

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching of Reading

There are many considerations in teaching reading. Teaching reading is difficult work. Teacher must be aware of the progress that student are making and adjust instruction to the changing abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and to learn. Discussing new words and concept with students before reading a text is generally helpful. It helps to activate prior knowledge and improve comprehension. Asking students to tell everything they know about a topic is a useful way to begin to get students to activate their prior knowledge.

2.2 Aims of Reading

A Student may read for many purposes, and purpose help to understand more what is read by people. If he is reading for pleasure or reading fore pure recreation and enjoyment, he may read either quickly of slowly based on the way he like or feels. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it very slowly and carefully.

According to (Grabe, 2009) There are seven aims of reading.

- a. Reading to search for simple information is reading to search typically scan the text for a specific word, or a specific piece of information, or a few representative phrases.
- b. Reading to skim quickly is reading for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.
- c. Reading to learn from texts is reading in which a person needs to learn a considerable amount of information from a text.
- d. Reading to integrate information is the reader can decide what information to integrate and how to integrate it for the reader's goal.
- e. Reading to write (or search for information needed for writing)
- f. Reading to critique texts. Both reading to integrate information and reading to critique texts require abilities to select, critique and compose information from a text.
- g. Reading for general comprehension is requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas.

2.3 Reading process

Reading activities are about all activities that readers do while reading, from the beginning to the end. Since reading is a process not a product, it is necessary to pay attention to the reading process. That is

because the successful of reading depends on the process that done by readers. According to (Brown, 2001), there are three phases in reading process, those are: Before reading, During reading and after reading.

2.3.1 Before Reading

It is better for students to create positive attitude in their minds toward the text before reading (Abbott, 1981) .Teacher should help students in activating their schemata. Teachers who spend even a few minutes linking student's background knowledge or activating schemata to the text they are about to read, improve their students' understanding of the text (Klingner, 2007). Therefore, it is important for teachers to create a context for students that facilitates comprehension by identifying key concept, ideas, and words and then to pre-teach them, especially when reading expository text. Some activities before reading as follows:

1. Set a purpose for reading

Good readers are they who know their reading purpose, so teacher should encourage students in setting purpose.

2. Motivate students to read

Motivation is needed in reading process. To motivate students to read, teacher could provide interesting and challenging reading passage.

3. Pre-teach vocabulary and concept

Unknown vocabulary and concept can be disturbance for students while reading. Giving vocabulary pre-teaches is essential for students because it can help students in understanding the text.

4. Links students' background knowledge and experiences with the reading

Teacher is expected to help students in activating their background and experiences. If students can bring their knowledge into the text that is being read, they will comprehend the text easily.

5. Related the reading to students' live (connection)

Teacher has to make connection between student's live or experience with the reading text. Realizing the text with the real world (students' live) makes students aware of what they read.

6. Building students' knowledge of the text features.

Knowing the text feature is important for students. Teacher should explain the text feature before students go on their reading activity.

2.3.2 During Reading

In this phase (Klingner, 2007:108) suggests some activities that teacher should do in assisting students to do reading comprehension, these are as follows:

1. Encourage students to monitor their understanding while they read and to make notes of difficult words, concept, or ideas.
2. Ask students question during reading to guide and focus their reading.
3. Focus students on aspects of the text that require inferences.
4. Ask students to summarize the main idea of passages as they read.
5. Remain students to consider prediction made prior to reading and confirm, disconfirm, or extend them.

6. Give students opportunities to respond to, and elaborate on, what they've read.
7. Allow students to formulate question about what they've read and then to answer those questions.

The most important thing for students to implement while they are reading is assisting them in monitoring their understanding. Asking some questions related with the text, such as: “ Who is the main character in this story?” and many others questions. By asking question, students will think about the answer and it forces them to really understand the text.

A paragraph will often, but not always, has main idea or key sentence. This is often only the generalization or summary, exemplified in other sentences in other paragraph. It helps reader to understand the text if he can identify the topic sentence. So, asking about the main idea also can be done by teacher to stimulate students' though about the text.

Predicting or guessing is needed while students face unknown word in the text. (Brown, 2001) proposes that students have to guess if they are not certain about the meaning of a word. Students can guess the meaning from the context to infer the content of the text.

2.3.3 After reading

In this phase, the teacher evaluates students' comprehension by checking the students' answer. However (Abbott, 1981) affirms that checking on the reading activity is the first step. Teacher can exploit learners' experience in reading by means of further activities. For example, teacher

may now consider it valuable language work to deal with some of unknown words which teacher had deliberately chosen, not to consider at pre-reading stage.

The teacher can also ask students to summarize or hold a presentation. Beside evaluation, the teacher could exploit the reading text. For advance level, students can be encouraged to relate content to their schemata or knowledge and evaluate it in light of their own knowledge or experience.

2.4 Reading comprehension

There are a lot of definitions of reading. Linguists give definition about reading. According to (Grabe, 2009) stated that Reading is understood complex combination of processes. There are ten processes included those are a rapid process, an efficient process, a comprehending process, an interactive process, strategic process, a flexible process, a purposeful process, an evaluative process, a learning process and linguistic process. Reading is comprehension when reader's purpose is to be understood what actually the writer's idea is. Reading is interactive process. It is interaction between reader and writer. The interaction is from the text itself that provides information about what the author's intension. Reading is strategic process means that reading requires skill and processes that call out for effort of reader to select key information, monitor comprehension etc.

Comprehension occurs when reader extracts and integrates various information from the text and combines it with what is already known. Readers require skill and strategies in extracting and integrating information.

It is in line with (Grabe, 2009) that highlights that reading comprehension is primarily a matter of developing appropriate, efficient strategies. Hence, reading comprehension will be successful when the reader knows which skill and strategy is appropriate for the type of the texts and understands how to apply them to accomplish reading purpose.

Reading comprehension is highly demand of concentration because it is multi component, highly complex process that involves many interactions between readers and what they bring to the text itself (Klingner, 2007).

Based on the definition of reading comprehension above, it is obvious that reading comprehension needs strategy to be built in readers' mind to make easier in extracting the meaning of the text. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge and fluency.

2.4.1 The principle in teaching Reading

Related to the teaching reading (Brown, 2001) proposes that there are 8 principles in teaching reading as follows:

1. Make sure that students have enough time to read

Students who are already literate in their mother tongue do not always have a good ability while reading the second language text. For that reason, teachers ought to ensure that students have enough time to do extensive reading to improve their ability.

2. Use technique that are motivating

Students like something interesting. Teachers are expected to be creative in providing teaching technique.

3. Balance authenticity and readability in choosing text

Authenticity here means text which is provided by teachers is about the real world. While the readability deals with the easy of text that can be read and understood. When a text has a lot redundancy, it will be easier to be understood rather than text which has less redundancy. Text which consists of difficult grammatical structure will make students feel lazy to read it. So, teachers should be able to choose the right text based on the students level.

4. Encourage students to develop reading strategies

Since strategies play crucial role in reading activities, teachers have to guide the student before, during and after reading. Teacher can be a model first, and then students will follow it later. Therefore, student will be able to do it independently later on without teachers' guide.

5. Include both bottom-up and top-down technique

Some students prefer to use bottom-up technique, but some others prefer to use top-down. Unconsciously, most of students use both of them spontaneously.

6. Follow the SQ3R technique

The SQ3R (survey, question, read, recite, review) is effective series procedure in approaching reading text.

7. Subdivide the technique into three phases: Pre-reading, during reading and after reading. If reading activities are done chronologically (pre-reading, during reading and after reading), it will get better result of understanding.

8. Build evaluation about the technique

Reading is receptive skill; it means that it is unobservable. So, teachers have to evaluate students' ability through some ways, like oral, retelling, summarizing and so on.

2.4.2 The important of teaching reading strategies

As the role of reading is very important for students, they have to be good readers. While good readers are they who are strategic readers who can activate their schemata while reading. It is really different with poor readers who have less motivation, lack of decoding, are not aware of their strategies and seldom in doing self evaluation.

As long as students' purpose is to comprehend text, they have to struggle in constructing the meaning or the author's intension. The problem is that most students are not aware of using right strategies for their reading. That's why, teacher are needed to guide students in applying appropriate strategies. Teachers should acquire an understanding of the complexity process of reading in order to accommodate students' different in acquiring this receptive skill. If students' awareness is developed, soon their self-monitoring will also develop. (Klingner, 2007) points out that student will be able to improve their comprehension if teacher:

1. Teach strategies that documented as effective in developing reading comprehension.
2. Design effective instruction both principle of direct instruction and strategy instruction.
3. Provide modeling, support, guiding instruction, practice and feedback.
4. Monitor students' progress.

By knowing the importance of teacher as instruction to guide students, thus teacher should apply appropriate instruction to teach reading strategy for improving reading comprehension.

2.5 Transactional strategies instruction

Transactional Strategies Instruction is kind of teaching method to help students comprehend text well. According (Klingner, 2007), This is applied by the teacher through present and explain those strategies what, when and how to apply those, then model and guidance students to apply those six strategies while they are interacting with text and learning content during reading process. Transactional Strategies Instruction is an method to teach reading comprehension by modeling six strategies (Predicting, questioning & answering, Visualizing, Seeking clarification, responding to text based on prior knowledge, and summarizing).

The term transactional here is used to emphasize First, Readers are taught that meaning not only on the text, but engage them link to the student knowledge about what they already know with the topic. Second, the students are engage to find out the text meaning through transaction between group

member rather than being found by individual. Third, to find out the text meaning through transaction between teacher instruction and student use strategies together to read and comprehend the text.

Transactional strategies Instruction consists of three phases: explanation and modeling, practice and coaching, and transfer of responsibility.

(1) Explanation and modeling

It is better to make posters or displays for each strategy and post them on the wall where students can see easily. Teacher selects strategy to teach. Teacher defines and explains the selected strategy to students and models its usage. Teacher also explains why strategy is helpful and when it might be most appropriate to use.

(2) Practice and Coaching

In this phase, teacher provides students with opportunities for guided practice and feedback. The teacher coaches as necessary, possibly asking questions, such as: What do you do next? How is the strategy helpful? During this phase, the teacher provides students with practice in implementing the strategies as well as selecting which strategies to use and when it should be used.

(3) Transfer of responsibility

While students become proficient strategies users, they can use various strategies while reading, monitoring their understanding and discussing the meaning of text in small reading groups. The teacher

continues to coach them as they use various strategies as they work in their group.

In the second phase (Practice and coaching), the teacher has to guide students about six strategies that are important for supporting their reading comprehension. Those six strategies are: Predicting, questioning & answering, visualizing, seeking clarification, responding to the text based on prior knowledge, and also summarizing.

2.5.1 Predicting

Predicting is one of the strategies that is taught to students.

Predicting involves finding clues in the structure and content of a passage that might suggest what will happen next. Predicting activates prior knowledge and motivates students to continue reading the passage to determine whether their predictions are correct or not. Predicting is usually done in before reading and during reading. To learn this strategy, students are instructed to use the title to make initial prediction about the story and then to use clues in the story to make additional predictions before reading each new paragraph. Students are allowed to share prediction with one another. Below are the explanation of what students should do and also the way how to teach this strategy:

What students do:

Students predict about what they will learn or what they can learn. During reading, they can modify their prediction if they choose. After reading, they can verify if their prediction were correct.

How to teach this strategy:

- Ask students what they already know about the topic.
- Teach students to read the title, and look at headings before making predictions.
- Ask student what information they used to come up with their prediction.
- Have students modify their predictions as they learn new information while reading.
- Teach students to check the accuracy of their predictions after reading.
- Ask students to think about how helpful it is to predict.

2.5.2 Questioning & answering

This strategy can be done by asking question to the student or encourage the students to make their own question and expect them to answer their own question during reading activity. Generating question allows students to self-test their understanding of the text and helps them to identify what is important in the story. To come up the question , students are instructed to select important information from the paragraph and use the words who, how, when, where, and why to make up question.

What students do:

Students answer question about the passage. The teacher may ask question about the text at key points during and after reading. Or students

may generate questions either before reading or during reading, about key points. Students identify the question-answer relationships and answer the questions based on.

How to teach this strategy:

- Teach students to identify different types of questions and the strategy for finding the answer to each.
- “Right there”- Find the answer in one place in the book.
- “Think and search”- Find the answer in more than one place in the book.
- “Author and me”- Find the answer in the book and in your head.
- “On my own”- Answer the question using what you already know about the topic.
- Teach students how to generate questions using these same question types.

2.5.3 Visualizing

Visualizing is a strategy in which students make a mental imagery toward the text. This strategy is usually done before reading and during reading. In before reading, students can try to visualize the text by looking at the title. During reading, students can visualize what happens in the story from the beginning, middle to the end or what is told on paragraph. The text which is completed by picture makes students easier in making mental imagery.

Below are the explanation of what students should do and also the way how to teach this strategy:

What students do:

Students construct mental image that represent text content.

Extension: Students construct graphic representation of their mental images.

How to teach this strategy:

- Teach student to visualize the content in a passage or image what is happening.
- For stories, have students visualized each of paragraphs what happening at the beginning, middle, and the end of the story?
- For Informal text, have students think about key words and visualize the content they are learning.
- Ask students to explain their images.
- Extension: Have students draw diagrams or pictures to represent their visualizations?

2.5.4 Seeking clarification

Seeking clarification involves discerning when there is a breakdown in comprehension and taking steps to restore meaning. This strategy assures that the passage will make sense to the reader. To learn this strategy, students are instructed to be alert to occasions when they are not understanding the meaning of text, and when this occurs to process the text again. For instance, if a word did not make sense to the student, he or she would be instructed to try to define the word by reading the sentences that precede and follow it. Students are taught to attend to words such as or, which may signal the

meaning of an unfamiliar word, and to be certain they know to what referents such as her, his, it, and they refer to. If, after rereading the passage, something is still not clear, students are instructed to request assistance. Below are the explanation of what students should do and also the way how to teach this strategy:

What students do:

During reading, students monitor their understanding. When the text does not make sense, the students select a strategy to help clarify the confusing text.

How to teach strategy:

- Teach students to check their understanding while reading. At first, frequently ask students, “Does this make sense?” Encourage students to do the same.
- Teach students to select a strategy to use to fix comprehension when breakdowns occur. These can include: Ignore and read on, guess using clues from the context, reread for clarification, look back in the text for clues that can help.
- Ask students to explain why they selected the strategy they did, and if it helped.

2.5.5 Responding to the text based on prior knowledge

Good readers are they who can activate background knowledge. It means that activating background knowledge is very important to

comprehend the text. This strategy is usually done before reading. Before reading, teacher encourages students to activate their background knowledge or prior knowledge. Student who has background knowledge about given text will be easier to understand the text rather than students who does not have background knowledge at all. Below are the explanation of what students should do and also the way how to teach this strategy:

What students do:

Students make connection between the text and their background knowledge and personal experiences.

How to teach this strategy:

- Ask students to tell how the information from the passage relates to their own lives whether they have ever heard or not.
- Ask students how the information might be important to them and how it might help them.
- Encourage student to discuss their ideas with one another, ask how considering different points of view can broaden their knowledge.

2.5.6 Summarizing

Summarizing is usually done after reading. The summary should contain only the most important ideas and should not include unimportant details. Summarizing can improve understanding and memory of what has read. Before doing summarizing, students are instructed to locate the topic sentences of a paragraph. If there is no topic sentence they are taught to make

up their own topic sentences by combining the sentences they have underlines as containing the most relevant ideas. Student are then instructed to located the most important detail that support the topic sentence and to delete what unimportant or redundant. Finally, they are instructed to restate the main idea and supporting detail in their own words. Below are the explanation of what the student should do and also the way how to teach this strategy:

What students do:

After reading, students summarize the passage. For informational text, they restate the most important ideas. For story, they retell the story.

Extension: For expository text, students identify the text structure (e.g, compare and contrast, sequence) and use this structure as a way to organize summaries.

How to teach strategy:

- When retelling a story, have students describe the setting, characters, problem, events (in order), and the solution?
- Tell the student to summarize belong to generic structure of the text briefly to take the point.
- Determine the main idea for each paragraph to make the summarization.

2.6 Narrative text

There are a lot of text type in English culture, such as descriptive, narrative , recount, etc (Anderson, 2003). Narrative text is kind of text that

tells a story and in doing so, entertains the reader or listener. Therefore narrative text is one of the text types that must be learned by students.

Narrative text is a text which an agent tell a story in a particular medium, such as : language, imagery, sound, buildings or combination. To know further about narrative text, teacher should know the generic structure and language features of this text.

2.6.1 Feature of Narrative

According to (Anderson, 2003), the features usually found in narrative are:

a. Generic structure of Narrative text

1. Orientation

Orientation provides the background of the information needed to understand the text such as: who is involved in the story, where did the action happen and when did it happen.

2. Complication

It is show the problem which disturb the normal life of the characters and causes a sequence of interesting events

3. Sequence of events

It is triggered by the complication and may include:

- A description of events as they happen: First/ next/ later/ after...
- Sequence of event particular to each other: While/ as/ meanwhile/ when.
- Further complication and resolution

4. Resolution

It is the climax or ending where the problem is solved

b. Language features of narrative text

There are some language features according to (Anderson, 2003), they are:

1. Specific characters

Narrative texts usually use specific characters to determine the term “who” and “what” in the story (e.g. Cinderella, prince, Frog, etc).

2. Time words occurred

Time words are used in narrative text to connect events telling when they occurred, they are used to describe a series or sequence of the story (e.g. Once upon a time, one morning, in a beautiful day, etc).

3. Action verbs

Action verbs are used to show the action that happens in the story, they usually tell about how something occurs in the story, past tense is usually used in narrative text (e.g. walked, slept, cried, etc).

4. Descriptive words

Descriptive words are used to describe the condition or situation about something or someone (characters and setting), e.g. beautiful, ugly, cruel, etc.

2.6.2 The example of Narrative text

There are many kinds of narrative texts such as fairy tales, fables, legends and many others. Every narrative text has generic structures and language features. Commonly, the generic structure of narrative text consists of orientation, complication and resolution. While the language features of narrative texts consist of the specific character, time words occurred, action

verb and descriptive words. Below is the example of narrative text entitled “Cinderella”. Cinderella is one example of fairy tale.

Tittle	Cinderela
Orientation	<p>Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.</p>
Complication	<p>One day, the two step sister received an invitation to the ball that the king’s son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and went away the sisters to it. Cinderella could not help crying they had left. “Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I want so much to go to the ball” said Cinderella. “well” said the godmother, “you’ve been</p>

	such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”.
Sequence of events	Magically, the fairy god mother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s raged dress with her wand, and it become a beautiful ball gown. Then she gave her a pair of pretty glass slippers.
Event 1	“Now, Cinderella”, she said; “you must leave before midnight”. Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She dances again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.
Even 2	A few days later, the king’s son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.
Resolution	Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and happy ever after.

2.7 The Application of Transactional strategies Instruction (TSI) in teaching Reading Comprehension of Narrative text

According to (Klingner 2007:136) defines that Transactional strategies instruction is method to teach strategic reading in which the reader is actively constructing meaning, while teacher provide support and guide through explanation, modeling and practicing using repertoire strategies while the student interacting with the text and learning context. Here teacher has to give a model for six steps of the strategies (Predicting, questioning & answering, visualizing, seeking clarification, responding to the text based on prior knowledge, and also summarizing

The application of Transactional strategies instruction (TSI) to teach reading comprehension of narrative text.

a. Before Reading activity

In this phase, teacher can motivate students by helping them in activating schemata or background knowledge that related with the text.

Teacher also asks students to predict on what the text is going to be about. In predicting the text students can use some key word, such as; *I think....I predicts.....I wonder....Etc.*

Besides that, teacher also encourages students to visualize the text based on the title. Students can imagine about everything in their mind by

looking at the title of the text for the first time. The visualization will help students in doing prediction.

Moreover, teacher expects student to make their own question before reading the text. The questions are about students' curiosity toward the text. Making question makes students focus on the text that they read, because they concentrate in getting the answer of their own question. The question can be; "Where did the story happen?", "Was the place beautiful or scare?", etc.

Therefore, in this reading activity, teacher guides students in applying four strategies of Transactional Strategies Instruction, There are : Responding to the text based on students' prior knowledge, predicting, questioning & answering, and visualizing.

b. Whilst reading activity

In this phase, students read the whole text. They will know what actually the text is about. While reading, teacher guides students in seeking clarification if student faces difficulty in understanding word or sentences. Take an example, when student does not know the meaning of a word, he can ignore it, or guess the meaning from the context or look up in the dictionary. Students can reread the text if he gets any difficulty.

Besides that, teacher encourages students to make visualization about what happened in the beginning, middle and the end of the story or might for each paragraph.

Teacher also asks some question to students, the purpose of this activity is to help students understand the text better. Teacher also asks whether student's question in before reading has been answered or not.

So, in whilst reading activity, teacher guides students in applying three strategies of Transactional Strategies Instruction, there are; seeking clarification, visualizing, and questioning & answering.

c. After reading activity

This phase is the follow up of reading activities. Here, teacher should check and monitor students' comprehension by asking some question related to the text.

Finally, teacher asks student to summarize the text. By asking student to summarize the text what they have read, teacher can judge whether students have understood about the text or not.

So, in after reading activity, teacher guides students in applying two strategies of Transactional Strategies Instruction, There are : Questioning & answering and summarizing.

2.8 Previous study

There are some previous studies that related to my research. Review of previous study is made in order to avoid replication. The first research done by (Siulinawati, 2009) entitled “ *Teaching reading using Transactional strategic instruction (TSI) method to Highflyer 3A of EF English first Gading Serpong* “. The research method was qualitative. The

aims of the research were to find out a more effective teaching reading between TSI and intensive reading of young learner. The finding shows that the strategies used in TSI helped students in understanding reading text and facilitated TSI students to comprehend better than students without the strategies.

The second researcher has done studies about the useful of strategy in Teaching conducted by (Pratiwi A Khilayatul, 2011) entitled "*The Effectiveness of Transactional strategies instruction (TSI) to improve eight graders reading comprehension narrative text*". In her study, she examine whether there is significance different of students' reading ability of narrative text between the students who are taught by implementation of TSI and who are not taught by that technique. She used experimental design to complete her study and she chooses junior high school students as her subject. She chose the control group and experimental group. This research conclude that there is significant difference of reading skill between students who are taught using TSI technique and those who are not taught by that technique. It can be concluded that TSI technique can be used to increase reading skill of the students.

Based on the previous study, the researcher found that the similarity of this study and the previous study is about use of TSI in reading. However, there are some differences between this study and previous study. The differences lay on the material, the design of the study and, the subject of the study.