

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is presented to highlight some theories functioning as the basic of the research. It covers reading, teaching reading, reading material, teacher selection on reading material and students' self-selection on reading material.

#### **A. Reading**

##### **1. Definition of Reading**

In connecting with the purpose of teaching reading, it is important to define what reading is. Many experts have given their definition about what reading really means. According to Day and Bamford (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. AlYousef (2005:144) stated that reading can be seen as an “interactive” process between a reader and a text which leads automaticity or reading fluency. From those definitions, 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 Ken Beatty (2004:2), reading is more than just knowing a lot of word. He also states that when we read different kinds of texts, we need to know what strategies and skills to use. We need to know a basic knowledge of

different disciplines, such as university subject. Nunan (2003:63) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Alderson (as cited in Berardo, 2006:1) define reading as "...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed. Then Sofian (2007:34) states "reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of language being read."

Sheng (2000) argues that reading is the process of recognition, interpretation, and perception of written or printed material. The reader receives information from the author via the words, sentences, paragraphs, and so forth, and tries to understand the inner feelings of the writer. The reason for reading depends very much on the purpose for reading. Reading can have three main purposes, for survival, for learning, or for pleasure. Reading for survival is considered to be in response to our environment, to find out information and can include street signs, advertising, and time tables. In contrast reading for learning is considered to be the type of reading done in the classroom and is goal oriented. While reading for pleasure is something that does not have to be done. (Berardo, 2006:61).

Reading is interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and

paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. (Sofian, 2007:35).

Based on the definition above, it can be concluded that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, experience to construct his or her idea in understanding meaning of the text.

The theoretical framework, reading can be construed as the coordinated execution of a number of processing stages such as word encoding, lexical access, assigning semantic roles, and relating the information in given sentence to previous sentences and previous knowledge.

## **2. Reading Comprehension**

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he or she engages in a complex array of cognitive processes. They simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of act of reading is reading comprehension. It cannot occur independent of the two

elements of the process. At the same time, it is most difficult and most important of the three.

There are two elements that make up the process of reading comprehension. They are vocabulary knowledge and text comprehension. In order to understand a text, the reader must be able to comprehend the vocabulary use in the piece of writing. If the individual words don't make the sense then the overall story will not either. In addition to being able to understand each distinct word in a text, the reader must be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied of vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension (Dawson, 1992:19).

The writer concludes, without comprehension, reading is nothing more than tracking symbols on page with the eyes and sounding them out. Reader may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but readers are not really reading the text. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading comprehension is important because without it reading doesn't provide the reader with any information.

### **3. Purposes of Reading**

Adopted by Education Department of South Australia (1993:76), the purpose of reading can be categorized under the four headings: reading to do, critical and reflective reading, and reading for pleasure.

a. Reading to learn

Can be defined as reading to locate and extract relevant information in order to gain understanding.

b. Reading to do

Can be defined as reading a text in order to do or make something, follow instruction, directions or solve problem.

c. Critical and reflective reading

Can be defined as interesting with a text in a personal and reflective way leading to critical interpretation and evaluation of the text, particularly so for literary text.

d. Reading for pleasure

Deals with reading text for enjoyment. According to the definition above, we can conclude that the purpose of reading will make the students to analyze of the story.

### **4. Types of Reading**

a. Perspective Reading

At the beginning level of reading lays a set of task that is fundamental and basic: recognition of alphabetic symbols, capitalized

and lowercase letter, punctuation, word, and grapheme-phoneme correspondences. Such tasks of perception are often referred to as literacy task, implying that the learner is in the early stage of becoming “literate” some learners are already literate in their own native language.

b. Selective Reading

Just above rudimentary skill level of perception of letters and words are category in which the test designer focuses on formal aspects of language (lexical, grammatical, and few discourse features). This category includes what many incorrectly thing of as testing “vocabulary and grammar” and never feature any other skill besides reading. Lexical and grammatical aspects of language are simply the forms we use to perform all four of the skill of listening, speaking, reading and writing (Brown, 2004:194).

c. Interactive Reading

Interactive task have a combination of form-focused and meaning-focused objectives but with more emphasis on meaning. Interactive task may therefore imply a little more focus on top down processing than on bottom-up. Texts are a little longer, from a paragraph to as much as a page or so in the case of ordinary prose, charts, graphs, and other graphics may be somewhat complex in their format.

d. Extensive Reading

Extensive reading involves somewhat longer text than we have been dealing with up to this point. According to Carrel and Carson in

Richards (2002:295) “extensive reading generally involves rapid reading of large quantities of material or longer reading (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language.

e. Intensive Reading

Intensive reading refers to the detail focus on the constructing of reading texts which take place usually in the classrooms. Teachers may ask students to look at extracts from magazines, poems, internet websites, novels, newspapers, plays and a wide range of other text genres. Intensive reading is usually accompanied by study activities. We may ask students to work out what kind of text they are reading, details of meaning, look at particular uses of grammar and vocabulary, and then use the information in the text to move on to other learning activities (Harmer, 2007:100).

## **5. Reading Components**

The components of reading are basic to know the content of the story, it is very important to know for the students, according to King and Stanley (1989:330), there is five reading components, they are:

a. Finding the main idea

Main idea is the main topic that is being discussed in a paragraph.

Finding main idea is not always in the first sentence, it can be in the

middle or in the last sentence of the paragraph. Main idea will help students to guess what the paragraph is about.

b. Finding factual information

Factual information requires students to scan specific detail of the text. The factual information questions are generally prepared for junior and senior high school students. It usually appears with question words.

c. Guessing vocabulary in context

It means that the students could develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of unfamiliar words in the text that is read.

d. Reference

Reference word is repeating the same word or phrase several times, after it has been used, students can usually refer to it rather than repeat it. Reference words will help students to understand the reading text. Reference words are usually short and very frequently pronouns, such as she, he, it, they, this, her, him, and many others.

e. Inference

Understanding is the most important in reading comprehension whether is explicit messages from the text. Therefore, the students are expected to make accurate prediction. Prediction can be made by correctly interpreting the indication a writer's gives.

Based on the component of reading above, we will know what we look for on reading text.



## **B. Teaching Reading**

Pilgrim (in Santoso, 2010:12) states that teaching reading comprehension is empowering people with the tools for learning. More than anything else, reading comprehension skill come in a handy in the real world. Understanding the written word opens up portal to the vast stores of knowledge acquired by human as a society, over countries. Many good readers are not good at teaching reading skill. Teaching reading talks about how to teach reading comprehension effectively. Based on Harmer (1998:70) there are 6 principles in teaching reading:

1. Teacher encourages students to read as often and as much as possible. The more students read, the better they are.
2. Students need to be engaged with what they are reading. Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading- that is, teacher should try to help students get as much pleasure from it as possible. But during lesson, too, teacher should do the best to ensure that students are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.
3. Teacher encourages students to respond the content of a text, not just concentrate on its instruction. Of course, it is important for students to study reading text in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

4. Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues- the book cover, the headline, the web-page banner- our brain starts predicting what we are going to read. In class, teacher should give students hint so they also have a chance to predict what is coming.
5. Match the tasks to the topic when using intensive reading texts. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks- the right kind of questions, appropriate activities before, during and after reading, and useful study exploitation. The most useful and interesting text can be determined by boring and inappropriate tasks; the most common place passage can be made really exciting with imaginative and challenging activities, especially if the level of challenge is exactly right for the class.
6. Good teachers exploit reading texts to the full. Any reading text is full of sentences, words, ideas, description, etc. It doesn't make sense, in class, just to get students to read it and drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and the

activation and using a range of activities to bring the text to life (Harmer, 2007:100-101).

In classroom practice, the reading activities are divided into three interrelated stages, i.e. pre-reading activities, whilst reading activities, and post activities. In these stages, the integration of the four language skills could be seen:

#### 1. Pre-Reading Activities

The objectives of this stage are commonly:

- a. To introduce and arouse interest in the topic.
- b. To motivate learners by giving reasons for reading.
- c. To provide some language preparation for the text.

The objective of pre-reading should be relevant with the type of the text being taught. Providing language preparation does not intend to make teachers explain every single words and structure used in the text, but it helps learners to some extend avoid feeling frustrated by language carrier.

Sofian (2000:18) defines that various ways can be done in motivating students to be ready to start the lesson. Teacher might use pictures, maps, graphs, or any media that might arouse student attention and interest toward the topic.

Pre-reading activities is used to get the students attention and concentration with the topic will be read. So, it is very interesting for teacher to build this, if necessary the teacher can also use the media.

## 2. Whilst-reading activities

In general, this stage aims at helping learners to develop their reading strategies/skills so that they can be effective and independent readers. The development of reading skill mostly occurs in this stage. To be effective readers, students should be able to:

- a. Scan (glance at the text to get specific information).
- b. Skim (glance at the text to get the gist of the text).
- c. Read between the lines.
- d. Read intensively for detailed information.
- e. Detect references.
- f. Deducing meaning from context.

Whilst-reading activities are the main point in reading. It is the part for the students to get information from the text. Students need full concentration in doing this. The teachers should help their students whom get the difficulty.

## 3. Post-Reading Activities

Post-reading stage (text-related task) is intended as a kind of follow up activity. In this level students need to consolidate or reflect upon what has been read. They need to relate the content or idea of the text to their own knowledge, interest, or views. Homolova (2004) state that “in general, we can say that the profile of a good language teacher is created by his/her personal qualities, pedagogic skills and the level of language competence. Recent years have seen attention being given to one specific quality in the

teacher's profile-creativity. The importance of creative approach to everyday teaching practice is a special attention to using authentic materials in the classroom".

### **C. Reading Materials**

In Collin English Dictionary, the definition of reading material is any matter that can be read; written or printed text. While according to judgement of Menteri Dalam Negeri dan Otonomi Daerah nomor 3 tahun 2001 about distric library gave the definition about reading material that is every printed media that is ready for people in form of book, magazine, tabloid, newspaper, brochure, leaflet, and others printed text that informative and can be read, learned, and useful for people life. Reading material are divided into two, they are:

1. Materials for intensive reading
  - a. Usually very short texts- not more than 500 words in length.
  - b. Chosen for level of difficulty and usually by teacher.
  - c. Chosen to provide the types of reading and skills that the teacher wants to cover in the course.
2. Materials for extensive reading
  - a. Text on the same topic. Reading more than one text on the same topic allows students to bring more background knowledge to each new text read.
  - b. Authentic materials such as newspapers, magazines, which are related to the second language culture.

- c. Web resources. These should be chosen from suggestions by the teacher so that the students do not choose those that are too overwhelming.
- d. Stories and articles chosen by the teacher, with the following guidelines:
  - 1.) The style should include repetition, without being monotonous.
  - 2.) New vocabulary should not occur at the same place as difficulties of structure.
  - 3.) The text should break in sections that are not too long. This is to give the reader a feeling of accomplishment when completed.
  - 4.) Author should be chosen with less complex structure and less extensive vocabulary range.
  - 5.) The subject matter should be of real interest to the students and suitable for their age level.

In reading text, we will always be faced by many kinds of genre of the text. There are many kinds of genre of the text, according to a text from a discourse. The genres of the text are: Descriptive, explanation, report, exposition, procedure, narrative, recount, and anecdote. Each of the text above has different meaning and function based on each purpose of the text.

1. Description text is a text that has aims to give detail describes of someone, something, a place or an animal.
2. Explanation text based on the function to explain a process of shaping, a theory, concept, ideology, definition and another thing that related to natural phenomena.

3. Report text peel and observation or experimental result about things, animals, people or place.
4. Exposition text aim to make sure opinion, ideas, view of writer on a topic.
5. Procedure text aim to give guidance, method, steps to doing something. Generally procedure text contain about tips or steps to make a thing and doing and activity.
6. Recount text is a type of text contents report events, someone activity, or experience of someone.
7. Text anecdote basically resemble with text recount. Namely, a type f text contents reported event, someone activity or experience of someone.

#### **D. Teacher Selection on Reading Materials**

Ability to choose and develop teaching materials for foreign language teacher is very fundamental because of some reasons, one of them is in teaching foreign language or second language, the role of authentic teaching material is huge in order to get the aim that would be reached successfully (Hamied, 1994:248). Miller (1995:31) gives teacher three good reasons for preparing their own materials:

1. Teacher materials may have a local context to allow learners to focus on language-use rather than battling them with strange contexts.
2. Materials produced in-house can be easily updated.
3. Students appreciate the personal much of their teacher in materials produced specifically for them.

Choosing a good and appropriate materials are very interesting in reading activity. By the appropriate materials, its can build the students interesting and concentrating in reading.

### **E. Students' Self-Selection on Reading Materials**

Many students have requested time to read books they have selected themselves. Students do enjoy reading, but not the required reading materials. Follos (2007) believes students who are forced to read books in their classes that are dull and old fashioned, books that they endure and struggle with, learn their distaste for literature is warranted.

Self-selection allows students to develop their interest in reading (Rodriguez & Lira, 1998). Students will be able to move forward and develop a taste for more mature kinds of literature when they are able to choose for themselves the books they read. Self-selection is one way to positively affect reading motivation. Rasinski (1988) states students' interest and choice should be an integral part of a reading program if students are going to become excited about reading and become lifelong readers.

Self-selection encourages independent reading practice. Students are able to decide for themselves the risks they are willing to take when they read. Teachers have observed that when allowing self-selection, students were able to solve reading problems without their assistance (Fresch, 1995). As students solve these problems on their own, they become stronger, more independent readers.



When students are allowed to self-select they strengthen and extend developing reading skills.

When students are given the opportunity to self-select, they become more engaged readers. Students naturally begin to reflect on literary elements discussed in class. Self-reflection becomes second nature and students begin to sympathize with and connect to characters. When reading motivation has increased, often students will choose reading over other activities. Students will also begin to read more than what is required by the teacher. Allowing students to self-select material teaches students how to choose material that are appropriate for them and helps them to distinguish between text that are too hard or too easy for them. Marlow (1999) stresses the importance of students selecting a book that is challenging yet understandable. It may be a concern for some that students are selecting texts that are too difficult and beyond their reading level.

Sewell (2003) shares the definition of the independent reading level as the highest level at which a child can read easily and fluently without assistance. The instructional level is the highest level at which a child can read satisfactorily, provided they receive preparation and supervision from a teacher. The frustration level is defined as the level at which the child's reading skills break down.

There are many reasons students select books that are above their reading level. Donovan, Lomaz, and Smolkin (2000) state that students may not realize the books are too difficult. Students also may want to read books that "good readers" read. Materials that are interesting to high-ability readers also proved

interesting to low-ability readers. When students are interested in a topic they are more motivated to read books that may not be at their level (Sewell, 2003).

Many students feel books that are assigned by the teacher are not interesting and are about characters they do not relate to. Books that children enjoy and are interested in are often not assigned. Students may think of reading in a negative manner if they are not allowed to self-select books they read for pleasure. (Rodriguez & Lira, 1998:21) schooling, they are no longer required to read for pleasure. Therefore, if classroom teachers, librarians, and parents wish to instill in children a lifelong love of reading, they need to be aware of the importance of the self-selection process in recreational reading-both inside and outside of the school environment and not require that the students select reading materials at their independent or easy reading level”.

### 1. Self-Selected Reading and Engagement

Educators must focus their attention not only on how students read, but also why. Guthrie and Anderson (1999:17) explain that “motivations and social interactions are equal to cognitions as foundations for reading”. Engaged readers are involved, interested and constantly learning from their text at all times. Because the engagement of readers is key to the reading process, it is essential that educators find ways to increase engagement. Student self-selection of literature can be one means to this end. In addition to fostering intrinsic motivation, allowing students to make choices gives them control. When real world readers choose a text, they are reading to learn and to enjoy. They

accomplish these tasks by selecting a text that fulfills their needs. Selecting what to read is a major part of becoming a reader (Ollman, 1993). According to Darigan, Tunnel and Jacobs (2002), self-selecting literature is so essential to the reading process that without its inclusion into a reading program, no reading development can be accomplished. In order for students to engage with text, they must feel like they have control in selecting materials that are interesting to them.

## 2. Time to Read Self-Selected Books

Allowing students to self-select their own literature is an important first step in reading engagement. However, students must also have time to read what they have chosen. This may be accomplished by providing blocks of independent reading time (Fisher, 1994).

## **F. Previous Study**

The following studies are the writer presents considering the study that have similarity with this study. She is Mia Lynn Mercurio (2005), her study is entitled “*A Study of Suburban Middle School Students Using a Self-selection Reading Program*”. She reported that self-selection of reading material as motivating factor for readers at all levels, yet the traditional school model provides only limited opportunities for students to choose books to read.

Then Cecilia Rodriguez and Juan R. Lira (1998) with their study entitled “*A Study of Eighth Grade Studentss from A South Texas Middle School who Participated in 30 Minutes Required Reading Period of Self-Selected Book*”. This study used quantitative approach by conducting test and distributing

questionnaire. A survey determined students' attitudes towards reading after the required reading. To analyze the data, a t-test was used to determine any significant improvement in reading achievement. Results indicated there was no significant improvement in reading achievement as measured by the tests. Nonetheless, the subgroup of ESL students did show significant gains on the TAAS Reading Test. Students' self-reported data indicated they read an average of 3.12 books in sixth grade, 4.66 in seventh grade, and 12.4 books in eighth grade. These differences were found to be statistically significantly different between grades 6 and 8 and between grades 7 and 8. Although there was no overall significant improvement in reading achievement, students' positive attitudes towards the required reading and the increase in the numbers of books read suggest that the required reading should continue, with some modifications to help ensure higher gains in achievement by all students.

Next previous study by Colleen Mary Bruckmann (2009) in her study "*What are the Effect of Allowing Self-Selection on Reading Motivation and Skills?*". She observed the possibility that over the course of the four-month study, chances were the students' reading skills may have improved as they naturally continued to develop better reading skills. This could have happened regardless of whether or not they were given the opportunity to self-select reading material.

Then Carol A. Donovan, Laura B. Smolkin, and Richard G. Lomax (2000) "*Beyond the Independent-Level Text: Considering the Reader-Text Match in First Graders' Self-Selections during Recreational Reading*". This study examined the recreational self-selections of two classes of first graders from extensive

classroom libraries that included a large percentage of informational books. The participants were students of the same teacher in two consecutive years at two different schools. Self-selected texts were recorded for six continuous weeks during the once-daily, thirty-minute recreational reading period that served as one part of the reading program. The selections were examined for the match between the children's reading level and the readability level of books selected by low-, average-, and high-ability readers. Findings indicate influences of gender and genre on the high percentage of selections that were made above children's reading levels. The relation of frustration-level texts to interest and motivation, as well as to supporting children's conceptual and genre knowledge growth.