

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses definition of reading, purposes of reading, kinds of reading, reading principles, subject of reading, definition of question and answer technique, and kinds of question.

A. Definition of Reading

Generally reading is to sound the every character that written in a text. With Reading can be a way someone to get an information. It is like the common utterance; a book is a world window. Since the most important of reading is in the human life. So not too bad if reading becomes an important object study that almost reaches the whole discipline science. Student from the elementary level until the advanced level need to read a text book who want to know, to understand or to develop their knowledge and linguistics. This is as shown the meaning of reading in the dictionary. And more explain about the important of reading.

In the English dictionary, reading is action of a person who reads.⁴ It means the person does an action to find a new something needed for himself. Reading occurs if the person wants to look a text and then desires to know the content of text.

Reading is a set of skill that involves making sense and deriving meaning from the printed word. In order to read we must able to decode (sound out) the

⁴Martin H Manser, (1994).*Oxford Advanced Learner's Dictionary*. Oxford University Press. P.1043

printed words and also comprehend what we read.⁵ The outside of founding some information reading is to show something written from the text. Here the reader sounds it suitable with no change the words.

There are some functions of reading when person want to understand it. Beginning just read as an activity is like a student doing this in the class. Then for searching information is like a person who reads a newspaper in the morning, or an engineering read a book guider before do the treatment with a new tool. Then reading is as habits, especially students who learn language. The reading as habit practices their tongue and their language style. Then reading is useful for language acquisition.⁶

Actually reading is individual action that done by a person. They learn and then develop their knowledge with reading. The important thing is from elementary education until advanced education need information. And the majority the information can be gotten by reading. Therefore, reading is learned to the student since early. The students more or less read, the better they get at it. Reading is also positive effect on students' vocabulary knowledge, on their spelling and on their writing.⁷

⁵David Nunan. (2006). *Practical English Language Learning: Young Learners*. New York; McGraw-Hill. P.69

⁶Jeremy Harmer. (2007).*How to teach English*. Long man: Pearson Education Limited. P.99

⁷*Ibid*.P.99

B. Purposes of Reading

There are two general purposes of reading a text book. The students can do this activity either in the classroom or in anywhere such at home. Those purposes are reading for pleasure and reading for information.

1. Reading for Pleasure

Reading for pleasure means that act of reading based on the reader's need. The reader can choose many materials which make interesting him. It can be from a book, newspapers, novels, or another sources. As what Richard Day calls joyful reading. This is enhanced is students have chance to choose what they want to read.⁸

2. Reading for Information

There is a purpose for a reader that he wants to know the details information in a reading text. Here the readers have a reading text then he does as studying an exercise. Reading for information is not for having fun but to understand the text with a skill.

C. Reading Principles

There are six principles in teaching reading by Harmer.⁹ First, encourage student to read as much as possible. Second, students need to be engaged with what they are reading. Third, encourage students to respond the content of a text. Fourth, prediction is a major in reading. Fifth, match the task to the topic when

⁸Jeremy Harmer. (2007).*How to teach English*. Long man: Pearson Education Limited. P.99

⁹*Ibid*. P.101-102

using intensive reading texts. Sixth, good teachers exploit reading text to the full.

Then those principles will be discussed below:

1. Encourage student to read as much as possible.

The teacher should motivate the students to read a lot. The more the students read the better because they will like reading and make it their routines activity. It will build reading habit.

2. Students need to be engaged with what they are reading.

Students who are not engaged with text and not actively interested in what they are reading will get no benefit from it. Here, the teacher should provide and select interesting topics.

3. Encourage students to respond the content of a text.

While studying text, the students do not only study the number of paragraphs but also study the meaning and the message of the text. That is why, it is important to give the students' chance to respond the message of the text.

4. Prediction is a major in reading.

Before we read, we often look at the recommendation. It may called by skimming, the teacher to be able to persuade students. It affects us to predict what we are going to read. The teacher's role here is giving the students "clue" so they can predict what is coming in the text.

5. Match the task to the topic when using intensive reading texts.

The teacher should select good reading tasks. For example, if the topic is a restaurant menu, the task can be a list of ingredients. Another task can be asking questions, filling a puzzle, games, etc.

6. Good teachers exploit reading text to the full.

Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, use the language for study and then activate and use a range of activities to bring the text to life. So, the reading text can give total utility.

All six principles above absolutely should be applied to get the objective of teaching reading moreover in teaching reading with the purpose of getting the optimal expectation.

D. Kinds of Reading

There are two kind of reading; extensive and intensive reading.

1. Extensive Reading

The term of extensive reading refers to reading in which students do often (but not exclusively) away from the classroom. The students may read novels, web pages, newspapers, magazines, or any others reference material. Where possible, extensive reading should involves reading for pleasure-what Richard Day calls joyful reading.¹⁰

¹⁰ Jeremy Harmer. (2007). *How to teach English*. Long man: Pearson Education Limited. P.100

2. Intensive Reading

The term intensive reading refers to the detailed focus on the construction of reading text which takes place usually in classroom. Here the teacher gives the extract reading text from novels, web pages, newspapers, magazines, plays and a wide range of other text genre. Intensive reading is usually accompanied by studying the activities.¹¹

E. Subject of Reading

The reader who wants to read a text book certainly to choose what text is it, or how difficult the vocabulary in it. But in another situation this reader cannot choose the text according to himself. Furthermore, there is a person who serves the text. So this one should know the characteristic reader who want to read. There are two categories of subject of reading; lower level student and higher level student.

Lower level student is the reader who reads then understands the text with familiar vocabulary in it. Usually there is authentic written material which beginner students can understand to some degree; for example, menus, timetable, sign, and basic instructions.¹² This is why lower level students are encouraged to use simplified or graded readers for extensive reading.¹³

Higher level student is the reader who read then understands the text with dealing each the text served. How well the students are able to deal with reading

¹¹Jeremy Harmer. (2007).*How to teach English*. Long man: Pearson Education Limited. P.100

¹²*Ibid*.P.100

¹³*Ibid*.P.100

they are able to deal with higher level material than if they are reading on their own.¹⁴

F. Definition of Question And Answer Technique

Question and answer technique is a technique for teaching the students by giving some questions to them. So the students study in the a communicative class to make a better way for the students to get the information in the same time. In fact, in the classroom both teacher and students are familiar with conversation. So, if this technique runs, the learning process is like someone taking quiz to the audience with a friendly situation.

Question and answer technique is teaching technique to rich students' creativity.¹⁵ Asking the right question is at the heart of effective communications and information exchange. By using the right questions in a particular situation, the teacher can improve a whole range of communications skills: for example, the student can gather better information and learn more; they can build stronger relationships, manage people more effectively, and help others to learn too.¹⁶

Question and answer technique gives the student the opportunity to reflect his inquiries and needs for further information. At the same time, by soliciting answers to key questions the teacher gains some insight into the class' progress.¹⁷

¹⁴Jeremy Harmer. (2007).*How to teach English*. Long man: Pearson Education Limited. P.100

¹⁵ Roland L. Partin. (2005). *Classroom Teachers' Survival Guide (second edition)*. A Wiley Imprint. P. 184

¹⁶http://www.mindtools.com/pages/article/newTMC_88.htm. taken on 23rd,2013

¹⁷<https://bible.org/seriespage/questions-and-answers-teaching> taken on 23rd,2013

Question and answer technique gives the student the opportunity to reflect his inquiries and needs for further information. At the same time, by soliciting answers to key questions the teacher gains some insight into the class' progress.¹⁷

Question and answer technique is an important interaction strategy that teacher uses for many purposes including classroom management, direct teaching, listening input, forced output, and learning assessment.¹⁸

This is the analyzed of international teaching assistant question and answer (ITA Q&A) model.¹⁹

Table 2

The analyzed of international teaching assistant question and answer model

Parts	Agents	Moves
Part 1	A listing of possible grammatical question forms that could be used for asking questions, for example; WH-questions	
Part 2	Teacher Initiated Questions	1. Teacher ask question 2. Student answers or teacher prompts. 3. Teacher responds
Part 3	Teacher Initiated Questions	4. Students asks question 5. Teacher answer by acknowledging 6. Repeating or paraphrasing, answering, and checking to confirm.

The model of the Question answer technique has the following procedures:

¹⁷<https://bible.org/seriespage/questions-and-answers-teaching> taken on 23rd, 2013

¹⁸ Dale T. Griffie. (2011). *Exploring Question And Answer Pedagogical For International Teaching Assistant (ITA) Training*. Texas papers in foreign language education. P. 17

¹⁹ *Ibid*. P. 21

- a. The students hear the text of narrative. The students are heard the monologue of narrative spoken by the teacher for once. The teacher tells the narrative orally only a narrative heard for students.
- b. The students pay attention the narrative text. The teacher asks students to pay attention to vocabulary and language features of narrative text. It is the students work to find out the difficult words too.
- c. The students make a group of four. They will answer the different questions. The students choose their own group. They have to choose their candidate for answer the group's question. The teacher divides groups to answer the question related generic structure of narrative text. They answer the details information of monologue
- d. Researcher asked students to make a procedure text and present in front of class.
 - Did you have a nice vacation on last graduating from junior high school?
 - Where did you go?
 - When did you go for that vacation?
 - How did you go there?
 - How long did you stay there?, etc.

G. Questioning Focus

There is something that needs to think before making sequence questions about the kind of questions. It is convergent and divergent question. Convergent

question is question that needs one correct answer. This way is useful to decide the facts or make sure the only one correct answer needed in each question.²⁰ Generally this type of question is questioning about fact that trade on students' memory. The students have to remember or to choose which the appropriate answer. Convergent question is called as low-level question. The examples of convergent questions are like "How many is six times nine?", "What is chemical formula of the salt content?", or "What country has the most people around the world?".

The examples above can be known if the students answer. They have to remember about the material or information that they get ever. Thus, divergent question is the question that has variation answers. Although many answers will appear but the act of determining answer still required. This type question has opposite meaning to the convergent meaning. Observe the following examples. "What is the similarities between Julius Caesar and Hamlet?". The students may answer both of them written by Shakespeare or both of them is tragedy or both of them has gentle character; "Give me example about the important tragedy in the world history?", The students may answer, "1588-the lost of Spain army, 1215-the congress of Magna Charta, or 1776-declaration of American independence".²¹ This way many answer will be appeared by the student and it can make another student getting motivation for giving the similarities answer. Absolutely many answers are various. The important thing is this question can be used to explore

²⁰David A Jacobsen. (2009). *Methods for teaching: metode-metode pengajaran meningkatkan belajar siswa TK-SMA*. Yogyakarta; PustakaPelajar. P. 176

²¹David A Jacobsen. (2009). *Methods for teaching: metode-metode pengajaran meningkatkan belajar siswa TK-SMA*. Yogyakarta; PustakaPelajar. P. 178

how far students understand about the material. Then it will lead them to the discussion and analytical thinking.

H. Questioning Level

The way to ask effectively is to give questions that perhaps to reach the goal of teaching or contribute a standard teaching with effective way. There are five goals to do questioning.²² Those five goals are to involve students in learning process, to encourage student's knowing and understanding, to review last material urgent, to control the students and to assess the student's achievement.

In questioning the teacher considers the question power before he or she does. It is important to differentiate question power to every student's grade and one lesson to others. It depends to the goal from sending a question. There are two levels in questioning. They are low-level and high-level question.

Low-level question is the easy question power for the students. It has characteristic with the *remembering function*. So it means that easy or hard question depend on the function. There are some goals from low-level question.²³ (1) To value the background of students' knowledge. (2) To remind the important information for students. (3) To build information as foundation to go to high-level operation.

High-level question has characteristic with understanding firstly then analytical response. It needs to force the students to proceed their intellectual

²²David A Jacobsen. (2009). *Methods for teaching: metode-metode pengajaran meningkatkan belajar siswa TK-SMA*. Yogyakarta; PustakaPelajar.. P.173

²³ *Ibid.* P. 174

thinking or changing the ideas. High-level question is question that compels students to do something more than just remember the information that they have learnt.

Thus, the teacher must stay consider the factual thing that low-level question can be wide and strengthen the student's knowledge. Beside that, making questions inspires the teacher to consider the goal of the reason first before lending some questions. If the goal is to identify or be strong the information such as facts in math, low-level question may available used. But if the goal is to encourage the students to think about the content that they have learnt. So it suggests high-level question is effective usage for achieving the goal. In the cognitive taxonomy context low-level question is used to improve the skill of *remembering* as a target. For the next levels are *understanding*, *applying*, *analyzing*, *evaluating* and *creating*. Those are the target consideration in high-level question.²⁴

I. Strategies in Questioning

The main goal in questioning is to improve students' involvement. Usually a teacher makes a form one speech to one student. Furthermore that student is as high-level group and this student is more active than other. So, it can be worry if the other students cannot follow the teaching and learning process. This form should not occur if the teacher uses the strategies in questioning. Their strategies

²⁴David A Jacobsen. (2009). *Methods for teaching: metode-metode pengajaran meningkatkan belajar siswa TK-SMA*. Yogyakarta; PustakaPelajar.. P.175

are using open-ended question and redirection, probing, probing, and waiting time.

Open-ended question is often reputed as question that has more than one probability answer. Then descriptive question and comparative question is a model of Open-ended question that easy to serve, to answer and to appropriate invited students' involvement. It causes the first model asks student to describe an object or tragedy as exhibition, graphic, or statement.²⁵ Then the second model asks student to handle two objects or more and then to identify and to compare the similarities and the differences. For improving student focus the following lesson, this strategy will be balanced with redirection. Redirection uses one question for multi interaction and asks the student into high-level thinking in the class.

Prompting is the important technique that is used by an effective teacher. It means that the teacher has to be creatively serving some question to the student. The teacher does it for one student. Usually this questioning appears if the student fails to answer or the student doubts his/her answer concerning correct one but the student chooses incorrect answer on the contrary. Here the teacher tries to respond from the incorrect student's answer to the correct answer within the interactions.²⁶ This is done with some hints from the teacher to one student without redirection strategy. It is caused the student will get more satisfaction than a teacher gives the key answer when the student has a wrong answer. Furthermore

²⁵David A Jacobsen. (2009). *Methods for teaching: metode-metode pengajaran meningkatkan belajarsiswa TK-SMA*. Yogyakarta; PustakaPelajar. P. 180

²⁶David A Jacobsen. (2009). *Methods for teaching: metode-metode pengajaran meningkatkan belajar siswa TK-SMA*. Yogyakarta; PustakaPelajar. P. 181

if the teacher gives the key answer in the inappropriate time, it has the effect on the contrary. It can be confusing, anxiety, and psychologically student feels going out from the discussion in the class.

Probing is a strategy to handle incorrect answer by informatics and humanistic way.²⁷ Because sometimes students are not only responding with incorrect answers but also they have correct answer. Both of those can be process becoming comprehensive for the students by additional information from the teacher. With probing process the teacher stays to make the student justify or at least be able to explain more about their answer. Thus, probing can improves the deepness explanation of the material. This strategy helps the students to avoid as far as superficial answer. It comes from student answer to move widen with more addition from the teacher using question words such as *why*, *how* based from *what* word.²⁸ Probing has function to give opportunity for the students and supporting and holding their answer, opinion, and intellectual statement that has been shown.

²⁷*Ibid.* P.183

²⁸*Ibid.* P.184