# CHAPTER II

# REVIEW RELATED LITERATURES

## 2.1. Reading

### 2.1.1.Definition of Reading

Many definition of reading according to different person. Menyan and Leeuw as quoted by Zainudin stated that reading is a digestive process and it has two principles, understanding means selecting/discriminating and organizing.The understanding gained from the author in the text message is the result of the interaction between the reader and the writer. This interaction is then taken to the acquisition of skills, acquired meaning of a text and the meaning of the acquisition. As previously disclosedby Reynolds (1982:25) defines the acquisition of reading skills is a meaning as a result of a combination of perceptions of graphic symbols that represent the language and what is already known to readers of both verbal and non verbal. This experience explains that through reading someone will find information and this information is expressed in other forms of graphic symbols to give meaning to reader.

In addition,Depdiknas stated that reading in wide meaning is a process of formulate the text in critical and creative way that is aimed to get comprehension about the text,the value, the function and the impact of the text itself and also to get message and information that is hand-over by the researcher through written form.

However, reading like living many lives in one. Through reading ,the reader extends his/her knowledge far beyond the boundaries of his own limited experience.Reading means achieving meaning.It is a process in which meaning builds up as the concept aroused by the printed words become organized into higher and much more comprehensive ideas. Not only are intellectual meanings involved. Feelings of considerable intensity may be aroused and emotional attitudes can be replaced through reading( J.Harras, Effective teaching of reading,p.8-10, p.12.)

Reading provides representative and substitutive experience. By reading new words and ideas are learned, Concept are enlarged and clarified. What was known before digested and combined to information.Then, reading is a way of learning,changing and developing. Whereas ,according to Harras, sensing, perceiving, achieving meaning and reacting in a variety of ways involves in reading. Through reading a lot of important knowledge takes place.

**2.1.2. The types of reading**

According to Harras, there are two types of reading , they are extensive and intensive reading.

a.   Extensive reading

Extensive reading refers to reading which students do outside the classroom. (Harmer ,How to teach English. Especially,where students are reading material written specially at their level has a number of benefits for development of a student's language for example reading many books for longer segments or text) without a focus on classroom exercise that

may test comprehension skills refers to Nunan, language teaching methodology, A text book for teacher (UK:Prentice Hall International, Inc,1991),p.72

Richard day and Bamford agree that the goals for extensive reading are enabling students to read without constantly stopping and providing increased word recognition.(harmer, the practice of English language teaching (Longman pearson Education,2001)p.204. Reading,the reader read a text without an emphasis on analysis of word and grammatical point. Pleasure reading is often extensive reading. This is giving students chance to choose what they want to read. Extensive reading sometimes helps students get away from their tendency to look up words they don't know and read for understanding.

b.   Intensive reading

Intensive reading here means an activity of reading in class where the students read passage with the help of their teacher.In this reading activity,the role of teacher as a guide to bring his students to be efficient and skillfull leader is very obvious.(Dauglass Brown ,langguage assesment principle and classroom practices,United States education,inc,2004).p 189 Therefore, lesson should be planed so the intensive silent reading is alternated with variety of reading related activities.

Intensive reading involves approaching the text under the guidance of teacher or a task which forces the student to focus on the text. The aim is to get an understanding not only what the text means,but how the

meaning is produced.( Nuttal,teaching reading skills in a foreign language,UK.Macmillan Publishers,1996),p.38

In addition, intensive reading refers to the detailed focus on the construction reading texts which takes place ussualy (but not always) in classrooms.( Jeremy harmer,How to teach English,op.cit,p.100)

The students should be encouraged to read intensively outside of class that is to spend a half of hour in the evening with something .he chooses to read (a magazine, short story, or text). The major objective of intensive reading is developing the students 'ability to decode message by drawing on syntactic and lexical cues and it also emphazises on skill recognition.(Zainudin, the use of group work in teaching reading for the first year students of MAN,pamekasan,p.30)

## 2.1.3. Two Types of Processing in Reading Comprehension

Reading includes discovering meaning in print and script, within a social context, through bottom-up and top-down processing and the use of strategies and skills.

1. Bottom-up or text-driven processing

To comprehend written language, we rely on our ability to recognize words, phrases, and sentences.

2.  Top-down or conceptually-driven processing

To comprehend the text, we rely on our background knowledge related to the content of what we are reading.

**2.1.4. Students Should Rcquire Reading Skills,like** :

1. Skimming

Skimming is quick reading to find general idea. For instance, ask the readers to skim a passage and then identify the best tile.

2. Scanning

Scanning is quick reading to locate specific information. For example, we scan telephone books, catalogs, dictionaries, book indexes basically any sources we need to locate specific information.

3. Reading for thorough comprehension

In this activity, we expect our students to read meticulously. The goal is for the students to understand the total meaning of a reading selection.

4. Critical reading

Critical reading requires that readers evaluate what they read, considering whether or not they share the author's point of view or are convinced by the author's argument.

5. Extensive reading

Students read broadly in areas of interest, such as mystery novels, or in a field of study, such as history or cooking.

**2.1.5.Importance of Reading**

Reading skill is important skill nowdays, like Donovan, stated that as a skill, reading is clearly one of the most important .We may argue that

reading is the most important language skill.Particularly in cases where students have a read English material for their own specialist subject.

Reading is also something crucial because we can say that most good reader have a better chance to be success in their education life. It is also for the other hand,the worse their reading skill the worse their chance in their education life.

## 2.2.Teaching reading

### 2.2.1. There are The Principles Behind The Teaching of Reading According to Hammer

- Reading is not a passive skill

Reading is, in fact, an active process in which readers relate information in the text to what they already know. Knowledge of the language makes  readers to identify the  words and sentences. Knowledge of the world makes  them to comprehend these words and sentences. Students need to be engaged with what they are reading.

- We need to engage students right from the start in reading, reflecting on, and talking about interesting texts. They draw on their own knowledge and experience to make sense of what they are reading. They relate to their own lives. They imagine what the characters are feeling; they infer what the author is implying. They make predictions and then confirm or disprove them.

- Students should be encouraged to respond to the content of a reading text, not just to the language.

  Good readers read for meaning. They do not decode each letter or each word. Instead, they take in chunks of the text and make connection to what they have already knew.

- Prediction is a major factor in reading.

  Making prediction in reading needs prior knowledge as a key factor. When a person experiences something, he or she will reference that experience when a similar experience is encountered in the future thus making an inference about the situation. Prior knowledge gives you context for making educated guesses; you can look at past experience to guess what will happen

**2.2.2.Reading Instruction**

1. Pre-reading

We need have setting of the stage for understanding and response.It aims to spark interest and motivate students to read,to assess, build, or activate students' prior topical and linguistic knowledge,to set purposes for reading.

2. During reading

Engaging in text. Use suitable strategy according the goal of teaching learning process.

3. Post-reading

Making connections and extending understanding.It aims to encourage reflection on ideas, themes, issues, concepts, and the writer's craft as encountered in the text,to engage students in analysis, synthesis, organization, and expression of ideas,to clarify and extend comprehension,to examine relationships between prior knowledge and experience, and new ideas and information.

4. Assessing and evaluating

Teacher should do assessing and evaluating the teaching and learning process to measure the successful from the program.

## 2.3.SMK (Sekolah Menengah Kejuruan)/ Vocational school

SMK is an education, one ofIndonesia'sequivalentto theSMA(Senior High Sekoalah), which isdifferent from thehigh schoollevelwhoarepreparedtoproceedto the University, but vocational students  are prepared to be able to workaftergraduatingfromthisschool.

## 2.4.Expository Text

### 2.4.1.Definition of Expository Text

Many definition of expository text, they are :

- Text or speech that is meant to set forth or explain a concept or procedure. Considered one of the four traditional forms of composition (along with description, narration, and persuasion), exposition may contain elements of the other three forms in order

to achieve its purpose.

http://www.education.com/definition/expository-text)

- According to Larson, Mildred L. 1984.Meaning-based translation: A guide to cross-language equivalence. Lanham, MD: University Press of America ,Expository text is a text which explains something.

- Expository text is usually nonfiction, informational text. This type of is not organized around a story‑like structure but is instead organized based on the purposes and goals of the author or by content. Examples include news article informational books, instruction manuals, or textbooks. (http://www.wawm.k12.wi.us/District%20Information/Pupil%20Services/support/documents/ExpositoryTextFramesHandout_003.pdf )

### 2.4.2. Expository Text Structure

Text structure / Text frames: The way in which the text or reading material is     organized. Examples of expository text frames or structures include cause and effect, concept and definition, sequential, or proposition and support.

 Common Expository Text Structures:

- Sequential: This could include the description of key events in chronological order as might be found in a history text or it

could involve a series of related steps in a process such as might be found in a recipe or instruction manual.

Key words & phrases: first, next, after, initially, finally, then, meanwhile,preceding

• Descriptive or Concept/Definition: This type of expository text involves the description and/or categorization of something such as a concept (freedom, civil rights), a system such as the respiratory system, or an object such as an element or compound studied in a science class.

Key words and  phrases: looks like, belongs to, above, behind, appears to

• Compare/Contrast: Discusses the ways in which concepts, ideas, events, or objects are alike and different.

Key words and  phrases: compared with, although, as well as, different from

• Cause & Effect: Discusses problems or events and their results or consequences (such as an article describing the process and consequences of deforestation

Key words and  phrases: as a result, accordingly, is caused by, leads to,consequently

• Proposition & Support (Persuasive): The author, in this type of text, is often trying to persuade readers that a problem exists or an issue exists and must be dealt with in a specific

manner. The author will generally state a hypothesis and
attempt to make a logical argument about what is to be done.
Key words and phrases: because of, the result would be,
based on, the data shows

## 2.5.Directed Reading Activity (DRA) strategy

2.5.1. Definition of Strategy

According to Abu Ahmadi,joko prasetyo, strategi belajar (bancung pustaka setia,1997) page 11- 14,  Strategy is one of the most important component of learning to create an educational goal in its implementation involves four basic strategies .

 Four basic strategy are

1. Identify and define the specifications and qualification changes in behavior and personality of the students as well as expected

2. Choosing a system of teaching and learning approaches

3. Select and establish procedures, methods and techniques of teaching and learning that is considered most appropriate and effective

4. Establish norms and standards limit the success and the success criteria so that you can rely on teachers to evaluate learning outcomes which then became the feedback for the improvement of the instructional system as a whole is concerned.

From the description above, it describes that there are four very important subject matter that can be used as guidance in the successful

implementation of teaching and learning activities.

First, the specification and qualification of how the behavior changes to be achieved during the teaching and learning activities. Targets should be formulated clearly and concretely so easily understood by the learner. Behavior and personality changes are expected after attending a teaching and learning activities should be obvious. For example:an unusual reading become accustomed to reading. Learning and teaching activity without clear goals means that these activities can be performed without direction or purpose then it's definitely possible irregularities and failure to achieve results that are applied.

Both of them, teaching and learning approach that is considered most appropriate and effective for achieving targets, how we perceive a problem, concepts, understanding and theory of what will be achieved.

Third, select and establish procedures, methods and techniques of teaching and learning that is considered most appropriate and effective. Method or presentation techniques to motivate students to be able to apply their knowledge and experience to solve different problems in a technique or method to encourage students' thinking so that they can express their own opinions. It should be understood that a method may only be suitable to achieve a particular goal.

So, with different goals, teachers should not use the same method. If we want to achieve some goals, required teachers must have the ability to use different methods or a combination of several methods that are relevant . One technique that may emphasize on the role of the students

while others emphasize the role of teacher and learning tool. In addition, some techniques are more successful when used in limited quantities or suitable for a particular study and transactional objectives to be achieved.It may not always consist of single or multiple destinations .Teachers need a variety in the use of appropriate techniques and methods for teaching and learning activities that make them not boring.

Fourth, establish norms or criteria of success so that teachers have a handle that can be used as benchmarks to assess the extent to which the success of the task. New program is successful after the evaluation.Assessment system in teaching and learning activities is one strategy that cannot be separated from another basic strategy.

According to Joni, 1989, it is a science strategy and tips in utilizing all the resources that are owned and can be directed to achieve the goals .In which, pursuit and delivery of the final destination is used as a reference in setting up the slack and the force which is then translated into program activities.

To gain an understanding of the text is essentially the purpose of learning this strategy. Describe how it produces the reading process of reading comprehension strategies to read .There are some models of strategy include Directed Reading Activity (DRA)

## 2.5.2.Definition of DRA

DRA is a strategy which gives instructions before, during and after reading. In this strategies,Teacher as an active role as he or she prepares students to read the text. Provide students pre-teaching important

vocabulary, eliciting prior knowledge,teaching students how to use a specific reading skill and also purpose for reading ( from Dr.Samuel J Smith,2007).

During reading, the teacher asks individual student questions about the text to monitor their comprehension. After reading, the teacher engages students in a discussion focusing on the purpose for reading and follow up activities that focus on the content of the text and the specific skill that students learned to use.

DRA strategy involves a lot of teacher's guidance in reading and understanding the strategy itself is intended to enable students to have a clear purpose of reading by connecting a variety of knowledge that is already held prior to build students' understanding.

Besides, children become interested in learning if the delivery has done in accordance with the structure and level of cognitive development so that the learning process can be evaluated accurately and in addition students will also be interested in the subject if the teacher is providing material. Beside, it was also observed when they are reading in order to diagnose trouble and offer assistance when students are difficult to interact with reading materials.

As schema theory (Nigel Stott,2001)said that a text only provides guidance to the reader and the reader should find and develop their own meaning of the text was based on their prior knowledge they already have a previous background knowledge is also called readers and early knowledge of the structure is called the scheme.

Similarly, reading is a process of understanding a story, understanding the process of reading and reading a summary of the story as an important role in the process of understanding and appreciating the story.

Therefore, the purpose of DRA is the use of strategies to improve students' ability to make inferences about the text they read so that students can do actively develop their own potentials in reading. In expectedly, It can help students to improve their ability to understand and appreciate the story and link with new information with information who has learned and to acquire new skills or information from the text or make predictions and to show an experiment or apply it in other ways and it also able to study the structure of the text. (quoted from www.kspd pum.web.id / journal / David).

Teachers need to give a general idea of what material will be studied by learners. Or teachers choose ideas or issues that might be misunderstood by learners.Asking questions for each idea or issues related to the student experience.

### 2.5.3..Several Purposes of DRA Strategy :

1. Teacher word identification skill

2. Elicit students' prior knowledge of the topic of the text

3. Teaches specific reading skills

4. Sets a purpose for reading

5. Encourages students to monitor their comprehension while they are reading

### 2.5.How to Use DRA

Directed Reading Activity consists of 3 phases, they are: preparation, directed silent reading and follow up.

Preparation phase starts by activating learner schemata, introducing new words without giving the meaning of the words but teacher give signals and guessing the meaning to the use of the texts and set the purpose of reading. Teacher can also give 3 questions in written form and discuss with the students about the students' background knowledge which may be use to make a conclusion of the story.In directed reading phase, learners are reading the text in their heart,guided and answering the objectives of the reading that have been defined. In the follow up phase ,teacher ensures to set accomplishedgoalsanddirect thelearnersto review andassesstheir ownunderstanding, to directstudents toanalyzeorreview thecontentandreflectionto discuss the contents, to provideenrichment.(Eanes, 1997:112-114)

## 2.6.    Review of Previous Study

Review of previous study is made to support the theory and avoid replication. In this study, the researcher will mention some researches which are intended to improve students' understanding  in expository text by using DRA. The first study was conducted by **Indah Tri Purwanti,** increasing students' ability in comprehendingcontent subject Introduction to Linguistics through the use of Directed Reading Activity .The research problem is: How can DRA improve students' understanding  at content subject ofthe fourth semester English teacher training, Riau University's students? To answer these questions, she used action research. From her study, she concluded that DRA could improve students' reading ability and students' motivation.

Another study was conducted by Indah Agustina (2010) entitled "Implementation teaching reading by using  DRTA(Directed Reading Thinking Activity) at the X grade students of SMA Muhammadiyah 1 Gresik.She used Description Qualitative research. From her study she concluded that DRTA can improve students' reading ability made them interested and focused in reading passage.

The two studies have differences, the first used DRA to Riau University's students in understanding content subject. The second is used the combination of DRA (Directed Reading Activity)becomes DRTA(Directed reading –Thinking Activity) used to teach reading at the X grade students of SMA Muhammadiyah Gresik. The result of those studies

was the same which showed that DRA and DRTA can improve students'
reading ability. They showed that using DRA and DRTA is a good strategy to
improve students' reading ability. Because of that, the researcher is
interesting in conducting the similar research by using different subject and
object. The researcher chooses DRA as a strategy which will be applied and
she chooses teaching expository text in SMK Daruttaqwa students as the
object.