

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Nature of Reading

This section serves an overview on reading concept and its essential component and also is equipped with several ground theory on how teaching should take place.

2.1.1 The Nature of Reading

According to Fulwiler (2002: 32), reading is a complex, variable, multifaceted process that refuses foolproof formulations. It can be said that reading is not a simple process that many people can do. For reading, a researcher should consider many things to write. In other words, the meaning of reading is when a researcher starts reading, he or she should have skill how to deliver the information for the readers well.

Meanwhile, Coulmas (2003:1) says that reading is a system of recording language meaning a word symbol. It can be said that reading is a process of creating some words become a sentence indeed a paragraph and a text that has a meaning. In this process, a researcher should create some sentences become a text that can be understood by the reader when reading the text.

Moreover, Lamb and Johnson (2009) Reading is the expression of language in the form of letters, symbols, or words. Primary purpose of reading is communication. In other words, reading is how someone is more creative to develop their mind by writing.

Reading is a skill that person uses to deliver his or her ideas, feelings, thought or information to the reader through paper. According to Burnet and Stubbs (2010:24), reading is the way of communication of making contact between a researcher and the readers. Carino (2009:13) states that reading is a kind of social interaction where someone writes something and the other read it. It means that there is a communication between a researcher and reader.

Reading is the mental work of investing ideas, thinking about how to express and organizing them into paragraph that will be clear to reader. On the other hand, reading is not merely process of thinking something to say and selecting words needed to express it. The ideas and thoughts are informed into paragraphs and have a meaning, so the readers can understand the meaning of the content. In conclusion, reading is a process to put some thoughts into words in a meaningful form that used to express the ideas.

2.1.2 Component of Reading

Heaton (2005: 135) suggests the component of reading as follow:

1. Language use, the ability to write correct appropriate sentences.
2. Mechanical skills, the ability uses correctly those conventions particularly the written language such as punctuation and spelling.
3. Treatment of content, the ability to think creatively and develop thought, excluding irrelevant information.
4. Stylistic skills, the ability to manipulate sentence, paragraph and use language effectively.

5. Judgment skills, the ability to write in an appropriate manner for particular purpose with a particular audience in mind together with an ability to select, to organize other relevant information.

In addition, Madsen (2005:23) divides components of reading into four component those are; mechanics, vocabulary, grammar and organization. It is expand that in reading we should more aware of each component.

2.1.3 Teaching Reading

Reading is one of the language skills in English that should be required by the students. In other word the role of the teacher is very important to help the students to master the reading skills. As Harmer (2000:257) says that teaching reading focuses on product and reading process. Teaching reading needs to considere the organization of sentence and paragraph. In addition, in reading the students should consider about reading organization that one sentence and other sentences should be coherent.

According to Massi (2003: 94), teaching reading is performed in a way that must be observed as a process. In other word, the students must be given knowledge about procedural on the reading process, after the students have been given knowledge about procedure of the reading process. Teacher needs to test his or her students. For example, the students are asked to make several sentences to look their ability in making sentence after being taught whether they can write perfectly or not.

According to Bonnie Swierzbin (2014) As teachers, we typically have experience-based intuitions about whether the reading difficulty of a text is

appropriate for our students. It can, however, be challenging to pinpoint sources of difficulty. In this article, I describe a process for identifying one common challenge in reading and offer suggestions for teachers to deal with it.

Teaching reading at junior high school is a process where teachers help students to convey information communicatively in written form. In teaching reading, teachers' creativity is really needed. They should be able to teach different text of reading by using different method and different media. By using appropriate strategies like applying pre reading, whilst reading and post reading really help the teachers in teaching reading and they can help students to reach their goal in reading.

Lance (2005:12) explains that there are three important things that a teacher has to know when he or she teaches reading to students at senior high school, they are:

1. Purposeful reading. A research tells that students become more interested in reading and the quality of their reading improves when there are significant learning goals for reading assignments and a clear sense of purpose for reading. That is why, setting the goals before process teaching and learning began is very important, so that the students have a clear description about the achievement that they have to master at the end of the lesson.
2. A mentor. Giving a model before asking the students to do some activities can avoid students' confused. It is very important for the teacher to give some examples or models to the students so that they understand what they are going to do.

3. Direct instruction. A teacher has role to provide optimal situations to encourage reading, fostering with good mentors, and being open and accepting. That is why the teacher has to provide a direct instruction in various aspects of good reading.

2.2 Phrase

According to Laura (2013:98) a phrase is a group of related words (within a sentence) without both subject and verb. For example in , *He is laughing at the joker*, a phrase functions as a noun, verb, adverb, adjective or preposition in a sentence. The function of a phrase depends on its construction (words it contains).

Mc Lein (2010:45), on the basis of their functions and constructions, phrases are divided into various types i.e. noun phrase, verb phrase, adverb phrase, adjective phrase, appositive phrase, infinite phrase, participle phrase and gerund phrase.

Ekwall (1988) in Ida Vera (2014) says that reading is the act of interpreting by the reader, what was written by the author. It means that a reader needs a process of recognizing words as well as of understand words and ideas. Therefore, he needs word-analysis skills. In understanding ideas, we should identify sentences, clauses, noun phrases and words first. One of the skills is analyzing the structure of the sentences, for example how the clause, phrases, or words put together and how they work.

2.2.1 Noun Phrase

A noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun. It functions like a noun in a sentence. A

noun phrase consists of a noun as the head word and other words (usually modifiers and determiners) which come after or before the noun. The whole phrase works as a noun in a sentence.

According to Bonnie Swierzbis, (2014) A noun phrase is a group of words that includes an obligatory head noun and all the words that modify it. The *head noun* is the core of the noun phrase, and it may stand alone or have *determiners* or modifiers before it (*premodifiers*), or after it (*postmodifiers*) as shown in Figure 1. (Note: Some textbooks and teachers use the more student-friendly term “adjectives” to refer to both determiners and premodifiers. The distinction between determiners and premodifiers is important for this analysis, but I don't mean to imply they should be taught this way.)

Noun Phrase = noun + modifiers (the modifiers can be after or before noun)

Examples.

<i>He is wearing a nice red shirt.</i>	<i>(as noun/object)</i>
<i>She brought a glass full of water.</i>	<i>(as noun/object)</i>
<i>The boy with brown hair is laughing.</i>	<i>(as noun/subject)</i>
<i>A man on the roof was shouting.</i>	<i>(as noun/subject)</i>

A sentence can also contain more noun phrases. For example, *my family like to eat brownies.*

2.2.2 Prepositional phrase.

A prepositional phrase consists of a preposition, object of preposition (noun or pronoun) and may also consist of other modifiers. e.g. on a table, near a wall, in the room, at the door, under a tree. A prepositional phrase starts with a preposition and mostly ends with a noun or pronoun. Whatever prepositional phrase ends with

is called object of preposition. A prepositional phrase functions as an adjective or adverb in a sentence.

Examples.

The brace let in the storefront window is the one I want (As adjective)
We stayed at the cabin by the river. (As adjective)
She is shouting in a loud voice. (As adverb)
He always behaves in a good manner. (As adverb)

2.2.3 Adjective Phrase.

An adjective phrase is a group of words that functions like an adjective in a sentence. It consists of adjectives, modifier and any word that modifies a noun or pronoun. An adjective phrase functions like an adjective to modify (or tell about) a noun or a pronoun in a sentence. Some adjective phrases modify nouns or noun phrases. Following are some sentences with the phrases underlined:

The very small kitten jumped at the big dog.
The cost of the car was way too high.
The man covered with sweat, trudged his way home.
Something in the corner was moving.
The big bug under the blanket is coming toward me.

2.2.4 Adverb Phrase

An adverb phrase is a group of words that functions as an adverb in a sentence. It consists of adverbs or other words (preposition, noun, verb, modifiers) that make a group with works like an adverb in a sentence. An adverb phrase functions like an adverb to modify a verb, an adjective or another adverb.

Examples

He always behaves in a good manner. (modifies verb behave)
They were shouting in a loud voice. (modifies verb shout)

She always drives with care. (modifies verb drive)
He sat in a corner of the room. (modifies verb sit)
He returned in a short while. (modifies verb return)

A prepositional phrase can also act as an adverb phrase. For example in above sentence “*He always behaves in a good manner*”, the phrase “*in a good manner*” is a prepositional phrase but it acts as adverb phrase here.

2.2.5 Verb Phrase

A verb phrase is a combination of main verb and its auxiliaries (helping verbs) in a sentence.

Examples.

He is eating an apple
She has finished her work.
You should study for the exam.
She has been sleeping for two hours.

According to generative grammar, a verb phrase can consist of main verb, its auxiliaries, its complements and other modifiers. Hence it can refer to the whole predicate of a sentence. Example. *You should study for the exam.*

2.2.6 Infinitive Phrase

An infinitive phrase consist of an infinitive (to + simple form of verb) and modifiers or other words associated to the infinitive. An infinitive phrase always functions as an adjective, adverb or a noun in a sentence.

Examples.

He likes to read books. (As noun/object)
To earn money is a desire of everyone. (As noun/subject)
He shouted to inform people about fire. (As adverb, modifies verb shout)
He made a plan to buy a car. (As adjective, modifies nounplan)

2.2.7 Gerund Phrase

A gerund phrase consists of a gerund(verb + ing) and modifiers or other words associated with the gerund. A gerund phrase acts as a noun in a sentence.

Examples

<i>I like reading good essays.</i>	<i>(As noun/object)</i>
<i>She started thinking about the problem.</i>	<i>(As noun/object)</i>
<i>Sleeping late in night is not a good habit.</i>	<i>(As noun/subject)</i>
<i>Weeping of a baby woke him up.</i>	<i>(As noun/subject)</i>

2.2.8 Participle Phrase

A participle phrase consists of a present participle (verb + ing), a past participle (verb ending in -ed or other form in case of irregular verbs) and modifiers or other associate words. A participle phrase is separated by commas. It always acts as an adjective in a sentence.

Examples

<i>The kids, making a noise, need food.</i>	<i>(modifies kids)</i>
<i>I received a letter, mentioning about my exam.</i>	<i>(modifies letter)</i>
<i>The table, made of steel, is too expensive.</i>	<i>(modifies table)</i>
<i>We saw a car, damaged in an accident.</i>	<i>(modifies car)</i>

2.2.9 Absolute Phrase

Absolute phrase (also called nominative phrase) is a group of words including a noun or pronoun and a participle as well as any associated modifiers. Absolute phrase modifies (give information about) the entire sentence. It resembles a clause but it lack of a true finite verb. It is separated by a comma or pairs of commas from the rest sentence. When a participle and the noun that comes before it together forms an independent phrase, the structure is often called an absolute phrase. Examples of absolute phrases are given below.

Weather permitting we shall meet in the evening. Here the phrase ‘*weather permitting*’ is an example of an absolute phrase. *God willing we shall meet again.* Here the phrase ‘*God willing*’ is an example of an absolute phrase.

2.2 Descriptive Text

This section aims for students to know about descriptive text and choose the kind of phrase

One of the genres taught to the students of Junior High School is descriptive paragraph. This kind of English paragraph is used to describe someone and something physical or mental features. It means that descriptive paragraph is used to describe something that physically or mentally.

Descriptive text is a text that describes what kind of person or an object described, good shape, properties, and other numbers. Goal (purpose) of the descriptive text was clear, namely to explain, Describing or disclosing an individual or an object. According to To Rahmansyah (2009:13) that descriptive paragraph may follow various kinds of order, depending on what is being described or tells how something looked, felt, or sound. The most important organization of descriptive paragraph is called as special organization in which we have to make very clear the location of the objects being described.

2.3.1 Generic Structure of Descriptive Text

The generic structures of descriptive paragraphs are: *Definition and Description*. Description usually contains “the description of physic, mental, behavioral of thing or person”. So, descriptive paragraphs describes thing or

person about the characteristics, mental and physical features which makes readers have a description of the topic clearly.

1. Based on Pardiyo (2007:34) states that in descriptive text there are generic structure such as; 1. Identification: contains the identification of matter / a will be described. 2. Description: contains the explanation / description of the thing / person to mention a few properties.

2.3.2 Language Feature

According to Nunan (2009:23) descriptive text often has this language feature:

- a. Specific participant has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudurtemple, uncle Jim
- b. The use of the adjective (an adjective) to clarify the noun (noun) for example, be used for the following expression: a beautiful beach, a handsome man, the famous place in Jepara, etc..
- c. Use the presenttensesentence patterns simple sentence patterns used are simple present for telling the facts of object descriptions.
- d. Actionverbs, there are verbs that show an activity (activity can be seen), for example: run, sleep, walk, cut etc.

2.3.3 Example of Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Here is the following example of descriptive text:

My cute cat

My cute cat is the only pet I have. He has a little hair but is not totally hairless as he has a fuzz over much of his body.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very smart cat. He can respond my voice commands.

He is really funny as well as my friends get a joke. I love him so much as I love my mother.

Another example about Descriptive Text

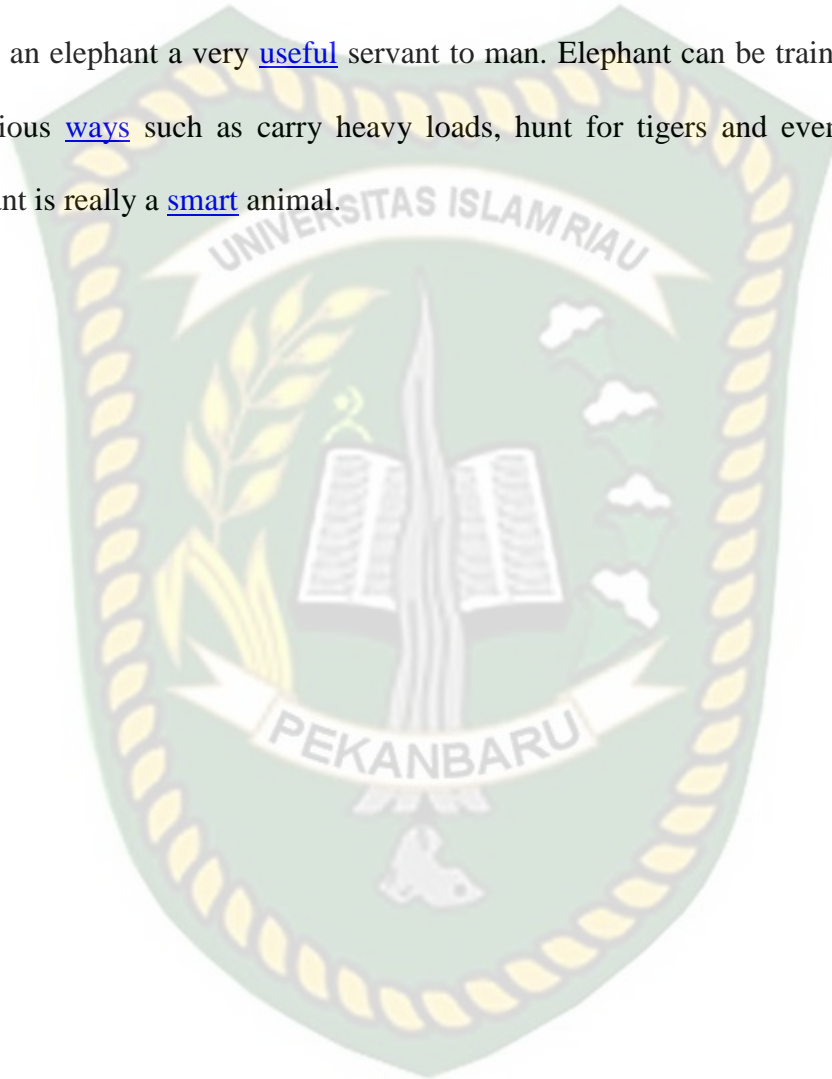
Elephant

An elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in it natural habitat.

The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and put them into its

mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.

The elephant is smart animal. Its intelligence combined with its [great](#) strength makes an elephant a very [useful](#) servant to man. Elephant can be trained to serve in various [ways](#) such as carry heavy loads, hunt for tigers and even fight. An elephant is really a [smart](#) animal.



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