

CHAPTER II

REVIEW OF LITERATURE

2.1 Review of Literature

In this chapter, the researcher discusses several theories that are the problems in this study. The discussion focuses on reading comprehension on ELT student, types and purpose of reading, teaching reading, media for teaching reading, scramble word in teaching reading for senior high school.

2.2 Reading Comprehension on ELT Student

Reading comprehension is a fundamental component of English Language Teaching (ELT), particularly for students who learn English as a foreign or second language. In ELT contexts, reading comprehension is not limited to the ability to pronounce written words or recognize vocabulary items, but rather involves a complex process of constructing meaning from written texts. Learners are required to understand vocabulary, identify main ideas, recognize supporting details, comprehend text structure, and make logical inferences based on textual information. These processes demand active engagement with the text, making reading comprehension a central skill in language learning.

In the learning process, reading comprehension functions as an active cognitive activity that requires readers to interact with written information critically. Rosenshine (2017) describes reading comprehension as an intricate skill that involves interpretation and critical engagement with the text. This

definition emphasizes that comprehension is not a passive reception of information but an active process in which learners use their prior knowledge, linguistic competence, and reasoning skills to interpret meaning. Through this process, readers continuously evaluate information, confirm understanding, and revise interpretations as they encounter new ideas within the text.

Comprehension also serves as the core objective of reading instruction, as it goes beyond word recognition to the meaningful construction of ideas. While decoding skills are necessary, they are insufficient without comprehension. Romdoni (2020) supports this view by stating that comprehension enables learners to identify key information, understand sequences of events, and grasp the overall meaning of a text. This ability reflects a learner's competence not only in linguistic decoding but also in understanding text organization, such as recognizing introductions, supporting arguments, and conclusions within a passage. As a result, reading comprehension requires readers to integrate linguistic knowledge with cognitive strategies.

For ELT students, the development of reading comprehension skills plays a significant role in improving overall language proficiency. Through reading activities, learners are exposed to authentic language use, varied grammatical structures, and a broad range of vocabulary in meaningful contexts. This exposure helps students develop a deeper understanding of how language functions in real communication. Furthermore, reading comprehension supports the development of other language skills. When students comprehend

texts effectively, they gain models for writing, improve their understanding of discourse patterns, and develop ideas that can be expressed through speaking and writing. Thus, reading comprehension contributes to integrated language learning.

In addition to its linguistic benefits, reading comprehension enhances learners' cognitive and academic abilities. By engaging with texts, students practice skills such as analyzing information, identifying relationships between ideas, and drawing conclusions. These skills are essential for academic success, as students are often required to read and understand various types of texts, including narratives, descriptions, reports, and expository texts. Effective reading comprehension enables learners to process information independently and apply knowledge across different subjects.

Beyond the classroom environment, reading comprehension is an essential skill for lifelong learning and professional development. This is particularly relevant for students in vocational or technical education, who must read instructional materials, manuals, guidelines, and examination texts related to their fields. Strong reading comprehension allows students to interpret technical information accurately and apply it appropriately in academic and workplace contexts. As a result, reading literacy supports learners in adapting to the demands of further education and future employment.

Reading literacy also plays an important role in developing students' critical thinking skills. Through reading, students learn to evaluate information,

distinguish facts from opinions, and respond thoughtfully to written texts. By strengthening reading comprehension, students become more independent learners who can access information, solve problems, and make informed decisions. Therefore, reading comprehension is not merely an academic requirement but a foundational skill that supports effective communication, analytical thinking, and self-directed learning in real-life situations.

In conclusion, reading comprehension lies at the heart of English Language Teaching because it integrates linguistic knowledge, cognitive abilities, and critical thinking skills. It contributes to students' academic success by enabling them to analyze, interpret, and organize information from texts. At the same time, it equips learners with essential skills needed for daily communication and professional contexts. For these reasons, the development of reading comprehension should be a primary focus in ELT instruction, as it forms the foundation of effective communication, independent learning, and adaptability in diverse academic and real-world settings.

2.3 Types and Purposes of Reading

Reading is a fundamental skill in language learning that encompasses a wide range of reading types, including reading aloud, skimming, scanning, extensive reading, and intensive reading. Each type of reading serves a specific function and addresses different learning objectives in English language classrooms. Reading aloud is commonly used to support pronunciation, intonation, and fluency, especially for learners at the early stages of language

acquisition. Through reading aloud activities, students become more familiar with sound–symbol relationships and gain confidence in producing spoken English. Although it is not primarily aimed at comprehension, reading aloud provides a foundation for later reading development by strengthening phonological awareness.

Skimming and scanning, on the other hand, are reading strategies that focus on efficiency and purpose-driven reading. Skimming enables learners to grasp the general idea or overall structure of a text by reading quickly without paying attention to every detail. This type of reading is particularly useful for previewing texts, identifying main topics, and determining whether a text is relevant to a reader’s needs. Scanning is used to locate specific information, such as dates, names, or keywords, without reading the entire text. These strategies are essential for academic and professional contexts, where readers are often required to process large amounts of information within limited time. Alyousef (2016) and Grabe (2017) emphasize that the ability to skim and scan effectively allows learners to approach texts strategically rather than mechanically.

Extensive reading focuses on reading longer texts for general understanding, enjoyment, and fluency development. In extensive reading activities, learners are encouraged to read large quantities of material that are appropriate to their proficiency level, often without focusing on detailed analysis. This approach allows students to encounter vocabulary and

grammatical structures repeatedly in meaningful contexts, which supports natural language acquisition. Research highlights that extensive reading contributes significantly to vocabulary growth and reading motivation, as learners develop positive attitudes toward reading and gain confidence in their ability to understand texts (Suk, 2017; Lee, 2020; Sari & Wahyuni, 2021). However, while extensive reading supports fluency and exposure, improvements in deep comprehension may require sustained practice over a longer period.

In contrast, intensive reading emphasizes careful and detailed examination of shorter texts. This type of reading requires learners to analyze language features such as vocabulary usage, sentence structure, and text organization. Intensive reading activities often involve answering comprehension questions, identifying main ideas and supporting details, and interpreting implicit meanings within the text. According to Renandya and Jacobs (2016) and Puspitasari (2022), intensive reading plays a crucial role in developing grammatical awareness, critical thinking, and problem-solving skills. By engaging in close reading, students learn how meaning is constructed at the sentence and paragraph levels, which enhances their ability to comprehend complex texts accurately.

The purposes of reading in language education extend beyond understanding written texts. One primary purpose of reading is to support overall language proficiency by exposing learners to authentic language use.

Through reading, students develop vocabulary knowledge, grammatical competence, and discourse awareness simultaneously. Reading also functions as a bridge between receptive and productive language skills, as comprehension of written texts provides models for writing and ideas for speaking. When learners understand how information is presented in texts, they are better equipped to express their own ideas clearly and coherently.

Furthermore, reading plays a significant role in developing learners' cognitive and academic abilities. Engaging with texts encourages students to analyze information, identify relationships between ideas, and evaluate arguments. These cognitive processes are essential for academic success, particularly in higher levels of education where students are expected to read critically and independently. Nation (2015), Romdoni (2020), and Hidayati (2023) highlight that reading literacy supports higher-order thinking skills by enabling learners to process information deeply and respond thoughtfully to written content.

Reading also contributes to learners' personal and professional development. In vocational and technical education contexts, reading skills are essential for understanding manuals, instructions, reports, and assessment materials related to specific fields of study. Effective reading enables learners to access information accurately and apply it in real-world situations. Therefore, reading instruction should not only focus on academic texts but also prepare learners to handle practical and professional reading tasks.

Overall, reading plays a central role in language learning by supporting vocabulary development, grammar mastery, and cognitive engagement. Exposure to diverse and meaningful texts helps learners strengthen their linguistic competence while also fostering critical thinking and independent learning habits. When students engage in various types of reading, they develop flexibility in reading strategies and become more autonomous learners.

In the context of 21st-century language education, effective reading instruction must integrate multiple reading types and purposes. Teachers are encouraged to design reading activities that combine reading aloud, skimming, scanning, extensive reading, and intensive reading in a balanced manner. By doing so, learners can develop both fluency and accuracy, as well as the ability to adapt their reading strategies to different texts and purposes. Ultimately, integrating various reading approaches enables learners to become proficient readers who are capable of understanding texts deeply, thinking critically, and continuing to learn independently throughout their lives.

2.4 Teaching Reading

Teaching reading needs to be strategic in a way that ensures students acquire the requisite skills for comprehending and analyzing texts. Krashen emphasized that effective reading instruction ought to offer students natural and meaningful exposure to language as opposed to relying on direct instruction alone. This implies that students learn optimally when reading is offered in genuine contexts that promote curiosity and engagement with texts. The same view is echoed by recent research (Sun et al., 2021; Filderman et al., 2022), which indicates that employing reading strategies like predicting, summarizing, and monitoring comprehension greatly improves students' understanding, especially at the secondary level.

Within the Indonesian context, teaching reading challenges tend to be associated with classroom practice and resources. As Hidayat (2015) notes, in numerous Indonesian classrooms—particularly in vocational schools—there is a dependence on outdated materials and teacher-centered approaches that restricts student motivation and progress. This observation aligns with general international research, which indicates that students require interactive and purposeful activities in order to develop comprehension successfully (Donegan et al., 2021; Carter et al., 2024). If reading instruction is too rigid, students might not be able to engage with the text, decreasing both their comprehension and desire to read. As a reaction to these challenges, teachers are recommended to adopt student-centered and multi-component reading instruction.

Reading instruction is most effective when it integrates multiple dimensions of literacy rather than isolating individual skills. Literature indicates that the combination of vocabulary development, fluency practice, and comprehension strategy leads to more substantial outcomes than single skill focus (Peng et al., 2024; Filderman et al., 2022). For upper high school students, especially in the EFL setting of Indonesia, scaffolding strategies such as pre-teaching vocabulary and activating background knowledge help students deal with difficult texts and academic language (Kittle et al., 2024). In this way, reading teaching is not simply a matter of skill development but an active process that creates engagement, critical thinking, and a deeper level of text comprehension.

2.5 Media for Teaching Reading

Teaching media serves as a bridge between instructional goals and student engagement. The use of interactive tools can significantly enhance the reading process, making lessons more dynamic and meaningful. By incorporating suitable media, teachers are able to connect abstract concepts with practical experiences, allowing students to engage more actively in the learning process.

In the learning process, the use of engaging and interactive media plays an important role in increasing student involvement. Yuliana et al. (2018) emphasize that gamified media such as puzzles, flashcards, and scrambled words can improve both motivation and comprehension. These tools introduce

a sense of play into the classroom, encouraging students to participate willingly and with greater enthusiasm. Through such activities, students not only find learning more enjoyable but also develop critical thinking and problem-solving skills.

In reading instruction, media should support essential aspects such as vocabulary recognition, sentence formation, and contextual understanding. This is especially important for students with lower motivation or reading difficulties, as varied media can help reduce learning barriers. By providing different formats and methods of engagement, teaching media ensures that reading becomes an accessible and rewarding experience for all learners.

2.6 Scrambled Words in Teaching Reading

The scrambled word technique presents students with jumbled words or sentences that they must rearrange into a correct order. This method reinforces vocabulary, grammar, and sentence structure while engaging students in an interactive task. Lankton (1987) Putra (2019) describe scramble as a learning strategy that improves coherence and cohesion by encouraging learners to reconstruct text meaningfully.

Previous studies have consistently highlighted the effectiveness of scrambled word activities in reading instruction (Gunawan 2019; Fitriyah 2021) found that scrambled word activities increase reading comprehension. Herlina (2022) demonstrated the method's effectiveness through a quasi-experimental study, showing improvement in junior high students'

comprehension levels. Ekasari et al. (2023) emphasized its impact on engagement and reading motivation, especially when integrated with collaborative tasks.

In line with these findings, research conducted in the Indonesian context provides further evidence of the benefits of this approach. In the Indonesian context, Rahmawati & Agustina (2020) stress that scrambled words enhance vocabulary mastery and critical thinking. This is particularly relevant in vocational schools where students may need more practical and stimulating learning strategies.

The method also aligns with principles of active learning, which requires students to participate directly in the learning process through hands-on tasks and problem-solving, state Hidayat (2015). Scrambled words not only promote engagement but also help students internalize grammar and context through repeated and meaningful practice.

2.7 Theoretical Framework

Reading comprehension is the ability to read text, interpret it, and understand its meaning. This aspect is crucial for achieving success in reading passages, as it reflects one's ability to grasp the key ideas and significant components within a text. It requires not only decoding words but also connecting them with prior knowledge and interpreting their relevance in context.

This research is built on a theoretical framework that integrates reading comprehension and educational technology. Reading comprehension is viewed as a complex skill that involves vocabulary development, understanding text structures, and cognitive processing. To address the challenges of traditional reading instruction, the framework draws on Cognitive Load Theory, which emphasizes breaking down complex tasks into smaller, more manageable steps to optimize learning. Strategies such as word squares and sentence scrambling are employed to reduce cognitive strain and improve comprehension outcomes.

Constructivist Learning Theory provides the foundation, highlighting the active role of learners in building their own knowledge. Game-based learning, as part of this framework, supports engagement and interaction, encouraging students to actively participate in the reading process. Social Interaction Theory also plays a role by emphasizing collaborative activities such as group work and peer feedback, which enhance motivation and support language development through meaningful interaction. Additionally, scaffolding is incorporated as a step-by-step method of providing support, helping students gradually develop independence in reading. By combining these approaches, the framework offers a practical and innovative method for improving reading comprehension.