CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of relate literature and discuss about the definition of reading, teaching reading, jumbled pics stories, jumbled sentences, and recount text.

A. Reading

This point presents about the definition of reading, the purpose of reading, and the kinds of reading. This point is written based on expert word and also the opinions of the researcher.

1. Definition of Reading

Reading is a process of understanding and retrieving information from a text. Through reading we can increase knowledge and also find out new information. Reading can also train us to understand and be able to take the essence of a text. Reading can also increase our vocabulary. In addition, reading can be interpreted as an activity or process of getting information from the text. Reading is not only spelling words in a text but also understanding and extracting the essence of information from a text. Reading is the practice of using text to create meaning. The two keywords here are creates and mean. If no meaning is created, then no reading occurs (Johnson, 2008). Then, some people define reading as an activity to produce sound from what they read. Most also see reading as a decoding process with the reader processing each letter in

turn, producing the appropriate sound, and forming words (Allington and Strange, 1980).

Reading is an activity that is naturally done every day. Reading is not only done for formal things, but also for non-formal activities such as reading directions, reading food recipes, reading advertisements, reading tutorials, and reading price lists. People will read everything they see. Every time they see a text, the brain will automatically digest and automatically they are reading the text. As the following expert said who can support my opinion about reading, reading is a natural activity that is requested by our brain when our eyes see everything (Ardila, 2020). Unconsciously they are reading and taking information from a reading. They also produce meaningful sound from the text they are reading. They also get new knowledge while in the reading process. Then, they also get new vocabulary in reading the text.

Other experts state that reading is helpful for language acquisition so long as students more or less understand what they read. So, the more they read, the better they recognize it (Harmer, 2007).Different experts believe that reading is a steady guessing process, and what this brings to the following is frequently more critical than what is found in it. In reading, college students should be taught to use what they realize to understand the unknown elements, which are those simple thoughts words (Grellete, 2004). This means that we need our knowledge to understand a text which some of the text we do not know. It can be concluded that using our knowledge to know the whole text. Furthermore, the opinion of other experts said that reading is a construction of meaning from print or written massage. It means the construction of meaning involves

the relationship of the reader information from written massage with prior knowledge to arrive at the meaning and understand (Day and Bamfort, 1998). Based on the three definitions of reading from the experts above, it can be concluded again that reading is one of the basic needs language learning skills cannot be separated from other language learning skills such as write, speak and listen. These skills must be learned by English learners. Reading skills can help improve language skills as well, not only in English but in other languages as well.

2. The Purpose of Reading

According to the expert category from the purposes of reading include: reading to discover easy facts, analyzing to skim fast, reading to explore from the textual content, reading to combine statistics, studying to write, researching to critique the text, and reading for widespread comprehension (William and Fredrika, 2002). Those are explained as follow:Reading to find simple information

a. Reading to find simple information is common reading ability. It is often used in reading assignments which are probably best seen as a type of reading ability.

b. Reading to skim quickly

Reading to skim speedy is a not unusual part of many reading assignments and a beneficial skill in itself. It includes, in effect, an aggregate of the method to wager where it is probably essential in the textual content, after which use basic analyzing comprehension talents on those segments of the text till a popular idea is shaped.

c. Reading to learn from the text

Reading to research commonly occurs in instructional and professional subject a context wherein one desires to examine plenty records from the textual content, it calls for the capability to bear in mind the main ideas, understand and construct a rhetorical framework and hyperlink the text to a readership base.

d. Reading to integrate information

Reading to integrate data requires different decisions about the relative importance of complementary, mutual help or conflicting data and the opportunity of restructuring the rhetorical framework to accommodate facts from diverse assets.

e. Read to write and read to criticize the text

Reading to write and reading important texts may be variants of the task read to integrate information. Each requires composing, deciding on, and critiquing statistics from the textual content.

f. Reading for general understanding

While achieved with the aid of a skilled, fluent reader, reading for general understanding requires very fast and automatic processing of words, robust abilities in forming representations of the general meaning of most important thoughts, and efficient coordination of many methods in very restricted time coercion.

Another expert explained that there are seven purposes in reading developed into a framework for text selection with intermediate high-school or adult students. They are

getting information, finding and curiosity about topic, following instructions, pleasuring and enjoyment, keeping in touch, knowing what was happening in the world, finding when and where (Hedge, 2001).

3. The Kinds of Reading

There are several types of reading such as intensive reading, extensive reading, aloud reading and silent reading (Patel and Praveen, 2008). Those are explained as follow:

a. Intensive reading is a type of reading that focuses on idioms and vocabulary taught by the teacher in class and idioms and vocabulary in poetry, poetry, novels or other sources. Such as a focus on grammar or linguistics.

b. Extensive Reading is a type of reading that involves students reading texts for pleasure and to develop general reading skills. The examples such as reading letters, recipes, daily journals or anything that is fun. Take understanding for a pleasure.

c. Reading aloud is reading in a loud and clear voice. Examples are Reading poetry, dialogues, and other types of text.

d. Silent reading activities are intended to train students to read silently so that students can focus their attention or understand the text. For example, students read the text by heart or not aloud.

B. Teaching Reading

This point presents about the definition of teaching and definition of teaching reading. This point is written based on expert words and also the opinion of the researcher.

1. The Definition of Teaching

Teaching is the guiding and facilitation of getting to know, allowing learners to study, setting conditions for learning. Furthermore, the teacher will apprehend it during teaching. He needs to apply terms and strategies, techniques, or techniques inside the teaching and know the procedure (Brown, 2007). Teaching cannot be separated from gaining knowledge because teaching is leading and facilitating learning, enabling learners to learn, managing gaining knowledge of conditions. Teachers' understanding of college students' learning will determine their academic philosophy, teaching patterns, methods, strategies, and lecture room techniques (Brown, 2006). Teaching will become an interaction between teachers and students. The learning and getting to know procedure should be powerful in which teachers are required to make use of the proper method, approach, or technique used in the teaching and learning procedure.

According to Gage (1963), "teaching is a form of interpersonal influence" that aims to change the ability conduct of others. Smith in 1963 moreover, the definition of teaching is a device of actions related to dealers, give up dreams and conditions which include sets elements over which the agent has no manage (elegance length, characteristics) students, bodily facilities, etc.) and which may be changed (including teaching techniques and strategies.

2. The Definition of Teaching Reading

Teaching reading is telling how or helping someone to know how to read and get information and points from the text. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in learning something, giving knowledge, causing to know or understand (Brown, 2007). That is, teaching is a transformation of knowledge from teachers to students with the aim of knowing and understanding. Teaching reading means helping or guiding someone to learn to read (Ardila, 2020). Teaching reading can also be interpreted as an activity to convey the knowledge obtained by the teacher or teacher to students. Teaching reading also has many difficulties.

Ur (2009), stated that sometimes we find reading texts that are easier to understand difficult to assess, because our English level is clearly too high for this example; but for the leader, the goal might be easier just because of the topic preparation and vocabulary provided through some text-related questions.

It has been explained above that reading is a complex process, so not only reading the text but the reader must also understand the author's message so that the reader can express their ideas and conclude conclusions to obtain information. Regarding the importance of reading, teaching reading should be started as early as possible.

English learning is important to be studied in Indonesia as a foreign language. This is evidenced by the fact that English is still being taught at the high school level. This

course is carried out for three academic years. For example like a tenth grade high school. There is an English lesson on reading. This is as stated in the 2013 curriculum which states that "Students can distinguish social functions, text structures, and linguistic elements of several descriptive, recount, and narrative texts". So, in the tenth grade of high school, English lessons are taught about reading with descriptive, recount, and narrative text types.

3. The Difficulties of Teaching Reading

There are some difficulties in teaching reading. The first is dealing with students who are bored with teaching reading. Teaching reading in long texts will cause students to be bored and unable to catch what they have read. This also causes students to be less enthusiastic in learning to read. This will make it difficult for teachers because students are not conducive when being taught. Students fail to understand the content of the text well. They cannot capture information from the texts they have read (Ardila, 2020). The second is vocabulary-oriented teaching (Surong, 2002 and Li-Juan, 2007). In this case, the teacher chose vocabulary as the main focus in teaching reading. As a result, teachers do not know the complexity of the reading process. Wallace (1992) explains that it can affect situations where teachers usually have little idea about how to plan lessons in an orderly and systematic manner. So, what teachers often do is just sit at the bench, read the entire text to be taught, look in the dictionary for all the words and expressions.

The problem factors confronted by students are divided into outside and internal factors. Internal factors include physical, highbrow, and mental. At the same time as the

external factors encompass the family and college surroundings (Rahim, 2006). Numerous internal factors influence students in information analyzing; these are: typically discovered by way of readers when researching, exceptionally; trouble in information long sentences and texts, problems caused by confined history expertise, trouble in using studying techniques, and difficulty in awareness (Fajar: 2009).

C. Jumbled Pics Stories

According to Puspitasari, Jumbled Pictures is a picture of a puzzle displayed randomly. Jumbled pictures story is a way used to assist students in recognizing a text using rearranging the picture story into a sequence that matches the textual content they have read (Puspitasari, 2018). Wood and Tinajero claim that pictures may be used as stimuli to grow students' knowledge which is vital in their studying manner to achieve success in all fields of study (Wood and Tinajero, 2002). Pictures are also appropriate for any independent institution of beginners at any age or stage and can be used to expand teaching and get to know the procedure. The learning process can be extra exciting and smooth to understand. Using Jumbled Pics story, students are more interested in studying textual content (Ciputri, Sukirlan, and Munifatullah, 2019).

The following are the steps in applying jumbled pics stories. The first is the teacher prepares a recount text as a basic text to compose pictures. Then the second is to prepare some pictures that describe the story or recount text that has been prepared. Then students are asked to read the text. After that, students are asked to arrange pictures

based on the available text. Arrange pictures into a coherent story according to the text that has been read.

D. Jumbled Sentences

Jumbled sentences are material to compose sentences from paragraphs or text. Mixed sentences are part of communicative language teaching activity and are usually used by teacher in class. According to (Freeman, 2000) the teacher gives some sentences in random way to students. Then students rearrange the sentences into a good sentence. Then they make good paragraphs based on sentences that have been arranged correctly. Random sentences are groups sentences arranged in an illogical order. The teacher gives some sentences to the students and they arrange the sentences into complete sentences. Then, they make a paragraph based on sentences that have been compiled (Manka, 1996). Random sentences help students in aspects of generate ideas, structures, and vocabulary items. According to (Lalande, 1982) mixed sentences may be useful for students in editing because random sentences can guide learning and help students solve their own problems.

The researcher clearly concludes that the steps in applying jumbled sentences are as follows, first, the researcher prepares the text with random sentences. Then students are asked to read the random text. Then students must sort the random sentences into sentences that are sequential, coherent and complete.

E. Recount Text

Recount text is a textual content that tells the reader approximately one tale, movement, or activity. It is a motive to entertain or inform the reader or a text which retells occasions or stories inside the past. Writers must understand that at the same time, as the purpose is to retell, they nonetheless want to craft their retelling to be exciting to the reader.

There are four types of recount text. The first is personal recount. Personal recount is a recount text that has a function to tell about the author's personal experience. Personal recount is the most common type commonly used to write recount text. The second is factual recount. Factual recount is a recount text that has a function to present reports about events that occurred based on facts (really happened). Examples include reports on scientific experiments or reports from the police. The third is imaginative. Imaginative is a recount text which has a function to tell imaginative events. For example, a recount text that tells the author's experience in imagining a scene that he got from his dream. The last one is the historical recount. Historical recount is a recount text that contains history. An example is a recount text about the proclamation of Indonesian independence.

Generic structure of recount text is consist of three parts (Mukarto, 2007). They are orientation, series of events, and reorientation. Orientation is provides the reader with background information for the story. The opening paragraph should answer the question; who, what, where, when, and how. Series of events tells a series of events in

chronological order and describes what happened. Reorientation consists of type of conclusion with comments or summaries and an evaluation of the story's topic.

F. Previous Studies

There are some previous studies related to this research. Each of them has its own similarities and differences with this study. They can be used as references for the researcher to accomplish her studies. The first study is research from Ciputri, Sukirlan, and Munifatullah (2019). The purpose of this study was to examine whether there was a significant effect on the achievement of students' reading comprehension in a narrative text after being taught using Jumbled Pics Stories technique and to find out the students' responses to the use of the Jumbled Pics Stories technique in teaching reading comprehension. Then, the results of this study indicate that there is a significant effect on students' reading achievement in a narrative text. Furthermore, students also showed a positive response and also agreed if the technique was used as a teaching medium.

There are similarities and differences between these two studies. The similarity is to use the same technique or media, namely Jumbled Pics Stories for teaching. Then the researcher focused on reading skills. The researcher used a quantitative experimental design. The next difference between these two studies is that they use a different research design. Ciputri, Sukirlan, and Munifatullah used pre-experimental research design while the researcher used quasi-experimental research design. Then use different types of text, namely narrative text and recount text.

The second study is conducted by Saputri and Hadi (2021). The purpose of this study is to investigate the effectiveness of teaching reading by using jumbled pics stories. It is found that there the effectiveness of teaching reading by using jumbled pics stories has a significant effect on reading comprehension for students. The researcher uses a quantitative method which is a pre-experimental design. This research was conducted in SMP Al-FitrohTangerang. There is a similarity and difference between the previous research conducted by Saputri and Hadi with this research. The similarity is the use of jumbled pics stories in teaching reading. Meanwhile, the differences are the place and the research design.

The third research is conducted by Sari and Fadli (2019). The purpose of this study is to know the effectiveness of teaching reading by using jumble summary strategy. The researcher wants to provide solutions to teachers so that teachers get new strategies in teaching reading. The researcher uses experimental research. This research is conducted in SMPN 2 Suliki District.

There is similarity and difference between the previous studies conducted by Sari and Fadli with this research. The similarity is about teaching reading. The differences are the media and the place.

The fourth research is conducted by Dehham and Fraj (2021). The purpose of this research is to find out the impact of using jumbled picture stories technique to develop student writing skills. There is similarity and difference between the previous studies conducted by Dehham and Fraj with this research. The similarity is about the media and the difference about the skills. This research uses jumbled pics stories in teaching

reading meanwhile Dehham and Fraj research use jumbled picture stories in teaching writing.