CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer does a literature review related to the topic of this study. They are about definition of reading, type of reading, the objectives of reading, advantages of reading, reading techniques, teaching reading, definition *Turn-4-Review Gamebord.*

A. Definition of Reading

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 the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Richards, reading perceives a written text in order to understand its context.[1]

Reading is not only just read. It means that we have to understand and interpreted what we have read. There are processing happen in our mind. However reading is a way in which something is interpreted or understood. Reading does not only mean to understand the words or the grammar. It is not just translating but reading is the process of constructing the meaning of the messages delivered from the writer. In the process, reader relates information, the message in the text with the knowledge or personal experience of the reader.

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[1] Jack Richards, John Platt and Heidi Weber, *Longman Dictionary of Applied Linguistics,* (UK: Longman Group, 1990), p. 127

Reading is complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather developmental process. A readers' competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime. [2]

Based on the definitions above, it can be concluded that reading is the important skill in teaching learning. By reading, the reader can catch the keywords to achieve the goal of teaching learning especially in English language learning.

B. Type of Reading

Generally, reading is of two types; intensive and extensive reading. Every type has different definition and characteristic. Both of them make reading as activities that are different with other skills. The definition of each type is defined as follows:

1. Intensive Reading

Brown explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a

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[2] http:// www.ntce.org//about/over/poition/category/read/118620.htm. accessed on 17 November 2013

"zoom lens" strategy. [3] Sometimes intensive reading is called "Narrow Reading" and students may involve reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

The success of "Narrow Reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself. Intensive reading has several characteristic. It makes intensive reading different with extensive reading.

According to the explanations above, the writer can conclude that intensive reading has limitation in doing it. The limitations are time, word/phrase and meaning consensus.[4] We can give a time limit of, say, five minutes for vocabulary enquiry, whether this involves dictionary use, language corpus searches, or question to the teacher. Meaning consensus can get students to work together to search for and find word meaning.

2. **Extensive Reading**

Brown explains that extensive reading is carried out "to achieve a general understanding of usually somewhat longer text (book, long

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[3] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (New York: Logman, 1991). *p.* 312
[4] Jeremy Harmer, *The Practice of English Language Teaching* (New York: Logman, 1991), p. 166

article, or essays, etc.)[5] The aims of extensive reading are to build reader confidence and enjoyment. Pleasure reading is often extensive. Extensive reading is always done for the comprehension of main ideas, not for specific details. Extensive reading has characteristic that is different from intensive reading. Day and Bamford (1980) put forward ten characteristics identified in successful Extensive Reading Programs.

In this type, students can take the form of original fiction and nonfiction books as well as simplifications of established works of literature. Such books succeed because the writers or adaptors work within literature. It means that students at the appropriate level can read them with case and confidence. They need texts they can read without great use of a dictionary. Some teacher feels that time spent on Extensive Reading will take away from time that could be spent on learning language skills. Others will argue that Extensive Reading provides a richer context for practice.

C. The Objectives of Reading

Every action has purpose in doing it. Reading has several purposes or aims when it is done. According to Grabe W, the objectives of reading are[6]:

1. Reading to search information

2. Reading to skim quickly

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[5] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (New York: Logman, 1991), p. 313

[6] Grabe W. Stoller, *Teaching and Researching Reading*, (London: Longman Press), p.13

3. Reading to learn (from text)

4. Reading to write (or search information needed for writing)

5. Reading to analyze the text

6. Reading for general information

Based on the objectives above we can understand that reading need a special attention. It is not surprised if reading is one of the important skills in learning foreign language. The objectives above are reason why getting students to read. In Senior High School, English text is an important part of teacher's job.[7] Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts.

D. The Advantages of Reading

When people read a news paper, story, or take part in a conversation directly they improve their knowledge. According to Harmer there are many people reading without any reason, while another there are reading for pleasure.[8] Learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of the important

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[7] Jeremy Harmer, *How to Teach English*,(England: Pearson Education, 1998)., p. 68
[8] Ibid, p. 200

skills in Learning English. There are some pointers for pleasure reading that help people to:

1. Improve their vocabulary

2. Increase their reading speed

3. Improve their comprehension

4. Improve their writing

5. Gain more knowledge

6. Find the examples of many different ways people speak and write[9]

Based on the advantages above, it is quite clear that reading is very important in learning a foreign language. Reading helps students improve their competence, ability, knowledge and information in teaching learning process. For non-native students, it can help them to understand about English more. It is very important for them. The advantages for students stated below:

1. Reading helps the students to learn how to think in English

2. Reading can enlarge student's vocabulary

3. Reading can help students to improve your writing

4. Reading might be a good way to practice students English skill your English although the students are live in non-English spoken country

5. Reading is a good way to find out about new ideas and facts[10]

This is clear enough about reading advantages. When almost all people in the world feel boring with reading, factually reading can help us in

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[9] Mikulecky SB and Jeffries L, Power *Reading for Pleasure, Comprehension skill, Thinking skill, Reading faster,*(New York: Pearson Group, 1990), 2nd Ed., p. 06

[10]Ibid, p. 01

teaching learning. Students feel boring because they do not know their aims when they read "what we read and how we read it.

E. Reading Techniques

Technique can be strategies or tactics. There are so many strategies in reading techniques. Brown states in his book about strategies for reading comprehension. They are stated below:[11]

1. Identify the purpose in reading

2. Use efficient silent reading techniques for relatively rapid comprehension

3. Skim the text for main ideas

4. Scan the text for specific information

5. Use semantic mapping or clustering

6. Guess when you are certain

7. Analyze vocabulary

8. Distinguish between literal and implied meaning

9. Capitalize on discourse markers to process relationship.

While in other books, Alice defines reading techniques in different step. The techniques are stated below:[12]

1. Pre-teaching or preparation stage

2. Skimming or scanning stages

3. Decoding or intensive reading stages

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[11] H. Brown Douglass, *Teaching by Principles An Interactive Approach to Language Pedagogy* (New York: Logman, 1991)., p. 306
[12] Alice C. Omaggio, *Teaching Language in Context Proficiency-Oriented Instruction*, (USA: Henlei & Henlei Publisher, 1989), p. 153

4. Comprehension stage

5. Transferable or integrating skills

We can conclude based on two statements above that reading technique can be divided into some points. The main points is skimming and scanning. Skimming is quickly running one's eyes over the text to get the gist.[13] Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. Skimming is used when reading some general question in mind. Skimming is used in making decisions on how to approach a text such as when determining if a careful reading is deserved. Skimming is also used to build student confidence and an understanding that it is possible to gain meaning without reading every word in a text. Scanning has different definition from skimming. Scanning is quickly searching for some particular piece of information in the text.[14] Skimming is focused on locating specific information. Scanning is used when a specific piece of information is required, such as a name, date, symbol, formula, or phrase, is required. The reader knows what the item looks like and so, knows when he has located what he was searching for. It is assumed then, that very little information is processed into long-term memory or even for immediate understanding because the objective is simply matching.

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[13] Ibid. p. 151

[14] H. Brown Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy*. (New York: Logman, 1991)p, 308

F. Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more than it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encourage in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery.[15] During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading.

The principles of teaching reading are stated below:

1. Reading is not passive skill

2. Students need to be engaged in what they are reading

3. Student should to be encouraged to respond to the content of a reading text, not just to the language

4. Prediction is major factor in reading

5. Match the task to the topic

6. Good teacher exploit reading texts to the full[16]

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading comprehension in classroom. Teaching

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[15] Jack C. Richards & Theodore S. Rodger, *Approaches and Methods in Language Teaching*, (United States of America: Cambridge University Press. 2001), P. 207

[16] Jeremy Harmer, *How to Teach English*,(England: Pearson Education, 1998), P. 122

reading need more than only read text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

1. The reader who is doing the comprehending

2. The text that is to be comprehended

3. The activity in which comprehension is a part.

G. Definition of *Turn-4-Review Gameboard*

Teaching reading in this case, teachers teaches as usual but with a strategy. This strategy increases the students' interest. Students will enjoy reading. The main function of team is as cooperative learning. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in classroom.[17]

Cooperative learning having some method, one of them is *Turn-4-Review Gameboard.* According to Kagan, *Turn-4-review* makes otherwise boring review material game-like. This structure can be used for any high consensus question on overhead, in a textbook, or on worksheet.

*Turn-4-*Review *Gamebord* is one variations of *Turn-4-Review*. First, the writer will explain the nature of Turn-4-Review itself. *Turn-4-Review* makes otherwise boring review material game-like.

*Turn-4-*Review *Gameboard* is a game that can reduce the students' boredom in reading. Most of students are lazy to read text in English

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[17] Jack C. Richards & Theodore S. Rodger, *Approaches and Methods in Language Teaching*, (United States of America: Cambridge University Press. 2001), p. 192

because of some reasons as that have stated above. In this game, the teacher divides the students into some groups randomly. Each of groups consists of 5 students. Before the game, the teacher has prepared the questions on pieces of papers. In this game, there are 4 cards: question card, answer card, check card, and praise or help card. For the question card especially, it contains the team member and the number of question. Furthermore, other cards, state the team member only. The question card consists of 20 cards because the questions are 20. The others consist of 5 cards because the players are 5. One is a leader and others are players. The steps for this game are[18]:

1. **Number off**. Teammates number off, 1 through 5

2. **The teacher shakes the cube**. The number that the cube shown, chosen to be a leader. In this game, the leader's obligation is arranging the game

   Example: The leader is team member number 1

3. **Turn over question card**. The leader takes the question Card.

   Example: the card reads "team member 2, Read question 6". Team member two reads question number 6. Students then take a little time for everyone to think about the question, with no talking.

4. **Turn over answer card.** The leader takes an answer card.

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[18] Spencer kagan, *Cooperative Learning*(San Juan Capistrano: Kagan Cooperative Learning, 1993)

Example: The card reads "Team member 4, Answers the question". Team member 4 attempts to answer the question number 6. Students then take time to think over what was said.

5. **Turn Over Check Card. The leader takes a check Card**

   Example: The card says "Team member 3, Lead the team in checking". The checker does not do all the check. He/she leads the team to decide whether what was answered is true or false. Then, team member 3 decides the answer was true or false. Just decide, not answer the correct one if the previous answer is false.

6. **Turn over praise or help card.** The leader takes praise or help card.

   Example: The card says "Team member 2, Leads the team in praising or helping'. Thus, team member 2 praise the answer if it was correct, or to help the students, if the answer is not correct.

   If the check card or the praise/help card picks the students who has answered, that students praises himself, or picks another student to lead the group in checking the answer.

7. Repeat the steps. In this step, the previous leader shakes the cube to choose the new leader.