

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents related literature dealing with reading, teaching reading, reading ability, testing reading, theory of teaching and learning, task based learning (TBL) and some previous studies.

A. Reading

1. Definition of Reading

Reading is one of the basic skills of language learning. It can not be separated from other skills of language learning besides writing, speaking and listening. Those skills must be learned all by English language learners. Reading skill can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste, because it can lead to develop comprehension, enrich vocabulary. Reading as with other skill is more enjoy able to do. Based on Patel and Jain (2008: 113 – 114) states as follows:

“Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture”.

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, the better they get at it. Based on Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

According to Day and Bamford (1998:12) reading is the construction of meaning from a printed or written message. It means the construction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

2. Principles of Reading

According to Harmer (2007: 201 - 202) the principles of reading: (1) teachers encourage students to read as often and as much as possible, (2) students need to be engaged with what they are reading, (3) teachers encourage students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, (4) prediction is a major factor in reading, (5) teacher has to match the task to the topic when using intensive reading texts, (6) good teacher exploit reading texts to the full.

3. Reasons of Reading

According to Grellet (2004), there are two main reasons for reading:

- a. Reading for pleasure.

- b. Reading for information: in order to find out something or to do something for the information you get.

4. Types of Reading

According to Patel and Jain (2008: 117-123) the types of reading:

- a. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

- b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

c. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

According to Elizabeth (2004: 286 - 288) aloud reading means reading a book by producing sounds audible to other. Reading aloud by the teacher can help the students in the improvement of their listening ability. Reading aloud is useful at specific moment alone. Reading aloud prevents the students from learning to understand the meaning of a sentence even when he may not know one word in the sentence.

d. Silent Reading

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. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

According to Elizabeth (2004: 287- 288) silent reading means reading something without producing sounds audible to other. In silent

reading the students can more easily work at their own material pace or speed.

B. Teaching Reading

1. Definition of Teaching Reading

In the classroom, teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching is a complex process it doesn't only give the information from the teacher to the students. Reading is one of ways to make the students understanding in teaching – learning process.

According to Harmer (2007: 23) teaching is not an 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 is also worth remembering that at its best teaching can also be extremely enjoyable. Based on explanation, the writer concludes that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Based on Harmer (1998:68) reading is useful for other purposes too: any exposure to English provided students understand it more or less is a good thing for language students.

In teaching reading, the teacher's responsibilities in helping learners achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teacher teach in reading class.

2. Principles of Teaching Reading

According to Anderson (1991) the principles of teaching reading: First, exploit the reader's background knowledge. Second, build a strong vocabulary base. Third, teach for comprehension. Fourth, work on increasing reading rate. Fifth, teach reading strategies. Sixth, encourage readers to transform strategies into skills. Seventh, build assessment and evaluation into your teaching. Eighth, strive for continuous improvement as a reading teacher.

C. Reading Ability

1. Definition of Reading Ability

Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent.

Reading is a process of understanding written language (Rumelhart, 1985). Reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writer. Thus, reading is the combination of perceptual process and cognitive process.

Reading ability is skill of communication between the reader and the writer to get knowledge and information. According to Brown (2001: 298) reading ability will be developed best in association with writing, listening, and speaking activities. Even in those courses that may be labeled reading your goals will be best achieved by capitalizing on the interrelationship of skills, especially the reading – writing connection.

2. Level of Reading Ability

According to Gillet and Temple (1990:134 – 137) level of reading ability:

1. The Independent Level

This level of difficulty the student can read text easily, without help. Comprehension of what is read id generally excellent, and silent

reading at this level is rapid because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is generally fluent, and occasional divergences from the written text rarely interfere with comprehension.

2. The Instructional Level

This level the material isn't really easy but is still comfortable. In here, the student is challenged and will benefit most from instruction. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is fairly rapid, although usually slower than at the independent level. Some word analysis is necessary but the majority of the words are recognized at sight. Oral reading is fairly smooth and accurate, and oral divergences from the written text usually make sense in the context and don't cause a loss of meaning.

3. The Frustration Level

This level the material is too difficult in vocabulary or concepts to be read successfully. Comprehension is poor, with major ideas forgotten or misunderstood. Both oral and silent reading is usually slow and labored, with frequent stops to analyze unknown words. Oral reading divergences are frequent and often cause the reader to lose the sense of what was read. Because of this difficulty, it is frustrating for students to attempt read such material for sustained periods of time, and their efforts often fail. This level is to be avoided in instruction.

4. The Listening Level

The listening level provides an estimate of the student's present potential for reading improvement. Most reader who has not yet reached their full potential as readers, who are still developing their reading skills, can listen to and understand text read aloud to them that they cannot yet read for themselves. The listening level is usually higher than the instructional reading level. The listening level gives us an indication of how much their reading may be expected to advance at this point in time.

D. Testing Reading

According to Isnawati (2012: 40 – 42) that to determine test reading skill or ability to understand the content, the researcher use several types, they are:

1. Multiple Choice

The test takers provide evidence of successful reading by marking a mark against one out of a number of alternatives. Its strengths and weaknesses have been presented earlier.

2. True/ False

The test- takers should respond to a statement by choosing one of the two choices, true or false.

3. Completion

The students are required to complete a sentence with a single word for example: was the man responsible for the first steam railway.

4. Short Answer

It is in the form of questions and requires the students to answer briefly, for example:

According to the author, what does the increase reading ability rates show about people's studying reading?

5. Guided Short Answer

This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentence presented in them, example:

Complete the following based on the fourth paragraph!

Many school in England used to insist that their students speak and write only.....Now many of them accept..... as an alternative, but not a..... of the two.

6. Summary Cloze

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the test – takers. This is really the extension of the guided short answer.

7. Information Transfer

One way to minimize demands on writing by test takers is to require them to show successful completion of a reading task by supplying simple information in a table, following a route on a map, labeling a picture, and so on.

8. Identifying Order of Events, Topics or Arguments

The test takers can be required to number the events etc.

9. Identifying Referents

One of the micro skills listed previously was the ability to identify referents. An example of an item to test this is:

What does the word 'it' (line 25) refer to?

10. Guessing the Meaning of Unfamiliar Words from Context.

This is another micro skill mentioned earlier. Items may take the form:

Find a single word in the passage (between lines 1 and 25) which has the same meaning as making of laws.

According to Hughes (1989) suggested that errors of grammar, spelling or punctuation should not be penalized, as long as it is clear that the test taker has successfully performed the reading task which the item set. The function of a reading test is to test reading ability. To test productive skills at the same time simply makes the measurement of reading ability less accurate.

E. Theory of Teaching and Learning

1. Theory of Teaching

Theory is a hypothesis of concept that generalize, it may cover a set of practice, heterogeneous classes learn better open ended task than from closed – ended ones or it can be described phenomena in general

language is used for communication or it can express a personal belief language learning is of intrinsic value (Penny, 1996: 3).

Based on the explanation, theory is approach to describe phenomena which is used in communication to express the idea. Teacher who teaches has a theory to be applied in his/ her teaching. Everything what teachers do is colored by psychological theory they hold, a teacher who does not make use of a systematic body of theory in their day decisions are behaving blindly.

According to Tomlinson (1998:3) most people thinks of teaching as the overt presentation of information by teacher to learners. The term “teaching” is used to refer anything done by materials developers or teacher to facilitate the learning of the language. This could include the teacher standing at the front of the classroom explaining the conventions of direct speech in English. Teaching is guidance of learning activity. It is a purposive activity, means that the activity associated with the purpose. So, teaching is conducted to reach and directed to the goal of learning process.

Teaching is an organized activity to helps students in learning. The essence of teaching looked as a process that is the process which done by teacher in caused learning activity of students. Teacher has first role, indirect and create situation to learning process, the result of the process is change ownership, but also influence attitude interest, appreciation and real behavior.

2. Theory of Learning

According to Mason and Kathryn (1990: 17) learning is an external, social process which takes place during the interactions children have with adults. Based on Tomlinson (1998: 4) learning is normally considered to be conscious process which consists of the committing to memory of information relevant to what is being learned. Such as direct learning for example, spelling rules, conventions greetings and vocabulary items can be useful to the language learner, it is argument of generalization about how the language is used and skills which apply these generalizations to act of communication.

Learning a language requires the operation of an innate capacity possessed by all human being. In our school many subject are taught. English taught as second language because particular practice is given to the students to learn English. To learn English, the help of mother tongue is taken. The term “learning” can be defined as the way though which the art of using skill and practice is given to learn it than it is learning (Patel &Jain, 2008: 36).

F. Task Based Learning (TBL)

1. Definition of Task Based Learning (TBL)

According to Willis (2003) a task is an activity where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome.

Task based learning is a different strategy to teach languages. It can help the student by placing her in a situation like in the real world. A Situation where oral communication is essential for do a specific tasks. Based on Nunn (2006) emphasize that task based learning is not presented in this collection as an ideology, or indeed a method except in the very broadest sense of the term. As a coherent contextualized curriculum framework, it enables us to have meaningful and useful discussions that combine insight from extensive practical teaching experience, learning theories and practice based research.

Task based learning as an overall approach, the importance of organizing a course around communicative tasks that learners need to engage in outside the classroom (Brown, 2001: 242).

According to Ruso (2006: 3 – 4) the TBL framework consists of three main phrase, provides 3 basic conditions for language learning. There are pre- task, task – cycle and language focus:

- 1) Pre – task: introduces the class to the topic and the task activating topic related words and phrases.
- 2) Task cycle: offers learners the chance to use whatever language they already know in order to carry out the task and then to improve their language under the teacher’s guidance while planning their reports on the task. Task cycle offers learners a holistic experience of language in use. There are three components of task cycle:

- a. Task: learners use whatever language they can master, working simultaneously, in pair or small group to achieve goals of the task.
 - b. Planning: comes after the task and before the report, forming the central part of the cycle. The teacher's role here is that of a language advisor. Learners plan their reports effectively and maximize their learning opportunities.
 - c. Report: is the natural condition of the task cycle. In this stage learners tell the class about their findings. So the report stage gives students a natural stimulus to upgrade and improve their language. It presents a very real linguistic challenge to communicate clearly and accurately in language appropriate to the circumstances
- 3) Language Focus: allows a closer study of some of the specific features naturally occurring in the language used during the task cycle. Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1986: 75). Language focus has two components :
- a) Analysis: analysis activities draw attention to the surface forms, realizing the meanings learners have already become familiar with during the task cycle and so help them to systematize their knowledge and broaden their understanding. Instead of the teacher presenting language to learners as new analysis activities, learners reflect on the language already experienced.

- b) Practice: practice activities are based on features of language that have already occurred in previous texts and transcripts or in features that have just been studied in analysis activities.

2. Types of Task

According to Nunan (2004: 56- 57) the curricular applications of TBLT to appear in the literature was the Bangalore project. In this project, there are three principles task type are used:

- a. Information – gap activity: requires the exchange of information among particulars in order to complete a task or involves a transfer of given information from one person to another. Example is pair work in which each member of the pair has a part of the total information, an incomplete picture and attempts to convey it verbally to the other. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.
- b. Reasoning – gap activity: requires that the students to derive some new information by inferring it from information they have been given or deriving some new information from given information through process of inference, deduction a practical reasoning. Example is working out a teacher’s timetable on the basis of given class timetables.
- c. Opinion – gap activity: requires that the students give their personal preference, feeling or attitudes in order to complete a task or

identifying and articulating a personal preference, feeling or attitude in response to a given situation. Example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

According to Richards (2001: 162) has proposed the following typology of pedagogical tasks:

- a. Jigsaw tasks: these tasks involve learners in combining different pieces of information to form a whole. Example is three individuals or groups may have three different parts of a story and have to piece the story together.
- b. Information – gap tasks: these are tasks in which one student or group of students has one set of information and another student or group has a complementary set of information. They must negotiate and find out what the other party's information is in order to complete an activity.
- c. Problem – solving tasks: students are given a problem and set of information. They must arrive at a solution to the problem. There is generally a single resolution of the outcome.
- d. Decision – making tasks: students are given a problem for which there are a number of possible outcomes and they must choose one through negotiation and discussion.

- e. Opinion exchange tasks: learners engage in discussion and exchange of ideas. They do not need to reach agreement.

G. Some Previous Studies

This research was designed to improve the students' reading ability by using task based learning. Task based learning (TBL) is useful for moving the focus of the learning process from the teacher to the students. Task based learning as with content based instruction and a task based approach aims to provide learners with a natural content for language use. Task based learning has the advantage of the getting the students to use her skills and motivation to learn language especially for reading ability.

Related to this research, there are some previous study had been done, and they are different problem and object with this study. Here the researcher present two of the studies, those are: "Improving Students' Reading Skill through Group Investigation Method at the Eleventh Grade of MA. Arrisalah Ponorogo" that written by Sulistiono and " Improving Students' Reading Comprehension Ability of X (Tenth) grade Students Using Questioning Strategy at SMA Terpadu Abul Faidl Wonodadi Blitar in Academic Year 2010/2011" that written by Rohim.

The first study was conducted by Sulistiono (2011) at the Eleventh Grade of MA Arrisalah Ponorogo. The research method of this study is classroom action research. It consists of two cycles. The result of shows that there is a significant effect in using group investigation method to the students

of class eleven D at MA Arrisalah Ponorogo. In other it can be used as an alternative method to teach reading to the students of MA level.

The second study was conducted by Rohim (2011) at SMA Terpadu Abul Faidl Wonodadi Blitar in Academic Year 2010/2011. The research method of this study is classroom action research. It consists of two cycles. The result of shows after using questioning strategy in teaching and learning process, the students understanding to the text was improved. It was closely related to the skill of their reading ability and they got higher score. When the material used in teaching and learning process was interesting, it could make them set up their attention on the text given. Basically, the students like to be guided, so that the researcher must lead by giving questioning to develop their idea. Based on the result after giving questioning, the students' achievement was improved.