CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher discuses some theories related to the study. The researcher divided the chapter into some points. They are (a) understanding reading, (b) reading comprehension, (c) types of reading, (c)reading Activity, (d) teaching Reading , (e) testing reading, (f) reading strategies, (g) Narrative text, (h)Directed Reading Thinking Activity strategy, (i) Teaching by using Directed Reading Thinking Activity and Previous studies.

A. Understanding Reading

Reading is one of the things used to obtain information from the author. Such as Hodgson in Nurhayati (2009: 7) argues that reading is a process done and used by the reader to obtain messages to be conveyed by the author through the medium of words / written language.

According to Elizabeth et al.(2003: 6) states that reading is about understanding written texts It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Bacon in Patel (2008: 113) also explain that reading means to understand the meaning of printed. Reading is an active process which consists of recognition and recognition and comprehension skill. Reading skill is an important tool for academic success. According to Finochiaro and

Bonomo in Nurhayati (2008: 4) explain that reading is bringing meaning to and getting meaning from printed or written material.

Nunan (200: 8) states that reading is a process of readers combining information from text and their own background information to build meaning. It means that the readers should combine their knowledge and the information that they read.

From some of the definitions above can be concluded that reading is the process of understanding writing to get the message or meaning of a writing.

B. **Reading Comprehension**

Mikulecky and Jeffries (2007: 74) state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. It means readers can answer questions or explaining texts because they have comprehension with connecting each idea in the text.

According to Snow (2002: 11) said that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Reading for comprehension is the primary purpose for reading (though this is some times overlooked when student are asked to read overly difficult text) raising students awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension (Richards and Renandya, 2002: 277).

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials.

C. Types of Reading

According to Patel and Jain (2008: 117) said that there are four types of reading:

a. Intensive reading

This reading can be called texts reading or passage reading. In this type of reading the learner reads the texts to get knowledge. This reading is done to carry out to get specific information. There are few characteristics of intensive reading i.e. a)This reading helps learner to develop active vocabulary, b)Teacher play main role in this Reading, c) Linguistic items are developed, d) This reading aims at active use of language, e)Intensive reading is reading aloud, f)In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive Reading

Extensive reading is the reading for pleasure. The reader want to about something. The reader does not care about specific or important information after reading. Usually people read for keep them update.

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the

target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. It may be the source for written compositions in which students deal with specific issues arising from the material in the book. Few Characteristics of Extensive Reading are a)It helps learner to develop to active vocabulary, b) Extensive reading is silent reading, c) In extensive reading the subject matter is emphasize, d)In the extensive reading the learners play main role because they have to ask for measures, e) In extensive reading the idea can be developed, f) The aim of extensive reading is to enrich learners knowledge, g) Through extensive reading the good reading habit can be develop.

c. Reading Aloud

Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. The aim of reading aloud is the achievement or better speaking ability and the pronounce of the students.

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. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

D. Teaching Reading

Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be done especially when the process of teaching and learning in the classroom.

According to Harmer (2007: 23) state that teaching is not easy job, but it is necessary one and can be very rewarding when see our students' progress and know that we have helped to make it happen.

Regarding to the explanation above, it can be concludes that teaching is activities and manages the environment in a good condition to make and give opportunity for the students in learning process to get in purpose.

The main task in teaching reading is to teach understanding. To assess the problem of what to teach when teaching understanding. We must try to determine what is likely to prevent a child from comprehending a given text.

E. Reading Activities

There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post test reading activities (Cahyono, 2011:68).

1. Pre-reading activities

In pre-reading activities, activations is concerned with students background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate students" schemata related to the topic of the text by representing key words, asking questions related to the topic or explaining briefly the

contents of the text. Pre-reading is to motivate students. Motivation in reading attracts students attention to the text. The activities of pre reading are activities aiming at facilitating the students" understanding about the reading text.

2. During/whilst reading activities

During reading activities are the activities that a reader does while reading take places. To maximize reader interactions to a text, readers should be guided during reading activities. In whilst reading includes: (a)identifying the main idea, (b) finding details in a text, (c) following asequence, (d) inferring from the text, and (e) recognizing the discoursepatterns.

3. post reading activities

Post reading activities are the activities conducted by a reader after reading. The activities are used to recheck reader understands on the text topic being read. The activity of post reading can also be in the forms of discussion. Students are asked to discuss the writer's ideas. This discussion can be in a group or whole class discussion. The discussion may depend on the class size. If the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

F. Testing Reading

Reading Skill is a receptive skill. The task of language tester is, then, to set reading task which will result in behavior that will demonstrate their successful completion.

According to Isnawati (2012: 41) state that the technique that might be used to test reading skills are:

1. Multiple Choices

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

2. b. True / false

    The test-takers should respond to a statement by choosing one of the two choices, true or false. Example: put a circle round the letter T if the statement is true and put a circle round the letter F if the statement is false.

3. Completion

    The students are required to complete a sentence with a single word.

G. Reading Strategies

In the First Steps "Reading Resource Book" Education Department of Western Australia (2013: 114-123) state that there are some reading strategies:

1. Predicting

Predicting help the reader to activate their prior knowledge about a topic, so they begin to combine what they know with the new material in the text. Predictions are based on clues in the text such as pictures, illustrations, subtitles and plot. Clues for predictions will also come from readers" prior knowledge about the author, text form or content. Students should be able to justify the source of their predictions.

2. Connecting

Efficient readers comprehend text through making strong connections between their prior knowledge and the new information presented in text. Activating each students prior knowledge before reading is important. However, students need to be able to continue to use this strategy during reading to continually make connections as they read.

3. Comparing

Making comparisons relates closely to the connecting strategy. As students make connections between the text and self, the text and other texts or texts and the outside world, they also begin to make comparisons.

4. Inferring

Efficient readers take information from a text and add their own ideas to make inferences. During the process of inferring, readers make predictions, draw conclusions and make judgments to create their interpretations of a text.

5. Synthesizing

When comprehending text, efficient readers use synthesizing to bring together information that may come from a variety of sources. Synthesizing involves readers piecing information together, like putting together a jigsaw. As students read and use synthesizing, they stop at selected places in a text and think about what has been read.

6. Creating Images

Efficient readers use all their senses to continually create images as they read text. The images that individuals create are based on their prior knowledge. Sensory images created by readers help them to draw conclusions, make predictions, interpret information, remember details andassist with overall comprehension.

7. Self-questioning

Efficient readers continually think of questions before, during and after reading to assist them to comprehend text. Often these questions are formed spontaneously and naturally, with one question leading to the next. Questions may relate to the content, style, structure, important messages,e vents, actions, inferences, predictions, author's purpose, or may be an attempt to clarify meaning.

8. Skimming

Skimming involves glancing quickly through material to gain a general impression or overview of the content. This involves the reader

passing over much of the detail to get the general gist of what the text contains.

9. Scanning

   Scanning involves glancing through material to locate specific details such as names, dates, places or some particular content. For example, a reader might scan a contents page or index to find the page number of a specific topic; a reader may scan a dictionary or telephone book in search of a particular word or name or a reader may scan as they re-read a text to substantiate a particular response

10. Determining Importance

    Efficient readers constantly ask themselves what is most important in this phrase, sentence, paragraph, chapter, or whole text. Students benefit from understanding how to determine the important information, particularly in informational and website texts.

11. Summarizing and Paraphrasing

    Linked closely to the strategy of determining importance, summarizing and paraphrasing are part of the process of identifying, recording and writing the key ideas, main points or most important information from a text into your own words.

12. Re-reading

    Efficient readers understand the benefits of re-reading whole texts or parts of texts to clarify or enhance meaning. Reading or hearing a text

more than once can be beneficial for all readers, allowing them to gain a deeper understanding of the text.

13. Reading On

When students cannot decode an unfamiliar word in a text, they can make use of the reading on strategy. Skipping the unfamiliar word and reading on to the end of the sentence or the next two or three sentences often provides the reader with sufficient context clues to help determine the unknown word.

14. Adjusting Reading Rate

It is important that students allow themselves to adjust their reading rate or pace and recognize when this may be necessary. The purpose for reading often determines the most appropriate rate.

15. Sounding Out

Readers use their knowledge of letter-sound relationships to take words apart, attach sounds to the parts and blend the parts back together to identify unknown words. Sounding out phonemes is often used as a strategy to decode unknown words.

16. Chunking

As readers encounter greater numbers of multi-syllabic words, they can be encouraged to break words into units larger than individual phonemes. Readers might chunk words by pronouncing word parts such as onset and rime, letter combinations, syllables or parts of the word that carry meaning.

17. Using Analogy

Readers use analogy when they refer to words they are familiar with to identify unknown words. They transfer what they know about familiar words to help them identify unfamiliar words. When using analogy, students will transfer their knowledge of common letter sequences, onset and rimes, letter clusters, base words and word parts that carry meaning or whole words

18. Consulting a Reference

Consulting a reference is an additional strategy that enables students to unlock the meaning of a word. Being taught how to use a dictionary, thesaurus, reference chart or glossary will help students locate the meanings, pronunciations or derivations of unfamiliar words

H. Narrative texts

Narrative text is one of kind of the text. The communicative purpose of the narrative text is to entertain / to amuse the reader. The Story can be imaginative and factual. It can be folk tale, legends, fable, short stories etc. According to Rajan (2008:1) Social function of narrative text to amuse or entertain to deal with problematic events which lead to a crisis or turning point of some kinds. Which in turn find a resolution.

A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. Text organization of narrative text are:

1. Orientation

In the beginning the writer tells us about the participant in the story(who and what is involved in the story), the time and place the story(when and where the story happen).

2. Complication

A series of events in which the main character attempts to solve the problem

3. Resolution

This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants succeed of fail. The point is the conflict becomes ended.

Language features of narrative:

1. Focus on specific and individualized participants

2. The use of material process (active verb)

3. The use of behavioral and verbal process

4. The use of relational and metal process

5. The use of past tense, and

6. The use of temporal conjunctions and circumstances

I. Directed Reading Thinking Strategy

DRTA (Directed Reading Thinking Activity) is a strategy in which student are guided through reading, making prediction, rereading and confirming or readjusting predictions. This strategy aids in developing comprehension and critical thinking (Wiesendanger, 2001: 86).

DRTA is a pre- and post reading strategy. It engages the students in predicting what they think the story will be about. DRTA is predicting reading and providing cycle. Because reading is a thinking activity, it involves having the reader use his or her own experiences to reconstruct the author's ideas. This can be used any level of readers (Wiesendanger, 2001 :86).

According to Farida (2007: 48) said that there are five steps in using Directed Reading - Thinking Activity (DRTA) strategies include 1) making predictions based on title guides, 2) making predictions based on referrals, 3) reading reading material, 4) selecting prediction and customizing predictions, 5) Teacher repeating the first procedure to fourth, the above lesson section has been covered.

From some of the opinions of the experts above can be concluded that Directed Reading - Thinking Activity (DRTA) is a pre-reading strategy, read and post. Where this strategy involves the reader to make predictions using his experience to build the author's idea. This strategy invites the reader to process information to formulate questions and hypotheses and to evaluate temporary solutions.

J. Teaching by Using Directed Reading Thinking Activity

In learning by using DRTA (Directed Reading Thinking Activity) there are steps such as the following:

1. Give each student copy of the selected reading. Direct the student to study the title and picture on the first page. Ask question such as the

following: What do you think a story with this title is about? ,what do you think migh happen in this story? ,which of these predictions do you agree with?.

2. When first introducing DRTA, familiarize the student with the strategy for dealing with unknown words. Read to the end of the sentence, use picture clues (if available), sound out the word, ask for help.

3. Direct the students to read a segment of a story silently to check their prediction. Ensure that the students read for meaning. Observe their reading performance and assist students who need help with the words.

4. After students have read the first segment, have them close their books. Have the following question guide the students' examinations of the evidence and the evaluation of their previous and their new predictions. Ask question such as: Were you correct?, What do you think now?, What do you think will happen?. Encourage students to screen their ideas and to make predictions about events to come.

5. Have the students continue reading the passage. With each new segment of reading material, continue the predicting-reading-proving cycle (wiesendanger, 2001: 88).

K. Review of Previous Study

There are previous study that related to DRTA strategy. The first is the Journal written by lecturer of IAIN Tulungagung entitled " The Effectiveness of Directed Reading Thinking Activity Strategy in Reading Comprehension of Narrative text at the First Semester Students of STAIN Tulungagung" by

Aulia Rahman and Akhyak (2013). This research used experimental research with one class or group (pre-test)-(post-test) to be analyzed. Result of the t-test is 2.683   while the t-table with the degree of freedom 58 at 0,01 significant level is 2.392. It is found that the t-test is higher than t-table. And average scores the Students before the treatment in reading is 68, then based on the post test the student's score average is 73. The score of the student is increased than before. It mean that teaching reading by Directed Reading Thinking Activity is effective at the first semester of STAIN Tulungagung.

The second is thesis written by Rinawati from Yogyakarta State University(2014) entitled "Keefektifan Strategi Directed Reading-Thingking Activity And Student Question (DRTA+SQ) Terhadap Pembelajaran Membaca Cerpen Siswa Kelas VII SMP Negeri7 Yogyakarta". This research is experimental research used quasi experimental design with quantitative approach. The result based observer from calculated by T-test. Student of the experimental group can understand the text more better than the control group. It shows that learning to read by using strategy of Directed Reading-Thinking Activity and Student Question is effective.

Based statement above, there are similarity and differentiation from previous study. The similarity study by Aulia Rahman-Akhyak, study by Rinawati and with this research is use an experimental method with quantitative approach and DRTA strategy to teaching reading. And differentiation, if study that written by Rinawati and this research use quasi experimental design, study by Aulia-Akhyak use one group (pre-test)(post-

test) to be analyzed. Study by Aulia – Akhyak and this study focus on the understanding reading comprehension at narrative text. And study by Rinawati focus on the understanding reading at the short stories.