think before, during, and after they read a text to get the meaning of the text.

2.4.1 Procedures of Think Aloud Strategy

There are some procedures to implement think aloud strategy. According to Richard T. and Vacca (2003) in Jahandar, Khodabandehlou, Seyedi, & Abadi (2012) there are five procedures in implementing think aloud strategy. They are:

a) Making Prediction

Students make predictions by using the chapter title or subheadings found within the chapter.

b) Developing Image

Students get mental pictures of information found in the text.

c) Share Analogies

Students use analogies to link new information to prior knowledge.

d) Monitor Comprehension

Students think about their confusion over difficult information.

e) Regulate Comprehension

Students read beyond a confusing section to see if the information that comes next will clear up their confusion.

2.5 Previous Study

In think aloud strategy, some experts state the results of their study about think aloud strategy. As stated by Cardenaz & Montez (2009) that their study was to report the impact generated by the think aloud strategy in the English reading comprehension of 12 EFL tenth graders who belong to a state high school in Pereira. In finding, they found that through think aloud students had a positive change in terms of English reading comprehension. Another study was conducted by Jahandar, Khodabandehlou, Seyedi, & Abadi (2012) stated that their study was to report the effect of think-aloud method on improving learners' reading comprehension. The subjects of this study were 32 subjects were selected

randomly from among upper intermediate Iranian EFL male learners in Parsian English Institute in Tonekabon, Iran and divided randomly into two groups. In finding, they found that there was a significant difference between the mean score of control group and experimental group, and after treatment students performed better that confirmed the significant impact of the think-aloud method on improving learners' reading comprehension. From that statement, they conclude by thinking aloud, teachers demonstrate effective comprehension strategies. Based on Pritchard & O'hara (2006) their study was to determine the effectiveness and feasibility of using think aloud to identify and taught reading comprehension strategies. The subjects of this study were 10 subjects were selected from two sections of an advanced composition course for foreign students. The subjects had been in the US for approximately the same length of time (3-4 years). In finding, they found that using think aloud proved to be a feasible and effective means of identifying and teaching reading comprehension strategies. It means that think aloud strategy is effective strategy in improving students' reading comprehension.

From some findings above, the researcher concludes that think aloud strategy is a good strategy to be implemented in teaching English reading skill and this case make him curious to conduct a research about the effect of think aloud strategy in teaching reading of descriptive text on the eighth grade at SMP Islam Manbaul Ulum Gresik. This strategy also gives new alternative for the teacher in teaching reading of descriptive text because think aloud strategy is not implemented yet in teaching reading of descriptive text at SMP Islam Manbaul Ulum Gresik.