CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several topics dealing with the review of related literature. Those are definition of reading, teaching reading, reading comprehension, scanning technique, testing reading and previous studies.

A. Definition of Reading

Reading is one of the four language skills that must be mastered by students in learning language. According to Savage and Mooney in Cahyono, et al (2011:49) reading is language activity, a process of moving through printed language to meaning. Based on William and Stoller in Cahyono, et al (2011:49) reading is ability to draw meaning from printed page and interpret this information appropriately. Reading is a process of understanding the language of what is written into information.

Reading is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions (Grellet, 2010:8). In real life reading is part of the activities that is where we can find information by reading newspaper, online article, or other source. In language learning, reading skill related to another skill to build their proficiency, as in summarizing apply both of reading and writing skill where students are required to read the material that has been given first and then make summary of what they have read.

Chall (2003:2) stated that reading is an activity characterized by the translation of symbols, or letters, into word and sentences that have meaning to the individual. Because reading has its own meaning, it is necessary to master reading skill. In reading class, students are required to understand the text not only read without knowing what the contents of the text. Therefore, students need to improve their ability in reading.

Kelly (2007) stated that reading as an active process in which readers interact with text to reconstruct the message of the author. According to Oyetunde (2009) stated that reading is a complex process integrating all aspects of human behavior and demanding varied and continued instructional guidance to read accurately, and efficiently, to appraise what is read, and to relate what is read in a significant way to other areas of life. Reading related to understanding message of a text from the author. Moreover, we can gain valuable lessons to be applied in our life by reading.

1. **Types of reading**

There are several types of reading in the classroom purposed by Brown (2001: 312), they are:

a. Oral reading and silent reading

Oral reading is done by reading aloud of the text. In oral reading is not emphasized for understanding of what they read, but rather how to read correctly. Oral reading is usually used for English learners at beginner level.

Silent reading is an activity that is usually done to find understanding from a reading text. In silent reading is more burdensome on aspects of the understanding than reading fluently and correctly. It usually used by the students mediate level where they had good ability in reading.

b. Intensive reading

Intensive reading is a reading activity to read text to get specific information. It is emphasized to read carefully and thoroughly for maximum comprehension. The teacher provides direction and help before, during, and after reading. Students do exercise that require them to work in deep to get the answer where the answer is just not explicit but also implicit.

c. Extensive reading

Extensive reading is usually done to entertain the readers. The aim of extensive reading is to build reader confidence and enjoyment. Students are given more freedom to choose reading materials that attract them based on their language proficiency range. Extensive reading is always done for the comprehension of main ideas, not for specific detail. Moreover the students didn't need to comprehend detail what they read.

2. Principles of reading

Reading is an activity to get the information about knowledge or entertainment. There are some principles reading purposed by Harmer (2007: 101).

a. Encourage students to read as often as much as possible Harmer (2007: 101). Cultivate awareness of students' reading is way to make students active in reading. It is good idea to discuss this principle to the students about what they want to read.

b. Students need to be engaging with what they read. When the students read extensively they involves in joyful reading. We should help them get as much from it as possible.

c. Encourage students to respond to the content of the text. In reading, students not just concentrate on this construction but it is important for students to understand what text they read, tell about something, and feeling of the text. So, we must give students a chance to present what they are feeling about the text.

d. Prediction is a major factor in reading. Before read a book or text, we usually read the tittle first. After that we can conclude what the book is talking about. First interpretation needed to increase awareness of students in reading.

e. Match the task to the topic when using intensive reading text. The suitable task with topic of text influence to students' reading ability. Using good task can represent content of the text.

f. Good teacher exploit reading text to the full. Good teacher integrate teaching learning activity especially reading to be more joyful. With using good technique and strategy can increase students interesting.

B. Teaching Reading

1. Definition of teaching reading

Teaching is an activity to extend learning material to students. According to Harmer (2007: 23) teaching is not easy job, but it is necessary one, and can be very rewarding when we see our student's progress and know that we have helped to make it happen. Sometimes students felt difficult to understand the lesson material. Then it required the teaching activity to explain more about lesson material.

Based on the explanation above the writer concludes that teaching is an activity to manage the environment into a good condition to make the students can reach teaching learning objectives. With the good condition, students can reach best achievement in teaching learning. If the result of teaching is satisfied, it means that the teaching process is successful.

In the classroom, the teacher's job is extending the material use by appropriate teaching act. The teacher present and explains new material in order to make it clear, comprehensible and available for learning, practice the knowledge and test. In order to check what has been mastered and what need to improve. The teachers' responsibilities help the students to reach learning goals. The teachers give motivation to students by selecting or creating

appropriate text, to encourage critical reading, and to create supportive environment for practicing reading. Each student has different strength and weakness in learning. Therefore, it is not enough to use single methodology in reading.

2. The important of teaching reading

Teaching reading had influent in the developing students' ability in reading. There are some important benefits of teaching reading, they are;

a. Building a knowledge of language which will facilitate reading ability

b. Building schematics knowledge

c. Developing the ability to adapt the reading style according to reading purpose

d. Developing an awareness of the structure of written text in English

3. Techniques in teaching reading

Reading is one of the important activities to increase knowledge. In improving reading ability of students must use appropriate techniques that suitable with the purpose of text. Using appropriate technique students can easily understand what the contents of the reading. There are many techniques in reading. The following techniques often used in reading, they are:

a. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it (Grellet, 2010:4). It requires the readers to organize and remember some of the information given by the author. When you skim, you comprehend approximately 50 percent of a text (Pavlik, 2004:6). Using skimming will help us to grasp the main idea but not detail. When skimming, we go through the reading material quickly in order to get the gist, read the title then first paragraph completely and read the first sentence each remaining paragraph.

b. Scanning

According to Brown (2001:308) scanning is a quickly searching for some particular piece of information in a text. Scanning is an activity to get the information of a text quickly. Scanning is a technique that is very applicable because it can be applied in a variety of texts, to find information from locates a name, phone book, text story etc. Using scanning in reading can accelerate do the questions because we will focus only on the information search accordance with the questions. In scanning, we will focus on the material we want to know and ignore the things that are not related to what to know to find the desired information.

c. Detailed reading

Detailed reading is reading text carefully to understand the text. This technique is used for extracting information accurately from the whole text. We read every word for understanding the meaning of the text.

We also can use a dictionary to find the meaning of every unfamiliar or difficult word. In applying detailed reading must adapt with reading direction of the text. Such as when we want to read for information, detailed reading usually follows scanning. But some texts, such as instructions and description, need to be read in detail throughout.

d. Active reading

Active reading means keeping focused on the material. Under this technique, the reader actively involved with the text while reading it. The aim of active reading is get an in-depth understanding of the text. It will mean your time spent reading is more efficient, and that you're more likely to remember what you have read afterwards. Active reading will help you to form your own opinions. In doing active reading need to consider several aspects, among others; get an overview of how the material is organized, define a particular question or goal for your reading, set your time and don't forget to make note taking about what you read.

e. Speed reading

Speed reading is actually a combination of various reading methods. Speed reading emphasized to increase reading speed than the comprehension. The aim of speed reading is basically to increase the reading speed without compromising the understanding of the reading. When we read is not required to understand in detail what the contents of the text have been read. The use of speed reading there are no specific techniques. Speed reading can be used with a combination of several

methods or techniques, so that it can produce a technique that can improve the speed of reading.

Reading is the basic foundation on which academic skills of individuals are built. The techniques are a means of support for students to be able to master reading skills. Although there is no perfect technique, but it is factor to support students in mastery reading skill.

C. Reading Comprehension

Reading is more than just knowing what you read; it is also about feeling and connecting with the text. According to Woolley (2011:15) reading comprehension is the process of making meaning of the text. Based on Grellet (2010:3) defines reading comprehension as "Understanding a written text means extracting the required information from it as efficiently as possible". Reading comprehension is a process to understanding a text. In understanding text information the students can develop mental models or representation meaning of the text during reading process.

Reading comprehension is a process of thinking. In this case the students are trained to think critically in determining what is the essence of the text has been read. Students who can think critically will be able to improve their ability in reading. Reading comprehension is not merely an act of reading text, but also an essential part of understanding in reading activity.

Strategy is step that used on reading comprehension to comprehend a text. Using strategy in reading comprehension will allow us to understand text easily.

There are many ways in which reading comprehension, where we can match some ways so that it becomes an effective way to improve our reading comprehension. To improving reading comprehension, we can use more than one way, like as SQ3R strategy where we can match several techniques that is survey, questioning, read, recite, and review.

According to De Corte et al in Woolley (2011:17) reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors. In selecting the material of reading comprehension, we must know how the relationship between text and reader. Selecting the material must be adjusted to the level of learning in reading comprehension. The difficulty level of the language is also an aspect that affects students in reading. In addition to selecting text materials need to give reinforcement that is giving exercise. The exercise is given must be representatively the aim of text is given. When determining reading comprehension exercise is that the activities should be flexible and varied. Reading comprehension activities should be suited to the texts and to one's reason for reading them. The forms of reading comprehension exercise can be multiple-choice, essay questions, true false questions, etc.

The activity of reading gives benefit to us. And also reading comprehension is useful to increase our reading skill. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Woolley, 2011:15).

D. Scanning Technique

1. Definition of Scanning Technique

Scanning is a common technique used in English learning especially in reading comprehension. According to Brown (2001:308) scanning is a quickly searching for some particular piece of information in a text. Based on Grellet (2010:4) scanning is quickly going through a text to find a particular piece of information. Based on these opinions, it can be conclude that scanning is quickly reading to find important pieces of information from a text that is read. This is one way that can be used in everyday life, including the activities to find a phone number, locate name, or look up a word in dictionary. All these activities conducted aims to find pieces of information that are important. Using scanning technique felt easier to do without spend a lot of time.

Pavlik (2004) stated that scanning is especially useful for certain types of text and reading situations. Actually scanning can be applied in several types of text that require to find speedily solve the problems. Scanning is often used in reading activities where the students try to find essential part of the text to answer the available questions. This way is also frequently used in the test which the students are required to do test questions in a certain time. While there are some types of text not to need understanding more, then the students can apply scanning.

Using scanning technique can improve students reading skill. It happens because reading activity using scanning allowed the students to

improve their reading skill. And also it can train the students to keep focus what they want to find with ignore other unimportant things. So by using scanning technique, students can read the text quickly, get information quickly and accurately to answer the available questions.

2. The Procedures of Doing Treatment (Scanning Technique)

Procedure here means how to doing this treatment. Students should know how to doing scanning based on the expert opinion. There are a many versions to doing scanning in the books. But the researcher chooses one of the expert opinions to apply on the treatment. The researcher used the steps to doing scanning based on Arundel in Reading and Study Skills Lab (1999), there is several steps to maximize the use of scanning technique on reading comprehension:

a. Keep in mind at all times what it is you are searching for. If you understand what you want to find then scan is more quickly to do.

b. Anticipate in what form the information is likely appear, like as number, proper noun, verb, adjective etc.

c. Analysis the organization of the content before starting to scan. If the material is familiar or brief, you can scan the text in a single search. But if the material is lengthy or difficult, you can divided into some parts then scan it.

d. Let your eyes run rapidly over several lines in a paragraph.

e. When you find the sentence that has the information that you need, read the entire sentence.

We can apply the steps to find a phone number, locate name, schedule, etc. that suitable to read using scanning. In teaching reading scanning is very useful to apply because it can encourage the students' problem in comprehend a text.

3. Advantages and disadvantages of Scanning Technique

Scanning is one of the reading techniques used in every day. Scanning is also a technique often used by students to mastery in reading skill. In mastery reading skill students must understand about the text. To understand the text need to have proficiency in reading comprehension. There are advantages and disadvantages in using scanning technique. There are advantages of using scanning technique in reading comprehension, they are:

a. It can help to uncovers relevant information

b. It can accelerates reading speed and flexibility

c. Know the material has information we want

d. Don't need to read whole text, just read the information want to know

e. It can solve the problem as quickly as possible

Beside that it has advantages for students, scanning technique less to improve the whole comprehension of the text. That is some disadvantages in using scanning technique in reading activity:

a. Ignoring to select which one the most important information

b. Can't remember specifically what information is or where information is in the text

With ignoring disadvantages of scanning technique, this technique is still included a way often used to improve reading skill. Wherein the scanning technique can help students do their problems quickly and accurately. Therefore this technique is suitable to use in reading comprehension to students.

E. Testing Reading

Test is way to measure students' ability after teaching learning process using certain method or technique. Testing reading is way to measure students' ability in reading skill after using certain technique to increase their ability. Based on Isnawati (2014) the function of a reading test is to test reading ability. There are some testing techniques in testing reading, they are;

1. Multiple choice test

According to Isnawati (2014) the multiple choice technique is best suited to relatively infrequent testing of large numbers of test-takers. Using multiple choice the scoring can be perfectly reliable because there is one of which is correct, the others being distractors. Multiple choice items take many forms, but the basic structure as follow.

For example:

Mrs. Abdurrahman is a doctor. She has a sharp nose, wavy hair and creamy yellow skin. Mrs. Abdurrahman is tall, slim and beautiful. Mrs. Abdurrahman works in a big hospital in the city. She works from at eight o'clock in the morning until five at noon. Everyone likes her.

Choose the correct answer according to text above!

Mrs. Abdurrahman is a............doctor.

   a. Lazy

   b. Kind

   c. Proud

   d. Clever

2. True False

In true false technique, the students should respond to a statement by choosing one of the two choices, true or false. The display of this test is first part consist of a list or statements and second part is true (T) or false (F) listed each statement. Then the students should choose (T) when statement is correct and vice versa.

For example:

When I had a holiday in Malaysia last month, I stayed in a small but comfortable hotel. The room was very beautiful although it was not very big. The color of the wall was cream, so it felt warm inside. The curtains

were arranged beautifully. The furniture was nice too. The room has a sofa and a small TV set.

Put a circle true (T) if the answer is correct and false (F) is incorrect.

  a. The room was very dirty and big   T / F

  b. The writer had holiday last month   T / F

  c. The room has a sofa and small TV set   T / F

  d. The wall color is blue   T / F

3. Completion

    The students are required to complete a sentence with a single word in this testing technique. The form of completion is deletes a word in a sentence like; noun, verb, or adverb.

For example:

John................. football last night.

4. Short answer

    The form of short answer questions enables the students to answers briefly.

  For example:

Memo
Mom, I borrowed your clutch bag. The one with black suede color and two side pockets. I need for Bima's birthday party to night.   Thank you so much!   Putri

Answer the question based on memo above!

a. Where is Putri going?

b. What is color of her mother's bag?

F. Previous Studies

There are several researches about reading comprehension. They have been doing research on the same skill using different methods. The researchers are Mahmudah (2012), Pratiwi (2013), and Fitriyah (2014) have conducted their research on reading skill at junior high school in various place.

The first research was conducted by Nurul Mahmudah in academic year 2012 entitled the effectiveness of scanning technique to the reading for locating information to the eight grade students of SMPN 3 Kedungwaru Tulungagung. The design of this research is quasi-experimental with quantitative approach. The result of this research showed scanning technique can increase students' achievement in reading. The score of experimental group is better and higher than control group by using scanning technique.

The second research was conducted by Meita Pratiwi in academic year 2013 entitled the effectiveness of using skimming technique in teaching reading comprehension at MTsN Pulosari Tulungagung academic year 2012/2013. The design of research is experimental with quantitative approach. The finding of the research is skimming technique can increase students' achievement in reading

comprehension in narrative text. The students' score after taught using skimming technique is higher than students' score before taught using skimming technique.

The third research was conducted by Musnatul Fitriyah in academic year 2014 entitled the effectiveness of using smart strategy in reading comprehension of second grade students at MTs Al Huda Kedungwaru in the academic year 2013/2014. The research used experimental with quantitative approach. The result of this research showed self-monitoring approach to reading and thinking is effective in teaching reading comprehension.

Based on the result of the researches above, it can conclude that as an English teacher should have specific technique for teaching, especially in reading comprehension. Using specific technique can encourage students to improve their interest in learning English. Especially in reading comprehension, teacher must be more creative in applying reading technique so that students do not feel bored whether feel uninteresting to read the text.