

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents of definition of reading, types of reading, definition of teaching reading strategies, reading comprehension strategies, summarizing technique, rule for summarizing, definition of narrative text and previous studies.

A. Definition of Reading

There are several definition of reading. According to Harmer (2007:99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, better they get it. Guthri (1996) states that engaged reading are based on the motivation and cognitive characteristic of the reader. This means that teacher has responsibilities to motivating reading by selecting appropriate materials especially related with social from reader and they interest with the text Teacher selecting task texts, they should seek interesting texts and consider variety of topics. Nunan (2003:63) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading can be seen as an “interactive” process between a reader and a text which leads to automacity or reading fluency (Alyousef, 2006). In this process, the

reader can interact directly with the text to get the meaning of the text. From this definition, it can be concluded that reading is the interaction between the reader and the text to understand and comprehend the writer's ideas or messages that have been expressed in the writer's text.

According to Day (1998:12) 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. Based on the explanations, the writer concludes that reading is a process to convey the text or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the text or information that comes from the author can be understood and comprehend easily by the reader.

B. Types of Reading

1. Intensive reading is aloud reading

According to M.F. Parel (2008;117), intensive reading 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 ill also provide material for developing greater control of the language in speech and writing. Intensive reading not only be read but will discussed in detail in

target language, sometimes analyzed and used as a basis for writing exercises. At this stage, some teachers fall into the monotonous pattern of setting a section of reading material for homework preparation every night. Then they begin the lesson each day by asking students to translate what they have prepared, sentence by sentence around the class. Sometimes sections of intensive reading material may be set for preparation beforehand, the students being supplied with questions to think about before they come to class. The ability of students to talk and write in the foreign language about the material chosen for intensive reading will be very dependent on the teacher's choice of texts. Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. There are few characteristics of intensive reading such as this reading helps learners to develop active vocabulary, teachers play a main role in this reading, linguistic items are developed, this reading aims at active use of language, intensive reading is reading aloud and on intensive reading speech habits are emphasized and accent, stress, intonation and rhythm can be corrected.

Reading aloud also plays an important role in teaching of English. Teachers should know that the training of reading aloud

must be given at primary level because it is the base of words pronunciation. According to S. Venkatesaran reading aloud is not useful at the secondary level because of the following reasons such as it is very difficult skill. In unseen text or in other text there are many words which student does not know how to pronounce it, if student have not prepared himself for reading, it will be very difficult for him. The reading will be unnatural, reading basically is reading silently and according to Venktes, only those text should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud. How to make reading aloud interesting; English teaching is very important task at secondary level. Because at this stage learner comes in contact of other people and have to talk and read any subject matter. So it becomes very necessary for him to pronounce very well in English. What the teacher can do for better and effective teaching of reading as under such as: the material which the teacher presents before students should be according to previous knowledge of the students or related their own experience, the teacher should emphasize on the stress of learners, and the teacher should care about all readers. He should also draw his attention toward weak readers. The advantages of

aloud reading such as it enables learner to develop the skill of reading very well by speaking or expressing ideas, it enables learner to develop the skill of pronounce very well, and it makes reading very enjoyable while teacher uses reinforcement during reading. The disadvantages of aloud reading such as over crowded class is very big problem. The teacher can not provide sufficient opportunities to all students and at earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.

2. Extensive reading is silent reading

According to M.F. Parel (2008;119), Extensive reading: material for extensive reading will be selected at a lower level difficulty than that for intensive reading. The purposes of extensive reading will be to train the student to read directly and fluently in e 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 composition in which students deal with specific issues arising from the material in the book. On occasions, the class may be divided into groups to read interrelated material. Each group may prepare some part of the

project on some present a group report to the rest of the class. This type of class project gives a point and purposes to extensive reading by building reading practice into a matrix of purposeful activity. Thus, the attention of the reader is directed toward the extraction of information from the text, rather than toward the reading process itself.

Extensive reading assignments may direct students to articles to current interest in foreign language magazines or newspaper. To ensure that students do not become bogged down in reading which is too complicated, the teacher will be well advised to discuss the relation of articles to be read, with due regard to the special interests of the reader. Extensive reading is the reading for pleasure. The reader want to know about something 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 it helps learner to develop to active vocabulary, extensive reading is silent reading, in extensive reading the subject matter is emphasized, in the extensive reading the learners play main role because they have to ask for measures, in extensive reading the idea can be developed, the aim of extensive reading is to enrich learners'

knowledge, and through extensive reading the good reading habit can be developed.

According to M.F. Parel (2008;122), 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. How to make silent reading interesting; Teaching silent reading is very important skill because this is stage where the knowledge of learners starts to flight. The selection of reading material should be authentic. How the teacher can make his teaching silent reading effective such as teacher should tell about the topic first to the learners. He should motivate students. Teacher should not allow the students to read the text, teacher should not allow the students to murmuring while reading, the subject matter should be interested and effective and selected from the reading material developed for it and eclectic approach can be used by teacher for better comprehension and understanding. The advantages of silent reading such as this reading makes students very active and accurate, silent reading concentrates the attention of learners

toward subject matter and he learns naturally, it saves time because this activity is done at a time. All students participate together in this activity at a time, it is very useful to develop the skill of reading fast and this skill plays main role to increase the knowledge of students. The disadvantages of silent reading such as this technique is not useful at earlier stage of language learning, through this skill one can learn the pronunciation, in this skill the learner can cheat the teacher if subject matter is not interested, and only bright and intelligent students can learn this skill but average students learn it hardly.

C. Definition of Teaching Reading Strategies

According Harmer (2007:286), teaching reading strategies is teaching reading skill for students in class. And there are no reading strategies explicitly stated in the textbooks, so the time limitation is set and the reading strategy is focused by teachers in class. The reason for it is that we need to tell students exactly what their reading purpose is give them clear instructions about how to achieve it and explain how long they have to do this

According to Harmer (2007:23) teaching is not easy job, but it is a necessary one, and can be very rewarding when we see our student's progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but

it also worth remembering that at its best teaching can also be extremely enjoyable.

According to M.F. Parel (2008;116), at the necessary precautions should be observed during the course of good teaching reading: the teacher should not insist on speed of reading but on the accuracy pronunciation while teaching reading, while teaching reading teacher should ask not more than on pupil to read at one time and he should pay individual attention to every students of class, while teaching reading the teacher should be very careful in pointing out and rectifying, the mistakes of pronunciation, articulation and intonation of the pupil, while teaching reading the teacher should first try to find out the causes of mistakes committed by the students and then try to correct them by eradicating the cause of mistake and while teaching reading the teacher should be aware of the right sitting or standing posture for reading.

From explanation of teaching above, the writer concludes that teaching is activities and manages the environment in a good condition to make and give opportunity for the students in learning process get purpose. Teaching is a complex process it does not only give the information form the teacher to the students. In the classroom there are many activities that can be doing especially when the process of teaching and learning. The teacher's job to

promote these stress learning process by the use of appropriate teaching act. Thus, he or she presents and explains new material in order to make it clear, comprehensible and available for learning, give practice to consolidate knowledge and test. The teachers' responsibilities in helping learners achieve these goals will be to motivate reading by selecting or creating appropriate text, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create a supportive environment for practicing reading. Each learners will have different strengths to build on and different weaknesses to overcome. The teacher will need to focus on different goals at different times and to use a range of material and tasks (Hedge, 2000:205).

D. Reading Comprehension Strategies

According to Wolley, G (2011;34), reading comprehension is very complex cognitive activity. Comprehenders are not viewed as merely passive recipients of information but as active constructors of meaning. Skilled comprehender use a wide repertoire of language skill to gain meaning from text by constructing a text-based model while at the same time they draw upon and use their own background knowledge to construct a situation model of the understanding related to the text passage. According to Gunning (1992;188), comprehension is a constructive, interactive, process

involving three factors-the reader, the text, and the context in which the text is read. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common question on the passage are primarily about the main idea, detail, and an inference that be drawn from the passage.

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study technique. Here are some suggestions:

1. Develop a broad background.
2. Know the structure of paragraphs.
3. Identify the type of reasoning.
4. Create motivation and interest.
5. Monitor effectiveness.
6. Highlight, summarize and review.

E. Summarizing Technique

According to Djuharni (2001), English summary should be different from the original language of the author are summarized. However, the language summaries are made starting from the basic idea of the author as stated in each paragraph or reading. Thus, if the description will summarize the author of a paragraph, the author first have to identify generic structure contained in these

paragraphs, and then re-expressed using different language and brief. In order for a summary of the results was not deviate from its original description, the main ideas of each paragraph should not be ignored. A summarizer results of a writing or discussion into a shorter description by comparison proportionally between sections, which are summarized in summarized. Summarizing is a technique used to obtain the essential part of an original source. In other words, it is a concise statement of the most important points taken from another text. It is a good technique to use when writing a research paper.

F. Rules for Summarizing

1. Read the text until about the story.
2. Identify generic structure such as orientation, complication and resolution.
3. Begin make a summary based on generic structure.
4. Write summary with your own word. Don't copying the story.
5. Summary statement not more than 10 sentences.

G. Definition of Narrative Text

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and

to show the moral of a story. Porter (2002) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fictions and stories.

Narrative text is writing in which a story is told, the detail may be fictional or based on fact. Meyers (2005), states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

In Curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deal with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

The generic structure of narrative text is as follows:

Orientation : The first paragraph presents information about the participant of the story. In the literary turn, the participant is called character. Orientation commonly introduces information about Whom, Where, and When.

Complication : Paragraph two explores the niche story. That is conflict among characters of the story this conflict will involve physical and psychological conflict the conflict is actually the heart of any narrative text. It will drive the participant to make effort in solving the crisis.

Resolution : The last paragraph closes the story by solving the crisis however it can be better or worse.

The characteristics of narrative text are as follows:

- a) Narrative text is the specific participant and individual.
- b) Narrative text is many action verb (material processes), and also use verbal and mental process.
- c) Narrative text is usually use past tense.
- d) Narrative text is use more linking word dealing with time.
- e) Narrative text is often use dialogue, and tense perhaps change.
- f) Narrative text is descriptive language used to create the imagination in reader's mind.
- g) Narrative text is can be written as the first person, or third person (He, She, and They).

H. Previous Studies

With the launch of the curriculum of senior high schools, several researchers have been interested in conducting some research of the implementation of the curriculum. The researcher is Maylidiawilda (2013) at junior high school in various places.

Maylidiawilda (2003) conducted a research entitled the effectiveness of using summarization technique of the second year of MTsNPucanglabanTulungagung in academic year 2012/2013. The findings of the research is summarization technique in teaching reading comprehension can increase the student's reading achievement of the second years of MTs NegeriPucanglabanTulungagung.

Based on the research finding above, some English teacher must have a various technique for teaching English, such as reading, speaking, listening and writing, especially for reading comprehension. Therefore, English teacher should have a creative technique for teaching or providing learning activities involving the students' activities. It can be conclude that in learning English, especially for reading the teacher should have variation technique to make the students' interest in the teaching and learning process. So, the difference between this study and the previous studies is types of reading and riles for summarizing. Types reading in the previous

studies used aloud reading at eighth grade students of MTsNPucanglabanTulungagung. And rules of summarizing focus on find main idea. Types of reading in this studies used silent reading at tenth grade students of Madrasah Aliyah Al-HikmahLangkapanSrengat. And rules for summarizing focus on identify generic structure.