CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Reading

Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge (Cline, F., Johnstone, C., & King, T., 2006). Meanwhile, according to Claris (2006), true reading requires both the ability to break down the code and the ability to understand the meaning intended by the writer. Collaboration is required between left and right brain visual skills in order to be a strong reader.

2.1.2 Level of reading

Claris (2006) also state that before considering diverse strategies for teaching reading, it is necessary to examine the three basic levels of reading ability which includes: independent, instructional and frustrational. Each of the three levels considers:

1. Word recognition, which is the ability to decode or read the words that are printed.

2. Comprehension, which is the ability to understand the meaning intended by the writer.

3. Reading rate or speed (although the rate is not as critical as word recognition or comprehension).

2.1.3 Reading comprehension

Understanding a written text means extracting the required information from it as efficiently as possible (Grellet, 1986). Meanwhile, according to Klingner cited in Smahillah (2012) said that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency.

Balsiger (2008) wrote in her article that reading comprehension is the ability to derive meaning from written material, for a variety of text formats. She also said that for expository fact-based text, readers should be able to identify the main idea and supporting details. While fore literary text, students are expected to identify elements such as characters and characters traits, setting, plot, climax, and resolution. Other concepts that are important to master include cause-effect, compare-contrast, opinion versus fact, derivation of meaning from context, and inference.

In addition, Claris (2006) pinpoint that reading comprehension is the process of simultaneously extracting and constructing meaning through instruction and involvement with the written language. Comprehension entails three elements:

- The reader who is doing the comprehending.
- The text that is to be comprehended.

- The activity in which comprehension is a part.

2.1.4 Teaching reading

According to Harmer (2006), getting students to read English texts is an important part of the teacher's job. Many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure.

Jeremy Harmer also wrote that it is useful for the student's language acquisition. In reading activity, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

In his book, he also state that reading texts also provide good models for English writing. When a teacher teach a skill of writing, they need to show students models of what they are encouraging them to do. It is also provide opportunities to study language: vocabulary, grammar, punctuation, and the way the student constructs sentences, paragraphs and texts.

2.1.5 Principles for teaching reading for ESL students

In teaching activities, techniques are very important to support teaching and learning activity. Teachers must have some techniques to be used to teach the students. Some different techniques have been used to teach the students in their different levels. In teaching reading, there are also some techniques that have been used. The teaching reading techniques are also different for students in different levels, because they have different ability in learning it.

There are also some principles behind the teaching of reading according to Harmer (2006):

- Reading is not a passive skill. To do it successfully, we have to understand what the words mean.

- Students need to be engaged with what they are reading.

- Students should be encouraged to respond to the content of a reading text, not just the language.

- Prediction is a major factor in reading. Teacher should give students 'hints' so that they can predict what is coming too.

- Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks-the right kind of questions, engaging and useful puzzle etc.

- Good teachers exploit reading texts to the full. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

According to Duke, Pearson, Strachan and Billman (2011), there are ten essential elements of effective reading comprehension instruction that research suggest every teacher should engage in to foster and teach reading comprehension:

1. *Build disciplinary and world knowledge.*

   The amount of related domain or world knowledge that a reader brings to a text significantly affects that reader's comprehension of that text.

2. *Provide exposure to a volume and range of texts.*

   The quality and range of books to which students are exposed (e.g. electronic text, leveled books, students/teacher published work) has a strong relationship with students' reading comprehension.

3. *Provide motivating texts and contexts for reading.*

   Motivation is highly correlated with learning in general and reading comprehension in particular. Motivated reading behavior is characterized by students valuing and engaging in the act of reading with expectations of success and with greater persistence and stamina when encountering difficulty. Reading motivation is fostered by complex interactions of text topics and text characteristics, classroom social norms, and instructional practices. Students' motivation to read is also enhanced by providing context, materials or tasks that catch students' spontaneous attention or situational interest. Instruction that includes hands-on activities, opportunities to engage in reading for authentic purposes, and text with a clear structure and vivid, concrete example is associated with motivated engagement and, subsequently, better recall and learning.

4. *Teach strategies for comprehending.*

   The list of strategies that research indicates are worth teaching –that is, if taught, they improve reading comprehension- various from one research

review to another (National Institute of Child Health and Human Development [NICHD]) but often includes the following:

- Setting purposes for reading

- Previewing and predicting

- Activating prior knowledge

- Monitoring, clarifying, and fixing

- Visualizing and creating visual representation

- Drawing inferences

- Self-questioning and thinking aloud

- Summarizing and retelling

5. *Teach text structures.*

Key to effectively implementing text structure instruction is understanding how text are structured based on common elements of many narratives, and common structures found in informational text.

6. *Engage students in discussion.*

Recognizing that comprehension is an active an often collaborative process of making meaning effective teachers of reading comprehension tend to employ classroom discussion to help readers work together to make meaning from the text they encounter.

7. *Build vocabulary and language knowledge.*

According to Bauman (2009), vocabulary instruction should relate new words to known words, embed instruction in relevant contexts and include experiences surrounded with meaningful talk.

8. *Integrate reading and writing.*

Current understanding in the field of literacy dictates that reading and writing mutually reinforce one another and rely on some of the same cognitive processes. This insight suggests that instruction may be more effective when teachers integrate reading and writing experiences in the classroom.

9. *Observe and assess.*

There are many different ways to comprehend a text and readers bring different strengths and weaknesses to the process. They assume that teachers' responses to and instruction for students should differ depending in part on their assessment of students' comprehension strengths and weaknesses.

10. *Differentiate instruction.*

The students have different strengths and weaknesses with respect to comprehension, suggesting the need for different foci for and kinds of instruction.

2.1.6 Teaching Aids

According to Froese cited in Asokhia (2009), instructional materials or teaching aids are those, materials used in the classroom or workshops for instruction or demonstration purposes by students and teachers. In English language such instructional materials include word cards, pictures, objects, puzzles and so on. These materials can be grouped into three sections. First is

Audio which is dealing with what is heard; music, drums, radio, tape recorder, projectors, DVD, and any sound effect that can be heard. Second is Visuals which is dealing with things that can be seen; comprising of posters, charts, chalkboard, flannel graph, flashcards, puzzles, objects-(real), projectors, cartoons, television, computer CD, internet and so on. Third is Multi-sensory where pupils learn through the five-senses- see, hear, smell, taste and touch. This can take the form of role-play, demonstration, models, simulation, experiments, excursion, visits and so on.

Harmer (2006) also stated in his book that the following items of equipment are frequently used in classrooms:

- **Board**. Many boards are still chalk-based, but white boards are also common.

- **The computer**. The range of uses computers in English language teaching is growing all the time.

- **The dictionary**. Whether the dictionary is on a computer or in traditional book form, it is the most useful tool the students can use.

- **The overhead projector**. Overhead Projectors (OHPs) are really useful for teaching English as an alternative to the board.

- **Pictures and cards**. Even in an increasingly technological age, there is still good value to be had from pictures all shapes and sizes.

- **The tape recorder**. In teaching English, tape recorder usually used for listening material.

- **The video playback machine**. It can be used for many things such as presenting information, giving background to a topic, playing various forms of dialogues and interactions, lectures etc.

- **The video camera**. It has two main uses in the classroom. In the first, the teacher films the students doing an activity. The second use is for the students to make films as part of a project or an activity.

2.1.7 Crossword puzzle

According to Hornby cited in Daryanti (2008) said that a crossword puzzle is a game in which words have to be fitted across and downwards into spaces with numbers in a square diagram. The words are found by solving clues. Another study conducted by Wahyuningsih (2009) states that crossword puzzle is one that should be guessed from their definitions, and it is fitted into a diagram of white and black squares, the letters occupying the white squares to form an interlocking horizontal and vertical pattern. In addition, a journal article entitled "English Word Puzzle for Studying Vocabulary" pinpoint that a crossword puzzle is a grid of black and numbered white squares in which letters can be written. Included with the grid is a series of hints about a word that is supposed to fit into the numbered white boxes of the puzzle.

Wahyuningsih (2009) in her research wrote that crossword puzzle becomes a potential alternative as it plays an important role of helping students gain interest and reduce boredom in learning, encouraging students to actively participate in classroom tasks during lessons and making them speak

enthusiastically, giving an alternative of varying teaching techniques, shifting students' attitude toward English and helping them see it as a learnable instead of difficult subject, facilitating the students to be eager to practice English as a foreign language.

2.1.8 The advantages of using crossword puzzle

According to Childers cited in Davis, Shepherd and Zwiefelhofer (2009), crosswords have been used successfully in many different disciplines, showing their versatility and flexibility. Childers also state that these puzzles are often perceived as being a recreational activity, therefore making them more enjoyable and less threatening than traditional teaching techniques. Weisskirch cited in Davis et al. (2009) states that crosswords are also useful tool as most people are already familiar with them, which reduce the need to explain directions, saving class time. Childers also state that crossword puzzles have been shown to be effective teaching tools of terminology, definitions, spelling and pairing key concepts with related names, resulting in greater retention and memorization of facts. Because of the needs to spell items correctly to complete the puzzle, their use result in increased care in studying as well, and when completed, can be used further as a study device (Moore cited in Davis et al., 2009).

Based on the theory of Weisskirch cited in Davis et al. (2009), as a study tool, crosswords puzzle are helpful in identifying areas of understanding as well as lack of comprehension and areas of weakness. When student identify answers correctly they may have an increase in confidence. Cassidy cited in Davis et al.

(2009) state that this can have a positive effect on grades, as self-efficacy has been shown to be connected to performance. When students have difficulty with the puzzles, they are prompted to ask questions and research to find the correct answers. Overall, the students found this method of study to be helpful and research has shown crosswords to have a positive effect on learning (Weisskirch cited in Davis et al., 2009). Research has also shown that these puzzles increase motivation and students' interest in the topic at hand (Franklin et al. cited in Davis et al., 2009).

According to Wahyuningsih (2009), there are some advantages using crossword puzzle in teaching English. First, crossword puzzle is regarded flexible to be applied in teaching any levels of English language competence. Second, crossword puzzle has, to some extent, the characteristics of adaptable to any teaching topics. The last is that it can be given in any point of time during a lesson, as a warmer, filler, or even end-of-lesson assessment.

Weisskirch cited in Davis et al. (2009) also state that allowing students to complete the crosswords in class can provide the opportunity for them to ask questions or review answers orally with the instructor.

2.2 Review of Related Studies

There are two studies that are related to this study. First is Daryanti (2008) who did a research in teaching using English crossword puzzle as an alternative medium to improve students' vocabulary. She used crossword puzzle as teaching devices in the classroom activity to teach reading to the elementary school

students. At the result of the research, she found that crossword puzzle media can help students to learn reading easier than regular method. Then she claims that crossword puzzle is more useful and can play an important role in teaching English to the students.

The same research was also done by Wahyuningsih (2009). She also used crossword puzzle as teaching technique to find out whether crossword can influence the development of mechanical engineering department students' speaking proficiency. From the research that she has done, she found that crossword puzzle influence on students' speaking proficiency.

This study also doing a research in teaching reading which use crossword puzzle as one of the variations in pre-reading activity to help the Senior high school students' reading comprehension.