CHAPTER II

REVIEW OF RELATED LITERATURE

In chapter two the researcher describes about 3 points. In the first point is concept of reading which is consisting four sub-points among other: definition of reading, reading skill, definition of reading comprehension. Teaching reading as second point, it has three sub-points are as follow: principle of teaching reading, process teaching reading and strategies in teaching reading. The last point described by researcher is POSSE strategy which is divided three sub points. There are there points: definition of POSSE strategy, steps of POSSE strategy, and advantages of POSSE strategy.

2.1 Concept of Reading

2.1.1 Definition of Reading

Reading is major skill which should be masteredby students in English language. It can increase the knowledge with reading activities. There are many definitions reading base on experts. According to (Grabe & L.Stoller, 2013: 3) reading is the ability to draw meaning from the printed page and interpret this information appropriately.It means that reading not complete without comprehending and interpreting text. In addition Nunan (2003: 68) defined that reading as fluent process of readers incorporate information from text and they own background to build meaning. In reading personal background of reader is crucial component to get meaning from the information's of text.

Furthermore Alderson (2000: 3)claim that reading is a relationship between reader with text. Reading involves reader, written text and thecommunication between reader and text. Base on those explanations above, it can conclude that reading is process getting meaning from text with combine information and background knowledge.

2.1.2 Reading Skill

Reading skill is an individual's standing on some assignment in reading (Perfetti, 2001: 128). Furthermore, Bonjovic (2010: 1) defined that reading skill as cognitive ability which person is able to communicating with written text. In other word, reading skill is the ability of reader in reading activities like able to determine main idea, interpret meaning, active the prior knowledge or experience from reader and also can summarize based on text was read.

While, according to Davis, (1968: 504) reading skills includes identifying word meaning, drawing inferences, identifying writer technique, recognize mood of passage, finding answers to questions. Moreover, Grebe states reading skills are as follows:

1) Automatic recognition skills

2) Vocabulary and structural knowledge

3) Formal discourse structure knowledge

4) Content/world background knowledge

5) Synthesis and evaluation skills/strategies

6) Metacognitive knowledge and skills monitoring (1991: 379).

2.1.3 Reading Comprehension

Reading also related with "comprehension". Comprehension is goal of reading (Nunan, 2003:68). Prado and Plorude,(2005: 45) states comprehension is a process that involves thinking, teaching, past experiences, and knowledge. It means that the background knowledge of reader give effect for reader comprehension. According Graham and Bellert (2005:72) that reading comprehension is important life skill, because it has give many benefit from complex process especially constructing meaning from text.

It means that process in reading comprehension is very complex but the students should be mastering in reading comprehension for successful in life. Other hand, Nuttal as cited in Mc Donough and Shaw (2003:7) that reading comprehension is far more than mechanical of recognizing language symbols – in fact it is transfer of massage from writer to reader.

Meanwhile, Klinger,Vaughn, and Boardman (2007:8) reading comprehension defined that

> … "highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself(interest in text, understanding of text types)".

This statement refers to several components in reading comprehension must be use by reader such as strategy, prior knowledge and etc.

Moreover, Westwood (2008:31) has been defines reading comprehension is active thinking which a reader intentionally constructs meaning to from a

deeper understanding of concepts and information presented in a text. The researcher concluded that reading comprehension is a complex process understanding meaning or idea to get full information from text. In the process understanding the reader involve several activities such as interpret meaning from word and sentence, actively reader prior knowledge, and connection author passage in written text between reader prior knowledge.

2.1.4 The Purpose of Reading

There are several purposes of reading for the reader. Harmer in book entitled "How to Teach English: An Introduction the Practice of English Language Teaching "states

"Reading is useful for other purposes too: any exposure to English (provided students understand it more and less) is a good thing for language students. At very least, some of language sticks in their minds as part of process of language acquisition and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful(1998: 68)

Furthermore, Rivers and Temperly as cited in Nunan (1999: 251) suggest that there are seven primer purposes for reading as follows:

1) To get information for some purposes or because we are curious about some topics.

2) To obtain instruction on how to perform our work or daily life (e.g. knowing how an appliance works).

3) To act in a play, play a game, do puzzle.

4) To understand business letters or to keep in touch with friends by correspondence.

5) To tell when and where something will take place or what is available.

6) To understand what is happening or has happened (as reported in newspaper, magazine, reports)

7) For excitement or enjoyment.

While, according to Grabe and Stoller (2013: 6) add purpose of reading is explained as follows:

1) Reading to find out simple information and skim.

2) Reading to study from texts.

3) Reading to integrate information, write, and critical texts.

4) Reading for general comprehension.

Base the explanation by experts about the purpose of reading, the researcher conclude that the purpose of reading generally dived are two kinds for reader. There are two kinds: reading to enrich the knowledge or information and reading for entertain.

2.2. Teaching Reading

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understanding (Brown, 2007:8). Futhermore Cahyono as cited in Mahmud (2010:45) that teaching is the process transformation of knowledge from teacher to student in formal situation or informal situation.

In addition, Pang, et.al (2003: 6) states reading divided two processes: word recognition and comprehension. Base definition above can conclude that

teaching reading is an action by teacher whichhas purposes especially for learners among others: to enhance reading skills and to assist learner in understanding easily. Moreover, the function teaching reading especially foreign language, such as English, for students who are not native speaker, is to make them be able to comprehend the text when they deal with the foreign language.

2.2.1 Principle of Teaching Reading

Anderson as cited in Nunan (2003:74-78) proposes teaching principle eight principles of teaching reading as follows:

1) Use the reader's background

Reading comprehension is influenced by the background knowledge of the reader. Because active background knowledge of the readercan be improve reading comprehension.

2) Build a strong vocabulary base

The basic vocabulary must be clear by learner and the reader of second language must be taught to use context meaning to significantlythink meaning less frequent.

3) Teach comprehension

In teaching comprehension, the reader shouldmonitor their comprehension process have competent to discuss with the other reader and teacher about what strategies they use to comprehend.

4) Work on improving reading rate

The teacher should be work to discovery a balance among assisting students to improve leaner reading rate and developing reading comprehension skill.

5) Teach strategies

Students need to learn how to use a range of reading strategies that match their purposes for reading.

6) Encourage readers to transform strategies into skills

Student's strategies are to be student's skill if student'sunconsciously learn and practice specific reading strategies.

7) Build assessment and evaluation into your teaching

In reading classroom consists of two assessment activities: quantitative (test)and qualitative (reading interest survey, reading journal responses, and responses to reading checklist assessment).

8) Strive for continuous improvement a reading teacher

To be good reading teacher in classroom, the teacher actively teaches students what to do and then reading teacher need more than classroom tips and techniques but also need to understand the nature of reading process.

2.2.2 Process of Teaching Reading

Generally activities have process include teaching reading. Brown (2001: 135) states there three stages in process teaching of reading among other:

1) Before reading

In this stage the teacher should be introducing topic of text that students will read in order to active the prior knowledge. In other hand, the teacher should also introduce the strategy reading like as scanning, skimming, predicting, activating schemata which help student to comprehend text.

2) Whilst reading

In this stage, the teacher supports students to comprehend text.

3) After reading

In this stage, there are many activities which do by teacher and students such as answering the comprehension question, learning vocabulary found in text, discussing text etc. .

2.2.3 Strategies in Teaching Reading

According to Brown (2000:306-311) there are some strategies which can be applied in the teaching reading comprehension in the classroom as follows:

1) Identifying the purpose in reading.

2) Using graphemic rules and patterns to aid in in bottom up decoding (especially for the beginning level learners).

3) Using efficient silent reading techniques for relatively rapid.

4) Skimming the text for the main ideas.

5) Scanning the text for specific information.

6) Using sematic mapping or clustering.

7) Guessing when you are not certain.

Furthermore, Duffy, (2009: 19) states there are some strategies reader use in various combinations over, and over again, with slight variation from one reading situation for another.These include:

1) Making predictions.

2) Monitoring and questioning what is happening.

3) Adjusting predictions as you go.

4) Creating images in the mind.

5) Removing blockages to meaning.

6) Reflecting on the essence or the significance or the importanceof what has been read.

These strategies can be categorized as:

1) Before you start reading.

2) As you start reading.

3) During reading.

4) After reading.

2.3.1 Definition POSSE Strategy

POSSE strategy is Acronym for five steps reading comprehension strategy was developed by Carol Englett and Troy Mariage in 1991. They are Five steps predict, organize, search, summary, evaluate. According to Englert and Mariage, as cited in Westwood (2008:45) POSSE strategy is is created to motivated the student previous knowledge about topic and to connect with new information included in text

In addition, Barbara (2002:470) states POSSE is Schema to monitor students and teachers via before reading, reading, and after reading activities, and give opportunity for student has problem reading to make easy in comprehending text .She also explains about the acronym POSSE strategy stand among other:

1) P (Predict)

The student predict about the story will be read from title, head line and picture by observation.

2) O (Organize)

Organize your knowledge into categories and details based on structure of text.

3) S (Search)

Search, the student read the text to identify the main ideas and details or story parts.

4) S (Summarize)

Summarize, the student summarize text refer to the results of the main idea.

5) E (Evalute)

Ask a question, compare the results of predict between the result of summarize, clarify new word, and predict).

Furthermore, according to Boyle and Scanlon, (2010: 243) POSSE strategy is strategy used by student with disabilities to increase the reading comprehension skills.

Based on explanation above, the researcher could summarize that POSSE strategy is unity of five steps in reading learning to be active student prior knowledge and to facilitate the student develop their comprehension about text.

2.3.2 Steps of POSSE strategy

According to Westwood (2008:45) there are several steps of POSSE strategy such us follow:

1) Predict

Predicting invites readers to use their background knowledge or their experiences to find clues from the text.

2) Organize

In this step the students arranging their brainstormed ideas in the prediction step into a semantic map based on generic structure of text.

3) Search

In this step, the students start to read text but also search for the main idea and language features of the text.

4) Summarize

The student begins to summarize the text based on the main idea in each paragraph.

5) Evaluate

Evaluate is crucial in this step POSSE strategy. In this process, student must comparing the prediction with the results of summarize step.

2.3.3 Advantages of POSSE strategy

Here several advantages using of POSSE strategy. Westwood (2008:88) mentioned some advantages of POSSE strategy as present bellow:

1) Student can activate their prior knowledge of the topic and relate it to new information contained in the text.
2) Student can infer context that is explicit by using background knowledge.
3) Students are encouraged to organize their existing knowledge and then summarize and elaborate on the connections between what they already knew and what they have already learned.
4) Students can comprehend the text effectively by using graphic organizers in organize, and summarize steps.
5) Students can self-monitor themselves by comparing their first graphic and their fourth graphic . It makes the students become active readers that can apply this strategy effectively and automatically.