

CHAPTER II

LITERATURE OF REVIEW

This chapter present a review of the literature review related to this research. In this chapter, there are definition of reading, the purpose of reading, types of reading, teaching reading skills, snowball throwing strategy, and previous study.

A. Reading

According to Grabe, (2002) Reading is an important skill for English students, whether they are learning it as a second language or as a foreign language. Reading continues to play a key role and is essential for conveying meaning and information through text. Foreign language reading. It is not an easy chore for language learners to read in English because it is difficult. It's hard to decipher the meaning of the text. To understand the meaning of something, you must understand it, or to obtain information from the writer. It's really be that language will be to cause. The English language system differs from the students' native tongue.

Harmer, (2007) from explained that; “Reading is an exercise dominated by the eyes and the brain. The eye receives message and the brain that has to work out the significant of these meanings”. It can be said reading is activity which is done by reader through the eyes, the eyes looking at printed words, then the brain working out to find the meaning.

Before going further explaining the main points in this paper, the writer shows some concepts of reading proposed by some experts. According to (Nunan, 2003) reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. Reading ability is very important for daily live and gives information for the students to comprehend the text, because the goal of reading is comprehension. By reading, the

students can increase their knowledge such as social, culture, politics, and so forth. In addition, it can also be called as a tool for the students to get a comprehension about what they have already read so far. It does also help the students to refresh their ideas and they can understand many types of words and sentences which can improve their ability in reading.

In addition, Putri et al.,(2019) defines reading as the process of obtaining or constructing meaning from a word or clusters of words. It means that reading is a process of combining words and sentences to make the reader can get meaning from the words. Then, word cluster as a tool for students that make them easier to understand the ideas from the sentences. In the word clusters students can predict the main ideas of the sentences, without reading all of the texts.

Reading is clearly important in English language learning, as seen by the following explanations. Furthermore, reading activities involve not only reading a text or something written, but also understanding the language process, which requires readers' ability to comprehend, the acquisition of new vocabularies, the development of students' background knowledge, and the acquisition of information and general ideas from reading materials. In short, these are the reasons why reading is such a crucial skill for students to perfect.(Putri et al., 2019)

Once it relates to classroom reading activities, a teacher cannot avoid teaching particular genres that are required in the school curriculum. In general, teachers and students should be able to distinguish between three different sorts of texts. Transactional text, functional text, and monolog text are the three types. A text, such as a chat, is referred to as transactional. Functional texts include texts such as commands, instructions, and shopping lists, among others. While monologue texts come into the narrative, descriptive, recount, and report categories, monologue texts fall into the narrative, descriptive, recount, and report categories. Monolog texts are the

most common sort of text that is concerned among the many texts mentioned above. The gene is taught to the students.(Dean, 2003)

Finally, the purpose of this paper is to inform readers, especially English teachers, about the several alternative strategies for teaching reading ability. Furthermore, it will help students' background knowledge during the reading process. To overcome the reading challenge, the instructor must be innovative in developing a reading teaching technique that would increase the students' reading ability. As a result, it is hoped that by employing the appropriate strategies, teaching reading would go smoothly.

B. The Purpose of Reading

In a reading exercise, the material is caught by the teacher and the students through direct communication. It signifies that one of reading's functions has been completed. The reader separates what is simply enabling from what he wishes to add to his realm of knowledge and capability as a permanent addition. Reading's true objective is not to simply occupy in a message, but to evolve from that communication into something that lasts or spreads the reader's conceptual world.(Widdowson, 1979)

There will be a settlement on relative implication if the contact between reader and writer is effective, result in a tense relationship between them. However, the reader can always impose his own limitations on the information he acquires. The reader could then be accused of misunderstanding the point or making out-of-context remarks. As if abstract worlds don't match, there will never be a perfect equivalence of encoder and decoder meanings, allowing a natural estimation of an interaction.(Widdowson, 1979)

Learners rarely have to use the information they receive in the classroom, either to facilitate admission to the most important routes toward meaning or to follow these directions

into their own abstract worlds, regardless of where they are in the interaction process. Reading is regarded as a culmination in and of itself, an activity that has little bearing on actual knowledge or experience.

Furthermore, this kind of problem can be solve with suggestion by Widdowson, (1979). By making the learners conscious, over involvement in the kind of interactive drills earlier, with much written discourse serves a basically facilitating function. Trying to encourage learners to relate what they read to their own world of knowledge and experience by selecting reading material that is likely to request to their interests, but there is no point in doing this unless teachers also ensure that their interests are really betrothed by allowing them the same freedom of interpretation that is practiced by the readers. The texts should be transformed into discourse and the language put to creative use.

C. Types of Reading

According to Muchtar, (2019) there are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

1. Intensive Reading (IR)

Harmer, (2007) stated that the score of student achievement in reading comprehension were in line with the development of their reading interest, it proved that the IR (Intensive reading) greatly assists students to understand the text started from an easy passage up to advanced reading level. IR can overcome obstacles encountered by teachers and students while most importantly students can read the text easily and fun. Based on the empirical results, it concluded that IR and ER (Intensive reading and Extensive Reading) method can be applied in English subject to improve students' comprehension in reading English text.

When a learner is reading intensively, he or she is completely focused on the language as opposed to the text. It involves the students learning new vocabulary, studying the grammar and expression in the text, translating the passage, or any other tasks that require them to look carefully (inside) the text. To put it in other words, students need read carefully in order to fully understand the meaning of the text.

2. Extensive Reading (ER)

According to (Nunan, 2003) extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for comprehensible input. The emphasis is on the quantity of books read and the students' enjoyment of their books. Students are never tested formally on their extensive reading.

Extensive reading is defined as reading broadly and in great amounts with the primary goal of enjoying reading activities, while intensive reading is defined as reading that is limited to a short text and carried out with the goal of understanding the entire content of reading. These two methods to reading literacy differ in various aspects relating to reading activities, such as main reading objectives, the focus on reading text, the sources, and types of reading, the number of reading a text, the reading speed level, and the method of reading.

3. Reading Aloud

Nunan, (2003) states that reading aloud has a remarkable effect on children. It enhances children's skills, interests and development in many ways that reach far beyond just improving their own reading interests and abilities. One of the main intentions of reading aloud is to recognize the sounds of words; however, teachers may also vary their activities to develop their students' reading comprehension. The teachers may ask

some questions after the students have read the text. When one student read aloud, the teacher asks the other students to pay attention to the text rather than just listen to how their friend reads. This will assist the students in finding the meaning of the text.

4. Silent Reading

This type is done by student in the class, they are supposed to read the passage silently the main purpose of this reading is how the students can obtain the information from the printed page efficiently, rapidly and fully understand.

According (Nunan, 2003) “Silent reading should be encouraged to develop automaticity, confidence and enjoyment”. To check whether the learners understand what they have read, the teacher can test them by giving question based on the text. Writer assumed that the silent reading is the method which reading process are held silently by the reader.

D. Teaching Reading Skills

Teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to Jaremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely (Harmer, 2007) In context of various explanations of teaching, the researcher believes that teaching entails activities and maintaining a favorable atmosphere in order to create and provide opportunities for students in the learning process to achieve their goals. There are usually two parts to teaching reading. It can first be applied to educating

students who are learning to read for the first time. A second part of education is instructing students who already know how to read in their native language.

Reading is one of the ways to help students understand the teaching – learning process in the classroom. Because every student has a different personality, the teacher is expected to give certain strategies for engaging students in their lessons. The strategy for teaching reading in which the teacher is present in the classroom in one of several ways. The first step is to summarize. Summarizing is the process of reducing enormous amounts of text to their bare essentials: the gist, important ideas, and main points worth noticing and memorizing. A summary, according to Webster's, is a "general notion in concise form"; it is the distillation, condensation, or reduction of a larger work into its constituent parts.

Furthermore, teaching reading is a method of assisting kids in acquiring the ability to comprehend text. As a result, according to (Gaol, 2019) teaching reading comprehension involves teaching students how to infer meaning as well as analyze or synthesize what they've read. It implies that teaching kids reading comprehension involves not just teaching them how to read well, but also how to obtain a profound knowledge of what they read. The teacher also instructs the students on how to read and understand the text's content. It aids students in comprehending and understanding the passage.

Summarizing teaches students how to identify the most significant concepts in a text, how to filter out extraneous information, and how to connect the main ideas in a meaningful way. Students' memory for what they read improves when they are taught to summarize. Summarization techniques can be (Arta, n.d.) applied to nearly any type of content. The second is questioning. One of the most important aspects of teaching is questioning. It allows tutors to learn what students know and comprehend, as well as for students to request

clarification and assistance. The third option is to skim. Skimming is a technique for swiftly understanding the essential points and objectives of a reading selection (Saragih & Hum, n.d.) . Scanning is the fourth step. Scanning is quick reading to get a basic impression; it's also quick reading to get specific information. It is obvious from the above statement that techniques have an impact on pupils' reading comprehension learning. As a result, it may be stated that techniques are critical for students to learn to read.

E. Snowball Throwing Strategy

In learning the Snowball Throwing method, it is a modified method in which students write a question on paper, then the paper is made like a ball and thrown at another student. The Snowball Throwing method is a modification of the questioning technique focuses on the ability to make questions that are packaged in an interesting game that is throwing snowballs containing questions to friends.

Gustomo, (2015) the Snowball Throwing model is a one of the learning models developed based on contextual approach (CTL). Snowball Throwing according to the origin of the word means "snowball" can be interpreted as a model learning by using question balls from paper which is rolled into a ball and then thrown take turns among other groups.

Aisyah, (2012) explained that, the Snowball Throwing method is a way learning through games, namely throwing each other paper containing questions, invites students to always be ready and responsive to receive messages from others and are more responsive in dealing with challenges, especially in learning.

a. Snowball Throwing Method Steps

As in general, a method must have steps in learning. Agus Supjono in Aris Susanti explaining the steps of the Snowball Throwing method are as following steps.

In learning Snowball Throwing students are invited to communicate with good with the group, this can be seen when answering the questions they get done through group discussion. From the description above it can be concluded that Snowball Throwing learning not only improves students' abilities in terms of academically but also develop social skills with the environment surroundings.

The first, the researcher conveys the material to be presented. The teacher forms groups and calls each group leader to provide an explanation of the material. The Second, each group leader returns to their respective groups, then explains the material presented by the teacher to his friends. After that, the teacher gives a sequence number to each group leader.

The third, the group leader comes forward according to the sequence number that has been given in turn, then the chairman throws a paper ball containing questions that have been made by the teacher to all group members freely. Fourth, then for students who are hit by a ball thrown, students are given the freedom to answer questions that are arranged on a round paper and then again. The last is Evaluation and closing.

Sudana, (2019) stated that the application of the learning method with using the snowball throwing method has shown a percentage increase completeness of student learning outcomes at the cycle stage. Based on the results of the initial and final tests of both cycles, it can be concluded that all these teaching improvement activities all of them have shown success in giving understanding to the students precisely and accurately.

F. Narrative Text

According to Sulisty, (2013) narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc. Structure of the text: 1. Orientation: Introduce the

character, place and time, 2. Complication: Develop a conflict, 3. Resolution: End of the conflict, 4. Coda: (if any) shows the change that happens to the characters and the moral value of story.

a. Generic Structure Narrative Text

Every language in the world has its own set of rules for conveying meaning. The language's usage is frequently controlled in communication, making it more valuable and pleasant to be heard and pronounced with the guidelines. Both English and Indonesian have rules, just like any other language. One of the features of Curriculum 2013 is the presence of many genres of writing that the learner or students are introduced to, such as descriptive, narrative, argumentative, process, spoof, recount, and others. Regardless of whether or not the students are proficient in English, they must comprehend the texts. According to the curriculum above, generic structure is structure in text which usually used by learners in target language. Generic structure is divided into five element, they are:

The first is, Orientation : It contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

The second is Complication : This part recounts the grouping of the story. The issue looked by the person. The complexity makes they story more intriguing on the grounds that the Character is forestalled to arrive at their needs. It is in story.

The third is Resolution : It tells the readers (understudies). How the issue was tackled it likewise called taking care of issue. A delightful story we well give the goal of the issue.

The fourth is Re-orientation : It determines what the story has told or tells again the person and contains the message of virtue to the perusers. Those components should exist in account text. It provides more clarification to make the story understood and justifiable. Yet, at times the understudies track down more than one entanglement and goal It tends to be found in the accompanying model.

The last is Evaluation : This part can be participated in direction part. It contains the account start. Development tells about the general setting of the occasion being celebrated.

Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students (readers) find more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in scheme.

G. Previous Studies

There are several researches that have been done by researcher in using Snowball Throwing in Reading skills. First, Luluk Rohimah (2019) conducted a research entitle “ *Improving The Reading Comprehension of The Third Grader Of MTSN Al-Hikmah Through Humorous Stories*”. The research was aimed to know the improving students’ reading comprehension in Narrative text by using Humorous stories.

The previous research using quantitative approach. Subject of the study was the ninth grade student class C Mts Al-Hikmah Pucangsimo in the academic year 2018/2019. It consist of

20 students. This research used Classroom Action Research (CAR) design, and collected the data using test and observation. Furthermore, the data was analyzed by using descriptive statistical analysis technique. From the test showed that Humorous stories is more effective to improve students reading comprehension.

The previous research was using quantitative research method. Subject of the study was the eight grade students of Smpn 1 Babadan in the academic year 2019/2020. It is consist 164 students. This research used Quantitative Research design, and collected the data using pre-test, treatment, and post-test. The data of the test were analyzed by using t-test formula to know compare the students reading comprehension that divided into two groups.

Second, Desi Kurniasari (2019) conducted a research entitle "*The Influence Of Using Snowball Throwing Technique Towards Students' Reading Comprehension Ability In Descriptive Text At The First Semester Of Tenth Grade Of SMA Negeri 1 Tanjung Raya*". The research was aimed to know whether or not there is significant influence of using snowball throwing technique towards students' reading comprehension in descriptive text.

The previous research was using quasi experimental design. Subject of the research was two classes consisting of 34 students for experimental class and 33 students for control class. The treatments were held 3 meetings for each class. In collecting the data, the writer used instrument in the form of multiple choice test. Before giving treatment, the pre-test was gave for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, SPSS was used analyzed the data to compute independent sample t-test.

From the two previous researches above there are similarities in this research that is discussing about the reading literature as a media in teaching reading and the research method.

Meanwhile, there are similarities on each thesis above with the researchers thesis. Those are the media which is used by the researcher and the subject which the research is hold.