CHAPTER II

REVIEW OF THE THEORETICAL FRAMEWORK

This chapter describes some theories. They are theory of reading, reading comprehension, teaching reading, concept of running dictation strategy, and previous study.

2.1 Reading

2.1.1 Definition of Reading

Reading, it is a method to repair English skill. It is an important method. Batrice and Linda state that reading is one important way to improve general language skills in English (Batrice & Linda,1996:1). They add that reading has some benefit. One of them is reading helps you think in English(Batrice & Linda,1996:1).

In addition, (Michael, 2005:4)"Reading is the key of learning". Students can improve their learning in all of the subjects if they have a good skill in reading. He also include that many students can benefit from more practice in reading ((Michael, 2005:4). Reading gives students much of knowledge. If they read a lot, so they are rich of knowledgeable.

According to Cameron (2001:125), reading brings together visual information from written symbols, phonological information from the sounds those symbols make when spoken, and semantic information from the conventional meanings associated with the words as sounds as symbols. Not only for knowledgeable, but also it is for giving virtual information. Students can make illustration well from the written if they can read fluently.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

Reading comprehension is related to interest and understanding of text. It is a multi-component, 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)(Janett & Et Al, 2007:8).

Comprehension is a process to get the meaning. Elizabeth Et Al (2003), states that comprehension is an active process in the construction of meaning. She also gives detailed that comprehension involves word knowledge (vocabulary) as well as thinking and reasoning. It is an active process.

2.3 Teaching Reading

2.3.1 Definition of Teaching Reading

There are many considerations in teaching reading. Teaching reading is not simple activity. It is difficult work (Elizabeth Et Al ;2003). Teachers must be aware of the progress. Teachers also must explain to the students the purposes of teaching and learning reading.

Teaching is significant part in learning. It 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 understand (Douglas;2000). He adds that teaching is guiding and facilitating learning, enabling the learner to learn.

From some definitions above, the researcher takes off the conclusion that the teaching reading is an activity to helping someone to know the way of reading.

2.3.2 Reason for Teaching Reading

There are some reasons of teaching reading. They are give benefits for student language, it good for English writing and opportunities in study language.

Harmer declare that there are three reasons for getting students to read in the classroom: a) reading is useful, any exposure to English is good thing for language students; b) reading texts provide good models for English writing; and c) reading also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts (Harmer, 2001 : 68).

2.3.3 The Goals of Teaching Reading

Teaching reading has some the goals. The goal of teaching reading is not only to persuade them of the advantages of skimming and scanning, but also to make them see that the way they read is vitally important (Harmer, 2001: 68). It can know when the learner answers the questions base on the text or retell the text. If the score is good and they can retell the text fluently, it shows that the goal of teaching reading is get. But if the score is bad and they difficult in retell the text, the goal of teaching reading is get yet.

Teaching reading is the beginning action for students and teacher in the teaching and learning activity. Not only that, but also reading give more information and knowledge. So, to get well in language learning the teacher must maximally in teaching reading.

2.3.4 Types of Classroom Reading Assessment

Brown, (2003: 189) assume four similar categories apply to the kinds of reading performance in classroom. They are perceptive, selective, interactive, and extensive. All of them will be detailed below.

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

b. Selective

In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: pictures-cued tasks, matching, true/false, multiple-choice, etc.

c. Interactive

Reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction.

d. Extensive

The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details.

2.3.5 Sequences in Teaching Reading

The sequences of teaching reading include of three parts. The first is pre reading. The second is while reading. And the third is post reading (Harmer, 2001: 71-76).

In the pre reading in this research, the teacher asks students to make some groups. It consists of six students. After that, the teacher explains the activity before they do it. The teacher prepares the recount text. Each group chooses one as writer and runners for other. The recount text hangs far enough from students.

In the while reading, the runner starts to run for read the text. Every runner has 7 second for it. Then, they back to their group (the writer) to give their words. While one runner back to the writer, other runner run and do same activity. This activity held until time lines.

In the last, post reading. The teacher gives questions list base on the text. The teacher gives the times for students do it in group. In the time given, students submit their assignments.

2.3.6 The Roles of the Teacher during Reading Activities

Teachers have important role during reading activities. The role of teacher during reading actions is varied. There are several roles of the teacher during reading activities. They can be a guide, instructor, entertainer by Harmer (2001 : 1-6), as follows:

As guider, a teacher shows students to get much knowledge especially in reading. A teacher guide students how to read words, sentences and text. As instructor, teacher train the students to do an activity that motivate students to more reading. It can make students like reading more. Then, as an entertainer the teacher amuse students in learning activity to make them actively.

2.3.7 The Assessment of Reading

There are four kinds of designing of reading tasks. They are perceptive reading, selective reading, interactive reading and extensive reading. Perceptive reading consists of reading aloud, written response, multiple-choice and picture-cued items. Selective reading consists of multiple-choice, matching tasks, editing tasks, picture-cued tasks and gap-filling tasks. Interactive reading consists of cloze tasks, impromptu reading plus comprehension questions, short-answer tasks, editing (longer texts), scanning, ordering tasks and information transfer(reading charts, maps, graphs, diagrams). Extensive reading consists of skimming tasks, summarizing and responding and note-taking and outlining (Brown, 2003;190-216).

2.4 Concept of Running-Dictation

Running dictation is one of strategy that used for learning in the classroom by pair or groups. Sofyan said that running dictation is activity that can do both pair and groups (2016:2). Pair is for small class. While group is for big class. The researcher uses group in this strategy. This activity is use as game or strategy in the teaching and learning activity. This purpose is to make students more interest in the class to get the material.

Actually, this strategy can implement in all of skill in language. Teacher use this strategy to give motivation for students in learning. They are reading, writing, speaking and listening. The researcher tries to apply this in reading.

Running dictation is from 'running' that has meaning run in English, and 'berlari' in Indonesia. In this activity, almost of students not only sat and listen for teacher explanation but also they actives to do it. Students make a group of 5. Each group have a writer and others of it as runner. Runner run to the text that hangs by teacher in someplace. Then she/he read a text sentence by sentence. After that she/he run-back to her/his group to diction for the writer. The writer writes the word that give from runner.

2.5 Previous Study

Some researchers have conducted research on the same field, although with different emphasized on reading as the main language area of concern. Reading becomes the main interest of this study due to some consideration.

First of all is the research by Sofyan, Et Al. With the title of "Penerapan Running Dictation Game dalam Pengajaran Berbicara Bahasa Inggris di Sekolah Menengah Pertama (SMP) 1 Kabanjahe" they get the result from their research.

The questions of this research are how the concept of running dictation in speaking learning of English and what the benefit of running dictation for this learning. The purpose of this research is to know the concept of running dictation in speaking learning of English and find the benefit of it. The method that used in this research is quantitative with classroom action research background. The result of this research explains that running dictation is one of game or media that used

in learning of English speaking. There are some benefits that get in used of this game. They are give motivation more for students in learning of English speaking, give interesting activity for students, exercise in English vocabulary and make students speaking better than before. The different of this research with the researcher's research is this game applied in speaking learning but the research applied it in reading comprehension skill.

The second research is by Zulraudah. Her title research is "Teaching Reading by Using Running Dictation Activity for Elementary School students". The questions of this research are how the running dictation applied in writing and find the result of used this activity in learning. The purposes of this research are to know how the running dictation applied in learning and find the result of this activity. The method of this research is qualitative.

This research gives details that running dictation is active and interest concept. The students not only sit and listen from teacher explanation, but also they active to do the activity in running dictation. With used of running dictation it can get the goal in the writing learning, such as spelling, making sentences, and others. It better than traditional learning that usually used in learning activity.

The different of this research with the researcher's research is this game applied in writing learning but the research applied it in reading comprehension skill. Subject that used is different too. The subject in this research is students of elementary but the researcher use of students in junior high school level.

The last research is by Narko. His title is "Teaching Reading to The Second Year Students of SMA MUHAMMADIYAH 1 SURAKARTA". The questions of this research are what kinds of the techniques that used in teaching reading and the problem faced in teaching reading. The purposes of this research are to describe kinds of technique and the problem faced in teaching reading. Descriptive qualitative is method that used in this research.

The result of this research shows that teacher's techniques in teaching reading were appropriate and effective for the second year students of SMA Muhammadiyah 1 Surakarta in teaching reading. By using this technique, the students were capable to know their errors, the reason and correct it. The teacher had several problems in teaching namely in managing the students in the class.

They are motivating students, understanding vocabulary and handing all of the class. The teacher's ways to overcome the problems, that are: the teacher pointed the students who don't pay attention to the teacher's explanation and the teacher gives questions about the material, and other ways that given to solve the problem.

The different of this research with the researcher's research is teaching reading that used technique but for the researcher is strategy that used in teaching reading.