CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher presents the highlight of what be covered in this study. The researcher divided the chapter into some points. They are (a) Understanding Reading, (b) Reading Comprehension, (c) Types of Reading, (c) Reading Activity, (d) Teaching Reading, (e) Testing Reading, (f) Reading Strategies, (g) Descriptive Text, (h) Directed Activities Related to The Texts (DARTs) strategy, (i) Review of Previous Studies.

A. Reading Comprehension

According to Elizabeth et al.(2003: 6) states that reading is about understanding written texts It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Bacon in Patel (2008: 113) also explain that reading means to understand the meaning of printed. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading skill is an important tool for academic success. According to Finochiaro and Bonomo in Nurhayati (2008: 4) explain that reading is bringing meaning to and getting meaning from printed or written material.

Reading is one of the things used to obtain information from the author. Such as Hodgson in Nurhayati (2009: 7) argues that reading is a process done and

used by the reader to obtain messages to be conveyed by the author through the medium of words / written language.

Nunan (200: 8) states that reading is a process of readers combining information from text and their own background information to build meaning. It means that the readers should combine their knowledge and the information that they read.

Reading is not passive but rather than active process. It is an active cognitive process of interacting print media in which monitory comprehension to build up meaning (Carrel, 1988, p. 1). Moreover, Rahmatullah (2013) states that reading is the meaningful interpretation of printed or witten verbal aymbols. The reader not only seeing and identifying the symbols, but also understanding the meaning.

From some of the definitions above can be concluded that reading is the process of understanding writing to get the message or meaning of a writing. Reading is not just a read, but understand the meaning of the text.

According to Snow (2002: 11) said that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Mikulecky and Jeffries (2007: 74) state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. It means readers can answer questions or explaining texts because they have comprehension with connecting each idea in the text.

Reading for comprehension is the primary purpose for reading (though this is some times overlooked when student are asked to read overly difficult text) raising students awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension (Richards and Renandya, 2002: 277).

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials.

B. Types of Reading

According to Patel and Jain (2008: 117) said that there are four types of reading:

a. Intensive reading

This reading can be called texts reading or passage reading. In this type of reading the learner reads the texts to get knowledge. This reading is done to carry out to get specific information. There are few characteristics of intensive reading. a) This reading helps learner to develop active vocabulary, b)Teacher play main role in this Reading, c) Linguistic items are developed, d) This reading aims at active use of language, e)Intensive reading is reading aloud, f) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive Reading

Extensive reading is the reading for pleasure. The reader want to about something. The reader does not care about specific or important information after reading. Usually people read for keep them update.

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. Few Characteristics of Extensive Reading are a)It helps learner to develop to active vocabulary, b) Extensive reading is silent reading, c) In extensive reading the subject matter is emphasize, d)In the extensive reading the learners play main role because they have to ask for measures, e) In extensive reading the idea can be developed, f) The aim of extensive reading is to enrich learners knowledge, g) Through extensive reading the good reading habit can be develop.

c. Reading Aloud

Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. The

aim of reading aloud is the achievement or better speaking ability and the pronounce of the students.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

C. Teaching Reading

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 done especially when the process of teaching and learning in the classroom.

According to Harmer (2007: 23) state that teaching is not easy job, but it is necessary one and can be very rewarding when see our students' progress and know that we have helped to make it happen.

Regarding to the explanation above, it can be concludes that teaching is activities and manages the environment in a good condition to make and give opportunity for the students in learning process to get in purpose.

The main task in teaching reading is to teach understanding. To assess the problem of what to teach when teaching understanding. We must try to determine what is likely to prevent a child from comprehending a given text.

D. Reading Activities

There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post test reading activities (Cahyono, 2011:68).

a. Pre-reading activities

In pre-reading activities, activations is concerned with students background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate students" schemata related to the topic of the text by representing key words, asking questions related to the topic or explaining briefly the contents of the text. Pre-reading is to motivate students. Motivation in reading attracts students attention to the text. The activities of pre reading are activities aiming at facilitating the students" understanding about the reading text.

b. During/whilst reading activities

During reading activities are the activities that a reader does while reading take places. To maximize reader interactions to a text, readers should be guided during reading activities. In whilst reading includes: (a)identifying the main idea, (b) finding details in a text, (c) following

asequence, (d) inferring from the text, and (e) recognizing the discoursepatterns.

c. Post reading activities

Post reading activities are the activities conducted by a reader after reading. The activities are used to recheck reader understands on the text topic being read. The activity of post reading can also be in the forms of discussion. Students are asked to discuss the writer's ideas. This discussion can be in a group or whole class discussion. The discussion may depend on the class size. If the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

E. Testing Reading

Reading Skill is a receptive skill. The task of language tester is, then, to set reading task which will result in behavior that will demonstrate their successful completion.

According to Isnawati (2012: 41) state that the technique that might be used to test reading skills are:

1. Multiple Choices

The test takers provide evidence of successful reading by marking mark against one out of a number of alternatives. Its strengths and weaknesses have been presented earlier.

2. True / false

The test-takers should respond to a statement by choosing one of the two choices, true or false. Example: put a circle round the letter T if the statement is true and put a circle round the letter F if the statement is false.

3. Completion

The students are required to complete a sentence with a single word.

F. Reading Strategies

In the First Steps "Reading Resource Book" Education Department of Western Australia (2013: 114-123) state that there are some reading strategies:

a. Predicting

Predicting help the reader to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot. Clues for predictions will also come from readers" prior knowledge about the author, text form or content. Students should be able to justify the source of their predictions.

b. Connecting

Efficient readers comprehend text through making strong connections between their prior knowledge and the new information presented in text. Activating each students prior knowledge before reading

is important. However, students need to be able to continue to use this method during reading to continually make connections as they read.

c. Comparing

Making comparisons relates closely to the connecting strategy. As students make connections between the text and self, the text and other texts or texts and the outside world, they also begin to make comparisons.

d. Inferring

Efficient readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions and make judgments to create their interpretations of a text.

e. Synthesizing

When comprehending text, efficient readers use synthesizing to bring together information that may come from a variety of sources. Synthesizing involves readers piecing information together, like putting together a jigsaw. As students read and use synthesizing, they stop at selected places in a text and think about what has been read.

f. Creating Images

Efficient readers use all their senses to continually create images as they read text. The images that individuals create are based on their

prior knowledge. Sensory images created by readers help them to draw conclusions, make predictions, interpret information, remember details andassist with overall comprehension.

g. Self-questioning

Efficient readers continually think of questions before, during and after reading to assist them to comprehend text. Often these questions are formed spontaneously and naturally, with one question leading to the next. Questions may relate to the content, style, structure, important messages,e vents, actions, inferences, predictions, author's purpose, or may be an attempt to clarify meaning.

h. Skimming

Skimming involves glancing quickly through material to gain a general impression or overview of the content. This involves the reader passing over much of the detail to get the general gist of what the text contains.

i. Scanning

Scanning involves glancing through material to locate specific details such as names, dates, places or some particular content. For example, a reader might scan a contents page or index to find the page number of a specific topic; a reader may scan a dictionary or telephone

book in search of a particular word or name or a reader may scan as they re-read a text to substantiate a particular response.

j. Determining Importance

Efficient readers constantly ask themselves what is most important in this phrase, sentence, paragraph, chapter, or whole text. Students benefit from understanding how to determine the important information, particularly in informational and website texts.

k. Summarizing and Paraphrasing

Linked closely to the strategy of determining importance, summarizing and paraphrasing are part of the process of identifying, recording and writing the key ideas, main points or most important information from a text into your own words.

l. Re-reading

Efficient readers understand the benefits of re-reading whole texts or parts of texts to clarify or enhance meaning. Reading or hearing a text more than once can be beneficial for all readers, allowing them to gain a deeper understanding of the text.

m. Reading On

When students cannot decode an unfamiliar word in a text, they can make use of the reading on strategy. Skipping the unfamiliar word and

reading on to the end of the sentence or the next two or three sentences often provides the reader with sufficient context clues to help determine the unknown word.

n. Adjusting Reading Rate

It is important that students allow themselves to adjust their reading rate or pace and recognize when this may be necessary. The purpose for reading often determines the most appropriate rate.Readers use their knowledge of letter-sound relationships to take words apart, attach sounds to the parts and blend the parts back together to identify unknown words. Sounding out phonemes is often used as a strategy to decode unknown words.

o. Chunking

As readers encounter greater numbers of multi-syllabic words, they can be encouraged to break words into units larger than individual phonemes. Readers might chunk words by pronouncing word parts such as onset and rime, letter combinations, syllables or parts of the word that carry meaning.

p. Using Analogy

Readers use analogy when they refer to words they are familiar with to identify unknown words. They transfer what they know about familiar words to help them identify unfamiliar words. When using

analogy, students will transfer their knowledge of common letter sequences, onset and rimes, letter clusters, base words and word parts that carry meaning or whole words.

q. Consulting a Reference

Consulting a reference is an additional strategy that enables students to unlock the meaning of a word. Being taught how to use a dictionary, thesaurus, reference chart or glossary will help students locate the meanings, pronunciations or derivations of unfamiliar words.

G. Descriptive Texts

Descriptive text consists of social function, generic structure, and language feature.

a. Social Fuction

According to Sudarwati (2005:10) descriptive text is used to describe a particular person, place or thing.

b. Generic Structure

A descriptive text has generic structure as: (1) identification; identify phenomenon to be described. (2) description; describe parts quantities characteristics.

c. Language Feature

The language features of descriptive text use the following:

a) Focus on specific participants

b) Use of attributive and identifying

c) Frequent use classifiers in nominal groups

d) Use of simple present tense

H. Directed Acivities Related to the Texts (DARTs)

Directed Activities Related to the Texts (DARTs) is a strategy developed by Gardner and Lunzer (1980). DARTs encourage students to read text in more detail and develop the text more than just getting the text understanding, because in this activity they will not only read the regular text in the paragraph but in the visual text like image, diagram and graph. DARTs also can help students to remember the information, develop the idea and increase the learning motivation because they get involved actively in the learning activity. This technique is also aimed to encourage students to read actively and independently, and it can be used for any levels of student with any types of text.

DARTs are activities that are designed to challenge pupils to engage with texts. They ask them to read closely and to interpret the information carefully. They can often go beyond the comprehension question, which can sometimes only ask pupils to move information, rather than to understand it.

Directed Activities Related to the Texts (DARTs) can be divided into two types:

1. Reconstruction Directed Activities Related to the Texts(DARTs)

This activity uses modified text and it requires students to reconstruct a text or diagram by filling in missing words phrases or sentences, or be sequencing text that has been disorderly constructed.

2. Analysis Directed Activities Related to the Texts (DARTs)

It uses original text or unmodified text, and activities that require students to reconstruct a text or diagram by filling in missing words, phrases or sentences, or be sequencing text that has been disorderly constructed. The activities require students to find and categorize information by marking or labeling a text or diagram

The activity including in DARTs according to Davies and Green (1984) can be seen in Table :

Reconstruction Activities (use modified text)	Analysis Activities (use straight text)
Text completion	*Underlining*
Predicting deleted words (cloze), sentences,or phrases.	Searching for specific target words or phrasethat relate to one aspect e.g. key words.
Diagram completion	*Labeling*

Predicting deleted labels on diagrams usingtext and other diagrams as sources.	Labeling segments of text which deal withdifferent aspects, e.g. labeling scientificaccount.
Table completion	*Segmenting*
Completing deleted parts of a table usingtable categories and text as sources ofreference.	Segmenting of paragraph or text into information units.

Completions activities with disordered text

Predicting a logical order for a sequence and classifying segments according to categories given by the teacher.

Prediction

Predicting next part of text with segments presented in sequence.

Diagrammatic representation

Constructing diagram from text e.g. using diagrams, concept maps, mind maps, and labeled model.

Tabular presentation

Constructing and representing information in tabular form, extracting from a written text.

The following strategies are considered to be DARTs byBrooks,G. et al (2007) **:**

a. Gap Fill

These activities require the learner to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted parts of a text. Words are deleted from a passage according to a word-count formula or various other criteria, e.g. all adjectives, all words that have a particular letter pattern. The passage is presented to learners, who insert correct words in the gaps as they read, to construct appropriate meaning from the text.

b. Prediction

Using prediction helps learners to get an idea of the general organisation, major topics and subtopics of a piece of text. It can involve learners using the beginning or the appearance (title, headings, illustrations, layout, etc.) of a piece of text to predict what comes next or in creative writing, what happens next.

Following prediction, before reading on, learners ask themselves questions, e.g. 'What would I need or want to know about this topic?'.

c. Sequencing

Introducing learners to sequencing can help them understand the importance of coherence and cohesion within a piece of text. The process

involves the learners reorganising jumbled pieces of text into a logical order but could also be adapted into on-screen 'drag and drop' computer activities.

d. Whole Group Analysis / Collaborative Activities

Interpreting text does not have to be a solitary activity. Learners working as a group can draw on a range of strengths which can benefit less assured readers.

e. Reconstruction of Text

Asking learners to reconstruct text into diagrams, tables, flow charts or drawings may assist their understanding especially where learners prefer to learn visually. If the reconstruction takes place collaboratively where movement and discussion occur, those who prefer a kinaesthetic or auditory learning style may also benefit.

f. Topic Sentences

The topic sentence is usually the first sentence of the paragraph. Focusing on the first sentence of a paragraph gives the reader an idea of what the paragraph is going to be about and can enable him/her to map a complex text. This activity can be linked into the prediction activity above.

g. Paragraph Heading

Encouraging learners to give an appropriate heading for each paragraph or section of the text can support them in understanding the whole passage. This could be linked to the topic sentences activity above.

h. Skimming and Scanning

Are frequently confused and it is important to teachreaders that they have distinctly different aims. Skimming involves rapid eye movements across lines of text to absorb theoverall theme. To understand the gist of a text the learner skates over the title, subtitles, sub-headings, illustrations and captions of a text and then may go on to read the first and last paragraph.Scanninginvolves rapid eye movements across the page, skipping most ofthe text but concentrating on specific detail. *It may help the learner toremember what scanning means if the teacher compares the skill with that of a hospital scanner, i.e. searching for specific diagnostic information.*

The learner searches for key words or ideas – highlighting, underlining or listing parts of the text that deal with a specific issue. This is useful when studying or looking to find specific information from a book or article quickly as there is not always time to read every word.Activities that involve skimming and scanning can develop readers' engagement with their own reading skills, encouraging them to become more analytical in the process of reading.

i. Paraphrasing and Summarising

In order to complete either of these taskssuccessfully, accurate comprehension of the text is required. Paraphrasing involves the learner putting a passage from source materialinto his/her own words. For learners engaged with an English language GCSE programme, this is a particularly

useful skill to develop when wanting to borrow from a source without plagiarising.

Some tips when teaching paraphrasing:

a. Explain that it is important that the learners use their own words when introducing the topic but that they should make it clear that they are presenting someone else's ideas, e.g. *According to Jamie Oliver ………*

b. Learners should use alternative wording to the author's throughout the paraphrase.

c. It is important the learner cites his source.

Summarising involves the learner putting only the main idea(s) only from thesource material into his/her own words. This is a useful skill when making notes.

j. Pair work

Working in pairs can improve the effectiveness of many activities designed to develop reading and writing, as well as supporting the building of confidence and fluency in speaking and effectiveness in listening and responding.

Teachers may need to be pro-active in the organisation of pairs for each learner to gain the most from the use of the strategy, by matching learners with complementary strengths and skills. Learners need to

understand that they are expected to undertake the activity as a pair and not work individually although sitting side by side.

I. Review of Previous Studies

According to Syafi'i (2007: 122), relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to aour research. Besides, we have to analyze what the point is focused on inform design, found and conclude in the previous research :

a. Research from Stephani Diah Pamelasari and Miranita Khusniati

In 2013 Stephani Diah Pamelasari and Miranita Khusniati conducted a research entitled "The Effectiveness of Directed Activities Related to Texts (DARTs) to Improve Reading Comprehension for Science Students". This research was quasi-Experimental research Design using quantitative approach with two group pre-test and post-test design. Where DARTs was compared to Direct Instruction (DI) strategy to find out the most effective method to improve students' reading comprehension skill. The test result showed that the mean of students' score for DI group pre test was 67,2 and post test was 70,2 while for DARTs group the mean of students score before they are taught being using DARTs was 69 and mean of students score after they are taught being using DARTs was 78,6. It means that Ha which states that there is significance different in using DARTs strategy to improve students' reading comprehension of the science students of Semarang State University is accepted. Whereas, Ho which

states that there is no significant different in using DARTs strategy to improve students' reading comprehension of the science students of Semarang State University is rejected. In other words, DARTs can be used as an alternative strategy to improve students' reading comprehension at University, especially for science students.

b. Research from Niza Syaveny

In 2017, Niza Syaveny conducted a research entitled "Teaching Reading Comprehension By Using Directed Activities Related to the Text (Dart) For The Students". The type of the research was decriptive research. In collecting data, the researcher used reading test. It consisted of fill in the blank, arrange the jumbled paragraph, complete the diagram. The researcher found that reconstruction and analysis activities in DART is effective ways in helping the students in teaching reading for the students at high school. It can be concluded that DARTs can given effect to students in high school.

c. Research from Winda Lestari Jaya

In 2018 Winda Lestari Jaya conducted a research entitled "The Effectiveness Of Using Directed Reading Thinking Activity (DRTA) strategy Strategy On Students' Reading Comprehension Ability of Second Grade At MTs Ma'arif BakungUdanawu". This research is experimental research used quasi experimental research design with quantitative approach. This design involves two groups, one group receive treatment DRTA strategy, the other does not receives DRTA strategy, and both of them would be given pre-test and post-test.

The result showed that the mean of students' reading comprehension ability score when they are taught without using DRTA strategy is only (61.50) and when they are taught using DRTA strategy was (71.73). And the results of SPSS, the significant value is $0.001 < 0.05$. It mean (Ho) is rejected and (Ha) is accepted. Based on the result above, the alternative hypothesis (Ha) that state is significant difference of students' reading comprehension ability by using DRTA strategy is accepted, while the null hypothesis (Ho) states there is no significant difference of students' reading comprehension ability by using DRTA strategy is rejected.