

CHAPTER II

LITERATURE REVIEW

A. The Concept of Teaching English for Junior High School

Teaching is an interactive process between the teacher and the students. Bennion (2015) states that Teaching is the process of training and individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests.

Cahyono (2010) states that teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. Teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Based on the definitions above, can be conclude that teaching is a process of helping the students to gain or acquire knowledge in a learning activity that guided by teacher. Teaching English in junior high school is the basis for understanding English. In the teaching English process, teachers must always do activity that makes of the students increase.

Effendie (2014), states English learning presented at Junior High School is more stressed on knowledge of the four standards competence or the four language skills such as listening, reading, speaking, writing without considering the ethical values contained in that four languages skills. It means that the

teaching learning English. The teaching of English language currently is very marketable to students at all levels of education.

B. The Concept of Reading

1. Definition of Reading

Hafizoah (2019) states Reading as an important aspect of English Language Teaching in ESL/EFL classroom. Reading is the ability to extract information from a written text and it has always been a learning tool to aid people decipher information presented in form of written codes in books, online or any other written material. The goal of reading is to recover as much meaning from written words as possible and this is only possible after a thorough comprehension of the text. The purpose of any process of reading is to comprehend the text as the readers create mental pictures during the process of reading.

According to Alderson (2015), reading is the process text meaning through some process of interaction with print. It means that by reading students are able to understand about something . Reading is making meaning from print and from visual information. It means that reading is a process to obtain the message presented by the author and it is one way for us to get all the information contain in it. In addition, reading is the process of constructing meaning from print and from other symbol, reading involves not just the print and the illustrations, but also readers bringing to the process their knowledge of the world and their past experience.

Based on the explanation of some experts above, it can be concluded that reading is an activity of communication process between the readers and written words for getting the ideas or information and derives meaning based on their own background knowledge. Based on the reading process, readers are hoped to get the understanding of the information which is talking in the text. The aim of reading is getting the comprehension of all information existed in the text read.

2. Types of Reading

According to Patel and Praveen (2008), There are some types of readingsuch as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

- a. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel or other source. For example: The students focus on linguistic or semantic details of a reading and focus on structure details such as grammar.
- b. Extensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. For example : The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.
- c. Reading Aloud is reading technique by using loud voice and clearly. For exmple : Reading poetry, dialogue, story, and other type of text.

- d. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or thought to comprehend the texts.. For example : The students reading a text by heart.

3. Reading Comprehension

According to Cahyono (2011), Reading Comprehension is an activity aimed to understand the messages of a particular text. Reading comprehension is the activity where the students actually understand what they read about. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. He uses the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Tarchi (2017) states that reading comprehension is a process of reading in order to build understanding.

Furthermore, Lems (2010) states reading comprehension is not a static competency. it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader.

C. Descriptive Text

1. Definition of Descriptive Text

According to Doddy (2017), descriptive text has the social function to describe particular person, place, or things. Descriptive text is kinds of text which

described in details. Based on the generic structure, descriptive text is divided into three parts. The first part is identification or participation which begins to identify the phenomenon to be described. The next part is the descriptions of particular person, place or things. It is also focused on specific participants including parts, qualities and characteristics of person or something that is described. The last is closure or summary of something that is described. The lexicon grammatical features of descriptive are noun, adjectives, noun phrase, present tense or past tense. If something described is exist until now use present tense but if something described is pass away or no longer exist use past tense.

There are some aspects that have to be evaluated in order get good Descriptive writing such as contents, organization, vocabulary, language use and mechanics. Contents refer to the subject mastery being described or written. Organization refers to students' idea and details of descriptive structure to introduce the characterization. Vocabulary refers to the usage of the correct words function to express idea in composing a paragraph (adjectives, adverbs, nouns, and verbs). Descriptive appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sound. The reader can imagine the object, place, or person in his or her mind. Descriptive is a text that helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

2. Purposes of Descriptive Text

The purpose of descriptive text was to describe products to persuade the reader about description enables us to entertain, express feelings, relate experience, inform, and persuade.

3. Generic Structure of Descriptive Text

According to Mulyono (2012) the generic structure of Descriptive paragraph consists of the identification that identifies the phenomenon and description that describes the parts, the qualities, and the characteristic of the phenomenon. According to Luber (2014) the generic structure of descriptive text are identification and description. Identification introduces to the subject of the description. Description gives details of characteristic features, such as qualities, size, physical appearance, ability, habit, etc.

Referring decide that identification can be used as topic sentence of the paragraph. After stating the identification, the researcher has provided some descriptions so that the reader would be able to picture the idea.

4. Kinds of Descriptive Text

descriptive text is a text to describe something such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of a People

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch,

depending on the situation. Let's examine each.

b. Description of a Place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose (Mulyono,2012).

c. Description of a Things

To describe a thing the researcher should has a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us using proper nouns and effective verbs.

D. The Concept of Interactive Read Aloud Instructional Strategy

Interactive read aloud instructional strategy has become an instructional method to incorporate in the classroom because they offer the same and additional benefits as read aloud. The term “interactive read aloud” was first used in the early 1990's. Interactive read aloud became more prevalent when S.J. Barrentine,

wrote articles for the International Reading Association's, *The Reading Teacher*, about how to use them in the classroom.

Diem (2017), stated that the efficacy of Interactive read aloud instructional strategy (IRAIS) to help students to improve their English literacy achievements and found that Interactive read aloud instructional strategy (IRAIS) is an effective strategy in helping students to improve their level of English proficiency.

Hoffman (2011), stated Interactive read aloud instructional strategy (IRAIS) not only is highly engaging the students in learning the language, but also promoting their language experiences and literacy development through interaction among students and teachers.

Interactive read aloud clearly has many benefits when teachers and students interact and discuss texts. As students listen to stories being read aloud, they gain new words, begin to figure out how letters and sounds are related (phonological awareness), and learn how words are conceptually. According to Johnston (2015), definition of Read Aloud Instructional was a technique by paying attentional. Read where teachers or people Adults read stories with be out spoken to students or children with pay attention to intonation, tone, tempo, and appropriate sound changes as well as combining question and answer activities In order to create a reading activity that Attracting and encouraging students to think critical.

Wiseman (2011) states that interactive read aloud affords opportunities for making meaning through conversations and student interactions, which provides students with the opportunities to interact with the text and build their knowledge

and strengths. Additionally, he suggests interactive read aloud provides opportunities that are more than skill and literacy development, they are a time for teachers and students to create, extend and recognize certain examples of knowledge. As a result, interactive read aloud allows students to become actively involved in their learning and give purpose to the learning process.

1. Steps of Interactive Read Aloud Instructional Strategy

The steps in implementing interactive read aloud instructional strategy (Herrel & Jordan, 2004):

a. Choosing an Appropriate Book

The researcher prepares the reading text that use as implementing interactive read-aloud Instructional Strategy for the student. The reading text choose by student grade.

b. Prereading and Planning Interactions

c. The Procedures of Teaching

The procedures in teaching reading by using Interactive Read Aloud Instructional Strategy Before beginning the read-aloud sessions, the researcher will read the text that has chosen thoroughly. The researcher uses sticky notes to mark places for discussion, predicting, and connections to other text that the students have read or personal experiences they can relate to the story.

d. Stopping for Interactions

The researcher asks student to read the text about 10-15 minutes and stopping at logical places between readings. After that, the researcher ask the student to read with enthusiasm, using gestures and voices, and review the events of each day's reading at the end of the session.

e. Assessing Student Progress and Understanding

The last, the researcher would assesse students' abilities to paraphrase or retell events in a story are indicative of their understanding of the story.

Were in the follow (Herrel & Jordan, 2004):

Pre-Activities (10 minutes)

Delivering a goal and student motivation.

1. The researcher was great students.
2. The researcher checked the student's attendance.
3. The researcher gave warming up by giving simple question to the student's about the descriptive text.
4. Describe the method that used in learning namely Read Aloud Instructional Strategy.
5. Explain the importance of the material which studied in the following competencies that must be master by student.
6. Question related to the material learning.

Whilst Activities (40 minutes)

Presenting information and Activities.

1. The researcher explain the material, give the text and explains about Interactive Read Aloud Instructional Strategy.
2. The researcher give a text to student and asked the student to ready that about 10-15 minutes.
3. The researcher asks the students to read with enthusiasm, using gestures and voices.
4. Researcher together with students clarify the reading not understood.
5. The researcher gives time to the student's to consciously focusing in remembering what they have read.
6. The researcher ask the students to answer questions based on reading text.
7. The researcher ask student to retell about the text in front of the class to make sure the student's already got the point of the text.

Post-Activities (10 minutes)

1. The researcher and students' summarize about text.
2. The researcher gives the assignment to student's to do exercises about the text.
3. The researcher reviews the important material and make conclusion.
4. The researcher says leave taking with a friendly greeting and remind them to continue to practice using these strategies at home.

E. Previous Related Study

There are some related previous studies used by the researcher. The first is the research conducted by Saarah (2017) entitled: "The implementation of

interactive read aloud in teaching English TOEFL young learners”. The result of the study revealed that to construct students’ reading comprehension, confirming, modeling, extending, and building interactions were produced during Interactive Read Aloud, and also revealed several strategies that were applied before Interactive Read Aloud to produce classroom interactions which were reading the book several times, formulating the learning objectives and questions, building students’ background knowledge, identifying where students prediction should be shared, and devising opportunities for students to explore the story more. It is thus recommended for EFL young learners’ teachers who implement this method to produce the interactions, and conduct the strategies before the implementation thus the interactions that construct students’ reading comprehension are produced. The similarity of the researcher’s investigation with the previous study state above is the research about use the method is interactive read aloud. Otherwise, the differences are in location, time and population.

The second is the research conducted by Ahmad (2017) entitled: “Improving students’ reading skill through interactive read aloud at the first grade of SMAN 1 Mare, Bone”. The finding of the research indicated that the implementation Interactive Read Aloud was successful since the criteria of success were achieved. The first criterion was 70 % of students could pass the target score 70 based on the KKM. The finding showed that 74.57 of students had already achieved the target score. besides, the second criterion was the students who become more active involved in teaching learning process. The result of observation checklist

showed that through Interactive read aloud method, the students were more creative confident in the classroom especially reading activity.

The similarity of the researcher's investigation with the previous study state above is the research about improving reading skill use the method through interactive read aloud. Otherwise, the differences are in location, time and population.