**Chapter II**

**Theoretical Foundation**

This chapter explains theoretical foundation of this study. It covers the nature of reading, teaching reading, the purpose of reading, types of reading, types of the text, narrative text, media, the use of short story as a teaching media, and the last worksheet and evaluation.

* 1. **The Nature of Reading**

Reading is the meaningful interpretation of printed or written verbal symbols. According to Albert J. Harris (1975), Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader’s languange skills and knowledge of the world. For the beginner, reading to concerned mainly with learning to recognize the printed symbols that represent written language and respond intellectulally and emotically to them as if the material were spoken rather than printed. For that statement, the reasoning side of reading becomes increasingly important as a word recognition is mastered.

Reading plays an important role in learning a languange. According to Anderson (2007), who believe that reading is an essential skill to be mastered by EFL students. He further explained that by reinforcing reading skill, EFL/ ESL students will build better development in all academic areas. In addition, it is found that the students who do not have ability to read with good comprehension tend to have low achievement in English subject (Hasbun, 2006). From that statement, it can be concluded that students’ ability influence success in acquiring target language.

**2.2 Teaching Reading**

A teacher has essential influence in helping students acquiring language wether in learned-centered or teacher- centered. In learned- centered, teacher has a role as a facilitator in students’ learning. Brown (2001), states that learned-centered emphasizes learner as the main subject in terms of need and experience in educational process as humanistic and communicative theories proposed in teacher-centered, teacher has a role as model, presented of knowledge, the contoller, and authority in the class.

According to Harmer (2001), there are some principles that can be useful guide for the teacher, 1) reading is not a passive skill; 2) students need to be engaged with what they are reading; 3) students should be encouraged to respond to the content of a reading text, not just the language; 4) prediction is a major factor in reading: match the task to the topic; and 5) good teacher exploit reading texts to the full. Reading skills, which is one language skills are very important position to support the implementation of the communicative approach role in language teaching. To achieve that skilled students read a variety of measuring instruments needed to test the ability to read. Measuring instrument or instruments that may be tests that can reflect students' competency in reading so that the communicative approach used in the curriculum can be implemented, which one skilled student reading communicative.

According to Burhan Nurgiyantoro (1988), states that the measurement reading activities can include two aspects, namely the ability and willingness. Ability to read more related to cognitive aspects that includes six levels are factors associated with willingness affective aspects. Furthermore according to Burhan Nurgiyantoro (1988), states that the discourse on reading tests should not be too long. In one test, the better consists of several short discourse rather than a long discourse speaking about the shape of the test. Burhan Nurgiyantoro (1988), states that the essay and objective tests can be selected, only measures the ability level of synthesis and evaluation of an essay test form more easily prepared

There are several types of questions that can be used to test the lowest abilities such as word recognition, sentence recognition, and understanding words and sentences. The types of problems as it is act to test their newly learned to read English, but should not be used against them beyond that level. Give a time limit in doing the matter a thing which is very useful for candidates, because this type of matter as it is used to test the capabilities that will be used automatically in the literacy levels higher.

**2.3 The Purpose of Reading**

The purpose of reading in reading is to seek and obtain information, including the content, understand the meaning of reading. Meaning, once closely related to the purposes, or our intensive reading. Following this, the writer will suggest some important, according to Anderson (2007), that there are seven purpose of reading, 1) reading for details or facts, 2) reading for main ideas, 3) reading for sequence or organization, 4) reading for inference, 5) reading to classify, 6) reading to evaluate, 7) reading to compare or contrast.

In addition, purpose of reading is different according to what is being read. For example the purpose of reading a novel will different from the purpose of reading maps or dictionaries. Harmer (2001), states that there are two broad categories regarding the purpose of reading which are: Instrumental and pleasurable. Instrumental here means when reading something, there is an aim for what we read. For example, when we read a guided book of washing car, it is expected that we will know how to use it after reading the book. On the other hand, pleasurable means we read it just for pleasurable like reading a novel for hours or reading a magazine.

In addition, according to Grabe and Stoller (2002), states that in more specific categories, there are seven purposes of reading, 1) to search for simple information, 2) to skim quickly, 3) to learn form the texts, 4) to intregate information, 5) to write, 6) to critique texts, and 7) to comprehend the text generally.

* 1. **Types of Reading**

According to Tarigan (1988), states that there are several two types of reading that are usually applied in reading class as follows reading aloud and silent reading.

1. Reading aloud

Reading aloud is one kind of reading activity that can be used to check the pronunciation of the students. They make accurate connections between graphemes and phonemes. It is vital in reading in order to speed word recognition and to help pronounce and learn new words. Reading aloud forces.

1. Silent reading

Silent reading is a very important skill in teaching of English, in this activity the students more comprehend and understand about what they read because there are not any noisy to disturb when they read. This reading should be employed to increase reading ability among learners.

According to Patel (2008), using silent reading in the classroom activity does not only enable the students to be more active and accurate, but also need a minimal time because this activity is done at a time. All students participate together in this activity at a time. This activity also helps the students to develop the skill of reading fast, but only bright and intelligent students can learn this skill and average students learn it hardly. Silent reading has several two types there are extensive reading and intensive reading.

1. **Extensive Reading**

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc.). Extensive reading is also to obtain a general understanding of a subject and include reading longer text for pleasure; use extensive reading is to improve general knowledge Brown explains that extensive reading is carried out to achieve a general understanding of usually somewhat longer text (book, long article, or essays, etc.) Extensive reading may be subcategorized into skimming, and scanning:

1. Skimming

Usefulness to the reader, Martin Parrot says skimming involve looking through a text quickly to derive the gist of something. It involves a degree of inference and interpretation. The purpose of skimming is to know whether the text meets the reader needs. When it does the reader may go on reading, but when it does not, the reader will leave the text.

According to Harmer (2001), skimming is to read through a text quickly to find the gist or the main idea or the text. Very often the gist is easily found in the first or the last sentence, which is called the topic sentence. Certain text can only be skimmed skills; the teacher has to explain how to skim and gives some exercises afterward. And according to Brown skimming is the processes of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of the text, the organization of the text, the perspective or point of view of the writer, it easy or difficulty, and or its and or its usefulness to the reader.

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1. Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking at for the specific piece of information you needed. With scanning student can reading rapidly to find a specific piece of information. According to Harmer (2001), scanning is to read through a text quickly to find specific information needed (ex: names, years, numbers, and word). Being interested in one text (the result of skimming), one will be eager to find further information quickly.

According to Brown (2001), states that scanning is a strategy used by all readers to find relevant information in text. The students are not patient enough to read the whole text, what the students want to answer some questions which exist in the students mind immediately after skimming.

1. **Intensive reading**

Tarigan (1988), mention that intensive reading may be subcategorized into two, the first is content study reading which is includes close reading, comprehensive reading, critical reading and for ideas and the second language study reading which is includes foreign language reading and literary reading.

Brown (2001), explains that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. He draws an analogy to intensive reading as a "zoom lens" strategy. Intensive reading, sometimes called "Narrow Reading", may involve students reading selections by:

The same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text.

The success of “Narrow Reading” on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted. Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence.

Used on suitable texts and following useful principles, this can be a very useful procedure. Intensive reading courses equip students with basic reading strategies to enable them to achieve fluency and competence in the areas of vocabulary recognition and to develop critical thinking skills.

The objectives of intensive reading courses are usually achieved through the following activities.

 1). Using a variety of reading strategies for comprehension of English texts.

 2). Identifying connections among ideas that involve examples, comparison/

 contrast, cause and effect.

 3). Interacting with a variety of texts for different purposes.

 4). Deducing meaning from context.

 5). Identifying synonyms, antonyms, homonyms, multiple meanings of

 words.

 6). Distinguishing fact from fiction.

 7). Using inference.

 8). Understanding the author’s purpose.

 9). Distinguishing a variety of text types and genres.

 10). Distinguishing facts from opinions.

 11). Guessing and predicting the content of a text.

 12). Skimming - quickly looking through a text to get an idea of what the

 text is about.

13). Scanning - locating specific information in a text, also in charts

 diagrams, time tables, etc.

 14). Developing dictionary usage skills.

 15). Framing and answering questions.

* 1. **Types of the Text**

Text as an expression language by content, syntax, pragmatics is a unity. In this study, the writer will discuss types of the text based on Atar Semi consist of four types that narrative, exposition, description, and argumentation.

1). Exposition

Expositin is a text that aims to inform, explain, and answer the questions of what, why, when, and how. Based on the formula it is clear, that the exposition is an text which are numerous. Almost all of the posts, in addition to writing the narrative, can be classified into writing exposition. Sample papers exposition is school textbooks, instructions running machines, instructions on how to farm, operational machine instructions, letters, news, skripsi, and thesis.

2). Description

Description of writing whose purpose is to provide details or details about the object that can influence the emotions and creates the reader's imagination like thereader see, hear, or feel directly what the author. Description generally describe something that can besensed. Therefore, in general, the object in the form of nature, objects, places, and people.

3). Argument

Argument is the text that aims to convince or persuade the reader of the truth of the writer’s opinion. The text argument is basically a part of the work of exposition, the properties of existing work on argumentation exposition. The special properties owned by the argument, which is to convince or persuade the reader to accept the views of the author, the work of the exposition was named arguments.

4). Narrative

Narrative is that the goal posts to tell the chronology of events of human life. In the study, the writer will conduct research using narrative text type, therefore the author will discuss in detail the narrative text in the next section.. In the study, the writer will conduct research using the type of narrative text. The writer will explain in the next section of narrative text.

* 1. **Narrative Text**

The theories about narrative texts presented in this chapter are the definition of narrative texts, the purposes of narrative texts, and the generic structures of narrative text.

 Narrative is a story. A narrative text is a writing that tells about a story. We use narrative writing when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of a diary or journal.

According to Knapp and Wakins (2005), states that narrative text tend to consist of certain events. It is because narrative texts refer to the coherent sequencing of events across time and space. According to Moreover, Gerot and Wignell (2004), that purpose narrative texts deal with the action of the characters of problamatic events which lead to a crisis or turning point of some kind, which in turn finds a “resolution” the emphasize that the purpose pf narrative is not only entertaining but also making the audience think about an issue, teach them a lesson, or exercise their emotions.

 Furthermore, according to Emilia (2011), states that there are many different in narrative text those are humor, romance, crime, legend, myth, fable, real-life fiction, historical fiction, mistery, fantasy, science fiction, diary novels, and adventure. From all definitions above it can be assumed that narrative is a text which ha a purpose to comfort readers and listeners. The text has an introduction to the characters, crisis or problem and resolution.

As with other genres, so narrative texts contain certain purposes for the readers. It is know that the basic purpose of narrative texts is to entertain, to gain and hold a readers’ interest with actual or imaginative experiences. Also in the order words, narrative texts are media of entertainment.

In narrative text there is generic structure. Generic structure is a characteristic of text, every text has its different generic structures. Generic stucture indicate the type and purpose of the text. According to Gerot & Wignell (2004), states that generic structures of narrative text are orientation, complication, resolution, and re-orientation. In the line with introduces the characters and tells reader something about them, it usually tells the readers who are in the story, when and where it is happening, and what is going on.

* Orientation

It is where the writer built the readers interest to the story as well as the stage for telling the readers of who, when, where, and why. The writer briefly starts narrative by introducing the time, actor, and place involved in the story.

* Complication

It is where readers discover the problem and something that happens to the characters.

* Resolution

It is usually attached to the complication or woven into it, it is where the story teller comments in the even and in his way gives significance to them, makes reader know about what happens to the characters, shows the action down, and creates suspense which makes the readers want to find out what happens next and it is where the crisis resolved.

* Re orientation or coda

It rounds off the story with short comments on what happened or with a comment about the future lives of the characters. Many fairy tales have a coda like “and they like happily ever after”. In addition, Anderson &anderson (2007), states that it will be included in the story if there is a moral message to be learned from the story.

* + 1. **Language Features of Narrative Texts**

Languange features can be one of the elements that differs narrative texts with other kids of texts. They give the ideas what language elements are commonly found in a narrative text. According to Gerot and Wignelln (2004), states that there are specific and usually individualized participant, material processes, relational process, mental process, temporal conjunctions, temporal circumstances and past tense in narrative texts. Specifically, based on Knapp and Wakins (2005:21), states that categorize the language features based on their purposes in the text. Firstly, to sequence people and events in time and space, writers can use action verbs and temporal connectives. Secondly, the past tense is used to tell the past events. Thirdly, action verb are mainly used to express action sequences while mental verbs are used to express reflection/ evaluation. Fourthly, action verbs metaphorically are used to create effect image. Fifthly, rhythm and repetition are used to create particular effect. Sixthly, toc rease sad effects, writers can play with sentence, often, sentences comparising one word or a short phrase.

In brief, the language features commonly found in narrative text can be in the form of kinds of verb used, tenses used, and how the words are arranged to give particular effect to the reader. These language features of narrative tend to be different from language features of other kinds of texts.

* 1. **Media**

According to Sulaiman (1988: 68), states that the word medium (medium-distance) is derived from the Latin, which in English the means is “between”. Furthermore, he mentioned the word of the medium in terms of instructional media communication tools. Instructional media communication tools in it refers to everything that carry information or messages of resources to the recipient. For example: movies, television, radio, recording, audio, video, transparencies, slides, photography, drawings, printed materials (books, newsletters, newspapers, magazines, story), and etc.

The importance of using teaching media should be considered by the teachers. It can give certain benefits for the teachers and the students. The teachers need to choose appropriate teaching media to be applied in the teaching and learning process so that the benefits can be achieved.

* 1. **The Use of Short Story as a Teaching Media**

In this study, it is decided to use short stories among various kinds of literary genre because of length of the story and readability for foreign language learners especially for low-intermediate level of students. According to Collin and Slater (1991:196), states that short story can be used for EFL learners because the length of the story is appropriate for one or two class session, 1) it is not complicated for the students, 2) it has variety of choices, and 3) it can be used for all levels (from beginner to advance) and for all ages (young learners to adult). By selecting stories that appropriate for students’ proficiency, it is expected to avoid “frustrational reading” that may students experience. (Schulz, 1981, cited in Erkaya, 2005:6).

Collin and Slater (1991: 196), describes that short stories are the most suitable literary genre to use in English teaching due to its shortness, when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third,   short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes.

The use of short-story in English teaching should be aimed to encourage the students to use what they have previously learnt. By doing this, the learning process will be student-centered. However, the teacher plays a great role. The teacher must choose a suitable text to use in class, and should help the students understand the story with various activities.

In using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence.

* 1. **Worksheet and Evaluation**

Based on Trianto at [www.lenterakecil.com](http://www.lenterakecil.com) access on March 25th 2015, states that worksheet is a printed in teaching materials in the form of a sheet containing the task that contains the instructions, the steps to complete the task. Worksheet can be a guide for the development of cognitive training and guidance for the development of all aspects of learning in the form of experiments and demonstrations guide.

 Meanwhile Badjo (1993), states that worksheet are contains information and directions or instructions from the teacher to the students to work on a learning activity in the form of work, practice, or in the form of application of learning outcomes to achieve a goal. From the definition above, the writer conclude that the worksheet can be understood that worksheet is a workout that contains information and instructions from the teacher to the students to be able to do themselves a learning through practical activities or tasks and exercises related to the material being taught to achieve the goal of teaching.

The purpose of worksheet is to assist the teachers in directing students to be able to find concepts through its own activities or in a workgroup. In addition, worksheets can also be used to develop process skills, develop a scientific attitude and arouse students' interest towards the natural surroundings. Finally worksheet also allows teachers to view student success in achieving learning goals.

In addition to worksheets, learning tools in teaching and learning are also evaluated. In this study, the writer will discuss the meaning of evaluation. According to Griffin & Nix (1991), states that evaluation is a judgment on the value or the implications of the result of the measurement. So, evaluation always preceded by the measurement and assessment activities. Meanwhile according to Tyler (1950), states that evaluation is the process of determining the extent to which educational goals have been achieved. Brief evaluation can also be defined as the process of gathering information to determine the learning achievement of the class or group. The results of the evaluation are expected to encourage teachers to teach better and encourages learners to learn better. Thus, evaluation of information or the results to the class and the teacher after the learning process is complete and aims to improve the quality of teaching and learning process.

The test of reading come in a wide variety of forms and evaluate abroad spectrum of reading activities. There are several types of questions that can be used to test reading ability like, multiple choice, short answer tests, and phrase and sentence cues. The results of the test reading ability, we will be able to assess a person in reading skills.

**2.10 Assessing for Reading**

In addition as for the form of assessment silent reading test are multiple choice. Multiple choice questions are a common device for testing students’ text comprehension. They allow testers to control the range of posible answers to comprehension question, and to some extent to control the students’s thought processes when responding. According to Alderson (2000), states that the ability to answer multiple choice questions is a separate ability, different from the reading ability. Students can learn how to answer multiple choice questions, by eliminating improbable distractors, or by various forms of logical analysis of the structure of the questions.

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| --- | --- | --- |
| No. | Deskripsi | Score |
| 1. | The answer is correct | 5 |
| 2. | The answer is incorrect | 0 |

Maximal score : 5

Score correct : 20 X Nilai yang diperoleh X 100

 100

 Score : 20 X 5 X 100

 100

 Score : 100

for example:

|  |
| --- |
|          Mr. Susilo Wardoyo is a teacher of Language testing development.            a. true             b. false            answer: true          LTD class is held in Sunday morning T(true) F(false) answer: F (means false)   |