

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses about : (1) The concept of Reading; (2) The concept of Reading Skill; (3) Reading Comprehension; (4) The Purpose of Using Video

#### **2.1 Concept of Reading**

##### **2.1.1 Definition of Reading**

Anderson et al. (2016) defined reading as the process of extracting meaning from written sources. Integration of several linked information sources is necessary. Reading is seen by many educators, textbook writers, and language test creators as requiring a variety of abilities and talents. Reading component sets are commonly cited as offering top-notch frameworks for lesson planning, instruction, and test design. (Liu, 2010)

Reading is helpful for learning a language, claimed Harmer (2008:8). The more kids read, the better they get at reading if they can at least partially understand what they're reading. Additionally, reading comprehension is a challenging language skill that can be gradually developed from easy to difficult exercises. Due to the intricacy of the ideas communicated and presented through writing, students require a variety of abilities and skills to understand it. Students must be able to decipher the meaning required to access certain pieces of information, solve problems through reading, and attempt to understand concepts after a series of readings.

##### **2.1.2 Principles of Reading**

1. If the language isn't compelling, there isn't much you can do. A simple concept that is routinely ignored. Interest is important because it increases motivation, which is a significant factor in accelerating reading speed and fluency. Who finds that appealing? mostly for children, but more interesting for professors as well. How can we determine whether our pupils are interested in reading in English? Find out what they like to read personally. By peering over their shoulders in the library, asking the school librarian, spending a few minutes in the neighborhood bookshop, etc., you can find texts on comparable topics that are written in English and are of a suitable level.
2. Students should read texts as their primary objective during a reading session, not listen to the teacher, read comprehension prompts, compose comprehension responses, or discuss the text's subject matter. The important thing is to find a balance; this is not to say that these activities are not important. Naturally, a class that aims to combine a reading activity with another skill will legitimately have two equally important responsibilities (such as a related writing work). However, I want to underline that in a single-skill, "reading only" session, it should not be allowed for the primary activity of learning to read to get buried in a sea of auxiliary supported activities. Reading is the only way to read, and it is the only way to learn to read.
3. Language development is an essential part of the development of reading abilities. The emphasis has moved in recent years to put more emphasis on training in pertinent skills and strategies. This change in emphasis is good, but it's vital to keep in mind that even the best skills and approaches won't benefit students much unless

they're also expanding their "sight" vocabulary and picking up on common sentence structures and rhetorical devices in text.

4. Instructional strategies in the classroom ought to emulate the purposeful, task-based, participative nature of real reading. A psycholinguistic reading process paradigm holds that the reader is actively attempting to put together the author's meaning (such as Goodman 1967). In this internal dialogue, theories are developed, predictions are made, skepticism is expressed, uncertainties are later addressed, new information is added to the past, outmoded beliefs are replaced by new ones, etc. As a result, reading is comparable to speaking out loud in that it is both active and engaging. How might interactive learning—which is a key element of good reading—be promoted in reading classrooms? In the classroom, where inter-learner discussion of the given texts and exercises is not only permitted but also encouraged. This form of purposeful, audible interaction, which need not be in English, imitates the interactive quality of an effective, private, quiet reading style.
5. Teachers need to learn how to remain quiet; far too often, they interfere with their pupils' ability to read by being intrusive and chatting excessively. Even though it may and should be supported by cooperative group effort, reading is an individual skill, much like swimming or playing the piano. It needs to be applied while being led, given a lot of support, and having certain goals stated. The transition from being the usual center of attention to becoming a learning manager rather than a teacher can be difficult for many teachers. However, there is considerable satisfaction in seeing groups of students improve at their best rate, assisting them with their

particular issues, and observing how much pleasure they derive from reading and enjoying a text.

### **2.1.3 Kinds of Reading**

Reading can be divided into two categories, intensive reading and extensive reading, depending on its intended use.

#### **a. Intensive Reading**

You can learn more specific information if you read fast and intently. Most likely, the main goal of this exercise is to draw attention to the accuracy task that necessitates close reading. More significant than skimming is the act of scanning. Reading dosage instructions for medications is an illustration of how the reader is making an effort to retain all the information. During intensive reading, students frequently read a page to explore the meaning and become accustomed to the writing style. Only via more in-depth reading, claims Hedge, can students have real-world experience applying these abilities independently on a range of themes. These strategies can either be aimed at the student or the text; the latter category includes strategies like linguistic, schematic, and metacognitive techniques. The first requires knowledge of text organization.

#### **b. Extensive Reading**

The reader deals with a long text as a whole, therefore they must be able to understand the separate parts and how they contribute to the larger

meaning, which is usually for their delight. There are numerous definitions for the term “extensive reading.” According to Hedge (2003: 202), some people use it to describe “skimming and scanning activities,” while others associate it with the amount of content. “The educational value attribute to lengthy reading is founded on the concept that subjecting pupils to copious amounts of valuable and intriguing L2 content will, over time, create a favorable influence on the learner’s command of the L2,” claim Hafiz and Tutor. The idea behind the “educational value attribute to lengthy reading” is that exposing pupils to a lot of interesting and valuable L2 content will eventually have a favorable impact on their command of the language.

Seven main categories of reading texts are covered for secondary school students. Some of their forms include descriptive, narrative, comical, recount, method, report, and anecdote (Ministry of National Education, 2003: 17). Students are expected to understand and master the entire book after studying English. According to the limitations, conceptualization, and research aims in the previous chapter, the author would like to limit his or her discussion to descriptive text.

## **2.2 Reading Comprehension**

### **2.2.1 Definition of Reading Comprehension**

Reading involves active participation in order to attempt to understand the text's meaning by thinking and audibly repeating the words. Remember that there are different reading skills that correlate to the different functions that reading plays in our lives. Reading is not a talent that is universal. Reading comprehension, according to Olson and Diller (2002: 42), is a

phrase used to identify the abilities required to comprehend and apply knowledge found in written materials. Reading is described by Clark and Sandra (in Simanjuntak, 2008: 15) as an active cognitive process that increases with print and establishes comprehension. Kennedy (2002:5) makes the case that the ability to detect a visual shape and link it to a sound or meaning is what reading is all about.

## **2.3 Reading Ability**

### **2.3.1 Definition of Reading Ability**

Ability is the capacity of a person to complete different duties in a specific employment. The capacity to accomplish an action is essentially what the word "ability" refers to. The capacity to carry out a task is referred to as ability or talent. The process of comprehending written text is called reading (Rumelhart, 2005). Reading is a process that begins with the surface representation of language and ends with specific ideas or meanings regarding the messages the author intended. As a result, reading involves both perceptual and cognitive processes.

The capacity to read is the means by which a reader and writer communicate in order to exchange knowledge and information. Reading proficiency will best develop in conjunction with writing, speaking, and listening exercises, claims Brown in Logman (2001: 298). Your goals will be best met by utilizing the relationships between abilities, especially the reading-writing connection, even in classes that may be categorized as reading.

## 2.4 Purpose of Using Videos

In this chapter the author wants to provide information about the theory of increasing students' understanding, especially reading skills. Reading skill is one of the learning materials to improve the content or meaning of a reading or story. The media that the authors discuss and use in this study is the use of videos from YouTube.

YouTube is one of the websites that is currently often used by everyone to find information, news and learning in the form of videos. The media that the researchers used at this time were videos from YouTube with the theme of fairy tales. The use of fairy tale-themed videos is expected to increase, provide knowledge with new methods and attract students to learning.

Once readers begin to consciously combine their thoughts with content video, they can turn that information into knowledge. *(Wilkinson and Son 2011) declare that "Integrating content and comprehension instruction means that strategies help students make sense of the content, and the content gives meaning and purpose to the strategies"*

Researchers have found that teaching reading strategies is a key element in developing students' comprehension. However, many teachers do not have a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared how to design effective understanding strategies and how to teach these strategies to their students. Therefore, this study aims to study effective reading strategies in order to improve reading skills in language classes.

Understanding strategies and having the disposition to use them encourages students to take an active rather than a passive attitude toward learning. We can

integrate our knowledge and actively apply it to experiences, situations and circumstances in our daily lives.

Teaching students to understand means we show them how to construct meaning when they read. Strategy instruction is all about teaching readers, not just reading. Comprehension instruction is most effective when the teacher does the following:

1. Teach with the end in mind.
2. Teaching plans that are responsive to the individual needs of students.
3. Model their use of understanding strategies over time.
4. Remind students that the purpose of using strategy is to construct meaning and engage in the text.
5. Articulating how to think helps readers better understand what they read

#### **2.4.1 The Implementation of Using Video**

Here are the implementation steps:

1. The researcher determines the teaching materials in the student book by adjusting to the lesson plans.
2. The researcher makes videos or look for learning video material that refers to teaching materials.
3. The researcher provides learning videos to students via the LCD/Projector in the classroom.
4. The researcher gives some directions regarding the learning videos and then gives tests or questions after the students have finished watching the learning videos, with appropriate assignments in the learning videos aiming to find out how

well students understand the material, especially the development of reading comprehension in the learning videos.

Using this learning video can be used as a media solution used in learning, because learning videos are very effective to use. The use of this learning video provides many benefits for teachers and students. One of the benefits of learning videos for students is that they can increase students' enthusiasm for learning, because in learning videos the material presented is easy to understand and learning videos that are made interesting can increase student learning interest.

## **2.5 Previous study**

Some related studies became the references for this research. The first related study by Pitria Supangesti in 2019 entitled "Using Video Subtitles to Improve Students Reading Comprehension in Narrative Texts. The test results showed that the use of video subtitles gave positive implication which effected on learning improvement especially reading comprehension. The second similar research also conducted in 2020 by Samsul Marpitasa entitled "The Effect of Video on Reading Comprehension and Reading Interest". The test was aimed at measuring students reading comprehension while the questionnaire was aimed at measuring students reading interest. Considering the two previous related studies, it proved that video, which had been implemented in English learning classes, had an impact as a media educational tool. Researchers of this study tended to know the effectiveness of video media in students reading comprehension. The difference

between this study and previous research lied in the place, time and learning environment.