CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses some topics related to literature review namely, teaching, reading, type of reading, purpose of reading, stage of teaching reading, teaching reading method, problems in applying method of teaching reading, solution to the problems in applying the methods of teaching reading, and English for specific purpose (ESP).

2.1 Teaching

Teaching does not only convey the material and give the information from the lecturer or teacher to the students. There are many activities that can be done when the process of teaching and learning in the classroom. According to Brown (2000:7) teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Ball and Forzani (2009:2) state that teaching is helping others learn to know particular things, is an everyday activity in which many people engage regularly.

Meanwhile, Harmer (2007:23) states that teaching is not an easy job, but it is necessary one and can very regarding when we see our students’ progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it is also worth remembering that at it is best teaching can also be extremely enjoyable.
So that, teaching can be defined as an activity of the teacher, which its purpose is to make others or students to learn something, and teaching is not an easy job because the teacher should provide knowledge to give explanation to the students, and make them understand the material.

### 2.2 Reading

Reading plays a key role in almost every course of study. In learning English, reading is one of the English skills that play an important role in foreign language acquisition. Reading is very important for English learners because reading can enlarge their knowledge. Rahman (2007), states that it is difficult to define reading in a word. The reading perspective from person to person is different depending on the individual attitude and aims of person toward printed words, from language to language considering the cause of reading and the content of text. Moreover, Rahman adds that the definition and meaning of reading depend on the purpose of the reader, on the text and textual contents, on the attitude of the readers towards the text, on the reading materials and on the experience and schemata of the reader. However, experts have tried to define it in their own way of observation and thought.

Alyousef (2005) argues that reading is the prose of reader with the text to get the meaning where various kinds of knowledge are being used, such as linguistic or systematic knowledge (bottom-up processing) and semantic knowledge (top-down processing).
Whereas, further definition proposed by Grabe and Stoller (2011: 3) who stated that reading is the ability to draw meaning from the printed page and interpret this information appropriately.

To sum up, the perspective of reading is different from person to person depending on the aim, and the purpose of person toward the text. Reading can be seen as the process of reader to understand the text, so the reader gets what the writer means. On the other hand, reading is the ability of reader to understand the text by using linguistic or semantic knowledge to interpret the information accurately.

2.3 Types of Reading

Reading is an activity that can add someone’s knowledge and also some vocabulary items. According to Harmer (2007), there are two types of reading, extensive and intensive reading. To make a distinction between extensive and intensive reading can be seen as an explanation below.

a) Extensive reading

Extensive reading is reading for pleasure, such as reading novels, web pages, newspapers, magazines or any other reference material. The students often do this kind of reading away from the classroom.

The fundamental condition of a successful extensive reading is that students should be reading material which they can understand, because if they are difficult to understand every word, they can be hardly reading for pleasure.
a) Intensive reading

Intensive reading focuses on the construction of reading text. This kind of reading usually (but not always) takes place in the classroom. Teacher may ask students to look at extracts from reading book or magazine. The exact choice of genres and topics may be determined by the specific purposes that students are studying for, such as business, science, or nursing.

Intensive reading is usually accompanied by study activities. Teacher may ask students to work out what kind of text they are reading, find out details of meaning, look at particular uses of grammar and vocabulary.

The teacher needs to tell students what their reading purposes it, and give them clear instructions how to achieve it and how long they have to do this. While students are reading, the teacher can observe their progress.

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2.4 Purpose of Reading

Every reading activity has its own purpose. Reading with a certain purpose will be more understand the meaning of the texts than reading without any
purpose. According to Grabe and Stoller (2011) there are seven purposes of reading:

1. Reading to search for simple information
   Reading to search for simple information is a common reading ability. It is used so often in reading tasks that is probably best seen as a type of ability in reading to search we typically scan the text for a specific piece of information or specific word.

2. Reading to skim quickly
   Reading to skim is common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text and the using basic reading comprehension skill on those segments until a general idea is formed.

3. Reading to learn from texts
   Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension.

4. Reading to integrate information
   Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading to write (or search information needed for writing)
Classroom activity in which students read to gather information that they can use in a subsequent writing task.

6. Reading to critique texts

In reading to critique texts the reader can decide what information to integrate and how to integrate it for the reader’s goal.

7. Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purposes for reading. General reading comprehension is more complex than commonly assumed. The term general does not mean easy or simple. It requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas.

2.5 Stage of Teaching Reading

In teaching reading there are some stages that can be applied by teacher in the teaching and learning process. According to Willianto (in Suryadi, 2016:10) there are three stages of teaching reading: Pre-Reading, Whilst-Reading, and Post-Reading.

Pre-Reading

This stage is intended to wake the students’ interest. The student can answer all of the questions given by the lecturer. Pre-Reading is based on their knowledge or their experience. It can assist the reader to grasp the essential point
of a written passage, an article or book. In this case, it provides a systematic approach for gaining the most from reading material in the shortest amount of time. Alyousef (2005) also states that pre-reading activities is important, because it can motivate students before the actual reading take place. For example teacher can ask students questions that arouse their interest while previewing the text.

**Whilst-Reading**

During the activity, the lecturer gives the task before the students read the text. It is called “surface problem”. It can be done with several activities, those are:

- Asking simple who-question (factual), yes-no question.
- Completing a table
- Making a list

**Post-Reading**

Post-Reading is a final activity that the students have to communicate in English. It also meant to develop the student’s understanding. This activity can be done by:

- Retelling the content of reading text. In this case, the lecturer is going to know the students preparation in mastering reading text. The students retell the content in their own words.
- Summarizing the content. It can be done by using the key word to summarize the content of text.
c. Giving other suitable communicative activities in the front of jumble
sentences. In this case the students will give a response to the problem
found in text. During this activity, the students do the task given by the
lecturer, while the lecturer monitors and checks the whole groups.

2.6 Teaching Reading Method

There are some teaching methods in English language teaching. Larsen and
Anderson (2011) mentioned nine methods in language teaching, such as the
Grammar-Translation Method, the Direct Method, the Silent Way etc. Each of
them has its characteristic, and the primary skills to be developed. Meanwhile, the
method of teaching reading will be explained as follows:

2.6.1 Grammar-Translation Method

According to Larsen and Anderson (2011: 32) this method is used for the
purpose of helping students to read and appreciate foreign language literature. It
was also hoped that through the study of the grammar of the target language
student would become more familiar with the grammar of their native language
and that is familiarity would help them speak and write their native language
better.

In this method, vocabulary and grammar are emphasized. Reading and
writing are the primary skills that the students work on. There is much less
attention given to speaking and listening. Pronunciation receives little, if any,
attention, and the language that is used in class is mostly the student’s native language.

The characteristic of this method is the students are taught to translate from one language into another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjunctions. They memorize native language equivalents for target language vocabulary words.

The roles of the teacher in this method are very traditional. The teacher is the authority in the classroom. The students do as she/he says, so they can learn what she/he knows.

2.6.2 The Direct Method

Larsen and Anderson (2011: 46) stated the direct method was revived as a method when the goal of instruction become learning how to use another language to communicate. Since the Grammar-Translation method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

One very basic rule of the Direct Method is: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be
conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language.

Vocabulary is emphasized over grammar. Although work on all four skills (reading, writing, speaking, and listening) occurs from the start, oral communication is seen as basic. Thus the reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the beginning of a course.

Teacher who use the Direct Method believe students need to associate meaning with the target language directly. So, when the teacher introduces a new target language word or phrase, he or she demonstrates its meaning through the use of realia, picture, or pantomime; he or she never translates into the students’ native language. Students speak in the target language a great deal and communicate as if they were in real situation. Grammar is taught inductively; that is, the students are presented with examples and they figure out the rule or generalization from the example. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.

The roles of the teacher are the teacher directs the class activities, and the student role is less passive than in the Grammar-Translation Method. The teacher and the students are more like partners in the teaching–learning process
2.6.3 The Audio-Lingual Method

Larsen and Anderson (2011: 59) stated that Audio-Lingual Method, like the Direct Method. Both of them are also an oral-based approach. However, it is very different, in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns.

New vocabulary and structural patterns are presented through dialogues. The dialogues are learned through imitation and repetition. Drills are conducted based upon the patterns present in the dialogue. Students’ successful responses are positively reinforced. Grammar is induced from the examples given; explicit grammar rules are not provided. Culture information is contextualized in the dialogues or presented by the teacher. Students’ reading and written work is based upon the oral work they did earlier. That is the characteristics of the teaching/learning process of this method.

The role of the teacher is she or he likes an orchestra leader, directing and controlling the language behavior of her students. She or he is also responsible for providing her students with a good model for imitation.

2.6.4 Communicative Language Teaching (CLT)

Larsen and Anderson (2011: 152) stated that Communicative Language Teaching (CLT) aims broadly to make communicative competence the goal of
language teaching. The classroom activities of CLT may depend on how the principles are interpreted and applied, because there is no one single agreed upon version of CLT.

The characteristic of CLT is that almost everything that is done is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role-play, and problem-solving task. Besides, according to Brown (2000), in CTL, the teacher can use technology aid (such as video, television, audio tapes, the internet, the web, and computer software) for communication purposes.

Meanwhile, the role of the teacher is facilitating communication in the classroom. During the activities the teacher acts as an advisor, answering students’ question and monitoring their performance. At other times the teacher might be a co-communicator engaging in the communicative activity along with students.

2.6.5 Cooperative Learning

Arends (2012: 368) states that cooperative learning requires some unique planning tasks as well. For example, time spent organizing or analyzing specific skills required of direct instruction lesson may instead be spent gathering resources materials, text, or worksheets so small groups of students can work on their own. Instead of planning for the smooth flow and sequencing of major ideas, the teacher can plan how to make smooth transitions from whole-class to
small-group instruction. There are several variations of the model. Four approaches that should be part of the beginning teachers are described here.

### 2.6.5.1 Student Team Achievement Division (STAD)

Arends (2012: 368) states that the teachers, who are using STAD present new academic information to students each week or on regular basis, either through verbal presentation or text. Students within a given class are divided into four-or five member learning teams, with representative of sexes, various racial or ethnic groups, and high, average, and low achievers on each team. Team member use worksheets or other study devices to master the academic materials and then help each other learn the materials through tutoring, quizzing one another, or carrying on team discussions. Individually students take weekly or biweekly quizzes on the academic materials. These quizzes are scored and each individual is given and an ‘improvement score.’

Meanwhile, Eggen & Kauchak (in Warayudhi. Idrus ed, 2012: 8) stated that STAD can help students to learn together as a teammate). In addition, the STAD method is easy to use and is applicable to any age level or any curriculum that students are grouped to work together.

### 2.6.5.2 Jigsaw

Arends (2012: 368) states that using Jigsaw, students are assigned to five- or six-member heterogeneous study teams. Academic material are presented to the
students in text form, and each student is responsible for learning a portion of the material. For example, if the textual material was on cooperative learning, one student on the team would be responsible for STAD, another for Jigsaw, another for Group Investigation, and perhaps the other two would become experts in the research base and history of cooperative learning. Members from different team with the same topic (sometime called the expert group) meet to study and help each other learn the topic. Then students return to their home teams and teach other members what they have learned.

Figure 10.2 illustrates the relationship between home and expert teams.

2.6.5.3 Group Investigation

Arends (2012: 369) states that Group Investigation is perhaps the most complex of the cooperative learning and the most difficult to implement. The GI involves students in planning both the topic for study and the ways to proceed with their investigations. This requires more sophisticated classroom norms and structures than do approaches that are more teacher-centered.
Teacher who use the GI normally divide their classes into five-or six-member heterogeneous groups. In some instances, however, groups may form around friendship or around an interest in a particular topic. Students select topics for study, pursue in-depth investigations of chosen subtopics, and then prepare and present a report to the whole class. Six steps of the GI:

1. **Topic selection.** Students choose specific subtopics within a general problem area, usually delineated by the teacher. Students then organize into small two- to six-member task-oriented groups. Group composition is academically and ethnically heterogeneous.

2. **Cooperative planning.** Students and the teacher plan specific learning procedures, task, and goals consistent with the subtopic of the problem selected in step 1.

3. **Implementation.** Pupils carry out the plan formulated in step 2. Learning should involve a wide variety of activities and skills and should lead students to different kinds of sources both inside and outside the school. The teacher closely follows the progress of each group and offers assistance when needed.

4. **Analysis and synthesis.** Pupils analyze and evaluate information obtained during step 3 and plan how it can be summarized in some interesting fashion for possible display or presentation to classmates.

5. **Presentation of final product.** Some or all of the groups in the class give an interesting presentation of the topics studied in order to get classmate
involved in each other’s work and to achieve a broad perspective on the topic.
Group presentations are coordinated by the teacher.

6. Evaluation. In cases where groups pursued different aspects of the same topic, pupils and the teacher evaluate each group’s contribution to the work of the class as a whole. Evaluation can include either individual or group assessment, or both.

2.7 Problems in Applying Method of Teaching Reading

It cannot be denied that the problems in applying a method arise during the teaching and learning process, which is always faced by lecturers. Meanwhile, problem is a situation, person or thing that needs attention and needs to be solved. The problems that faced by every lecturer in every course are different and also they have different way to solve their own problem. According to the previous study that which was conducted by Rasyid (2006), problems of teaching reading are (1) teachers’ qualification (2) time portion of reading skill (3) selecting material (4) number of students (5) usage of method. These problems are explained as follows:

a) Teachers’ Qualification.

Teachers are the main figure in the classroom because they construct the teaching and learning activities in the classroom. Harmer (2007) stated that the teacher’s roles are as controller, organizer, assessor, participant, tutor, and observer. The professional teacher will select method that is suitable in their
teaching. Therefore, the teacher should have good qualification in linguistic aspect and or in mastering the skill of teaching.

b) Time Portion of Reading Skill

Allocated time is the amount of time schedule for the teaching of particular course. Time that is provided for teaching reading is very important. High frequency of teaching reading will support the successful of teaching reading.

c) Selecting Material

Another factor from non-linguistic aspect is selecting material. The reading material must be appropriate with the student’s level and the grammatical is not too complex. According to Rasyid (2006) there are some problems in selecting reading material, are the material is not appropriate with the level of students, the material is not interesting for the students, and the material beyond the student’s background knowledge.

d) Big Number of Students

Commonly, the number of students in the class in our country is more than 30 students. Sadtono (in Rasyid, 2006) remarks that a big class is the number of students is more than 20 students. In short, many teachers in Indonesia are teaching in big classes. The application of teaching reading in a big class is not easy, because the teacher needs for a long time to manage the atmosphere.
According to Brown (2000: 176), ideally, language classes no more than a dozen people or so. This based on reason that the students should be enough to give students plenty of importunately to participate and get individual attention. Furthermore, large classes present some problems such as:

- Proficiency and ability vary widely across students
- Attention of individual teacher-student is minimized
- Students’ opportunities to speak are lessened
- Teacher’s feedback on student’s written work is limited

e) Usage of Method

Method is also important thing, in which the English teacher must pay attention to use appropriate method in teaching. Rasyid (2006) says that a good or an appropriate method will motivate students to actively in teaching and learning activities. Shortly, the teacher should be able to choose the appropriate method in teaching in order to make the learning process to be more effective.

2.8 Solution to the Problems in Applying the Methods of Teaching Reading

Dealing with this case, the previous research also found some solution that might be used to solve those problems in order to make the teaching and learning process run well. Rasyid (2006) offered some solutions related to the problems in applying the methods of teaching reading. The solutions are explained as follows:
a) Qualification

The teachers’ qualification is one of the important parts to measure the success of the teaching and learning process. The teacher who has good standard qualification in teaching will help the students in understanding the material. Therefore, every school should be able to decide the teacher who has the capability in mastering the lesson.

b) Adding the Time Portion of Reading Skill

Based on the second problem of teachers in applying the method of teaching reading, the possible solution is to provide more sufficient time or duration for teaching reading skill Rasyid (2006). Hence, the students will not learn the material in hurry. By providing more time in teaching, the students have more chance to understand the lesson.

c) Selecting the Effective Material

Selecting interesting material before teaching is needed to make the students more interested in learning process. Monotonous material will make the students bored in class.

d) Managing the number of students

According to Brown (2000) the possible solutions for number of students are:

- Try to make each student feel important by learning names and using them
- Organize informal conversation group and study groups
- Set up small center in the class where students can do individualized work
- Give the students a range of extra-class work, from a minimum that all students must do to challenging task with higher proficiency
- Use speed editing, feedback and evaluation
- Assign students as much interactive work possible.

e) Using of Creative Method

Monotonous method can make the students bored in the class. Therefore, in order to avoid this problem, the teacher should be more creative in selecting the method that will be used in teaching. The teacher should have many references and many varieties of teaching methods to stimulate the enthusiasm of the students in learning.

2.9 English for Specific Purpose (ESP)

Day and Krzanowski (2011: 5) define that English for specific purpose (ESP) involve teaching and learning the specific skill and language needed by particular learners for a particular purpose. Meanwhile, Bracaj (2014) state that English for specific purpose (ESP) arose as a term in the 1960’s as it to help learners or employers to meet need, such as English for business, technology, medicine, education.

According to Bracaj (2014: 43) there are two types of ESP:

1. English for Occupational Purposes (EOP)

EOP is taught in such a situation in which learners need to use English as part of their work or profession (Kennedy and Bolitho in Bracaj, 2014:43) there
will be differences in such courses depending on whether the learners are learning English before; during or after the time they are being trained in their job or profession. The content of an English program for someone actually engaged, for example, on a secretarial course – with its acquisition of practical skills and theoretical knowledge – is going to be different from a program for someone who is already a qualified secretary but now needs to operate in English.

2. English for academic purpose

EAP is taught generally within education institutions to students requiring English in their studies. The language taught may be based on particular disciplines at higher levels of education when the student is specializing (in study) or intends to specialize (pre-study) in particular subject. In cases such as an overseas student studying in university level, the learning of study skills (listening to lecturers, taking notes, writing reports, reading textbooks) will probably from a major part of the student’s English course. Frequently in such a situation it is common to find the aims and method of the English language department at variance with the requirements of science and technology department, the former still concerned with drilling conversational English and manipulating structural patterns while the latter require swift and effective reading skills. However, in these situations, there is a need to see the
role of English basically in terms of its providing accessibility to knowledge contained in textbooks, periodicals, and journals, reports, and abstracts (Mackay and Mountford in Bracaj: 43, 2014). Further they will have to involve in presentation of new knowledge such as papers, university theses, longer reports in scientific journals, and others.

In University of Muhammadiyah Malang, English for specific purpose is conducted by Language center (LC), and ESP course must be taken by all of students. According to Emilianti (2013) ESP is one of the compulsory subjects in University of Muhammadiyah Malang, which are managed by LC, and it consist of four skills such as reading, speaking, listening and writing.