

## **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, classroom reading activity and Teaching reading through timed repeated 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>5</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>6</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

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<sup>5</sup> Carrell, Patricia L. 1996. *Interactive Approaches to Second Language Reading*. Cambridge University Press.

<sup>6</sup> Silberstein, Sandra. 1984. *Techniques And Resources In Teaching Reading*. New York: OxfordUniversity Press.

students. Firstly, by reading we can get a lot of knowledge about many things in the world such as 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 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>7</sup>

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<sup>7</sup> Jeremy Harmer, *The Practice English Language Teaching* (New York:Longman,1991), p18

### C. The Strategy of Reading

According to Hadfield & Hadfields, the strategy of reading is divided became five categories. They are scanning, skimming, reading for detail, reading for gist and extensive reading.<sup>8</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.

#### 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.

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<sup>8</sup> Jill Hadfield and Charles Hadfield, *Introduction to teaching English* (New York:Oxford,2008),p 92-93



#### 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>9</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

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

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<sup>9</sup> Jeremy Harmer, How to Teach English (England:Longman,2007),p 101-102

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 of 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. Classroom Reading Activity**

Reading activity purposed to introduce and develops reading skills that are useful outside the classroom, and introduce our practice language. The students should read as widely in English as they can, because reading has intensive reading of material such readers is an excellent way developing reading skill and increasing vocabulary.

There are three kinds of activities in relation to reading classroom activities. They are pre-reading activities, whilst-reading activities, and post-reading activities.

##### **1. Pre-reading activities**

Pre-reading activities is activities that prepare the learners for what they will read and set the taste for the second stage.<sup>10</sup> According to Marianne Celce and Murcia, some commonly used pre-reading activities including the following:<sup>11</sup> previewing the text, skimming the text, answering questioning about information in the text, exploring key vocabulary and reflecting on or reviewing information from the text.

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<sup>10</sup> Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), p 74

<sup>11</sup> Marianne Celce And Murcia, *Teaching English as a Second or Foreign Language* (USA:Heinle and Heinle, 2001).P 191.

## 2. Whilst-reading activities

During reading activities, a reader does while reading takes. To maximize reader interactions to the text, readers should be guided during reading activities. In an attempt to influence how readers process a text to increase comprehension, a variety of intervention can be applied. In this case, Marianne Celce and Murcia suggest to the teacher – what can be done at whilst-reading.<sup>12</sup> To guided the students to focus on considering relationships among ideas or characters in the text, and reading purposefully and strategically. For details activities include outlining key ideas, examining emotions and attitude, determining sources of difficulty, looking for answer the questions and writing the prediction of what will come next.

## 3. Post-reading activities

Post-reading activities are the activities conducted by reader after reading. Post-reading activities can involve other skills, such as writing, speaking, or vocabulary development.<sup>13</sup> These activities are aimed at rechecking the reader's understanding about the topic has been read in whilst-reading. The teacher tries to evaluate the students ability with make the post question with pressured the reader's comprehension.

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<sup>12</sup> Marianne Celce And Murcia, *Teaching English as a Second or Foreign Language* (USA:Heinle and Heinle, 2001).P 191.

<sup>13</sup> Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), p 80

#### **F. Teaching Reading thorough Timed Repeated Reading**

According to Samuels, S.J (1979)<sup>14</sup> The method consist of rereading a short, meaningful passage several times until a satisfactory level fluency is reached For example, in one of our earlier studies, children who had been experiencing great difficulty in learning to read were instructed to select easy stories which were of interest to them. Then, depending on the reading skill of the student, short selections from text stories were marked off for practice. In time repeated reading each passage was read five times, and students answered comprehension questions after the first and the fifth reading

The writer implement teaching reading thorough timed repeated reading in the following steps:<sup>15</sup>

1. the researcher gave the passages which are followed by some questions
2. Read passage 1 and timed the 1<sup>st</sup> reading
3. Answered the comprehension questions for the first time (5 items)
4. Read passage 1 and timed the 2<sup>nd</sup> reading
5. Read passage 1 and timed the 3<sup>rd</sup> reading
6. Read passage 1 and timed the 4<sup>th</sup> reading

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<sup>14</sup> Samuels, S.J. (1979). The Method of repeated readings. *The Reading Teacher*, 32, 403-408

<sup>15</sup> Chang, C-S.& Millet (2013). Improving reading rates and comprehension through timed repeated reading. *Reading in a foreign language*, volume 25, No. 2

7. Read passage 1 and timed the 5<sup>th</sup> reading
8. Answered the comprehension question a second time
9. Read passage 2 and timed the 1<sup>st</sup> reading (then repeated steps 3 to 8)
10. Checked answer