CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature intended to sharpen the theoretical framework and give a brief description of concepts discussed in this study. This chapter discusses four topics presented in the following order: Teaching English for Young Learners, The Technique of Teaching Reading at elementary school, Strategy in Teaching Reading, Types of Word Recognition, Strategies Used to Recognize Word, Word Recognition Procedure and Review of the previous study.

2.1. Teaching English for Young Learners

Due to the fact that English is one of international language used entire the world in both recognition and written forms, it is necessary that English can taught to the students from the elementary level as well as young learners. This means to provide them to be more ready and to prepare them for the next level of education in order to ease the absorption of science and technology, art, and culture have been developing around the world.

When we look at the reasons for why and how we teach young learner, it is necessary to review a little of the history of teaching English to young learners. It has an apparent history of erratic interest. It can trace back over three or four centuries in developed countries where there is long standing educational traditions and an education conscious middle or upper class. This was an unlikely task even for older schoolchildren. However, there has been a recent revival of interest in teaching of English as a foreign language to young learners due to the

increasing need communicate with people of other nations in a world that has seen many recent changes in its political and geographical boundaries.

Language teaching is developing rapidly in Europe where the previous experience in the teaching of foreign languages was mainly to adult and secondary school children. Knowledge of foreign languages is a key element in the construction of Europe community. The European approach to the planning of the primary school curriculum is to incorporate an awareness of this situation. It is therefore with this aim in mind that I am going to talk about using an activity-based curriculum with young learner.

In Indonesia, English is also taught starts from elementary school students. The English curriculum is composed and stated as the local content begins at the first grade of elementary school. Moreover, in some schools, English had been taught to kindergarten students. It shows that the importance of English teaching and learning becomes one of priorities as well as strengthen points to improve the quality of our education system.

2.2. The Technique of Teaching Reading at Elementary School

Times of elementary school are times when everything starts. The times when children must start their valuable experience to prepare themselves to face their future. The times happen when children must start study for everything since it is the best time to study. How the children study in these times will determine their study in the future. English is one of the lessons they need to learn. There is too much strategy to introduce English to students of elementary school, but there

just some strategy that is appropriate to do. Learning English at elementary education level is identical to the native language to teach a baby. Where our child in elementary school is in general are not familiar with English. Moreover, it will have an impact on patterns of English language teaching at elementary school level is more recognition. There are some techniques can use to teaching reading:

a. Read, Examine, Decide, and Write (REDW)

Read, Examine, Decide and Write (REDW) is primarily intended for reading materials that the individual is having difficulty understanding. As a result, it is usually use for textbooks or other material that the individual cannot understand even though the individual has attempted to understand the information by reading the material very slowly and carefully.

b. Survey, Question, Read, Recite, and Review (SQ3R)

Survey, Question, Read, Recite, and Review (SQ3R) is primarily intended for studying information that does not necessarily confuse the individual, but rather is just unfamiliar to the individual. Information by reading the material very slowly and carefully. It is usually use for textbooks that an individual in reading for the first time. So, the individual knows that in reading will probably need to know the material that the textbook covers at some point, but the reader may not know exactly which material is important.

c. Survey, Question, Read, and Write (SQRW)

Survey, Question, Read, and Write (SQRW) is primarily intended to help an individual take notes chapter by chapter on information that the individual is reading for the first time. As a result, SQRW is very similar to the SQ3R method

and it is usually used for taking notes from textbooks. However, SQRW is sometimes more practical than the SQ3R method if the individual is attempting to study in a location where reciting information aloud may not be allowed or the individual does not have enough time to use the complete SQ3R method.

d. Know, Want, and Learned (KWL)

Know, Want, and Learned (KWL) is primarily intended for a group of individuals, such as a study group, that is attempting to learn or understand a particular subject. It can be used for studying virtually any material and it does not necessarily have to be used with a group, but it has been found to be significantly more effective when used in a group setting.

e. Element Mapping

Element mapping is primarily used when an individual needs to break down a work of fiction into its component parts especially if the individual is preparing to write a book report or studying for a literature exam. It can use at the reading a novel, short story, or other work of fiction is known as element mapping.

f. Question Method

The question method is actually very simple and really only consists of one-step that the individual repeats and over again for each line, sentence, paragraph, and passage of the material that is reading. Once an individual begins to read the particular work that he or she is attempting to analyze, the individual should write questions about anything and everything within the text that the students' thinks

may have another meaning.

(http://www.studytechniques.org/reading-styles-strategies.html)

Based on the explanation above, the writer concludes that it is not easy to teach English reading for the students, especially for elementary students. The teacher has to know an appropriate and excellent way to teach English reading. Therefore, that it can help students learn and master reading easily.

2.2.1. Teaching Reading

The goal of teaching reading is reading effectively and efficiently. Effectively means the reading has to give good information for students, and efficiently means that students should get a lot of knowledge and information in limited time, so they do not waste time. However, people who are efficient readers sometimes have difficulty in reading elementary students, this happens because they have problems with vocabulary and unfamiliar structure so they read slowly and carefully, weighing and measuring every word with dictionary at their elbows as a life-supports system. Un familiar vocabulary makes them get confused about what the real meaning is, especially if the vocabulary has more than meaning . Children should select which one has the appropriate meaning with context (Lucas, 1990:28).

Because of the those factors, most students have lack confidence and retreat into a submissive stance, even though they are quite capable of being assertive or even aggressive towards text in their native language , that is why the teacher should have strategies to teach reading in elementary students.

Reading is one of skill which has to be mastered by the students of elementary level to collect. The ability to read is vital to functioning in a literate for society. However, the students who do not understand the importance of learning to read will not to be motivated to learn (Rivierra, 1995). Reading as one of English skills has placed an important aspect in the education world for a long time. Many people, especially teachers and scientist realize that teaching and learning reading in the classroom cannot be separated as an individual subject. Every subject which is taught both inside or outside the class always deal with reading, especially when the subjects English. Reading has been in the equal condition together other skills in English like listening, speaking, and writing, if it is applied in the teaching and learning English.

Discussion out what is meant by reading it self is quite complex this complexity actually is created by experts who have different opinion about the terms of reading. Reading has a lot of meaning based on scientist or linguist point of view. *Grebe and Stoller (2001)* say that reading has been defined as the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading is the result of interaction between perception of graphic symbols that represent the language and the reader's ability tries to understand the meaning intended by the written text.

2.3. Strategy in Teaching Reading

Morris (1953) suggested that some strategies for teaching. The first is choice of reading material. The teacher should make an effort to use reading

material within the comprehension range of the most students, but at the same time the teacher should to try to select passage a little more difficult than the previous one in attempt to force the students to gradually increase their reading skills, the teacher can also choose materials that have high interest for students or materials about areas that students have sufficient background.

The second is the teacher should apply pre-reading strategy. The teacher prepares the students to read the passage, perhaps by developing some background for the ideas in the selection. Another way is going over the meaning of unfamiliar words and phrase that will be encountered in the passage or reviewing particular structures that might be new and confusing.

The third is reading practice. This step is usually done by reading aloud. It is only to check to intonation and pronunciation while a student reads it also to know or understanding about the content of the text. Moreover, to develop the students reading comprehension, the teacher should encourage them to stop using word-by-word approach to read and use their intelligent guesses to interpret the meanings of difficult words in the context. This systematic practice in guessing may help the students to develop their reading comprehension. After trying to guess the meanings of such as words and they can get suitable ones from the context, they will be satisfied and try to apply the same way to another context. Thus, this strategy will help them to build up their interest in reading.

The last is the comprehension check. Here, the teacher should ask questions about the information in the reading selection, checking their understanding by collecting question.

Bernhardt (1991), say that Reading about understands written texts. It is a complex activity involves both perception and Thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Much of what we know about reading is based on studies conducted in English and other alphabetic languages. Learning to read is an important educational goal. For both Children and adults, the ability to read opens up new worlds and opportunities. Because reading depends on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the using of authentic texts.

From the explanation above, the writer concludes that teaching is one aspect of education as an activity which is done by the teacher and determined by the philosophy of education teaching style approach, strategy and classroom technique. And teaching English reading for elementary students is difficult and different from others, because they have different from others and have different and specific characteristic. Therefore, as a teacher, we have to know the appropriate strategy to teach them.

2.3.1 Teaching Word Recognition

Word recognition strategy help a reader recognize words while reading. They include developing a store words that can be recognized immediately on sight and being able to use context clues, phonics, structural analysis and dictionaries for word recognition. The last four skills are referred to as word attack skills *(Jenkins, 1980).* According to Ehri (1994) found that beginning readers identify words in four ways:

a. Sight – retrieve information from memory based on prior experiences with that word.

b. Decoding – sounding out letters and blending the sounds together to pronounce a word.

c. Analogizing – using knowledge of a similar familiar word to identify an unknown word. For example, to read the unfamiliar word mellow, you think about how it is similar to the word yellow.

d. Contextual guessing – using meaning - based clues in the text (such as words in the sentence, syntax, pictures).

Word recognition doing before children begin to learn sight word, they must have developed visual discrimination skills. That is, they must be able to see likenesses and differences among printed words. It is also helpful, although not essential, for them to know the name of the letters of the alphabet, because discussion of likenesses and differences in words is easier. For example, a teacher could point out that whereas take has a *k* before the *e*, tale has an l in the some

position. Practice with potential sight words should involve using the words in context. Out context, children cannot pronounce many words with certainly.

According to *Joyced Hood (1972)* suggests using phrase cards or even better, story context, they can learn to correct their own errors. Teacher associates reward children verbally or with special privileges for paying attention to context and correcting their own mistakes. Thus, Different readers may use these strategies in different ways and at different times. Effective instruction in word recognition will help students develop flexible strategies using each of these approaches.

2.4. Types of Word Recognition

There are three types of word recognition for learning teachers and parents can use when instructing students in word recognition. These strategies can use alone or in combination with one another. Reinforce these reading strategies so that students can use them while reading independently.

1. Sight Words

The words that readers recognize instantly without having to stop to figure them out. The more proficient readers are, the more words they recognize by sight. Some words are automatically recognized, without thinking about each individual letter sounds. Words such as "the," "and," or "at," are frequently used sight words.

2. Context Clues

The words, phrases, and sentences surrounding the words to be decoded, help readers determine what the unfamiliar word are. There are three types of context clues: semantic or meaning clues, syntactic or word order clues, and picture clues. For example: syntactic clues are those that help readers recognize a word by understanding how language works. When reading, "The man sat on a ___," the reader knows that the next word will be a noun.

3. Phonics

Using phonics to sound out a word is an effective word recognition strategy. Analyzing words in terms of their prefix, suffix and root can help an emerging reader. Teaching rhyming word families, such as cat, hat, fat, mat, sat, also can teach students an effective analogy strategy in figuring out unfamiliar words. If a student knows the word "sit" and encounters the unfamiliar "pit," he can substitute the "s" sound in sit for the "p" sound in pit to decipher the word.

2.5. Strategies used to Recognize Word

There are several strategies used to recognize word:

1. Look for little words inside of big words. For example: you know the word *other* inside of *mother*, and you know *tin* inside the word *continue.*

2. Use picture clues! When you are stuck on a word, look at the pictures.

3. Look for familiar letter patterns in an unknown word. Sound out those patterns in chunks! For example: *sh, th, at, ick, ing*, etc. and once you learn "at," you can read *cat, hat, mat, sat, that, pat, fat*, bat and etc.

4. Look at the entire word- beginning, middle and end.

   a. Say the beginning sound of the word and read to the end of the sentence.

   b. Stop and ask yourself, "Are there any clues to the unknown word in the sentence?"

   c. Take a risk and try a word that would make sense within the context.

   d. Backtrack and read the whole sentence again.

5. After you try these strategies, if you are still stuck, ask someone for help.

2.6. Word Recognition Procedure

Word recognition can helpful the students to know a procedure for decoding unfamiliar word. A child may discover the word at any point in the following procedure. The students should then stop the procedure and continue reading. According to Houghton (1984), say that there are five-step procedures in the following way:

1. First try to decide what word might reasonably fit in the context where you found the unfamiliar word. Ask you are self: "Will this word be a naming word? A word that describes? A word that shows action? A word that connects two this place? Do you have answer? Are you sure of it? " If so, continue to read. If not, go to step 2

2. Try the initial sound (S) along with the context clues. Does this help you decide? If you are sure that you have the word now, continue reading. If not, go to step 3

3. Check to see if there are familiar word parts that will help you. Does it have a prefix or suffix that you know? If this help you device upon the word. Continues reading. If not, go to step 4

4. Begin sounding out the word, using all your phonics skills. If you discover the word. Stop sounding and go back in your reading. If you have sounded out the whole word and it does not sound like a word you know, go to step 5

5. Look up the word in the dictionary. Use the pronunciation key to help you not heard before check in the meaning that fits the context.

In implementation of the word recognition in the classroom, the researcher uses picture clues. Because in implementation this strategy, this researcher found a problem. The problem is the students cannot answer the question. Finally, the researcher uses picture clues in order to make easy for students to answer the question.

2.7. Review of the Previous Study

Previous research on word recognition strategy conducted by David J. Chard (1999) on "Phonics and word recognition instruction in early reading programs for guidelines for accessibility". The research problem is: "How did phonics and word recognition instruction increase ability in reading for the students?" The analysis made was descriptive research. The aim of her research was to describe the effective content and instructional plans of phonics and word recognition be used with children with reading disabilities. For guidelines to improve four aspects of reading instruction are oral language development, print

awareness, reading aloud, and independent wide reading. At last, David hopes that these guidelines will assist educators in selecting and implementing programs that enable all children to be successful in learning read.

Other research done by Teanna R. Crocker (2010) on "Teaching strategies for increasing sight word recognition". Here, the researcher formulated a research problem: What are effective strategies for teaching sight word recognition within the context of level appropriate literature? And What are effective strategies for teaching sight word recognition out of context through the use of flashcard drill and word play activities? The analysis made was descriptive research. The result said that word recognition, can be used to teach reading at elementary school. It is an effective way to Developing a comprehensive sight word vocabulary is essential to becoming a successful reader. In addition, there are many strategies contained provide great practice for students struggling to develop this essential early reading skill. The purpose for her research is this critical review of the literature examined the effectiveness of a variety of strategies for teaching sight word recognition in the elementary school classroom.

The researcher is interested in conducting the similar research in terms of application of word recognition in reading comprehension. Because the subject of in this research is elementary school students, so the researcher uses word recognition to improve reading comprehension. The use of word recognition to improve students' reading comprehension at the fifth grade students of SDN Banjaragung Balongpanggang will discuss further in this study.