

CHAPTER II

REVIEW OF RELATED LITERATURE

In this part, the writer wants to review related literature from many sources that has relationship with the study. It consists of the nature of reading, definition of reading, reading activities, basic reading comprehension skills, teaching activities related to reading comprehension, reading material, the nature of poetry, the relationship between poetry and reading comprehension, the advantages of using poetry in teaching reading, analytical exposition text, and review of previous study.

2.1 The Nature of Reading

Reading is one of the best ways to learn a new language. In daily life, reading skill always apply every day in order to get information. Reading as one of the English skills placed important aspect in daily life. A person must read well if he is beginning his experience, develop new concepts, solve problems, and acquire up-to-date ways of thinking. A person who wants to get much information can find it from many sources such as books, magazines, newspaper, poetry, etc. By reading, they can improve their knowledge, vocabulary, and stimulates themselves to communicate with other people.

English is one of the international languages that are mostly used by almost all development countries in the world. According to the 2004 Curriculum, “The goal of reading instructions at school is to comprehend the materials of English in various texts” (Depdiknas, 2004:5)

2.1.1 Definition of Reading

Reading is meaningful interpretation of printed or written verbal symbols (Harris, 1972:3). It means that reading is a process of building up the meaning as the concepts are used by printed words. Thus, reading activity involves sensing, perceiving, achieving, meaning, and reacting in a variety of ways.

Moreover, reading is an active process, self-directed by the reader in many ways for many purposes (Gibson and Levin, 1978). It means that reading as a process of understanding the information and ideas involves an interaction between thought and language.

From the explanation above, the writer can assume that reading is a kind of process that involves some aspects in it, such as readers’ language skills and knowledge of the word. The writer also think that in teaching reading, the teacher should help students to be able to decode language to think, interpret the written symbols and use their thinking to comprehend a text in order to answer the question from the text.

2.1.2 Reading Activities

According to Brown (2001:315), there are three reading activities, they are:

a. Pre-reading activities

Pre-reading activities is the activity done before reading materials. There are some activities in pre-reading activities for instance spends some time introduce the topic, guess the meaning of the text, and to find the difficult words from the text. Students can get their ability and skills to a text when they have been known a opportunity to “ease into” the course.

b. Whilst-reading activities

Whilst-reading activity is the main activity in teaching learning process especially in reading. There are several activities prepared in the phase because aimed to figure out the text. In activities of whilst reading activity will identify the main idea, to find the detail from the text, and discuss the generic structure. Not all reading is basically extensive or universal reading. There may be definite the data that students should get a note whereas they interpret.

c. Post-reading activity

Comprehend the questions is one of the activity that is suitable for post-reading activity. Some activities in post-reading are reflecting on vocabulary study, identifying the writer’s purpose, discussing

the writer's reason, investigative grammatical structures, or steering students toward a follow up writing exercise.

2.1.3 Basic Reading Comprehension Skill

The main element in reading comprehension is the understanding. According to Tay (1979:7) in her article "Teaching Reading Comprehension" the basic reading comprehension skills that can reasonably be expected from students in a school are:

1. The ability to recognize the main idea of a reading selection

In doing reading activities, the students should first find out the main idea of the text before they start noting the detail.

2. The ability to note details

Details relate to a main idea by adding some type of information about it. They may explain, illustrate, define or describe the main idea.

3. The ability to summarize and organize the idea

If a reader has mastered this skill, he is able to see interrelationships among the ideas in reading selection.

4. The ability to follow the sequence of ideas

If a reader has mastered this skill, he is able to relate in proper order, usually from the beginning to the end the various steps of a process or events in a story.

5. The ability to predict and anticipate outcomes

If a reader has mastered this skill, he is thinking the author and reading has become a thinking process for him.

2.1.4 Teaching Activities Related to Reading Comprehension

Reading activity is not only a process interpreting written or printed verbal symbols but also involving meaning itself. Because of this reason, reading is not only related with the words on the passage but also connect the reader to making communication with the author.

Reading is a challenge, and when done successfully, it is an adventure, which involves two persons, the reader and the author. The reader must carry on a silent conversation with the author, asking what he is saying, questioning his reasons, and approving or disapproving of the reader's mind to meet the mind of author and to grasp the meaning of his thoughts.

The aim in teaching reading is to make the students able to comprehend the reading texts and steps to develop the rhetoric in written text (Depdiknas, 2004a:20). Therefore, the students should have competence in comprehension. Comprehension is the ability of perception or understanding.

As a teacher, we should help the students to concentrate in the process of reading activities, because their concentration will become their total prior experience and learning on the task. The students' attention and knowledge should be focus in order to arouse their expectations of the text.

There are some steps that should be considered to improve reading comprehension from Miller et. Al. (1981:7). They are:

1. Attention is an absolute prerequisite to intensive mental impressions.
2. Interest is the power to give a lot of attention in the content of reading.
3. Purpose contributes greatly to the amount of attention long enough to establish the vivid impressions which contribute so much recall abilities.

To revive the students' motivation in reading, teacher should be able to create foster, and maintain motivation. To do these effectively, they must develop some understanding of the motivation. Having a purpose for reading is a part of effective motivation when the students read to get some information. The point that they read will effect upon their comprehension.

2.1.5 Reading Material

Material is general term covering all things a teacher may use to help students learn what they need to learn. Some materials that can be used in reading are textbooks, paperback, books, magazines and newspaper, poetry, novel, and all any reading sources available in the world. The choice of materials from all these types depends on the students' needs and the content objectives to be learned.

The choice of material is a big decision because it is usually the materials, which determine the vocabulary, language structures, and concepts, which make up the reading program. The teacher's use of the materials will influence the learning outcomes more than anything else in the classroom, but the materials themselves will limit or expand the learning opportunities of the students. Materials are tools and as such they must be appropriate and sharp so that the users of them, the teachers and the students, may obtain the best possible result.

According to Thonis (1977:193), there are three criteria of selecting material for reading; they are language, the instructional content, and the cultural impact of the materials. It is also supported by Hittleman in Handayani (2001:18) who states that to select the material wisely, teachers or others must (a) know the students reading needs, interest, and abilities, and (b) have knowledge of the materials and the appropriate difficulty levels of books.

2.2 The Nature of Poetry

Poetry (from the Greek ‘poiesis’, a “making” or “creating”) is a type of art in which words is used for its artistic and suggestive character in addition to and its supposed sense. Poetry may be written in parallel as distinct verse, or may happen in coincidence with other arts, as in poetic dramas hymns or lyrics. Poetry is individual. It can handle the senior high student in exciting places still being created. One way to handle the challenge, for some students, is denial. Here is useful program to acquire your students involving completely to poetry.

(<http://en.wikipedia.org/wiki/Poetry>)

2.2.1 Interpreting Meaning of Poetry

In this research, the teacher uses narrative poetry and lyrics poetry. The teacher uses the simple one, because if the poetry is difficult to be understood by the students, so it can work. Usually, the theme or the topics is near with adult problems or interest. Friendship, love, and nature are the most topics that the teacher often uses.

1. Genre. What is the category of the verse? (Love sonnet, rap, satire, ode, free verse, etc).
2. Tone and Diction. What is the verse’s tone of accent or variety of emotion? Often, we talk about the nature and sense by using adjectives. One tone might dominate, but most of the best poems cover up a range of slight emotions.

3. Intention. What do you think is the poet's aim? What things does he or she needs to create? Tone, accent (word choice), and type can help you decide this question.
4. Themes. Why do characters or the poet-speaker perform as they do? make a note of thematic repetitions, patterns, and/or oppositions. What do they inform us as regards the messages of the poem?
5. Period / Historical / Aesthetic. How does the effort to show the period? What the interpretation does it compose on the public of its time? Do you identify some allusions to other texts or to myth? What world-view does the poem advance? What views of the use of poetry, of the poet's purpose, and of the thoughts are existing or implied in the text?
6. Response: Which passage in the verse do you answer to most powerfully and why?

2.3 Analytical Exposition Text

a. Definition of Analytical Exposition

Analytical Exposition is a text that combines the writer's thought about the phenomenon surrounding. Its common purpose is to influence the reader that the idea is the main issue.

b. Generic Structure of Analytical Exposition

1. Thesis : Introducing the topic and indicating the writer's position

2. Arguments : Explaining the arguments to support the writer's position
 3. Reiteration : Restating the writer's position
- c. Language Features of Analytical Exposition is using simple present tense.

(www.poetrydoctor.org/poetrylesson.htm)

2.4 Relation between Poetry and Analytical Exposition Text

Making the students understands the reading material is not an easy job. To understand an analytical exposition text, there are some keys that we use in reading analytical exposition text. Here the generic features of an analytical exposition text:

1. An analytical exposition focuses on general human being and non human participants.
2. It uses psychological processes. It is use to state what the author or narrator thinks or feels in relation to something. For example: realize, feel, etc.
3. It uses emotional and evaluative language.
4. It often requirements material processes. It is used to state what happens, e.g.has polluted... etc.
5. It usually uses Simple Present Tense and Present Perfect Tense.
6. Enumeration is sometimes needed to explain the list of given influence: Firstly, secondly...., Finally, etc.

(www.newsessay.com/12/12/2009)

To read poetry, we also have to pay attention to some points. Poetry can be divided into three parts:

1. The Stanza: a group of lines set off from the other lines in a poem.
The poetic equivalent of a paragraph.
In traditional poems, the stanza usually contains a unit of thought, much like a paragraph.
2. The line: a single line of poetry.
3. The foot: a syllable or a group of 2 or 3 syllables. Typically a foot will contain a stressed and an unstressed syllable.

www.poetrydoctor.org/poetrylesson.htm

Based on the explanation above, poetry can be used as supplementary material in teaching reading of analytical text. It is because there are some points that have relation between poetry and analytical exposition text. As we know, poetry was written because of many reasons. It could be because of the feeling, phenomenon that happens, or the writer wants to give their arguments about something. It is the same with the characteristic of analytical exposition. In analytical exposition text, the writer gives arguments to the reader about something.

So that is why, poetry can be used as supplementary material in teaching analytical text. By using poetry, the students can increase their motivation in learning to read. We have to remember that in teaching reading, the material that the teacher used should be interesting for the students in order to improve their reading skill.

2.5 Review of Previous Study

This review of previous study is made to avoid replication of the study. In the previous study is mentioning the using poetry as supplementary material to teach reading in analytical exposition text. The researcher was find some previous study related to this research. First study was conducted by Andrew Finch (2001) entitled “Using Poems with Pictures to Develop Vocabulary and Reading Skill for Elementary Students”. He used classroom action research as the research method to develop the students’ skill in vocabulary and reading with performance read their poems. He used purposive sampling which purposely choose the subject he considered having problem. The subject of this study was the elementary students. He socialized the method in the first of teaching learning process. The result of his study showed that there were developing the skill of his students using poems and pictures as the material.