CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the parts related to the research. Without any theory, it is impossible for the researcher to explain and conduct a research. Theory is very important in research since it gives the researcher a guide for explaining, describing and clarifying the problems well. In this chapter the researcher wants to try find out some references by connecting any information or source which relevant to the study.

A. Teaching English at Junior High School

English is a foreign language for Indonesia learners, so they often face many difficulties to learn. They have spoken their native language since they were born. This habit will interfere in their acquisition and comprehension of new language when they learn. The researcher experiences in the society and in the school that the students have troubles when they transfer or accept English in teaching and learning activity since there are some differences between English and their native language. It is clear that English and Indonesian have some difficulties dealing with spelling, pronunciation, structure, vocabulary and others. Those are always becoming trouble of learning English.

Relating to this study, we will further discuss about Teaching English at Junior High School. As we all know that Junior High School students are different from Elementary school students. They belong to teenagers who are more mature than children, but have not been adult yet. Harmer (2007: 83) states that the teenegers more understand the needs for learning, and with the right goal they can be resposible enough to do what is asked of them. It means that, teenagers are starting to be aware of what is needed to be learned and have enough responsibility to manage it well. Harmer (2007: 39) also states that teenegers are a period where someone is searching for individual identity among their classmates and friends. It shows that although they have been aware the importance of learning, but they constantly need to have more interaction with others in the classrooms to find their identities out.

Based on reality above, the teacher must have variety of lesson stage in every teaching and learning process. The teacher sometimes lets the students work individually, in pairs or in group. A teacher as a facilitator must give facilities to the students and choose the effective method to expose every particular material. However, he or she has to be careful in deciding what method which can be suitably applied in the classroom. It must be considered whether the methods contribute much advantage or not, because all methods always have not only advantages but also disadvantages.

In addition, teacher's roles in the classroom are also needed. The teacher has to be able to perform as controller, prompter, feedback provider,

assessor, resource and tutor (Harmer 2007: 25). As controller, the teacher has to control what is becoming attention or focus in teaching process. The teacher has to ensure that all students pay attention to the learning materials and nothing else. When he or she can do it well, he or she is a good controller. Furthermore, a good teacher is a teacher who can be a prompter. When the students are afraid to explore their language, the teacher must encourage and give motivation to them in order to achieve the objectives more. Besides, teacher should be a feedback provider who evaluates what have been produced or how they performed. The next role is as assessor who tells the students how well they have done, and finally gives them grade of achievement. Also, teacher should be a resource who tells everything that students need and provides knowledge that students need to be consulted. The last role is as a tutor who gives advice to the students' performance in the classroom. The roles above are absolutely needed in order to get an effective teaching process.

Besides, in teaching and learning process, the teacher has to pay attention to the students' personalities or individual difference. A teacher has to be aware that every student has different characteristic, ability, background and experience. The differences give a great influence to the way they learn English in the classroom. Therefore, the teacher should differ on how to teach them; whether it needs special method and media or not. When the teacher is

able to decide the most appropriate way to teach, teaching and learning English in the classroom can be enjoyable.

B. Definition of Reading

According to Harmer (2007 : 99), "reading is an activity that makes people more understand what they read, and gives positive effect to add their knowledge." It means that by reading skill we are able to comprehend written language such as in books, magazines or newspapers.

Elizabeth (2004 :278) states that "reading is a process of looking at a written or printed symbol and translating it into an appropiate sounds". It means that reading consists of three elements, they are : the symbol (written or printed), sound and sense; for example : when people read the word "cat" automatically the first of all they look at the symbol, then they translate into a specific sound which stands for some animal called "cat" and at the same time they visualises the concentrate object or idea for which the said symbol.

According to Nunan (2005 : 68), "reading is a set of skills that involves making sense and deriving meaning from the printed word". It means that reading activity is more than just articulating the written words into spoken words but it must be stressed on comprehending the meaning delivered in the written script. Reading is very important tool academic succes because reading is an active process which consists of recognition comprehension skill. Reading is an important activity in human's life which can update his/ her knowledge.

Reading is sometimes believed as a difficult skill, because it actually involves many specific skills that each is as crucial as others. According to Heaton (1991: 105−106), there are some specific skills involved in reading such as recognizing words, deducing meaning of words, understanding explicitly stated information, understanding relations within the sentence, understanding relations between part of a text, anticipating/ predicting what will come next, identifying main ideas/ general information, generalizing/ drawing conclusion, understanding implicit information, looking for general meaning, looking for specific/certain information, reading critically, understanding detail info, understanding kinds of text, understanding communicative purpose, understanding generic structure of text, understanding language features of text and adopting a flexible approach/ strategy. As the students are required to have good reading ability, they have to master each specific skill involve in it.

From the definition above we can conclude that reading is an ability of interactions and communications between the readers and the writer because the writer has messages in her or his mind about feeling, fact, ideas, or argument to be shared to the readers. The writer puts the messages into words and when the messages enter into the readers' mind, it means the communications happen. In order to comprehend the content of the text, the readers have to concentrate fully to catch the writers ideas because reading is

window of the world, without reading we also blind about everything especially in knowledges.

C. The Purpose of Reading

Reading is an activity with a purpose. It means that when people do reading activity, they want to achieve certain purposes they want. Basically, most of them want to get information or knowledge by reading. However, sometimes they also want to reach another purpose; such as to critique and give suggestions to the writers' idea or writing style. Meanwhile, according to Fachrurazy (2011 : 83) the puposes of reading activities can be comprehension (intensive reading in the class), enjoyment (extensive reading out of class), speed reading (skimming and scanning), or accurate pronounciation (reading aloud). Based on the statement above, we can conclude that the aim of reading is more than just undestanding text to do reading excercises, but it can be purposed variously depending on the readers.

The first purpose is for comprehension. Reading for comprehension can be defined as the process of simultaniously extracting and constructing meaning through interaction and involvement with written language. It is clear that written language or text always conveys meaning, and people are able to catch the meaning through reading. Commonly, reading comprehension is done in the class for educational purposes. Many students want to improve their reading comprehension as requirements of curriculum.

Therefore, their reading comprehension can be used to do various kinds of school tests.

Besides reading comprehension, reading can be aimed as enjoyment. Many people do reading activity in their leisure time for having fun rather than understanding text as a whole to do tests or excercises. This kind of the purpose can be reached by reading some texts in newspapers, magazines or another entertainment reading source. By doing this kind of activity, people are able to feel relax and get the enjoyment as they want.

When people want to find some certain information from the text or list, they can read it by focusing it out directly. It shows that reding can be purposed to find certain information from the passages. For example, when students want to find main idea of first paragraph from the text, they do not need to read the entire text. They can directly focus on the first paragraph. Besides, if we want to find the phone number in phone book, we can directly go to the number we want. Thus, reading skill can be essential dealing with human's daily activity.

Reading is also useful for accurating pronunciation. Sometimes, people prefer reading loudly to reading silently because they want to ensure that they articulate each single word correctly. In this case, they need to improve their pronuciation ability. As much as people read, they can pronunce the oral language more accurately.

Finally, reading has many benefits in human's life. Through reading they can catch the meaning of written language and also get enjoyment. They can do some daily activties like finding certain information from the text by reading. It means that reading can be purposed for many things depending on people's need.

D. The Types of Reading

Based on reading purposes mentioned in the preview section, dealing with Patel and Jain (2008: 119) reading can be classified into four types; intensive reading, extensive reading, aloud reading, and silent reading.

1) Intensive Reading

Intensive reading is reading activity which is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.There are few characteristics of intensive reading:

1. This reading helps learner to develop active vocabulary.

2. Teacher play main role in this Reading.

3. Linguistic items are developed.

4. This reading aims at active use of language.

5. Intensive reading is reading aloud.

6. In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

2) **Extensive Reading**

Extensive reading is a reading for pleasure. The reader wants to know about simple thing which is for fun. The reader does not care about specific or important information after reading. Usually, people read for to keep them update. Few characteristics of Extensive Reading are :

1. It helps learner to develop to active vocabulary.

2. Extensive reading is silent reading.

3. In extensive reading the subject matter is emphasized.

4. In the extensive reading the learners play main role because they have to askfor measures.

5. In extensive reading the idea can be developed.

6. The aim of extensive reading is to enrich learners' knowledge.

7. Through extensive reading the good reading habit can be developed.

3) **Reading Aloud**

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it will be very difficult at secondary level. How **to** make reading aloud interesting :

1. The material which teacher present before students should be according to previous knowledge of the students or related t their own experience.

2. The teacher should emphasize on the stress of learners.

3. The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, he should correct it. Correction should be friendly and productive.

4. The teacher should care about all readers. He should also draw his attention toward weak readers.

5. While teacher present model reading, this model reading should be according the level of readers so that readers could upderstand it very well and pronounce very well.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increasereading 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. How to make Reading Interesting.

Teaching reading is very important skill because this is the stage where the knowledge of learners starts to flight. The selection of reading material should be authentic. How the teacher can make his teaching reading effective:

1. Teacher should tell about the topic first to the learners. He should motivate students. Teacher should not read first but he should allow the students to read the text.

2. Teacher should not allow the student to murmuring while reading.

3. The subject matter should be interested and effective and selected from the reading material developed for it.

4. Eclectic approach can be used by teacher for better comprehension and understanding.

E. The Strategies for Developing Reading Comprehension

Reading strategies can help the students to read in very efficient ways. By using the strategies, the students can achieve the purposes to get the benefit from reading. According Brown (2001: 306-310) there are some stagies to reading and improve the students comprehension. They are :

1. Identify the purpose of reading.

2. Use graphic rules and patterns to aid in bottom–up decoding (especially for beginning level learners).

3. Use efficient silent reading technique for relatively rapid comprehension (for intermediate to advanced level).

4. Skim the text for the main idea.

5. Scan the text for specific information.

6. Use mind mapping or clustering.

7. Guess when you aren't certain.

8. Analyze vocabulary.

9. Distinguish between literal and implied meaning.

10. Capitalize or discourage markers to process relationship.

F. The Genre Text of Junior High School

The teaching of reading for Junior High School students involves teaching of genre or text type. The texts advocated are: descriptive, procedure, recount, narrative, and report text. Each of them has social function, generic structure and language feature. Further, those are learned from seventh grade up to ninth grade. The summary is as follows: *(Adapted from English on Sky 1,2 and 3 for Junior High School)*

1. Genre → Descriptive

    a) **SOCIAL FUNCTION** = To describe something, someone, or a place

    b) **GENERIC STUCTURE** =

- Identification: identifies a particular thing to be described

- Description: describes the parts and characteristics

    c) **LANGUAGE FEATURE** = Using noun, adjectives, noun phrases, and verbs (V1)

2. **Genre** → Procedure

    a) **SOCIAL FUNCTION** = To tell someone how to do or to make something

    b) **GENERIC STUCTURE** =

- Title/goal: states the goal to be achieved
- List of materials: lists the materials needed
- Steps/methods/procedures: describes steps in a logical order to achieve the goal.

    c) **LANGUAGE FEATURE** =

- Using commands/ imperative sentences
- Using action verbs
- Using precise vocabulary
- Using temporal conjunction
- Using adverb

3. **Genre** → Recount

    a) **SOCIAL FUNCTION** = Retells an experience in which the writer was personally involved to inform, entertain, the readers/listeners

    b) **GENERIC STUCTURE** =

- Title (optional)

- Orientation: provides the background information.

- Series of events: presents events chronologically

- Reorientation: presents the concluding comments

c) **LANGUAGE FEATURE =**

- Using past tenses

- Using connectors

- Using verbs and action verbs

- Using pronoun

4. **Genre** →Narrative

a) **SOCIAL FUNCTION =** To entertain the readers/ listeners by the stories

b) **GENERIC STUCTURE =**

- Orientation: tells about the setting in time and place, and characters.

- Complication: tells about problem(s) to be solved by the characters.

- Resolution: describes the solution to the complications (s)

- Reorientation: optional, gives the end of the story

c) **LANGUAGE FEATURE =**

- Using specific participants or characters

- Using past tense and past continuous

- Using a lot of action verbs

- Using some relational verbs

- Using connectives or conjunctions

5. **Genre** → Report

a) **SOCIAL FUNCTION =** To describe and classify information, usually talk about living things andnon-living things

b) **GENERIC STUCTURE =**

- Classification of subject: introduces the subject of the report.

- (Series of) Descriptions: contain series of facts about various aspects of the subject.

c) **LANGUAGE FEATURE =**

- Using Nouns and noun phrases

- Using relational verbs for describing and classifying.

- Using action verbs to describe behaviors/ habits

- No personal pronouns

1. **The Definition of Descriptive Text**

   In the seventh grade, the students learn Procedure textand Descriptive text.   Since this research is conducted, the researcher uses descriptive text to be the material of research.

   Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. The Generic Structure of Descriptive Text is Identification and Description. Identification is identifying the phenomenon to be described and Description is describing the phenomenon in parts, qualities, and characteristics.

   Language Features of Descriptive text are use of adjectives and compound adjectives, use of Linking Verbs/ relating verbs, use of Simple Present Tense, and use of degree of comparison.

   Descriptive writing is intended to the understanding its appeals to the senses, it tells something looks, feels, smiles, taster, or sound. A good description is like a "word picture" it can imagine the person, place, or thing. Hawa et al (2009:32) state that, descriptive writing is used to describe a particular person, place, or thing.

   According to Anderson (1998: 27), "descriptive text is a text which describes a particular person, place or things". Its purpose is to tell about the subject by describing its features without including personal opinions. A factual description differs from an information report because it describes a specific subject rather than a general group.

Suharso (2005) defines "descriptive text is a kind of text to describe something, people, or objects. And descriptive text has a purposes to make our readers see, feel, and hear what we have seen, felt, and heard".

Description can also do more that conveying a sense impression. If someone is describing city, for example, he or she might describe the kinds of living there, including their life style, their background, or their attitudes.

Jaya, Alexander Mongot, and all (2007:33) state:

Descriptive essay may or may not have a thesis. People can describe person, place, or thing for its own sake, simply to share their sensory observations with their readers. People can also use description to support an implied or explicit thesis. Whether or not their descriptions have a thesis, its details should be tailored to create particular dominant impression.

2. Generic Structure

According to Jaya, Alexander Mongot, and all (2007:12, 33); the generic structures of descriptivetext are introduction/ identification, description (content) and conclusion.

a. Introduction/ identification (thesis) It tells or identifies phenomena to be described. In another word, reading the introduction of the text, the readers will understand beforehand what it wants todescribe in the text issue. When we are going to write descriptive text, we should attend these words: who, what, where, and when, which means who will be described, what will be described, where it can be found, etc.

b. Description (the content of text) it contains the description of an object which will be described. It describes parts, qualities and characteristic. The description may begin from the general description of an object being described and the move then move to the specific one. On the contrary, it may move from a specific description of an object to a general description of other thing around it. The content of the text could be arranged from more than discussion. For example:

1) Describing people in detail we can organize the text by attending these questions: what they look like, what they do, now they act, what they like or dislike, and what makes them special.

2) Describing something in detail we can organize text by answering these questions: how it looks like, how it sounds like, how it smells, how it tastes, how it feels, what it does, where it can be seen or found, how it is used and what make it special.

3. Lexicon-grammatical Features

a. Focus on specific participant.

b. Use of attributive and identifying process.

c. Frequency use of epithets and classifies in nominal group.

d. Use of simple present

G. The Definiton of Game

Teaching English as foreign language must be careful. The teacher cannot force to the students to be a master language. It needs extra patience to

guide the students in learning language because they will feel bored easily with the lesson at school. As teachers, we must know characteristics of every student, situation of the class and also what makes the students interested in English lesson. Thus, the English teacher should be creative, imaginative and has many ideas to makes the students enjoy, interested and get motivated in their lesson.

According to Lee (1979: 2) Games can involve all the basic language skills, i.e. listening, speaking, reading, and writing, and a number of skills are often involved in the same game. It means that games can cover all members of lesson stage from the simplest up to the most complicated one. However, it depends on the teacher on how to manage it well.

Teaching by using games creates student-centered teaching. Students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators. The other reason of teachers to use game in teaching and leaning process is because the teachers must make relationship between teacher and students to avoid the situation becoming formal that will make discourage them practice their English. In this case, the students should be participate actively which can be done by giving language exercise in pairs or in groups. Besides, every student has unique characteristics in learning; such as they like making and having interaction. These characteristics are the background of using game in teaching and learning process. Furthermore, game can help the teacher to

create contexts of language which is used and also provides language exposure in practice can run well in a communicative way. Therefore, the use of game in language classroom can be a good choice as an alternative.

H. Treasure Hunt Game

Dealing with the importance of game to be applied in a language classroom mentioned above, the researcher is interested to conduct a research on applying one of the games called Treasure Hunt Game.

The further explanation is presented in the following sections:

a) Definition of Treasure Hunt Game

Tresure Hunt Game is game for Intermediate and Advanced level. Usually, the Treasure Hunt Game played in pairs or groups. On the ather word, a Treasure Hunt is one of many different types of games which can have one or more players who try to find hidden articles, locations or places by using a series of clues. Treasure hunt games may be an indoor or outdoor activity. Outdoors they can be played in a garden or the treasure could be located anywhere around the world

This game can be used to reading practice. The researcher chooses this game because the game is suitable to improve reading comprehension. As we know, that game can make the students interested and get motivation to learn in English lesson especially reading.

(*Oxford Advanced Learner's Dictionary),* states a game in which players search for hidden objects by following a trail of clues.

According to Lee (1979:124), Treasure Hunt Game is one of interesting game to make students having fun in reading process while the text by looking for the clue in different place. The basic of this game is finding the clues and if they do not understand the meaning of clues, they cannot look for another clues. Treasure Hunt Game has many variant depend on creativities the teacher to improve the students reading ability.

Treasure hunts are sometimes organized as a game to be played at children's parties. The game could include searching for items, following clues as a group or splitting into teams to race to a prize. A common game at Easter is the egg hunt, where players search for concealed chocolate eggs.

Treasure trails are a variation on the theme of a treasure hunt in which participants follow a set of directions and discover clues to help solve a puzzle en route. Trails may be on foot or use vehicles, including public transport. They may follow circular routes or be linear.

An "armchair treasure hunt" is an activity that requires solving puzzles or riddles in some easily portable and widely reproduced format (often an illustrated children's book), and then using clues hidden either in the story or in the graphics of the book to find a real treasure somewhere in the physical world.

A treasure hunt is a favorite game among second language learners. It allows them to work cooperatively in a group effort to find the items required. The following steps are taken in organizing a treasure hunt.

1. Divide the class into groups of from three to six members.

2. Give an identical list of treasure to each group.

3. Read the items a loud for children or less proficient students to make sure they understand the vocabulary.

4. A time limit should be given.

5. Say "go" to indicate when the groups can begin their search.

6. At the end of the time limit, or when the first group returns, everyone gets together to check each item, giving points (five points are suggested) for each completed item points are taken away for uncompleted ones.

b) Procedure of Treasure Hunt Game for teaching Reading

According to Lee (1979: 124), the procedure of treasure hunt in the following sections:

1. The players must be able to read clues and find another clues until they understand and know where the things hidden. The hidden things, such as: a pen, a book, a toy, etc.

2. To make easy and not change of clues between one group and another, we can make different clues for example: putting the clues not only in the same place, but also giving number to every clue, taking the different color in envelopes and making different clues (eg. For the first group => look under the window and find a box.

For the second group=> look on the door and take a hang paper there).

3. To make Treasure Hunt Game interesting and various, hide a small object in one place.

The researcher develops this game without changing the original instructions. Dealing with the English curriculumthat the eighth grade students learn Descriptive text, the researcher tries to apply Treasure Hunt Game to improve reading comprehension of descriptive text.

I. Previous Studies

There are two previous studies related to this research. The last researcher in English subject, Wahyu (2013) had conducted classroom action research with the title "Improving the Eighth Grade Students' Ability in Reading Narrative Text Using Story Mapping in the Academic Year of 2012/2013" success in teaching and learning process. The criteria of success should be 75% students passed. He teaches 40 students there, in the post test Cycle I he got 57.5% or 23 students got score 75 or more and 42.5 % or 17 students got less than 75 (failed). And in the Cycle II, he got 90% or 36 students got score 75 or more and 9% or 4 students got score less than 75(failed).

"The Effectiveness of Using Little Shop of Treasures Game in Mastering English Vocabulary at The Fifth Grade Students at SDN Kutoanyar 02 Tulungagung (MeyNur). Research problem of this research were: 1) How

effective is little shop of treasures game in teaching vocabulary of fifth grade students of SDN Kutoanyar 02 Tulungagung?

The research finding there is significant deference of the fifth grade students at SDN Kutoanyar 02 Tulungagung in vocabulary achievement before being taught by using little shop of treasures game and after being taught by using little shop of treasures game in teaching vocabulary. This conclusion is gotten from analyzing the result of statistical test by using t-test showing that the significant level is less than 0.05% (0.00% ≤ 0.05%). The implication of this conclusion that the little shop of treasures game is effective in teaching vocabulary mastery.

Based on the previous studies above, the researcher concludes that hidden and find things, clues and pictures are effective technique to increase the students reading ability. The researcher tries the applied of Treasure Hunt Game to improve reading comprehension in descriptive text. Treasure Hunt Game is one of game to improve reading. Here, the researcher provides clues, descriptive text and question to answer the students. Each a group has different descriptive text and questions. By looking the clue and the question to answer the descriptive text, the students can get motivation and curious in learning reading, especially in descriptive text. At least the students achieve in learning English. The researcher hopefully that the implementation get success to increase the students reading comprehension and the students get achieve score in English learning. The different between this research and

previous studies its use game in teaching learning process. So from the explanation above, treasure hunt games is a form of play that can be used as a significant part of teacher˝s media in English teaching and learning process.

The goal of this study is to enhance students reading ability through treasure hunt games. Treasure hunt games can create an atmosphere in which students are expected to practice reading and motivate them to learn reading. Treasure hunt games are media which can stimulate students to express their ideas. By using treasure hunt games, students are expected to be more motivated in speaking English. When they are motivated in reading English, they will learn to use English actively and improve their ability in communicating each other.