

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter contains some literatures that are reviewed to help the writer to analyze the data and answer the research questions.

#### 2.1. Reading

The following describes the definition of reading, the importance of reading and the teaching of reading.

##### 1. Definition of Reading

Reading has many definitions. Reading is the process to get knowledge or something from the text. Reading can be seen as an “interactive” process between a reader and a text that leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the texts as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing)<sup>24</sup>.

Reading is a complex information processing skill in which the reader interacts with a text in order to (re) create meaningful discourse.<sup>25</sup> With the bottom-up approach, reading is viewed as a process of decoding written

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<sup>24</sup>. Hesham Suleiman Alyousef. *Teaching Reading Comprehension to ESL/EFL Learners*. 2005. Page 2 (www.readingmatrix.com/articles. accessed on December, 05, 2009.10.00 pm)

<sup>25</sup>. Sandra Silberstein, *Technique and Resource in Teaching Reading* (New York: Oxford University Press, 1994), p. 12

symbols, working from smaller units ( individual letters) to larger ones (word, clauses and sentences).<sup>26</sup> In order words, we use strategies to decode written forms in order to arrive at meaning.

Grabe also stated that reading is the process of receiving message and interpreting information that is written by the writer through a text.<sup>27</sup>

According to Nuttal, reading means receiving the message from the text, because the writer put message into it. As the readers, we should be able to get what the main idea from the text we have read.<sup>28</sup>

According to Abbot, reading is a fluent process of readers to combine information from a text and their background knowledge. Because reading is not a simple process in which the reader just reads and accepts whatever is stated in the text, but also uses their mind to interpret the text.<sup>29</sup> It can be concluded that reading is an activity that involves a thinking process to get knowledge and create new ideas through interpretation of the text.

Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of

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<sup>26</sup>. David Nunan, *Design Task for Communicative Classroom*: Cambridge Teaching Library (Cambridge: Cambridge University Press, 1989), p. 33

<sup>27</sup>. William Grabe, *Reading in A Second Language: Moving from Theory to The Practice* (Cambridge applied linguistics series) p, 14

<sup>28</sup>. Christine Nuttal, *Teaching Reading Skills in A Foreign Language* (Thailand: Macmillan Publishers Limited, 1996), p. 4

<sup>29</sup>. Gerry Abbot, et. al. *The Teaching English as an International Language* (London: Collin Glagsow, 1981), Page.78

reading also helps readers to decipher new words and phrases that they come across in everyday conversation<sup>30</sup>.

Haris as cited in Zainuddin, believes that reading is the meaningful interpretation of printed on written verbal symbols, it also involves sensing, perceiving, achieving meaning, learning and reacting in a variety of ways.<sup>31</sup> It means that reading is the result of the interaction between perceptions of graphic symbols that represent language, its structure, and enrich vocabulary.

Reading in English is like reading in your native language. This means that it is not always necessary to read and understand every word in English<sup>32</sup>. Reading also to connect the ideas on the page to what you already know<sup>33</sup>.

Furthermore, reading comprehension is an allowing a continuous process between the readers and the text, the reader is needed the clues from the text to their own background knowledge.<sup>34</sup> It can be said that we can get the message in the text by using our prior knowledge. From those definitions, the main point of reading is comprehension.

In addition, the readers should develop to get the main point from a text. Acquiring the main point of a reading passage is the most important idea

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<sup>30</sup>. Muhammad H. Al- Dress. *Teaching Reading Skills*. Page 3 ([www.scribd.com//Teaching-Reading-Skill](http://www.scribd.com//Teaching-Reading-Skill). Accessed on November, 20, 2009. 10.00 pm)

<sup>31</sup>. Zainuddin, op.cit., p. 09

<sup>32</sup>. Ira Rasikawati. *Readinng Skills* (<http://www.scribd.com/doc/23360493/English-Skills-1>. accessed on December,05, 2009. 10.00 pm)

<sup>33</sup>. 7 How to Improve Reading Comprehension ( <http://www.marin.cc.ca.us/~don/Study/7read.html>. accessed on December, 25, 2009. 10.00 pm)

<sup>34</sup>. David Nunan, *Second Language Teaching and Learning* (Boston: Heinle & Heinle Publishers, 1999), p. 257.

for a reader to develop the comprehension of the text, because getting the main idea makes reading more purposeful to make easy remembering and helps to make the supporting details.<sup>35</sup>

## 2. The Importance of Reading.

Reading is one of the ways to get knowledge and language. Most of knowledge is written in a book. If the people want to know and understand them, they must read first especially the learners. They must read more and more.

There are many reasons why getting students to read English texts is an important part of the teacher's job in the first place many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make it easier for them to do these things must be good idea.

Reading is useful for language acquisition if students more or less understand what they read, the more they read, the better they get it. Reading is the fundamental skill upon which all formal education depends. Research clearly shows that children who are poor readers at the end of first grade are never likely to acquire the reading skills they need to successfully complete elementary school unless these students are identified early in their school career and given the intensive, systematic intervention they require. Any child

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<sup>35</sup>. Lynne Rico T Diaz, *Teaching English Learners: Strategies and Methods* (USA: Pearson Education, Inc, 2004), p. 151

who does not learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.

Reading has positive effect on student's vocabulary knowledge on their spelling and on their writing. Good reading text can introduce interesting topics<sup>36</sup>. Reading is also considered an essential skill for the students. Reading texts provide good models for English writing. Here, reading material can be used to learn how to write good sentences, paragraphs and texts in a whole.<sup>37</sup>

Grabe said that many people in the world learn to read a second language, as students in formal academic. Students learn to read to engage in advanced studied, get a good job, get information, become more cross-culturally aware, communicate with others, or are entertained.<sup>38</sup>

Damian also states<sup>39</sup>, that Reading helps in mental development and is known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently. The habit of reading also helps readers to decipher new words and phrases that they come across in everyday conversations. The habit can

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<sup>36</sup>. Jeremy Harmer, *How to Teach English* (England: Addison Wesley Longman, 2002) p. 99

<sup>37</sup>. Jeremy Harmer, *How to Teach English: New Edition* (Malaysia: Pearson Education Limited, 2007), p. 99

<sup>38</sup>. William Grabe, *Reading in A Second Language: Moving from Theory to The Practice* (Cambridge applied linguistics series), p. 14

<sup>39</sup>. *The Importance of Reading* (<http://ezinearticles.com/?The-Importance-Of-Reading&id>. Accessed on December, 05, 2009. 10.00 pm)

become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days of yore and makes us sensitive to global issues.

Another purpose of reading is for enjoyment or excitement. Here, the readers want to get pleasure from what they have read. For example, they read novels or short stories.<sup>40</sup>

In language, reading is not only source of information and pleasure activity but also a means of extending ones of language. In other word, reading is considered as an important activity because it promotes better spelling better, writing higher, reading comprehension, and more advanced vocabulary.

## **2.2. Reading Method**

Reading will be given as soon as language learners have had sufficient practice in listening and speaking. After the language learners have good ability in speaking and listening, reading can be introduced reading lesson weather it is given as a single lesson or supplementary work. The material of reading must be graded depending of the level of the language learners there are different types of reading.

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<sup>40</sup>. Cora Lindsay and Paul Knight, *Learning and Teaching English: A Course For Teacher* (UK: Oxford University Press, 2006), p. 70

a. Choral reading

Even though choral reading is relatively uncommon in modern language classes, this type of reading is still important in improving learners' pronunciation. Working in groups will make language learners feel confident to pronounce words in a foreign accent and practice is really recommended in this method. This technique is helpful for language learners who are reluctant and shy to imitate the teacher's expression individually.

b. Silent reading

After language learners learn the words and expressions and know how to pronounce them, the actual reading can begin. This can be done through silent reading. Silent reading can begin with reading aloud by the teacher. The teacher's reading is a model in accuracy and expressiveness. It is thought that the great amount of interest in reading is secured by a happy combination of reading aloud by learners, reading aloud by the teacher and silent reading by the learners. To check whether the learners understand what they have read, the teacher can test them by giving questions based on the text, by translation or by summarizing the text.

c. Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close and accurate reading for detail. Use intensive

reading skill to grasp the detail of specifics situation. In this case, it is important that you understand each word, number of fact<sup>41</sup>.

Intensive reading lesson may proceed as follows:

- (1) While the book is closed. The student listens to the teacher. Occasionally he will ask a question to make sure that everything is clear.
- (2) The new words, phrases and idioms are written on the board. They are pronounced and used in original sentences.
- (3) The students open their books and the teacher read the first part of the selection aloud. Gestured and dramatic devices and heighten the effect and to aid in comprehension. Reference is made to words on the board.
- (4) The class, alternating silent and oral reading, now reads the selection. It is suggested that narrative or expository passages be read silently, whereas conversation or dialogue is done orally. Learners may be assigned parts.
- (5) The selection may now be summarized in various types. Selected learners may be asked to give a summary in their mother tongue or in the foreign language. The teacher may ask a series of sequential questions. As each answer is given, it is written on the board. Finally, all of the answers are read aloud.

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<sup>41</sup>. Ira Rasikawati. *Reading Skills* (<http://www.scribd.com/doc/23360493/English-Skills-1>. accessed on December,05, 2009. 10.00 pm)



d. Extensive reading

There have been conflicting definitions of the term “extensive reading”. (Hedge, 2003, p.202) Some use it to refer to describe “skimming and scanning activities,” others associate it to quantity of material<sup>42</sup>.

Hafiz and Tudor state that:

*The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2. (1989, p.5)<sup>43</sup>*

It is used to obtain a general understanding of a subject and includes reading longer texts for pleasures as well as business books and to improve your general knowledge of business procedures<sup>44</sup>.

Extensive reading is silent reading but done outside off class. In order for language learners to have fewer problems in extensive reading, the teacher should explain first difficult passage or new words. A number of questions related to the text are assigned and the answers are to be written. Language learners should prepare various types of summaries; written or oral report after the reading has been completed, language learners and the teacher discuss the text in the class. The language may score the summaries in order for language learner to be well motivated.

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<sup>42</sup>. Hesham Suleiman Alyousef. *Teaching Reading Comprehension to ESL/EFL Learners*. 2005 (www.readingmatrix.com/articles. accessed on December, 05, 2009.10.00 pm)

<sup>43</sup>. Hesham Suleiman Alyousef. *Teaching Reading Comprehension to ESL/EFL Learners*. 2005 (www.readingmatrix.com/articles. accessed on December, 05, 2009.10.00 pm)

<sup>44</sup>. Ira Rasikawati. *Reading Skills* (<http://www.scribd.com/doc/23360493/English-Skills-1>. accessed on December,05, 2009. 10.00 pm)

e. Supplementary reading

Supplementary reading is also done out of class. Language learners are free to choose reading materials. Reading material may consist of newspapers, bulletins or magazines in the target language. Supplementary reading should be a part of the terms work. Every language learners should be required to read at least one book in the target language. Again, the teacher should give scores to the work of supplementary reading.

### 2.3. The Strategies to Teach Reading

In teaching-learning process especially reading, the teacher needs some strategies to improve student's reading skill. It is needed to make the students easier to improve their skill in reading.

There are many strategies how to improve or teach reading. Muhammad H. Al- Dress said in his article: "Strategies that can help students read more quickly and effectively include<sup>45</sup>:

- 1) Previewing is reviewing titles, section headings, and photo caption to get a sense of the structure and content of a reading selection.
- 2) Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure.

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<sup>45</sup>. Muhammad H. Al- Dress. *Teaching Reading Skills*. Page 11 ([www.scribd.com//Teaching-Reading-Skill](http://www.scribd.com//Teaching-Reading-Skill). Accessed on November, 20, 2009. 10.00 pm)

- 3) Guessing from context is using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- 4) Paraphrasing is stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Kawabata concluded that the stages or strategies to teach reading are<sup>46</sup>:

a. Pre-reading Activities

(1) Setting the Purpose of Reading (As a Whole Class)

Firstly, the teacher clarifies the purpose of reading to the students deal with unfamiliar vocabulary without depending on dictionaries.

(2) Signpost Questions (As a Whole Class)

The teacher asks questions to motivate the readers and activate their background knowledge.

(3) Prediction Activities (As a Whole Class)

The teacher shows only the title of the text (and photographs if available) at this stage, and asks the students to predict the topic based on the previous questions, prior knowledge, and the title of the text.

(4) Skimming in Groups

The skimming strategies are introduced to get an overall picture and to ascertain the genre and field of the text. Discussion with peers and the

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<sup>46</sup>. Kawabata. *Reading Strategies* ( <http://iteslj.org/Techniques/Kawabata-ReadingStrategies.html>. accessed on November, 20, 2009. 10.00 pm)

teacher at this stage might provide general information about the topic and structure of the text, and the students might be able to predict further, what the text is about.

(5) Scanning (In Groups)

Scanning activities are introduced to teach strategies of finding appropriate information in the text that would be necessary for successful reading comprehension. With this exercise, the students might be able to locate specific information about the topic of the text.

(6) Breaking Up the Text (In Groups)

Skimming, scanning, and breaking up the text are introduced as group's activities to develop and confirm the readers' understanding further. Reading strategies and language used by the teacher and students who have higher proficiency in English might work as a model and suggest ways of using vocabulary, explaining, classifying, comparing, exemplifying, questioning, and pronouncing words.

(7) Brain Storming (As a Whole Class)

By conducting this process, the teacher is able to confirm the students' understanding by checking responses answered at the fifth stage and summaries reported at the sixth stage. More ideas arise after summarizing each section, write these responses on the board.

(8) Pre-teaching Important Words (As a Whole Class)

Before moving into actual reading activities, teaching new and important words for reading comprehension is necessary. The readers are able to prepare and acquire the new vocabulary or terminology that would be necessary to understand the text before tackling reading practice. Vocabulary items are categorized as those that could be or could not be guessed from the context, and essential or less important to understanding the text.

By introducing and explaining the above language features of the text, the students are able to expand and relate their current knowledge and gain new knowledge of the genre.

b. During Reading Activities

(1) The Text (As a Whole Class)

This activity shows the students how the text is structured to achieve its genre. At this stage, the teacher guides the class in discussing the feature of the text; the genre of the text (recount of an event in the newspaper article), the social purpose (to inform readers about events which are considered newsworthy and interesting), schematic structure and language features of the genre.

- a) Headline; explains the story in a short telegraphic way.
- b) Newsworthy events; describes the events in summary form.

- c) Background event; recounts what happened, in what circumstance by expert.
- d) Sources; introduces comments on the events by authorities.
- e) Background event; elaborates what happened, to whom and in what circumstances.

By introducing and explaining the above language features of the text, the students are able to expand and relate their current knowledge and gain new knowledge of the genre.

(2) Stop and Think (In Pairs)

After the modeling, the teacher asks the students to read the text in pairs. In each paragraph, the students are encouraged to talk and discuss what they have just read, paraphrase it, identify the main ideas, and generate questions in pairs. This activity offers the students more opportunities to practice listening, speaking, and helps them to activate background knowledge and relate it to the new information, and confirm their understanding of the text.

(3) Reciprocal Teaching (As a Whole Class)

At this stage, the whole class has a discussion to generate questions, make summaries, predict and clarify the text. This is to clarify the purpose of reading, direct attention, activate background knowledge again, and also to evaluate content, monitor predictions, and draw conclusions. The teacher is able to monitor the students' performance and confirm whether

the students are able to use new vocabulary, express ideas, concepts, and link ideas.

(4) Finding the Main Idea (As a Whole Class)

The teacher asks the students to find out the main idea in a paragraph or whole text. This activity is to identify and distinguish the important information from the less important information in the text, summarize the concepts, confirm the understanding of the content, and as a review of the previous activities. The students are able to avoid misunderstandings about the topic by sharing the idea with peers.

(5) Signal Words (As a Whole Class)

Signal words used to indicate a particular text pattern are taught to show how these words function in the text. For instance, 'so' indicates a cause and effect, and 'after' indicates sequence of events in the text. Teaching these words and the function might give the readers new or different ideas to approach the text.

(6) Key Words (As a Whole Class)

The teacher asks the students to identify key words to distinguish the important words from the less important words in the text.

(7) Developing Data Banks (As a Whole Class)

Words and discourse markers, which are useful, important and frequently appear, should be added to individual or class data banks to assist the students' vocabulary development. Writing these words on a sheet on the

wall or students' notebooks assists the students' reading practices in future classroom activities.

c. Post-reading Activities

(1) Cloze Passages (As a Whole Class)

This activity is designed to assist the readers in developing vocabulary, understanding cohesion in the text, and investigating the text further. Reading abilities might be improved by identifying chains in the text and recognizing how the chains are used to make the text coherent. Showing how the teacher or the readers who have higher proficiency complete the passage works as a model of good reading strategies and assists the learners who have difficulties in reading comprehension to deepen and expand knowledge of the context.

(2) Comprehension Questions (Individual)

Comprehension questions are asked to the students to confirm their understanding of the content of the whole text and to monitor the understanding of each student. Question sheets containing various questions such as true or false questions, alternative questions and WH-questions are provided for each student to work on individually.

After the students complete the activity, the teacher checks their answers with the class to confirm their understanding of the context before moving onto the next activity.



(3) Compare Ideas (In Pairs)

Charts are provided to the students to ask questions to his/her partner and fill in their answers. By questioning, conferencing and sharing their ideas with peers, the students are able to practice listening, speaking and writing, relate personal experiences with the topic, and focus on their ideas before the final discussion stage.

(4) Discussion (as whole class)

Discussing about the topic helps the readers to relate the theme of the text to their experience, and develop their understanding. Questions such as the following are designed to lead the discussion in the class.

#### **2.4. How to Improve Reading Skill**

The task to improve reading skill is not easy one. For one thing, if the students are reading silently, the teacher is certain extend excluded. The teacher student interaction of oral activity will be lacking. Nevertheless, the teacher can help his or student in way like improving their ability without any pressure, giving them reading strategies, and giving them chance to become independent readers.

## 1. The principle of teaching reading

Before teaching reading, as Harmer stated<sup>47</sup>, there are six principles, which can be guidance for teaching reading. Those principles are as follows:

### a. Reading is not passive skill

Reading is incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures of the word are painting, understand the argument, etc.

### b. Student needs to be engaged with what they are reading.

As with everything else in lesson, students who are not engaged with the reading of text are less likely to benefit from it.

### c. Student should be encouraged to respond to the content of a reading text, not just to the language.

It is important to study reading text for the way they use language. The number of paragraph contains and how many times they use relative causes. However, the meaning, the message of text, is just as important and we must give student a chance to respond that message in some ways, it is especially important that they should be allowed to express their feelings about the topic.

### d. Prediction is major factor in reading.

When we read text in our language, we frequently have good idea of the content before we actually read. Book covers give us a hint of what is in

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<sup>47</sup>. Jeremy Harmer, *How To Teach English* (England: Addison Wesley Longman, 2002), p. 98

the book, photograph and headlines hint at what articles are about report look like reports before we read a single word. The teacher should give the teacher hints so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic

Once decision has been taken about what reading text the student are going to read, we need choose good reading task. The most interesting task can be undermined by asking boring and inappropriate question, the most commonplace passage can made exciting with imaginative and challenging task.

f. Good teacher exploit reading texts to the full

Any reading texts are full of sentences, words, ideas, descriptions, etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading texts into interesting class sequences, using the topic for discussion and further tasks, using language for study later activation.

2. The teachers roles in teaching reading.

Carmen and Evelyn give some suggestions about the strategies for supporting English learners' comprehension skill in their book<sup>48</sup>:

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<sup>48</sup>. Carmen.Z. D and Evelyn. M. W. *Helping English Language Learners Succeed*. Page 97-100 (www.scribd.com/Helping-English-Language-Learners-Succed. accessed on November, 20, 2009. 10.00 pm)

- a) Before reading a story, select word or concepts that are key to understand it.
- b) As students advance in their English, words that are more difficult can be explained and discussed.
- c) Create word walls.
- d) Have students made their own individual dictionaries in which they record words, illustrate them depending on their abilities, and write sentence using the words.
- e) Use visual displays such as charts, diagrams, and webs to help student see relationship between words and ideas from literature.
- f) Use objects that students can touch and handle.
- g) Provide concrete experiences that can help students acquire needed background knowledge to understand a story that is read.
- h) Group your English learners with native English speakers whenever possible, because native speakers can provide good language models for those developing English.
- i) Teach students to draw on cognates that they already know in their native language to help them understand English words.

A teacher is one the most important people in the beginning reader's life. Nine rules of reading instruction that the teachers would do well not to follow are as follows<sup>49</sup>:

- a) Aim for early mastery of the rules of reading
- b) Ensure that phonic skill are learned and used
- c) Teach letters or words one at a time, making sure each one is learned before moving on
- d) Make word perfect reading a prime objective
- e) Discourage guessing
- f) Insist upon word-perfect reading
- g) Correct error immediately
- h) Identify and treat problem readers as early as possible
- i) Use every opportunity during reading instruction

Mark Pennington (2009) said in his article, there are seven strategies that will help teacher strike the balance between implicit and explicit instruction and turn their student into capable independent readers<sup>50</sup>:

- a) Know your readers with effective whole-class diagnostic assessment.
- b) Use shared reading to model the synthesized process of reading.
- c) Use guided reading to teach discreet reading comprehension strategies.

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<sup>49</sup>. Frank smith, *Opcit*, p. 125

<sup>50</sup>. Mark Pennington. *How to Teach Reading Comprehension*. 2009 ([www.scribd.com/doc/21255397/how-to-teach-reading-comprehension](http://www.scribd.com/doc/21255397/how-to-teach-reading-comprehension). Accessed on February, 1, 2010. 10.00 pm)

- d) Teach independent reading by getting student to practice guided reading strategies on their own
- e) Teach the reading and writing connection.
- f) Teach vocabulary explicitly and in context.
- g) Teach contents, it means teaching contents are teaching reading comprehension.