

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the related theories to support the study. This includes: definition of reading, , techniques in teaching reading, teaching reading in Senior High School, definition of Descriptive Text, Language features of Descriptive Text, Definition of Self Monitoring Approach to Reading and Thinking strategy, Steps of Self Monitoring Approach to Reading and Thinking Strategy, and advantages of using Self Monitoring Approach to Reading and Thinking strategy in teaching reading.

A. READING

1. Definition of reading

Reading is one of the important skills in learning language, by reading we can get many information and knowledge about the rules of the language itself. Day and Bamford (1998:12) stated that reading is construction of meaning from a printed or written message. The construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning at an understanding. So, the readers will construct the meaning by interacting with the text through the combination of prior knowledge and previous experience to get the information the text.

Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. This should therefore be taken into

consideration when devising reading comprehension exercises. It is possible, for instance, to develop the students' powers of inference through systematic practice, or introduce questions which encourage students to anticipate the content of a text from its title and illustrations or the end of a story from the preceding paragraphs (Francoise Grellet, 2010:8).

According to Harmer (2007:99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read. Reading also has a positive effect on students vocabulary knowledge, on their spelling or on their writing. Reading consists two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts.

According to Nunan (2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

From the definition above we can conclude that reading is process to understand the word on the text. Reading is process communication between the reader and the writer in the text.

2. Technique in teaching Reading

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 Activity

In pre-reading activities, activation 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. Pre-reading is the activities that are needed in SMART strategy; the teacher needs to motivate the students first. It is important to activate the background knowledge that will make them understand the text easily.

b. During/whilst reading activity

During reading activities are the activities that a reader does while reading takes place. To maximize reader interactions to a text, readers should be guided during reading activities. In-reading includes: (a) identifying the main idea, (b) finding details in a text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns. In this part, by using SMART strategy the students also find out the unfamiliar words that they have

understood or not. They can give check mark if they understand and give question mark if they still do not understand.

c. Post Reading Activity

Post reading activities are the activities conducted by a reader after reading. The activities are used to recheck reader's understanding 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. In SMART strategy the post reading activities the students re-check in the margin to know their understanding of the text. If all the parts is check mark all of them, it means they have understood and they explain their main idea by using their own words.

3. Teaching Reading in Senior High School

Strategies for teaching reading are the processes used for transferring knowledge in order to get good reading comprehension and understanding of a text to achieve the goals of the learning process. According to Muslaini (2007) stated that, in teaching reading a teacher may use many different strategies. In order to use any instructional technique effectively, anyone who teaches must understand the principles and assumptions upon which each specific technique is based. According to her research, Muslaini conducted the research by interviewing two English teachers in Senior High School about the technique that

they treat to their students especially in teaching reading. Two both are using different technique in teaching reading. The first teacher used overhead projector while the teacher explained the material. And the second one used group discussion in teaching reading. The result, there were no significant differences among the two teachers in applying the strategies, because they discussed the strategies for teaching English together. They shared the good strategies which could be used in teaching reading comprehension.

B. Descriptive Text

1. Definition of Descriptive Text

There are many types of the text, one of them is Descriptive text. Gerot and Wignell (1994: 208) states descriptive text is a text that describes a particular person, place, or thing. Descriptive text contains some elements, they are social function, generic structure, and lexicon grammatical features. All the elements have to exist in a descriptive text.

Like other genres, descriptive text also has its structure or stages. The elements or schematic structures of descriptive text are called *identification* or *general statement* and *description*. *Identification* is aimed at introducing and identifying specific participant such as a person, a thing, a place, an animal, and or an event. *Description*, on the other side, is structured to describe that participant from its characteristics, appearances, personality, and habits or qualities (Knapp & Watkins, 2005).

2. Language features of Descriptive Text

Regarding its linguistics features, Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) state that descriptive text employs some linguistics features as summarized below:

- a. Focus on specific participants as the main character;
- b. Use present tense as dominant tenses;
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant);
- d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text;
- e. Use mental verb or mental process when describing feelings;
- f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic;
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

C. Self Monitoring Approach To Reading And Thinking Strategy

The teachers should be creative in teaching the materials to their students. They should teach using a variety of strategies of teaching. The strategies should be chosen based on the materials to help the students to easily understand the materials. In this research, the researcher used Self Monitoring Approach to Reading and Thinking Strategy in teaching descriptive text.

1. Definition of Self Monitoring Approach to Reading And Thinking Strategy

Self Monitoring Approach to Reading and Thinking Strategy is a strategy that the researcher used in their research in teaching reading. According to Buehl (2001:130) states that Self Monitoring Approach to Reading and Thinking strategy is a strategy in teaching reading that helps students to get idea based on the premise that successful reading begins with recognizing what is understood and not understood in a passage. So, the Self Monitoring Approach to Reading and Thinking strategy is started with knowing which one that they understood and not understood in the text. This strategy is suitable to help the students in understanding the text easily by giving check mark in which part that they understand and giving question mark in which part that they do not understand.

2. Steps of Self Monitoring Approach to Reading and Thinking Strategy

The researcher in conducting research by using SMART strategy follows some step of it. According to Buehl (2001:130) Self Monitoring Approach to Reading and Thinking strategy involves the following steps:

- a. Select a passage of four or five paragraphs that you find personally challenging and ask the students to follow along as you think aloud about your reading. After reading a few sentences or a paragraph, comment aloud that you understand this section and make a **check mark** (✓) in the margin. Continue on, and model a part that seems confusing to you by writing a **questions mark** (?) next to the sentence or paragraph. Tell students that there is something about it you do not fully understand.
- b. After reading the entire passage, model to students how to paraphrase material in words that make sense to them.
- c. Look at each questions mark (?) recorded in the margin. Brainstorm with the students what could do to make sense of those parts. Observe that some questions mark may make sense after you have read the entire passage. If so, change them to check marks. Then list and discuss the students' suggestions for dealing with the remaining question marks.
- d. Introduce the SMART protocol to students. Model the step until troubleshoot using a new passage, perhaps from the text book, as students follow along. Emphasize strategies that students can try before they ask for help, and that successful readers return clear up each questions mark (?).

- e. Have the students read a passage on their own using the check mark and question mark system. Have them work through the SMART protocol with a partner, verbalizing what they understood and didn't understand, and working together through any problems in understanding. Emphasize that before asking for help, students should be able to (1) specify the source of their problem (an unfamiliar word, an unclear sentence, a need for more examples, etc.) And (2) explain how they tried to solve their problem.

3. Advantages of Using Self Monitoring Approach to Reading and Thinking Strategy In Teaching Reading

According to Buehl (2001:131) states that the advantages of Self Monitoring approach to Reading and Thinking are :

- a. Students are provided with a system that helps them actively monitor their reading success.
- b. Students learn to verbalize what they do and do not understand in a reading.
- c. Students are encouraged to persist until an entire reading makes sense. Students have specific steps to use to clear up trouble spots.
- d. Students become involved in summarizing the material in their own words, thus helping them to remember as well as understand.
- e. Help them to remember key ideas in a text.
- f. This strategy is adaptable to most subject areas and is appropriate for elementary through high school level students. It is especially effective in cooperative group or tutorial setting.

D. PREVIOUS STUDIES

There are some studies related to the use SMART strategy in teaching reading. The researcher summarizes some previous studies as a guidance for the researcher in conducting the new research, and explains the different from previous studies.

The first is written by Fitriyah (2014). The design of this research is using pre-experimental design. This research is conducted at Second grade students of MTs Al – Huda Kedungwaru Tulungagung. The result is using Self Monitoring Approach to Reading and Thinking (SMART) is effective in teaching reading comprehension. SMART strategy make the students understand the text easily, and enthusiastic to study reading comprehension. Using this strategy in teaching reading comprehension is an alternative strategy to make the students feel enjoyable and more active.

The second is written by Rosdiana (2015). The design of this research is using Quasi experimental. conducted the research at SMK Al- Hidayah Cirebon and find that students do not understand of the meaning of text and lacking in reading English. The result is SMART strategy can make students be active in learning reading and also help them become familiar with the structure of informational text, especially in Reading of Procedure text.

The third is written by Syafi'i (2015). The research applies a classroom action research design. This design only focused on three phases of teaching reading, those are pre-reading stage, whilst-reading stage, and post-reading stage.

According to the researchs above, it has similirity and differences from this research. The similarities are those studies using SMART strategy in teaching reading, and also phases of teaching reading. The differences are the research design, genre of text, and this research also try to find out the main idea and also guess the meaning of unfamiliar words.