CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about review of related literature which contains of definition of reading, types of reading, reading sub-skill, reading models, definition of instructional conversation, elements of instructional conversation, teaching reading comprehension through instructional conversation and previous of the study.

2.1 Reading

2.1.1   Definition of Reading

Urquhart & Weir (1998) argued that reading skill is a cognitive ability which a person is able to use when interacting with text. Chamot and Kupper (1989) said that cognitive strategies are learners manipulate their assignment material and complete it. Winstead (2004) stated that cognitive strategy as student-centered approach that is based on the student's enviroment¸ basic knowledge and intrinsic motivation.

According to Goodman (1973), reading is interaction of reader with the writer's message. He concentrate to get the message as he got before. Similary Dubin (1982), said that a task reading is complex skill that contains a number of psychological, physical and social elements. Therefore, reading is not simple skill but it can be the most important skill in learning language. As McDonough (2003) stated that reading is the important slill, which means that the students cannot master only one skill in learning English but they must master all skills which are

listening, reading, speaking and writing because if it miss only one, the students cannot increase their other skills. It's supported by Rivers's opinion (1981), in language class, reading is the most important activity. Besides for getting information and interesting activity but it is for extending someone's language knowledge.

In summary, reading is one of important activities in language class because reading is not only read the text but the reader must get the writer's message. In this activity, as if the reader interects with the writer by the text. Beside that, it can extend the reader's language knowledge in learning language.

2.1.2   Types of Reading

Reading skill is devided into two main types. Intensive reading and extensive reading. Hafiz and Tudor (1989) compared between two types, "in intensive reading, the learners are given short text as basic for practicing reading strategy and in extensive reading, the learners are given more proportion of reading text with few or perhaps no spesific tasks in this material.

1. Intensive Reading

Intensive reading is focused on the reading text and developing learning strategies. Nuttal (1962) stated that intensive reading is for training students in reading strategy. It means that in intensive reading, the learners do not translate the text by their own way without any strategy and directly present what the idea of text is but they are taught how to read text effectively. One of strategies is the learners are able to use dictionary. As Palmer (1964) argued that lerners analyze, compare and translate the text using dictionary. Using dictionary helps learners in

their language learning process, even it interrupts their reading speed. In the same linie of thought, Harmer (2001) said not to stop for every word neither to analyzed everything.

2. Extensive Reading

Extensive reading does not teach reading strategy anymore but the learners have read many books such as novel, magazine, news paper and others. Hafiz and Tudor (1989) said that giving more proportion of reading text for the learners will produce a beficial effect in the long terms bacuse it refers to pedagogical value. In extensive reading, the learners do not read because of the task but it is interesting activity for them which is called "Joyful Reading" by Rechard Day (1990). They enrich their backround knowledge, expand their vocabulary and recognize their spelling forms. According to Day and Bamford (1998), extensive reading is a part of second language curriculum, i.e. as a separate course, as a part of an existing reading course, as a non –credit addition to existing course, and as an extra-curricular activity.

2.1.3   Reading Sub-Skill

In reading activity, every teacher must face the problems because the ability of each student is different. Therefore, the learning strategies which have been researched are needed to solve the problems and improve the students' language competence.

Definition of reading strategies in Oxford (1990) is as action that make learning task easier, enjoyable and self-directed. According to Anderson (1991), learning strategies mean cognitive steps which the reader can get the idea. Based

on two previous definitions, reading strategies are action and planning that the reader use to get the idea easier.

There are four categories of strategies in reading comprehensio, skimming, scanning, careful-reading and predicting. These are considered as reading sub-skill. Phan (2006) said that strategies may involve some activities for example skimming, scanning, guessing, recognizing, and reading for meaning, predicting, activating general knowledge and others.

1. Skimming

Nuttal (1996) said that skimming as glancing a text to determine its gist. Grellet (1996) and Urquhart and Weir (1998) stated that skimming is reading to find gist. So, skimming is a method in reading comprehension which is moving the eyes to find the gist or idea of text rapidly without repeating reading the text. It helps the learners to cover the text.

2. Scanning

According to Nuttal (1996), scanning is glancing rapidly a text to find a specific information such as name, date, or others. While Williams states that scanning is reading for particular points of information. So, scanning is reading technique to find particular points of information without dealing with the whole text because the learners need specific information. it helps the learners to complete a certain task.

3. Careful Reading

According to Urquhart (1998), careful reading is the reader selects the majority of text, reads the important parts and attempts to build up a 'macrostructure' on the majority basis of information in the text. So, in careful

reading, the speed of reader in reading text is slower than skimming and scanning because the reader must collect the detail information in the text.

4. Predicting

Predicting is the last part of sub-reading skill which has definition based on the experts. Greenal and Swan (1986) states that predicting is the reader reads the text to know new information and what she/he already knows. According to Nuttal (1996), predicting is writers shares their experience in the text and use it to resolve the problems. And it can be concluded that predicting is important part in reading comprehension because the reader can take the benefit of the text from the writers' experience.

2.1.4   Reading Models

Reading comprehension is the process of making meaning from the text, which means not only understand the meaning from the text but also understand what is described in the text (Wolley, 2011). Therefore, reading comprehension is crucial skill because it does not only read the text without knowing the message of the text. Reading comprehension is devided into three models: the buttom-up reading model, the top-down reading model and the interactive reading model. From those models, the interactive reading model is the complete model in reading comprehension because it includes the buttom-up reading model and the top-down reading model.

According to Richards (1990), reading is as ultilizing background knowledge and schema in incorporating process top-down and bottom-up process that are primarily text or data driven.

1. The Buttom-up Reading Model

The bottom-up model emphasizes the written or printed text, which is also called data driven. This model stresses the ability to decode or put into sound what is seen in the text in which the readers derive meaning in a linear manner. Moreover, the bottom-up model suggests that learning to read processes from learners learning the parts of language (letters) to understanding the whole text (meaning). In this regard, Nunan (1991) says: "*[…]These letters or graphemes are matched with the Phonemes of the language. Theses phonemes, the minimal units of meaning in the sound system of Language are blended together to form words. The derivation of meaning is thus the end of process in which language is translated from one represent action to another.* This model of reading focuses on decoding the language, i.e, the learner is supposed to decode the words without understanding the entire text.

2. The Top-down Reading Model

This reading model focuses on the readers' background knowledge in the reading process in which meaning takes precedence over structure. Hence, it tends to neglect that grammar is important for the use of higher levels. In this context, Clarke et al (1977) maintain that the reader brings information, ideas and attitudes from the text, in which this knowledge is accompanied with the capability to make linguistic predictions.

3. The Interactive Reading Model

The interactive reading model recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process. Hence, it relies on both graphic and textual information, which means that there is a

combination of both surface structure systems (bottom-up model of reading) with deep structure systems (top-down aspects of reading) to build meaning . In the same line of thought, Carrell and Eisterhold (1983) regard the processes involved in this interactive process where both bottom-up and top-down processes occur at the same time: *The data that are needed to instantiate, or fill out, the schemata become available through bottom-up processing; top-down processing facilitates their assimilation if they are anticipated by or consistent with the listeners/readers conceptual expectations. Bottom-up processing ensures that the listeners/readers will be sensitive to information that is novel or that does not fit their ongoing hypotheses about the content or structure of the text; top-down processing helps the listeners/readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data.*

Thus, this model views reading as an interaction between the reader and the text, and not simply a one- way exchange of information.

2.2 Instructional Conversation

2.2.1   Definition of Instructional Conversation

There are some defiitions of instructional conversation based on some experts. According to Goldenberg (1991), instructional conversation is discussion-based lesson that focus on creating opportunities for students' concept or linguistic. Teacher stimulates students to express their idea and information that they have learnt. Tharp & Gallimore (1988) noted, instructional conversation is from two words, instructional and conversation which has purpose. Instructional is

designed to promote learning and conversation is that students interact with their peers natural and spontaneous without thinking the grammatical is true or not.

Based on Aidinlou and Tabeei (2012) in their journal, instructional conversation is method that is used by teachers what they have known to the students. They added that in instructional conversation, students play important role in studying. Teachers only help students to develop their idea and become facilitator.

So, from the expalantion above, instructional conversation is class discussion that is used in teaching learning English which the students play the important role because the teachers only help students and give stimulates to develop their idea. Here, students invite to interact with their peers spontaneous without thinking the grammatical is true or not.

2.2.2   Elements of Instructional Conversation

Based on Goldenberg (1991), there are two elements of instructional conversation. They are instructional elements and conversation elements which each element has five elements. The explanation is below.

A. Instructional Elements

1. Thematic Focus

The teacher selects a theme or idea to deliver in a discussion and has a general plan for how the theme will unfold. So, the students can be exciting to discuss the theme.

2. Activation and Use of Background Knowledge and Relevant Schemata

The teacher gives background knowledge and relevant schemata that is needed for understanding the theme. So, it can attract the students to discuss it.

3. Direct Teaching

    The teacher provides direct teaching of a skill or concept.

4. Promotion of More Complex Language and Expression

    The teacher invites the students to give more contribution in a discussion by using variety techniques, for example, invitation to expand, ("Tell me more about ...), questions, ("What do you mean by ..."), restatements, ("In other words ...") and pauses.

5. Promotion of Bases for Statements or Positions

    The teacher promotes students' use of text, pictures, and reasoning to support an argument or position. Without overwhelming students by using questions "How do you know?", "What makes you think that?", "Show us where it says....?"

B. Conversation Elements

1. A Challenging but Non-Threatening Atmosphere

    The teacher creates a "zone of proximal development," where a challenging atmosphere is balanced by a positive affective climate. The teacher is more collaborator than evaluator and creates an atmosphere that challenges students and allows them to negotiate and construct the meaning of the text.

2. Responsiveness to Student Contributions

The teacher is responsive to students' statement and the opportunities that they provide.

3. Promotion of Discussion

The teacher guides a center discussion by giving questions which have more than one correct answer.

4. Connected Discourse

The discussion is characterized by some factors, such as interactive, connected discourse with the theme, build and extend the previous ones.

5. General Participation, Including Self-Selected Turns

The teacher encourages the students to participate in the discussion and the teacher does not have right to determine who talks. The students are encouraged to be volunteer or stimulate them to talk.

2.2.3 Teaching Reading Comprehension Through Instructional Conversation

This is the explanation of teaching reading comprehension procedure through instructional conversation based on Aidinlou and Tabeei (2012).

First : Preparing the theme which in this procedure, using first instructional elements. That is thematic focus. Then, preparing reading text.

Second : Teaching planning which includes setting purpose of reading comprehension, preparing a pre-reading questions, mid-reading discussion points and post-reading question.

Third : Telling the students about the theme.

Forth   **:** Giving Pre-Reading Questions. It is for motivating students before they read the reading text and it is given in the pre teaching. In pre-Reading Discussion, the researcher uses the second instructional element which is activation and use of background knowledge and relevant schemata and the forth instructional element which is promotion of more complex language and expression, if it is needed. Then, using all elements of conversation.

Fifth   **:** Dividing students into some groups.

Sixth   **:** Giving Mid-Reading Discussion Points which is for discussing some points in the reading text. It is given in whilst teaching.

Seventh   **:** The students read the text silently.

Eighth   **:** The students discussed about the text that they have read with their group together.

Ninth   **:** The teacher begins to discuss with the students in every group about what she/he has explained in mid-reading discussion points. Teacher encourages the students' volunteer responses, and then asks those who have not respondeed whether they have anything to add. In this procedure, she/he uses the forth element of instructional conversation which is promotion of more complex language and expression, if it is needed and the fifth element of instructional which is promotion of bases for statements or positions and also using all elements of conversation.

Tenth   **:** Giving Post-Reading Questions. The teacher gives the students or groups a chance to ask about the text that they still do not understand, then explains it and also she/he gives inferential questions or asks a brief summary of the text.

2.3 Previous of The Study

There are some previous studies which related with the effect of instructional conversation on students' reading comprehension. Firstly, Journal of Language Teaching and Research was written by Yusuf Hanna (2011), entitle *The Effect of Using Instructional Conversation Method in Teaching Reading Comprehension in Selected Junior Secondary Schools in Kaduna Metropolis*. This study was designed to compare the effectiveness of the instructional conversation and the vocabulary methods in teaching reading comprehension in Junior Secondary Schools. The population for the study comprised all the Junior Secondary Schools in Kaduna State. The schools randomly selected within Kaduna metropolis were used for the study. The study was quasi experimental. G.S.S. U/Rimi was used as the treatment group, while G.S.S. Sabon Tasha was used for the control group. Both groups were assessed after six weeks of teaching, using three different reading assessment instruments namely cloze, word recognition and retelling tests. T -test was used to test the hypothesis raised in the study. The findings revealed significant differences in the performance of students taught reading comprehension using Instructional Conversation method. The study further revealed that students from both groups made appreciable gain in the pre-test. Based on these findings, teachers are encouraged to adopt a thematic integrated approach (i.e combining the salient features of the instructional conversation method and the vocabulary method) since both methods could complement each other, if effectively used.

The study above has difference and similarity with the researcher. The difference are on the place, genre, she used male and female students, population and sample. The similarities are having the same quasi experimental design, technique (instructional conversation) to know the effect of reading comprehension of Junior Secondary Schools and using test as the instrument.

Secondly, the international journal was written by Aidinlou and Tabeei (2012), entitled *The Effect of Using Instructional Conversation Method on Reading Comprehension of Iranian EFL Learners*. In this study, there were 71female third-grade students at an high school in Meshkin Shahr, Iran participated in the study. In order to determine their homogeneities in reading comprehension, a reading comprehension test was given to them. Then they based on their own scores, 45 students assigned two experimental groups and one control group, each include 15 students. Control group are taught through the traditional method, first experimental group are taught through Instructional Conversation method and second experimental group received Instructional Conversation with traditional method. After instruction, a post-test was given to them. The findings reveled differences in the performance of the three groups of the study. Based on the result of this study, adopting integrated approach (instructional conversation method plus traditional method) is more useful for increasing reading comprehension of the students.

The study above has difference and similarity with the researcher. The difference are on the place, genre, population and sample. The similarities are having the same experimental design, technique (instructional conversation) to

know the effect of reading comprehension of male students and using test as the instrument.

The third, the research by Ghaffari and Fatemi (2015). The tittle is *The Effects Of Using Instructional Conversation Method On Speaking Skill Of Iranian Intermediate Efl Learners*. This study sought to investigate the impact of instructional conversations on speaking ability of Iranian English as Foreign Language (EFL) learners. Forty-nine Iranian intermediate EFL learners from three language institutes in Sarakhs, Khorasan Razavi, Iran were selected as the participants of the study based on their scores in Nelson Proficiency Test. Administering Nelson General Proficiency Test, participants were measured to make sure they are homogeneous. These participants were randomly assigned into to control and experimental groups. Participants in both groups sat for IELTS speaking test. Results of independent samples t-test indicated lack of any significant difference between the two groups in speaking ability at the outset of the study. Throughout the study lasting for 12 sessions participants in experimental group received the treatment, instructional conversations, as a means for instructing speaking materials. Participants in the control group were taught the same materials as those practiced in the former group through other techniques such as role playing, peer dialogues. Finally participants in both groups sat for the post tests being the same as those administered as pre tests. Results of t-test indicated the experimental group performed significantly better than the control one in IELTS. The present findings provide pedagogical implications for employing instructional conversation in EFL speaking classrooms. Students' use of instructional conversation not only develops their understanding of the

language via interaction, but also it increases their speaking abilities by interaction.

The study above has difference and similarity with the researcher. The difference are on the place, genre, population and sample, then skill. The similarities are having the same experimental design and technique (instructional conversation).

The last, *The Effect of Using Instructional Conversation Method on Oral Autonomy of Iranian Intermediate EFL Learners* by Ghaffari and Fatemi (2016). This study was conducted with the aim of investigating the impact of instructional conversation on oral autonomy of Iranian English as Foreign Language (EFL) learners. Forty-nine Iranian intermediate EFL female students from three language institutes in Sarakhs were selected as the participants of the study based on their scores in Nelson Proficiency Test. Administering Nelson General Proficiency Test, participants were measured to make sure they are homogeneous. These participants were randomly assigned into to control and experimental group. Participants in both groups sat for Learner Oral Autonomy Questionaire with some modifications from Kashefian's learner autonomy questionaire (2002). Results of independent sample t-test lack of any significant difference between two groups in oral autonomy at the outset of the study. Throughout the study which which lasted for 12 sesion participants in experimental group received the treatment, instructional conversation, as a tool for teaching speaking materials. Pasticipants in the control group were taught the same materials as those practiced in thr former group through such techniques as role playing, peer dialogues and oral presentations. Finally, the post test being the same as pre testwas

administered. Results of independent samples t-test showed that the experimental group significantly outperformed the control one in Oral Autonomy Questionaire. The present findings provide pedagogical implications for employing instructional conversation in EFL speaking classroom.

The study above has same difference and similarity with the second study. The difference with this research are on the place, genre, population and sample, then skill. The similarities are having the same experimental design and technique (instructional conversation).