CHAPTER II
REVIEW AND LITERATURE

This chapter contains some theories related to the study. The researcher divides the chapter into three subheadings. The first section will present the definition of reading, the purpose of reading, the aspects of reading, reading comprehension, teaching of reading. The second section will explain about SAVI approach including the definition of SAVI approach, the elements of SAVI approach learning, and the Principles of SAVI approach. The last section is review of previous study.

A. READING

1. Definition of Reading

There are many definitions of reading, some of them say reading is the process to get, to understand, to catch the content of the reading. And also reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to Walter R. Hill Reading is what the reader does to get the meaning he needs from textual sources.¹ Meanwhile Guy L. Bond and Eva Bond Wagner explained the meaning of reading as the process of acquiring and

author's meaning and of interpreting, evaluating, and effecting upon those meanings.²

F. Dubin explained the meaning of reading as reading is primarily a cognitive process, which means that the brain does most of the work.³

Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials, which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

2. Aims of Reading

A person may read for many aims, and purpose helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information such news, science or same

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line, which are part of his study or assignment he does it very slowly and carefully.

According to Paul S. Anderson, there are seven purpose of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of contest.\(^4\)

a. Reading for details and fact is reading to know what is done by the subject of the story

b. Reading for main ideas is reading to get the problem statement

c. Reading for sequence of organization is reading to know each part of the story

d. Reading for inference is reading to know what is the writer meant by its story

e. Reading for classifying is reading to find unusual things

f. Reading for evaluating is reading to know the value of the story

g. Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

Another author said that the purpose of reading is:

a. Reading for pleasure

b. Reading for information (in order to find out something or in order to do something with the information you get).\textsuperscript{5}

Meanwhile Lester and Allice Crow classified two general purposes. These purposes includes; Leisure-time reading and more serious reading.\textsuperscript{6}

a. Leisure-time reading. It is reading for enjoyment, which may vary in to follow your favorite sport, comic, article, and movie program.

b. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.

Teaching of English reading text in Indonesia, when we know the important aspects of reading, first we know two things: first, reading to recognize the written symbol and second reading to understand the contents.

The purposes of teaching reading are:

a. Increase the speed of reading and comprehension

b. Teach students how to adapt its approach to reading on a variety of reading material

c. Restore and improve oral reading skills

d. Increasing interest of students in reading in order to love reading as much as possible and allow students to become careful readers throughout his life.\textsuperscript{7}


\textsuperscript{6} Lester and Allice Crow, \textit{How to Study: to Learn Better, Pass Examination Get better Grades} (USA: Collier Macmillan Publishers, 1976), 53.
3. **The Aspect of Reading**

In reading, there are two important aspects, namely:

a. Mechanical skills that can be considered at a lower order, these aspects include:

1) Introduction the form of letters
2) Introduction to linguistic elements (phoneme / grapheme, word, phrase, clause patterns, sentences and others)
3) Introduction of a relationship / correspondence spelling and sound patterns (ability to voice of written form or "to bark at print")
4) Slow-speed reading class.\(^8\)

b. comprehension skills that can be considered to be at a higher order, the aspects include:

1) Understanding the simple terms (lexical, grammatical, rhetorical)
2) Understanding the significance or meaning (among other purposes of the author, the relevance of culture conditions, reader reaction)
3) evaluation or assessment (content, form)
4) Flexible of the reading speed, easily adapted to the circumstances.\(^9\)

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4. Reading Comprehension

The essence of reading act is comprehension: it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understand the massage of the author, the students are hoped to have the ability to comprehend the written textbook. Comprehension means understanding the meaning or the point of a topic, F. Dubin, D.E Eskey and W. Grabe show a more specific explanation, comprehension means relating what we do not know or new information, which is not random collection of facts but a “theory of a world” in each of our heads. 10

Reading with comprehension means to understand what has been read. Dorothy Rubin states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts. 11 English has been taught as a foreign language in our country, however, it does not mean that the result of teaching English in our school is satisfactory, despite the fact that it is taught continuously for six years at the high school, three years at SMP, and three years at SMA. Ramelan say that most SMA graduates are still very poor in their reading

11Dorothy Rubin, Diagnosis and Correction in Reading Instruction (New York: CBS College Publishing, 1982), 207.
comprehension, since they cannot usually read or understand articles in English dailies. 12

There are different lists of skills that they feel are basic to understanding. The skills usually listed are as follows: 13

a. React to the sensory images (visual, kinesthetic, taste, smell) suggested by words.

b. Interpret verbal connotations and denotations.

c. Recognize and understand the writer’s purpose.

d. Determine whether the text affirms, denies, or fails to express an opinion about a supposed fact or condition.

e. Identify the antecedents of such words as who, some, or they.

As it has already been shown, reading comprehension need some intellectual ability to master it. There are six basic factors that influence the students’ ability in comprehending written materials.

a. Background Experiences

Students who have little experience may have some difficulties in comprehending many ideas and activities with which other children are familiar before they learn in school. For an example, a student who never sees or hears about the mountain, and in some occasions dealing with it will find the story hard

13 Dorothy Rubin, op. cit, 207.
to follow, so he must have experiences in his background that enables him to bring personal meaning to the events and feelings if the story.

b. Intellectual Abilities

Second aspect of comprehension is the students’ ability to think, it all depends on his intellectual development. Although the teacher gives the same textbook and same purpose of reading, the result of reading may be different. The number of ideas that they understand and the depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning or dull-normal students cannot be expected to show same reaction or gain the same appreciations as the bright students when they read together for pleasure or to gain information.

c. Language Abilities

The third aspect is the students’ language abilities, including semantics or word meaning and grasp of syntax. Understanding of semantics comes from experience with words in various, personally meaningful settings. A grasp of syntax is needed to recover the structure of the language, so the students have to master syntax, which links deep and surface structure.

d. Affection

Such as personal interest, motivation, attitudes, beliefs, feelings; students will attend a better understanding to the story about a topic if they find personally interesting. The cause of greater understanding is also affected by reader’s attitude
and beliefs, readers could understand materials better when it matches their own attitudes and beliefs on a topic. This affection is usually linked to each other.

e. The Purpose of reading

This fifth factor also determines the comprehension ability, student could also have difficulties to understand the story if he reads it with no particular purpose in mind. Comprehension is always directed and controlled by the needs and purposes of an individual. If that so, they must establish their own purpose before reading and commits the entire story to memory.

f. Skills of comprehending

Another factor which influences the depth and the amount of comprehension is the skills that the students have developed for that purpose; the ability to comprehend develops gradually from the simple to the complex skills. The teacher give a balanced program, include direct teaching of techniques which will aid the student in developing attitudes and skill of thoughtful, purposeful reading.

5. Teaching Reading

Otto et al suggests that teacher to differentiate the teaching of reading based on this point of view. First, teaching reading as a skill developmental process. It means the teaching of reading stems from behavioral approach. Second,

teaching reading as psycholinguistic process. Teacher application about the nature of language or semantic. Third, teaching reading as a common sense process. Teacher should consider the goal of reading, i.e., to solve problems or to set directions.

And here are effective and ineffective reading that teacher should be known

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<th>NO</th>
<th>EFFECTIVE</th>
<th>INEFFECTIVE</th>
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<tbody>
<tr>
<td>1. Language</td>
<td>The language of the text is comprehensible to the learners</td>
<td>The language of the text is too difficult.</td>
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<tr>
<td>2. Content</td>
<td>The content of the text is accessible to the learners; they know enough about it to be able to apply their own background knowledge.</td>
<td>The text is too difficult in the sense that the content is too far removed from the knowledge and experience of the learners.</td>
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<td>3. Speed</td>
<td>The reading progresses fairly fast: mainly because the reader has automatized’ recognition of common combinations, and does not waste time working out each word or group of words anew.</td>
<td>The reading is slow: the reader does not have a large ‘vocabulary’ of automatically recognized items.</td>
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<td>The reader concentrates on the significant bits, and skims the rest; may even skip parts he or she knows to be insignificant.</td>
<td>The reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without; uses a dictionary only when these strategies are insufficient.</td>
<td>The reader thinks ahead, hypothesizes, predicts.</td>
<td>The reader has and uses background information to help understand the text.</td>
<td>The reader is motivated to read: by interesting content or challenging task.</td>
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<td></td>
<td>The reader pays the same amount of attention to all parts of the text.</td>
<td>The reader cannot tolerate incomprehensible vocabulary items: stops to look every one up in a dictionary, and/or feels discouraged from trying to comprehend the text as a whole.</td>
<td>The reader does not think ahead, Deals with the text as it comes.</td>
<td>The reader does not have or use background information.</td>
<td>The reader has no particular interest in reading.</td>
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a. The Principles of Teaching Reading

Teaching reading in teaching language skills is one aspect that is very significant for receptive skill, in English language teaching, an appropriate method of reading is very helpful in the habits and penchant students in reading, there are principles behind the teaching of reading that teacher need to be understood in the following steps:

1) Reading is not a passive skill.

Reading is an incredible active occupation. To do it usefully, we have to understand what the words mean, see the pictures the words are panting, understand the argument, and work out if we agree with them. If we do not do these things-and if students do not do these thing-then we only just scratch the surface of the text and we quickly forget it.

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2) Student need to be engaged with what they are reading.

As with everything else in lesson, students who are not engaged with the reading text—not actively interested in what they are doing—are less likely to benefit from it. When they are really fire up by the topic or the task, they get much more from what is in front of them.

3) Student should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many time they use relative clauses. But the meaning, the massage of the text, is just as important and we must give students a chance to respond to that massage in some way. It is especially important that they should be allowed to express their feelings about the topic—thus provoking personal engagement with it and the language.

4) Prediction is major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what’s in the book, photograph and headlines hint at what articles are about and reports look like report before we read a single word. The moment we get this hint like from the book cover, the headline our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begun. So that teacher should give the
student a hint so that they can predict what’s coming too. It will make them better and more engaged readers.

5) Make the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzle etc. the most commonplace passage can be made really exciting with imaginative and challenging tasks.

6) Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions ect. It does not make sense just to get students to read it and they drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic of for discussion and further tasks, using the language for study and later Activation.  

b. The Teachers’ Role in Teaching Reading

A teacher is one of the most important people in the beginning reader’s life. Nine rules of reading instruction that teacher would do well as follow:  

1. Aim for early mastery of the rules of reading

2. Ensure that phonic skill are learned and used.

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18 Frank Smith, Reading, (Cambridge: Cambridge University Press, 1985), 120.
3. Teach letter or words on at a time, making sure each one is learned before moving on.

4. Make word perfect reading a prime objective.

5. Discourage guessing.

6. Insist upon word perfect reading

7. Correct errors immediately.

8. Identify and treat problem readers as early as possible.

9. Use every opportunity during reading.

c. Reading Method

There are different types of reading style. The main ways of reading are as follows: 19

1. Skimming

   Skimming is a quickly running one’s eyes over a text to get the gist of it. It skill can be used to skim a particular book or article to see if it is useful. This technique is used to judge material after rapid inspection. Therefore, it is a more thorough activity, which requires an overall view of the text and implies a definite competence. 20

20Soedarso, Speed Reading: Sistem Membaca Cepat dan Efektif,(Jakarta: PT. Gramedia Pustaka Utama, 2006), 88
2. Scanning

Scanning is quickly going through a text to find a particular piece of information. This kind of reading is particularly useful when we are researching a topic. This strategy can be used to check through catalogues, scan a contents page and index to see if a particular item is mentioned. It is far more limited since it only means retrieving what information is relevant to our reading.  

3. Extensive Reading

Extensive reading is term used to describe the strategies used for reading longer text either for pleasure or for information. This is a fluency activity, mainly involving global understanding. Many students tend to read everything at the same rate (speed). However, fluent readers adjust their reading speed according to the material that they are reading and their purpose for reading it.  

4. Intensive Reading

Intensive reading is the term used to describe the strategies used for reading shorter to extract specific information. It is also called study reading, this involves close of the text.

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21Ibid, 89.
22Beatrice S. Mmikuleckyand Linda Jeffries, Advance Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skill, Reading Faster, (New York Longman), 240.
d. Stages in Teaching Reading

In order to guide students to use helpful strategies when they read in a foreign language, the teacher can guide them by designing tasks or activities. Tasks or activities are exercises in which there is an objective to reach and there are exercises intended to facilitate learning.

There are three stages activities in the teaching of reading skill:

1) Pre-Reading Activities

The purpose of pre-reading stage is to build the students’ knowledge of the text and to motivate the students to read. It is also to focus the students’ attention. It can be done by using pictures, asking questions and analyzing words association. Then, the teacher could motivate the students’ by providing interesting text. It will be difficult because each student has different interest. The different interests are caused by age, sex, and cultural background. In this case, the teacher can anticipate both the content and the form, and vocabulary work by looking key words.

2) Whilst – Reading Activities

In this stage, the students read the text and try to understand both the literal and implied meaning of the text. The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text.
With these tasks teachers take the learners through the reading and they interact in the text.

3) Post – Reading Activities

The purpose of post reading is to review the content of the text, post-reading is intended to verify and expand the knowledge acquired in the reading. These last tasks also lead the learners to discuss and analyze issues presented in the reading.

Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view.  

B. SAVI APPROACH

1. The Definition of SAVI Approach

SAVI is abbreviation from Somatic Auditory Visual and Intellectual. SAVI approach is introduced by Meier. SAVI approach is an approach that combines physical movement with intellectual creativity and use all the senses in the learning process.  

By Combining physical movement and intellectual activity and the use of all senses is able to make big influence in learning. And this study is called SAVI.  

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26 Ibid. hal.91
2. The Elements of SAVI Approach

The elements of SAVI approach are Somatic, auditory visual and Intellectual, those four elements must exist in the learning process, so the process of learning will be optimal. For more detail bellow is the explanations.

a. Somatic

“Somatic” comes from Greek word. It means soma-body (as in psychosomatic). So somatic means study by using sense of touch, kinesthetic, practice-involves physical and gesture.

Somatic refers to the thought that spread throughout the body. In essence, the body is the mind. The mind is the body. The two are one completely integrated electrical-chemical biological system. So by inhibiting somatic learners from using their full physical bodies in learning, we are hampering the full functions of the mind.27

To stimulate the mind-body connection, the learning atmosphere created by making people up and out of their seats and physically active from time to time. Not all learning needs to be physically active, but by alternating between physically active and physically passive learning activities will be greatly assist the learning process.28

27 Hernowo, Quantum Reading; Cara Cepat nan Bermanfaat Untuk Merangsang munculnya Potensi Membaca, (Bandung: MLC, 2003), 157.
b. Auditory

Learn by speaking (reading) and listening, ears always catch and save auditory information unconsciously, when someone creates voice by reading, some important areas in the brain become active. This can be interpreted that teachers should talk about what they are studying, asking student to read loudly, translating the experience of students with sound, Inviting them to talk when solving problems, gather information, create work plans, master skills, make the learning experience review, or create meaning for themselves.

c. Visual

Visual acuity is strongest senses in the process of reading, because in the brain to process visual information is more than all the other senses. Therefore, students will be easier to learn if they can see what is being learned,

The result of the research from Dr. owen Caskey from texas Tech university showed that people who use the metaphor/symbol for the study of technical and scientific information gained the average 12% better for short-term memory compared to those who do not use the metaphor / symbol, and 26% better for long-term memory. This statistic applies to every person regardless of age, ethnicity, and gender.  

29 Ibid. 95.
30 Hernowo, Quantum Reading; Cara Cepat nan Bermanfaat Untuk Merangsang munculnya Potensi Membaca , (Bandung: MLC, 2003), 163
Learning by visual is learning by observing and picturing. Visual learners learn best when they can see real-world examples, icons, pictures, and various kinds of images while they are learning. Sometimes visual learners do even better when they create idea maps and diagrams out of what they are learning.

d. Intellectual

Role of brain in reading activity has shown its significance. The empowering of brain capacity to absorb particular information from reading materials reflects to the employment of human’s intellectual area in SAVI reading strategy. Brain as reflection of intellectual is devised to translate the written symbols in reading materials into meaningful information by which readers could understand ideas similarly as been intended by the writer. Briefly, by using of intellectual area, readers are supposed to make and use their brain optimally to create either meaning or value from experiences they get through reading.\(^\text{31}\)

3. The Principles of SAVI Approach

Learning language based of SAVI approach would be more effective by noticing to the principle bellow:

a. Learning involves the whole body and mind.

This means that learning is not only the use of brain but also involves the whole body / mind with all its emotions, senses, and nerves.

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b. Learning a language is to learn to be creative.

Learning is not something that is absorbed, but something that is created by the learner. Learning occurs when learners integrate new knowledge and skills into the structure itself. Learning is literally creating a new meaning in the system of the brain / body as a whole.

c. Cooperation helps the learning process.

All good learning has a social basis. We usually learn more by interacting with our friends. A learning community is always better results than the few individuals who learn on their own.

d. Learning takes place on many levels simultaneously, learning is not only absorb

Learning is not only absorbing a small thing at a time in a linear way, but absorbing many things at once. Good learning engages people on many levels simultaneously (conscious and unconscious, mental and physical) and take advantage of all the receptors, the senses, system of the brain or body.

e. Learning comes from doing the work itself.

It is like proverb 'the best teacher is experience'. Real world experience as a teacher is much better than something that is hypothetical and abstract, because it is provided an opportunity to perform directly, getting feedback, brooding and doing it again.

f. Positive emotions help the learning process.
Feelings determine the quality and quantity of student learning. Negative feelings can hinder the learning process, while the positive feelings will facilitate the learning process easier. Learning with a stressful, painful and gloomy atmosphere can not surpass the results of learning in a fun, relaxing, and interesting.

g. Brain-image instantly and automatically absorbs information.

The human nervous system is more a process of images rather than word. A concrete image is easier to understand and be absorbed than abstract verbal. Translating abstract verbal into various kinds of concrete images will make the verbal abstract easy to learn and to remember in the process of learning.

Based on these basic principles, the SAVI approach required the process of learning with makes students actively involved. According to Meier learning based of activity means moving physically active during process of learning, with utilizing as many senses as possible, and makes the whole body / mind involve in the learning process.

All four of these learning modes have to be present for optimal learning to occur. Since these elements are all integrated, the best kind of learning occurs when they are all used simultaneously.  

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4. The Implementation of SAVI Approach

SAVI approach is an approach that combines physical movement with intellectual creativity and use all the senses in the learning process. SAVI supposes the readers to empower their psychomotor senses to perform their understanding of the reading materials, maximize their hearing and seeing to help readers comprehend the content of the reading, and intellectual capacity to make understandable experiences from the discourse they have read already.

The implementation of SAVI approach in teaching learning can be done as follow.

a. Somatic.

To stimulate the mind-body connection, the learning atmosphere created by making people up and out of their seats and physically active from time to time. Student can get physical while them:

- Build a model of a process or procedure
- Physically manipulate components of a process or system
- Create large pictograms and peripherals
- Act out a process, system, or set of concepts
- Have an experience, then talk about and reflect on it
- Complete a project that requires physical activity.
- Do an active learning exercise (a simulation, a learning game, etc.)

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- Take a field trip. Then write, draw, and talk about what was learned
- Interview people outside the class
- In teams, create active learning exercises for the whole class

b. Auditory.

Learn by speaking (reading) and listening, ears always catch and save auditory information unconsciously, when someone creates voice by reading, some important areas in the brain become active. Here is a brief list of starter ideas for increasing the use of the auditory in learning.

- Have learners read out loud from manuals and computer screens.
- Have learners read materials a paragraph at a time paraphrasing each paragraph into a tape
- Recorder. Then ask them to listen to the tape several times for reinforcement.
- Ask learners to create their own audio tape of key words, processes, definitions, or procedures.
- Tell learners stories that have the learning material embedded in them.
- Have learners in pairs describe to each other in detail what they just learned and how they are going to apply it.
- Ask learners to practice a skill or perform a function while describing out loud in great detail what they're doing.
- Have learners create a rap, rhyme or auditory mnemonic out of what they are learning.
• Ask learners in groups to talk nonstop when doing creative problem solving or long-term planning. (The conversations can be recorded to capture the ideas.)

c. Visual

Visual acuity is strongest senses in the process of reading, because in the brain to process visual information is more than all the other senses. Therefore, students will be easier to learn if they can see what is being learned. Here are a few more things you can use to make learning more visual.

• Picturesque language (metaphors, analogies)
• Vivid presentation graphics
• 3-dimensional objects
• Dramatic body language
• Vivid stories
• Pictogram creation (by learners
• Icon job aids
• field observations
• colorful decorations
• Room peripherals
• Mental imagery exercise
d. Intellectual.

The empowering of brain capacity to absorb particular information from reading materials reflects to the employment of human’s intellectual area in SAVI reading strategy. Brain as reflection of intellectual is devised to translate the written symbols in reading materials into meaningful information by which readers could understand ideas similarly as been intended by the writer. The Intellectual aspect of learning gets exercised when you have learners engage in activities such as:

- Solving problems
- Analyzing experiences
- Doing strategic planning
- Generating creative ideas
- Accessing and distilling information
- Formulating questions
- Creating mental models
- Applying new ideas to the job
- Creating personal meaning
- Thinking through the implications of an idea\(^\text{34}\)

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S-A-V-I: Putting It All Together. Learning is optimized when all four SAVI components are present in a single learning event. For example, people can learn something by watching a presentation (V), but they can learn much more if they can do something while it is going on (S), talk about what they are learning (A), and think through how to apply the information being presented to their job (I). Or they can enhance their problem-solving skills (I) if they are simultaneously manipulating something (S) to produce a pictogram or 3-dimensional display (V) while they talk out loud about what they are doing (A).

C. REVIEW OF PREVIOUS STUDY

The review of previous study is made in order to avoid unnecessary study and to avoid any duplication. The writer has found S-1 thesis entitled "The implementation of SAVI Approach in Teaching Vocabulary at the seventh graders of SMP Negeri 1 Kauman" written by Arifahtul Miladiya. Her thesis aimed to know (a) how are the students' responses toward the implementation of SAVI approach in teaching vocabulary for the seventh grader, and (b) how is the students' progress when SAVI approach was implemented in teaching Vocabulary. From the result of her thesis, she concluded that the SAVI could improve the students' Vocabulary mastery.

The research design of this study uses collaborative classroom action research to describe the use of SAVI approach. Here, the writer teaches with
SAVI approach in order to find the best technique and to know the improvement of the students’ ability in understanding English reading by using this technique.