

## CHAPTER II

### REVIEW TO THE RELATED LITERATURE

This chapter concerns with some basic theories related to the study. This chapter contains of: the nature of reading, problem in reading, the strategy of reading, reading class room activity, and *Everyone is a Teacher Here* to improve students' reading skill. I expect that this study will give the readers a wider or further understanding about this thesis.

#### A. The Nature of Reading

##### 1. Definition of Reading

They are many assumptions about reading. Different people use the term of reading in different ways. Reading is a process by which people gain information or ideas from books, newspaper, letter, contracts, advertisements and a host of other materials<sup>4</sup>. Cheryl Weir States that reading is seen as a selective process taking place between the reader and the text, in which background knowledge and various types of language knowledge interact with information in the text to contribute to text comprehension<sup>5</sup>. According to the Harmer (1991;190) reading is “an and the brain has to work out the significance of their message”. It means

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<sup>4</sup> Camille Blachowicz and Donna Ogle, *Reading Comprehension Strategies for Independent Learners 2<sup>nd</sup> – ed*, (New York: The Guildferd Press, 2008), 15.

<sup>5</sup> Cyril Weir J, *Understanding & Developing Language Tests*, (Hemel Hempstead: Prentice Hall International, 1993), 64.

that, reading activities involve speed eyes in the process of reading in order to understand. The text to get the message from the writer.

In relation, David Nunan explains reading as follows:  
 Reading an interactive process between what a reader already knows about a given topic or subject and what the writer writes. It is not simply a matter of applying decoding conventions and grammatical knowledge to the text. Good readers are able to relate the text and their background knowledge efficiently (Nunan, 1992: 33)

From the statement above the writer concludes that reading is the reader's interaction with the printed message.<sup>6</sup> It is a process that is done by the reader with their language and background knowledge about the subject of the text to get message and information that conveyed by the writer through the written words.

## 2. The Kind of Reading

According to Hammer (1991 : 190-208), kind of reading viewed based on the material of reading.<sup>7</sup>

### a. Reading to confirm expectations

Reading to confirm expectations is reading to guess about information that contain in the texts. This kind of reading makes students interested in predicting the context. This technique emphasizes in the interest students to create expectations, guess the

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<sup>6</sup> Jeremy Harmer, *The Practical of English Language teaching*, (New York: Long Man Publishing, 1991), 190.

<sup>7</sup> Ibid, 190-208

purpose of reading in order to make students deal in the spoken or written language.

b. Reading to extract specific information

Reading to extract specific information is reading to get contain information looking for the learners. This kind of reading need to scan and to scam the reading texts. This reading avoids spen of time in the procces of reading.

c. Reading for communicative task

This reading here has purpose to answer question presented by the writer, for example like puzzle.

d. Reading for general understanding

Reading for general understanding is reading to absorb only the main points of the text.

e. Reading for detailed comprehension: information

This kind of reading gives opportunity to the students to learn about topic of the texts more detail.

f. Reading for detailed comprehension: function and discourse

Reading for detailed comprehension in function and discourse is reading for understanding the way in which texts are structured, and to recognize the information that being performed.

### **B. Problem in Reading**

Some students reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be an uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary which cannot be mastered will affect the students do not understand what they read and make them bored and forced reading repeatedly to get the meaning and conclusion from the vocabulary which cannot understand<sup>8</sup>.

### **C. The Strategy of Reading**

They are five ways to read the text that is being read.<sup>9</sup> They are skimming, scanning, reading for gist, reading for detail, and extensive reading.

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<sup>8</sup>Janet Learner, *Learning disability; theories, Diagnosis, and teaching Strategies fourth edition*, (Houghton: Mifflin Company, 1985), 114.

<sup>9</sup>Jill hadfield & Charles hadfield, *Introduction to Teaching English*, (oxford university press, 2008), 92.

a. Skimming

The strategy of skimming in reading texts is in focusing briefly on a few words per line, perhaps headings, or the first and last sentences in a paragraph. By skimming, the reader can find the main point of conclusion at the short time. It is appropriate for the reading task to look for the overall meaning in the text.

b. Scanning

The strategy of scanning is often done to find a particular piece of information in a text. In this case, the movements of eyes in doing reading is fast over the text and only stop when the reader finds the word or information the reader look for. It is appropriate for the reader who looks for the specific small details and a short time to search the answer.

c. Reading for gist

This strategy is used to read with a purpose in mind. It may skip some passages and read others more carefully.

d. Reading for detail

It is used some texts that require very careful reading. It is taken when the reader need to read a legal document or a set of complicated instructions, in this point, the reader must pay attention to

all sentences and to be able to follow the meaning of the whole text. This may also involve a certain amount of re-reading and checking words. When dealing with texts like this, the reader needs to read them carefully. Practically, for the teacher can give the students a series of tasks, so they will read progressively detail.

e. Extensive reading

It is used to read longer text, such as novel, non-fiction, and academic books. It may use a variety of this strategy where will get some part rapidly and others in detail.

#### **D. Reading Classroom Activity**

Reading texts also give good example for writing. Besides that, reading texts also give chance to the students to study language, like vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts. The good reading texts must introduce interesting topics, stimulate discussion, excite imaginative responses, and provide the springboard for well-rounded, fascinating lesson<sup>10</sup>. In reading sequences, there are different kinds of reading text and several different kinds of reading tasks, they are:

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<sup>10</sup>Harmer, *How to Teach English*, (England: Pearson Education Limited, 2005), 99.

a. Sunscreen (pre-intermediate)

The text is used can be taken for magazine that have article. In addition, the language has too not complex for students level. Then we can give the students the kinds of tasks.

b. Campaigns (intermediate)

This reading sequences is designed for the teenage students. The students read a text and the teacher listen the students prediction. After that, they are involved in a role-play. They are divided into some groups that group has five learners. Then every group makes a discussion.

c. Web Quest (Intermediate or Advance)

Web quest is one of activity using the internet, while the quest searches for information. The students are asked to visit one address.

Active learning is a study inviting students to learn actively. When they are active they will predominate in learning process. In active learning they will actively use their brain to find fundamental idea of items, solve the problem, applicated what their study into in reality of life. With active learning students inviting to have a share in teaching and learning process not only mentally but also physical in this way students' will feel more pleasant atmosphere so that result of its study more maximal.

There are many problems faced by teacher in teaching reading process, especially in choosing strategy. Without suitable

strategy, teaching of reading process will not successful as we want. A special strategy must be created, provided and applied to teach them in order that they can improve their reading skill especially in reading class. Strategies are the tools for active, self directed involvement that is necessary for developing communicative ability. It is work hard for the teacher. Teacher must have good and quality strategy to make the student easier to understand the material. Good strategy makes student into the best condition in learning English and they can improve their reading skill. and we can choose active learning to teaching reading in the class.

Active learning is very needed by students to get maximum result of the study. When the students begins to passive there is tendency to immediately forget what they have got. Because of that need certain peripheral to be able to fasten information which is just accepting by students. Active learning is one of factor to fasten information which have accepting by brain. Because one of the factor causing information quickly in forgetting is the weakness of human brain. In the fact result of the learn is should save for long time.



This is some examples of active learning strategy:

a. Snow Balling

This strategy use to get the answer from the result of discussion is started from small group, Then in continuing with big group so that will out two or three answer which have been agreed on by group . This Strategy claim circumstantial idea.

b. Card Sort

This strategy is collaborative activity can be used to teach the concept, charateristic, classification, fact about object or review the information. Physical movement is dominant in this strategy. It can make study more fun

c. Jigsaw Learning

This is interest strategy,it can be use use if the lesson can devides into some part. Excess of this strategy is can entangle all student in learning and at the same time teach at the others.

d. The Power of Two

This learning activity is use to increasing coperative learning and improving the advantage of two people. The principle of this strategy is the idea from two people is better than idea from one brain.

e. *Everyone is a Teacher Here*

This strategy will be discuss in this study. This is right strategy to get class participation from whole class. This strategy give a chance to students to play as a teacher for ther friends.

**E. *Everyone is a Teacher Here in Teaching Reading***

This is active learning strategy to get participation for all student to learning the material. This strategy give change to student for play as a teacher for their friends. This strategy make the student more active in class. This method can use to increase the process of study and can be adapted for the target which wish to be reached by study at various subject, such as ability tell opinion, ability to analyse the problem, ability to write down the opinions, ability to make a conclude, and others.

*Everyone is a Teacher Here* one of methode that can improve students reading skill. This methode makes student earn easily follow the teaching and learning process, because the method can entangle student actively and have bravery tell their opinion. In other hands this methode use question to know how far the studens know about the material and will present to their friends. It will more excited for students.<sup>11</sup>

Applying of *Everyone is a Teacher Here* is started from teacher give a material in this study is *Narrative Text*. And then student give assigned to read and making a question item based on the text. The question made in a quest card

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<sup>11</sup> [http://www/MetodePembelajaran-EveryOne-Is-Teache-Here\\_om\\_@gin.htm](http://www/MetodePembelajaran-EveryOne-Is-Teache-Here_om_@gin.htm) (on line), 20 mei 2013.

that have the written down student absence number by teacher. After finishing make a question, question card collected to the teacher and then give to student at random. After that, one of student ask to come front and given duty to presentation the question and answer it based on the text and other student have opportunity to give comments.

The expected result from this method is 1. Every students dare to tell opinion ( expressing truly) through the answer based on the question to question which have made based on the text given 2. Can tell opinion through article and expressing it in front of class 3. Other student, which dare to tell opinion and expressing mistake of answer of other group which expostulated 4. Train in concluding result of the problem and result of study<sup>12</sup>.

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<sup>12</sup> <http://www.strategi-everyone-is-a-teacher-here.html>, (on line), 10 Mei 2013.