

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It will be discussed about the theory of the main research, those are reading skills and english poems .

A. Reading

In this study we talk about reading skills. Before start the study we must know about reading. in this part of chapter we will discuss about the definition of reading, reading skills, and reading principles.

1. The Definition of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning.¹ Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.² Reading is very important for us. Reading is one way to know more about something, from reading we can get a lot of information such as sciences, economics, environments, and language. It is because our brain procesed what we read and try to make it as our new information and our new knowledge. Not only information that we get from reading but also knowledge about the language. When we read we will find many new word, so our vocabulary has increased.

¹ David Nunan, *Practical English Language Teaching* , (New York: McGraw-Hill, 2003), 68

² Jeremy Harmer, *The Practice of English Language Teaching*, (New York: longman, 1991), 190

Reading is related closely with thinking, without thinking there is no reading. So, the goal of reading foreign language classroom is to drive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed, without necessarily vocalising what they are reading.³

2. Reading skill

Students need to be able to do a number of things with a reading text. They need to be able to scan and skim. They need to scan when they read the text for particular bits of information they are searching for, example they read phone book to find a phone number or they look for a word in the dictionary. This skills means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.⁴

They need to skim when they read long text and they need to know the general information from that text, they must skim by read the important sentences, the important sentence is the sentences that can help them to conclude what is the text tells about as like main idea. When they do skim as if they were casting their eyes over its surface to get a general idea of what it is about.⁵

Many students are perfectly capable of doing the skills in their daily lives. For both types of students, we should do our best to offer a

³ Donn Byrne, *English Teaching Perspectives*, (England: Longman, 1980), 122

⁴ Jeremy Harmer, *How to Teach English*, (England: Longman, 2007), 100

⁵ Ibid., 101

mixture of materials and activities so that they can practice using these various skills with English text.

According to Edge and Garton there are three parts of activities when we teach reading skill⁶. First is before reading. The class works on the general topic in order to get students thinking about what they already know, and in order to establish a reason for reading; the second is with reading. The teacher uses questions and tasks to practise appropriate skills, and to make students aware of those skills; and the last is after the text. The teacher invite the students to make a connection between the new information and their own lives.

Teacher can motivate students by having them make predictions about what they are going to read by asking questions that relate what they are reading to their own lives and to their prior knowledge and experience.⁷ It will help students to predict the content and outcomes before reading, relating the text and to the prior knowledge during reading, and support the students conclusion. The key of them is concentrate when we are reading, we will not get the point when we are not concentrate.

According to Langan, There are five important things that can help us to concentrate⁸. First is, understanding vocabulary in context. To decide on the meaning of an unfamiliar word, consider its context;

⁶ Julian Edge, and Sue Garton, *From Experience to Knowledge in ELT*, (New York: Oxford University Press), 141

⁷ Patricia A. Richard-Amato, *Making It Happen From Interactive to Practicipatory Language Teaching*, (ited Stated of America: Longman, 2003), 101

⁸ John Langan, *College Writing Skills With Readings*, (New York: Mc Graw Hill, 2008), 639-640

summarizing the selection in a title. The title should accurately describe the entire selection. It should answer the question what is this about? As specifically as possible; then, determining the main idea. Choose the statement that you think best expresses the main idea of the entire selection. Remember that the title will of ten help you focus on the main idea; and then, recognize key supporting details. To determine the key details, ask yourself. What are the major supporting points; and the last is making inferences. Answer the question by drawing on the evidence presented in the selection and your own common sense. Ask yourself, what reasonable judgments can I make on the basis of the information in the selection

3. Reading principle

For teacher who wants to teach reading, they must know about principle in reading. According to Harmer, there are six principles for teaching reading.⁹ Those are: encourage students to read as often and as much as possible, students need to be engaged with what they are reading, Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrated on its construction, Prediction is a major factor in reading, Match the task to the topic when using intensive reading texts, and good teacher exploit reading texts to the full.

⁹ Jeremy Harmer, *How to Teach English*, (England: Longman, 2007), 101-102

Encourage students to read as often and as much as possible. The more students read, the better they get. Everything we do should encourage them to read extensively as well as if not more than intensively.

Students need to be engaged with what they are reading. During the lesson, 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.

Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrated on its construction. It is important for students to study reading texts in class 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 clauses. But the meaning, the message of the text, is just as important as this. 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.

Prediction is a 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 at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get the clue from the book cover, the headline, the web page banner our brain starts predicting what we are going to read. Expectations

are set up and the active process of reading is ready to begin. In class, teacher should give students hits so that they also have a chance to predict what is coming.

Match the task to the topic when using intensive reading texts. We need to choose good reading tasks, the right kind question, appropriate activities before, during and after reading, and useful study exploitation, etc.

Good teacher exploit reading texts to the full. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life.

B. English Poem

The media of this research is poems, so we must know about it. This part of the chapter will be discussed about poem. Those are the definition of poems, the advantages of English poem in the class, and the use of English poem in reading class.

1. The Definition of English Poems

Poem is kind of literature that have implicit meaning and have a good diction. Poem is a powerful genre which research indicates can benefit English language learners in many ways. Unfortunately, very little research has been conducted to show the advantages of this forgotten genre. Many benefits are obvious: poems are typically shorter pieces of text, which are more manageable for struggling readers; the

rhyming patterns provide sound qualities helpful for predicting words and phrases; and, when introducing new content, poetry can be a tremendous tool.¹⁰ A poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme.¹¹

2. The advantages of English poem in the classroom

There are some advantages of using poem in the reading class. According to Fanmei Kong, there are four advantages of using poetry in the class.¹² Those are, enhancing learner's motivation, stimulating learner's imagination, broadening learner's experience, and improving learners self cultivation.

Enhancing Learner' Motivation. English poem can be used to enhance learners' motivation in the following ways. First, the more learners' read poem, the greater interest they may show in the language and in learning language. Second, the concise expressions in poem can inspire learners to explore and appreciate the power of language and conveying meanings. Third, English poem teaching can arouse learners interest and passion of learning English in class and after class.

Stimulating Learners' Imagination. All the images in the poem may inspire the reader to imagine the wonderfulness of something. Poem

¹⁰ Jennifer M. Norris, "Using Poetry to Teach Reading Comprehension Strategies to English Language Learners"(Tesis MA, Hamline University, Minnesota, 2010), 2.

¹¹ Andrew Finch, "Using poems to Teach English" *English Language Teaching*, 15 (2002), 30

¹² Famnei Kong, "On the Effectiveness of Applying English Poetry to Extensive Reading Teaching", *Journal Of English Teaching And Research* vol. 1, 6 (2010), 920

is better material to enrich the reader's imagination with its special form and to encourage the reader's creativity.

Broadening learners' Experience. The experience or the truth that the poet creates in the poem will make the reader accumulate more experience of life and have a fresh or deep insight of life.

Improving learners' self cultivation. Learners' character will be nurtured by the feeling that the poem conveys and the learners will become more cultivated and more optimistic to life.

3. The use of english poem in the reading class

Using poem in the class room is a great way to teach English. Because of the varied structure of its forms, a poem can be used to teach basic concepts of grammar as well as the descriptive or critical writing. Poem is also good tool to teach reading skill.¹³

Using poem to teach reading is one of the creative ways, it can be implemented readily and easily.¹⁴ Using poem in the class easy if we know how to use it. We must make the student interest with the title first, then we can continue about the meaning of each words, from the meaning of the each words we can continue it to the real meaning or the poet means of course it will little difficult but we can make it easier with discussion. Everything is easy if we do it together.

¹³ Zuliaty Rohmah, *Teaching English Joyfully*, (Malang: Bintang Sejahtera, 2012), 95

¹⁴ Jennifer M. Norris, "Using Poetry to Teach Reading Comprehension Strategies to English Language Learners"(Tesis MA, Hamline University, Minnesota, 2010), 5.