# CHAPTER II

# LITERATURE REVIEW

## A. The Nature of Teaching and Learning

Teaching is showing or helping someone in learning the way to do something, giving instruction, guiding the knowledge, and causing understand. (As Brown, 2003:7) defines, "Teaching refers to showing or helping someone to learn how to do something, giving instruction, guiding knowledge, and causing to know or understand." In foreign language teaching, the language skills that must be developed are listening, speaking, reading and writing.

In the meantime, a Chauhan (1983:12) state that of teaching is a process organized to achieve some predetermined goal in systematic way system that works well.

Methods used by teachers in a language classroom would have an effect on teaching materials, techniques, and the kind of assesment used. As it is stated by Mackey (in Patel and Jain, 2008: 73) that a method includes selection of linguistic material based on the students' grade, techniques of presentation, and students' practice. A method then has some elements: (1) criteria for selection and organization of linguistic and/or subject-matter content; (2) kinds of tasks and practice activities to be employed in the classroom and in materials (Richards and Rodgers, 2004: 28).

Richards and Rodgers (2004: 343-349) proposed seven major methods in language teaching:

a. Presentation, practice, and production (PPP).

PPP describes its three stages in language teaching. Presentation is the first stage where the introduce the lesson and it is very teacher-oriented. The second stage is the practice where the students at first do the mechanical practice (drills or repetitive exercise) before doing more challenging tasks. Presentation requires students perform their competence and become users of the language.

b. The Grammar Translation Method.

The major focus on this method is on students' reading and writing skill. Students practice the language through translation exercise.

c. The Direct Method.

The focus of this method is speaking and listening comprehension. The activities are organised carefully in form of question-and-answer between teacher and students.

d. The Audio-Lingual Method

This method views language as a system of structurally elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types. Thus, the practice includes various drill types.

e. Total Physical Response (TPR)

The method is popular in teaching English to young learners where they have to respond to the language through carrying out commands.

f. Suggestopedia

It consists of three phases: deciphering, concert session (active and passive), and elaboration. Each phases should create relaxing atmosphere through music, songs, or games to lessen students' stress.

g. The Silent Way

The method encourages students to think then produce language utterances as many as possible because the teacher would be silent as much as possible.

Brown (2001: 34-35) has added Communicative Language Teaching in the list of approaches and methods in English language teaching. The method is based on the view that language is a system for the expression of meaning and that language is used to make interaction and communication. Each method has its own advantages and weakness since they may not be suitable for every language skills and students' literacy level.

Furthermore, Lado (2003: 11) defines "Learning as a process by which changes in behavior result from experience to practice. Thus behavior includes action, emotion, thought, and responses as muscles and glands. Learning can be practiced in any of these forms of behavior."

Richards and Rogers (2004:72) underline three elements to promote language learning :

a. Activities that involve real communication promote learning;

b. Activities in which language is used for carrying out meaningful tasks promote learning.

c. Language that is meaningful to the learner supports the learning process.

The using of formal instruction (deductive presentation of rules, Present-Practice-Produce) is essential in most language learning contexts. However, the effectiveness of the instruction has been questioned by many researchers and teachers. Students who worked hard doing exercises to reinforce the language items and structures, failed in oral or written work. Therefore, language teachers may study and apply other methods suitable with the students in order to help them in improving their language skills.

The implication of this is that the teaching-learning process should be carried out in a meaningful task focused on specific language skills related to their course. The process then will motivate them as they learn things that they need for their life. Thus, the teacher should create activities which involve students actively in language learning. As it is stated by Stern (1991:21) who defines language teaching as the activities which are intended to bring about language learning. He also identifies three characteristics of language teaching: (1) Formal instruction or methods of training, (2) supporting activities, and (3) making the necessary administrative provision inside or outside an educational system.

From the statement above, we can conclude that teaching and learning are two things that cannot be separated. Teaching is giving instruction, understanding, guiding, and facilitating learning. Whereas the learning as relative observable activity and internal process such as thinking, attitudes, and emotions.

## B. Reading Comprehension

Reading is the fundamental skill upon which all formal education depends Riley (1975:98) states that reading is a basic tool of learning in higher education. It means reading is one of the learning ways and learning by reading is commonly done by students. Reading plays an important role in teaching learning process, especially for those who learns English as the foreign language. Ward (1980:2) says, "Reading is one of the most fruitful skill to teach; the majority of students of English as a foreign language may never speak much English but most of them will have to read in order to complete their study".

The goal of all readings is comprehension of meaning, without the comprehension reading is useless. As Bond et.al (1995) says, "True reading is reading with understanding or comprehension". Since all reading need to comprehend the reader must understand or evaluate the information that is given in reading text. Simanjuntak (1988:5) says, "Reading is primarily a cognitive process which means the brain does hard work". As cognitive

process, reading needs brain or thinking ability on doing comprehension. Later on, by comprehension, a reader is able to establish meaning.

Furthermore, Shaw (1986:518) defines that reading for comprehension means reading the following: (1) to gain and understand accurate information and ideas, (2) to recognize organization and style, (3) to interpret what is read in the term of personal experience, (4) to analyze and evaluate.

There are some aspects to the process of reading comprehension: main idea, vocabulary, and supporting detail. These three aspects work together to create the reading experience. As students learn to read they must develop skills in all three of these areas in order to become successful readers.

a. Main Idea

Main idea is the main topic that is being discussed in a paragraph. Collage (2003) says a main idea is the most important piece of information the author wants the reader to know about the concept of that paragraph. According to King and Stanley (1983: 330) recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remembernthe content later. Finding main idea is not always in the first sentence, it can be in the middle or in the last sentence of the paragraph. Main idea will help students to guess waht the paragraph is about.

b. Vocabulary

"Vocabulary is crucial to reading comprehension" (Pang, et al. 2003). Vocabulary has important role in comprehending a text. In order to understand a text, readers need to know the meaning of individual word. The reader can develop his or her guessing ability to the word, which is not familiar with him or her by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

c. Supporting detail

Supporting detail requires readers to scan specific details. According to Collage (2003) that supporting detail helps reader to understand the main idea and helps the reader understand point the writer is attempting to express. By identifying the relationship between these will increase comprehension. Supporting detail can be understood by giving questions such as how, what, when, where, why, who. Since the students are expected to be able to identify specific information in descriptive text, the students have to understand information about physical experience of object such as color, size, shape, and so on. In addition the stduents also can identify information about habitat, behavior, reproduction, characteristics and etc.

Since reading is an interactive process that is dynamic and constantly changing, each new task or assignment will alter the learning process, and

challenge the reader to be active in her approach to the text. Developing readers are often challenged with the changing nature of reading tasks. They may also lack some of the strategies that expert readers employ as they read. Because of this, students should be encouraged to take an active role in their learning process. Likewise, instructors play an important role in preparing students for the task and can help students become more aware of the reading characteristics they bring to the task.

According to Pressley, M. (1998:113) it is helpful for students to be familiar with the number of reading comprehension strategies in order to deal effectively with different situations.

a. Read a variety of materials. Do not limit our mind to textbooks.
b. Read a fairly long portion of the material. It would be difficult to assess reading comprehension based on one or two paragraphs. Try to read an entire section or chapter instead.
c. Circle unknown or unfamiliar words as we read.
d. After reading, recall as much of the information as possible. Then check the accuracy and completeness of our recollections. If the main ideas are presented in a particular order, see if we can recall the organization.
e. Consider how interesting the subject matter is and how much we already know about the subject.
f. Answer questions about the material after reading it. The questions may come from the book itself, from instructors or tutors, or may be made up by the students.

Furthermore the teacher's guidance how to comprehend a text well is needed by the students. By having reading comprehension guidance it is hoped that students can build their thinking and can be familiar with the reading text in order to improve their achievement in reading comprehension.

To understand the reading text well, a reader should read effectively. Unfortunately, it is difficult for some students to reach it. Reading

comprehension fails for a number of reasons. There are five reasons for lack of reading comprehension, there are:

1. Failure to understand a word

   Mostly, the unfamiliar words may disturb the reader to continue her/his reading. Difficult words make a reader difficult to understand a text so she/he needs to take a dictionary. It makes a reader slowly in reading and disturbs her/him to match the ideas and gets the information from the reading text soon (Twining, 1991:21).

2. Failure to understand a sentence

   The form of sentence takes part on reading succeeds. Readability is not only a matter of vocabulary, but also in sentence grammatical forms. Tenses and structural words may cause problem, especially in sentence length and complexity of sentence pattern which make the text difficult for the reader to sort out.

3. Failure to understand how sentences relate to one another

   When a reader faced a long sentence or sentences in reading text, they are usually confused to understand the meaning of the text. A long sentence is difficult to understand compare to a short one. In understanding a long sentence, a reader should pay attention to a position and function of each word, whether it is as subject and verb or complement.

4. Failure to understand how the information fits together

   Getting the meaning is the objective of a reader on reading a material. A reader wants to get the information and knowledge from the text. The information can be stated directly, but sometimes it is inferred, so not all reader fails in getting the main idea and the information from the reading text.

5. Lack of interest or concentration

   Interest is subjective judgment. Every student has different perception about reading activity. Some students are not interested to read because of some reasons such as: because a form of the text is not interested to see, the knowledge inside the text (content) is not easy to observe or the language used in foreign language or the books is the thick one which makes a reader minds to read until finish. Because there is no interest, the students do not want to read the reading material.

   Next concentration takes a part in reading activity. Someone concentration in reading can be influenced by the environment. Not conducive environment such as noisy sound around or bad smell give less enjoying situation for reading. So, even a student likes to read regularly, the knowledge is still lost or going out to be memorized in mind. Finally they may not anything information from their reading activity.

### C. Problem Posing Technique

In the classroom reading activity, a teacher should support the students to read effectively by using a suitable technique which can make the students to be familiar with the reading text. Usually at the end of reading activity, teacher usually asks the students to answer the questions given. It becomes a habit in every reading activity and students always do it. However the students should have a challenging activity in order to build their thinking and to be familiar with the reading text in order to improve their achievement in reading comprehension. One technique can be used by the teacher is problem posing technique.

Problem posing refers to the students' activity in order to reading first in making some questions whose answer can be found in the available text.

According to Darder et. All (2003:366).

"Problem is an approach to instruction. Problem posing is a critical approach to teaching. Good readers are not measured by having the right answer to questions, but rather by formulating good questions. Questioning and making connections are skills good readers use and build on comprehension. This approach engages students into discussions, build languages, understanding, and action to become more socially conscious."

According to Silver Cited in Isjuandi (2001:19):

"Problem posing in education library have three meanings, they are: the first; problem posing is formulation of simple questions in order to facilitate understanding, the second; problem posing is formulation of questions refers to the simple question in order to solve it, and the third; problem posing is the students activity and asked the students to make some questions which answer can be found in the available text."

By making some questions, the students' cognitive activities will be built in classroom reading activity. According to Brown and Walter (1990:15) formulating the questions in learning reading has two cognitive activities, they are:

a. Accepting is one of the activities of the students to receive the situations that given with the available text.
b. Challenging is one of the activities of the students to challenge to make some questions and answer the questions.

Problem posing technique makes reading activity more interesting and challenging. It makes the students becomes active to think. The students do not only listen to the teacher's explanation and answer the question given. Here, they have to arise a problem by making some questions based on the available text and solving the problems by making some questions based on the available text and solving the problems by providing the answer themselves. At the end of the reading activity, they have to take a note in order to make a summary about the reading text.

Furthermore, Wingrad (1991:554) says, there are some advantages in teaching reading by using problem posing, as follows:

1. Problem posing can improve the students' spirit of knowing.
2. Problem posing can encourage the students to take the biggest responsibility in learning reading.
3. Problem posing can improve the students' ability to answer the questions.
4. Problem posing can eliminate the students' fear of making mistake in answering the questions because they can find the answer to the questions by themselves.

There are some procedures of learning activity in problem posing technique as follows:

1. The teacher gives the students reading text that is divided into some paragraphs, it can be used a simple reading text.

2. The teacher explains asks the students to read the reading text silently.

3. The teacher explains how to make a question based on the available text.

4. The teacher asks the students to make some questions and provide the answer based on the available text.

5. The teacher and the students make a conclusion about the lesson.

Through problem posing technique, students will be more challenged to analyze and evaluate the content of reading text by making questions paragraph to paragraph which answer can be found in the text when questioning, the students is exploring the meaning of the text in depth. Questioning giving the students an opportunity to:

- Identify the kind of information that provides the substance for an appropriate question.

- Frame questions – before, during and after the reading.

When suitable questions have been asked, the students can then:

- Offer possible solutions,

- Find relevant information to answer questions,

- Monitor their own comprehension,

- Help other students' answer questions they have.

Finally, the students become much more involved in the reading activity when they are posing and answering questions themselves, rather than merely responding to the teacher's questions or to pre-set questions. Questioning is a means of self's checking for the students to measure whether they understand or not the reading text.

## D. Teaching Reading Comprehension by Using Problem Posing Technique

Reading is inseparable activity in teaching and learning process. At school, the students have to read books or any materials related to their study. By reading, students may obtain some advantages such as get a lot of information, able to develop their intellectuality, and get pleasure. Especially in language learning, it is very useful in order to develop student's vocabularies and to make them more familiar with English sentence structures. The objectives of teaching reading in general are to enable students:

a. Develop basic comprehension skills so that they can read and understand texts of a general nature.
b. Be able to use reading to increase their general knowledge.
c. Be able to decide about their reading purpose and to adapt their methods of reading according to this.
d. Developing the ability to read critically. (Grant, 1987:60)

Since reading gives many advantages for students, it become an important activity in learning. So to improve their achievement in reading, the students need to learn and do it extensively and effectively. Unfortunately,

most students are still have difficulties in comprehending a reading text. It is because they are still lack of vocabulary and are not familiar with the sentence structures.

Based on the phenomena, the teacher must encourage students in reading comprehension achievement by presenting a suitable technique. One technique can be used by the teacher is problem posing. Usually, in reading activity, the teacher always gives the students some comprehension question to answer but in problem posing, the students have to make their own questions and provide the answer themselves based on the text given. At the end of activity, they have to take a note and write a brief summary about their reading text.

According to Silver and Chai cited in Suryanto (2000:23) teaching reading comprehension by using problem posing involves the four steps, they are: Surveying, Reading, Questioning, and Reciting.

## 1. Surveying

Surveying is the first step in problem posing. It is a process of becoming familiar with the broad outlines, the chapter titles, the main heading, the main topics and the summary. Surveying also allows the reader to warm up to the reading task ahead. It gives an overall view of the material.

The length of previewing or surveying will vary with the nature of material and the purpose in reading. In this step, the student should devote thinking time to what they examine and think about what they might find out

when they do study the material. This step has been instructed already as preview.

This step is intended to make the students aware of the reason why they have to read the text; in this case, they activate their relevant knowledge which can bring the encounter the text easier. Through this step the teacher can encourage the questions or show the picture to the students which related to the text. For example if the teacher wants to teach about making a drink, the teacher can give questions or picture related to procedure how to make a drink.

For example:

Look at the following pictures!



1. Which one is your favorite drink?
2. How many times do you make it in a week?

## 2. Reading

Reading is the second step in problem posing. It is a process of thinking and understanding the ideas from printed our written materials. When reading, it's better for the students to understand the unfamiliar words from the text in order to comprehend the text well. Beside the teacher guidance is

needed in this case the teacher should tell to students about how to comprehend the text effectively. According to Harisujana and Mulyati (1997: 64-65), in order to comprehend a text effectively, the students should do both of those following activities:

a. Skimming

Skimming is the technique with ability in dancing accurately through a text to determine its main idea. In skimming, the reader is more focusing on getting the idea of the whole text. This technique is usually used to predict whether the text is consisted by important information, which is useful to the reader. In general, skimming is used to fulfill some purpose like:

1. To find out the topic of the text, e.g. after a reader knowing the topic discussed, he wants to know the general information inside the text. A reader will judge the relevancy of books' content and later, he will consider whether he needs this text or not.

2. To know the author's opinion, e.g. after a reader knowing the topic discussed, he wants to know the author's opinion without reading the whole text. A reader only wants to know at glance the whole txt. So that, he chooses the important and essential ideas only.

3. To know the writing organization the sequential ideas only.

4. To review what reader's ever head, e.g. on preparing exam or going speech which need knowledge from the text.

b. Scanning

Scanning is the technique with ability of glancing through a text to search for some specific information or to get initial impression. It is different with skimming because in scanning, reading is more focusing on knowing the information, which is needed only. A reader will ignore some parts are not important to him. Scanning technique is usually to: (1) Finding out telephone number, (2) Looking up the dictionary, (3) Looking up encyclopedia, (4) Finding out references in index list, (5) Finding out the expert's definition, (6) Finding out the statistic data, (7) Finding out TV's channel, traveling list, schedule, etc.

Next, intensive reading is also needed by the students in order to understand the text well. According to Simanjuntak (1988:28) intensive reading means ask the students to read the passage from the first paragraph until the last paragraph in order to get more detailed information. The students will be able to understand what is clearly implied in the reading text given. This activity involves guessing from context the meaning of unknown words or phrases. Students are thought not only on how to guess the meaning of content words, but also how to interpret the force of connectors, determine the relationship among sentences or sentence elements, and the like.

### 3. Questioning

Questioning is the third step in problem posing. After read the text the students will have a general idea about the text. In this step, the students need

to try guessing. They must be able to make some questions based on the text and provide the answers. The main function of question is a diagnostic tool in which to instructed questions permits the teacher to observe the variety of individual response. They have to concentrate and make the reading an active than passive process. In order to improve comprehension achievement, learners can be encouraged to make some questions based on some starting point. Their reading attempts to find answer to those questions. The starting point for the questions can be:      (1) The sentences of the text, (2) Theme of the text, (3) The picture that accompanies the text, (4) The previous part of the text. (Henry, 1984:30).

Here are a few useful suggestions to form questions to guide teaching:

1. Preview before you try to ask questions. Previewing will give you an idea of what is important and indicate what you should ask questions about.

2. Take each major heading and turn it into a question. The question should ask something that you fell is important to know.

3. As you read the section, look for the answer to your question.

4. When you finish a section, stop and check to see whether you have found the answer.

In this research, the questions are made by students should involve asking for main idea and specific information. In making questions, they may use question words: Who, What, Which, When, Where, Why, and How.

Example :

a. Asking for main idea

Question: What is the main idea of the reading text?

b. Asking for specific information

Question: Who give the scholarship?

c. Asking for vocabulary

Question: What does the synonym of defer?

## 4. Reciting

Reciting is the fourth step in problem posing. Reciting is usually known as restate means speaking out by using reader's own words to express the ideas of reading passage. Reciting is also a system of feedback to examine how well the students catch the main idea of each paragraph they have read. Here the students attempts to answer the question themselves that posted without referring to their note or other aids.

For example:    The teacher asks the students to conclude the reading text by using their own words classically/ individually.