# CHAPTER II THEORITICAL FRAMEWORK

# Language Learning and Teaching

# Language Learning

In educational process, learning is one of the important things, it causes learning is inseparable in teaching. Students can get or gain new ideas and information from what they have learnt. Through learning, students also can get knowledge. These things happened in all kinds of learning includes language learning.

People have so many reasons why they learn language, especially English, man people learn English because English is useful for international communication and some students learn English because it is within curriculum so they need to learn it. Moreover, Harmer said that “The purposes students have for learning will have an effect on what it is they want and they need to learn as a result will influence what they are taught.

Every student has purpose in learning, there are many reasons why they learn.

Consideration of our students’ different reasons for learning is just one of many different learner variables. As we shall see below

1. Different contexts for learning

English is learnt and taught in many different contexts. There are two different contexts for learning.

1. EFL (English as a Foreign Language), many people need to learn English because it as means for international communication.
2. ESL (English as a Second Language), many people use English in the target language community (a place where English is the national language). They need

8

to learn the particular language variety of that community to combine their English with knowledge of how to do things in the target language community.

1. Learner differences

There are many factors in describing learners based on:

1. Age, it consists of young children, adolescent, and adult learners.
2. Aptitude, some students are better at learning than others.
3. Good learners, they can find their own way without always having to be guided by the teacher through learning tasks, who are creative, and who make their own opportunities for practice.
4. Learner styles consist of visual, auditory and kinesthetic styles.
5. Language levels, teacher of English generally makes three basic distinctions to categorize the language knowledge of their students, beginner, intermediate, and advanced.

The most successful learners are not necessarily those to whom a language comes very easily, they are those who displays certain typical characteristics, most of the clearly associated with motivation

The characteristics of successful language learning, some of these are:

1. Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.
2. Ego – involvement. The learner finds it important to succeed in learning order to maintain and promote his or her own (positive) self image.
3. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
4. High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
5. Goal orientation. The learner is very aware of the goals of learning or to learning activities, and directs his or efforts towards achieving them.
6. Perseverance. The learner is very consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress.
7. Tolerance of ambiguity. The learner consistently invest a high level of effort in situation involving a temporary lack of understanding on confusion; he or she can live with this patiently, in the confidence that understanding will be come later. Based on the statements above, it can be concluded that motivation is the process or a way to get a success. So, it is very important thing for everyone if she or he wanted to achieve her or his goal in learning achievement. It is very difficult to achieve a goal without motivation. In teaching and learning process, giving motivation to the students is a process to support them to learn, so it can help the

students to achieve or gain their success.

# Language Teaching

Teaching strategy and motivation are important thing in language teaching, because without teaching strategy and motivation, teaching process will not be success.

According to Oxford learner’s dictionary, teach means give instruction to somebody or give somebody knowledge and skill.

Douglas said that “teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.”

Based on the statement above, the writer can conclude that teaching is giving or transferring knowledge or skill to somebody by instruction, guidance to make somebody know and understand.

In language teaching, teacher should be able to teach not only what language is, but also to make the students understand the material and students also need to comprehend objectives of the study from specific exercises and activities that the teacher has planned, so they can get knowledge and good achievement.

Furthermore, Harmer said that “the roles of teacher are as controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

All teachers have an important role in teaching learning process, teacher is not only a person who transfers the knowledge to the students but also has responsibility to make learning process successfully, the roles of the teacher are useful to facilitate the students to adopt more precise in teaching and learning process.

The teacher not only has the roles, but also has a function, such as motivator.

Therefor the teacher must know the students need and their interest.

Teacher and student have relations each other in the classroom. They constantly interact one another. Teachers ask question, provide feedback, administer rewards and punishments, praise and criticize, respond to students’ questions and requests

for help, and offer assistance when students experience difficulties. Teacher feedback is a major teaching function, various types of teacher feedback are:

1. Performance

provides information on accuracy of work; may include corrective information

1. Motivational

Provides information on progress and competence; may include social comparisons and persuasions

1. Attributional

Links studentperformance with one or more attributions

1. Strategy

Informs students about how well they are applying a strategy and how strategy use is improving their work.

In teaching and learning process, feedback is important for teachers to make progress and improve their teaching, so teaching and learning process will be success.

# Teaching Strategies

As we know, teaching strategies is education strategy can be defined as a plan method, or series of activities designed to educational achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives.

According to Aswan et al, 2010 stated that teaching strategy is a teacher’s plan in teaching and learning process to achieve a purpose which have planned. In other word, teaching strategies are approaches to teaching students. The teacher has to

applied the strategy to balance between the method which the teacher’s used and the way of the teacher’s used to applied the material.

According to Hamzah B. Uno, 2008 stated that the teaching strategy is the means that will be used by teachers to select learning activities that will be used in the learning process. Selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals. Teaching strategies is a way of making decisions about an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about structure, methods of assessment, and other key components. The process of planning a course is not an easy one.

Brown (2007: 119) stated that strategies are special methods of approaching a problems or task modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Based on the explanation above, these mean that strategy that is used by the teacher is based on the approach that has been used by the implementation of the method. Strategy also used by the teacher to make planning about what material and manner to success on teaching learning process.

According to David (1971:80) teaching strategies is a plan, method, or series of activities designed to achieves a particular educational goals. Based on the

explanation above, it can be concluded that teaching strategy is plan that contains a series of activities the teacher and students to achieve specific educational goals.

Davison and Dowson (2003:124) stated that there are three strategies for teaching reading, that are individual class, group class, and whole class, the explanation as follows:

1. Individual Class

Pressure to prepare classes for common examination texts can make it seem a luxury to allow pupils the time to read their own choice of books in English lesson, especially to allow sufficient time for real enggement in such text. Private reading is crucial to meeting the different needs of pupils, through access to appropriate reading material and task tailored to the individual.

1. Group Class

This strategies of reading is suitable for small groups of pupils reading a core text, author or genre, and working on task, either as a group or individually: pupils show that they have taken account of the responses and views of others in their reading of the text. Group reading is demanding in term of class organization and sufficient resources. It is however a critical bridge between individual reading and class set text, between pupils exercising their own purely personal criteria for responding toa text and learning about the prevailing literary discourses of examination and how to be critical readers. It allows for guided choice, for the teacher to ensure range, while supporting the autonomy and reader. It allows for guided choice, for the teacher to range while supporting the autonomy and reader.

It is a way of keeping a personal dialogue going and maintaining individual reading position, while pupils move towards examination, which increasingly prescribe what to read and how to respond. Group reading is an important way of addressing difference and requires both the class and support teacher to give guidance and allocate appropriate targets for reading.

1. Whole Class

Many pupils love to read aloud to the class, some with an enthusiasm that is not always matched by competence. The dynamic of the text is quickly lost by just a few minutes of inexperienced, hesitant reading, which frustrates readers that are more able. When a whole class is sharing a text, practice in reading can be built into the scheme of work, which gives everyone an opportunity to develop reading skills. Pupils need to hear good models for reading on a whole class basis, from the teacher, and from pupils who have a mutual agreement with the teacher about reading aloud sometimes.

# Teaching Reading

Giving an education or teaching is a complex process, it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. According to Jaremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teacher see our students progress and know that we have helped to make it happen. It is true that some and students can be difficult and stressful as times, but it also worth remembering that it is best teaching can also be extremely enjoyable, (Harmer, 2008). Regarding to some explanation

of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. A second aspect of teaching refers teaching learners who already have reading skill in their first language.

In every classroom especially English class, reading is one of ways to make the students understand in teaching – learning process. Every student has different character, so the teacher is expected to present some ways to make the student interesting to conduct their lesson. The strategy of teaching reading which the teacher is present one of ways in the classroom. The first is summarizing. Summarizing is how we take larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering. Webster's calls a summary the "general idea in brief form"; it's the distillation, condensation, or reduction of a larger work into its primary notions.

Resuming teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area. The second is questioning. Questioning is one of the most important dimensions of teaching and learning. It gives tutors the chance to find out what students know and understand, and it allows students to seek clarification and help. The third is skimming. Skimming is aimed at getting quickly the main ideas and the purposes

of reading selection (Cahyono et al, 2011). The fourth is scanning. Scanning is quick reading to find the general idea, scanning is quick reading to locate specific information. From the statement above, it is clear that the strategies influence for the students’ learning in reading comprehension. So, it can be concluded that strategies is important for students to learn reading.

# Strategy in Teaching Reading

Psychologically, reading is a viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre reading activities, during reading activities, and post reading activities, Mukhroji (2011).

1. Pre- Reading Activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student’s background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students’ schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming at facilitating the students’ understanding about the reading text.

1. During Reading Activities

During reading activities are the activities that reader does while reading take place. Mukhroji (2011) Mentions that while reading includes: (a) Identify the main idea, (b) Finding detail the text, (c) Following sequence, (d) Inferring from the text, and (e) Recognizing the discourse patterns. During reading activities are instructional activities that are going on while reading activities are happening. Mukhroji (2011), Five activities to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or proses. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

1. Post-Reading Activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, student do post-question, feedback. The post- question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. Mukhroji (2011) point out that post question, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities. The activities function to check student’s comprehension about the text being read. The post-question after reading class

activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students. The activity of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion may depend on the class size, if the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

# Strategies in Teaching Reading Comprehension

Successful reader can also read for thorough comprehension. This means they read to understand the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary. There are some strategies in teaching reading comprehension according to Vacca & Vacca (1999:53) :

1. Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text.

Gasong, 2007 stated that scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students. Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process where by a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher

or other person with more ability.

From the definition described above it can be concluded that scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

1. Think-aloud

Think Aloud is a strategy that helps students on learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

Davey, 1983 suggest five basic steps when using think-aloud. First, select passage to read aloud that contain points of difficulty, ambiguities, contradictions, or unknown words. Second, while orally reading thinking-aloud, have students follow silently and listen to how trouble spots are through. Third, have students work with partners to practice think-aloud by taking reading short, carefully prepared passages and sharing thoughts. Fourth, have students practice independently, using a checklist to involve all students while verifying use of the procedures. Finally, to provide for transfer, integrate practice with other lessons, and provide occasional demonstration of how, why, and when to use think-aloud.

Five points that can be made during think-aloud are showing how (1) To develop hypotheses by making predictions, (2) To develop images by describing pictures forming in one’s head from the information being read, (3) To link new information with prior knowledge by sharing analogies (4), and to monitor comprehension by verbalizing a confusing point (5) To regulate comprehension by demonstrating strategies.

1. Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying. Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text.

Reciprocal Teaching (Palinscar & Brown 1984) is a guided reading comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarise, question, clarify, predict and respond to what they are reading). Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry.

Then students take turns assuming the teacher’s role. A key to the effectiveness of this strategy is adjusting the task demand to support the students when difficult occurs. That is, when students experience difficulty, you provide assistance by lowering the demands of the task. As the process goes on, you slowly with draw support so that students continue learning. Reciprocal Teaching is in some ways a compilation of four comprehension strategies.

Some researchers had conducted researches that focused on teachers strategies in teaching reading comprehension as follows:

Aat Janatun (2013) conducted a research with title Teachers’ Strategy in Teaching listening comprehension. She concluded that the teachers used various strategies in teaching listening. The strategies used by the teachers were categorized into bottom-up, top-down and metacognitive. In bottom up category, teacher 1’s strategies were recognizing and discriminating the sound, grammar and pronunciation. Most of the student responded negatively to those strategies, which means they mostly had difficult in recognizing and discriminating the sound. Whereas, teacher 2 used almost the same strategies as teacher 1 in bottom up with the addition of writing down the audio record. Meanwhile, it gained positive respon from the student that means they could catch the sounds of English word and pattern.

Ahmad (2013) conducted a research with title A Study on Strategies for Teaching Speaking and Reading Comprehension Skills. He concluded that the teachers applied three kinds of stages in teaching reading those are pre- reading, whilst reading, and post-reading stages. In pre-reading stage they gave the students

some questions as a worming up to know and enrich the students’ vocabulary mastery. This is also done to help the students to enter to the topic being discussed. Next, in whilst reading stage, they distributed the texts and gave some questions related to the text provided. This is done to know the students’ comprehension on the text given. Even, this is done through a play.

The two researchers above focused on teacher strategies but they have different subject. The first researcher used three strategies there are bottom-up, top down, and metacognitive, this research focused on teaching listening comprehension that were recognizing and discriminating the sound, grammar and pronunciation. The second researcher used three strategies of teaching reading comprehension there are pre-reading, whilst reading, and post-reading, the strategies above gave the students some questions as a worming up to know and enrich the students’ vocabulary mastery. The two researches above had a similarity with this research because all of them had some objective to teacher strategies.

# Learning Motivation

Many psychologists have given various definitions of motivation. We have to comprehend about motivation in order to know and to understand what motivation is.

The word “motivation” is familiar for us that is commonly used in our society, but definitely what the word actually refers to is not simple as it’s utterance. The abstract term “motivation” on its own is rather difficult to define, it is easier and more useful to think in terms of the ‘motivated’ learner: one who ‘willing’ or even eager to invest effort in learning activities and to progress. Learner motivation

makes teaching and learning immeasurably easier and more pleasant, as well as more productive: hence the importance or the topic for the teachers.

From the statements above, the writer can conclude that motivation is an essential factor of learning to achieve something. It is the process which directs to activity. It means motivation plays a vital part in teaching and learning activity, so it has an influence toward students’ success or failure as language learners, so the teacher must develop an understanding of the nature of the motives and techniques of motivation.

# Conceptual Framework

Based on theoretical framework and the statement, teaching strategies is a process to understand the material and give big impact to student.

Students’ motivation especially in learning English as one factor besides teaching strategies that is assumed can influence the students’ reading skill in English by the following reason, students who are motivated to learn English will drive their self to learn without burden and problem. In other words, they will enjoy their learning process and try to produce the desired changes in learning English.

Students who are motivated will expend psychological energy necessary to acquire responses, they will not avoid the learning situation that produce the desired changes.

Students who have higher motivation in learning English will get better opportunity to succeed in their learning activities than the lower one.

Students who are motivated usually have need to learn English, and they will fulfill their goal. If they know the appropriate goal, they will prepare everything to help them to achieve their goal, a better English score.

From the statement above, it is clear that learning motivation and teaching strategies are very important thing in language learning process and it related to reading skill.

# Review of Related Literature

This research comes from the research before that has been release such as, firstly “An Analysis On The English Teachers Strategies In Teaching Reading Comprehension At The Second Grade Students On Junior High School 1of Wonomulyo”, this research served about how teacher makes some strategies to face students in reading lesson. Second, “The Correlation Between The Students’ Learning Motivation And Their Reading test In English”, this study focuses on getting information about studnets’ motivation and their reading test in English in the eight class of MTs Al-Hamidiyah Depok. Third, from JALL (Journal of Applied Linguistics and Literacy) “Teachers’ Strategies In Teaching Reading Comprehension, The result showed that the teacher one used several strategies in teaching reading comprehension. The strategies were brainstorming, reading aloud, and asking for specific information. While the teacher two used nine strategies. They were encouraging the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. Both teachers applied and combined the strategies divided into three stages of teaching reading comprehension. The last is “Teacher Strategies

In Teaching Reading Comprehension At The Third Grade Of State Junior High School 23 Jambi, it is about implementing teachers’ strategies in reading lesson.

In this research, the writer raises the title by combining and taking the correlation between teaching strategies and motivation in reading skill for third grade in SMP IT Al Musabbihin.

# Hypothesis

According to the theoretical description and theoretical framework, the research can be formulated the hypothesis as follows;

1. Alternative Hypothesis (Ha) : there is significant correlation between teaching strategies and learning motivation on students’ reading skill.
2. Null Hypothesis (Ho) : there is no significant correlation between teaching strategies and learning motivation on students’ reading skill.