**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter, the writer discusses the definition of definition of reading, teaching reading, reading comprehension, testing reading, and scanning as reading strategies.

1. **Definition of Reading**

Reading is essentially a complex that involves many things, not just recite the text, but also involves a visual activity, thinking, psycholinguistic and metacognitive. As the visual process, reading is a process of translating written symbol (letters) into spoken words. As a process of thinking, reading activities include word recognition, literal comprehension, interpretation, critical reading, creative reading, and creative insight. Introduction of word can be read the words activity using dictionary (Crawley and Mountain in Rahim, 2007: 2).

According to Day nad Bamford (1998: 12) reading is construction of meaning from a printed of written message. The construction of meaning involves the reader connecting information from the written massage with previous knowledge to arrive at ,meaning at an understanding.

Many foreign language students often have reading as one of their important goals. They want to be able to read for information and pleasure, for their career, and for study purposes (Richard & Renandya, 2002: 273). In fact, in most EFL situation, the ability to read in a foreign language is all that students ever eant to acquire.

According to the statement to the statement above Harmer (2007:99) stated reading is useful for language acquisition. Provides that students more understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students vocabulary knowledge, on their spelling or on their writing.

Laila et al (2011: 12) In English learning, reading is one of the main skills that must be mastered by students to have a language competence because; the success of learning of learning any subject matter depends on the competence of reading. Students who like reading will gain new knowledge and insights that can increase their intelligence. Such as reading books or text that can increase students vocabulary and language also effect the students, because the more students read, the more vocabulary that the controlled and increasingly easier for them to speak. The same goes with the English language, understanding of the text or books will facilitate students’ English language.

A text book is media to transfer knowledge that is very commonly used in the academic level (Djiwandono, et al 2009:35). To be able to used text books as a source of knowledge we should be able to use as much as possible the distribution of the contents, titles and subtitles of each chapter, and index. Below we can see how the achievement of objectives in an efficient read. The first find out that contained in the book, read the list of contents and conclude whether the contents of the book according to the topic you are looking for.

Second, to determine more clearly the charge contents of the books, could be the first state above you still want to know more specifically whether the topic you are looking for it will be discussed in the book. Open the index, and look for the keywords you are looking at the index. Follow the reference pages in the index, and read the page to determine if indeed the information you are looking for.

Third, to know what is contained in sub- chapter, you have found the topic you are looking for at a particular chapter, but still want to classify whether the details according to your search. Open that chapter, and read the initial paragraphs, which are generally preceded by a sub-heading “introduction” or before the first subtitles. These paragraphs, especially the parts finally, generally give guidance on the content outline in the next sections in the chapter. Next to further solidity your beliefs about the contents of that chapter, read the subtitles, subtitles on that chapter. On subtitles you will be obtaining more complete picture of the contents of that chapter.

1. **Types of reading**

In the case of reading, variety of performance is derived more from multiplicity of types of texts than from the variety of overt types of performance. Nevertheless, for the considering assessment procedure, several types of reading performance tasks (Douglas, 2004: 189):

1. Perceptive Reading

At the beginning level of reading a second language lays a set of task that is fundamental and recognition of alphabetic symbols, capitalized and lowercase letter, punctuation, word, and grapheme-phoneme correspondence. Such task of perception are often referred to as literacy task, implying that the learner is in the early stage of becoming “literate” some learners are already literate in their own native language, but in other cases the second language may be the first language that they have ever learned to read.

1. Selective reading

Selective reading includes what many incorrectly thing of as testing “vocabulary and grammar” and never feature any other skill besides reading. Lexical and grammatical aspects of language are simply the form we use to perform all four of the skill of listening, speaking, reading and writing (Brown, 2004: 194).

1. Interactive Reading

Interactive reading types are stretches of language of several paragraphs to one page or more which the reader must. In a psucholinguistic sense, interact with the text. That is a process of negotiating meaning; the reader bring to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narrative, descriptions, excerpt from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant feature (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing typical of such task, although some instances of bottom-up performance may be necessary.

1. Extensive Reading

Extensive reading involves somewhat longer text than we have been dealing with up to this point. Journal articles, technical report, longer essays, short stories, and books fall into this category. The reason for placing such reading into separate category is that reading of this type of discourse almost always involves a focus on meaning using mostly top-down processing, with only occasional use of targeted bottom-up strategy. Also, because of the extent of such reading, formal assessment is unlikely to be contained within the time constraints of a typical formal testing framework, which presents unique challenge for assessment.

1. **Principles of Reading**

There are some principles of reading as purposed by Harmer (2007: 101). The steps must be fallen as follow:

* 1. Encourage students to read as often and a much as possible (Harmer, 2007: 101). Everything we do should encourage the students to read expensively as well as if not more- than intensively. It is a good idea to discuss this principle with students.
  2. Students need to be engaging with what they read. When students read extensively they should be involved in joyful reading, that is, we should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do with dealing with dealing with it.
  3. Encourage students to respond to the content of the text (reading explore their feelings about it). Not just concentrate on its construction. It is important for students to study reading texts in case in order to find out such things as the way they use language, the number of paragraph they contain and how many times they use relative clauses. But the meaning, the message of the text, it just as important as this. As a result, we must give students a chance to respond to that message in some way that they should be allowed to show their feelings about the topic.
  4. Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is on the book photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues, our brain start predicting what we are going to read.
  5. Match the task to the topic when using intensive reading texts. We need to choose good reading task, the right kind of questions, appropriate activities before, whiles and post reading and useful study exploitation. The most useful and interesting text can be made really exiting with imaginative and challenging activities, especially if the level of challenge is exactly right for the class.
  6. Good teachers exploit reading texts to the full. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further task, using the language for study and then activation and using a range of activities to bring the text to life.

1. **Teaching Reading**
2. Definition of Teaching Reading

According to Harmer (2007: 23) teaching is not easy job, but it is necessary one, and can be very rewarding when we see our student’s progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it also worth remembering that at its best teaching can also be extremely enjoyable.

Regarding to the explanation of teaching above, the writer concludes that teaching is activities and manages the environment in a good condition to make and give the opportunity for the student in learning processes to get purpose.

In the classroom, the teacher’s job to promote these tress learning process by the use of appropriate teaching act. Thus, he or she: present and explains new material in order to make it clear, comprehensible and available for learning, give practice to consolidate knowledge, and test. In order to check what has been mastered and what still needs to be learned or revered. And also, the teachers’ responsibilities in helping learners achieve these goals will be to motivate reading by selecting or creating appropriate text, to encourage critical reading, and to create a supportive environment for practicing reading. Each learner will have different strengths to build on and different weakness to overcome. Therefore there can be no single, set, rigid methodology for reading. The teacher will need to focus on different goals at different times and to use a range of materials and tasks (Hedge, 2000: 205).

1. The importance of Teaching Reading

Hedge in Alyousef (2005: 147) states that any reading component of an English language course may include a set learning goals for:

Developing the ability to read a wide range of text in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

1. Building a knowledge of language which will facilitate reading ability
2. Building schematic knowledge
3. Developing the ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)
4. Developing an awareness of the structure of written texts in English taking critical stance to the contents of the texts.
5. **Teaching Procedure**
6. The procedure using scanning technique

The procedure when the teacher taught reading using scanning tecnique for the experimental groups as follow:

1. Teacher presentation

Before beginning the lesson, techer describe and explained about different kind of text and how many of those various english text appeared in most exams. Then teacher proposed a certain techniques in reading, which were scanning technique, as one of the solution in overcoming their reading comprehension. The teacher explained the theories, usaged and implementation of scanning technique. Hence, the topic or worksheets were distributed to the students.

1. Individual work

After receiving the worksheet and the explaination of scanning technique, the students read the text and practice using scanning technique by answer several questions based on the text given. In general the practices consist of finding specific information and general ideas of a text in a limited amount of time. The practiced were also performed continuously and in sequenced in pre, whilst and post reading activity.

1. Team Discussion

After completing the worksheet, the students work in groups. The students are asked to discuss several questions regarding of the text given and to write the result of the discussion in piece of paper.

1. The procedure of without using scanning technique

The procedure when the teacher taught reading without using scanning technique for the control groups as follow:

1. Teacher presentation

The teacher explained the topic and material to the students. The teacher gives the handouts to the students and they were asked to answer several questions based on the texts provided.

1. Individual work

The students answered the questions based on the text on the text and then asked to write the main idea off the text in a piece paper.

1. **Reading Comprehension**

Reading, according to Goodman in Cahyono (2009: 131) is as essential interaction between language and thought in which thhe writer encodes his thought as language and the reader decodes the language into thought.

Therefore, reading consists of two related process: 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 word, sentence and connected texts.

Weir (1993: 64) states that reading is seen as a selective process taking place between the reader and text, in which background knowledge and various types of language knowledge interact with information in the text to contribute text comprehension. This explanation is in line with the statement of O’malley and Pierce (1996: 94):

“Although reading was once assumed a combination of decoding and oral language, it is now acknowledged that reading comprehension depends heavily on knowledge about the world as well as on knowledge of language and print.

Reading comprehension defined as the level of understanding of writing. The reading comprehension focused on the ability to draw the meaning from certain writing. According to Buehl (2001: 5) in the past, reading comprehension was describes more as the skill than as an active mental process. Reading is understood as the skill recognizing letters, words, which let to the ability to connect words into sentences, sentences into paragraph and paragraph into longer discourse that represented various themes or ideas. However, the key concept of comprehension is that a reader constructs meaning from texts rather than merely reproducing the words on the page. Meaning is something that is actively created rather than passively received.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with writing language (Snow, 2002: 11). According to Richard et al (1992: 306) reading means perceiving a written text in order to understand its context while the result, understanding, is called reading comprehension. The different types of reading comprehension are usually distinguished according to the reader’s purposes in reading and the type that is used; the following are types of comprehension:

1. Literal comprehension

Literal comprehension means reading in order to understand, remember, or recall, the information explicitly contained in the passage.

1. Inferential comprehension

This type of comprehension is intended to find information that is not explicitly stated in a passage, using the reader’s experience and intuition, and by inferring (inferencing).

1. Critical or evaluate comprehension

It is kind of reading in order to compare information in a passage with the reader’s own knowledge and values.

This last type of comprehension is intended to read in order to gain emotional or other kind of valuated response from a passage.

1. Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition it difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. According to I. Alexander (1998: 159) reading comprehension involves taking meaning to a text fully when he can:
2. Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning)
3. Associated meanings, both denotative and connotative from personal experiences with the printed text (obtain inferential meaning).
4. Recognize how all these meanings and/ or his perceptions of them fit together contextually.
5. Make value judgments about, and based on the reading experience (read critically.

In short, it can be said that reading is a process that include the writer by encoding the thought language represented with the words and the reader decodes he language into thought. When the reader decodes the language, it relates two processes those are word recognition and comprehension. The comprehension means the understanding of written text and it focused on deriving the meaning. The comprehension is affected by the background knowledge and many kinds of language interact with information in a text.

1. **Testing Reading**

The ability to understand the content of reading is our ultimate goal of reading lesson in language teaching and is a major goal of the reading test, or more precise and complete test reading skills (Djiwandono, 1996: 63).

To determine the level of reading ability to understand the content can use several types (Heaton 1975: 103):

1. Reading matching test

The tests described in the first half of this section are concerned purely with word and sentence recognition. They test students’ ability discriminate visually between words which are spelt in fairly similar ways. If used in exercise material and progress test, these test items will assist in developing word recognition speed. Though not administered as speed tests in the strict sense in the very early stages, word and sentence matching items should be covered by the students at quickly as possible.

1. Word Matching

The students are required to draw a line under the word which is the same as the word on the left.

Now bow/not/how/now/mow

Sheep shop/shape/sleep/heap/sheep

Ever never/over/ever/fewer/even

Wonder wander/ wonder/window/fonder/won

1. True/ false reading test

The true/ false test is one of the most widely used tests of reading comprehension. Not only is the scoring of such a test straight forward and quick, but the scores obtained by the students can be very well reliable indices of reading comprehension provided that the items are well constructed and that there are enough of them.

It is possible to construct true/ false items which are complete in themselves: a student’s comprehension of each true/ false items in tested by means of a series of general truths. For example:

Put a circle round the letter T if the statement is true. If it is not true, put a circle round the letter F. for examples:

1. The sun rises in the west T / F
2. Fish can’t fly, but birds can T / F
3. England is as large as Australia T / F
4. When ice melts, it turns into water T / F
5. Multiple-choice shorter and longer
6. Multiple-choice items: short text

It can be argued that the type of item in this section is in many ways a test of vocabulary rather than of reading comprehension. These particular items, however, have been included here because it is felt that a comprehension of the text is generally of at least as much importance as an understanding of the meaning of the words for selection.

For example:

The president was talking to a young woman in the crowd then bill suddenly cough sight of a man standing several yards behind her, the man had something in his hand: it was a short stick.

What made bill notice the man in the crowded?

1. He was very close to bill
2. The president was talking to him
3. He was standing in front of the woman
4. He was carrying a stick
5. Multiple choice items: longer text

In this section, it is assumed that only intensive reading skill is being tested. Thus, the length of the reading extract recommended might vary from 50 to 100 words at the elementary level, 200 to 300 words at the intermediate level, and 400 to 600 words at advanced level.

People in the Jakarta like to going to shopping malls. A shopping mall is a place with many kinds of stores. In malls you can find department stores, music shop, fashion shop, restaurant, bookshop, hairdressers, cinemas and many others. In short, a mall is a one stop place. People like going to mall because they can go shopping or window-shopping there. For teenagers, a mall becomes a place to meet their friends.

**Choose the correct answer according to text above!**

Why people in Jakarta likes go to shopping malls?

1. They can go shopping or window shopping
2. They can’t buy anything
3. In shopping malls there are many expensive things
4. In shopping malls is only for teenagers
5. **Scanning in Reading**

Scanning a [text](http://www.usingenglish.com/glossary/text.html) is a reading technique where the reader looks for specific information rather than trying to absorb all the information. If you're reading a timetable, say, you want specific information usually and so look for something that is convenient for your journey plans- when you do this, you are scanning.

1. **Teaching Reading through Scanning Technique**

Brown (1987: 2) advocated that motivation is the key to being succesful in learning. Motivation is commonly understood as an inner drive, impulse, emmotion or desire that mves the particular action. One of the ways to motivate students to read is through implementing the right techniques in teaching reading. In line with the present study, the researcher made use of scanning technique in students’ reading comprehension.

Scanning consists of quickly searching for some particular piece or pieces of information in a text. Scanning exercises may asks students to look for name and date, to finds a definition of a key concept, or to list a certain number of supporting details. The purpose of the scanning is the extract certain specific information without reading through the whole text. For academic English scanning is absolutely essential.

1. **Scanning as Reading Strategies**

Every student has different strategies to enhance their capabilities to read and gain information from the text.

Reading strategies is also assumed to make lots of motivation to learners in comprehending reading ability especially for lower achiever learners. It allows them set the purpose of their reading and allows them to choose which part of the text is important in order they can read more effective than before. Researcher done by Chan (1996: 19) proved that by teaching effective reading strategy to lower achiever students (poor reader) will convince them that the reading successes and failures depend on their strategies whether it is effective or not. Chan also found that the use of effective reading strategies was effective in improving comprehension and also in reducing the failures.

Oxford developed reading strategies into five subscales of factors. The first is memory strategies, such as grouping, imaging, rhyming, and structure reviewing. Second is a cognitive strategy such as reasoning, analyzing and summarizing. The third strategy is compensation strategies, such as guessing meanings from the context. The fourth strategy is Met cognitive strategy, such as paying attention, practicing, planning for language task, and self evaluating. The last strategy is social strategies, such as asking questions and cooperating with native speakers of the language.

Furthermore, Brown (2001) explains strategies as specific methods of approaching problem for planned design for controlling and manipulating certain information. The strategies are:

1. Identifying the purpose of reading, the goal is to make reader knowing that they look and discard useless information.
2. Use grapheme rules or also called as phonics approach where reader learning English spelling convention. The goal is that reader is able to sound out the word. This strategy is very effective for beginners.
3. Silent reading technique, it is use for global understanding, by applying the strategy reader is able to skip over the text and inferring its meaning from its context.
4. Skimming for main ideas, it is the strategy to find the gist of paragraph or text. Reader quickly read across a whole text to find the main topic, messages/ideas, and the purpose of the passage.
5. Scanning, it is strategy to find particular piece of information without reading through the whole text.
6. Use mapping or clustering, it is strategy of grouping ideas into meaningful clusters.
7. Guessing, it is usually used when readers are not certain to what they have read.
8. Analyzing vocabularies.
9. Distinguish between literal and implied meaning.
10. Capitalize on discourse makers to process relationship.

Brown (2001) specifies scanning as one of reading strategies. He defined scanning as a strategy to find particular piece of information without reading through the whole text. Perhaps, by doing this strategy the readers will not wasting their time when searching answer of some questions of a reading text.

Scanning is the process of quickly searching for particular or piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text (Brown, 2001: 308). This is needed when readers only have a limit time, so they only search the specific information in the text without read the whole text.

In classroom teaching, and learning activities, there is no doubt that teacher plays an important role. Therefore, teachers have to know well their roles in teaching and learning process. Brown (2001) elaborates five roles in the course of language teaching.

1. The teacher controlled. The teachers are expected always in charge of every moment in the classroom and also determine in the classroom and also determine what the student do, when they should speak, and what language from they should use.
2. The teacher as director. The teacher as like a conductor of an orchestra or a director of a drama. As students engage in either rehearsed or spontaneous language performance, it is teacher’s job to keep the process flowing smoothly and efficiently.
3. The teacher as manager. Teacher’s role as one who plan lesson, modules, and courses, and who structures the larger longer segments of classroom time.
4. The teacher as facilitator. Teacher describe as facilitating the process of learning, of making learning easier for students.
5. The teacher as resource. The implication of the resources role is that the students take the initiative to come to the teacher.

The teacher is the most important element in reading class for her attitude influence students and their performance. The teacher of this component (reading) should provide the students an anxiety free atmosphere so they will master new strategies and to pressure in the form of persuasion and timings.

Strategies played important roles in reading comprehending and overcoming students’ ability in reading comprehension. By choosing an appropriate and effective reading strategies will help student to become successful readers and also can answer the questions correctly.

Because scanning is a reading strategy, it can solve some difficulties that faced by the readers. They are not expected to read the whole text to find the information; they only grasp the specific information from a text. This strategy will save time and also efficient. It is save time because in the shortest period of time, they can answer the question. It is efficient because by scanning readers didn’t wasting energy to read the whole text.