

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher presents an overview of young learner, reading (definition of reading and purpose of reading), teaching reading (teaching reading in Elementary school and strategies for connecting children and reading), four main methods learning to read, definition of Look and Say method, technique to teaching Look and Say method, teaching principles of look and Say method, the advantages of Look and say method, and previous research related to Look and Say.

#### **A. Young learners.**

Learning English for children is called English by young learners (EYL). The students of EYL are young learners who are learning English. The young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two groups: they are younger group (6-8 years old) and older group (9-12 years old). According to their level, they are called as lower classes (first, second and third year students) and upper classes (fourth, fifth and six year students). Meanwhile, Scott and Yterberg (1990:18) sub divided them into two groups: they are level one (5-7 years old) and level two (8-10 years old).

In this research focuses on the students in the fourth years students and they are in ten years old.

**a. There are some characteristics of the ten years old children (Scott and Ytberg: 1992):**

1. Their basic concepts are formed. They have very decided views of the world.
2. They can tell the difference between fact and fiction.
3. They ask question all the time.
4. They rely on the spoken word as well as the physical world to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and don't like doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decision.
8. They are able to work with others and learn from others.

Based on these are characteristics that most eight to ten years old will have some sort of language awareness and readiness which they bring with them into the foreign language classroom. So, the researcher took fourth grade students who have age average ten years old. That have some characteristics and appropriateness with the method that the researcher wants to apply.

## **B. Reading**

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

There are many definitions from the experts about reading. Reading is the process of constructing meaning from written text. Reading defines as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. The definition states that within the directional constraints of the printer's code, language and visual perception responses are purposefully directed by the reader in some integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message Clay, M (as cited in sulistiani: 2014). Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). Wixson, Peters, Weber, & Roeber (as cited in sulistiani: 2014) Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

Reading is the activity in which the reader communicates with the text to find out the information for the text. Carrel (1983) reviewing "the ESL reading, similarly concluded that our understanding of reading is best considered as the interaction that occurs between the reader and the text, an interpretive process". The view of reading that we have offered see it as essentially concerned with

meaning, specifically with the transfer of meaning, from mind the transfer of message to the reader.

Reading with young learners typically involves including a wide range of activities along with the reading itself. We read the images, read the text aloud, retell the story with our own words, and carry out a series of playful activities based on the text. However, a beautiful picture book isn't enough, language teachers need extra materials to support their reading programmer and make them successful.

## **2. The Purpose of Reading**

Similar with other skill, reading have purpose and strategies to develop reading skill. Rivers and Temperly (1978) suggest there are seven main purposes of reading:

- a) To obtain information for some purpose or because we are curious about some topic.
- b) To obtain instruction on how to perform some task four our work or daily life (e.g knowing how appliance work).
- c) To act in play, play game, do a puzzle.
- d) To keep in touch with friend by correspondence or to understand business letter.
- e) To know where and where something will take place or available.
- f) To know what is happening or has happened (as reported in newspaper, magazine, reports).

g) For enjoyment or excitement.

We can conclude that reading has purposes to get information and knowledge, everything what read, surely provide some information, whether it was novel, magazine, text book, story, announcement or another sources.

### **C. Teaching Reading**

Students should know what the purpose of reading is before they are taught reading lesson. So that is why before teaching reading, a teacher should inform students about their purpose first. Knowing the purpose first is important for them since by understanding the purpose of reading, the students can focus on what they want so that they can read effectively. In the teaching of reading, the teacher should provide strategy and activity in which the students can identify the main and supporting ideas, rhetorical frames, and help the students activate their background knowledge.

a. What are the principles behind the teaching of reading? According to Harmer (1998: 70) there are six principles in teaching reading. There are:

Principle 1: Reading is not a passive skill.

Principle 2: Students need to be engaged with what they are reading.

Principle 3: Should be encouraged to respond to the content of a reading text, not just to language.

Principle 4: Prediction is the major factor in reading.

Principle 5: Match the task to the topic.

Principle 6: Good teachers exploit reading texts to the full.

### **b. Teaching Reading in Elementary School**

Teaching reading to elementary school is a science, but there is an art to it as well. We repeat activities that bring us pleasure, which is why teaching reading must be fun. When we enjoy something, we are bound to try harder, do it more often and keep coming back to it even if we mess up a bit. That is basic human nature.

### **c. Strategies for Connecting Children and Reading (Ingrid Griggs: 2000):**

- Read aloud every day, and put your heart and soul into it.
- Provide them with opportunities to share what they are reading (have your students do a weekly Book Talk).
- Let them read with each other, and let them choose who to read with.
- Keep your classroom library fresh and well-stocked with the best children's books you can find. Face them out so kids can see the covers.
- Ask them about their books - they want to share with you.
- Do not make them answer questions or write a report for everything they read - too many people think this is teaching reading to children, and it's not!
- Incorporate more teachable poetry for fluency and comprehension in your lessons.
- Provide special books to check out and take home for parents to read to their children.

- Let them learn a Read-In (an entire afternoon of reading, with crisps, soda, and pillows).
- Let them read what they like as often as you can: comic books, magazines, animal books, picture books, anything.

#### **D. Four Main Methods Learning to Read (Ingrid Griggs: 2000)**

**Four main methods used to teach students how to read are:**

##### **Method 1: Phonics**

The phonics method is probably the best known and widely used method to teach reading and writing in the English language. It relies on children being taught the alphabet first. They learn the names of the letters and the sounds they make. Once they have learnt the letter sounds they will begin to blend two letters together to make simple words then three letters, then four and so forth. E.g. (c-a-t s-a-t o-n m-a-t) **The cat sat on the mat. ....** (h-e-n i-n p-e-n) **The hen is in a pen.**

##### **Method 2: The Look and Say Method**

With the 'look and say' method children learn to recognize whole words or sentences rather than individual sounds. Your student will look at a word which you sound, and in turn will repeat the sound (the word). Flashcards with individual words written on them are used for this method often accompanied with a related picture. It is also recommended with this method to use whole

short sentences rather than individual words. Write a short sentence representing the picture displayed. Say the sentence and ask the child to repeat it while pointing and looking at each individual word as he/she repeats what you said. By making word cards you can create different sentences again and again. You can use each word card first to learn individual words and then laying the word cards together to form a sentence. You may need to make several word cards using the same word; *e.g. the - and* in order to form proper sentences.

### Method 3: The Language Experience Approach

The language experience approach is the third method you may like to use. This particular method actually uses student's own words to help them read. Your student may draw a picture of Dad in the car. In that case you would write underneath the drawing; *Dad is in the car*. You continue to collect drawings your student makes and write a short sentence underneath each drawing. A picture of a playground would read; *We went to the park or playground*. A picture of a cat could read; *The cat sat on the mat*. A picture of walking the dog could read; *Mum walks the dog to the park*. When you've collected enough pictures you make them into a book for your student to read again and again. Write underneath the drawing a description your student gives for the drawing. This way your student will remember much better what is written.

### Method 4: The Context Support Method



When your students are just learning to read it is important to choose books that really interest them. If boys like cars, choose a book with pictures and simple words about cars. This will keep their interest and they will enjoy learning with you. If girls like dolls, obtain a book with doll pictures and simple words. Again it will encourage enthusiasm because they are actually looking at something they can relate to some books are especially written to support this method of learning. You will find a longer sentence on one side of the page while the other side has a single word or maybe two to three words for your student to read. You will read the longer sentence while your student reads the simpler version.

## **E. Look and Say Method**

### **1. Definition of Look and Say Method**

Look and Say method is a method that be used for teaching reading to children about how to spell words in English” (Edhitin, 2000). Look and Say technique is basically teaching children to recognize words in isolation from stories. Children are taught to read words as a whole rather than as a part. More than three decades of research with both normal and brain damaged children have resulted in this method. Doman (1989:75) is an advocate of this method of teaching. He sets up “the first baby hot-housing program in USA in the 1960s”. Hence, “Look and Say method has been in existence for a very long time.”

Look and Say method is considered as a highly successful method early childhood learning. It is found upon the conviction that learning is a natural instinctive urge in young children that is very often curbed either by neglect and

lack of exposure by compulsory teaching. Scott (1965:48) who suggests that “learning of reading be incorporated with learning of writing also claims that teaching reading below the age of six years could be both damaging and futile”. That is why she suggests that parents play an important role in developing reading in children by reading to them bedtime stories.

Look and say method is a method of teaching beginners to read by memorizing and recognizing whole words, rather than by associating letters with sounds. Look and Say Teaching Method is based on having children recognize full short sentences. This is done through flash cards with pictures, where parents can read each word on the card while the child repeats it. If a picture card is not used the child will guess what is on the card, which is not the idea, so picture cards must be used. By pointing at each word as the parent reads the sentences, children will start to learn each word. Once having gone over many cards, and hopefully backed by other techniques like the Phonetics Method, children will eventually start understanding written language. Look and Say can be used during individual or group sessions or classes in pre-schools, special schools, integrated educational institutions or early years of primary school.

## **2. Technique to teaching Look and Say Method**

To teach look and say method in the school, the teacher shows the children the word and says it while pointing to the object. The students must repeat the word. This happens several times with each word. The introduction of

the word only takes a short time, and goes quiet quickly, so the teacher may spend five minutes of a thirty minute lesson on four new words. There are a lot of word recognition games which can be done at this stage. Such as matching words and pictures, pointing to the object on the card, guessing which card. So, this method encourages recognition of a range of words and phrases before reading a text.

In this study the researcher choose matching word or sentences and picture as the method in look and say. There are many steps to apply in look and say:

- First steps, provide material in the form of text with theme home activities.
- Second steps, provide flash card in the form of sentences and accompanied with picture, then stick it in the blackboard and arrange it randomly.
- Third steps, invite students to read the text accompanied with the meaning.
- The next steps, divided students into three groups and one member of every group to come in front of the class. Then the teacher read the text in randomly and the students must be looking which sentence that the teacher read. After that the students must be repeat the sentences with correct pronunciation and match the sentence with the picture.

- The last steps, students must be answer one question correctly based on the text. When the students can read the sentence correctly and answer the question, they will get a point.

‘Look and say’ is not the only method used to teach reading in a foreign language. Beginners can also be taught by a teacher reading sentence by sentence from a carefully selected passage, explaining its meanings wherever necessary.

### **3. Teaching principles of Look and Say Method**

New words are systematically introduced to the child by letting him see the word, hear the word and see a picture or a sentence referring to the word. Flashcard is often used with individual words written on them, sometimes with an accompanying picture. They are shown repetitively to the child until he memorizes the pattern of the word.

Progressive texts are used with strictly controlled vocabularies containing just those words which have been learned. Initially the child may concentrate on learning a few hundred words. Once these are mastered new words are systematically added to the repertoire. Typically a child would learn to recognize 1.500 to 3.000 words in his first three or four years of school.

#### **4. The Advantages of Look and Say Method:**

- Ultimately all children need to be able to recognize whole words to become fluent readers, even those taught initially by phonics-based methods. Whole word recognition is used by literate adults to read all familiar words.
- A child can learn to recognize any word using the look and say method. In contrast, numerous words in the English language are not phonetically regular and cannot be learnt using a solely phonetic approach. These ‘tricky’ words are often also high frequency words which children encounter regularly when reading and writing.
- This teaching method is easy to grasp for the parent as it is based on words rather than individual sounds. It can also be more interesting for the child than learning sounds and their blends, as required in phonics-based methods.
- This method particularly lends itself to teaching infants and young toddlers to read. They have been seen to enjoy such activities.
- Children taught with the look and say method initially show higher reading levels than children learning phonics, because they learn to automatically recognize a small selection of words. However, later tests demonstrate that the look and say method performs less well when children start to learn longer and more complex words.

## **F. Previous Study**

There are two previous studies that use the same method to teaching reading for young learner. Two researchers they are Nurnianti (2012) and Budiana (2011) have conducted their research on teaching reading by using Look and Say.

The first study was conducted by Agnes Arum Budiana in academic year 2011 entitled “The Use of Look and Say as a Technique in Teaching Reading to Elementary School Students (the case of the fourth grade students of SD Negeri Kambangan 1, Tegal in the academic year of 2010/2011). The research used Classroom Action Research that had used two cycles. Each cycle consisted of teaching and learning process and a formative test. The difference between these cycles was on the materials used or given. There were four tests in this study: pre-test, formative test of cycle 1, formative test of cycle 2, and post-test. The result of the pre-test showed the average score was 58.10%. After having activities by using look and say, the students’ reading skill was improved. It was supported by the result of the formative tests. The average score of cycle 1 was 71.05% and the average score of cycle 2 was 82.36%. The result of the post-test indicated that the average score was 83.89%. It was higher than the average score of the pre-test. Based on the result of this study, the researcher assumed that learning English by using Look and Say technique it was very enjoyable and lively technique for the students to improve their reading skill.

The second study was conducted by Siska Nurnianti in academic year 2012 entitled “Teaching Reading Using Look and Say technique at the Fifth Grade Pupils of SDN Warung Bambu IV Karawang. The research used experimental with quantitative approach. The results of the data analysis that mean score of the pre test was 5 and score of the post test were 6.78. The  $t$ -observed was 4.657 and  $t$ -critical was 2.045 with degree of freedom was 29 and the level significant at 5% based on this data the teaching reading using “look and say” technique was effective and it also meant that the alternative hypothesis was accepted because of the  $t$ -observed was greater than  $t$ -critical ( $4.657 > 2.045$ ). Based on the result of the research showed that by using this technique students are more interested to doing reading and they also easier to memorize word by word. The researcher stated that look and say technique is concerned having a good memory can be predictor for better reading performance in the future. Look and Say technique also the best technique used to read words that cannot be read phonetically.

According two researches above, those were showed that Look and Say method can improve students’ reading comprehension for young learner. Based on some previous study above there were some different with the researcher research. In previous study the researcher teach look and say method at Junior High School and use classroom action as the research design. In this study, the researcher conducted research in teaching reading by using Look and Say method. The researcher used experimental research design with quantitative approach, and described the effectiveness of Look and Say method in teaching

reading to increase students reading achievement by comparing between the student's score when they are taught without Look and Say method and those are taught by using Look and Say method. In this research the researcher used one group pre-test and post-test of the fourth grade students of Elementary school. The researcher conducted the research at Elementary school it's also based on the two previous studies.