CHAPTER II

LITERATURE REVIEW

The aim of this chapter is to elaborate theoretical background that will be useful for establishing the framework underlying this study. This chapter deals with

2.1. The Nature of Reading

Reading in general can be defined into several definitions. According to Rivers (1981), reading is a process enunciating the conventional way the sound symbolized by the printed or written markers on the script. Brown (2004) adds that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the net parts of reading process to finally reach their understanding about the meaning of the text they read. Furthermore, Nunan (1989) states that in reading, the readers do a solitary activity in which the reader interacts with the text in isolation. This isolated activity involves many interaction between readers and what they bring to the text like previous knowledge and strategy use, as well as variables related to the text like interest in the text and understanding of the text types.

According to Harmer (2002), when the learners read a story or a newspaper, they deploy range of respective skills. It means that reading is respective skills that require the readers’ ability to create interaction between the linguistic knowledge and knowledge of the world. From the definitions above reading can be concluded as an active process of getting the meaning of a printed
words or verbal symbols in written text. In order to get the intended meaning from the text, a reader has to comprehend what she/he has read. During this process, a reader combines his/her language skills and background knowledge of the world to grasp the meaning.

### 2.2 Reading Comprehension

Different from reading in general, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. According to Klingner (2007), reading comprehension is “the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Reading comprehension and reading proficiency is equally dependent on two critical skills: language comprehension which is the ability to construct meaning from the language the text is written in; and, decoding which is the ability to recognize and to process words in the text. Both language comprehension and decoding are necessary for reading comprehension (Hoover & Gough, 2011; Snow, Burns, & Griffi, 1998). Students who readily understand spoken language
and who are able to fluently and easily recognize printed words do not have problems with reading comprehension. However, students must be proficient in both domains well.

Difficulty with either language comprehension or decoding will result in poor reading comprehension. From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer’s idea in the text. The essence of reading comprehension is that understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

2.3 Types of Reading Comprehension

One important activity to do when someone wants to comprehend certain texts is activating background knowledge. It is the same as what is previously stated that reading comprehension involves the process of integrating and relating the information of the text to the readers’ background knowledge. Bos and Vaugh (2009) mention three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. The first type belongs to what is textually explicit. In this type, readers are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply.

The second type belongs to what textual implicit is. In this reading type, readers need to make use of their background knowledge to find out the information of the text, because the
information that is obtained in the text is not enough to help them in comprehending the text. The last type belongs to what scripturally implicit is when readers read using this reading type, they have to open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this kind of situation, readers should have a large knowledge that can help them to comprehend the text.

In addition to the notion above, Brown (2001) mentions two types of reading comprehension based on the reading performance. The first category includes silent and oral reading. Readers read aloud when they read in oral reading, whereas they are silent when they read in silent reading. The next category includes intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read using extensive reading when they are reading for pleasure. Thus, those types of reading comprehension are often practiced by students unconsciously. The teacher should prompt and guide students to practice the reading types. Therefore, students have various ways of reading. In this case, the teacher should not teach students the theories of reading type. The teacher can only guide the reading activity using the reading type.

2.4 Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for
expanding students’ background knowledge about language (Rivers, 1981). Furthermore, Brown (2001) and Vaughn & Bos (2009) mention that three stages of teaching reading as follows:

1) Before Reading

   In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students’ background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can engage students comprehend the text. The use of prompts such as visuals, photos etc is recommended (Gower et al., 1995).

2) Whilst Reading

   In this stage, the teacher monitors students’ comprehension by encouraging them to self-questions.

3) After Reading

   In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

2.5 Method

   Method is a way of lesson planning into context and it is the efforts that need to be done by the teacher and the students in teaching learning process. According to Richard and Roger (2001), method is an overly for the orderly presentation of language material, no part of which contradicts,
all of which is based upon the selected approach. Method is a plan for presenting a certain language material to be learned. It is agreed among linguistics that it should be based on a selected approach. In addition, Larsen and Freeman (2000) stated ”methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness of thinking that underline their action”. It means that method can help teachers to be aware of the thoughts that guide their action in teaching. Method cannot be separated from approaches, strategies and techniques. Here the researcher describes how method related to approach, strategy and technique. According to Richard and Roger (2001), an approach is a set of correlative assumption dealing with the nature of language teaching and learning. Since method cannot separated from strategy, Brown (2000) stated that strategy are specific methods of approaching a problem or task, modes of operation achieving a particular end, a planned design for controlling and manipulating certain information. Then, technique is implementation that actually takes place in a classroom (Richard and Roger 2001). Finally, a method is theoretically related to an approach, is organizationally determined by strategy and practically realized in a technique.

2.5.1 Methods of Teaching English Reading

Teaching English is related to the methods because method can serve a variety of subject matter in teaching learning English. There are several methods of teaching English that can be used by teachers in teaching reading.

2.5.1.1 Grammar Translation Method
According to Richard and Rogers (2001), grammar translation method is a way of studying a language that approaches the language first through detail analysis of its grammar rules, followed by application of his knowledge to the task of translating sentences and text into and out of the target language. Grammar translation method is used for studying language to build kinds of grammar, reading vocabulary and translation skills.

Meanwhile, Richard and Rogers (2001) mention that the characteristic of grammar translation method are: (1) reading and writing are major focus in teaching learning activities, (2) vocabulary is taught based on the reading text used and words are taught through bilingual words, 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 to help students read and appreciate foreign language literature. It was also hoped that through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better (Larsen and Freeman, 2000). In other words, grammar translation method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying. The teacher’s role in this method are having the authority in the classroom, providing the material that will be taught to the
students. The roles of the students are doing as the teacher says so that they will learn what she/he knows.

2.5.1.2 Direct Method

Direct method is a method used to teach a foreign language which is conveyed directly into the target Language through the use of demonstration and action (Richard and Rogers, 2001). According to Larsen and Freeman (2000) “The goals of this method are the students learn how to communicate in the target language and they should learn to think in the target language. ”Furthermore, according to Brown (2000)“ the characteristics of direct method are: (1) the teaching learning activities use the target language, (2) vocabularies and sentences are taught everyday through demonstration, object and picture, (3) grammar is taught inductively, (4) oral communication skills are built between 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.”

However, the direct method is undoubtedly a highly effective method in terms of creating a language learner who is very competent in term of using the target language communicatively. The roles of teacher are directing the classroom activities. Then, the roles of the students are learning actively to think in the target language. Therefore, in this method the teacher and students are more like partner in teaching and learning process.

2.5.1.3 The Audio Lingual Method
The audio lingual method is teaching language through drilling students in the use of grammatical sentence patterns (Larsen and Freeman, 2000). The way to drill the sentence of the target language is through listening comprehension, accurate pronunciation and recognition of speech symbols as graphic sign on the printed page, and ability to reproduce the symbols in writing. Furthermore, tape recorders and audiovisual equipment often had central roles in an audio-lingual course. It is supported by Richard and Rogers (2001).” A taped lesson may first present a dialogue for listening practice, allow for the students to repeat the sentences in the dialogue line by line, and provide follow-up fluency drill on grammar or pronunciation.” Then, Larsen and Freeman (2000) state that, the aim of this method is to make the students to be able to use the target language communication.

Moreover, Brown (2000) “The characteristics of the audio lingual method are (1) new material is presented in the dialogue through limitation, repetition, and memorization, (2) grammatical sentence patterns are sequenced and taught using repetitive drill and one at time, (3) there is little or no grammatical explanation: grammar is taught by inductive analogy rather deductive explanation, (4) vocabulary is limited and learned in context, (5) there is used a lot of tapes, language labs and visual aids, (6) the teacher is very little permitted in using of them other tongue, (7) students’ successful responses are positively reinforced”.
The teacher role in this method is like an orchestra leader who directing, mentoring, correcting the leader performance and also responsible for providing. The students with a good model for imitation. Then, the students’ roles are imitating the teacher model, like tape as model of speaker to produce correct responses.

2.5.1.4 Community Language Learning

Community Language learning is used by teachers to develop students’ ability through their feeling, physical responses and intelligence. Furthermore, Larsen and Freeman (2000) explain the community language learning as follows:

The objective of the community language learning method is to learn how to use the target language communicatively. In addition, teachers want their students to learn about their own learning, to take increasing responsibility for it, and to learn how to learn from one another. In the words, CLT is a method that tries to make the students to be more active in the class. The characteristic of teaching learning activities are: (1) students from a small circle and whispers a message or meaning that they want to express (2) the teacher helps them express what they want to say by giving them the target language and then students repeat teacher’s translation (3) students record conversation in target language (4) students transcript utterances and conversation that they have recorded for practicing and analysis of linguistic forms (5) students engage in free conversation with the teacher or with other students, and (6) students listen to the teacher expiation.
2.5.1.5 Cooperative Learning

According to Richard and Rogers (2001) “CL is a method teaching which 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.” It is supported by Arends (2008) defines cooperative learning method is helping students to learn the academic content and human relationship. It can be concluded that cooperative learning is a group learning activity in which each learner has responsibility to help one another to learning the material. Cooperative learning in this context sought to do the following:

1. Appearing the achievement all of students, including those who are gifted or not in academically.
2. Helping the teacher build positive relationships among students
3. Giving students the experiences they need for healthy social, psychological, and cognitive development.
4. Replacing the competitive organizational structure of the classrooms and school with a team-based, high performance organization structure.

Moreover, Eric (2000) says that CL encourages pupils to perform better than in individualistic competitive environments. Further, he states some advantages for students, as follows:

1. CL helps the pupils in improving better performance.
2. CL helps high and low-achieving learners achieve their academic goals more effectively.
3. CL has positive effects on self-esteem, social skills, attitude and confidence of students who work in a cooperative learning environment.

4. CL Improves peer skills without feel peer pressure.

2.5.1.6 Total Physical Response

The total physical response (TPR) is one of the new methods on developed by James Asher a professor of Psychology at San Jose State University, California, USA, to aid learning foreign language. TPR is a language learning method which is based on the coordination of speech and action. It is linked to the race theory of memory which hold that the more often or intensively a memory connection is faced the stronger memory will be. In TPR classroom, students respond to commands that require physical movement, (Richard and Rodger, 2011). Moreover, Cook (2001) states that TPR is based on the premise that human brain has biological program for acquiring and natural language on earth. The process is visible when we observe how infants internalized their first language. The secret is a unique “conversation” between the parent and infant. It is similar to “a language body conversation” because when the parent speaks and the infant answer with a psychical response such as looking, smiling, laughing, turning, etc.