

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the nature of reading, the teaching of reading and reading card technique.

A. The Nature of Reading

The term "Reading" is usually defined in many ways. People possess many different definitions of what constitute reading, and every reader has his own definition based on the level at which he is functioning and the purpose of his reading. Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension.¹

Another view of the term of reading is from Nunan in his book *Practical English Language Teaching*, he says "Reading is a fluent process of reader combining information from the text and their own background knowledge to build meaning".² Reading is an essential skill for learners of English as a second language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With

¹ Bernhardt, E.B. *Reading development in a second language: theoretical, empirical, and classroom perspectives*. Norwood (Nj: Ablex, 1991), 6

² David Nunan, *Practical English language teaching* (New York: mc Grow-Hill, 2003), 68.

strengthened reading skill, learners will make greater progress and development in all other areas of learners³.

B. The Teaching of Reading.

Teaching reading is a process of teaching in which the teacher shows and helps someone or students to learn how to read well in English to improve students' awareness of reading as a skill. Teacher not only shows and helps learner to communicate but also showing and helping how to read well in English. Brown (2007) stated that teaching is guiding and facilitating learning enabling the learners to learn, and setting the condition for learning⁴. Based on the statement above it can be concluded that teaching is an activity, which gives guidance to the student that has a certain rule and certain purpose. Especially, in teaching English the students accustomed to use English in order to the students can communicate in English fluently.

The activity of reading produces communication of mind and emotions between writer and reader. The reader attempts to understand ideas that the writer has encoded in the text. They even more indicate that the product of reading involves decoding and comprehension.

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.⁵

³Ibid, 69.

⁴ Douglas, Brown. *Principles of language learning and teaching fifth edition* (White Plains, Pearson Education 2007), 8.

⁵Dubin, Fraida. *Reading on purpose* (Tokyo, Addison-Wesley Company 1987), 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 materials.
- 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 of reading.

C. The Problems in the Teaching of Reading

Teachers in teaching process of reading at senior high school do work hard to planning lessons, choosing materials, teaching classes, working with individual students, and assessing student progress. Yet some schools and teachers seem to be more successful than others⁶.

Reading materials are important for EFL teachers at high school level to select appropriate reading materials, considering not only university entrance examinations but also students' needs interests and abilities. In other words, successful selection of materials may be a key in enhancing students' reading ability. In senior high school, class X has materials that defined in syllabus they are narrative text, descriptive text, and also report text etc.

There are many problems in teaching of reading. First, the teacher is poor in teaching reading technique, she or he insufficiently refined reading techniques for handling high level reading material. The second problem in

⁶Judith A. Langer dkk, *Teaching Middle and High School Students to Read and Write Well Six Features of Effective Instruction*(New York, University at Albany, ED-B9 2000), 3

teaching reading is that students do not do homework. Homework is good for students. After all, the more time they spend working with English, the better they get at it. Yet homework is often a dispiriting affair. Teachers sometimes give out homework tasks with no special enthusiasm, students do not always do it, and teachers do not specially enjoy marking it⁷.

Third, students are uncooperative. Teachers are nervous about the possibility that their students will start behaving badly. Problem behavior can take many forms: constant chattering in class, not listening to the teacher, disengagement from what is going on (a kind of passive resistance), blunt refusal to do certain activities or to do what they are told, constant lateness and even rudeness⁸.

The last problem in teaching reading is that some students finish before everybody else. When teachers put students in groups and ask them to complete a task- designing a poster, discussing reading text, etc – they can be sure that some groups will finish before others. One way of dealing with the problem is for the teacher to carry around a selection of spare activities – little worksheet, puzzle, readings etc⁹. Teachers should always have some spare activities ‘up their sleeve’ for situation where some groups finish long before other.

⁷ Jeremy harmer, *How to Teach English new edition* (Oxford: Ocelot Publishing, 2007), 179.

⁸ Ibid., 180-181

⁹ Ibid., 184

D. Reading Card Technique.

Reading card is a media. Media can be used to make the students learn more easily, and the teacher teaches easily is the main part of the learning process. The media must be used in integrated way in teaching and learning and not only as ice breaker of teaching learning¹⁰.

Card is apart from flashcards with pictures on them, cards of all shapes and sizes can be used in a variety of ways.¹¹ The characteristic of card is a piece of thick, stiff paper or thin pasteboard, in particular one used for writing or printing on: *some notes jotted down on a card*.¹² Reading card are seen as “a narrative form consisting of pictures”

Teachers have always used pictures or graphics-whether drawn, taken from books, news papers and magazines or photographed to facilitate learning. Pictures can be in the form of flashcards, cue cards, photographs or illustrations. Some teachers also use projected slides, image from an overhead projector or projected computer images. Teachers also draw pictures on the board to help with explanation and language work. Pictures of all kind can be used in multiplicity of ways.¹³

Reading card is almost same with flashcards. The differences are as follows a Reading cards contains short story and the cards will be given to the students. The functions of reading card are for understanding the content of

¹⁰ Azhar Arsyad, *Media pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2003), 6

¹¹ Jeremy Harmer, *the practice of English Language Teaching*. fourth edition (Longman: Pearson, 2007), 180

¹² <http://www.oxforddictionaries.com/definition/English/card>. Accessed on 3rd of November 2013.

¹³ Jeremy Harmer, *the practice of English Language Teaching*. Fourth edition (Longman: Pearson, 2007), 178.

text and in order to the students do not feel bored to read. Flashcard is flash learning. Each team uses flashcards to learn the names and background information (favorite hobby, most unusual experience) of their teammates. The flashcards game may be used as a mastery structure excellent for memorization¹⁴.

According to Qomariyah in her research that there are many functions of reading card, they are (1) Reading Card can improve students' reading skill, which covers: main idea, detail, word meaning, generic structure, and communicative purpose. The improvement can be seen from their results of post test. The means of the scores improve from cycle to cycle; (2) Reading card can improve students' self-confidence and motivation in reading class. Besides, reading card can create conducive situation in class. The class becomes active. Moreover, the students can collaborate with the others well. This technique also motivates the students to be more autonomous and relaxed in giving and sharing their different opinions or suggestions to other group¹⁵. There are the differences of the function of reading card between Qomaria's research and this research, They are the students do not fell bored to read the story or text and reading card is for understanding the content of text. Students have to know what is being read and predicts the meaning.

¹⁴ Spencer Kagan, *Cooperative Learning*. (San Juan Capistrano, CA: Kagan Cooperative Learning, 1992), 8:3

¹⁵Farida Nurul Qomariyah, (http://dglib.uns.ac.id/pengguna.php?mn=detail&d_id=20174), accessed on 3rd of November 2013.