CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading comprehension

Reading comprehension is one of the English skills which has important role in teaching and learning process because only by reading can the pupil acquire the other speed skills which need for some practical purposes. In our literate society it is hard to imagine any skilled work that does not require the ability to read. Professional competence depends on it.¹

Reading comprehension is defined as the exercise dominated by the eyes and brain. The eyes receive messages and the brain then has to work out the significance of their message. It means that the reading activity involve speed eyes in the process of reading in order to understand the text to got the message from the writer. ²

Mikulecky also thinks that comprehension is part of life. Every waking minute our brain is busy making sense of message. As we read our brain tells our eyes what to look for in order to make connections .If it finds connection the new information becomes part of a network and saved in our long term memory. But when it does not find connection, the new information is quickly forgotten and lost.

¹ J.A.Brigth and G.P.McGregor. *Teaching English as a second language*. (Longman: Longman Group, 1982), p.52.

² Harmer, Jeremy, the practice of English language teaching, (London and New York: Longman, 1991), p.190

Sometimes the connection seems to happen by it self especially when the information is important or interesting.³

According to the technique of reading, reading can be defined as: (1) processing written text to get the understanding of the content. (2) reading is pronouncing written text orally.⁴ Related with the understanding content of the text the reader demand to read critically (critical reading), it was aimed to compare between what is content in the text with the background knowledge of the readers. In the certain situation the readers may be demanded to be able to make conclusion of the text and give respond from what they have read.

In reading comprehension, the reader brings background knowledge and certain set of reading strategies to the reading task at hand, while the text, on the other hand, provides the reader with a certain kind of rhetorical organization. There are three major factors that should involved in comprehending and storing the information contained in a text :(1) ability to use background knowledge about the content area of the text;(2) ability to recognize and use the rhetorical structure of the text; and (3) ability to use efficient reading strategies.⁵

From the statement above, the researcher concludes the reading is the reader interaction with the printed message. It is a process that is done by the reader with

³ Mikulecky Beatrice.S. *More reading power*, (USA: Addison Wesley publishing company .1996),p.14.

Wiratno, Tri, Mencerna buku teks bahasa inggris melalui pemahamangramatika,

⁽Yogyakarta:Pustaka pelajar,2002,)p.162.

Wenden, Anita and Joan Rubin, Learner Strategies in language learning, (Cambridge,:Prentice Hall International, 1987), p.50

their language, and background knowledge about the subject of the text to get the message and information that covered by the writer through the written words.

1. Stages in reading comprehension

Reading is an activity to communicate with the written text. One of the reading theory based on empirical approach that is skills theory, consider that ability to read is consist of inter-related reading skills. This skill consists of macro skills and micro skills that classified into based skills as follow: ⁶

- a. Deducing the meanings of words from context.
- b. Understanding the forms and meaning of non idiomatic phrases.
- c. understanding sentence meaning through syntactical structures
- d. recognising and understanding rhetorical structures
- e. critical reading skills

2. Levels of reading comprehension

The successful of the reader often depend on the level of the text that they read and to work with. Ideally, the reader would like to read authentic text-in other words, texts which are not written especially for language learners, but which are

⁶ Johan Ghani, reading and translation, (yogyakarta: pustaka pelajar, 1998), p. 1-11

intended for any competent user of language.⁷ According to the text, the level of reading classified into:

- a. Pre -intermediate: in this levels the reader read the text but they do not have to read every word and line (skim) and they were casting their eyes over its surface the text to get a general idea of what it is about (scan). It has purpose to make sure that the language is not too complex for the readers.
- b. Intermediate levels: In this level the reader doing comprehension work on the reading text, then involved in a role play which follows on from the reading they have done. It means that the readers allow starting predicting what they are going to read, read the text fairly quickly in order to answer the questions.
- c. Intermediate to advanced: in this level the reader looking the detailed information or picking out particular example of language use then using a range of activities to bring the text to life.⁸

According to the levels, reading comprehension also classified into:

- Elementary reading: elementary reading is reading comprehension for elementary school that emphasized in language used by the writer.
- Inspectional reading: inspectional reading is reading that has purposed to understand the material of reading text in certain times.

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⁷ Harmer, Jeremy, How to teach English, (UK: Pearson Education Limited, 2007),p.100

- c. Analytical reading: analytical reading is a kind of reading that use to analyse the text, to find kind of book that the reader wants, interpret the contain of words in the text, and to critic a book as a delivering knowledge.
- d. syntopical reading: is reading some books that has same subject to find solution to the problem that reader face up.⁹

3. Kinds of reading

In teaching reading comprehension there are many kinds of reading that can be used for teacher to teach the students suitable with the student's ability.

There are two characteristic of reading, namely: intensive reading and extensive reading. ¹⁰According to the text reading divided into:

a. Extensive reading: is reading that have main purpose for enjoyment and reinforcement of previously learned vocabulary and grammatical structure. So it enable for the readers adding their rapid reading without guidance. It is also means that the students are provided with opportunity for silent reading. However, specific purpose for the silent reading should be set for example to answer the comprehension question.

¹⁰ J.A.Brigth and G.P.McGregor, Teaching English as...opcit., p.65.

⁹ Widayamartaya, Seni membaca untuk studi, (yogyakarta:Kanisus, 1992),p.131

- b. Intensive reading: is reading that have aim to obtain the fullest possible respond in the pupil's head to black mark in his book. it is not done for the purpose of widening pupils' vocabularies. It is presence the ideal text contains words deal with familiar meaning. the intensive reading up in a period labelled 'comprehension' because it contains some technique as follow:
 - Practice in exact reading should occur frequently, at least once a week and preferably twice.
 - 2) The passage should first be read silently by the pupils. Do not train to read aloud before we can understand the passage, and for the lowest reader should not be given time to complete the passage because the most pupil's will no pleasure to read quickly. Hopefully the slowest reader will perhaps read little faster next time.
 - 3) Questions should now be asked with the books open in front of the pupil's because we do not testing memories.
 - 4) Questions are asked in the order in which the answer appear in the text so that we all know where we are all the time.
 - 5) The lesson must go quickly.
 - 6) It is demand intense concentration. 11

The term of extensive reading refers to reading which students do often (but not exclusively) away from the classroom. The students may read novels, web pages, newspaper, magazine or any other reference material. Where possible, extensive

¹¹ ibid p.80-82.

reading should involve reading for pleasure what Richard Day calls as joyful reading. It means that the students have a chance to choose what they want to read, but if they are encouraged to read by their teacher, some opportunity is given to them to share their reading experiences.

Therefore, the term intensive reading refers to the detailed focus on the construction of reading texts for example text genres(narrative text, recount text, discussion text, etc)which takes place usually(but not always) in classroom. Intensive reading is usually accompanied by study activities, it means the students or the reader ask to work out what kind of text that they are read, tease out details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on other learning activities and also encourage them to reflect on different reading skills.¹²

Reading has many kinds of purposes. According to the purpose reading is an activity to get the general ideas and reading to get specific information. According to Harmer there are many Kinds of reading based on the purposed:¹³

a. Reading to practice English: This kind of reading has purpose to understand the relationship between words and the grammatical structures. It is also can make the students know how the sentence arrange and structure uses.

¹³ Harmer Jeremy, the practice of ... opcit. p. 190-208

¹² Harmer, Jeremy, How to teach... opcit., p.99

- b. Reading for information: These kinds of reading is purposed to understand the meaning of the passage and authors main ideas and also the fact used to supports main ideas.
- Reading to extract specific information: These kinds of reading can be mention as scanning and skimming.
- d. Reading to communicative task: These kinds of reading is purposed to answer the question presented by the writer that follow in the end of the text.
- e. Reading for general understanding: this kinds of reading has purpose to absorb only the main point of the text.
- f. Reading for detailed comprehension: it has purpose to give opportunity to the students to learn about topic of the text more detail.
- g. Reading for detailed comprehension function and discourse: it has purpose for understand the way in which text are structures and recognise the functions that are being performed.

4. The strategies to comprehend the text

Teaching reading comprehension often faced many problems, it was became the fact that students do not automatically transfer the strategies they use when reading in their native language. Instead, they seem to think that reading means starting at the beginning and going word by word, stopping to look up every unknown Vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge.

Students should know the way how they can adjust their reading behaviour to deal with a variety of situations, types of input, and reading purposes. Below are the strategies that can help students read effectively:14

- a. Previewing: it means reviewing the titles of the text, section heading and photo captions to get a sense of the structure and content of a reading selection.
- b. Predicting: it is means using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension. The students also can predict by using knowledge of the text type and purpose to make prediction about discourse structure then using knowledge about author to make predictions about writing style, vocabulary, and the content.
- c. Skimming and scanning: it is means using a quick survey of the text to get the main idea, identify text structure, and confirm or question predictions.
- d. Guessing from context: it is means 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.
- e. Paraphrasing: it is means stopping at the end of a section to check comprehension by restating the information and ideas in the text.

¹⁴ www.readingstrategies.com access on march 23,2009.at 4.pm

Therefore instruction in reading strategies is not an odd on, but rather than integral part of the use of reading activities in the language classroom. There are also some strategies of reading that can be applied to comprehend the text, they are bottom up strategies, top down strategies, and interactive strategies:¹⁵

a. Bottom up strategies: it is a process of deriving meaning from print in bottom up strategies that reader start to process the text from the low linguistic level to the higher one. So the reader start from identifying letter to recognise words, and then proceeds to the phrase, sentence paragraph and then text level processing.

That strategy is usually used by the beginning readers. They usually study from one linguistic step after another, beginning with the recognition and continuing to words by words, sentence by sentence until get the top meaning of the text. So this strategy can help the students to deep understanding the context of the text.

b. Top down strategies: it is the process of deriving the meaning of the text in top down strategies from the reader is prior knowledge and experience to the print. In top down strategies, the reader starts with some predictions, hypotesis and attempt to verity them.

In this strategies indicate that the reading is a process that involves using available language cues selected from perceptual input on the basis of

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¹⁵ Nunan, David, language teaching methodology, (UK: Prentice hall, 1991), p.63-67

the readers prediction. It means that the readers do not identify all element of the text but the readers just select a few cues used to make prediction.

c. Interactive strategies: interactive strategies are the combination between bottom up strategies and top down strategies. In understanding the text, the readers use two strategies interactively and simultaneously. It means that the process of reading is initiated by decoding letters and words and by formulating hypothesis about meaning.

In this case, the readers in understanding the text start at first by processing the visual information that exists in the text. This visual information is used to activate the higher level of schemata. After the schemata active, the reader use them as the basis of making predictions then these predictions are used to confirm and to find the new information in the text.

The students should have acquired efficient reading habits which will allow them to read the following selection rapidly without losing the meaning of what they are reading. Some principles of good reading can improve our skills by doing this activity:¹⁶

a. Force our self to read slightly than it seems comfortable. Rapid reading will actually help us to concentrate better on ideas and the relations between the ideas.

¹⁶ Team of five, improving reading skill in English for university students, (Jakarta: Prenada media, 2006), p.27

- b. Try to get sense of the writer's organization. Look for the central ideas but do not neglect the supporting detail which the writer uses to reach his conclusion or support his argument.
- c. Do not stop if you come to unfamiliar word. Continue our reading, and it is very likely that the rest of the sentence (the context) will make the meaning of the new word clear to us.
- d. Do not allow our self to go back and reread words and phrases. Start with the idea that will comprehend everything the first time, and we will soon lose the habit of going back over parts of the material that have already read.

Teacher can also help the students become effective readers by teaching them use strategies before reading, during reading and after reading:¹⁷

Before reading: Plan for the reading task

- (1). Set a purpose or decide in advance what to read for
- (2). Decide if more linguistic or background knowledge is needed
- (3). Determine whether to enter the text from the top down or from bottom up.

During and after reading: monitor comprehension

- (1). Verify predictions and check for inaccurate guesses
- (2). Decide what is and is nor important to understand
- (3).Reread to check comprehension
- (4). Ask for help

¹⁷ Penny, ur. A course in language teaching practice and theory, (Cambridge: Cambridge university press, 1996), p. 138

After reading: evaluate comprehension and strategies use

- (1). Evaluate comprehension in a particular task or area
- (2). Evaluate overall progress in reading and in particular types of reading tasks
- (3).Decide if the strategies used wee appropriate for the purpose and for the task modify strategies if necessary.

5. Teaching reading comprehension

Traditionally, the purpose learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have been chosen from literary text that represents "higher forms of culture".

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of text that can be used in instruction. When the goal of instruction is communicative competence, everyday material such as train schedules, newspaper article become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.¹⁸

Therefore, and in the matter of presenting the excellent way to teach reading,
EFL teachers divide teaching reading procedures into three stages:

¹⁸ Brown, Douglas,h.,principles of language learning and teaching forth edition, (Longman: Addison weasley Longman, 2000),p. 246.

- a. Pre-reading stage: the teacher gives to his students an explanation and information about the topic of the reading lesson. The teacher uses various ways to give he information, some these ways are:
 - (1). Asking the students about the reading passage.
 - (2). Writing the key words of the topic on the board and explaining them to the students.
 - (3). Giving simple information about the reading topic, same to the students' level. For example translate the idea of the topic by giving them idea in their language and culture.
- b. While reading stage: In this stage, the reading process begins. This stage is dividing into three smaller stages:
 - (1). the first reading procedure, it is also called reading for purpose.

 Therefore, reading in stage is for certain purpose and certain goal must be achieved by the students themselves with the guide of the teacher.
 - (2). the second reading procedure, in this stage teacher and students discuss the topic of the passage. The teacher must prepare in advance a number of questions about the passage then write it on the board. The students then answer under supervision of the teacher without his help.
 - (3). the last reading procedure, this is interactive stage, the students interactive with the teacher and read the passage to reach the goal of making them understand and read it correctly

c. Post reading stage, in this stage the earlier two stages are evaluated. This stage contains answering the book exercises and question that related to the reading passage. The goal achieved if the students can not answer the question correctly with less interference of the teacher.

B. Structure competence

Grammar or structure is a part of any language, just as there is no language without sounds (at least no live or oral language), so there is no language without grammar. But what is that thing (purpose of language that represents the instrument by which we indicate structural meaning).

The learners have got to master the conventional use of the grammatical signals of the language. Grammatical apparatus programmed into the minds as the first language interferes with the smooth acquisition of the second language.¹⁹

The other statement said that grammar is partly the study of what forms (or structure) are possible in a language. Grammar has been concerned almost exclusively with analysis at the level of the sentence, thus is a description of the rules that govern how language's sentences are formed and attempts to explain why the following sentences are acceptable.²⁰

Brown, Douglas,h., principles of language learning and teaching ...ibid .p. 15
 Thornbury,Scott, how to teach grammar, (UK: Pearson education limited,1999),p.1

Grammar have function as a process for making a speaker's or writer's meaning clear when contextual information is lacking. ²¹It means that the learners need to learn not only what forms are possible, but what particular forms will express their particular meanings. So it can be conclude that grammar is a tool for making meaning.

Based on statement above there are some terminology agree and against for the uses of grammar for the students in teaching and learning process. The argument agrees stated comparative grammar of the first and second languages would also be useful although few such studies have so far been made. There are many statements agree that grammar have important role in teaching and learning that adapted by Thornbury in his book.

Peny Ur said in Thornbury books that:"there is no doubt that a knowledge-implicit or explicit-of grammatical rules is essential for the mastery of a language".

It is also said by Tom Hutchinson that: "a sound knowledge of grammar is essential if pupils are going to use English creatively".

However, Thornbury also adapted the statements that against the grammar teach and learn by the students as follow:

The publicity of a London language school said that: "Grammar is not very important: the majority of languages have a very complex grammar. English has little grammar and consequently it is not very important to understand it".

Michael Lewis in Thornbury books also said that:" Grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary".

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²¹ ibid, p. 4

It can be conclude that there are reasonable grounds for doubt that in many areas grammar teaching is worthless. Some reason stated that we as the learners do not want theoretical knowledge, we want skill. Theoretical knowledge inhibits kill, skill is acquired only by practice.²²

1. Stages in structure

There are four stages distinguished in the development of language: holophrastic (or one word), joining, connective, and recursive.²³

- a. The grammar of holophrastic stage is the lack of grammar. With only single words, nothing can be related within language. The only relation is the most important relationship of all, the one between language and situation.
- b. The grammar of the joining stage is the beginning of grammar proper, when two names are brought into relation with each other. The joining of two elements is revealed not to be something that happens in a flash and then secure forever, but something that comes about many times by chance.
- c. Connective grammar. In this stage the learners would like to carry on with the one-to-one correspondence of form and meaning, but it is forced to conform. Grammatical morphemes are the symptoms of the third grammar. The learners demand to master forms from standpoint of correctness as well as meaning.

²² J.A.Brigth and G.P.McGregor, Teaching English as...loc it ..p.237

²³ Bolinger, Dwight and Donald.a. sears, Aspect of language third edition, (New York: Harcout Brace Jovanovich, 1981,)p.171-174

d. Recursive grammar. It can be termed the grammar grammar. It means the one which grammar is not only used but used with some awareness of it as grammar. The learners must master the preceding stage and abstract proportion. For example, sounds are babbled before the learners learned as a system.

2. Steps and strategies of studying grammar

Language teachers and language learners are often frustrated by disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking reading and writing. This disconnect reflects a separation between declarative and procedural knowledge. To address those dichotomies, teachers and students can apply several strategies as follow:

- a. Relate knowledge needs to learning goals: identifying the relationship of declarative knowledge and procedural knowledge to student's goals for learning the language.
- b. Apply higher order thinking skills: recognise the two dichotomies above then teach the students how the language works and giving them opportunities to compare it with other languages they know allows them to draw on critical thinking and analytical skills. This process can support the development of the innate understanding that characterizes procedural knowledge.

- c. Provide plentiful, appropriate language input: the input requires students to pay attention to the relationship among form, meaning, and use for specific grammar rule in variety contexts.
- d. Use predicting skills: In this strategy the students can analyse the communication types and aspect of language.
- e. Limit expectation for drills. This strategies faced in mechanical drills and communicative drills. In mechanical drills students has to supply the correct grammatical forms without needing to communicate anything. In the communicative drills students encourage to connect form, meaning and use because multiple correct responses are possible.