CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses some topics of literature review namely: definition of reading, teaching strategy, strategy for teaching reading and students’ response.

2.1 Definition of Reading

According to Linse and Nunan (2005), reading is set of skill that involves making sense and deriving meaning from printed words. There are two skills required in order to be able to read. The first skill is decoding. Decoding means know how a word sounds. Someone will be able to read if he knows how an alphabetical word sounds. Someone learns how to decode an alphabetical word when he understands what sounds different letter represents. When a person learns second language, he has to master the different sound of every alphabetical word in the second language.

Being able to decode does not mean a person is able to read. The second requisite is comprehension. This is the aim of reading (Anderson, 2003). When comprehending, the reader tries to transfer meaning from the printed words to the reader’s mind. It involves higher order thinking skill and more complex task than just decode words (Linse and Nunan, 2003). Comprehension involves deriving meaning, analyzing, and synthesizing. Furthermore, comprehension means that reading for meaning, understanding, and entertainment.
2.1.1 Theories in Reading

Brown (2007) identified three theories in reading. First, it is bottom-up processing. Readers must recognize a multiplicity of linguistic signals and use their linguistic data processing mechanism to impose some sort of order on these signals. From these linguistic signals, readers select the signals that make sense and produce meaning.

The second theory is top-down processing. Readers draw from their intelligence and experience to understand a text. Top-down processing is like taking an eagle's eye view of a landscape below. The last is a combination of bottom-up and top-down called interactive reading. Both processes bottom-up and top-down, are viewed as important processes in acquiring meaning.

2.1.2 Principles in Teaching Reading

There are several principles in teaching reading according to Brown (2007). First, a teacher should teach reading as an integrated course. Second, a teacher should use techniques that are intrinsically motivating. Third, a teacher should give authentic text and consider readability. Fourth, a teacher should include both bottom-up and top-down processing. Finally, a teacher should plan pre-reading, during-reading, and post-reading.

2.1.3 Skills in Reading

A teacher should teach students set of skills in reading. According to Harmer (2001), there is two skills teacher needs to teach to students. Firstly, the students need scan skill. This skill requires students to scan specific information at a specific time. Students do not need to read the whole text. Secondly, students
need to be taught to skim. Skim means students to grasp the general idea of a text without reading the whole text.

2.2 Teaching Strategy

Before talking about teaching strategy, the writer tries to determine from the bigger field first. There are several terminologies in teaching. Firstly, there is methodology. According to Brown (2007), methodology refers to a pedagogical practice in general, including theoretical underpinnings and related research. Secondly, there is an approach. It is well-informed positions and beliefs about the nature of language, the nature of language learning and the applicability of both to pedagogical settings.

Thirdly, there is method. Method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be concerned primarily with teacher and students roles and behaviors. Method is broadly applicable to a variety of audience and context. Fourthly, there is technique. This is a variety of exercise, activity, or task used in language classroom.

Finally, there is strategy. Strategy is series of skills used with a particular learning purpose in mind (Williams and Burden, 2000). This is an ability to monitor the learning situation and respond accordingly. It means being able to assess situation, plan, select appropriate skills, sequence, coordinate, monitor, and revise the plan when necessary. In line with previous theory, Duffy (2009) stated that strategy is a plan. This is a reason why teacher does it and adjust the plan as the teacher go along.
In this case, the strategy in teaching is needed because effective teaching will be successful if the teacher emphasizes the strategy in the class. By using strategy in teaching, the teacher will be easier to transfer information, select the course and define the role of the students.

### 2.3 Strategies in Teaching

OECD (2016) classified strategies in teaching into three. The first is the active learning strategy. It consists of promoting the engagement of students in their own learning. Students’ discussion, group work, cooperation, and reflection fall into this category. Furthermore, this strategy can be helped by the use of inclusion and information communication technology.

The second is cognitive activation. This is the use of practices of challenging students in order to motivate them and stimulate higher order thinking skill, problem-solving, and decision making. This strategy not only encourages students to find creative and alternative ways to solve problems but enables them to communicate their thinking processes and results with their peers and teachers.

The last is teacher’s directed instruction. It refers to teaching practice that relies on the teacher's capability in delivering the lesson. A teacher should make their learning goals explicit, provide a summary, or ask short, fact-based questions. A teacher also has to summarize and ask questions along the way.

### 2.4 Strategies for Teaching Reading

Reading comprehension is mainly a matter of developing the efficient and appropriate comprehension strategies. The teacher needs the strategy to make their students read in content area more effectively. In addition, strategy in teaching
reading also helps the teacher to modify students’ understanding. According to Brown (2007), when a teacher will teach reading, then the teacher must choose a method that suits the specific purpose of reading. The teacher focuses on three aspects: how to present a text, how to develop a lesson by using it, and how to follow through. The first is how to presents the text, in which the teacher will provide an explanation related to the text that will be given to his students. The second is to develop reading material, in which the teacher should consider how the planning of the text phase in the lesson can help students understand the topic of the text. The last is follow up, in which after the teacher presents and develops teaching materials, the teacher should teach another aspect of reading. The aspect that can be given by the teacher is grammar. The teaching of grammar should be done inductively; this means that no explicit rules of grammar should be given.

According to Phillipot (2009), there are some teaching strategies to teach reading. They are:

1. Asking and Answering Questions Strategy

Giving questions is the main point in the teaching-learning process. It is the basic ways in which the teacher stimulates students’ thinking and learning. A good reader is must be an active process in asking and answering questions about the text that they read. In this strategy, the teacher tells the students about the topic that will be comprehended by asking questions about it. By asking a series of questions related to a text, the students will pay more attention to the information that will help answer the question. The teacher also asks the students by using
WH-question, not yes/no question. It aims to see the students’ idea about the text that they have read.

2. Determining What is Important Strategy

   This strategy requires the students to understand what they have read and formed an assessment of which is crucial information and which is not. As a teacher, it is important to guide the students how to extract the most important information from what they have read. The teacher wants the student focusing on the most significant aspects or the important information, such as overviews, headings, subheadings, or word in bold. It can help students to understand the author's purpose.

3. Summarizing Strategy

   This strategy is focusing on the primary idea. The students have to determine which is important in the section, and then they have to develop those ideas into a coherent structure by using their own words. In this activity, the teacher gives students a chance to tell what the crucial information from the text. It can be done by the steps of summarizing. They are: deleting irrelevant information and deleting improvidence information. By this strategy, it can help the teacher to guide the students determine the significance of the authors’ point and demonstrate it to their summary. It also improves the students’ memory for what they have read.

4. Making Inference Strategy

   An inference is an idea that is suggested by facts or details but not explicitly said. It can be described as making a logical guess or reading between
the lines. This strategy can be used when students attempt to understand the text. This strategy is intended to predict the content of the text and pay attention to words that show how the text is organized. The first thing that teacher has to do is ask the students to find the clues of the text and brainstorm the possible answer from what they have read. Then, the students make some inferences of the clues in the inference worksheet and the teacher asks them how they got it. It can help the students create new meaning by using their own words and they can conclude the points from the text that they have read implicitly or explicitly.

5. Dealing with Graphic Information Strategy

Dealing with graphic information is a strategy which is rarely used with fiction because narratives seldom contain illustration, graphs, maps, or diagrams, though it is often crucially important with exposition, the students pay attention to the visual information supplied by the author. Dealing with graphics information are some of the most effective visual learning strategies for students and are applied across the curriculum to enhance learning and understanding of subject matter content. In a variety of formats dependent upon the task, graphic information facilitates students' learning by helping them identify areas of focus within a broad topic, such as a novel or article.

6. Imaging

When the students create a picture in their mind, they will create a whole new level of understanding literature. The students use the former type of imaging by visualizing the characters, settings, and events of a narrative (Phillipot, 2009). In this strategy, the teacher can use a picture to get the students' response to the
topic that will learn. In the teaching-learning process, they can do an activity like describing a picture. It can create the students' ideas to be excluded. The teacher also asks the students to answer the possible title for the picture and the text that they have read. By this strategy, it is not only visualizing but also regulate sensory and improve students' critical thinking attitude.

2.5 Students' Response

Response from the students is one of the important things in the teaching-learning activity, in order to know whether the material or the technique used by the teacher is appropriate and suitable. According to Powell (2002), there are two important aspects that cannot be separated, they are stimulus and response. A stimulus can potentially influence behavior, while a response is a particular instance of behavior. For example, when a boy gives his smile to a girl (stimulus) that encourages the girl to say hello. It shows that response is totally important and influenced by the social interaction, especially for teacher and students.

Students’ response is something that students say or do to express their feeling by giving an answer, replies and reactions which might be good or bad, positive or negative, agree or disagree, correct or incorrect and other feelings and expressions (Rohmat, 2010). The students can show their feelings or ideas by responding questionnaire based on the statements of the questions.

According to Choudron (1988), in Rohmat (2010), there are 8 kinds of students' responses. They are choral, open-ended or student-initiated, silence, confusion work oriented and confusion non-work-oriented, laughter, using native
language, non-verbal and others. Choral is a choral response by the total class or part of the class. Open-ended is responding to the teacher with the students' own ideas, opinion, reaction, feelings while answering in the classroom interaction, giving one possible answer which has been previously practiced but from which students must take selection. Silence is a pause in the interaction, period of being quiet during which there is no verbal interaction.

Work-oriented is when more than one student talk at the time. The students are eager to participate or respond, ignoring the teacher or not behaving as the teacher wishes. On other hand, confusion non-work-oriented is a moment where the students are out of order and not doing as the teacher wishes. Laughter means laughing and giggling by the class, individually, and/or the students. Next is using the native language, by the teacher or the students. Non-verbal are gestures or facial expression by the teacher or the students that communicate without the use of words.