

## **Chapter II**

### **REVIEW OF LITERATURE**

The writer will review some theories from several experts that have relation of the study about. They are concept of teaching, concept of reading, concept of reader response criticism, concept of reader response in teaching reading and previous study.

#### **2.1 Concept of teaching**

Teaching is showing or helping someone to learn, giving instructions; guiding; providing with knowledge; causing to know or understand. (Brown, H. Douglas, 2007:391)

From Brown theory explained that the basic meaning of the teaching is to lead a person becomes aware of new things that gives affect the knowledge that he or she will learn.

Teaching is model to share information and attention to necessity of students has been applied in classroom or the place that learning happened. (Huda: 2004)

According to Philippe Dessus, Sonia Mandin (2008: 49) that Teaching and learning are causally tightly bound activities, so questioning “what is learning?” might lead to have a closer look about what precisely are the components of teaching—and their underlying principles as well—that can cause efficient learning. They claimed that teaching actually depend on the principles and the whole of components when teacher in learning process.

In many countries consider that the highest quality of a country is held by teacher capabilities and what kind teaching method or curriculum that used.

##### **2.1.1 Teaching by Principles**

There are many principles when a teacher teaches the students in classroom. According to H. Douglas Brown (2007:55-59) there are five principles in teaching. They are automatically, meaningful learning, the anticipation of reward, intrinsic motivation and strategic investment.

###### **2.1.1.1 Automatically**

The children’s ability is different each other. Actually, language knowledge can automatically flow and open their mind with the experience that they use every day. This is called automatically principle.

#### 2.1.1.2 Meaningful learning

Meaningful learning subsumes new information into existing structures structure and memory system and the resulting associative links create stronger retention. We can make simply stayed that meaningful learning will lead toward better long term retention than learning

#### 2.1.1.3 Anticipation of reward

Human basic behave is driven by a sense of goal and purpose. It can be applied in classroom. Teacher can give the reward based in the grade. Directly reward can be correct response such us “very good John, you are great”.

#### 2.1.1.4 intrinsic motivation

This is related with giving reward to the students that the most powerful rewards are those that are intrinsically motivated within the learner. Learners can do as the best as they can when teacher assists them with good motivation in learning process.

#### 2.1.1.5 Strategic investment

The successful things will be happening to learners personally if they have times, efforts and big attention as tools. Those can make their do regularly process.

## **2.2 Concept of reading**

Reading is when someone is trying to make rich the knowledge with submitted many kinds of data or information needed. Through reading, someone can explore some places that have never been visited before. And also, reading can give people the hottest news around the world which can reach by visual. According to Moreover Leu, Kinzer, Coiro and Cammack (2004:1) that reading is situated in and inseparable from culture, material, and technological conditions within which it develops.

According to Krashen’s in H. Douglas Brown (2007:301) that the case in extensive reading is a key to students gains in reading ability, linguistic competence, vocabulary, spelling and writing. From that theory can explains about reading is the basic one to make better understand of some aspects such us linguistic, writing or spelling.

Moreillon (2007:10) states that reading is making meaning from print and from visual information. So, he claimed that reading is deal with practice, exercise, and skill.

According to Nunan, (1995:69) that to understand the reader and the nature of the act of reading more clearly and comprehensively, one needs also to find out and describe the reader's strategies and reaction with regard to the reading task, and to see how the reader copes with the reading task and solves the problem. It is added by Lindsay and Knight (2006:72) that if we are reading a book in order to get information for our studies; we will also tend to read more carefully and may make notes as we read.

Nunan (1991:221) stated that reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text.

Nuttal (2005:9) stated that one reason for reading is that we want to understand others people idea: if we were to identical, there would be no point in most communication.

### **2.3 Concept of Teaching Reading**

Teaching reading is one of the ways for the teacher to transferring the knowledge which is very crucial. Teacher should have some strategies in learning process in reading. It is support by Anderson (in Sri Rahayu, 1991: 76) that strategic reading means not only knowing what strategy to use, but knowing how to use and integrate a range of strategy.

Teacher should be aware that used some strategies in teaching reading. The whole of strategies have to depend on the material or chapter that students learn. According to Brown (2001:78) claimed that techniques refer to various activities that either teacher or learners perform in the classroom.

According to H. Douglas Brown that teacher should create interactive techniques in learning process. The first is in interactive curriculum. Teacher has to make sure that she/he does not overlook the importance of specific instruction in reading skill. Second is an easy and understandable motivation. It means that it is in line with their level in term of contents. Third is encouraging the development of reading strategies. After preparing the strategies that will apply in classroom, the teacher has to still uses that strategies and make it applicable to various materials. She

or he can design the best material based on that basic strategy. It will make students memorable in a certain topic with certain strategy.

## **2.4 Concept of Reader Response**

According to Mary Anderson (2012:20) that Reader-response theories generally posit the implied author as a combination of a person that is both textually inferred and constructed by the actual reader from personal knowledge and experience.

Reader-response researchers and theorists investigate the experience of reading, and the complex interplay of reader, text or context, especially concerning texts that are identified as literary, imaginative, or fictional. (Anderson, 2012:6)

Reader-response criticism maintains that the interpretive activities of readers, rather than the author's intention or the text's structure, explain a text's significance and aesthetic value. Biographical accounts of how a writer responds to his or her critics initiated this kind of criticism. (John, 2005:1)

In contrast, according to Fowler (1996:50) that reader-response researchers and theorists investigate the experience of reading, and the complex interplay of reader/text/context, especially concerning texts that are identified as literary, imaginative, or fictional.

Actually, reader response is about reader experience in reading. All is about how far their ability and how many kinds of literatures that they have read a lot.

It is strongly held by the advocates of the application of the reader-response theory in ELT that there is an apparent superiority in the advantages it can bring about in language teaching contexts in comparison to the traditional approaches (Carlisle, 2000:35; Hirvela, 1996).

## **2.5 Concept of Reader response approach in teaching reading**


According to Ross C. Murfin, it focuses on what texts do to or in the mind of the reader, rather than regarding a text as something with properties exclusively its own (2001:253). Employing a reader-response approach in the introductory literature course helps maintain the student interest and involvement necessary for a good course. This approach: enables students to experience relevance in the reading task, involves them in an active, not passive, encounter with the literature, validates them

as critical readers who are capable of determining meaning in texts, and provides them with the opportunity to express themselves freely.

Reader-response theory has been considered as an effective approach to engage readers in reading and responding to literature (Hirvela, 1996). This means that reader response in reading than giving response should be influenced by their literature knowledge.

According to sarvenaz khatib (2011:151) that in reader response theory the act of reading is considered as an active, dynamic process, constantly prone to change in which readers are in charge of creation and development of meaning. It means that by using reader response can drive the students to use high creativity and make them to be better in reading.

**Reading Response Questions**

Q -Type	Sample Questions
<b>Asking for Basic Facts</b> 	<ul style="list-style-type: none"> <li>→ When did Sally run away from home?</li> <li>→ What did Tom say to Mary when she came home late?</li> <li>→ Who found the gold ring?</li> <li>→ Where did the story take place?</li> <li>→ What was the name of the main character?</li> </ul>
<b>Making Predictions</b>	<ul style="list-style-type: none"> <li>→ What do you predict will happen next? Why?</li> <li>→ What might David do next? Why?</li> <li>→ Who do you predict will find the missing necklace? Why?</li> <li>→ Where do you think Jason will go now? Why?</li> </ul> <p><i>You must explain why you make a certain prediction!</i></p>
<b>Explaining Why or How</b>	<ul style="list-style-type: none"> <li>→ Why did the detective hide the evidence?</li> <li>→ What is the reason Sandra gave away Brenda's secret?</li> <li>→ What caused Sara to feel guilty?</li> <li>→ How did Tom find his way out of the forest?</li> <li>→ Why did Ronald say that he knew the answer when he didn't?</li> </ul>
<b>Making Connections or Comparisons</b>	<ul style="list-style-type: none"> <li>→ How are these characters alike and different?</li> <li>→ How is this book like another you have read?</li> <li>→ How is this character like yourself?</li> <li>→ Have you ever felt the same way as this character?</li> <li>→ How can you connect the events in the story with something in your own life?</li> </ul>
<b>Giving Opinions</b>	<ul style="list-style-type: none"> <li>→ Why do you think Angelica warned Latoya about the poisoned apple?</li> <li>→ Do you think Brian should have given the note to Shonda? Would you have behaved in the same way?</li> <li>→ Did you like the ending of the story? Why or why not?</li> <li>→ Who is your favorite character? Why?</li> </ul>

Developed by Laura Candler (Teaching Resources at <http://homes.alf.net/~teaching>)

Figure 2.1

Reading Response Questions type

To build the reader response question, the researcher has to include the question type. There are five question types, first is basic fact. It means that all

questions are about general structure such as characters, plot, conflict, solution, summary of the text etc. It is the simple one in reader response question. Second is making prediction; it can drive the students to predict what happens in the next story. Third is explaining why or how. This type forces the students to be more creative in long answer and capable of explaining in detail. Fourth is making connection or comparison. It can make the student to compare the text that they just read and other text. So they can find the differences between two of them. And the last is giving opinion. It is one of the question types that students have to convey their own point of view about the text.

According to Rosenblatt in Chia-chio's articles (2015:169) that reading is a fusion of the text and reader. It means that something is created by readers interacting with the text as a part of the reading act based on the reader's experience. From that explanation, reading is related to reader experience.

Rosenblatt's theory also explained that reader response theory has been implemented in many classrooms and the findings showed positive in general. For example, this research investigated in two years for seven groups of students when they underwent reading in literature.

## **2.6 Previous study**

There are several previous studies that are used as the literatures study and have relations with this research. The first previous study is from Neaty Mutahida's (2011). The title from her study is "Improving Students Vocabulary Through Vocabulary Card". This study was about teaching reading vocabulary for the students should apply some techniques, the technique is using card. The function of using some techniques is to make sure that students can get the point when the teacher is teaching reading. The subjects of this study are students with English orally and written as a form. The result of this study showed that there was a development of the student's vocabulary mastery. It can be seen from the average pretest is 49,6 and in the average posttest is 58,0 for cycle 1. For the average cycle 2 is 6,3.

The second previous study is from Hedi Ati F. (2015). The title is "IMPROVING READING COMPREHENSION SKILL THROUGH KWL STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP AL ISLAM KRIAN IN THE ACADEMIC YEAR 2014-2015". This study was about improving student's skill through KWL strategy. The result of this study showed that after applying the

KWL strategy, students started to be active in classroom. According to the researcher that teacher should apply KWL strategy in teaching reading.

The third previous study is from Journal of English Teaching and Research by Servenaz Khatib. The title of this journal is Applying Reader Response Approach in Teaching English Short Stories to EFL. The result of this journal is students directed with the reader-response approach could give aesthetic response to literature without impairing their comprehension of the literary text. However, there were no significant differences in the level of vocabulary of motivation of students of the two groups to read English literature in the future.