

CHAPTER II

REVIEW OF RELATED LITERATURE

This research contains: Definition of reading, Types of reading, Purposes of reading, Reading techniques, Teaching, Teaching reading, Stage of teaching, Role of the teacher and techniques of teaching reading.

2.1 Reading

According to Urquhart and weirt in William Grabe (2009:14), stated the Reading is the process of receiving interpreting information in language from via the medium of print. According to Johnson (2008:3), Reading is practice of using text to create meaning.

Based on the definitions , the researcher concludes that reading must develop, so the reader can undersrtand the meaning of passage and also catch the meaning of the text.

2.2 Types of reading.

According to Patel and Praveen (2008), There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

- a. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem,poetry,novel or other source. For exmple : The students

focus on linguistic or semantic details of a reading and focus on structure details such as grammar .

- b. Extensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. For exmple : The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.
- c. Aloud reading are reading by using loud voice and clearly. For exmple : Reading poetry, dialogue, and other type of text.
- d. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts.. For exmple : The sutudents reading a text by heart.

2.3 The purpose of reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading also plays an important role in civic life. Through reading, the individual keeps informed on the political, social, and economic and cultural problems of his country. Reading affects our attitudes, beliefs, standards, morals, judgments, and general behavior; it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas.

According to Grabe William and L. Fredrika (2002), the category of purpose for reading includes are: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts and reading for general comprehension.

a. Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

b. Reading to skim quickly

Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

d. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or

conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

e. Reading to write and reading to critique texts

Reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information from a text.

f. Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraint.

Purposes of reading are not only for students, but also the people in general. They must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of his country.

2.4 Reading Techniques

There are many techniques that we can use to make our reading easy. According to mikulecky and Jeffries in Rahmad (2008), state the reading can help much more if we can read well. The techniques are:

- a. Scanning is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas.

Steps in Scanning are:

- State the specific information you are looking for.
 - Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
 - Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
 - Selectively read and skip through sections of the passage.
- b. Skimming is technique used to quickly the main ideas of the text.

Steps in skimming are:

- Read the title.
- Read the introduction or the first paragraph.
- Read the first sentence of every other paragraph.
- Read any headings and sub-headings.
- Read the summary or last paragraph.

2.5 Theoretical Models of Reading process

According to Barbara in (utomo 2008), states the three views of reading processes are bottomup,top down, and interactive views.

- **Bottom up**

Simply stated, the bottom view of reading focuses on text based processing as the major instructional concern of teachers. Learning to read is

viewed as a series of association or sub-skills that are reinforced until they become automatic. Letters are linked to form words, words are linked to form sentences, and sentences linked to form ideas; that is, the parts of reading are put together to form the whole. This is viewed as a bottom up processing text shapes the learners response.

- **Top down**

Top down view of reading focuses on the reader. In this reading process, the reader is viewed as an active problem solver who guesses what the author is saying. Then he samples textual cues; that is reading is viewed as negotiating meaning between an author and a reader. This is viewed as top down process, in which the readers idea creates his response.

- **Interactive**

The interactive view of reading focuses on the active constructive nature of reading as the major instructional concern of the teachers. The reader is viewed as using both reader based (top down) processing to form a model of meaning. Although he is active, his guesses are formed on the basis of what the text says and what he already knows about this information; that is reading is viewed as constructing meaning. This is viewed as an interactive process where the reader strategically shifts between the text and what he already knows to construct his response.

2.6 Teaching

According to Brown (2007:8), Teaching is guiding and facilities of learning, enabling the learner to learn, setting the condition for learning. It means that the Teaching reading is help the students to read english fluently in the their class. Furthermore teacher will recognize it during teaching. He or she needs to utilize kind of terms such as approache, method, or techniques in teaching learnign process.

Teaching cannot be separated from learning because teaching is leading and facilitating learning, enabling the learners to learn, managing the condition for learning. Teacher's understanding of how learners learn will determine their philosophy of education, the teaching style, the approach, methods and classroom techniques (Brown,2006: 8). Teaching becomes the interaction between teacher and students. Teaching learning process has to be an effective where the teacher are demanded to utilize the approach, method, or appropriate techniques used in teaching and learning process.

2.6.1.Teaching reading

As on of languange skills, reading has an important role. For example: nowadays, there are a lot of magazine, and internet, we can find some articles in the form of English too.

Ur (2009), states that sometimes we find the reading text easier to understand is difficult to judge, since our level of English is obviously too high fot this example; but for the leader, the purpose could probably have

been easier simply because of the preparation of topic and vocabulary which was provided through some questions related to text.

It has been explained above that reading is a complex process, it is not only to read the text but the reader must be able to comprehend the writer's message so the reader can express their idea, infer conclusion in order to obtain information. Regarding the importance of reading, the teaching of reading should be started as early as possible.

A major aim in the teaching of reading is to get students use their knowledge to help them with their comprehension of reading text. According to Cunningham, et. Al. (in Fahimsyah, 2008), said that there are basic steps to teach reading for the purpose to develop students comprehension:

1. Activate or develop background knowledge necessary for understanding the text.
2. Set purpose for reading (identify information to be searched for, question to be answered, prediction to be verified).
3. Have students read for these purposes.
4. Have students show in some way (by answering question, summarizing, reading relevant information aloud) whether they have met the purposes.
5. Give students feedback about their comprehension performance.

2.7 Stages of Teaching Reading

In teaching reading , there are number of steps or stages which can be applied by the teacher to acheive the objectives stated and to make the students effective and skilled reader. There are three stages of teaching reading: 1. Pre-Reading, 2. Whilst-Reading, 3. Post-Reading.

2.7.1. Pre-Reading

This reading stages is intended to arouse the students' interest. The students can answer the all of the teacher question. Pre-reading is based on the students' experience or knowledge. Pre-reading can be done by some activities, those are:

- a. Using picture. It means that a teacher will give a picture to get response of the students about the topic of reading. In this case, the students will try to tell about the essence of the picture that the teacher gives and the students will answer some questions that have relation with the picture.
- b. Completing the title. After determining the picture, the teacher will ask the students what is the possible title for the picture and the students will answer it.

2.7.2. Whilst-Reading

During the activity, the teacher gives the task before the students read the text. It is called "surface problem". It can be done with several activities, those are:

- a. Asking simple wh-question (factual), not yes-no question.
- b. Completing a table.
- c. Making a list.

In this step, the students read the text quickly and do the task individually, while the teacher checks them. After finishing the surface problem activities, the teacher provides the tasks which are given after the students read the text. It is called “deep problem” it can be done by:

- a. Giving more difficult wh-question.
- b. Giving true or false statement with reason.
- c. Giving problem with new words by deducting the meaning from the context.

2.7.3. Post-Reading

Post-Reading is a final activity that the students have to communicate in English. It also meant to develop the students’ understanding. This activity can be done by:

- a. Retelling the content of reading text. In this case, the teacher is going to know the students preparation in mastering reading text. The students retell the content in their own words.
- b. Summarizing the content. It can be done by using the key word to summarize the content of text.
- c. Giving other suitable communicative activity in the form of jumble sentences. In this case, the students will give a response to the

problem found in the text. During this activity, the students do the task given by the teacher, while the teacher monitors and check the whole groups.

The teacher should to be certain that the class clearly knows about the objectives in reading class. The objectives or aim must be placed where it can be seen by all of the students all times. It can be put on the poster or a chart.

2.8 Role of the Teacher

Teacher can apply many roles in teaching learning process. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role. According to Rebacca Oford et al. (in Brown 2001), classified the roles of teacher as follows:

a. The teacher as controller

The teacher should control and know what does students do such as speak and language that students use. Teacher also give chance to the students when they should speak and teacher should know what students do is related to instruction or not.

b. The teacher as a director

Teacher should make instructions that must be follow by the students such as a teacher wants to conduct his or her class becomes a drama class.

c. The teacher as a manager

Teacher should have plan lessons, modules and courses and also arrange the time or duration in teaching and learning process.

d. The teacher as a facilitator

Teacher should ready to facilitate the source of learn to achieve the goal in teaching and learning activities such as magazine, newspaper.

e. The teacher as a resource

The teacher should ready as resources for the students when the students need information.

2.9 Techniques of Teaching Reading.

Techniques are the ways and means adopted by the teacher to direct the learners` activities toward an objective. According to Gerlac, Ely, and Melnick. (in Ranardo). In teaching and learning process, a teacher should use various techniques to make the students more understand about the material.

Reading is more complex than other language skills. After knowing how important the reading, the English teacher must be able to encourage their students to make reading as their habit and make them accustomed to reading. The techniques used by the teacher are one factor that may determine the success of instruction.

According to Walker (in Ranardo), there are some common applied techniques in teaching reading. The techniques are:

- Cloze Instruction

The instructional cloze is a technique that develops comprehension by deleting target words from a text. This encourages the students to think about

what word would make sense in the sentence and in the context of the entire story. For example: Mrs. Lee lives in the city. She does not live in the ____1____. Every day she goes to the ____2____.She buys milk and fresh bread ____3____ for the children. She does not go ____4____ the but.She drives a car.

- Directed Reading Activity (DRA)

A direct reading activity (DRA) is an instructional format for teaching reading where the teacher assumes the major instructional role. He develops background knowledge, introduces new words, and gives the students a purpose for reading. Then he directs the discussion with questions to develop reading comprehension. Finally, he reinforces and extends the skills and knowledge develops in the story. For example: The teacher introduces the words "industry" and "economy" to students. For each word, the teacher writes a sentence from the text that includes the word. The teacher includes enough surrounding sentences so that students have sufficient context to figure out what the word might mean.

- Question- Answer Relationships (QAR)

A question-answer relationship (QAR) is a technique used to identify the type of response necessary to answer the question. Questions are the most prevalent means of evaluating reading comprehension; therefore, knowledge about source of information required to answer the questions facilitates comprehension and increases a student's ability to participate in teacher-

directed discussion .In this example, the teacher provides a question for students to practice answering individually.

- Directed Reading- Thinking Activity (DRTA)

Direct reading thinking activity is an instructional format for teaching reading that includes three stages: readiness for reading, activate reading, and reacting to the story.

- Readers Theatre

Readers Theater is a dramatic interpretation of a play script through oral interpretive reading. The story, theme and character development are conveyed through intonation, inflection, and fluency of oral reading. For example: the students play drama.

- Repeated Reading

Repeated reading is the oral rereading of a self-selected passage until accuracy and speed are fluent and represent the natural flow of language. For example: the students read the text several times for understand the reading.

- Summarization

Summarization teaches the student how to write summaries of what he reads. He is shown how to delete unimportant information, group similar ideas decide on or invent topic sentences, and list supporting details. Th. For example: The students write in a short paragraph the most important information.

- Word Cards

The word cards technique is a technique that can be used to develop the imagination and creativity of students in order for them to be able to think critically. Because in this technique the students are required to be more creative and develop their thinking. These words are placed on individual cards so that they may be used to review and reinforce a recognition vocabulary.

The teacher might evaluate himself by asking the students about his techniques. Besides, the teacher is always trying to improve his techniques. To become more creative and fun, it can make the student easy to understand about the material.

