CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter will present the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings.

2.1   Reading

The following describes definition of reading, kinds of reading and the importance of reading. For kinds of reading are divided into two types. In this study, the researcher takes those types which are suggested by Brown.

2.1.1   Definition of Reading

Reading is an essensial part of daily life. We fulfilled many life needs through reading. We read to meet the practical demands of everyday living. There are a lot of definitions of reading. Some of them say reading is the process to get, to understand, to catch, to extract the meaning from a written or printed text. According to Nunan (2004) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that there is a process when the reader is reading a text. The process is combining information from the text and person background knowledge to catch the information.

Smith & Elley (1997) point out that reading is an active cognitive process whereby the reader interacts with a text to produce meaning. In addition, Nuttal (1996) stated reading meant getting out of the text as nearly as possible the

message the writer put into it. As the readers, we should be able to interact with a text that we read to produce the meaning, so as a reader we can catch the message on the text that writer put into it.

2.1.2   Types of Reading

Several types of reading may occur in a language classroom. As suggested by Brown (1989) types of reading can be outlined as follows:

1)   Oral Reading

Nuttall (1996) argues that, when reading aloud, learners may focus their attention on pronouncing the words correctly but not on the meaning of the text. She also argues that it is not a practical classroom strategy because only one learner can read at a time. Oral reading also serves a very valuable source of assessment information for teachers and for students themselves. When they read aloud, students become aware of any word identification problems and look for ways to correct them. By listening to a student's oral reading, a teacher can gain valuable insights into the student's word identification strategies and the degree of that student's fluency.

2)   Silent Reading

Hopkins (1997) argues that silent reading offers learners opportunities to read texts at their own speed. In addition, silent reading can also build learners' confidence in their abilities to work and understand through a text independently. In this sense, silent reading is seen as a strategy that prepares learners for life-long reading. The silent reading is divided into two kinds, those are:

a)   Intensive Reading

Brown (1989) explains that intensive reading is to call attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself.

b)   Extensive Reading

Brown (1989) explains that extensive reading is carried out to achieve a general understanding of a text. Extensive reading involves reading of large quantities of material, directly and fluently. It may include reading reading simply for pleasure or reading technical, scientific or professional material. This later type of text, more academic, may involve two specific types of reading, scanning for key details or skimming for the essential meaning. A relatively quick and efficient read after scanning or skimming, it will give a global or general meaning.

2.2   Reading Comprehension

The following describes definition of reading comprehension, purposes of reading comprehension and the level of reading comprehension. It is important to be known in order to we understand about comprehending in reading. It will describe as follow:

2.2.1   Definition of Reading Comrehension

In Wikipedia, reading comprehension is defined as the level of understanding of a text or message. This understanding comes from the

interaction between the words that are written and how they start knowledge outside the text or message. Comprehension is an active process that making meaning from text. So, the researcher can conclude that reading comprehension is the act of understanding what you are reading. Learning to read means learning to pronounce words, identify words and get their meaning, and bring meaning to a text in order to get meaning from it.

2.2.2   Purposes of Reading Comprehension

Reading is one of the most important academic tasks faced by students. Strategies designed to improve reading comprehension that may have any number of purposes. According to Martin (1991) the purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand. In addition, Grabe and stoller (2002) points out that reading purposes can be classified under seven main headings. Reading is to search simple information, skim quickly, learn from text, integrate information, write for searching information needed for writing, critique text and reading for general comprehension. Nuttal (1996) states that people reading indifferent ways for different purposes. It means that people have different purposes when they are reading.

2.2.3   The Level of Reading Comprehension

Reading comprehension involves two levels of processing, shallow (low-level) processing and deep (high-level) processing. Deep processing involves semantic processing, which happens when we encode the meaning of a word and

relate it to similar words. Shallow processing involves structural and phonemic recognition, the processing of sentence and word structure and there associated sounds. This theory was first identified by Fergus I. M. Craik and Robert S. Lockhart (Adopted from wikipedia).

2.3   Task

Task is one of important element in classroom teaching. So, in this study, the researcher describes the concept of task, types of task, text-based task, and previous study. It will describe as follow:

2.2.1. The Concept of Task

The concept of task has recognized an important element in classroom teaching and making learners' assessment and designing course syllabus. There are two types of tasks, those are one is called real world or target tasks, and second is called pedagogical tasks. Real world or target task concern to use of language in the world beyond the classroom. Pedagogical tasks are such tasks that occur in the classroom (Nunan, 2004).

Long (1985) defines that a target task is:

"A piece of work undertaken for oneself or for others, freely for some reward. Thus examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighting a patient, sorting letters, making a hotel reservation, writing a cheque, finding a street destination and helping someone across a rood".

From the definition above a task is a piece of work which is done by anybody, for anybody, either for free or for reward. In a way what we do in everyday life can be termed as a task.

The other hand, When linguistics are transformed the tasks from real world to the classroom, tasks become pedagogical in nature (Nunan, 2004). Richards (1986) defines pedagogical task in the following way:

> "An activity or action which is carried out as a result of processing or understanding a language: (i.e. as a response) for example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as task. Tasks may or may not involve the production of language. As tasks usually required the teacher to specify what would be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative. Since, it provides a purpose for a classroom activity which goes beyond the practice of the language for its own sake".

From the definition above, the researcher can define a pedagogical aspect of tasks where task is explained in terms what the learners will do in the classroom rather than outside the classroom.

2.2.2. Types of Task

1) *Creating expectations*

This task types help learners approach texts actively. Learners predict elements of context or content by using visuals, title, and key lexis, the continuation of a story.

2) *Responding to open-ended questions*

It is important that the question cannot be answered without real comprehension. It is merely through using of grammar or syntax.

3) *Questions asking for facts*

This type of task consists of oral answer, underline the answer in the text, identify the section where clues can be found.

4) *Questions asking for feelings/attitude*

It can be oral answers, learners' use of facial expressions or gestures, learners' choice of teacher's alternative facial expressions or gestures.

5) *Filling in grids*

In this task types, learners complete grids with information about people, animals, places or objects mentioned in the text and facts or feelings regarding characters involved in a story.

6) *Following instructions*

Learners use the instructions or clues offered in the text to make a simple object such as a paper hat, draw a shape, object, route on a map etc, add missing elements in a given picture, and solve a mathematical problem or a logic quiz.

7) *Key-lexis recognition*

This type of task aims to strengthen selective reading or listening. Learners are asked to indicate the lexical items that they think are more important by underlining when reading. The teacher tells a short story that some of the original key words have been replaced by ones which do not make sense in the context; learners have to identify those words.

8) *Choosing*

Here learners are not asked to respond of using language or gestures, but to select among given options. The most common task types are multiple choices, true or false and odd one out. Difficulty can be manipulated by changing the number of options given. It is important that the incorrect options are not distracting, and the choice of the correct option clearly indicates comprehension, or hints at the nature

of the learners' problems. The options can be sentences, phrases or lexis expressing facts or feelings or attitude, visuals depicting shapes, objects, animals, people, facts, feelings, attitude, alternative titles, text-types, sources of texts, or contextual elements, words exemplifying different sounds or stress patterns.

9) Matching

Learners are given one or more texts and asked to match ingredients to recipes, feelings or attitude to characters, objects or animals to their owners, texts to text-types, and words in the text to other given words.

10) *Re-ordering and sequencing*

This type is suited to raise or check awareness of text organization. Learners can be given the jumbled sentences or paragraphs to create a text, visuals depicting a story to put in order beforeor while reading or listening to the story.

11) *Counting and repeating*

Elements of content or context, learners are helped to read or listen selectively, learners count the people, animals, objects or places mentioned. Phonological aspects, learners see that words are not always pronounced clearly and they are usually 'squashed' into each other. Play (or say) a short phrase and ask learners to count how many words they have heard. Stop the tape and ask learners to repeat the last phrase. First ask for the phrase in 'ideal' form (i.e. pronounced very clearly), then ask them to repeat it as it was pronounced by the speaker.

From those types of task above, the researcher takes one of task types, that is choosing. The reason of choosing this type is to make easy the researcher when input the data.

2.4   Text-Based Task

In this paper, tasks are described as text-based tasks. According to Willis (1996) text-based tasks use texts as a starting point. Texts in this study refers to the reading texts in the *Easy Way to English With Tito* course book and *Challenger* as students workbook, which is currently used at the elementary school that is chosen by researcher for doing in this study. Willis (1996) further mentions that texts allow learners to use the target language. Thus, with text-based tasks, learners must interpret the meanings within the text. Based upon Willis' (1996) framework of TBL, the text-based lessons designed for the experiment include pre-task (before the reading), in-task (while reading), and post-task (after the reading) tasks. Willis' (1996) framework has three stages: pre-task, task cycle, and language focus, which are shown in figure 1 below.

Pre-Task

| Teacher explores the topic

Students note down useful words and phrases, spend time preparing for the individual task |
|---|

Task Cycle

Task	Planning	Report
Students do the tasks in pairs or small groups

Teacher monitors and encourages communication | Students prepare to report to the class

Teacher provides language advice | Students present reports

Teacher acts as a chairperson and provides feedback |

Language Focus

Analysis	Practice
Students examine and discuss features of the text	Teacher conducts practice of new words,

enter new words or phrases	phrases
Teacher reviews and analyses the activity	Students practice the task

Figure 1 : *Willis' TBI (1996) framework*

Aim of these text-based task activities for developing reading comprehension are to make learners aware about reading as a skill and think about the process of developing reading comprehension through text-based task activities. Literature survey shows that text-based-task activities are best way to learn and develop reading skills of the learners, because learners are required to take part in a number of meaningful activities with different task. Learners learn the target language more effectively when they are exposed to meaningful task-based activities (Willis 1996; Ellis2003 and Nunan 2004, cited in Khand and Memon, 2008).

2.5   Previous Study

Many studies have shown that the learners-centered in teaching and learning process assists learners to improve and comprehend every aspects of teaching English than teacher-center. A study of people in Pakistan found that the text-based task activities provided learners with active role of participation as compared to the lecture method. The task-based activities provided more opportunities for participation and interaction with peers, material and the text, which was reportedly liked by learners. Learners liked the way to develop their reading skills through text-based-task were designed because they helped them invest their own efforts in the learning process.

And experiments of Hustijn and Laufer (2001) showed that the task of composition with incorporated target words produced best retention results, and the task of reading comprehension plus filling in target words produced better results. These findings have difference with Valerija Marina's journal (2006), in her journal found that the essential features of a connected text was helping students to raise their awareness of its structure and organization and to develop reading comprehension skills. In addition, Khand and Memon (2008) showed that learners were some extent successful for developing their reading skills through exploiting these different text-based-task activities in the classroom.