CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains theories to support the study. This includes reading, teaching reading, kinds of strategy in teaching reading and the implementation and students response. Each of them will be explain below.

2.1 Reading

Linse and Nunan (2005:69) said that “reading is a set of skills that involves making sense and deriving meaning from the printed word”. Therefore, the readers do not only read the text but must learn how to comprehend and understand the text. So, the readers can get the purpose of reading.

Reading is an active skill. The readers should active to think and understand what they are read. According to Patel and Jain (2008:113) “reading is an active process which consists of recognition and comprehension skill”. Word recognition refers to the method of perceiving how written symbols correspond to one’s oral language. Then, comprehension is a method of creating a sense of word, sentences and connected text.

The readers have to catch the information from the text. They can use their mind to construct the meaning. According to Anderson and Nunan (2008) “reading is a process of readers combining information from a text and their own background knowledge to build meaning”. It means the readers use their background knowledge,
vocabulary, grammatical knowledge to help them understand written text. Reading not only a source of information but also as a means of integrating and improving knowledge of the language.

The process of reading is also important. The reader can easily understand the meaning of the text if they follow the process of reading properly. Patel and Jain (2008) classify the process of reading into three stages. The first stage is ‘the recognition stage’. At this stage, the reader simply recognizes the graphic counterparts of the phonological items. For instance, he recognizes the spoken words in written form. The second stage is the ‘structuring stage.’ The reader sees the syntactic relationship between the items and understands the structural meaning of the syntactical units. The third stage is the ‘interpretation stage’. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. As result, the process of reading is a series of events that started by looking at the text until processing the information obtained.

Reading is an activity to build understanding about the meaning of the written text based on the reader’s knowledge. Then, by following the process of reading correctly the reader can get information easily. Reading is an important activity for all people, especially for students, because it would be a fundamental of education.

2.1.1 The Type of Reading
There are two types of reading; those are intensive reading and extensive reading. It is important to the teacher should understand the difference between intensive reading and extensive reading. According to Anderson and Nunan (2008) “intensive reading is the teaching of reading skills, vocabulary, and phonological instruction, typically through short reading passages followed by reading comprehension exercise”. The goal of this reading is to read a shorter text. Therefore in this reading, the students focus on the linguistic and semantic details of the passage. The students use their grammatical form and structure detail to understand the meaning of the text. On the other hand, “extensive reading is reading of longer passages with a focus on enjoyment or learning new information while reading” (Anderson and Nunan, 2008). The purpose of extensive reading is to enrich student’s knowledge. In this reading, the reader finds a general understanding of the longer text (books, long article or essays).

2.2 Teaching Reading

Teaching is guiding and facilitating learning, enabling a person to learn, and setting the condition for learning (Brown, 2014:8). In teaching reading, the teacher teaches the students how to read and comprehend what they read. Teaching reading is an important part of teacher’s job. Teaching reading is useful for helping student’s careers, study purposes or even for pleasure.

2.2.1 The Principles of Teaching Reading
Teaching is not a simple job. The teacher should check several things before teaching such as the material, the media and the principles of teaching. According to Harmer (1998), there are six principles in teaching reading as followings:

a) *Reading is not a passive skill.*

In this principle, the teacher should guide the students to understand what the mean of the words from a text that they are read. The students do not only see the text but understand the meaning of the text. If the students can not comprehend what they are read, they quickly forget about the text.

b) *Students need to be engaged with what they are reading.*

The second principle, the teacher should make the students interested to read the text. When the students engaged with the text, it is easy to comprehend what they are read. While the students cannot engage with the text, they cannot get much information from the text.

c) *Students should be encouraged to respond to the content of a reading text, not just to the language.*

Not only the way of students use their language in reading text, the message of the text is also important. The teacher can give students a chance to response the message from the text. The students should give response or argument about the topic in the reading text.

d) *Prediction is a major factor in reading.*
The teacher should give the students hint, so they can predict what the text talks about. For example, the covers of the book can give the reader hint of what in the book is, or photographs and headlines hint at what articles are about. It will help the students more engaged with the text.

e) Match the task to the topic.

The teacher needs to choose good reading task and the right kind of question based on the topic. Because by giving boring and inappropriate question can undermine the most interesting text. The most commonplace text can be made really exciting with imaginative and challenging tasks.

f) Good teachers exploit reading texts to the full.

If the teacher gives reading text with full of sentences, words and boring activity, it does not make the students enthusiasm to read it. The students just drop it and move to something else. From that principle, the teacher can integrate the reading text into interesting class sequences also by using the language for study and later activation.

Moreover, the teacher can use the principles of teaching as a guide in the learning process. By following the principles of teaching correctly, the teacher can support the improvement of student learning.

2.3 Kinds of Strategy in Teaching Reading and the implementation.
2.3.1 Kinds of Strategy in Teaching Reading

In the teaching learning process, the teacher should have a strategy. Brown (2014:124) said that “strategies are those specific actions that we take to solve a given problem, and that vary considerably within each individual”. The strategy became one of important things in teaching. Effective teaching will be successful if the teacher uses the appropriate strategy in the class. By using a strategy in teaching, the teacher will be easier to teach the materials.

Many teaching reading strategies have been used in the teaching-learning process. Teaching reading strategies are strategies used by the teacher to teach reading skill during the reading lesson. According to Colombo (2012) there are six strategies in teaching reading as follows:

1. The Language Experience Approach

The language experience approach is based on the principle that the instruction should begin with the background experiences and knowledge of the learner (Colombo, 2012). This strategy uses the learner’s background, vocabulary, and syntax in generating reading material that is relevant and therefore likely to be both accessible and pleasurable. Furthermore, the teacher can construct students’ background knowledge to develop reading and it can give a scaffold from oral to written language.
While students read the text, they will relate the text with the previous knowledge to help them in comprehending the text. The students are making sense of what they get in the past experience they have with what they read.

2. Assessing and Supporting the Conventions of English Print

This strategy is to know basic concepts about conventions of English print. After assessing the students’ knowledge the teacher can be designing what material will be taught. Furthermore, this strategy aimed to teach about book orientation, page sequencing, reading terminology (such as word, letter, the beginning of sentences), and punctuation of mark.

3. Summarizing Text

*Summarization* strategy teaches the student how to write summaries from what they are read. The teacher shows how to delete unimportant information, group similar ideas, decide or invent topic sentences, and list supporting details (Walker, 1988). So, Summarizing is how to capture the main ideas from the larger text. The students try to find the keyword or the gist from what they have read.

4. Reciprocal teaching.

According to Palinscar and Brown (as cited in Colombo 2012), “reciprocal teaching is a multifaceted strategy that fosters comprehension and the self-monitoring of comprehension”. In reciprocal teaching, students work together in groups to summarize, question, and clarify the text and to make text predictions. Each component of reciprocal teaching serves to activate student’s background knowledge,
enhance student comprehension, and build students’ ability to monitor their comprehension.

5. Using Text Structure

Using text structure is a strategy when the teacher uses text structure such as description text, sequence, comparison, cause and effect and problem solution in reading lesson. According to Ausubel (as cited in Colombo, 2012) teaching students about text structure provides them with advance organizers that facilitate their ability to comprehend the text. Also, by teaching with using this structure, it can help the students to develop an understanding. It will help them in writing and reading in summarizing.

6. Readers Theatre

According to Walker (1988), “readers theatre is a dramatic interpretation of a play script through oral interpretive reading”. This strategy is done by the students with staging the play. Students use the screenplay as a media in the reading. The themes of the story and character development are conveyed through intonation, inflection and fluency of oral reading. When the students read the script, it can develop their pronunciation.

3.1.2 The Implementation of Teaching Strategy

The implementation of teaching reading is important. Teacher should implement the teaching strategy well. The important thing in implementing the
teaching strategy is by following the appropriate stages to get a good achievement. According to Colombo (2012) the implementation of six kinds teaching strategies in teaching reading as follows:

1. The implementations of language experience approach strategy are as follows:
   - First, the teacher designs an interesting activity to engage the students.
   - Second the teacher prepares questions (5W+1H) to guide the students in constructing a text about an experience.
   - Third, the teacher explains to the students that they will create text about the experience, photo, and so on.
   - The teacher chooses student to dictate a story, while the teacher serves as secretary for the class.
   - Next, the teacher using a chart paper to scribe the sentences just as the students dictate them.
   - When the text is complete, the teacher read the text with the correct intonation and prosody
   - After that, the students are asked to read the story independently.

2. The implementation of assessing and supporting the conventions of English Print strategy are follows:
   - First, the teacher assesses the students knowledge of print concepts by 1) observing students as they use books, 2) reviewing students’ writing, and 3) assessing letter knowledge.
Then, the teacher teaches the bottom-up skills that assessments indicate the students needs using words that the students know.

Next, the teacher gives example with using correct conventions.

The teacher gives instruction to the students to read based on the example.

In the last, the teacher regularly assesses the progress of the students.

3. The implementations of summarizing text are as follows:

- First, the teacher makes a copy of the paragraph.
- Second, the teacher explains why teaching the strategy, including the usefulness or value of the strategy.
- Third, the teacher using a projector to display the paragraph.
- Then, the teacher read the first sentence with students and asks the students to summarize it.
- The students write each word of their summary on a line.
- Next, the teacher revises the student’s summary until correct.
- Once the summary statement is complete, the teacher asks the students to read it.
- Then, the teacher asks the students to summarize the next paragraph independently.
- Next, the teacher revises the student’s summary until correct.
- Once the summary statement is complete, the teacher asks the students to read it.

4. The implementations of Reciprocal teaching strategy are as follows:
- First, the teacher selects a challenging text but still accessible to the students.
- With new text, the teacher introduces reading by engaging students in a discussion to activate and build background knowledge.
- The teacher asks students to discuss the topic and main points of the passage that has already been read.
- The teacher assigns a short text to be read silently.
- After all of the students have completed reading the text, think aloud to demonstrate how to summarize the passage, ask questions about the main ideas, clarify (when appropriate), and make predictions.
- The teacher assigns students to be teachers for a short passage (short segment or paragraph) that follows, and then assign the passage to be read silently.
- Immediately after the reading, the teacher asks each student-teacher to lead the group—beginning with the summary (Student 1) and followed by questions (Student 2), then clarifications (Student 3), and finally predictions (Student 4).
- The teacher scaffolds each student-teacher with prompts.
- Next, the teacher provides explicit praise and feedback.
- Provide practice, circulating to assess each student’s ability to use the strategy.
- Once the teacher has assessed students’ strategy use and is confident that they can apply each of the four strategies at some level of proficiency, students can begin to work in groups of four.
- The teacher prepares students to read the text by providing sticky notes in various colors.
- Prepare and distribute note cards indicating students’ roles within their groups summarizer, questioner, clarifier, and predictor.

- Allow students to use their marked text (marked with sticky notes or highlighters) to work with their groups.

- Students in each group then pass cards to the left or right so that eventually each student plays each of the roles in reciprocal teaching graphic organizer that students in groups can use to take notes as they engage in Reciprocal Teaching.

5. The implementations of using text structure strategy are as follows:

- The first stage, the teacher can begin with giving a text such as description text, comparison, sequence or cause effect

- The teacher explains the ways that ideas are related.

- The use questions to show students how they can identify text structure.

- The teacher uses a cause and effect graphic organizer, as follows, to illustrate the events.

- Use the student-generated examples to provide practice and to enable students to discover cue words that identify the structure text.

- The teacher checks students’ attention to the graphic organizer, and explain that they can use blank graphic organizers to help them in mapping text information and see relationships.

- The teacher asks the students to practice in groups by using brief sections of simple text.
- The teacher gives the students several times to discuss their maps or organizers.

6. The implementations of readers theatre are presented in three parts: preparing for readers theatre, day 1, and days 2 through 5. Each of them will be explained below.

Preparing for readers theatre:

- The teacher creates a script from a book or any resources, which is easy to do.

Day 1:

- Provide each student with a copy of a script, which can vary in length.
- The teacher read the title with the students. then, encourage them to make predictions about the text.
- The teacher read the text aloud with expression.
- The teacher asks for the students’ feedback. Did students like the story? Did it remind them of another story?
- The teacher assigns some part the students to practice and read.
- The students can highlight the parts in the script that they will practice and read.
- The students read through their parts and identify the words that they do not know.
- The teacher reviews the meaning of the vocabulary words with the students, and ensures that they recognize the words when they are pronounced correctly.

Days 2 Through 5:
- Students read through the scripts in small groups and practice their reading part lines with expression.

- Circulate and provide coaching (Martinez et al., 1998/1999) to support and scaffold, such as “I really like the way that you read that part. Your expression, stress on that word, and intonation really help listeners understand how your characterise feeling.”

- On Day 5, students perform reading in the large group, with each student reads his and her part.

2.4 Students’ Response

Students’ response in teaching learning process can help the teacher to know how far the students understand the material. Also, it can establish two-way communication between the teacher and the students in the classroom. According to Powell, Symbaluk, Honey (2009, p.53), stimulus and response are interrelated. Stimulus is an activity that can potentially give behavior influence, whereas response is a specific instance of behavior. For example, students get high score on a test (stimulus), they grin with pleasure (response) (Powell, et. al, 2009).

According to Azwar (2012) in Rahmawati (2014) response can be divided into two types, those are positive response and negative response. Positive response can be identified by the representation of what people believe toward something such as having a great willingness to learn, being active in the classroom and getting good
grades. The students will easily receive the material if they give positive response in teaching learning process. In other words, a positive response is in which the students have positive response toward something that they have received. On the other hand, Azwar (2012) in Rahmawati (2014) states that unfavorable emotional feeling of students in learning can be a negative response. The presentation of it can be seen from students’ not doing their homework and like to interfere with their friends during the learning process. In addition, a negative response is a response in which the students have negative response toward something that they have received.

Powell, et. al (2009, p.252) categorize that there are two kinds of students’ reinforcement toward students’ response through learning activities, such as positive and negative reinforcements. Positive reinforcement is a presentation of a stimulus that is usually considered pleasant or rewarding following a response, which then leads to an increase in the future strength of that response. Then, the negative reinforcement is the removal of a stimulus that is usually considered unpleasant or aversive following a response, which increases in the future strength of that response. Therefore, students’ response is an expression from the students to show their feeling by giving answer, reactions, and replies. Those might be positive or negative, bad or good, agree or disagree, appropriate or inappropriate response.