CHAPTER II
REVIEW AND RELATED LITERATURE

2.1 Previous Related Research Finding

Some researchers had observed and found the result related to the reference especially in reading comprehension that has been carried. Some of their findings are as follow:

Maryam in her research entitle improving reading comprehension of the second year students of MA PP Nurul Haq Benteng Lewo Sidrap Trough Citical reading stated that critical reading strategy is one of the students reading comprehension strategies. It was proved by the research the have been done at MA PP, Nurul Haq Benteng lewo Sidrap, the reseach finding showed that there was significant improvement that be gained in teaching and learning process by using critical reading strategies in reading comprehension[1]

Sri Gading,"Using contextual teaching and learning to improve the reading comprehension at the second year students of MTs. Muhammadiyah Biloka" the researcher concluded that using contextual teaching and learning can improve the reading comprehension at the second year students of MTs. Muhammadiyah Biloka. The classification of the students ability that t-test is higher than t-table.[2]

Sahadina,"Application of the direct method to improve reading comprehension of the second year students of SMP Negeri 1 Pamboang" the write

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[1]Maryam, *Improving Reading Comprehension of the Second Year Students of MA PP Nurul Haq Benteng Lewo Sidrap Through Critical Reading* (Skripsi Mahasiswa STAIN Parepare, 2012), p. 38.

[2]Sri Gading, *Using Contextual Teaching and Learning to Improve the Reading Comprehension at the Second Year Students of Mts Muhammadiyah Biloka* (Skripsi Mahasiswa STAIN Parepare, 2012), p. 6.

concluded that application of the direct method was able to improve reading comprehension of the second year students of SMP Negeri 1 Pamboang.[3]

Based on the statement above, the researcher concluded that it had a number of factors and between the reader and the text should interact with each other such as pedagogical competence. Thus pedagogical competence can be used in knowing the relation between reading comprehension and pedagogical competence.

2.2 Some Pertinent Ideas

2.2.1 Definition of Pedagogical Competence

Competence is a combination of three education domains that include the realm of knowledge, skills and attitudes that form in the mindset of thinking and acting in everyday life. On this basis, competence can mean the knowledge, skills and abilities possessed by a person who has become a part of him so that he can perform cognitive, affective and psychomotor behaviors with the most[4]

Pedagogic competence is the ability in the management of learners, including understanding the Insight or foundation of education, understanding of learners, curriculum development/syllabus, learning planning, implementation of educational and dialogical learning, evaluation of learning outcomes and the development of learners to actualize the various potentials he possesses.[5]

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[3]Sahadina, *Application of the Direct Method to Improve Reading Comprehension of the Second Year Students of SMP Negeri 1 Pamboang* (Skripsi Mahasiswa STAIN Parepare, 2013), p. 6.

[4]http://ian43.wordpress.com/2010/12/23/pengertian-kemampuan/ 23 Desember 2010

[5]Jejen Musfah, *Peningkatan Kompetensi Guru Melalui Pelatihan dan Sumber Belajar Teori dan Prktik* (Jakarta: Kencana, 2011), p. 31.

2.2.1.1 Pedagogic Competency Position for Teachers

Teachers were professional educators who had to train, guide, direct, assess and evaluate what they need and what their student needs.

The requirements according to the English Great dictionary, are: "Promises (as demands or requests to be fulfilled); Everything that is necessary and must exist (available, owned, etc.); Everything that needs to convey something intent; Regulations (rules, directions) that must be heeded and carried out.

Therefore, in order to obtain a proper understanding of the position of pedagogic competence for teachers, then the requirement to be a teacher according to Abuddin Nata, there are three conditions specific to the profession of an educator, namely:

1. Professional teacher be field of science that will be taught well.

2. Professional teacher must have the ability to convey or teach its knowledge (transfer of knowledge) to the students effectively and efficiently.

3. Professional teacher must hold fast to the code of profession ethics.[6]

In the Law of the Republic of Indonesia number 14 year 2005 about the teacher and lecturer in Chapter IV Qualification section, competence, and certification article 10, stated that: "The competency of teachers as referred to in article 8 includes competency Competency, social competence, and professional competence obtained through profession education. "[7]

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[6]Abudin Nata, *Manajemen pendidikan: Mengatasi Kelemahan Pendidikan di Indonesia* (Jakarta: Prenada Media, 2003*),* p. 156.

[7]Undang-Undang Republik Indonesia Nomor 14 Tahun 2005, Tentang Guru dan Dosen (Bandung: Citra Umbara, 2003)*,* p. 6.

Therefore, from the exposure of the requirement to be a teacher of experts and according to the provisions of the prevailing laws and regulations, it can be understood that the pedagogic competence of teachers has a very important position, the position of competency Pedagogic teachers was one part of the requirement for a person to be appointed teachers in a formal education institution.

So it can be said, that the mastery of pedagogic competence by the teacher had a key position for the reintegration of the principal task and the function of the teacher of pedagogic competency position for teachers.

2.2.1.2 This Aspect of Pedagogical Competence

In connection with the act ivities Teacher Performance Assessment, there were 7 (seven) aspects and 45 (forty five) indicators relating pedagogical competence mastery according to Akhmad Sudrajat. The following are the seven aspects of pedagogical competence and its indicators:

1. Mastering the characteristics of learners.

According to Imam Mustaqim the general characteristic of learners is the individual character/lifestyle in general (influenced by age, gender, background) that has been brought from birth and from his social environment to cultivate the quality of his life.[8]

Teachers were able to record and use information about the characteristics of learners to assist the learning process. This characteristic is related to the physical, intellectual, social, emotional, moral, and socio-cultural background:

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[8]http://Wordpress.com//*Karakteristik Peserta Didik.html. Accessed on March* 21, 2017.

a. Teachers can identify learning characteristics of each learner in the class,

b. Teachers ensure that all learners have the same opportunity to actively participate in learning activities,

c. Teachers can set up classes to provide equal learning opportunities for all learners with physical abnormalities and different learning abilities,

d. Teachers try to find out the causes of deviant behavior of learners to prevent such behavior does not harm other learners,

e. Teachers help develop the potential and overcome the shortcomings of learners,

f. Teachers pay attention to learners with specific physical weakness in order to be able to keep learning, so that students are not marginalized (excluded, teased, embarrassed, etc.).

2. Dominates learning theory and principles of learning that educates

Tested's main theory of learning is explaining the learning process that reveals the relationship between student activities with the psychological processes within the students or reveals the relationship between the existing phenomena within the student. Principle is a truth or belief that is accepted as the basis for thinking or acting. So the principle can be interpreted as something that is fundamental to thinking, rests or acts. The word learning is an activity or teaching and learning process. Learning is a two-way communication process, teaching that is done by the teacher and learning done by the learners. So the principles of learning are the foundations of thinking, the foundations of the learning in the hope of the purpose of study achieved and the growth of a dynamic and directional learning process.[9]

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[9]http://Silabus. Mpi ,*Pengertian Teori .html. Accessed on October* 25, 2017.

Teachers were able to establish a variety of approaches, strategies, methods, and techniques to educate creative learning in accordance with the standards of teacher competence. Teachers were able to adjust teaching methods according to the characteristics of learners and motivate them to learn:

a. Teachers provide opportunities for learners to master the learning material according to age and ability to learn through the learning process and activity settings are varied,

b. Teachers always ensure learners' level of understanding of the specific learning material and adjust the next learning activities based on the level of understanding,

c. Teachers can explain the reason for the implementation of the activity / activities done, whether favorable or different to the plan, related to successful learning,

d. Teachers use a variety of techniques to motivating willingness of learners,

e. Teachers plan learning activities that are related to one another, having regard to the purpose of learning and the learning process of students,

f. Teachers pay attention to the response of learners who do not / do not understand the material being taught learning and use it to improve the design of the next study.

3. The development of the curriculum.

Curriculum development is the process of planning and drafting a curriculum by the developer of Curriculum (curriculum developers) and activities conducted so that the curriculum that is produced can be the teaching and reference materials used to achieve the objectives National education.[10]

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[10]http://Kurniawan/*Prinsip-Prinsip Belajar .html. Accessed on March* 21, 2017.

The teacher is able to create a syllabus in accordance with the most important goals of curriculum and use RPP accordance with the objectives and the learning environment. Teachers were able to choose, prepare and organize the learning materials that fit the needs of learners:

a. Teachers can create a syllabus in accordance with the curriculum,

b. Teachers design a learning plan in accordance with the syllabus to discuss specific teaching materials so that learners can achieve basic competency set,

c. Teachers follow a sequence of learning materials with attention to the learning objectives,

d. Teachers choose teaching materials that: (1) in accordance with the purpose of learning; (2) accurate and up to date; (3) in accordance with the age and abilities of learners; (4) can be implemented in the classroom and; (5) within the context of daily life day learners.

4. The learning activities that educate.

Learning process activities are not separated from the role of an educator. An educator is expected to help his/her children in the learning process. The responsibility of an educator does not only stop at the meeting hours between educators and learners, but an educator is also responsible for the future of learners. Although the future is actually in the hands of the students but the success of the learners starts from the guidance of an educator both in this case teachers and parents. Because the teacher/educator is a figure that can be used as idol and motivator for his children. After the educator's role, then the learning system or model is also important to note. An educator who has been competent in his field is not necessarily the teaching method acceptable to the learners. There is a need for an approach to

learners to understand each character and to make a successful learning process, which teaching materials can be understood by learners.[11]

Teachers were able to develop and implement an educational lesson plan in full. Teachers were able to carry out learning activities that correspond to the needs of learners. Teachers were able to develop and use a variety of learning materials and learning resources in accordance with the characteristics of learners. If relevant, teachers utilize information communication technology (ICT) for the sake of learning:

a. Teachers implement learning activities in accordance with the draft that has been prepared in full and the implementation of these activities indicate that teachers understand the purpose;

b. Teachers implement instructional activities that aim to help the learning process of students, not to test so as to make the students feel depressed;

c. Teachers communicate new information (e.g. additional material) according to age and level of ability of learners;

d. Teachers address the mistakes made by the students as the stages of the learning process and not merely an error that must be corrected. For example: to know in advance the other learners who agree / disagree with the answer, before giving an explanation of the correct answer;

e. Teachers implement learning activities appropriate curriculum content and link it with the context of the daily life of students;

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[11]http://Gledysapricialia.Wordprees.com/2013/05/Pelajaran yang Mendidik. Accessed on May 21, 2013.

f. The teacher made learning activities are varied with enough time for learning activities in accordance with the age and level of ability to learn and retain the attention of learners;

g. Teachers manage the class effectively without dominating or busy with their own activities so that all participants can be utilized time in a productive;

h. Teacher's capable audio-visual (including ICT) to increase the motivation of learners in achieving the learning objectives. Customize learning activities designed to classroom conditions;

i. Teachers provide many opportunities for learners to ask, practice and interact with other learners;

j. Teachers organize learning activities in a systematic implementation to help the learning process of students. For example: teacher add new information after evaluating the students understanding of the previous material, and;

k. Teachers use teaching aids, and/or audio-visual (including ICT) to enhance learning motivation learners in achieving the learning objectives.

5. Development of potential learners.

Development is a learning system aimed at assisting the learning process of learners, which contains a series of events designed to influence and support the internal learning process or any effort to create a deliberately destructive condition so that the learning objectives can be achieved.[12]

Teachers were able to analyze the learning potential of each learner and identify development potential of learners through learning program that supports

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[12]Mustari, *Pengembangann Bahan Ajar* (Lombok Tengah: 2013), p.11.

students actualize their academic potential, personality, and creativity until there is clear evidence that the students actualize their potential:

a. Teachers analyze the results of learning based on any form of assessment of each learner to determine the level of progress of each.

b. Teachers design and implement learning activities that encourage learners to learn according to skills and individual learning patterns.

c. Teachers design and implement learning activities to bring the power of creativity and critical thinking abilities of learners.

d. Teachers actively assist learners in the learning process by giving attention to each individual.

e. Teachers can identify correctly about the talents, interests, potential and learning difficulties each learner.

f. Teachers provide learning opportunities to learners in accordance with their way of learning.

g. Teachers focus on the interaction with the students and encouraged to understand and use the information submitted.

6. Communication with learners.

Communication is a process in which it manifests the meaning of knowledge transferred from one person to another, usually with the intention of reaching some specific objectives. In fact, the learning process is the interaction between teachers and students in the classroom that includes interactions between teachers and with students in communication.[13]

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[13]Nur Azizah, *Pengaruh Komunikasi Antara Guru dan Siswa Terhadap Perkembangan Motivasi Belajar* (Jepara: 2013), p. 8-10.

Teachers were able to communicate effectively, empathetic and polite with learners and be enthusiastic and positive. Teachers are able to provide complete and relevant responses to any comments or questions learners:

a. Teachers used questions to find understanding and maintain the participation of learners, including providing open-ended questions that require students to respond with ideas and knowledge.

b. Teachers pay attention and listen to all the questions and the responses of learners, without direct, unless necessary to help or clarify any questions/responses are.

c. Teachers respond to questions that learners are accurate, correct and up to date, appropriate learning objectives and curriculum content, without embarrassing him.

d. The teacher presents the learning activities that can foster better cooperation between all students.

e. Teachers listen and give attention to all learners answer either true or that is considered wrong to gauge the level of understanding of learners.

f. Teachers pay attention to the questions of students and respond in a complete and relevant to eliminate confusion on the learner.

7. Assessment and Evaluation.

Judgment is a decision-making activity to determine something based on both bad and qualitative criteria. The assessment of learning outcomes is essentially in dispute, how teachers can learn the learning outcomes they have done. Teachers should know the extent to which learners (learners) have understood the materials that have been taught or the extent to which the objectives/competencies of the managed learning activities can be achieved. The competency achievement level or the instructional objectives of the learning activities that have been implemented can

be expressed by whereas and evaluation are activities that include measurements and assessments broadly, it can be said that the evaluation is a value-giving to the quality of something. Apart from that, evaluation can also be viewed as the process of planning, acquiring, and providing information that is indispensable for making alternative decisions. Thus, evaluation is a systematic process to determine or make decisions to the extent that the teaching objectives have been achieved by the students[14]

Teachers were able to conduct assessment process and the learning outcomes on an ongoing basis. Teachers conduct an evaluation of the effectiveness of the process and result of learning and using the assessment and evaluation of information for designing remedial and enrichment programs. Teachers were able to use the results of assessment in the learning process:

a. Teachers prepare an appropriate assessment tools to the learning objectives to achieve a certain competence as written in the lesson plan.

b. Teachers carried out assessment with different techniques and types of assessment, in addition to formal assessment carried out of the school, and announce the results and implications for the learners, on the level of understanding of the learning materials that have been and will be studied.

c. Teachers analyzed the results of the assessment to identify topics/competencies tough basis in order to know the strengths and weaknesses of each learner for both remedial and enrichment.

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[14]http://Navel Mangdep. Fiber.Wordpresscom . /2012/02/Pendidikan Nasional Indonesia. Accessed on May 2, 2012.

d. Teachers utilized feedback from learners and reflect to further enhance learning, and can prove it through notes, journals learning, learning design, additional materials, and etc.

e. Teachers took advantage of the results of the assessment as drafting learning materials will do next.[15]

2.2.2 Definition of Reading

Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation (Wixson, Peters, Weber, & Roeber, 1987, citing the new definition of reading for Michigan).[16]

A person may read for many different reasons. He may read may pleasure that he wants from the authorizes use of words. A reader may want to gain information about people, things, or events. He may want to share experience of his friends or associates to these are presented to him in letterform. However, of those objectives of reading, the most important one is to get information from written word. Reading is one of ten described as getting trough from the printed.[17]

According to Parel and Jain, reading is an important activity for expanding knowledge of certain subjects.[18] They catch what texts tell about.

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[15]Aspek dan Indicator Kompetensi Pedagogic Guru..Hhtps//Akhmad Sudrajat.Wordpress.com/2012

[16]http://www.Euple.com, *Definitions of Reading and Word Identification*. Html. Accessed on March 20, 2019.

[17]Wadiah Djauhar.*Reading Instruction that Works*. The Case for Balanced Instruction (New York: the Guilford, 1973), p. 414.

[18]Parel and Jain, *English Language Teaching*, (Jaipur: Sunrise publisher, 2008), p. 113-114.

Wixon, Peters, Weber in Patila, conclude that reading as the process of constructing meaning through the dynamic interaction among: (1) the reader's exiting knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

Based on definition above, it can be concluded that reading is a process to getting information of constructing meaning from the message conveyed through writing symbols. The eyes receive message and the brain then has to work, the significance results of the message understands and knowledge of what has been read.

2.2.2.1 Definition Comprehension

Comprehension is always directed and controlled by the need and purposes for writer/reader. Therefore, the reader cannot write with good comprehension if the subject of the text is beyond the readers' context of knowledge. Comprehension as the act understanding the meaning of pointed or spoken language with the ability to perceive and pronounce words with reference to their meaning, this stressed here as the understanding of spoken and writing language.

> "Comprehension is the relation of comprising something, he admired the inclusion of so many ideas is a such a short work. It is the act of fact of grasping the meaning nature, or importance of understanding, the knowledge that is acquired in this way, capacity to include, logic the sum of meanings and corresponding implications interested in a term".[19]

From the explanation above the writer tried to conclude that reading comprehension is understanding a text that is read or the process of constructing from a text. Reading comprehension as composed of a multiple number of skills and abilities that are interrelated and interdependent.

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[19]En.Wikipedia.*Org/wiki/readingcomprehension/Mayer,P. Accessed on April 1 [st]*, 2017.

2.2.2.2 Definition of Reading Comprehension

There is some sense reading comprehension according to expert that is as follows:

Clara Wong Keestates that reading comprehension is a process of making sense of a written text. However, it is not a passive one-way decoding process instead, it is an active two-way process I which the reader and the text interactive.[20]

According to Harris, three importance factors have contribution to comprehensive of reading. They are knowledge of vocabulary used in context, general intelligent of the readers, and the experience of prior knowledge in reading comprehension.[21]

2.2.2.3 Teaching Reading Comprehension

Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences as gray in Pareland Jane's statements.[22] Kimble and Garmezyin brown assumed that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, and causing to know or understand.[23] "According to Nunan, many reading instruction programs more emphasize in testing reading comprehension than teaching reader how to comprehend. Monitoring comprehension is essential to

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[20]http://Yoyoii.blogspot.com/2011/06/Definition.Reading Comprehension.html. Accessed on March 20, 2017.

[21]http://Creationbrain.blogspot.com/2012/08/Models-of-Teaching-Process.html. Accessed on April 2, 2017.

[22]Parel and Jain, *English Language Teaching* (Jaipur: Sunrise Publisher, 2008), p. 114.

[23] Douglas, *Principles of Language and Teaching* (New York: Pearson Education, 2000), p. 75.

achieve successful reading. Part of a monitoring process includes verifying that the necessary adjustments when meaning neither is nor obtained."[24] Cognition can be defined as thinking. Metacognition can be defined as thinking about someone's thinking. In order to teach for comprehension, readers should monitor their comprehension process and be able to discuss with the teacher and/or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills. It is an excellent technique for engaging students in meaningful cognitive and metacognitive interaction with texts and for assisting students in the process of constructing meaning from texts. Beck et al. in Nunan emphasized that this activity is to be done during the reading process, not after reading. The approach needs that the teacher models the reading behavior of asking questions in order to make sense of what is being read.[25] Students learnt to engage with meaning and develop ideas rather than retrieve information from the text. This technique is the kind of activity that teachers should engage their students to be in the learning process rather than asking them to read a passage and then testing reading comprehension of the material. The implementation of this approach engages the teacher and readers in queries about the text as the material is being read.

2.2.2.4 Kinds of Reading

There are five kinds of reading according to Nuttalas follow;

2.2.2.4.1 Loudly reading

Reading aloud is a kind of reading that expressed orally every word in the text. It aims to improve he students' ability in pronouncing the word. Stressing the

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[24]Nunan, *Language Teaching Methodology* (Sydney: prentice hall, 2003), p. 76.

[25]Nunan, *Language Teaching Methodology*, p. 75.

words and having a good intonation about every sentence in the passage. The student who involve in reading aloud activity will get progress because they themselves always measures their own skill of pronouncing and stressing the words that shown by teacher in reading aloud activity.

2.2.2.4.2 Silently Reading

Silently reading reinforces the reader to find out the meaning of the words. This kind of reading leads the reader to better comprehension. This reading is a skill to criticize what is written to discusses something written means to draw inference and conclusion as to tell new idea on what is read.

2.2.2.4.3 Speed reading

Speed reading is used to improving speed comprehension in reading. This must run side by side with the main purpose of reading that is comprehension. It depends on the kinds of material of reading. The rate of speed of reading a story or newspaper or narrative will be different from the reading of scientific material.

2.2.2.4.4 Extensive

Extensive reading is used to obtain a general knowledge of business procedures. Do not worry if you understand each word. *Example of extensive reading*; (a) The latest marketing strategy book (b) A novel you read before going in bed (c) Magazine articles that interest you.

2.2.2.4.5 Intensive

Intensive reading is used in shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you

understand that you understand each word, number or fact. *Example of intensive reading*; (a) A book keeping report (b) An insurance claims (c) A contract.[26]

2.2.2.5 Strategies of Reading

Students need to use many complex reading strategies to develop into proficient readers in the junior grades. Farstrup in Nunan indicated that many students who were good readers in the primary grades will nonetheless struggle to read in the junior grades if they don't learn the comprehension skills to deal with the more complex text formats, text features and genres they experience.[27]

The skill of reading becomes a more sophisticated process as students must learn to apply a variety of reading achievement, students must learn to apply a variety of reading strategies which is consisted I six strategies. The following subsections describe each of Duke and Pearson's six strategies prediction, think-aloud, using text structure, using visual cues, summarization, and answering and questioning. There is evidence to suggest that these skills are important and necessary reading achievement skills. Fountas and Pinnell in Nunan described the same reading strategies.[28]

1. Prediction.

Reader need to ask questions about what they are about to read, and to relate what they read to their prior knowledge. Using prediction skills, such as looking at the illustrated cover or discussing the title of a work, can help readers to make a link to relate works. This is important, as prior knowledge help readers to make sense of new readings. By activating prior knowledge, students can make connections about the

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[26]Nuttal Christine, *Teaching Reading Skill in a Foreign Language*, (London, Heineman International Publishing 1982), p. 17.

[27]Nunan, *Language Teaching Methodology* (Sydney: prentice hall, 2003), p. 99.

[28]Nunan, *Language Teaching Methodology,* p. 103.

new information as they read it. This also helps readers to organize the content into a logical framework for learning.

2. Think-alouds.

Think-alouds help reader to understand the thought processes of a competence reader. Proficient readers think aloud as they read to show they make meaning of a text. For example, a teacher might say, "I think the author wanted me to see a picture in my mind when I read that paragraph." This is an excellent way to teach students to make inferences as they read. Thinking about how one reads is a reads is an example of using metacognition skills to improve one's learning.

Think-alouds provide examples of an effective reader using metacognition strategies to solve problems. It also helps the struggling reader see that proficient reader are actively engaged in the text and are not simply reading the words.

3. Using text structure.

Most readers understand the components of fiction better than the elements of a non-fictional text only because they have more experience reading fictional texts. Readers must be familiar with a variety of text forms and features to aid their comprehension of that genre of text. Understanding the components of a narrative from provides the framework for global understanding. For example, a student knew what to expect when reading a fairytale.

There would be a clash between good and evil, and the plot would have a happy conclusion. Providing students with opportunities to work with adventures, mysteries, science fiction and other genres helps reader recognize the component of various genres, which aids in comprehensions.

Students must also know how the features of a variety of text forms can be utilized to improve their understanding of the material. For example, students who can effectively use the index and glossary of a non-fiction text will complete a more thorough research project; students who know how to notice headings and skim read for pertinent information, are better able to focus on specific questions. Being familiar with the structure of a text helps the readers to organize the information and improves their level of comprehension.

4. Using visual cues.

Using a visual to facilitate understanding is another reading that improves the reader's understanding of a text. Graphic organizers such as a Venn diagram (used for comparing) or story webs (where ideas are placed in boxes or bubbles), all help a reader to "see" what he/she has learned. It helps a reader to relate to the text and improves comprehension levels.

Visualization cues may also be used to self-monitor for understanding. For example, a fluent reader should see a "movie" running through his or her mind when reading. If the movie or mind pictures stop, then the text is too different or the reader is not engaged. Seeing an image when reading is a useful self-cheek for readers to gauge the speed with which they read. Fluent readers are also to visualize as they read. Fluency and comprehension are positively.

5. Summarization.

The ability to retell the key points of a text in a logical sequence and hold these details in memory is an important comprehension strategies called summarization. Often the key points are needed later in the text to make sense of what is read. For example, a small but important detail may help a reader to solve the

mystery in the novel. Being able to summarize information effective is an invaluable skill for readers of all ages.

6. Questioning.

Good readers ask questions about what they read, as they self-monitor foe understanding. They ask questions of themselves, of their peers and of their teachers. Pausing to ask questions is part of the reading process. The ability to make inferences about what one reads requires higher order thinking skills. Asking questions that star with *how or why* engage the reader. By asking questions of the text, a reader is actively responding with the material to incorporate the new material into his or her schema. Students in the junior grades must be able to use and apply these reading strategies across a variety of texts to be proficient. Successful readers employ all six of these reading strategies so comprehend fully the world around them.

2.2.2.6 Pedagogic Competency Relationship to Learning Achievement/Reading Comprehension

Pedagogic competence of teachers was needed in the learning process. A teacher who controls pedagogic competence as standardized will be able to implement learning oriented towards the creation of processes and quality results. Mulyasa mentions that the teacher's ability to plan, implement, evaluate, and develop the potential of learners is a form of process and a better outcome that teachers do in conducting their learning.

In pedagogic competence, a teacher is required to have a number of competency aspects. This aspect of competence is to master the characteristics of learners, master the Learning Theory and principles of educational learning, curriculum development, educational learning activities, the development of potential learners, communication

With learners, and assessments and evaluations. By mastering this aspect of competence, a teacher can perform the learning task professionally, thus realizing the learning achievement of the increasing students can be achieved well. It is as Naim said that teachers who have the full competence of teaching and Can be a comprehensive learner to create learning outcomes/reading Comprehesion.

2.3 Conceptual Framework

The conceptual framework of this research is presented the following diagram.
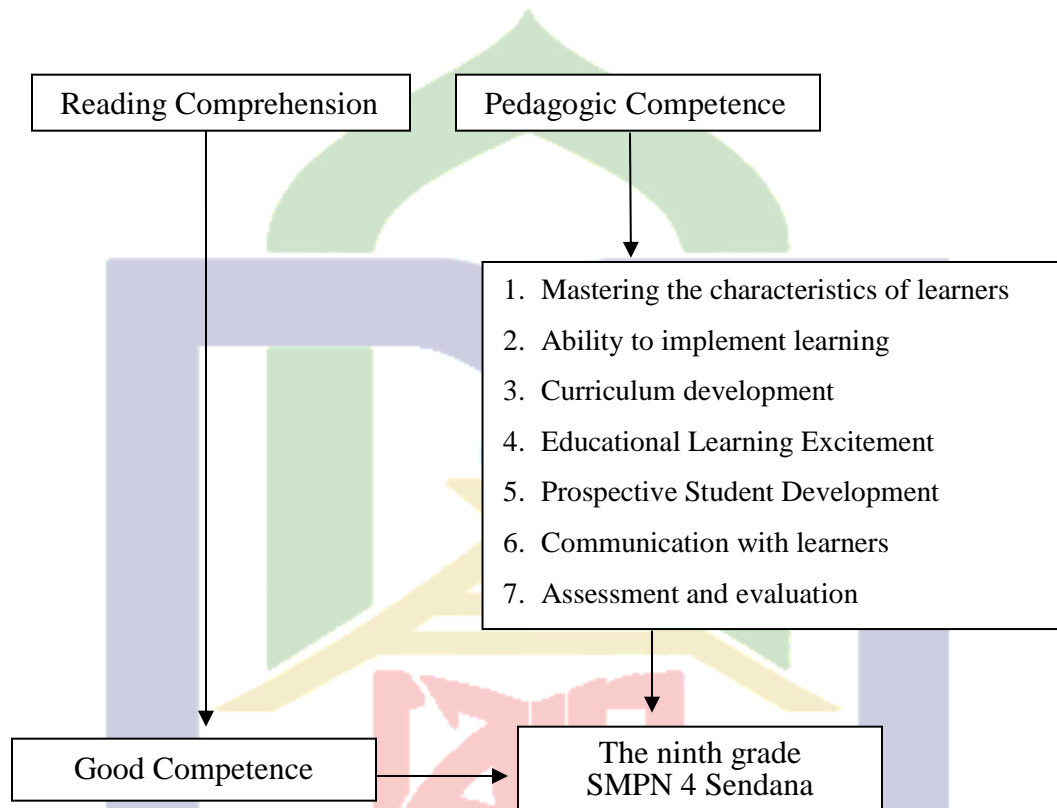
In this case the conceptual framework that was showed the way how to collecting data. The researcher need to know is the pedagogical competence in teaching reading comprehension the English teacher of the ninth grade students in SMPN 4 Sendana according to the conceptual framework.

2.4   Hypothesis

Based on the review of literature and the conceptual framework, the researcher formulates the following hypothesis:

1. Null hypothesis (Ho)

There is no relationship between the teacher's pedagogical competence in teach reading comprehension at the ninth grade students in SMPN 4 Sendana.

2. Alternative hypothesis (Hi)

There is a relationship between teacher's pedagogical competence in teach reading comprehension at the ninth grade students in SMPN 4 Sendana.