

CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter presents theories related to the problem of this research. They are the Reading, Teaching reading, Direct Reading Thinking Activity (DRTA), and Recount Text

A. The Reading

1. Definition of Reading

There are many assumption about reading. Reading is one of the world window. We can know anything with reading. Nunan (1991) give definition about reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Reading skill need to be fostered, so, the students can cope with more and more sophisticated text and tasks and deal with them efficiently, quickly, appropriately and skillfully (Penny, 1996). According to the statment, we can say that reading have special skill to understanding text, so the information can be reserved. Reading comprehension has tehniqye to understand the text efficiently, quickly, appropriately and skillfully.

In relation with this idea, a useful definition of reading is given Garbe and Statler argues that reading can be described as the ability to convey meaning from the printed page then interpret this information appropriately

(Grabe and FedericaL, 2002). Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/or constructing meaning.

Reading skill is the most important among all language skills. Every people must research and be master on it. Reading is basic tool of learning. (Sugiarto, 2002) Bowman and Bowman stated that reading is an accurate tool in promoting life long learning. By researching reading skill, learners have a technique to explore “world” and a chance to achieve their goals in life.

In other hands, reading not only textual but also understanding the situation or condition about something around him. There are some skill that have correlation to improve comprehension about something and absolutly that is still on the sam skill about english. According to Furthermore Brown (1994) states “reading is a process interrelated with thinking and with other communication abilities listening, speaking, and writing. Reading is the process of reconstructing from the printed pattern on the ideas an information intended by the author”.

2. Purpose of Reading

There is possible cause of the variation between readers and reading which we need to consider that is readers’ different purposes. If a reader wishes to get a general idea of text content, he will pay less attention to the detail of the text and he may read in very different ways than if he is researching a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he

reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because according to Hennings (1990) what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.

While reading, presumably, many things can be happened. Not only is the reader looking at the printed page and deciphering marks. The readers is presumably thinking about what he is reading, how useful, useless, entertaining, boring text is. He may find some difficulties and ways of overcoming those or continuing the pleasure.

- 1) Instrumental a large amount of reading takes place because it will help us to achieve some clear aim. For example, we read a road sign or instruction on a ticket machine because we want to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.
- 2) Pleasurable another kind of reading takes place largely for pleasure. Such as read a magazine or poetry (Sven, 1999). Familiar sensations: you are at the wheel of your car, waiting at traffic light, you take a book out of the bag, rip off the transparent wrapping, and start reading the first line. A storm of honking breaks over you.

Beatrice S. Mickulecky and Linda Jefferies (Beatrice And Jeffries, 2005) said that reading is important to improve the general language skills in English. The importance of reading is stated as follows:

- a. Reading can helps us to think in English,
- b. Reading can enlarge our English vocabularies,
- c. Reading can helps us improve our writing,
- d. Reading may be a good way to practice our English we live in a non-English speaking country,
- e. Reading helps us prepare to research in English speaking country, and
- f. Reading is a good way to find out about new ideas, fact and experience.

3. Types of Reading Text

In this part of discussion, the researcher discusses about the type of reading according to Dr. M.F. Patel and Praveen M. Jain (Patel, 2008: 117-119). Below are types of reading:

a. Intensive reading

Intensive reading is related to improve in language learning under the teacher's guidance. There are characteristics of intensive reading

- 1) This reading helps learners to develop vocabulary
- 2) Teacher play main role in this reading
- 3) Linguistic items are developed
- 4) This reading aims active use of language
- 5) Intensive reading is reading aloud

6) Intensive reading emphasized in speech habit (pronunciation, intonation and rhythm)

b. Extensive reading

Extensive reading is teach the student to read directly and fluently in the target language without the aid of the teacher. (Patel, 2008) According to Patel there are characteristics of extensive reading:

- 1) Extensive reading helps learners to active develop vocabulary
- 2) The learners play main role to ask
- 3) The idea can be developed
- 4) This reading aims to enrich learners knowledge
- 5) Extensive reading is silent reading
- 6) In extensive reading emphasized in subject matter
- 7) By using extensive reading good reading habit can be developed.

c. Aloud reading

Suyanto (2012) says that aloud reading is activity to teach students to pronounce, using intonation and rhythm the text well. S. Venkateswaran quoted by Patel defined that reading aloud is not useful at the secondary level because of it is very difficult skill for student who does not know how to pronounce the text. Besides that, if students have not prepared themselves for reading, it will be very difficult for them and will be unnatural. Basically reading is silently reading, text should be read aloud which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud

should not be read aloud. Patel (2008) says that the advantages of aloud are:

- 1) This reading help learners to improve reading skill well by speaking and expressing ideas
- 2) Aloud reading aims to develop learners in pronounce well
- 3) Learners will enjoyable in reading when the teacher give stimuli during reading

Language learning is kind of imitation. When teacher says anything or read any text, the learners also tries to repeat what the teacher said. So teacher should have innovation ideas that can make the activity is affective.

d. Silent reading

Silent reading is important skill in teaching English. In addition, the student will easy when reading because they read whisper. Silent reading is also to get any information. Below are the advantages of silent reading:

- 1) This reading makes students active
- 2) In silent reading focus of learners toward subject matter and naturally
- 3) This reading is saves time because all students participate in the activity at a time
- 4) Silent reading is useful to develop reading skill fast
- 5) This skills use play main role to improve the students" knowledge

4. Reading Comprehension

Comprehension is the outcome of cognitive processes in which the reader interacts with the texts (Harvey, 1987). so the text have an importnt relation with the text, and by read the texts and get information from the texts. According to bransford and johnson (1973), rumelhart 1975, and the other, reading comprehension is a process whereby a message that inteded by the researcher is recognized by the readr against the background of information already stored in the reader's memory. It means that we read the texts to comprehend and understand the texts to get the message are read by the researcher.

B. Teaching Reading

For the teacher, here there are some reading principles: (Harmer, 1999)

1. Encourage students to read as often and as much as possible.
2. Students need to be engaged with they are reading.
3. Encourage students to response to the content of text (and explore their feeling (about it), not just concentrate on its construction.
4. Prediction is a major factor in reading
5. Match the task to the topic when using intensive reading texts.
6. Good teacher exploit reading texts to the full.

The explicit teaching of reading comprehension is one of techniques to teach reading. Explicit instruction for developing reading comprehension skills

and strategies can be applied to the reading situation such as content reading.

The features of explicit teaching include: (Calderon, 1996)

1. Relevance

Students are explained for the purpose of skill or strategies.

2. Definition

Students are given information and explanation to apply the skills by making public the skill or strategy, example its use, discussing its range of utility, and illustrating what is not.

3. Guide practice

The teacher gives feedback to the students, from their skill or strategy the students use.

4. Self-regulation

The teacher gives chance to the students to try their strategies and develop their ways to monitor their own use of the strategy or skill.

5. Gradual release of responsibility

For the first the teacher gives example and shows the students learning. Because the teacher believes to the students so they give responsibilities to the students do their strategies.

6. Application

The teacher gives chance to the students to try their skill and strategies in independent learning situation, like nonschool tasks.

C. Direct Reading Thinking Activity (DRTA)

1. Definition of Direct Reading Thinking Activity (DRTA)

DRTA is a technique that encourage students to make prediction while they are reading (Sauffer, 2006). After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next. DRTA draws on empirical research, which demonstrates the effectiveness of predicting, clarifying, monitoring, and evaluating strategies, and so it has indirect but powerful support for its instructional activities reading. According to the statement above, DRTA is a method to support students' reading comprehension by guiding them to key points in the text and providing opportunities to discuss the meaning with their classmates.

The direct reading thinking activity (DRTA) is a much stronger model for building independent readers and learners (Almasi, 2003). This stated the goal for using the directed reading thinking activity is to foster students' independence when reading. It engages students in an active process where they must use their reasoning abilities and their own ideas. (Allen, 2004) The power of the directed reading thinking activity strategy increases when the teacher guides students to check their predictions after reading.

2. The role of Direct Reading Thinking Activity

According to Farida (2007) the steps in using the DRTA strategy in reading comprehension learning are:

- 1) Make predictions based on title instructions

At this stage the teacher writes the title of the reading text that the student will read on the board. After that the teacher tells students to predict the contents of the reading text to be read based on the title.

2) Make predictions from drawing instructions

The step taken by the teacher at this stage is displaying pictures of the reading text that the students will read. After that, have students predict what the text of the reading will be about to read later.

3) Read reading material or text

Ask students to read the reading text shared by the teacher based on their choice of the image chosen by the student.

4) Assess predictions and adjust predictions

After reading the text the teacher evaluates the results of the student's prediction, by asking questions about who among you the prediction is the same as the reading text that has just been read.

5) Repeat all procedures (1-4) until all parts of the lesson above are covered.

6) Make a summary according to each version.

D. Recount Text

1) Definition Of Recount Text

Recount is a kind of genre which has been taught in junior high school at eight grade students (Gerot and Wignell, 1998). Recount “tells what happened”. It retells past event for the purpose of informing or entertaining. It could be someone’s experiences, someone’s life in the past, the history of something, etc. The tense that is used in recount text is past tense.

2) Social function of recount

Social function of recount is to retell events for the purpose of informing and entertaining

3) Generic structure of recount

There are three generic structures of recount:

- a) Orientation : provides the setting and introducing participants (whom“, “where“, and when“).
- b) Events : tell what happened, in what sequence (usually recounted in chronological order)
- c) Re-Orientation : optional – closure of events (around of sequence of events)