

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about Review of the previous study, teaching reading, definition of reading, reading skill, reading comprehension, reading purpose, teaching reading, teaching reading in junior high school. Descriptive text and TPRC strategy.

A. Review of the previous study

There are some studies about students' reading comprehension. In this study I agree with some previous study from Maharani's work entitled The Effectiveness of Using Authentic Materials in Teaching Reading Comprehension for Senior High School Students (A Case Study of the Eleventh Grade Students of SMA N 6 Semarang 2011). The objective of the research was to investigate whether authentic materials is effective or not in teaching reading comprehension. This study was conducted by using One-Group Pretest-Posttest Design experimental research with the eleventh year of SMA N 6 Semarang as the population. The population consisted of two classes as the sample, they were XI IPA 3 as the experimental group and XI IPA 2 as the control group. The result showed that there was a significant difference between experimental and control class on the reading comprehensions post-test. The experimental group understanding of reading comprehension was better than the control group.

The second is the research conducted by Yeny entitled the Effectiveness of Documentary Films and Photographs to Improve the Students' Ability in Reading Descriptive Text (An Experimental Study of Eleventh Grade of SMA Negeri 1 Karangrayung, Grobogan in the Academic Year of 2009/2010). This experimental study aimed to investigate the effectiveness of teaching using documentary films and photographs to improve the students' ability in reading a descriptive text and to investigate whether there was any significant difference of the two experimental groups. She chose pre-test post-test two experimental groups to obtain data. The first experimental group was given a treatment using documentary films. While the second one was treated using photographs. After getting the scores for the pre-test and the post-test from both groups, she did the ttest calculation based on the difference of two means (from pre -test and post-test). The t-calculation was higher than the t-table value ($5.08 > 1.67$). Based on that result, documentary films and photograph were effective media to improve students ability in reading of descriptive text.

The third is the research carried out by Muhtar entitled The Use of Semantic Mapping Strategy to Improve Student's Reading Comprehension (A Study of Eighth Year Students of SMPN 1 Sine in the Academic Year of 2009/2010.) The objective of the study was to examine whether the use of semantic mapping strategy can improve the students' reading comprehension or not. The researcher used action research design with VIII A students as the sample. The results of this study showed that semantic mapping strategy was

able to improve the students' reading comprehension. It was proved by the increasing of the students' mean score from 55.89 in the pre-test to 63.16 in Cycle 1, and 75.05 in Cycle 2.

From the previous studies above, there have been some strategies that can be used for teaching reading comprehension. However, not all of them are suitable for teaching reading comprehension. Every strategy has its own advantages and disadvantages. One of the strategies in teaching reading is the TPRC strategy. Therefore, there is still an area of studies that has not been much explored in teaching reading which is the use TPRC strategy to descriptive text. The writers would like to carry out a research whether or not TPRC strategy is effective to teach reading comprehension of descriptive text.

B. Teaching reading

In Indonesia, English is a foreign language which is taught in schools, but does not play an essential role in national or social life. Celce-Murcia (2001:104-105) state that there are many learners, especially those in English as a foreign language (EFL) context whose native language is not genetically related to English, are not developing their vocabulary to levels which will permit them to function in many English language contexts. Reading is a skill that is the most emphasized in a traditional foreign language teaching.

a. The Definition of Reading

Reading is the best way to learn a new language. "Reading means constructing meaning through a transaction with written text that has been

created by symbols that represent language. Readers get the meaning of the text from words presented in the printed page. They use their knowledge and interpretations to draw the meaning of the text” (Celce-Murcia, 2001:154). In addition, Grabe and L. Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. However, without quibbling over the exact wording of such a definition, it is insufficient as a way to understand the true nature of reading abilities.

In a reading process, there will be the writers intention and the readers interpretation. The writer puts the meaning of the text through printed or written verbal symbols. Then the reader will interpret what is meant by the writer. “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning” (Nunan, 2003:68). Moreover, Nuttal (1996:207) mentions that reading is a complex process, reading means to get information from printed page, reading is the ability to pronounce and comprehend the printed words, reading is interpreting signal, letters, or symbols by assigning meaning to them, and reading is receiving ideas and impression from an author via the printed page.

Based on Nunan (1996), it can be concluded that reading is a complex process to construct meaning through a transaction with written text that has been created by symbols that represent language and combining information from a text and their own background knowledge to build meaning.

It can be concluded that reading is constructing meaning through transactions with text written and combine information from text to get information. Reading is a skill that must be mastered in learning English.

b. Reading Skill

Reading is one of the skills that one must master in every language. There are various definitions of reading skill since people use the term „reading in different ways. Reading skill is an ability that involves understanding the reading material and interpret it in particular ways. It is vital in language classroom, because it provides input for readers, students in this case. Without understanding input at the right level, any reader simply cannot begin. Widdowson (1990:114) states that reading skills are specific abilities which enable a reader to read the written form as meaningful language, to read anything written with independence, comprehension, fluency and to mentally interact with the message.

Reading is a communicative activity between writer and reader in written form. “Reading is the process of looking at and understanding the meaning of written or printed words or symbol” Hornby (1995:967). She also states that readers always need to improve their reading skill. There are two reasons needed to improve reading skill highlighted by her. First, readers read for different purpose and in different ways. Second, readers read for meaning. Readers need to find the writers purpose and ideas inside the writing. These two reasons show that readers need to improve their reading skill.

Based on the statements above, it is clear that reading is very important to the students since all the achievement of the students will be gained if they have good reading skill.

c. Reading Comprehension

Reading a text is not only reading the whole sentences in it, but also getting information from it. In order to give the description of what comprehension is, the writer showed some definitions of comprehension according to experts. "It is important to bear in mind that reading is not an invariant skill. There are different types of reading skill which correspond to the many different purposes we have for reading" (Nunan 1989:32). Because of this fact, comprehending the text becomes a very important thing for readers. Moreover, Anderson, Hiebert, Scott, & Wilkinson (1985:65-67) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Reading comprehension is the ability to understand information in a text and interpret it appropriately. Getting information from a reading material can be very difficult if readers cannot comprehend what they read. "Comprehension is a special kind of thinking process that actively constructs meaning internally from interacting with the material that is read" Alexander, (1988:160). Reading comprehension is an ability to understand what has been read.

Furthermore, (Carnine, Silbert, and Kameenui, 1990:40) state that comprehension involves almost every type of “understanding” or “thinking”.

Comprehension is also called as a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. “Comprehension means the power of understanding. The important thing that should be noticed is do not just look for the information from a passage, but how the process of comprehension happens” (Hornby 1995:235).

Since comprehension is an important element in reading, Harris and Sipay (1980:479-481) also stated that the techniques of reading comprehension are scanning, skimming, extensive reading, and intensive reading. Scanning, quickly going through a text to find a particular piece of information. For instance, when a person wants to get a name, date, or year in a history book, it is not important for him or her to read the whole content. Skimming is quickly running ones eyes over a text to get the gist of it. For example, in order to decide whether a book is relevant to one work or to keep oneself always informed about a part of a book that is not important for him usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs. Extensive reading is reading a longer text, usually for one own pleasure. It is a fluency activity. A reader who wants to read quickly, to enrich vocabulary, usually reads a longer text such as articles. Intensive reading is reading a shorter text, to extract specific information. This is more accuracy activity involving reading for detail.

Within the many of definitions of comprehension above, it can be concluded that comprehension is very important in reading. Comprehension relates to understanding and thinking process to get the meaning from reading material.

d. Reading Purpose

There are some purposes of reading according to experts. The main purpose of the reading is to gain information and for pleasure. “Ultimate purpose of teaching reading in schools is to develop in each child the abilities and skills necessary for using reading as a means of securing information and deriving pleasure” (Ruddel 2005:72). Reading for pleasure regularly can improve our vocabulary, comprehension, writing skill and can give more knowledge for us.

Moreover, Celce-Murcia (2001:187) states that purposes of reading are to search for information. It means that we read to search the information in the texts. Next, for general comprehension, it means that we read to understand main ideas and relevant supporting information. Then, to learn new information. It means that we read to get a lot of vocabularies and knowledge. Also, to synthesize and evaluate information. It means that we are expected to synthesize information from multiple texts, of from a longer chapter or respect to that information.

Having a purpose for reading is a part of effective motivation. “A readers purpose determines the way in which he treats a passage and which a

comprehension skills he uses” (Carnine, Silbert, and Kameenui, 1990:45). It is also pointed out that there are some different purposes for reading: to be able to identify and remember a main idea; To be able to follow instruction to reach a goal; To be able to explain the content of a passage to someone else; To enjoy; To be able to accommodate the content into the reader's scheme; To critique the logic or data presented in a passage; To edit a passage according to stylistic and organizational criteria.

In addition, Grabe and Stoller (2002:113) mention that the purpose of reading are follows: Reading to search for simple information., Reading to skim quickly, Reading to learn from the text, Reading to integrate information, Reading to write (or search for information needed for writing), Reading to critique texts, Reading for general comprehension.

From the various purposes of reading above it can be concluded that readers should have some purposes before they read something. Having a purpose before reading will make them easier to understand any specific passage they want to read.

e. Teaching Reading

In Indonesia, English is a foreign language which is taught in schools, but does not play an essential role in national or social life. Celce-Murcia (2001:104-105) state that there are many learners, especially those in English as a foreign language (EFL) context whose native language is not genetically related to English, are not developing their vocabulary to levels which will permit

them to function in many English language contexts. Reading is a skill that is the most emphasized in a traditional foreign language teaching.

Reading is the most important foreign language skill to teach, especially in cases where students have to read English material for their subjects but may never actually have to speak the language. Reading as a window through which EFL students could see other cultures and gain more specific knowledge. “Reading knowledge of a foreign language is also important to academic studies, professional success, and personal development” (Urguhart, 1998:45).

According to the principles for teaching of reading, William (1986:42) proposed Top Principles for Teaching Reading as follows: finding to interest text, The primary activity of a reading lesson should be learners reading texts, The growth in language ability is an essential part of the development of reading ability. This means that knowledge of language is necessary for learning reading, Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading. Teaching reading should encourage the students to have a purpose, Teachers must learn to be quite; all too often, teachers interfere with and so impede their learner’s reading development by being dominant and by talking too much, Exercise types should, as far as possible be approximate to cognitive reality, The time available for reading in the classroom is very limited and not enough for developing the students’ reading skills. Therefore, extensive reading must be encouraged, The students have to be trained to use their relevant background knowledge efficiently when reading a

text so that they do not only rely on the printed stimuli, Progress in reading requires learners to use their ears, as their eyes, Using a text does not necessarily equal teaching reading.

Teaching reading in EFL is a bit different from the way native speakers are taught. It is going to be harder for teachers to teach EFL students than to teach the students who use English as their native language and the students who learn English as their second language, because EFL students only learn English in their school, not as the language they use to communicate in their daily life as native and ESL students do. “Teaching reading usually has at least two aspects. First, it can be refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who are already having reading skill in their first language” Nunan (2003:68).

Based on Nunan (2003:68)., it can be concluded that reading is important to be taught to EFL students. The purpose of teaching reading in EFL context is to help and provide the students to habituate themselves reading English materials for many benefit things they may get, such as being able to read English materials for their own specialist subjects, getting knowledge of other cultures and gaining more specific knowledge which are written in English and also for their academic studies, professional success, and their personal development. The principles of teaching language is also important.

f. Teaching Reading in Junior High School

Based on the School Based Curriculum, there are two kinds of texts that must be learned by students; those are short functional texts and text types. The short functional texts are short English texts which exist in real life for example announcements, invitations, greeting cards, shopping lists, notices, etc. The text types include narrative, recount, descriptive, report, and procedure texts. As stated in the Basic Competences and the Standard of Competence of SMP students, those kinds of texts are taught in order that students will reach functional literacy level; that is a level of proficiency in which students can communicate using both written and oral language to get things done. The Standard of Competence and the Basic Competences of reading of Grade VII of SMP semester two can be stated as follows.

Table 1. **Kompetensi Inti dan Kompetensi Dasar Bahasa Inggris Kelas VII SMP/MTs**

Kompetensi Inti	Kompetensi Dasar
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan keagamaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian yang tampak mata.	3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

A curriculum contains three elements; those are planning, implementation, and evaluation (Nunan & Lamb, 1996). It is similar to the School Based Curriculum which also contains those three elements. In planning, teachers prepare the goals, the objectives, the materials, and the stages of teaching and learning adjusted to the curriculum that will be summarized in a lesson plan. According to Nunan & Lamb (1996), an effective planning includes these following: A detailed knowledge of the students and their needs, A clearly formulated set of goals and objectives, A firm view of the nature of language and learning.

Harmer (2007) adds that a teacher should think carefully about the stages of the lesson and how he will get from one stage to another. It is important to keep the lesson staying in line with the goals and the objectives.

In implementation, the teacher employs teaching methodology and develops materials. Methodology according to Feez and Joyce (1998) refers to “the underlying approach which influences how learners work with syllabus content in the classroom”. Because it has been post-method era, English teachers can freely employ any method which is considered effective to teach English. One of the methods which is well-known and is applied in many schools in Indonesia is text-based method or it is usually called genre-based method. This method is adjusted to the curriculum which divides English materials into various text types mentioned above. This method consists of five stages those are building the context, modelling and deconstructing the text, joint construction of the text, independent construction of the text, and linking to related text (Feez & Joice, 1998; Nunan & Lamb, 1996). Hammond et al. (1992: 17) proposed almost similar method which is called a Teaching-Learning Cycle which is adapted from Callaghan and Rothery (1998). This method consists of four stages those were building knowledge of the field, modelling of text, joint construction of text, and independent construction of text.

In the first stage, the students are introduced to the social context of the text through pictures, audio-visual material, realia, excursions, field trips, guest speakers, etc. Besides, the teacher can introduce the social purpose of the text or compare the text with another type of text which is similar or

contrast. The purpose is to activate students' background knowledge about certain topic being studied and to lead the students' readiness to learning.

In the second stage, the students are asked to investigate the structural pattern and the language features of the text. In Feez and Joyce (1998), modeling of text is divided into three activities: text-level activities, clause-level activities, and expression-level activities. Text-level activities include sorting, matching, labeling, sequencing jumbled sentences, presentation, and activities focusing on cohesive devices and reference e.g. semantic maps, vocabulary networks, etc. Clause-level activities include presentation and practice activities related to the grammatical features of the text. Expression-level activities include pronunciation, decoding and spelling.

In the third stage, the students are asked to contribute to the construction of the text under the teacher guidance. The students try to do exercises which lead the students to be able to construct the text independently. The activities include discussion about construction of text, jigsaw, information gap activities, small group construction of texts, etc.

In the four stage, the students independently construct the text. The activities include comprehension activities such as performing a task, sequencing pictures, numbering, ticking or underlining material, and answering comprehension questions.

Harmer (2007) argues that the students need to know when a stage finishes and when another stage begins in order to draw their attentions to what is going

on and what will happen next. To do this, the teacher should tell the students what stage is going on or make summarizing comments in the end of each stage.

After planning and implementing the lesson, what the teacher should do is assessing the students' reading competency. The assessment is done to measure the students' ability in reading. .

C. Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Wren and Watts (2002:33) defines descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

Descriptive texts include an introduction followed by an ordered outline of the features of the thing being described and there may be evaluative comment throughout. Purpose a descriptive text is essentially a description that classifies and describes things in general and specific terms. Descriptive texts draw attention to the characteristics of a particular thing.

Descriptive text has two parts of generic structure. First is the identification which is the introductory statement introducing general classification of the things being described. The second is the description. This part describes the description of the general classification mentioned before.

There are three language features used in descriptive text. First is the use of attributive and identifying process. Second is the use of adjective and classifiers in nominal group. Last is the use of simple present tense.

D. Think, Predict, Read and Connect (TPRC) Strategy.

Think, Predict, Read and Connect Haggard (1989) quoted by Ruddel (2005:75-76) is an alternative way to study reading which requires students to be in teams. Each team needs paper, pencils, and text (textbooks, primary sources, literature, or whatever).

The instruction begins when teacher directs the teams to work together think about and jot down everything they know about the general topic within which the lesson topic fits. Students should be given about 6 to 8 minutes for working while the teacher observes and listens in from distance and/or assists any teams that appear to be having trouble. The teacher next announces the specific subject the reading is to be about and asks students to predict what they will find in the reading. Student then read the assignment individually; however, even though the students are reading individually, the room is by no means silent. Teacher can expect to hear a low buzz of conversation as students read – partners and teams will talk to each other and comment about information found in the text. When the reading is completed, the teacher leads a discussion in which students connect what they knew before reading with what they learned during reading.

For example, in a lesson to teach the rules and regulations for playing football, students might be asked to think about and list everything they know about football. Then the teacher asks the students to put a check mark beside anything students think might be in their reading. After that, the students are asked to read and connect their mind mapping with the passage before answering the question.

Based on those steps, TPRC strategy may be good to apply in teaching reading, especially informational (non-fiction) texts, for example descriptive texts, report texts, and news-items.