CHAPTER II

REVIEW OF RELATED LITERAURE

This chapter is expected to give important background information for discussion of related literature. The researcher is going to give some description related to the variable of this study.

2.1 Reading comprehension

Comprehension is the goal of reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose. The purpose of reading determines the appropriate approach to reading comprehension. Reading comprehension is defining the level of learner's understanding of the message of the text. Learner's understanding is come from the interaction between word and knowledge. Learners may analyze the text, before they can read on their own and comprehension. In reading comprehension lesson, usually there is an interaction between the teacher and learners. Teacher give the question, and the learners can answer the question. Beside that the teacher can ask to the learners to make a some summarize what they have read, the teacher can monitoring the learners. The other strategy to teacher reading comprehension is SQ3R survey, Question, Read, Recite, and review. Using effective strategy to teacher reading comprehension is very important. There are some strategies to improve the students' comprehension. There are: setting a goal, previewing sentence and text structures, activating background knowledge, self-question, summarizing, feedback and monitoring.

2.1.1 The nature of reading comprehension

Reading comprehension is the result of coordinating a series of complex process to construct the meaning. It is include of word reading, word and world knowledge, and fluency by interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text. Meanwhile, reading comprehension instruction's procedure for the teacher includes three-step as follow those are mentioning, practicing, and assessing. That is, teacher will mention the skills that the students want to use, then they will give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully (Klingner, 2007).

In addition, according to Alderson(2000), define reading is considered as profitable activity which the reader will get much pleasure by doing in group or individually whereas the reader will absorb any information of what are they interested about in it. Besides, the process of connecting the meaning of one word to another in order to fine out the essential purpose and main idea in a text is defined as comprehension (Pang, 2003). Also he states that activate the use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies in reading are the ways which help the reader to understand written text easily.

In summary, reading comprehension is holistically process to understand the idea that the writer put in the text by employing students 'basic ability as the reader for instance, students' prior knowledge, vocabulary mastery, and grammatical knowledge which supposed to be acquired in early age. Also, reader's ability to correlate the meaning from one sentence to other sequentially.

2.1.2 The Process of Reading Comprehension

Formerly stated, reading is a process of decoding text, and receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language process like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson, 2008: 7). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text.

Grabe (2009: 14) has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity.

The process of reading comprehension based on the order on the reader how the readers decode the language can be divided into three categories; bottom-up , top-down and interactive reading (Goodman in Brown, 2001: 298). In the bottom-up process, reader have to identify and decode the language feature of the text including the letter, the form of the word, and the discourse of the word. In this process, reader have to be able to decode the text first to comprehend the text. Then, in top-down process, readers have to use their background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background

knowledge and experience to comprehension the text.

2.1.3 Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for expanding students' background knowledge about language (rivers,1981). The stages of teaching reading according to Brown (2001) and Vaughn &Bos (2009) can be summarized as follows:

1)   Pre- reading

In this stage, the teacher should introduce the topic of the text that the students will read in order in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other   strategies that can help students comprehend the text, the use of prompts such as visuals, realia, photos, etc is recommended (Gower et al., 1995).

2)   Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3)   Post-reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

2.2   P.O.S.S.E strategy

2.2.1 Definition of POSSE strategy

POSSE is a framework to guide teachers and students though pre-reading,

reading and post-reading activities designed to facilitate comprehension, particularly for children with reading problems. POSSE stands for Predict (predict what the story will be about), Organize (organize your knowledge into categories and details), Search (read to identify the main ideas and details or story parts), Summarize (main idea), and Evaluate (ask a question, compare, clarify, and predict).

Based on Englert & Mariage, POSSE strategy is designed to activate students' prior knowledge about a topic and to link it with new information contained in the text.

2.2.2 Teaching Reading using the POSSE strategy

It has been mentioned previously that reading can be taught three stages; those are pre-reading, whilst-reading, and post-reading. The POSSE strategy is applied in all of the stages. Predicting and organizing, and evaluating steps are implemented during the whilst-reading and the post-reading stages. The following are the explanations of the each step.

1)   Predict

Predict is guessing what the text might be about. Predicting invites readers to use their background knowledge or their experiences to find clues from the text. The purpose of this strategy is to link what readers already know with the knowledge acquire though reading (Kliger,et al,2007)

In this step, the student predict the text by brainstorming activity. The teacher asks the students to predict the text might tell about using text clues such as the title, headings, pictures/diagrams or initial paragraphs, etc. The brainstorming activity allows the student to tap into their prior knowledge (Boyle

2010:210). The teacher can also guide student in the prediction step by asking questions like "what do you think this text is going to be about?" or "what clues from the text helped you make your prediction?' these questions can encourage the students to be aware of their own metacognitive processes. It is clear that the prediction step has the purpose to activate the students' prior knowledge while doing the brainstorming activity.

2)   Organize

Organize is the step when the students arranging their brainstormed ideas in the prediction step into a semantic map. This semantic map assists the students in organizing their thoughts and searching for the structure of the text (Bergerson 2001:78). Moreover, Klingner and Vaughn (2007:61) also state that semantic maps are used to help students learn important words and to make connections with related key words or ideas. Semantic mapping activity has the purpose to introduce key terms, activate prior knowledge, and as a pre-assessment. In organize step also, the students prepare themselves for reading. The teacher also discusses with student what new ideas they have learned about the topic.

3)   Search

Search is the step when the students begin reading the text. In this step, the student also search for the main idea of the text. The teacher tells the students to read the text carefully to confirm their predictions about the ideas in the text.

4)   Summarize

Summarize is the step when the students summarizing the text. In summarizing the text, Students required to identify the key idea of each paragraph. A good summary does not include details which are not important.

Students are encouraged to make use of heading, sub heading, and the main idea of each paragraph to summarize the text they read.

5)   Evaluate

Evaluate is the final step of POSSE strategy. In this step, e students evaluate their understanding by doing the comparing and clarifying. In the comparing, the students compare the two semantic mas generated before reading the text with the semantic map that is completed after the reading of the passage. This stage supports the students in comparing prior knowledge with new information and supports them in making more in-depth connections (Reardon 2009)

2.3   Google Classroom

It cannot be denied that the use of technology has been very popular in the teaching and learning process. According to (Muir Herzig, 2004; Yıldız, Sarıtepeci & Seferoglu, 2013) There are many variables that influence the use of technology in education. These variables include educational institutions, infrastructure facilities, curriculum, students, number of teachers, student and teacher competencies related to the use of technology, skills related to class management in the use of technology. In addition technology has its own benefits as Gary Motteram stated in his book entitled 'Innovations in learning technologies for English language teaching' that digital technology is ideal for helping teachers work with students, with technology expected students can work independently, so technology very necessary to enable the development of their language. The use of technology has also changed our daily lives. To renew themselves for and to follow these changes, educators must learn new technologies and programs

available to support students and encourage their learning. Technology-based instruction provides opportunities for students to learn and practice visually and virtual environments (Bonk, 2009; Davidson & Goldberg, 2009).

The current technology has various forms and types. With the existence of various types of technology that exist in the world, it is expected that each individual can use technology to be used as a means of exploration to add insight and knowledge and connect the existence of effectiveness in completing a job. One of the technological developments in the field of education is the emergence of the Google Classroom which was officially released in August 2014. As the name implies, Google tries to 'move' the class room into the online domain. So for example you are a teacher, you can still meet with students, only now through the screen of each gadget so that it is more practical. Like the statement from (Dufresne, R.J., Gerace, W.J., Leonard, W.J., 1996). The technology that emerges from the classroom communication system offers promising tools to help instructors create more interactive, student-centered classrooms, especially when teaching large courses. In his statement Iftakhar (2017) also explained the work of Google class is with the help of data collected through a period of time. In Google classroom teachers and students can interact not only that between students with each other can also discuss. Google classroom is a virtual class based technology that can make education more qualified.

2.4 Previous

Some researchers have roved the effectiveness of POSSE strategy in teaching reading comprehension. POSSE strategy has been proven to be helpful to imrove the students' achievement in comprehension reading material (Englert &

Marriage in westwood:2008)

Research conducted by Jameel 2017 also found that *POSSE strategy has improved students' reading comprehension*, and it has save time and efforts.

Pesa and Somers (2007) also found that if not prompted students do not properly implement all steps of the POSSE strategy, which in turn means that they are not able to properly identify the main ideas of the passage because they do not take the time to familiarize themselves with the text before reading or take time to organize the information. Therefore, it is important for student to implement all of the steps of the POSSE strategy to comprehend the text.

Moreover, Yunetri (2011) *also proved that POSSE strategy, can improve students reading comprehension*. This strategy has motivated student in the teaching learning process. By using POSSE strategy, students become more active in the learning activities. Students discuss tier reading and use the strategies of predicting, organizing, searching, summarizing and evaluating to comprehend text.

In reference to the three studies above, it can be concluded that the POSSE strategy has been proven as a useful strategy to enhance students' reading comprehension.