

CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter presents theories related to the problem of this study. The review of related literature discusses Teaching Reading, Definition of Reading, kinds of reading, Reading skill and SQ3R method.

A. Definition of Reading

According to Nunan, “Reading is a fluent process of readers combining information from text and their own background knowledge to build meaning”. It means that the background of knowledge is a part of reading and very important to mean the text. According to Goodman, “Reading is a selective process. It involves partial use of available minimal language clues selected from perceptual input on the basis of the reader’s expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses”. It means that reading thoughts which are tight to the minds of the readers.

B. Kinds of reading

Reading is a fluent process of readers combining information from text and their own background knowledge to build meaning. In reading, there are many kinds of reading. It is useful to easier the reader to get some information from the text. Commonly, reading besides 4 technique; Skimming, Scanning, Extensive, and Intensive reading.

a. Skimming

Skimming is looking over something very quickly, just to get an idea of what the entire piece is about, such as newspaper and travel brochure.

Skimming is one of the most important reading techniques because it allows students to study a piece quickly. They are able to get a general idea of what the article or piece is about, which can prepare them for a discussion in class. Many teachers also have students skim small articles in class and then write brief summaries to show that they picked up the main ideas.

b. Scanning

Scanning is similar to skimming, but the purpose is to find something specific within the reading material, such as newspaper.

Scanning, which helps readers find specific information in the material, is quite similar to skimming. Many teachers dictate reading games where the students compete to find the material on the subject as quickly as possible. To do this, they must scan the pages with the sole purpose of finding the related subject matter. They do not need to read every word, but instead they are looking for key words that relate to the lecture.

c. Extensive Reading

Extensive reading is reading long pieces either for pleasure or information, such as novels.

Enjoying a novel for pleasure or learning is a form of extensive reading. This requires people to read the entire book. This type of reading is used in schools when the whole class is reading one novel and holding discussions on the themes. It is also the type of reading that is done for book reports, where a student must present the plot, resolution and other ideas from the novel. People that have graduated from school tend to use extensive reading to relax with a good book.

d. Intensive Reading

Intensive reading is reading shorter pieces, such as articles in a magazine or newspaper.

Intensive reading, which focuses on reading shorter articles, is similar to extensive in that the person is reading all of the material. This type of reading deals with magazine and newspaper articles, recipes and other short pieces of work.

There are many kinds of text. There are recount, report, discussion, exposition, explanation, news item, anecdote, narrative, procedure,

description and review. But, here we will learn on narrative as the material of the research.

Narrative text is a text which list and describes the stories, myth or legend. The purpose of narrative text is to entertain the readers or listeners with our stories. A narrative text usually has three parts; orientation, complication, and resolution.

Generic Structure of Narrative

1. Orientation

It is tells about the setting in time and place, and characters.

2. Complication

It is tells about problem(s) to be solved by characters.

3. Resolution

It is describes the solution to the complication(s) and gives an ending story.

The feature of narrative

1. A myth

It's mean that a traditional story which may describe the origins of the world, a place or people. It is considered a truesacred story in the remote past.

2. A legend

It's mean thaht a true story primarily about human heroes in the recent past and may feature some religius references.

3. A folktale

It's mean that a story which is regarded as fiction. It can be a non-sacred fictional story that occurs "once upon a time" and features human and non human characters.

4. A folklore

It's mean that of fictional tales about people or animals. It includes myths and tales.

C. Reading Skill

Reading skill is the receptive skill in the written mode. It can develop independently of listening and speaking skill, but often develops along with them, especially in societies with a highly-develop literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

Reading skill is an individual's standing on some reading assessment. Skilled readers are those who score above some standard on this assessment; readers of low skill are those who score below some standard.

D. Teaching Reading of Narrative

The common classroom practice of teaching reading are like a testing reading. The teachers usually provide the students with a reading selection and questions dealing with the the text to answer. Comprehending a text is an

interactive process between the reader's background knowledge and the text.⁶

So, the process of teaching reading is very important to help the students to improve their ability to comprehend the texts.

The process of teaching reading can be divided into two components.⁷ They are teaching word recognition to decoded printed letters, to match the texts with the sounds. Comprehension is very important in teaching reading. It allows the readers to understand the meaning of what they read. In teaching reading, there are three kinds of activities in relation to reading classroom process. They are pre-reading activities, whilst-reading activities, and post-reading activities.

1. Pre-reading Activity

The students begin to read a text in detail. The teacher presents some question and gives the students motivation. So they will be interested in the content of the text.

2. Whilst-reading activity

During reading activities, a reader does while reading takes place. To maximize reader interactions to a text, readers should be guided during reading activities.

⁶ Endang Fauziati, *teaching of english as a foreign language* (Surakarta: Muhammadiyah University press 2005), 138

⁷ Janet Learner, *learning disabilities; theories, diagnosis and teaching strategies* fourth edition (Houghton: Mifflin Company, 1985), 352

3. Post-reading activity

The activities are conducted by reader after reading.⁸ It is better if the students make the summary from the reading text, which they have been reading.

The common classroom practice teaching reading of Narrative are like a reading. The teachers usually gives a story paper to the students to read it. The teacher usually give a lot of time to the students to read the story which has gives by the teacher. After reading all, the teacher ask to the student to back the story paper. And then the teacher ask to the students retell what he or she read. And the other students giving some question.

The common process reading teaching of narrative is actually good. It make the students be active speak and response what happened. But it too need much time and waste the process to teaching reading of narrative.

E. SQ3R method

SQ3R method has been in use for many years. It was developed by Robinson in the 1940s, it has been included in numerous texts on the reading-study process and in many college courses on how to read and study.

To get a better understanding of SQ3R technique, the researcher describes what are involved in completing each of five steps. The arrangement of SQ3R has five steps process of teaching English. the strategies such as Survey, Question, Read, Recite, and Review.

⁸ Basri, Hasan, *an analysis of reading materials of students's workbook*, (Jakarta: Tiga Serangkai Mandiri, 2002), p 17