

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some of related theories which are needed to support this study. Describing theories that related to this study is important in order to give relevant knowledge in this study. Theories that are applied by the writer are Reading, Reading Comprehension, Process of Reading, Teaching Reading, Assessing Reading, Descriptive text, POSSE strategy, QR Codes, and Previous study.

2.1 Reading

2.1.1 Definition of Reading

Reading is a batch of skills that engages constructing perception and deriving meaning from the typed words and also comprehends what we read (Linse, 2005:69). Reading is a fluent process of readers combining information from a text and their background knowledge to build the meaning. The goal of reading is comprehension. The reader's prior knowledge merge with the text to construct the meaning (Nunan, 2003:68). Second language readers must expand suitable content and formal schemata-background information and cultural experience-to bring out those interpretations effectively (Brown, 2003:185). From that definition, we can know that reading is process to catch the meaning from the text. In order to catch the meaning, we need to comprehend the text with the employ of our background knowledge while reading the text.

Reading is essential skill for learners of English as a second language. Learner has to master this important in order to ensure their success not only in English but also in the other subject which English is required. Reading is principally a silent activity. The common of reading that we perform will be done silently. However, many teachers still consider that oral reading is the best approach for teaching. Since comprehension is the purpose of reading, the main focus in the classroom should be on gaining meaning from print. Make silent

reading is the main in the classroom instead of applying oral reading (Nunan, 2003:69).

2.2 Reading Comprehension

Reading comprehension refers to reading for meaning, understanding and amusement. It involves higher-order thinking skills and is much more complex than just decoding specific words. (Linse, 2005:71). Moreover, the important term which can define reading comprehension (Snow, 2002:11) defines reading comprehension as the process of simultaneously getting and creating meaning through interaction and participation with written language. It has meaning that the readers try to acquire the idea shared by text and raise them into comprehension.

2.3 Process of Reading

According to Anderson in (Nunan, 2003:70), there are reading process models that can be divided into three categories: bottom-up, top-down, and interactive model.

2.3.1 Bottom-up

Reading process begins from the bottom level of the text structure which is from the visual elements like letter, morphemes, and words.

“Bottom up models characteristically consists of lower-level reading process. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, creating up to the recognition of grammatical structures, sentences, longer text. Letters, letter clusters, words, phrases, sentences, longer text, and lastly meaning is the order in accomplishing comprehension.” (Nunan, 2003:70)

However, when the reader read the text to construct the meaning start and focus from the bottom level, the reader conduct intensive reading. Intensive reading involves the sentence, language feature and the linguistic details.

“Within a bottom up approach to reading, the most typically classroom focus is on what we call intensive reading. Intensive reading involves a short reading passage followed by textbook

activities to develop comprehension and/or a particular reading skill.”(Nunan, 2003:71)

2.3.2 Top-down

In top down models, the reading process initiates from the reader with their expectation on the text and the information they will find in the text.

“Top-down models, however, start with the idea that comprehension dwell in the reader. The reader uses background knowledge, creates predictions, and searches the text to confirm or decline the predictions that are made. A passage can thus be understood even if all of the individual words are not understood.” (Nunan, 2003:71)

The readers conduct the top-down model when they are read professional articles such as books, short stories, essay and etc, that include the extensive reading performance. At the beginning the reader may not know the meaning. Then, they use their background knowledge, search, so that they can confirm or reject their prediction. The reader can choose what they want to read and gain the meaning of the text of what they want.

“Within a top down approach to reading the teacher should focus on meaning formulating activities rather than on mastery of word recognition. Extensive reading plays an important role in top-down approaches to reading which reading many books or longer part of text without focus on classroom exercises that may test comprehension skills.(Nunan, 2003:72)

2.3.3 Interactive models or view.

The interactive models combine elements of both bottom-up and top-down models. Readers not only analyze the linguistic details and decode the language feature of the text but also use their *schemata* and prediction to comprehend the text. “The models that are accepted as the most comprehensive description of the reading process are interactive models. An interactive approach to reading would include aspects of both intensive and extensive reading.” (Nunan, 2003:72)

2.4 Teaching Reading

Teaching reading is important because reading is the most essential activity in any language class. It turns out to be a way to get information and develops students' background knowledge about language.

2.4.1 Principles of Teaching Reading

In order to have better reading comprehension for students, a teacher should teach reading by principle when teach reading. According to Anderson in (Nunan, 2003:74) the principle of teaching reading as follow:

2.4.1.1 Exploit the reader's background knowledge

Reading comprehension can be significantly enhanced if background knowledge activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on familiar topic, we may need to begin the reading process by building up background knowledge.

2.4.1.2 Build a strong vocabulary base

Word Webs which using the graphic are a very good activity for building students' vocabulary skill. Begin by writing a key concept in the middle of the paper.

2.4.1.3 Teach for comprehension

Instead of asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached.

2.4.1.4 Work on increasing reading rate

It is valuable for the reader to reduce the use of dictionary. Readers should spend more time at analyzing the content rather than focus on word by word.

2.4.1.5 Teach reading strategies

To achieve the most wanted result, students have to learn how to use a range of reading strategies that go with their purposes for reading.

2.4.1.6 Encourage readers to transform strategies into skills

The objective for explicit strategy instruction is to move readers from conscious manage of reading strategies to unconscious use of reading skills. The students should employ the strategies automatically which control by teacher before.

2.4.1.7 Build assessment and evaluation into your teaching

Assessment can be done by test in the form of quantitative or by journal responses, reading interest survey and response in the form of qualitative.

2.4.1.8 Strive for continuous improvement as a reading teacher

Teacher is the central role in students' success learning to read. They should view themselves as the facilitators, helping each reader find out what works best.

2.5 Assessing Reading

Assessment is the process which is designed by the teacher to measure the students' language skill. In the words of (Brown, 2003:4) "Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offer a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance". The teacher can use some reading assessment that are proposed by (Heaton, 1990:107-133) which are matching text, true/false reading tests, multiple-choice items; multiple choice items is testing method that provide 4 or five possible choice to answer the questions, completion items, rearrangement items, cloze procedure, and open-ended and miscellaneous items. The reading assessment can be used to measure the students' competence in the form of score.

2.6 Descriptive Text

2.6.1 Definition of Descriptive Text

According to (Siahaan & Shinoda, 2008:89), descriptive text is a written English text which describes an object. The object can be abstract or concrete object. It can be a person, or animal, or tree or a house or camping and the other topics. Descriptive text is a text that describe about something that people feel by using their five sensory senses. Like what people see, hear, smell, and taste.

2.6.2 Generic Structure

Generally, there are two generic structures in descriptive text, they are introduction and description. In introduction, it introduces the object then describes the feature of the object in the description part in the following series paragraph.

“A typical description has an opening paragraph introducing the subject of the description, followed by a series of paragraphs each describing one feature of the subject. There may also be a final concluding section that signals the end of description.” (Anderson & Anderson, 2003:26)

2.6.3 Language Feature

Descriptive text has language feature which may characteristic of other text. The language feature of descriptive text has two types; (a) describing place, thing, person and etc, those use concrete and proper noun, effective verb including specific details, (b) describing people it uses not only physical appearance, action, behavior, but also the subject's personality, lifestyle, morals, description, and so on.

On the other hand, (Siahaan & Shinoda, 2008:89) stated that the language features of descriptive text are:

2.6.3.1 Focus on specific participant. The object that is described is specific, in order to give real image to the reader about the object.

2.6.3.2 Use of attributive and identifying processes.

2.6.3.3 Frequent use of adjectives and classifiers in nominal group. The adjective is used in order to give the reader clear image about the object when they read a text, it can be situation, the characteristic, and the personalities.

2.6.3.4 Use of simple present tense. The descriptive text is text that describe factual object. It means that It have to use simple present tense, except the object was died or extinct.

2.7 POSSE Strategy

POSSE strategy is reading strategy which used to develop students reading comprehension. This strategy is beneficial to use in teaching and learning for students with learning disabilities. The following explanation is about the definition of POSSE strategy and how to use the POSSE strategy in reading comprehension.

2.7.1 Definition of POSSE Strategy

POSSE strategy is reading strategy which was developed by Englert and Marriage in 1991. This strategy is used to enrich the reading comprehension of students with learning disabilities. As stated by(Boyle & Scanlon, 2010:210)

“The POSSE strategy (Englert and Marriage 1990;1991) was developed to enhance the reading comprehension skills of students with disabilities through reciprocal teaching and construction maps. The strategy itself incorporates a variety of strategies that include predicting, organizing, searching, summarizing, and evaluating expository reading passage. The strategy can be used before, during, and after reading.”

Therefore, this strategy can be used as the one of reading strategy to improve students reading comprehension in the teaching and learning activities in the school.

2.7.2 Procedure of POSSE Strategy

There are five steps when conduct the POSSE strategy. The POSSE strategy steps include the following:

- 2.6.3.1 Predict what ideas are in the story,
- 2.6.3.2 Organize the thoughts,
- 2.6.3.3 Search for structure or main idea,
- 2.6.3.4 Summarize the main idea of each paragraph in own words,
- 2.6.3.5 Evaluate: compare, clarify, and predict,

According to (Boyle & Scanlon, 2010:210)

“Using POSSE, students predict ideas based upon background knowledge, organize predicted textual ideas and background knowledge based upon text structure, search/summarize by searching the text structure in the expository passage, summarize the main idea, and evaluate their comprehension.”

2.8 QR Codes

QR code is a kind of barcode that we can scan them by using our smart-phone which has the camera to scan. It can link to the website address, pages or resources that we want. QR codes are relatively types of template barcode that, when scanned by mobile gadget, transmits the scanner to the URL that the QR code is linked to. Currently, it is used mostly for advertising; afford sufficient opportunity for educational purposes (Thorne, 2016:747). Now, QR codes can be use in the learning and teaching process. In this era, students have used smart phone to get the information. By using QR Codes, teacher can link the information and knowledge more quickly to the students by scan the QR codes using their smart phone which available with the camera. In relation with the result of study by (Saprudin, et al., 2014:209)

“When content are well-formulated and organized, QR codes in the mobile learning should be able to bring substantial benefits to the students as well as the university, especially by keeping the students connected, engaged and motivated. This will contribute to the enhancement of learning experience of the students and if used effectively it can be a means for encouraging lifelong learning.”

As stated by Saprudin, et al above, the teacher can use the QR codes in the teaching and learning process to make students more interest in learning the material and comprehend the reading text.

2.9 Previous Studies

There were some studies showing that there is an improvement of reading comprehension if students use strategy while they are reading. A research by Aprilia, Nindya. (2015). Improving Reading Comprehension of the Eight Grade Students at SMPN 6 Yogyakarta through POSSE strategy in the academic year of 2014/2015. A thesis. This study examines to improve students' reading comprehension through POSSE strategy. The difference of this study with my research is this study used classroom action research to know whether POSSE strategy can improve students' reading comprehension or not. The result of her study shows that POSSE strategy can improve students' reading comprehension on narrative text. The similarity of her study and my research is this research also uses POSSE strategy on student's reading comprehension.

The other research by Ali Sabah Jameel. (2017). The effectiveness of P.O.S.S.E Strategy on Improving Reading Comprehension of the EFL University Students. International Journal of English Literature and Social Sciences (IJELS), Vol 2, 123-133. This study attempts to reveal the effectiveness of using POSSE Strategy in improving reading comprehension for the second grade university students in Iraq. The difference of this study with my research is this study was conducted in action research. His study reveals that there was positive statistical significance difference on the students' score on the post-test due to the treatment and also there was an observed improvement on students' reading comprehension. The similarity of this research and my research is the use of POSSE Strategy on improving reading comprehension.

Beside some studies that showing improvement on students' reading comprehension while they use POSSE strategy, there is also a study has been done by Abby Ashraff Saprudin, Norlia Goolamally, and Latifah Abdol Latif (2014) Embedding QR Codes in the Teaching and Learning Process. Seminar Kebangsaan Pembelajaran Sepanjang Hayat Open University Malaysia Journal which examines the impact of QR codes on Students' learning based on students' interest. This study reveal on suggesting that QR Codes have the potential to be

used in the teaching and learning process. Based on the previous studies above the researcher attempt to use POSSE strategy engages with QR Codes.