CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this part, the researcher describes review of related literature that consist of previous of the study, Teaching Reading at Senior High School, Level of Comprehension, Teaching Reading by using Direct Method, The Strength and Weaknesses of Direct method.

A. Previous Study

There are some related of the studies that discussed on Direct Method. The first is thesis by Rahmi. The result of the research indicated that a comparative study on teaching Grammar using Direct and Grammar Translation Methods is that teaching English Grammar using Direct Method was better than grammar translation method.[9]

The Second is the thesis by Yesica Hermita. The result of this study, Grammar Translation Method and Direct Method in Teaching Reading At LPIA Margonda Depok was the results of the analysis show that students are more interested in learning reading by using grammar translation method than using direct method. As the result of the study shows that t observed = 5.143 and the table t =1.835 (observed t > table t). It means that teaching reading using grammar translation method is more effective than using direct method.[10]

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[9]Rahmi, *A Comparative Study On Teaching Grammar Using Direct and Grammar Translation Methods of The Sixth Grade Students At MIS NU of Palangka Raya*, *Thesis*, Palangka Raya: STAIN, 2010. P. Xvii

[10]Yesica Hermita, Grammar *Translation Method and Direct Method in Teaching Reading at LPIA MARGONDA Depok, Thesis,* Jakarta: Gunadarma University, 2009. P. Xv

The third is the thesis by Pebriana Dwitya. The result of the study showed that "Teaching reading to get specific information to the Students of SDN PAKU HAJI 2" can motivate the students in learning english in the studyroom, especially when uses direct method. the students become more understand during the teaching-learning process. This is shown by result of the student's test after the treatments. They got more improvement. There was signification difference, the post test scores are better than pre test.[11]

In this study the writer only focussed to measure the effectiveness of using direct method in teaching reading english as media at the tenth grade students of SMA Muhammadiyah 1 Palangka Raya.

Difference, some of previous study was teaching grammar using direct method and comparative study on teaching grammar.

Similarity, some of previous study and this study is focuss to measure the effect of using direct method in teaching reading.

B. Teaching Reading at Senior High School :

1. Definition of Teaching

According to Brown "teaching maybe defined as showing or helping someone to learn how to do something, giving knowledge causing to know understand". Based on the statement above, teaching means giving instruction to the students to learn something which effect

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[11]Febriana Dwitya, *Teaching Reading using Direct Method At The Fifth Grade of SDN Paku Haji 2 Kab. Subang*, *Thesis*, Bandung, STKIP Siliwangi Bandung, 2008. P. 4

them in such a way that learning is facilitated and the students can acquire language.[12]

2. Definition of Reading

Based on *Oxford Advanced Learners Dictionary,* reading is to look at and understand the meaning of written or printed words or symbols, to discover or find out about something, to interpret something in particular way in which something is interpreted or understand.[13]

Smith in Fauziati defines that reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information.[14]Besides that Leipzig gives his statement about reading; reading is the motivated and fluent of word recognizing and comprehension.[15]

Based on the definitions above, there are some points can be concluded, they are: reading is not only process of receiving information, but also procces of making and saving data in our brain. As the result of reading, it can be seen that the readers' need feedback. The readers understand what they read.

Reading is also defined as, "the process of constructing meaning through the dynamic interaction among the reader's existing knowledge,

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[12]H. Douglas Brown.*Principle of Language Learning and Teaching* Prentice Hall, 1994, P. 7

[13]As Hornby, *Oxford Advanced Learner's Dictionary of Current English,* Oxford: Oxford University Press, 1995, P. 966-7

[14]Endang Fauziati, *Teaching English as a foreign Language,* Surakarta: Muhammadiyah University Press, 2002, P. 139

[15]Http: // www. Reading Rockets.org/articles/ 352 accessed at December 20, 2013

the information suggested by the text and the context of reading situation"[16].

From the definition above reading process could be seen as a process of achieving or understanding the message. The students should be more aware to see what the writer wants to convey through every symbolic sign to get complete understanding and achievement of message. Meanwhile, the teaching learning activies of a subject can be seen briefly through its curriculum or syllabus applied at the school. At the tenth grade of SMA Muhammadiyah 1 of Palangka Raya, the materials given on the second semester, especially reading, are: Procedure, Narrative, News Item.

3. Narrative Text

Narrative text is a text that has purpose to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds resolution.[17] To narrate is to tell a story, to tell what happened. In addition, there are several points about effective narrative paragraph. First, a good narrative paragraph must include the entire significant event. Second, it does not bring up un-significance points. Third, it follows a, logical time sequence. Fourth, it does not drag on; its pace is brisk. Fifth, it usually has a point that can be drawn from the story.[18]

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[16]http:// www.Michigan reading.Org/mi definition of reading 0505.Pdf online on (December 13th 2013)

[17]Sudarwati, *Look Ahead an English Course for Senior High School Students Year XI,* p.154.

[18]Sabarun, *Paragraph Writing,* 2008, p. 11.

According to Furaidah that an effective narration paragraph has three important characteristics, they are:

a. It tells a story

Narration tells a story about a series of events may be real or nonfiction as in histories, biographies, and newspaper stories or imagery or fiction, as in short stories, novels and plays.

b. It was organized by time order or chronological order.

In addition, the series of events in narration are generally arranged by time order or chronological order. This means that the story begins with what happened first, then moveson to what happened next and ends with what happened last. Suppose, you want to tell about your terrible day. You would probably have a series of events to tell.

c. It shows the writer's attitude point.

When writing a narration, you should have purpose, in other word, you tell a story to teach something, persuade, or make point. Otherwise, your readers will probably wonder why they need to bother to read your story. Your purpose will guide you to select the details to include and those to exclude in your story.

Narration is more often about past story, but sometimes it is also about repeated present story. Past and present narrations haveseveral similarities and differ mainly in when the story takes place. Therefore, in writing both present and past narrations, you need to keep yourself aware with your choice of verb tenses.

a. The Structure of Narrative Text

1) Generic Structure

a) Orientation: Sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.

b) Complication: tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c) Resolution: the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.[19]

According to Sudarwati there are three points about the generic structure of narrative text. First, Orientation (beginning): who were involved in the story, when and where. Second, Complication (middle): a problem arises followed by other problem. Third, Resolution (ending): solution to the problem.[20]

Based on the statement above, the writer concludes that the generic structures of narrative are:

Firstly is an orientation. The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened.

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[19]Sudarwati, *Look Ahead an English Course for Senior High School Students Year XI,* p.154

[20]Ibid, p. 62.

Secondly is complication.This is where the writer tells how the problem arises; sometimes something unexpected events will happen.

Thirdly is resolution.It is an optional closure of event.The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of a story.

Furthermore, the generic structure of narrative text can be shortened as orientation, complication and resolution.

2) **Language Features**

a) The use of noun phrase: *a beautiful princess, a huge temple,* etc.

b) The use of connective: *first, before that, then, finally*, etc.

c) The use of adverbial phrases of time and place: *in the garden, two days ago,*

d) The use of simple past tense: *He walked away from the village.*

e) The use of action verbs: *arrived, ate, went, laughed, walk, sleep, wakeup,*etc.

f) The use of saying verbs: *say, tell, ask*.

g) The use of time connectives and

conjunctions:*one day, a week later then, along, long time ago, when,*etc.[21]

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[21]Sudarwati, *Look Ahead an English Course for Senior High School Students Year XI,* p.62

B. Level of Comprehension

Teachers need to be aware that there are actually three main levels or strands of comprehension--literal, interpretive and critical comprehension.

1. The first level, **literal comprehension**, is the most obvious. Comprehension at this level involves surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. According to Karlin(1971), "being able to read for literal meanings is stated ideas is influenced by one's mastery of word meanings in context'.

2. The second level or strand is **interpretive or referential comprehension**. At this level, students go beyond what is said and read for deeper meanings. They must be able to read critically and analyse carefully what they have read. Students need to be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas. It is also obvious that before our students can do this, they have to first understand the ideas that are stated (literal comprehension). Interpretive or referential comprehension includes thinking processes such as drawing conclusions, making generalizations and predicting outcomes. At this level, teachers can ask more challenging questions such as asking students to do the following:

    a. Re-arrange the ideas or topics discussed in the text.

    b. Explain the author's purpose of writing the text.

    c. Summarize the main idea when this is not explicitly stated in the text.

d. Select conclusions which can be deduced from the text they have read.

3. Finally, the third level of comprehension is **critical reading** where by ideas and information are evaluated. Critical evaluation occurs only after our students have understood the ideas and information that the writer has presented. At this level, students can be tested on the following skills:

a. The ability to differentiate between facts and opinions.

b. The ability to recognize persuasive statements .

c. The ability to judge the accuracy of the information given in the text.[14]

D. Teaching Reading by Using Direct Method

1. Definition and Characteristics of Direct Method

The direct method, sometimes also called *natural method* , is a method for teaching foreign languages that refrains from using the learners' native language and just uses the target language. It was established in Germany and France around 1900. [15]

The basis of this method was develop in Europe by Francois Gouin in the 1880s. His premise was that it was best to learn another language by listening to it and speaking it just as children do instead of learning a set of grammar rules and vocabulary lists. The goal of this method is to teach students, usually adults, how to conserve in everyday situations in another language. From this idea developed the direct

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[14]Robert karlin.*Teaching Elementary Reading: Principles and Strategies,*New York/Toronto :Harcourt Brace and Jovanovich, Inc. *1971, p.35*

[15]http.www2.uni-wuppertal.de/FBY/anglistik/multhaup/method-elt/u direct method. Html.7R.(online on December 14th 2013)

method as an antithesis to the grammar-translation approach. A couple of decades later, the direct method was popularized in The United States by Charles Berlitz (who called it the Berlizt Method) and used it in his commercial Berlitz language schools. Other aspects of the direct method include classroom instruction exclusively in the target language, only everyday language is taught, and grammar being learned inductively. Although this method's initial insistence on using only the second language (L2) in the classroom as well as its lack of activities to develop reading and writing prevented it from being accepted public education, it has, with modifications, influenced some contemporary approaches such as communicative language teaching, the natural approach, and total physical response.[16]

2. **Procedures of Direct Method in Teaching Reading**

As stated earlier, language teaching presented through the Direct Method may take different forms. No standardized procedure characterizes the method. Different people may develop their own procedures as long as the procedures are based on the principles of the method. Nowadays, there is not much literature related to the method even though still many people use techniques that can be classified under the principles of the method in teaching another language in the classroom. The principle procedure is that language is first introduced

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[16]Deborah L. Norland, Ph.D.,Terry Pruett-said. *A kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages,* London:Teacher IdeasPress,2006. P. 5

through the ear, and then reinforced through the eye and hand by reading and writing. The following procedure is adapted from Larsen-Freeman.

a. Each student has a reading passage in front of him/her.

b. The students are called on one by one and they read the text loudly.

c. After the students finish reading the passage, they are asked in the target language if they have questions.

d. The teacher answers the students' questions in the target language.

e. The teacher works with the students on the pronunciation.

f. The teacher gives questions to the students and the questions and statements are about the students in the classroom.

g. The students make up their own questions and statements and direct them to other students in the classroom.

h. The teacher instructs the students to turn to an exercise in the lesson .

i. The students read a sentence out loud and supply the missing word as they are reading.

j. The teacher asks the students to take out their notebooks and he gives them a dictation; the passage is about the topic that has been discussed.[17]

2. The Principles of Direct Method

Endang Fauziati explains that there are some principal principles of teaching language using direct method. There principles are described as follow:

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[17]Larsen-Freeman.*Techniques and Principles in language Teaching,* Oxford : Oxford University Press, 2000. p. 23

A. The goal of the DM is to make students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.

B. Students taught using DM need to associate meaning and the target language directly. To do this, the teacher introduces new targel language words or phrases by demonstrating their meaning through the use of reality, pictures, or pantomime. He never translates it into the student's native language.

C. The syllabus used in the DM is based on situations (for example, at a Bank, Going Shopping, in a Classroom, etc.) and topics (such as geography, money, or weather)

D. Grammar is taught inductively, that is, the students are presented with examples and they figure out the rules or generalization from the examples. An explicit grammar rule may never be given.

E. Language is viewed as primarily spoken not written. Therefore, students study everyday speech in the target language.

F. Vocabulary is more emphasized than grammar. Reading and writing exercises are based on what the students practice orally first.[18]

4. The Implementation of Direct Method in Teaching Reading

The "naturalistic"-simulating the "natural" way in which children learn first languages-approaches of Gouin and a few of his contemporaries did not take hold immediately. A generation later, applied linguistics

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[18] Endang Fauziati, *Teaching of English as Foreign Language*, Surakarta: Muh. Amir Press, 2002, P. 23

finally established the credibility of such approaches. Thus it was that at the turn of the century, the direct method became quite widely known and practiced.

The basic premise of the direct method was similar to that of Gouin's Series Method, namely, that second language learning should be more like first language learning-lots of oralinteraction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. Summarized the principles of the direct method:

a. Classroom instruction was conducted exclusively in the target language.

b. Only everyday vocabulary and sentences were taught.

c. Oral communication skills weee built up in a carefully traded progression

d. organized around question-and-answer exchanges between teachers and students in small, intensive classes.

e. Grammar was taught inductively.

f. New teaching points were taught through modeling and practice.

g. Concrete vocabulary was taught through demonstration, objects, and pictures;

h. Abstract vocabulary was taught by association of ideas.

i. Both speaking and listening comprehension were taught.

j. Correct pronunciation and grammar were emphasized.

The direct method enjoyed considemble popularity at the beginning of the twentieth century. It was most widely accepted in private language schools where students were highly motivated and where native-speaking teachers could be employed. One of the best known of its popularizers was Charles Berlitz (who never used the teml Direct Method and chose instead to call his method the Berlitz Method).[19]

E. The Strengths and Weaknesses of Direct Method

1. Strengths

a. This is a quick way for students to learn basic conversations skills.

b. This teaching method is helpful to teachers who do not know their students' first language (L1).

2. Weaknesses

a. Some students may be overwhelmed without access to their first language.

b. High-order discourse is not likely to be learned through this method.

c. Not appropriate for learning academic literacy skills.[20]

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[19]Douglas Brown. *Principle s Language Learning And Teaching,* Fourth Edition. San Francisco:State university.2000. P. 21-22

[20]Deborah L. Norland, Ph.D., Terry Pruett-said. *A kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages,* London:Teacher Ideas Press, 2006. P.6