CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses review of related literature which is based on relevant theories and previous research findings. It covers: (1) teaching reading (2) teaching methods (3) methods of teaching reading (4) definition of response.

2.1 Teaching Reading

Teaching reading is a learning process that is focused on the one skill that is reading skill. The purpose of the teaching learning process is to make the students able to get the information and ideas from the written text. It can improve the students’ vocabularies, comprehension and grammar.


Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving of how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected texts. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Furthermore, reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2013).

2.1.1 Purpose of Reading

According to Grabe and Stoler (2013), the purpose for reading includes reading to search simple information, reading to skim quickly, reading to learn from the text, reading to integrate information, reading to write, reading to
critique texts and reading for general comprehension.

a. Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in a reading task that is probably best seen as a type of reading ability.

b. Reading to skim quickly is a 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 might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

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

e. Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

f. Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in
forming a general meaning representation of the main idea, and efficient coordination of many processes under very limited time constraint.

2.1.2 Stages of Teaching Reading

According to Willianto (2002:9), there are three stages of teaching reading: pre-reading, whilst-reading, post-reading.

2.1.2.1 Pre-Reading

This stage is intended to awake the students’ interest. Pre-reading is based on the students’ knowledge or their experience. It can assist the reader to grasp the essential point of a written passage, an article or a book. In this case, it provides a systematic approach for gaining the most from reading material in the shortest amount of time.

Anderson (in Barhutin, 2005:13) states that there are two very good reasons why there should be always pre-reading material before reading the text as the material entirely or before analyzing any portion of it. In the first place, pre-reading can help students to evaluate the passage, to see if it is worth reading in detail. In the second place, it will help the students gain understanding of the main structure as well as an outline of the content of the passage as a whole. Pre-reading can be done by some activities, as follows:

a. Using a picture: It means that a teacher will give a picture to get response of the students about the topic of reading. In this case, the students will try to tell about the essence of the picture that the teacher gives, and the students will answer some questions that have relation with the picture.
b. Completing the title: After determining the picture, the teacher will ask the students what the possible title is for the picture and the students will answer it.

2.1.2.2 Whilst-Reading

During the activity, the teacher gives the task before the students read the text. It is called a “surface problem”. It can be done with several activities as follows: (1) Asking simple wh-questions (factual), not yes-no questions, (2) Completing a table, (3) Making a list.

In this step, the students read the text quickly and do the task individually, while the teacher checks them. After finishing the surface problem activities, the teacher provides the task which are given after the students read the text. It is called a “deep problem”. It can be done by: (1) giving more difficult wh-questions, (2) giving true or false statements with reasons, (3) giving problems with new words by deducting the meaning from the context.

2.1.2.3 Post-Reading

Post-reading is a final activity that the students have to communicate in English. It is also meant to develop the students’ understanding. This activity can be done by: (1) retelling the content of the reading text, (2) summarizing the content. It can be done by using the key word to summarize the content of the text, (3) giving other suitable communicative activities in the form of jumble sentences. In this case, the students will give a response to the problem found in the text. During this activity, the students do the task given by the teacher, while the teacher monitors and checks the whole groups.
The teacher should be certain that class clearly knows about the objectives in the reading class. The objective or aim must be placed where it can be seen by all of the students all times. It can be put on a poster or a chart.

2.1.3 Considerations in Teaching Reading

According to Mas’udi (2005:66), in choosing the methods of teaching reading, the teacher should consider the following things:

a. The activity should not be passive, for reading is an extraordinary active activity.

b. The reading texts must be engageable to students. If the students do not engage with the texts, they will not be interested in finishing the tasks.

c. Students should be given opportunity to encourage responding to both the content of the reading texts and the language. It is important to give a chance to students to respond to the messages of the texts and to study the language. Allow them to express their feeling about the topics that will provoke personal engagement with the topics and the language.

d. The reading texts should be appropriate to the students’ level and need. Students’ interest may come from their feeling that the language, vocabulary, structure, grammar, etc., used in the texts are easy. While, when the students think they can get benefits from reading the texts, they will finish the tasks happily.
e. Students should be allowed to predict the content of the texts. This is important to do as a pre-reading activity by having the students discuss the topic, the title, or the cover of a book.

f. The tasks must match with the topic. A text will not be interested if it is followed by boring and inappropriate questions and tasks.

2.2 Teaching Methods

Teaching method is one of the components to make the effective teaching because it is used to explore more systematically relationship between theory and practice. According to Richard and Rogers (2001:19), “Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be caught, and the order in which the content will be presented”. It is supported by Larsen-Freeman (2000:3) who states that a method is a coherent set of such links between thoughts and actions in the sense that there should be some theoretical compatibility among the links. Meanwhile, according to Richard and Rogers (2001:19), “Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods”. 
2.3 Methods of Teaching Reading

Teaching English is related to the methods because methods can serve a variety of subject matters in teaching English. There are several methods of teaching English that can be used by the teacher in teaching reading such as Grammar-Translation method, Direct Method, Audio Lingual Method, Cooperative Learning Method namely Students Teams Achievement Division (STAD) and Jigsaw.

2.3.1 Grammar-Translation method

‘Grammar translation method is a method used by the teachers in teaching a language that focuses on grammatical rules as the basis for translating from the second language to the native language’ (Brown, 2000: 15). As similarly stated by Richard and Rogers (2001: 5), ‘Grammar translation method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and text into and out of the target language’. Meanwhile, Richard and Rogers (2001:5) stated that the characteristics of the grammar translation method are: (1) reading and writing are focused in teaching learning activities, (2) vocabulary is taught based on the text used, and words are taught in bilingual, dictionary study and memorization, (3) classes are taught in the mother tongue, with little active use of second language and pronunciation, (4) grammar rules are presented in the form of sentences and practiced through translation exercises from the target language into mother tongue.
Then the purpose of grammar translation method is helping the students read and appreciate foreign language literature (Larsen-Freeman, 2000:11). The teacher’s roles in this method are having the authority in the classroom, providing the material that will be taught to the students and the students’ roles are doing as the teacher says, so the students can learn the materials given by the teacher.

2.3.2 Direct Method

‘Direct Method is a method of teaching in which meaning is to be conveyed directly in the target language through the use of demonstration and action’ (Richard and Rogers, 2001:11). According to Larsen-Freeman, the goal of this method is the students learn how to communicate in the target language (2000: 23). Furthermore, based on Brown (2000), the characteristics of the direct method are: (1) the teaching learning activities use the target language, (2) vocabularies and sentences are taught everyday through demonstration, objects, and pictures, (3) grammar is taught inductively, (4) oral communication skills are built between the teacher and students, (5) new teaching points are introduced orally, (6) both speaking and listening comprehension are taught, and (7) correct pronunciation and grammar are emphasized in the class activities.

Then role of the teacher is directing the classroom activities. Then, the role of the students is learning actively to think in the target language. Therefore, in this method, the teacher and the students are more like partners in the teaching learning process.
2.3.3 Audio Lingual Method

According to Larsen-Freeman (2000:35) stated that Audio-Lingual method is teaching language through drilling students in the use of grammatical sentence patterns. The way to drill the sentence patterns of the target language is through listening comprehension, accurate pronunciation, and recognition of speech symbols as graphic signs on the printed page, and ability to reproduce these symbols in writing. Furthermore, tape recorders and audiovisual equipment often had central roles in an audio-lingual course. It is supported by Richard and Rodgers (2001: 63) who state, ‘A taped lesson may first present a dialogue for listening practice, allow for the student to repeat the sentences in the dialogue line by line, and provide followup fluency drills on grammar or pronunciation’. Then, Larsen-Freeman (2000:35) stated that the aim of this method is to help the students respond correctly to stimulate through shaping and reinforcement.

Moreover, the characteristics of the audio-lingual method are: (1) new material is presented in a dialog form through imitation, repetition and memorization, (2) grammatical sentence patterns are sequenced and taught using repetitive drills and one at a time, (3) there is little grammatical explanation: grammar is taught by inductive rather than deductive explanation, (4) vocabulary is limited and learned in context, (5) there is use a lot of tapes, language labs, and visual aids, (6) the essential is pronunciation, (7) the teacher is very little permitted in using of the mother tongue, (8) students’ successful responses are positively reinforced (Brown, 2000).
The teacher’s role is like a leader, directing, monitoring, and correcting the students’ performance. She is also responsible for providing her students with a good model for imitation. Then, the students’ roles are imitators of the teacher’s model, like tape as a model of speakers to produce correct responses.

### 2.3.4 Cooperative Learning Method

According to Richard and Rogers (2001:192), Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learner in the classroom. It means that cooperative learning is learning that focuses on group learning. Stated by Arends (2015), “The cooperative learning method was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity and social skill development” (2015:371). Moreover, in a teaching learning process, this method can be characterized by the following features: (1) students work in teams or groups to master learning goals, (2) teams are made up of high-, average-, and low-achieving students, (3) whenever possible, teams include a racial, culture, and gender mix, (4) reward systems are oriented to the group as well as the individual.

Then, the cooperative learning method requires several unique planning tasks as well; therefore, the teacher can plan how to make smooth transitions from wholeclass to small-group interaction. Following are several of the unique planning tasks and decisions required of teachers preparing to teach a cooperative learning method.
2.3.4.1 Students Teams Achievement Division (STAD)

According to Arends (2015:379), Students Teams Achievement Divisions (STAD) can be conducted as follows:

1. The teacher presents a lesson.
2. The teacher divides her students into some groups.
3. Each group consists of four to five members.
4. Team members 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.
5. Individually, students take weekly or biweekly quizzes on the academic materials.

The main idea behind STAD is to motivate students to encourage and help each other master skill presented by the teacher. If the students want their team to earn team rewards, they must help their teammates to learn the material.

2.3.4.2 Jigsaw

According to Arends (2015:380), jigsaw can be conducted as follows:

1. The students are assigned to four- or six-members of heterogeneous study teams (called home teams).
2. Academic materials 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, and another for GI.

3. Members from different teams with the same topic (called the expert group) meet to study and help each other learn the topic.

4. Then the students return to their home teams and teach other members what they have learned. Table 2.1 illustrates the relationship between home and experts teams.

Table 2.1 The Teams of Jigsaw
(home teams consist five or six members grouped heterogeneously)

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(Each expert teams has one member from each of the home teams)

X symbol is all the member of the teams.

O symbol is one of the members of each home team who has to make a new expert team.

2.4 Students’ Response

Students’ response is something that students say or do to express their feeling by giving answers, replies, and reaction which might be good or bad, positive or negative, agree or disagree, appropriate or inappppropriate, correct or incorrect, and other feelings and expression. The students can show their feeling or
ideas by responding the questionare based on their belief, trust, and favorable answer based on the statement of the questionare.

According to Powell, et al., (2002) there are two important aspects which cannot be separated, they are stimulus and response. A stimulus is any event that can potentially influence behavior, while a response is a specific instance of a behavior. The responses of one organism can act as a stimulus that influences the response of another organism.

According to Kampkuiper (2015), responses that appear to individuals can be identified by two aspects; They come from negative responses and positive responses. Negative responses affect students' feelings and behaviors indirectly by reducing students' self-concept. While the positive response there is no negative gap between the environment (goal) response and actual performance (activity). However, this positive response when used correctly can have a positive impact on student learning outcomes. Positive responses can be used to learn well if not needed and too often.