

CHAPTER II

THEORETICAL REVIEW

This theoretical review is aimed to identify effective ways of teaching reading. To accomplish this goal, some information about reading, the role of vocabulary, *Word Wall* Activities, etc. will be given. Next, this chapter will explain further about teaching reading and the implementation of *Word Wall* Activities. Finally, the literatures to strengthen the argument will be included.

J. The Definition of Reading

Reading is one of the most primary skills that are taught by the teachers. Harmer (1991: 16) states that the primary skills are reading, listening, writing and speaking. For the right focus of this research, it is focusing on reading and it is important to define reading in teaching-learning English. Reading as one of receptive skills is an integral part in learning process taught by teacher (Harmer, 1991: 16-18). There are many definitions of reading stated by the experts. Leu and Kinzer (1987: 8) define reading as a process of getting meaning from print and comprehend it. Urquhart and Weir (1998: 22) say that reading “is the process of receiving and interpreting information encoded in language form via the medium of print”. In a complex way, Deschant describes reading as follows:

Reading cannot occur unless the pupil can identify and recognize the printed symbol and generally the pupil must also give the visual configuration a name. Even so, it is only one aspect of the reading process. Meaning, too, is an absolute prerequisite in reading. Perhaps too much emphasis in reading instruction has been placed on word identification and not enough on comprehension (1982: 166).

In line with him, Rumelhart (1986: 722) states that reading is the process of understanding written language in which good readers must have the ability to master some elements of reading such as syntactic, semantic, and pragmatic.

Pang, et al., (2003: 16) in their book of International Academy of Education: Teaching Reading Practices Series 12 explains reading clearly.

What is reading? Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Based on the definitions stated by the experts that have been mentioned, it can be concluded that reading is not merely about pronouncing print, but it is a process of thinking on how the readers can get the meaning and comprehend the information of the print. The reader is assumed not comprehend the information if they do not know the meaning. However, having enough vocabulary plays the main role in knowing the meaning so that the readers are able to comprehend the information given in print. The role of vocabulary will then be explained.

K. The Role of Vocabulary

Vocabulary has the main role in learning English. As Zimmerman said (1997: 5), "Vocabulary is central to language and of critical importance to the typical language learner". It is because any text comprehension, conversation, text written, etc. depend on how rich one's vocabulary is. Wilkins in Thornbury

(2002: 13) summed up that without vocabulary someone can convey nothing. Therefore, it is needed to develop vocabulary and concept knowledge to understand the meaning of given text.

On that account, vocabulary plays the main role in reading so that in teaching reading, developing students' vocabulary is very important. Unfortunately, in the curriculum in Indonesia, there is no direct or conscious teaching of vocabulary, whereas Scott and Nagy (in Harmon, et al., 2009: 400) state that "the goals for vocabulary acquisition in older learners involve broadening and deepening word knowledge as well as helping students develop and maintain an awareness, interest, and motivation for learning new words—that is, promoting word consciousness". In consequence, most vocabulary grows through incidental learning, that is, through exposure to comprehensible language in reading, listening, discussions, bulletin board displays, videos, and so forth. From those mediums, reading plays the primary means of incidental learning of vocabulary. As Stahl (1999: 22) says that "reading has been singled out as the primary means, and the most reliable way to promote incidental vocabulary learning". It means the most appropriate way for teacher in developing their students' vocabulary is through reading, and this research tries to involve vocabulary learning in teaching reading. Besides, through reading, learning vocabulary will be more effective if the students know what the words mean and how to use them in context. In line with the argument, Harmer states:

Words do not just exist on their own: they live with other words and they depend on each other. We need our student to be aware of this. That is why, once again, reading and listening will play such a part in the acquisition of vocabulary (1991: 24).

Therefore, in reading, vocabulary plays an important role in learning reading because students who have rich vocabularies will understand new idea and concept faster than those who have not. In addition, vocabulary is one of the five components in reading that determine the students' success in learning reading. The National Reading Panel (in Sedita, 2005) says that there are five core components in reading include phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension. In conclusion, both reading and vocabulary cannot be separated each other. In consequence, developing students' vocabulary in teaching reading is needed.

L. The Relation between Vocabulary and Reading

Vocabulary and reading have a strong relation because without any vocabulary knowledge, students will comprehend nothing in reading. Stahl and Nagy (2006) strengthen this argument by stating that students will struggle with reading comprehension if they have no enough vocabulary. They also stated that vocabulary is one of the essential components of reading, which is a critical part of reading comprehension. Alyousef added the notion by stating that "readers can improve reading comprehension by expanding their vocabularies and gaining greater control over complex syntactic structures" (2006: 65). Those arguments prove that the enhancement on students' vocabulary can influence the enhancement of students' comprehension in reading.

In addition, early study conducted by Tannenbaum, et al., (2006) establishes vocabulary knowledge as one of the major factors in reading

comprehension. This study is design in order to prove the relationship between vocabulary knowledge and reading comprehension.

M. Teaching Reading

7. The Principles of Teaching Reading

There are some principles that should be considered in planning reading lesson according to Harmer (1998: 70-71).

- a. Reading is not a passive skill.
- b. Students need to be engaged with what they are reading.
- c. Students should be encouraged to respond to the content of a reading text, not just the language.
- d. Prediction is a major factor in reading.
- e. Match the task to the topic.
- f. Good teachers exploit reading texts to the full.

In addition, in teaching reading a teacher also has to know the aspects and components of reading that should be involved in reading instructions in that the students will develop their reading ability properly. Leu and Kinzer (1987) propose two aspects and four components of reading comprehension process which should be involved in reading instruction. The two aspects and four components will be defined as follows.

- a. Reading aspects
 - 1) Affective aspects; it refers to students' attitude and interest.
 - 2) Readiness aspects; it refers to students' ability to read and understand a particular selection.

- b. Reading components
 - 1) Discourse knowledge; it refers to knowledge of structural organization of different types of text.
 - 2) Syntactic knowledge; it refers to knowledge of the word-order rules that determine grammatical function and sometimes the meaning and pronunciation of words.
 - 3) Vocabulary knowledge; it refers to knowledge of word meanings used to the appropriate meaning for a word in particular context.
 - 4) Decoding knowledge; it refers to knowledge used to determine the oral equivalent of a written word.

8. Steps in Teaching Reading

Rohim (2009: 4-10) in the *Ministry of Educational Book of Teaching Reading* proposes some steps in teaching reading started from teaching before-reading to after-reading. Those steps should be considered by the teachers, and the steps are:

a. Before-reading

- 1) Preview the text by looking at the title, the pictures, and the print in order to evoke relevant thoughts and memories
- 2) Build background by activating appropriate prior knowledge through self questioning about what they already know about the topic (or story), the vocabulary, and the form in which the topic (or story) is presented
- 3) Set purposes for reading by asking questions about what they want to learn during the reading process.

b. During-Reading

- 1) Check understanding of the text by paraphrasing the author's words.
- 2) Monitor comprehension and use fix-up strategies; use the cueing systems to figure out unknown words and imaging, imagining, inferencing, and predicting.
- 3) Integrate new concepts with existing knowledge; continually revise purposes for reading.

c. After- Reading

- 1) Summarize what they have read by retelling the plot of the story or the main idea of the text.
- 2) Interpret and evaluate the ideas contained in the text.

- 3) Make applications of the ideas in the text to unique situations, extending the ideas to broader perspectives.
- 4) Use study strategies for note taking, locating, and remembering to improve content -area learning.

9. Macro and Micro Skills of Reading

There are four basic skills (macro skills) of language. Harmer (1992: 16) states that the four basic skills are listening, reading, writing and speaking. In order to use language skills, language users need number of sub- skills (micro skills) for processing the language they used. As this research is dealing with reading skill, language user needs to know that reading builds on several micro skills as mentioned by Brown (2001: 307).

- a. Discriminates among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core words, an interpret word order patterns and their significance.
- e. Recognize grammatical word classes (noun, verbs, etc.) systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.

- g. Recognize cohesive device in written discourse and their significance for interpretation.
- h. Recognize the communicative functions of written texts, according to form and purpose.
- i. Infer context that is not explicit by using background knowledge.
- j. Infer links and connections between events, ideas, etc., deduce cause and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- k. Distinguish between literal and implied meanings.
- l. Detect culturally specific references and interpret them in a context of the cultural schemata.
- m. Develop and use battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

These micro- skills are as vehicle to get the intended information in the process of reading. The language users are able to select at least one of these micro skills appropriate to their purposes on their reading. In this case, the research chooses three micro skills in reading as a vehicle to arrange lesson plan and assessment to be applied for the learners as they are the language users. Therefore, the micro skills that will be used in this research are discriminating among the distinctive graphemes and

orthographic patterns of English, recognizing that a particular meaning may be expressed in different grammatical forms, inferring links and connections between events, ideas, cause and effects, main idea, supporting idea, new information, given information, generalization, and exemplification.

10. Genre-Based in Teaching Reading

Nowadays, the English curriculum uses genre-based in teaching reading in Indonesia. Rohim (2009: 17) states that genre study aims to group texts according to type, and to identify and describe features which texts of a particular genre have in common. There are at least 16 types of texts in genre, but there are only 5 types of genre taught in junior high school. As Rohim (2009: 19) states that the genre are descriptive, narrative, report, recount and procedure.

Based on the syllabus in second semester in ninth grade of junior high school, the genre types that will be taught are narrative and report. From those types taught in ninth grade, this research focuses on narrative text. Then, the understanding of narrative text will be explained.

Hafrizon (2009) in Ministry of Education Book: *Introduction to Genre Based Approach* describes narrative as follows.

The narrative text type tells a story. Its purpose is to present a view of the world that entertains or informs the listener or reader. The response text type is a person's response or action to another text (a book, film, play, and so on). The generic structures of the text are orientation, complication, resolution. The language features usually found in narrative text are specific characters, time words that

connect events to tell when they occur, verbs to show the actions that occur in the story, and descriptive words to portray the characters and settings. (p. 17-18)

To make it simpler, Helmy (2012: 73) describes narrative as an imaginative story to entertain people and it uses mostly past tense verbs. A narrative text always uses the generic structure as follows:

- a. Orientation; tells information involved in the story (who), the time (when), place (where) and the condition of the characters in the beginning (how).
- b. Complication; tells information about the problem that the character have.
- c. Resolution; tells information about how the problem is resolved.

(Rohim, 2009: 21)

11. Problems in Teaching Reading

There are some problems commonly faced by the teacher which are usually caused by the students' difficulties in acquiring reading. Westwood (2008) finds the common difficulties as follows.

- a. Inappropriate method in teaching
- b. Difficulties in word recognition and decoding
- c. Difficulties with fluency
- d. Poor short-term and/ work memory
- e. Lack of reading engagement

From the difficulties, point b is the primary part for students' difficulties should be solved. As Spencer and Hay (1998) remark:

In particular, children with reading difficulties need to see high frequency words in context if they are to better comprehend how written language works. Once children have mastery of even a few automatic words they should be exposed to more text that will support and utilize that group of known words. (p. 224)

Still, the other reading difficulties cannot be ignored. Thus, *Word Wall* Activities are expected to be an effective tool in teaching reading. It is because the *Word Wall* Activities expose words recognition, long-term memory, reading fluency and reading engagement.

12. Reading Assessment

In finding out the effectiveness of *Word Wall* Activities in teaching narrative reading, the research should know the progress and the development of teaching-learning process. Therefore, the development of students' achievement in reading narrative should be evaluated before and after they have done the teaching-learning process which uses *Word Wall* Activities. As mentioned by Purwanto (2010: 12-15), evaluation can be functioned to identify the students' achievement, intelligence, attitude, and etc. He also adds that it can also be used to identify the problems in teaching-learning process that the teacher and students are able to improve their teaching-learning strategies, measure the effectiveness of teaching methods, find out the correlation between students' various ability, attitude, achievement, and etc.

In conducting an evaluation, there are some instruments used by the evaluator appropriate to the purpose of the evaluation. The examples of the instruments are observation, anecdotal records, achievement test, and personality test (Purwanto, 2010: 20). As this research is intended to find out the effectiveness of *Word Wall* Activities in teaching reading focused on narrative, this research will evaluate the development of students' achievement in reading narrative after being treated by *Word Wall* Activities. The evaluation result will be compared with those the students taught by conventional method. Thus, the instrument of evaluation will be used in the research is achievement test.

Achievement test, usually conducted by the teacher, is divided into two; oral test and written test, and in written test there are essay and objective test (Sudjana, 2001: 35-55). This research chooses objective test as a tool to measure the development of students' achievement in reading narrative. It is because reading mostly dealing with comprehension and an objective test is an appropriate tool to measure students' achievement result in comprehension. Purwanto (2010: 36) states that an objective test is considered to be a good tool in measuring the instructional result in the level of knowledge, comprehension, application and analysis, but it is not appropriate in the level of synthetic and evaluation.

There are various types of objective test proposed by Purwanto (2010: 35-36) as follows:

1. Completion type test
 - a. Completion test
 - b. Fill-in the blank

2. Selection type test
 - a. True-false
 - b. Multiple choice
 - c. Matching

From the various types of objective test above, this research chooses multiple choices as the instrument in order to measure the students' achievement progress in comprehending reading narrative.

As this research evaluates students' comprehension in reading narrative, the assessment should contain the micro skills of reading chosen as the objectives to test. The micro skills of reading chosen in this research are discriminating among the distinctive graphemes and orthographic patterns of English, recognizing that a particular meaning may be expressed in different grammatical forms, inferring links and connections between events, ideas, cause and effects, main idea, supporting idea, new information, given information, generalization, and exemplification. Therefore, the test items should be able to assess those micro skills.

N. *Word Wall Activities*

3. *Word Wall*

A *Word Wall* is a display of words on the wall or bulletin board of a classroom that is used as a visual reminder of material that is being learned (Baumann et al., 2007: 110). A teacher must not only display words on the wall without any further instruction doing with the words. It is because *Word Walls* provide much more than a visual reminder of information learned; they provide an opportunity for student interaction (Ganz, 2008; Harmon, Wood, Hedrick, et al., 2009). Thus, it also should provide a colorful and creative learning environment engaging the students, so the students will feel joy and interest in learning. *Word Walls* can be used to display unknown words that the students found in reading.

Based on the explanation, the *Word Wall* accommodates the three principles of developing vocabulary (see page 9). As will become evident, by displaying the words on the wall and activities which “do” in *Word Wall*, the *Word Wall* provides opportunities for multiple exposures to lexical items; it encourages students to make connections between new and known words; and it can be used in response to meaningful contexts or to build relevant context around new words. Equally important, the *Word Wall Activities* promote active students’ involvement, a key to effective learning in general.

4. *Word Wall Kit and Its Activities*

The *Word Wall* kit contains with a board with some papers of the words glued on it. This board is hammered on the wall in the classroom, so the students can see it clearly. The *Word Wall* display is better added color, design and art work that can attract the students' attention to the material learned. The teacher also can ask the students to categorize the word into different color, or add some pictures connected to the words.

This *Word Wall* also should involve activities that can engage the students actively and create interesting teaching-learning environment. As Cambourne (2000: 513) argued that “the artifacts are only valuable when students are actively engaged in meaningful tasks with the artifacts”. Thus, activities should be involved in *Word Wall*.

The activities in this *Word Wall* should involve both students and teachers. As stated in Harmon (2009) that the *Word Wall* will be called interactive if it is meant to be used actively by students and teacher. In the *Word Wall* Activities in this research, firstly the teacher selecting eight words from the guiding book. The words are supposed to be the difficult words that the students do not know the meaning. The words will be added gradually in every a week by the teacher. The teacher should be selective and limiting the words to those really common words that children need a lot in their reading. In once a week, the teacher controls the raising of the students' vocabulary knowledge by testing the words to them. The teacher also has to exposure the words by practicing the words by playing

activities connected with the materials being learned, insisting that word-wall words are spelled correctly in any activities students do, continuing the students about the words and encourage them to use the words in their reading.

O. Teaching Reading using *Word Wall* Activities

4. Implementing *Word Wall* Activities in Teaching Reading

There are six sequences for instructional routine adapted from Beck, McKeon and Kucan (2002) by Moore and Lyons (2005) in *New Essentials for Teaching Reading in Pre-K-2*, they are;

- a. Contextualize the word for its role in the story.

Teacher: “In the story, Lisa was *reluctant* to leave the Laundromat without Corduroy.”

- b. Ask the students to repeat the word so that they can create a phonological representation of it. Teacher: “Say the word *reluctant* with me.”

- c. Explain the meaning of the word. Teacher: “*Reluctant* means you are not sure you want to do something.”

- d. Provide examples in contexts other than the one used in the story. Teacher: “Someone might be *reluctant* to eat a food that they never had before, or someone might be *reluctant* to ride a roller coaster because it looks scary.”

- e. Encourage students to interact with examples or provide their own examples. Teacher: “Tell about something you would be *reluctant* to do. Try to use *reluctant* when you tell about it. You could start by saying; I would be *reluctant* to _____.”
- f. Have students say the word again to reinforce its phonological representation. Teacher: “What’s the word we’ve been talking about?”

The teacher can also provide activities on their teaching reading in doing *Word Wall* adapted from Gruber (1998) on his book of *Instant Word Wall High Frequency Words*, such as;

- a. *Word Wall* Bingo

In this activity, every student draws some boxes on their book and puts each box a *Word Wall* word. The teacher picks a word. The teacher asks one student from every group in roll to gives clues about the word to their friend. The other students guess and cross the word on their box. The student who gets 3 words vertically or horizontally crossed should raise his/her hand and say “Bingo”.

- b. Who Wants to Read Like a Millionaire?

In this activity, the teacher gives a question behind each *Word Wall* words. The teacher gives one questions to the students. The student who is able to answer comes forward and sits on a hot chair (the chair is not really hot). The student on the hot chair reads one word on the *Word Wall* and tells the meaning of the word. The student picks the word read, reads the question, and answers it. If the student cannot

answer the question, s/he will return to their own chair. Then, the activity will be repeated. The winner is the student who gets the most answers.

c. *Word Wall Chain*

In this activity, one student read one *Word Wall* word and another student finds a *Word Wall* word starts with the last letter of the first word. The student who could not find the word should make a sentence related to the word and sing a song.

d. *Read My Mind*

In this activity, one student comes forward to the front of the class. S/he chooses one *Word Wall* word and keeps it on her/his mind. The other students guess it by asking some questions.

5. The Disadvantages of *Word Wall* Activities in Teaching Reading

Although there are so many advantages, the disadvantages also exist in *Word Wall* Activities as there is no method which perfect. Thus, this research will supply the disadvantages as well that the teacher can prevent it earlier. Eyraud, et al., (2012) mention the disadvantages of *Word Wall*.

- a. There are sometimes too many lexical items on the *Word Wall* that can make many of the *Word Wall* items were still unfamiliar to students.
- b. The students sometimes chose uncommon or infrequently used words that would have little value for them.

- c. The *Word Wall* which is shaped uncreative, most often in orderly horizontal and vertical lines, will make the students reluctant to see the *Word Wall*.
- d. Sometimes the teacher restricted *Word Wall* choices to single words rather than common phrases, idioms, phrasal verbs, or fixed expressions, severely limiting student exposure to other relevant and useful vocabulary.
- e. Sometimes the teacher gets difficulties in connecting the words on the *Word Wall* with the activities.

6. The Advantages of *Word Wall* Activities in Teaching Reading

There are so many advantages in using *Word Wall* Activities compiled by experts.

- a. The *Word Wall* providing interactive learning environment.
- b. The *Word Wall* can be used as a reference for teachers and students in teaching and learning reading.
- c. The display of words can be the best way in exposure the words that will place the words firmly on the students' long-term memory.
- d. The students can learn reading effectively and enhance their vocabulary knowledge.
- e. The teacher can use the *Word Wall* as a device and provide fun activities.

(Baumann et al., 2007; Ganz, 2008; Harmon, et al., 2009)

P. The Rationale of Teaching Narrative Reading by *Word Wall* Activities

The use of *Word Wall* Activities in classroom is intended to be a highly effective teaching strategy in narrative reading. The teaching strategy used by the teacher should be in the print rich environment that the learners in the classroom can master more words. The more the learners know the words, the more understanding the learners will be in reading a text.

Since narrative is one of the genres which is usually written in a text, the learners should master many words to understand the text. Consequently, the teacher should include vocabulary in teaching narrative reading that the learners are able to enhance their words mastery. As stated by Eyraud, et. al, (2012) that building vocabulary will improve reading comprehension and writing style. In this case, *Word Wall* provides display words that can be the reference for the teaching strategy. The teacher can ask the students to use the displayed *Word Wall* words while learning reading narrative. Moreover, the *Word Wall* involving activities such as *Word Wall* bingo, Read My Mind, *Word Wall* Chain, Who Wants to Read Like a Millionaire?, etc. will encourage learners' participation and it also will engage the learners' thinking skill. Those *Word Wall* Activities will promote students participations by working collaboratively, clapping their hand, chanting, etc. Those activities also engage learners' thinking skill by guessing, asking, answering, etc. By promoting students' participations and boosting their thinking skill, the students will feel fun on their learning and understand the materials easier. Furthermore, those *Word Wall* Activities will build up the *Word Wall* words in their memory, and it may cause the continuity of the words being planted

in their long-term memory. This process of planting the *Word Wall* words on their long-term memory can make the students rich of words or vocabulary. Thus, if the students have rich of vocabulary, they will no longer face any difficulties in reading. In conclusion, *Word Wall* Activities are believed to be able to boost students' understanding in narrative reading.

Q. Basic Assumption

The basic assumption of this research is that the use of *Word Wall* Activities is one of the good activities which will help the teacher and students in teaching-learning English, particularly in acquire reading skill. It is because the activities can enrich the students' vocabulary mastery in that they will more comprehend a text by knowing the meaning of its content. The activities also assumed can make the teaching-learning process become fun and enjoy in that it will create an effective teaching reading.

Furthermore, in strengthened the notions, the previews researches will be provided. The first research was conducted by Southerland (2011) which concludes that *Word Wall* helps students learn vocabulary and enhance their comprehension. This conclusion was concluded after he had done an intervention to the students in the middle class by using *Word Wall* Activities for the instructions. He added some colors, pictures, etc. to attract the students to see. Those made the classroom became print-rich environment where the students enjoyed very much. He also used *Word Wall* for his student's reference for their writing and reading.

Another research conducted by Pamela and Schiesl (2009) showed the result that the *Word Wall* Activities were one factor that helped to develop high-frequency word vocabulary, thereby, increasing reading fluency ultimately enhancing their reading comprehension. They conducted the research in the first grade students, and applied the *Word Wall* and its activities for reading fluency. The *Word Wall* Activities used in their research were *Word Wall* Toss, Words in ABC Order, Wordo and Read My Mind. Those activities included clapping, chanting, guessing, asking and answering which made the class became more joyful, and all students were participated in the activities. In their research, first practice reading words were used flash card on doing the Wordo activity, and then the other *Word Wall* Activities were done in different periods of meeting. On the completion of the *Word Wall* Activities, students showed a greater level of growth while reading the words, comprehending short text, finishing sentences with the words, and spelling the words. In addition, students enjoyed the *Word Wall* Activities

R. Hypothesis

The hypothesis of this research is that *Word Wall* Activities are effective in teaching reading.