

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of related literature used in this study. The review of related literature has a goal of providing previous studies and information concerned with the research problems, including overviews of the nature of reading, the importance of reading, the strategy of reading, teaching reading, the purpose of reading, story, history of story, characteristics of story, implementation of story in teaching reading

#### **A. The Nature of Reading**

Reading is one of the four language skills that must be mastered by the students in learning a language. It is essential for having reading ability, because we can transfer and develop science, technology and culture by reading. We also get information that is needed. In real life reading is often part of series of activities, including locating texts and presenting material orally and in writing, even in a class, activities that include speaking and writing are well motivated.

Reading is by far the most important of the four skills in a second language, particularly in English as a second language or foreign language. Certainly, if we consider the study of English as a foreign language around the world, the situation in which most English learners find themselves that reading is the main reason why student learn the language. Without reading proficiency, second language readers cannot perform the knowledge and perform speaking

English as well. That reading is not passive, but rather than active, and in fact an interactive, process has been recognized for some time in first or native language reading<sup>6</sup>

Reading is a complex information processing skill in which the reader interacts with the text in order to create meaningful discourse. The reader is an active, problem solving individual who coordinates a number of skills and strategies to gain comprehension as he/she reads as a reading material. The goal of reading program is to develop fluency wherein independent readers set their own goals and strategies for reading. And the reading activities are suggested by the goal of the readers and by specific characteristics of the reading passage. Reading tasks must be realistic in terms of both language use and students abilities<sup>7</sup>

## **B. The Importance of Reading**

Reading is a very important activity in our life. Sometimes students do not realize the value of reading. By reading, they will be able to get information throughout the word. It means they will get anything they want to know. For several reasons, reading is very important for the students. Firstly, by reading we can get a lot of knowledge about many things in the world such us science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc. secondly, by reading we can get a lot of news and information

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<sup>6</sup>Carrell, Patricia L. *Interactive Approaches to Second Language Reading*. Cambridge University Press. 1996

<sup>7</sup>Silberstein, Sandra. *Techniques And Resources In Teaching Reading*. New York: OxfordUniversity Press. 1984

about something happening in any parts of the world which can we see directly. Another reason, reading can give us pleasure too. When we tired, we read books, novel, comic, newspaper or magazine on the entertainment column as comedy, short story, quiz, etc. to make us relaxed. The last, reading can also take us to other parts of the world.

According to Harmer, there are several factors why reading is very important for the students. First, reading is a way to gain information, for example, information from newspaper or magazines. Even, news that is broadcasted on TV sometimes need to be read. Second, the purpose of reading is to find several facts to support an agreement to learn the major step in laboratory experiment to understand a match problem and analyze an authors' view point about text. Besides, sometimes we read in order to interpret and sometimes we read to order to transfer the information to another medium.<sup>8</sup>

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

According to Hadfield & Hadfield's, the strategy of reading is divided became five categories. They are scanning, skimming, reading for detail, reading for gist and extensive reading.<sup>9</sup>

#### **1. Scanning**

Scanning is read quickly to get some information that we need; so we will stop to read if we got the information that we are looking for.

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<sup>8</sup>Jeremy Harmer, *The Practice English Language Teaching* (New York:Longman,1991), p18

<sup>9</sup>Jill Hadfield and Charles Hadfield, *Introduction to teaching English* (New York:Oxford,2008),p 92-93

## 2. Skimming

Skimming is focus on few words, usually in a list or the last sentences in paragraph, because usually there is main idea and conclusion there.

## 3. Reading for detail

Some texts need more attention to read it. Thus, we have to read carefully get the meaning of the whole text, and it is usually need re-reading checking the words to get the meaning accurately.

## 4. Reading for gist

When we read for gist we read with a purpose in mind: questions we want answered about the text. We may skip some passages and read others more carefully.

## 5. Extensive reading

The text is usually longer like a novel, etc. The extensive reading is also important for students when they read long text for pleasure. In this way, we can use the variety of reading like rapidly and read more detail.

### **D. Teaching Reading**

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literally texts that represent higher forms of culture.

For some students, reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary that cannot be mastered by them, it make the students do not understand what they read and make them bored and forced reading rapidly to get the meaning and conclusion from the vocabulary that understand.

Thus, to avoid the problems in reading, the teacher should design a set of principle that can help the student to develop the reading skill successfully. Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by Harmer.

There are six principles in teaching reading by Harmer<sup>10</sup>. First, encourage students to read as often and as much as possible. Second, students need to be engaged with what they are reading. Third, Encourage students to respond to the content of text (and explore their feelings about it), not just concentrate on its construction. Fourth, prediction is a major factor in reading. Fifth, match the task to the topic when using intensive reading text. Sixth, good teachers exploit reading to the full.

The six principles will be discussed below:

1. Encourage students to read as often and as much as possible

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<sup>10</sup> Jeremy Harmer, *How to Teach English* (England:Longman,2007),p 101-102

The more students read the better. Everything we do should encourage them to read extensively as well as-if not more than-intensively. It is a good idea to discuss this principle with students.

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

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading-that is, we should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction

Of course, it is important for students to study reading texts in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, it just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic, thus provoking personal engagement with it and the language. With extensive reading this even more important. Reading for pleasure is- and should be different reading for study.

4. Prediction is major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a

clue about what is in the book; photographs and headlines hint what articles about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues-the book cover, the headline, the web-page banner-our brain start predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students 'hint' so that they also have a chance to predict what is coming. In the case of extensive reading – when students are choosing what to read pleasure – we should encourage them to look at covers and back covers copy to help them select what to read and then to help them 'get into' a book.

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

Once decision has been taken about what reading text the students are going to read (based on their level, topic of the text and its linguistics and activation potential), we need to choose good reading task – the right kinds of question, appropriate activities before during and after reading, and useful study explanation, etc.

The most useful and interesting text can be undefined by boring and inappropriate tasks, the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level challenge (i.e. how easy it is for students to complete a task) is exactly right for the class.

## 6. Good teachers exploit reading to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. it does not make sense. In class, just get students to read it then drop it and move on something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further task, using the language for study and the activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback. From the explanations above, we can conclude that, the teaching reading is important to improve their language, especially in the school.

### **E. The Purpose of Reading**

Activity of reading produce communication of minds and emotions between writer and reader. The reader attempts to understand ideas that the writer encoded in the text. They over more indicate that the product of reading involves decoded and comprehension. Decoding here refers to the translation process of the printed word into a representation similar to oral language either silently and or loudly. The reader say says that the world orally or silently.

The focus in purpose of reading is reading for meaning or reading in order to use information and ideas. This objective calls for overall design which helps learner to develop.<sup>11</sup>

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<sup>11</sup>Dubin, Fraida, Reading on Purpose (USA), Addison-wesley Company 1987), page 9



1. Thinking processes and cognitive skill necessary for meaningful reading.
2. General background knowledge necessary for comprehension of the text.
3. Sensitivity to the features of different types of reading material.
4. Vocabulary understanding to derive meaning from the text.
5. Experience in successful, sustained reading of interesting text.
6. A taste for reading enjoyment which can eventually lead to reading for the sake reading.

#### **F. Story**

Stories guide us through our whole life – from the moment we were born and it does not change when we become teenagers or adults. When we are children, our parents tell us or read us stories and fairy tales. When we are older we can hear stories in order or watch them on TV. As pupils we have to create our own stories at school from time to time. As adults we like listening to song with strong stories in them, watch soap operas or films or read books or magazine stories. Stories are for all of us, not just for children.<sup>12</sup>

#### **G. History of story**

The story is an imaginative product, which is shown as reality in the own world. The word “story” may be used as a synonym of “narrative” but can also be used to refer the sequence of events described in a narrative. A narrative can also be told by a character within a larger narrative. An important part of

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narration is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Along with exposition, argumentation, and description, narrative, broadly defined, is one of four rhetorical modes of discourse. More narrowly defined, it is the fiction-writing mode where by the narrator communicates directly to the reader.

Stories are an important aspect of culture. Many works of art and most works of literature tell stories; indeed, most of the humanities involve stories. Owen Flanagan of Duke University, a leading consciousness researcher, write that "Evidence strongly suggests that humans in all cultures comes to cast their own identity in some sort of narrative form. We are inveterate storytellers."

Stories are of ancient origin, existing in ancient Egyptian, ancient Greek, Chinese, and Indian culture. Stories are also a ubiquitous component of human communication, used as parables and examples to illustrate points. Storytelling was probably one of the earliest forms of entertainment. Narrative may also refer to psychological processes in self-identity, memory, and meaning-making.

Semiotics begins with the individual building blocks of meaning called signs; and semantics, the way in which signs are communication system using both verbal and non-verbal elements, and creating a discourse with different modalities and forms.

## **H. Characteristics of Story**

The characteristic of series story are:

1. Short: can usually be read in a sitting
2. Concise: information offered in the story is relevant to the tale being told  
this is unlike a novel, where the story can diverge from the main plot.
3. Usually tries to live behind a single impression or effect. Usually, though not always built around one character, place, idea, or act.
4. Because they are concise, writes depends on the reader bringing personal experiences and prior knowledge to the story<sup>13</sup>

## **I. Implementation Series of Story in Teaching Reading**

Remembering new word is hard. Words are slippery things: before we know it, they've wriggled away and are gone. It takes a lot of effort to keep them where you want them. It seems that it is in order to retain a word; students have to go through three distinct processes. They have to fix the meaning of the word in their minds; they have somehow to make the word their own-to personalize it so that it takes on a color and a character for them and becomes part of their individual word store – and they have to use the word creatively in context for themselves.<sup>14</sup>

According to this situation, we know that learning by doing is better than only giving material because it will motivate them to express and explore

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<sup>13</sup>www. Horton.ednet.nd.ca

<sup>14</sup> Jill hadfield. Intermediate vocabulary games.(England: Person Education Limited. 1999)p.4

a new thing and a new experience to the students such as giving question through an active learning strategy supported by interesting media of teaching.

Series story is a media that suitable with teaching reading because it can amuse the students with the content of the story. Besides that, because it presents in a series so they will get a story that divided into some part and every part is related to another part. So it can make the students want to know the next part and they will read more and more to know the whole story.