

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter explains more detail about concept of reading, purposes of reading, kinds of reading, reading comprehension, the application of tea party strategy in reading comprehension.

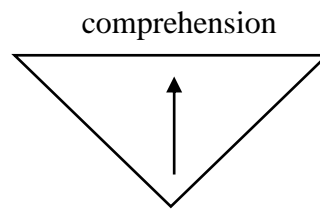
A. Reading

1. Concept of Reading

According Nunan (2003:68) stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The process of reading like a system in which ongoing each other. Start from processing each letter, combining letters into words, looking up the meaning of these words in lexical memory, storing meanings briefly in short term memory, and finally combining word meaning to form first, sentence meaning and then meaning for larger portions of the text. So, the point of reading is thinking skill. There are 3 models in the process of reading (Nunan, 2003:70);

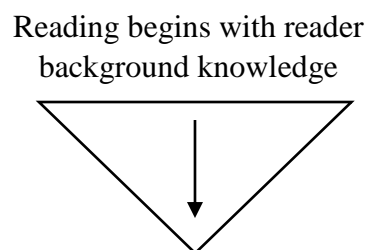
a. Bottom-up models

In the bottom-up models the reader begins with the smallest elements and builds up to comprehension of what is being read. In the classroom usually call as intensive reading in which a short reading passage followed by textbook activities to develop comprehension. Bottom-up models can help students to enrich vocabulary.



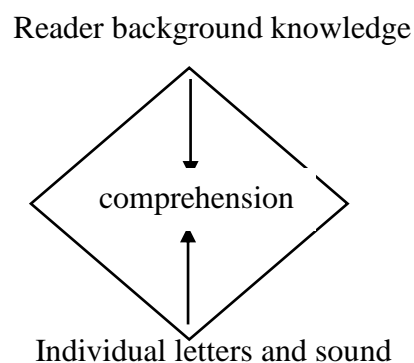
b. Top down models

In the top down model, the reader used their background knowledge and then make prediction and search the text book to confirm or reject the predictions that are made. The reader used their background knowledge and then make hypothesis about identity of the upcoming word and use meaning to confirm their prediction.



c. Interactive models of reading

In the interactive models, the reader combines elements of both bottom-up and top-down models of reading to comprehension.



Based on the 3 models of reading above, Nunan (2003:109) stated that the most comprehensive description of the reading process are

interactive models. So, the goal of reading is understanding the text. The reader not only read a text, but they should get the meaning behind the text. When the reader only read a text without comprehend the meaning, the reader like to do something useless, because reading without comprehension is nothing. So, it can prove that comprehension is important thing in reading.

2. Purposes of Reading

Every people has purpose when they doing something. It same with a reader when they read a text or book. Reader has reason and purposes by doing this activity. Whether read to get some information or read for fun only. According to Rivers in Nunan (1998:33-34) stated that usually the second language learners will want to read for the following purposes:

- a. To obtain information for some purpose or because they are curious about some topic. The second language learners usually read the story or book when they think that the story is interesting and new for them. So, their curious appear in their self and they read the story or book.
- b. To obtain instructions on how to perform some task for their work or daily life. Mostly, the second language learners read a text because they get instruction from their teacher to full fill their assignment.
- c. To act in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letters.
- e. To know when or where something will take place or what is available

- f. To know what is happening or has happened (as reported in newspapers, magazines, reports)
- g. For enjoyment or excitement

According to Hedge (2003: 205), there are some general reading goals;

- a. To be able to read texts in English.
- b. To build a knowledge by information.
- c. To build an ability to interpret text meaningfully
- d. To take a critical stance to the content of the text.

Based on Nunan and Hedge explanation above, we can conclude that there are some purposes of reading. Every people has purpose when they read something. By reading, learners can get new information which can add or enrich their knowledge.

3. Types of Reading

According to Brown (2004:189-216) stated that there are 4 types of reading performance and various assessment task: *perceptive reading, selective reading, interactive reading and extensive reading.*

a. Perceptive Reading

In this type of reading performance, the process of reading focus on bottom-up processing. Start from recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words and grapheme-phoneme correspondences. Kinds of assessment tasks on perceptive reading such as Reading Aloud, Written Response, Multiple Choice,

Picture-Cued Items. The overall assessment tasks will be explained one by one in this part:

1) Reading Aloud

In this assessment, the test takers get separate letters, words and short sentence, and they should read aloud one by one. This assessment commonly used in the classroom especially for basic level.

2) Written Response

In this assessment, the test taker's task is to reproduce the result of letters, word and short sentence that they read before in writing.

3) Multiple Choice

In this assessment, usually the test taker should choose one of three or four possible answer. The teacher can use new format such as true/false, circle the answer and matching.

4) Picture-Cued Items

In this assessment, the test taker shown a picture and they should circle part of the picture based on the instruction beside the picture.

b. Selective Reading

In this type of reading performance, the process of reading is combination between bottom up and top down processing. This assessment focus on vocabulary and grammatical structure. Kinds of

assessment tasks on selective reading such as Multiple Choice, Matching Tasks, Editing Tasks, Picture Cued Tasks, Gap Filling Tasks. The overall assessment tasks will be explained one by one in this part:

1) Multiple Choice (for Form Focused Criteria)

In this assessment, the test taker should choose one of three or four possible answer. This task commonly used to test a reading knowledge of vocabulary and grammar.

2) Matching Tasks

In this assessment, the test taker's task is commonly to respond the answer correctly especially in vocabulary.

3) Editing Tasks

In this assessment, the test takers should choose the letter of the underlined word that is not correct. This task focused to test about grammatical structure.

4) Picture Cued Tasks

In the previous types explain about Picture Cued Tasks for perceptive is combination symbols and words. In this part, Picture Cued Tasks more complex because not only combination of picture and words, but try to describe the picture or diagram. So, the different aspect in the Picture Cued Tasks in perceptive and selective types is the complexity of the language.

5) Gap Filling Tasks

In this assessment, the test takers should write correct word or phrase. Gap Filling Tasks commonly called as Fill in the blank items.

c. Interactive Reading

In this type of reading performance, the process of reading is mostly top down processing. This type of reading focus on Form-focused and Meaning-focused, but more emphasis on meaning comprehension. Kinds of assessment tasks on Interactive reading such as Cloze Tasks, Impromptu Reading Plus Comprehension Questions, Short Answer, Editing, Scanning, Ordering Tasks, Information Transfer. The overall assessment tasks will be explained one by one in this part:

1) Cloze Tasks

In this assessment, the test takers should fill in gaps in an incomplete sentence.

2) Impromptu Reading Plus Comprehension Question

In this assessment, the test takers should read the passage and answer some questions related the passage. The test takers choose one of three or four possible answer. This assessment commonly used to test reading comprehension. The questions usually ask about main idea, supporting ideas, vocabulary in context, unstated details and grammatical features.

3) Short Answer

In this assessment, the test takers should read the passage and answer some questions related the passage in a sentence or two sentences.

4) Editing

In the previous types explain about Editing tasks for selective is not correct words. In this part, editing tasks more complex because not only choose the letter of the underlined word that is not correct. The context in interactive type more complex than selective type such as modal auxiliaries, verb complements, noun clauses, adverb clauses, adjective clauses etc.

5) Scanning

In this assessment, the test takers should read a text and requiring rapid identification of relevant bits of information.

6) Ordering Tasks

In this assessment, the test takers should arrange the jumbled sentence of little story.

7) Information Transfer

In this assessment, the test takers should comprehend charts, maps, graphs, diagrams, etc. So, to comprehend information in this medium, the test takers must be able to comprehend specific conventions of the various types of graphics,

comprehend labels, headings, numbers and symbols, comprehend the possible relationship among elements of the graphic and make inferences that are not presented overtly.

d. Extensive Reading

In this type of reading performance, the process of reading is top down processing. Kinds of assessment tasks on Extensive reading such as Skimming Tasks, Summarizing and Responding, Note Taking and Outlining. The overall assessment tasks will be explained one by one in this part:

1) Skimming Tasks

In this assessment, the test takers skim a text and answers question such as main idea, author purpose, etc.

2) Summarizing and Responding

In this assessment, the test takers should write the summary of the text. The instruction usually asked the test takers to write summary one paragraph in length 100-150 words include main idea and supporting ideas.

3) Note Taking and Outlining.

In this assessment, the test takers should write key information include main idea and supporting details.

According Andrew Wright (1999:159) there are four easily identifiable skills reading; *skimming*, *scanning*, *intensive reading*, and *extensive reading*.

a. Skimming

Skimming is glancing rapidly through a text to determine its general content and it enables people to select content that they want to read and to discard.

b. Scanning

Scanning is reading to locate specific information without reading all material around it. Example: locating telephone number in directory.

c. Intensive reading

In intensive reading, the reader tries to absorb all the information given by the author. Example: reading dosage instruction for medicine.

d. Extensive reading

The reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to overall meaning. Example: reading a newspaper article, short story, or novel.

According to explanation Brown and Wright above, there are many types of reading such as; perceptive reading, selective reading, interactive reading, extensive reading, intensive reading, scanning and skimming. In this part, the researcher concluded that reading comprehension through Tea Party strategy was included in Interactive reading types. Because in Interactive types, Brown (2004:201) stated that task at this level like

selective task, have combination form-focused and meaning focused objectives, but with more emphasis on meaning. The kinds of assesment that suitable to assess reading comprehension through Tea Party is Impromptu Reading Plus Comprehension Question, because the questions usually ask about main idea, supporting ideas, vocabulary in context, unstated details and grammatical features. The test takers should read the passage and answer some questions related the passage.

4. Reading Comprehension

According to Nunan (1999: 33) and Murcia (2001:154) stated that reading is an interactive process and readers required to understanding the symbols in reading and to interpret what they read, Lines (2005: 69) also point out that reading is a set of skills that involves making sense and deriving meaning students from the printed word. To achieve reading comprehension, a reader should do some strategies. According to May (2001: 116) proposes seven strategies to achieve comprehension. A reader should:

- a. Predict the next words
- b. Confirming his/her prediction
- c. Changing his/her prediction if necessary
- d. Correcting his/her own miscues
- e. Using substitution that get us closer to the author's meaning

- f. Using omissions and insertions to make the author's language sound more like to his/her language
- g. Stalling for think time by representing words or phrases.

Those seven strategies point out that predicting plays an important role in achieving reading comprehension. Prediction is important since it can activate schemata, experiences or any related knowledge that a reader has already had in mind (Nuttall, 2000: 13). By making prediction, it can activate reader background knowledge. There are some ways to activate background knowledge and the one way through making prediction. It supported by Nunan (2003:74) stated that background knowledge can be activated by setting goals, asking questions, making prediction and teaching structure. Background knowledge will be activated in pre reading activity. According to Mason in Cahyono, B. Y., and Mukminatien, N. (2011:68) stated that in pre-reading activities, usually concerned with students' background knowledge, objectives of reading class, learning activities and motivating the students. Pre reading activities are instructional activities carried out before students conduct the real reading activities (Cahyono, B. Y., and Mukminatien, N., 2011:68). From explanations some experts above, we can be concluded that in pre reading activity building background knowledge through making prediction is the most important part of reading. Because it can make students easier to comprehend the text.

B. Text Type

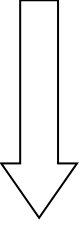
Every text has different purpose, characters, grammatical features and generic structure. It makes easy for reader to identify what kinds of a text that they read. According to Cahyono, B. Y., and Mukminatien, N., (2011:121) stated that the main text types that belong to both literary and factual texts like in Table 2.1.

Table 2.1
Text Types

Text Types	
Literary texts	Factual text
<ul style="list-style-type: none"> • Narrative • Poetry • Drama 	<ul style="list-style-type: none"> • Recount • Response • Explanation • Discussion • Information report • Exposition • Procedure

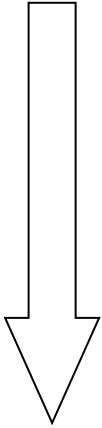
According to Bannet *et al* (2013: 5) stated that there are 13 genres in English. Bennet arranges them from the simple to complex.

Table 2.2
Genres of Text

Complexity	Genre	Purpose
Simple 	Procedure	To explain how to undertake a task
	Recount	To retell events in the past
	Information Report	To inform about a topic.
	Narrative	To tell a story in an entertaining way. Often such stories also aim to present specific values.
	Explanation	A sequential explanation explains how something occurs. A casual explanation explains how and why something occurs.

Continued

Continuation

 Complex	Personal Response	To present a personal response
	Review	To describe and evaluate a text (e.g. film, book, painting, webpage)
	Interpretation	To interpret what a text(s) is presenting, providing evidence from the text(s) to support the interpretation.
	Exposition (Analytical Argument)	To provide one line of reasoning. The author presents one interpretation of an issue and uses supporting material to try to convince others of their point of view.
	Hortatory Exposition (argument urging the audience to act)	To provide one point of view on an issue and to make the audience take action. Often these texts are very emotive. Some examples could include letters to the editor, speeches, articles and advertisements.
	Discussion	To present all arguments on a complex topic, as well as the supporting evidence for those arguments. The conclusion contains a recommendation based on the evidence for all sides that have been presented.
	Directed Investigation Reports	To undertake a mathematical investigation, analyze results and evaluate the outcomes.
	Practical Report (e.g. write up of a practical experiment, field trip, investigation)	To explain how an experiment/practical was conducted, analyze the results and evaluate the outcomes.

According to explanation Cahyono, B. Y and Bannet above, there are many kinds of text such as; narrative text, recount text, procedure text, analytical exposition, hortatory exposition, etc. Every text has different purpose and structure. For example, narrative text has purpose to tell a story in an entertaining way. The generic structure of narrative text are Orientation, Complication and Resolution. It is different with procedure text because the purpose to explain how to undertake a task or make something. The generic structure of procedure text is

also different with narrative text, it consist of goal, materials and steps. So, the generic structure of a text is depends on the purpose of a text itself.

1. Recount Text

A recount text is a text that telling the reader about one story, action or activity (Wardiman, 2008: 61). According to Bennet *et al* (2013:13) stated that recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting. Based on Wardiman and Bennet d the reseracher conclude that recount is a text that used to retell an event and to state what happened in the past. The purpose is for entertaining or informing the reader.

According to Bennet *et al* (2013:13), there are five types of Recount text, as the following:

a. Personal recount

Retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader.

For example; anecdote, diary journal, personal letter

b. Factual recount

Reporting the particulars of an incident by reconstructing factual information. For example; police reconstruction of an anccident, historical recount, biographical and autobiographical recounts.

c. Imaginative recount

Applying factual knowledge to an imaginary role in order to interpret and recount events. For example; A Day in the Life of a Roman Slave

d. Procedural recount

Recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings.

e. Literary recount

To retell a series of events for the purpose of entertaining.

When we want to read or write recount text, we have to know the generic structure of recount text. According to Wardiman (2008: 61) stated that generic structure of recount text follows;

a. Orientation

Orientation tells who was involved, what happened, where the events took place, and when it happened. For example: Last night, I read an article about adolescence in a magazine.

b. Events

Events (event 1 and 2) tell what happened and what sequence. For example: After I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extracurricular activities.

c. Re-orientation

Re-orientation consists of optional closure of events/ending. For example: I, at home, last night, a magazine, I took....

In other hand, recount text also has language feature such as;

- a. Past tense verbs, be consistent
- b. Time connectives and sentence signposts (*at first, next, yesterday, last week, after a while, later that day, just after, before long, finally, eventually, meanwhile*)
- c. Specific names of people and places and descriptive -often in the style of information or explanation.
- d. Pick out incidents that are amusing, interesting or important.
- e. Use powerful words, *brave, plucky, heroic, undaunted*.
- f. Write in the 1st or 3rd person verbs – choose one and stick to it. (I or he, she, they)

C. Tea Party Strategy

1. The Application of Tea Party Strategy in Reading Comprehension

Tompkins (1998:84), Tea Party is a strategy to encourage students to read or reread pre-selected excerpt from the story. This practice of reading the excerpts and discussing the story will improve students' fluency and comprehension skill. It means that Tea Party strategy is a strategy that improve students understanding of story before they read.

Tea party is a strategy that used before reading activity. According to Beers (2003) there are some steps in using tea party strategy.

- a. Organize students into small groups. Ask student to make small group each group could be 4-5 students and remember their friends in group.
- b. Distribute one card to each student. The card will be one sentences or key word. Each student will get one card and keep the card but some students may get same word.
- c. Introduce the tea party, Explain the student to move around and share about their card. Read the card and share idea with their partner. Ask the students to repeat the activity as many as they can in order to get more ideas so the students will be easier to make prediction. They can share the card with the other student they want as if they are in a tea party.
- d. Return to small group for discussion. After they shared they card with their friends, ask student to return to their first group. In this step, students will discuss what they get in tea party. Share the idea with friends in their group and make connections about what each student known.
- e. Write a “we think” statement. In this step ask students to write their discussion result in a “we think” statement the statement should begin with “we think this story is about ...” ask student to explain their predictions in statement.

- f. Share “we think” statement with the other groups. The last step is sharing. Each group has to present their “we think” statement. Each group choose one of their member to read their “we think” statement and explain that. Their explanation helps them demonstrate what they know about the text and raise question about what they want to know.

Based on Beer’s explanation above, step by step in this strategy invite the students to move around their chair. It makes the students doing interactive activity. They talk each other about the clue they got and then make a prediction about what the text that they will read. The more the students talk, the more clues that they will get. Steps number 3 describe that this strategy gives opportunity to students to do some activities like sharing or discussing about their prediction with their partner. It can minimize the individual character that had some students in the class. They should give clue to each other, help each other and make prediction together. After they finish make prediction, they will get the correct text or information and they can use to revise their prediction. The teacher could know how far the students’ reading comprehension of the text from exercises that the teacher distributed after the activities finished.

According to Jensen (2000:100) the advantages of Tea Party Strategy is to allow students to predict what they think will happen in the text as they make inference, see causal relationships, compare and contrast, practice sequencing and draw on prior knowledge. It supported by Beers (2002), he stated that the more we frontload students’ knowledge

of a text and help them become actively involved in constructing meaning prior to reading, the more engaged they are likely to be as they read the text. If the student's background knowledge was active, it will make the students easier to comprehend the text. In addition, prediction can help students to make connections between ideas in the text and what they already know. They also can identify vocabulary that might be a problem.

2. Review of Previous Study

There have been a number of researchers concerned with the use of tea party technique. The first research was conducted by Lahope (2012). This research is aimed to find out whether tea party strategy to improve students' ability in reading comprehension in narrative text or not. The research conducted at the eight grade students of SMPN 10 Gorontalo. In her research, she only took 30 students of the eleventh grade and the instrument used 30 items of multiple choices test. They were pre-experimental research. Her research findings reveal that in pre-test, the total score of students is 306, while students' total score in post-test is 384. Also, students' mean score in pre-test was 10.16 and the mean score of in post-test or after the treatment were 12.76. The result indicated that students' score after giving the treatment was higher than students' score before giving the treatment.

The second research was conducted by Pradikawati (2015). The research is aimed to find out the effectiveness of Tea Party technique in

teaching conditional sentences at the eleven grade students of SMA N 1 Purwodadi in the academic year of 2014/2015. There were two classes observed for her research. XI MIA 4 took a role as an experimental group, and XI MIA 5 acted as a control group. The results of her study showed that tea party technique gives good effect in teaching conditional sentences. The average score of the pre-test for the experimental group was 59, and the average score for the control group was 57.20. After the experimental group was taught by using tea party technique, and the control group was taught without using tea party technique, the score of the groups increased. The average score of post-test for the experimental group was 87.28, and the average score for the control group was 79.73.

The differences between this research and the previous researches are the design of the research and kinds of texts. In previous research the researcher used Pre-experimental design and chose Narrative Text. In this research, the researcher used Quasi Experimental design and Recount Text. The researcher used this technique to teach eight grade students of Mts Sultan Agung Jabalsari. VIII A took a role as an experimental group and VIII B acted as a control group.