CHAPTER II
THEORETICAL REVIEW

A. English Teaching and Learning

This chapter describes important matters concerning in English teaching and learning. There are two sub headings; the nature of English teaching learning and teaching reading skill.

1. The Definition of English Teaching and Learning

There are some definitions of teaching and learning. Brown (2000: 7) states that teaching is guiding and facilitating learning enabling the learner to learn and setting the conditions for learning. Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. Meanwhile, Vygotsky in Feez (2002: 26) states that learning is collaboration between teacher and students with the teacher taking on an authoritative role similar to that of an expert supporting an apprentice. Teaching is making students able to learn, giving the instruction to do the task, or setting the teaching learning process to make the students get to learn.

From the statements explained previously, the term teaching – learning consists of two words “teaching and learning” which are inseparable things. Teaching and learning support each other and both are interconnected. In the field of teaching and learning language, Vygotsky in Feez (2002: 26) states
that if a teacher supports the students so that they move through the zone of
development to their potential level performance, real learning and progress is
possible. It is clear that teaching is guiding, facilitating, setting things up,
enabling, and giving opportunities for learning. Without the teaching, learning
cannot stand by itself, so teaching is really needed in learning activity.

According to standard competence and basic competence for SMP
(Junior High School) in Indonesia, English is a tool in communication both
spoken and written. To communicate is to understand and to express the
information, the mind, the feeling, and the development of science and
technology, and culture by using that language. The communication ability to
understand and to produce oral or written texts is realized into four language
skills; listening, speaking, reading, and writing. It is the four language skills,
which are used to perceive or to produce a discourse in society.

B. Reading

1. The Definition of Reading

Reading is interrelated with the total educational process that
educational success requires successful reading. Experience has taught us
that those who fail in school usually have failed first in reading, so reading
is an important skill in English that has to be mastered by students well.
According to Spratt, Pulverness and Williams (2005:21), reading is one of
the four language skills: reading, writing, listening and speaking. In
addition, Brown (2004:189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the text they read. It implies that the readers’ understanding about the text is the result of interaction between their thought and the meaning of the text they read. In line with Brown, Celce-Murcia (2001:154) views reading as an interactive process. It involves a text, a reader, and a social context in which the reading process occurs.

This implies that the reader’s past experiences, language background, and cultural framework, as well as the reader’s purpose for reading influence reader’s interpretation about the text. Silberstein (1994:12) adds that reading is a complex information processing skills in which the reader interacts with text in order to re-create meaningful discourse. The goal of reading program is to develop fluent, independent readers who set their own goals and strategies of reading. Another definition of reading is stated by Nunan (2003:68). He states that reading is a fluent process of readers combining information from expanding their own background knowledge to build meaning.

2. Teaching Reading to Junior High School Students

According to Brown (2000: 7), teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning. Similarly, Kimble and Garmezy in Brown (2000: 7) define teaching as an act
of showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

In his further explanation, Brown (2000: 7) breaks down the definition of learning into some components, they are:

1) Learning is acquisition or getting.
2) Learning is retention of information or skill.
3) Retention implies storage systems, memory, and cognitive organization.
4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5) Learning is relatively permanent, but subject is not.
6) Learning involves some form of practice, perhaps reinforced practice.
7) Learning is a change in behavior.

Related to the eighth grade students of Junior High School, they study three kinds of genres in reading. There are, descriptive, recount, and narrative. Students have to comprehend those genres in order to access some knowledge from their environment. Therefore, the process of teaching reading should facilitate students to comprehend those genres well.

3. Reading Skills

Reading is not easy as people thought. Grellet (2003: 8) cites that reading involves guessing, predicting, checking, and asking oneself
questions. The questions later will lead the reading to a greater discussion, and reflection according to the text.

Another explanation comes from Spratt, Pulverness, and Williams (2005: 21) that reading has two sub-skills usually used in reading. They are presented in details below.

1) Scanning

Scanning is reading quickly through a text to find specific information. There are some activities in scanning, such finding new word for all, locating grammar features, finding a specified advertisement, comparing details, checking dates, shopping lists, making word sets, and newspaper headlines.

2) Skimming

Skimming is reading quickly by running the eyes over a text to get the general ideas of it. There are some activities in skimming, such compare values, find and compare events, sect a title, draw inferences, decide the questions, and create a title.

4. Reading Process

Understanding the process of reading means understanding models of how words are recognized and how long they are kept in working memory (Nunan, 2003:70). The models of reading process can be divided into three categories (Nunan, 2003:70-73). Those categories are:
1) **Bottom-up model**

The first category is called bottom-up model. The bottom-up model typically consists of lower-level reading process. In this model, readers begin with the identification of letters. The information gained is passed to a decoder, which converts the string of letters into a string of systematic phonemes. This string is then passed and recognized as a word. This model assumes that readers proceed by moving their eyes from the left to right, first taking in letters, combining these to form words, then combining the words to form phrases, clauses and sentences of text.

2) **Top-down model**

The second category is called top-down model. The top-down model, readers draw upon their knowledge of the world and the structure of the sentences to analyze a text. In this model, the readers are seen as bringing hypotheses to bear on the text, and using text data to confirm or deny the hypotheses.

3) **Interactive model**

The third category is called interactive model. The interactive model of reading combines elements of both bottom-up and top-down models, assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. While reading, readers can apply bottom-up process by recognizing the new
vocabulary and the new pattern they have not got before. By doing this, readers are expected to be able to get information from text. Meanwhile, readers also apply top-down process by predicting what the content of the text is about and the continuation of the text.

5. Reading Assessment

According to Brown (2004: 188), there are some macro skills and micro skills representing the spectrum of possibilities for objective in the assessment of reading comprehension:

a. Macro Skills

1) Recognize the rhetorical forms of written discourse and their significance interpretation.

2) Recognize the communicative function of written texts, according to form and purpose.

3) Infer the context that is not explicit by using background knowledge.

4) Infer link and connection between events, deduce, cause and effect, defect such relation as main idea, supporting idea, new information, generalization, and exemplification.

5) Distinguish between literal and implied meanings.

6) Detect cultural specific references and interpret them in a context of the appropriate culture schemata.
b. Micro Skills

1) Discriminate among the distinctive graphemes and orthography of English.

2) Process writing at an efficient rate of speed to suit the purpose.

3) Recognize a core of words and interpret word order pattern and their significance.

4) Recognize grammatical word classes (nouns, verbs, etc), system (tenses, agreement), pattern, rules and elliptical forms.

5) Recognize that plural meaning may be expressed in different grammatical forms.

6) Recognize cohesive devices in written discourse and their role in signaling the relationship between among clauses.

The purpose of reading comprehension in this research is to find specific information in the text, so the macro skills and micro skills which are evaluated in this research are:

a) Macro Skill

   Infer link and connection between events, deduce, cause and effect, detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
b) Micro Skill

i. Identifying referents of pronoun.

ii. Using context to guess meaning of unfamiliar words.

C. Visualization

a. Definition

There are some theories Visualization. Goudvis and Harvey (2000) in Nelson (2005:7) define visualization as a process of making images in readers’ mind which will be different among the readers. Miller (2001) in Nelson (2005:7) also defines visualization as a process of forming a mental image in one’s mind. Wooley (2011: 81) defines visualization as a powerful tool which can help improving reading comprehension. According to Reinolds and Miller (2003), in the working memory, there are two ways of information process; verbal and visual. The verbal model comes from spoken words through auditory sensory while the visual model come from pictures or printed words through visual sensory memory.

According to Wooley (2011:81), the visualization strategy links between visually and verbally encoded information. Reynolds and Miller (2003:52) state that the knowledge is constructed when the learners integrate the visual and verbal information with their background knowledge. Furthermore, the knowledge is stored in the long-term memory.
Visualizing refers to our ability to create pictures in our heads based on text we read or words we hear. It is one of many skills that make reading comprehension possible. Visualizing strengthens reading comprehension skills as students gain a more thorough understanding of the text they are reading by consciously using the words to create mental images. As students gain more deliberate practice with this skill, the act of visualizing text becomes automatic. Students who visualize as they read not only have a richer reading experience but can recall what they have read for longer periods of time (Harvey & Goudvis 2000).

Visualization as it is being read or heard also creates personal links between the readers and text. Readers, who can imagine the characters they read about, for instance, may become more involved with what they are reading. This makes for a more meaningful reading experience and promotes continued reading.

Visualization has been defined as “the process of seeing pictures in the mind” (Tomlinson, 1997, p. 1). The term refers to all types of mental imaging or visual imaging produced in the mind especially while one is busy reading a text. As far as reading is concerned, the product of visualization is an image relevant to the events, scenes, characters, or ideas described in the text. Many poor readers do not visualize, do not see pictures in their minds as they read, while those readers who do typically visualize achieve greater comprehension and recall (Tomlinson, 1997). Stevick (1986) believes that “words that have come into our heads from
reading or listening commonly leave us with pictures, sounds and feelings in our minds.”

Harvey and Goudvis (2000) suggest that the image readers create through visualizing are deeply personal and make the reading experience more pleasurable and engaging, like movies in the mind. Visualization can help readers better understand the text by calling on all their senses- conjuring smells, tastes, sounds, textures, or images that bring the text alive and make reading much more enjoyable. Good readers form mental images as they read by using their background experiences and the author’s words to form images. The pictures in our mind personally connect us to the text or what we are learning, and they often leave lasting impressions. (Keene and Zimmermann, 1997).

In summary, the visualization strategy is a reading strategy in which in which the readers create their own images of the text in their mind. The images created in the readers’ mind are mostly influenced by their background knowledge. This strategy employs limited working memory because it embeds both visual and verbal information. Therefore, the readers will comprehend the text in a whole meaning. This strategy also helps the readers memorizing more detail information. Since the reader’s schema and background knowledge plays an important role in the process, the emotion and personal opinion also involve in gaining the meaning of the text. As a consequence, the intrinsic motivation will be increased.
b. Strategies in Visualization

Goudvis and Harvey (2000) in Nelson (2005:11) propose some strategies of visualization. Those strategies are (1) Visualizing with Wordless Pictures; (2) Visualizing from a Vivid Piece of Text; (3) Visualizing in Reading, Showing not Telling; and (4) Creating Mental Images that go beyond Visualization. These ideas are developed under the format of visualization strategies. These strategies promote the use of the readers’ mental imagery in different ways.

Nelson (2005, 11) explains the steps of these strategies. In Visualizing with Wordless Picture, the students use the clues from a few points to predict the next part. The students visualize their prediction and draw it. At the last, the students share their prediction. The next strategy is Visualizing from Vivid Piece of Text. This strategy is similar with the Draw and Label Visualization from McLauglin (2003). In this strategy, the teacher reads the text aloud and stops at a certain point and the students visualize the scene. The students share their visualization in groups before they draw it. In Draw and Label Visualization Strategy the students draw their visualization first then share it in groups. The third strategy is Visualizing in Reading, Sharing not Telling. In this strategy, the student reads the text with full of vivid nouns and verbs. The teacher reads the passage aloud while the students visualize the scene. The students are asked to give comments. After the comments are given, the teacher labels the part of the speech. The strategy helps the students learn about part of speech.
The last strategy is Creating Mental Image that goes beyond visualization. In this strategy, the students visualize a character in the text. The students write down what their heard, tasted and smelled when they visualize the character.

McLaughlin (2003) in Nelson (2005:8) developed two strategies based on the format of visualization proposed by Goudvis and Harvey (2000). Those strategies are Draw and Label Visualizations and Mind or Alternative Mind Portraits. The first strategy is helpful for understanding the text with two perspectives. In this strategy, the students choose two characters and visualize them. The students also record the ideas using Draw-and-Label Visualizations. The second strategy is Draw and Label Visualization. This strategy is designed with the process gradual release of responsibility. This process has three levels of instructions. Those are (1) Teacher Models; (2) Guided Practice; and (3) Independent Practice. It is believed that without this process the students may not understand what they are expected to accomplish. In this strategy, the students visualize what the teacher reads and sketch their visualizations then label them with some detail information. After they finish sketch their visualization, they share their sketch to promote better understanding and point out the different schema and background knowledge.

In brief, there are many strategies which have developed under the formats of visualization strategy. Those strategies are (1) Visualizing with Wordless Pictures; (2) Visualizing from a Vivid Piece of Text; (3) Visualizing in Reading, Showing not Telling; (4) Creating Mental Images that go beyond Visualization those ideas
are developed under the format of visualization strategies; (5) Draw and Label Visualizations; and (6) Mind or Alternative Mind Portraits. In implementing those strategies, the teacher needs to suite the strategy with the level proficiency of the students.

c. Draw and Label Visualization Strategy in Teaching Reading

Goudvis and Harvey (2000) in Nelson (2005:7) suggest the use of gradual releases of responsibility in which consist of four steps. Those are (1) Teacher Models; (2) Guided Practice; and (3) Independent Practice; and Application of the strategy in Real Reading Situations. Based on the format from Goudvis and Harvey (2000), McLaughlin (2003) in Nelson (2005:8) designs the steps of Draw and Label Visualizations with implementing of process of gradual release responsibility those steps are described as follows.

1) Teacher Models

a) The teacher demonstrates (model) the technique by read a text on first paragraph.

b) After the teacher finished read the first paragraph, the teacher start sketches what he/she seen in his/her mind and labels the pictures based on the first paragraph he/she read before.

c) And the teacher continues reading more paragraphs from the text and again sketches what is visualized and labels it.
2) Guided Practice

a) It begins with the teacher delivering a text to all students (an example with a recount text or descriptive text). Then, the teacher ordered the students to read the text first.

b) After the students read the text, the teacher asked the students to visualize and create pictures in their mind based on the text they’ve read before.

c) And then, the teacher encourages students to discuss their visualization and helps students sketch their visions on paper.

d) After the students finish sketching their own vision, the teacher ordered the students to share their sketches with their partners/other friends, and the teacher points out individual differences.

3) Independent Practice

a) This level starts with the teacher continuing to distribute another text again to the students and ordered for read it quickly, then immediately draw and label their own visualization in the piece of paper.

b) When finished, the students share the final product to the other friends and discuss the story/text.

   c) After that, the students are encouraged to reflect their sketch in improving their understanding about the story they’ve been read.
D. Conceptual Framework

As it is stated in the previous chapter, reading plays important role for Junior High School students. Students are expected to have an ability to comprehend many kinds of texts such as recounts, descriptive, narratives, procedures, reports and discussion either formally or informally. They are also expected to gain knowledge and information from the texts.

However, there are some problems in teaching reading comprehension. One of them is the difficulty of the teacher in finding the best technique to teach reading comprehension. Sometimes, the technique used by the teacher does not suit the situation of the classroom and the condition of the students. The teacher dominates the whole session of the lesson. He rarely lets the students have discussion with other students and tends to let the students work individually.

Based on the problem above, the researcher tries to apply Visualization as a technique in the effort to improve students’ reading comprehension. The use of this technique is based on some reasons Visualization provides the students to remember and understand what they are reading. Visualization also provides students to learn specific strategies they visualize the text to help them predict, to clarify something or to remember about the characters, events and settings. By Visualization, the researcher expects that the students’ reading comprehension in SMP N 2 Karanglewas can improve.
E. Basic Assumption

Reading comprehension is the process of understanding and constructing meaning from text whereas ability or skill of comprehending a message in the text is the goal of reading in a language instruction. To make teaching reading comprehension be more interesting and successful, teacher needed and interesting method for teaching learning process. Visualization Technique was an appropriate and interesting in teaching learning strategy so the students could stimulate their motivation and interest to read the text and after that students suggest their thoughts, and share their opinion. It will make students feel challenged and motivated to issue their opinions or thoughts results with their partners.

By applying Visualization Technique in reading activities, the students would be easier to understand the content of the text. In this case, the writer has assumption that the students’ reading comprehension would be improved through the application of Visualization Technique in the teaching learning process.