

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some theories related to the study. The researcher divided the chapter into three subheadings. The first section would present the definition of reading, the importance of reading, activities in reading, descriptive text, reading material, media in reading activity, brochure as a media, and review of previous study.

A. Definitions of Reading

Reading has several meanings, they are:

- a. Reading is a fluent process of readers combining information from the text and their own background knowledge to build the meaning.¹ It means that reading is a skill to create meaning from a text or written composition.
- b. Reading is grasping meaning in that language through its written composition.²
- c. Reading is a process of meaning elaboration or thinking in relation to written symbols.³ From this definition, it can be assumed that there are two essential aspect of reading process; word recognition and comprehension. Word recognition means the ability to pronounce and/or

¹ Neil Anderson , *Reading*. in David Nunan, *Practical English Language Teaching*, New York, page 68.

² Robert Lado, *Language Testing*, London, page 223.

³ Joanne P. Olson and Marta H. Diller, *Learning to teach reading in the Elementary School*, New York, page 5.

give meaning to a printed symbol; it means that reading is a meaningful interpretation of printed or written verbal symbols. Reading involves sensing, perceiving, meaning and reacting in a variety of ways. Comprehension means the ability to understand and apply the material; it is also a process of thinking, evaluating, judging, imagining, reasoning, and problem solving.

From some definitions of reading above, the writer take one of them which are relevant in her study. Here, the writer uses definition of reading is the meaningful interpretation of printed or written verbal symbols.

B. Importance of Reading

Reading awareness of reading process is very important for students, they will be able to read in ways that are expected in school. In order to allow the students to focus on the process of reading, the lexical and syntactic content of the materials have been controlled. Many students have a conceptualization of reading that can interfere with their ability to read well in English. Reading aims to help students acquire an accurate understanding of what it means to read in English. To accomplish this, the reading process in a direct manner, and the various reading skills involves are presented as part of that process.

Reading is one important way to improve your general language skills in English, because there are many advantages of reading, they are:

- Reading help you learn to think in English.
- Reading can enlarge your English vocabulary.
- Reading can help you improve your writing.
- Reading may be a good way to practice your English if you live in a non-English-speaking country.
- Reading can help you prepare for study in an English-speaking country.
- Reading is a good way to find out about new ideas, facts, and experiences.⁴

C. Activities in Reading

To make the reading activities efficient, effective, and independent, they are divided into three steps in relation to classroom activities, i.e. pre-reading, while-reading, and post-reading activity. What the students can do for each reading activity may be varied according to the purpose of reading.

1. Pre-Reading Activity

Pre-reading activity is previewing before you read, it can make a big difference in how well you understand what you read. The aim of previewing is to find out what you are going to be read before you actually read. You preview to get an idea of what you will find in the text. Then, the information can be delivered into the brain, and your comprehension will be faster and better.

⁴ Beatrice S. Mikulecky and Linda Jeffries, *More reading Power*, Cambridge, page VI.

2. Whilst-Reading Activity

In this activity, the students try to identify the main idea of the text, then find the detail in the text and also follow some sequences. So from this stage, the students can understand the text if they can identify the topic and sequence of sentence.

3. Post-Reading Activity

The goals of post-reading activity are:

- a. To provide students with opportunity to assess their own comprehension of the text in light of the purpose (s) for reading.
- b. To extend and elaborate on ideas from the text.⁵

Also there are two approaches that can be applied in the process of reading. The approaches are called bottom-up and top-down. In bottom up processing, readers must first recognize a multiplicity of linguistic signal (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanism to impose some sort of order on this signals. The reader selects the signals that make some sense, that cohere, that “mean” while top down processing, the readers draw on

⁵ M Arifuddin, *The Implementation of Mind Mapping to Teach Reading Descriptive Text to The Second Grade Students of MTs Nu Sidoarjo*, Surabaya, page 8.

their own intelligence and experience to understand a text. As the consequence, top down is also called “strategy based” and bottom up is called “skills-based”.⁶

To teach reading, the teachers should combine top down processing with bottom up processing because both processes are important for successful teaching reading. In practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says (Nuttall in Brown 1994:299).

According to Herbart in the implementation of teaching reading includes three stages of learning, namely:

1. *Apersepsi*; before starting the new material, students are given a warm-up with material that has been presented at previous meetings. It aims to provide heating and prepare students to continue the learning with new material.
2. New materials, finished *apersepsi* teacher provides new material that has been prepared before.
3. Repetition, new material is repeated until the students understand it.⁷

⁶ Douglas Brown, *Teaching by Principles an alternative approach to language pedagogy*, San Francisco state university, 1994), page.298

⁷ Henry Guntur tarigan, *Strategi Pengajaran dan Pembelajaran Bahasa*, (Bandung: Angkasa, 1993), page.199

In short, we can say that the use of teaching strategies applied by teachers in the Reading process and the influence of these teaching strategies on Instrumental English Students are very important, in this way teachers can explain how students perceive, filter, store, and recall information, in relation to a second language. At the same time, teachers can advice the best strategy for students in order to improve their reading process.

D. Descriptive Text

Based on English Curriculum for Junior high School, descriptive text is defined as a text which describes something, someone, or place in details. Descriptive text tries to give description what something is like.⁸ Moreover, a person, a place, a thing, even an idea or state of mind, can be made vividly through description.

The components of descriptive text itself are divided into two terms. They are schematics structure (generic structure) and language features. The generic structure itself is divided into two main components, those are:

1. Subject identification; identification of someone, something, or place which going to describe.

⁸ Ken Hyland. Teaching and Researching Writing, page 73

2. Description; describe the characteristic of someone, something, or place, for instance its material, its color, its size, its appearance, its preference, etc.

The language features is a consequence of communicative purpose of text.⁹ The language features of descriptive text focused on describing a certain things, namely:

1. Certain Nouns. For example: teacher, my cat, cottage, etc.
2. Relating verb to give information about subject. For example: My father is very kind.
3. Action Verb. For example: My dog bites my shoes.
4. Thinking verb and feeling verbs to express writers. Personal point of view about the subject. For example: I think he is a good guy.
5. Detailed Noun phrase to give detail information about the subject. For example: it has a large open rowboat, etc.
6. Adjectives which is describing, numbering, classifying. For example: sharp white fangs, two strong legs, etc.
7. Adverbial to give additional information about the subject's characteristics. For example: at the three houses.
8. Simple Present Tenses
9. Figurative speech such as simile, Metaphor. For example: Lady is white as chalk.

⁹ Helena I.R Agustin. English Crriculum in a Nutshell, unpublish paper, page42.

E. Reading materials

Considering one of the principles of teaching reading that students need to be engaged with what they are reading, it deals how important the reading material is. Interesting topic or material is needed to be created for the students by the teachers to get them engaged from what they read. Thus, the choice of a material is a big decision for the teacher; because it provides sources language input and exploits those sources in ways which maximize likelihood of intake.¹⁰

In other words, materials are designed for the supply of information and experience of the language to promote language learning. What is more, the teacher's use of materials will influence the learning outcomes more than anything else in the classroom.¹¹

Materials naturally can be anything which is used by teachers or learners to facilitate the learning of a language in order to increase learners' knowledge and/or experience of the language.¹² Unfortunately, the term 'language-learning materials' is mostly associated with the use of commercial materials, particularly course book. There are some reasons why commercial materials are not always appropriate to be used in the classroom. They are:

¹⁰ Brian Tomlinson, *Materials Development in Language Teaching*, Cambridge, page 2.

¹¹ Eleanor Wall Thonis, *Teaching Reading to Non-English Speakers*, 193.

¹² Brian Tomlinson, *Materials Development in Language Teaching*, Cambridge, page 2.

a. There is the possible problem of ideological conflict.¹³ Each text is usually based on the author's ideas about teaching. For example, some text writers believe students should memorize words and grammar rules before they practice reading, while the teacher thinks lots of practice in meaningful context is significantly more important. Because of the prescribed text, the teacher then must accept the beliefs of the author. This conflict can cause negative consequences in the teaching and learning process.

b. One of the main concerns is that any given course book will be incapable of catering for the diversity of needs which exist in most language classroom.¹⁴ It means that the topic of the text should be appropriate with the students' need. Moreover, the students should use their background knowledge to comprehend the text. Indeed, commercially made textbooks are prepared for a wide audience, one that is culturally diverse and geographically dissimilar.¹⁵

Basically, the materials uses in the classroom are created by four groups of people that include publishing companies, government agencies, and curriculum development teams at the school level and classroom teachers.¹⁶

The teacher who teaches in a private language school definitely uses materials commercially published by some companies. While the teacher who teaches in

¹³ J.G. Gebhard, *Teaching English as a Foreign or Second Language*, Ann Arbor: The University of Michigan Press, page 99.

¹⁴ David Nunan, *Language Teaching Methodology: A textbook for teachers*, 209.

¹⁵ J.G. Gebhard, *Teaching English as a Foreign or Second Language*, Ann Arbor: The University of Michigan Press, page 100.

¹⁶ *Ibid*, 89.

a public school uses materials produced or selected by a government education agency or committee that is also responsible for designing the curriculum for the language program, or even by publishing company. Thus, the classroom teacher who is not satisfied with the text, teacher may adapt the text, design the entire text with materials created by herself, or creatively search texts that can fulfill and appropriate the students' needs.

F. Media in Reading Activity

The use of media in the classroom has been proved through some research studies some advantages. The main advantages of using media in the classroom include:

- a. Having a positive effect on students' motivation¹⁷, it means media are significant since it increases students' motivation for learning, makes the students is exposed to the 'real' language.
- b. Giving authentic cultural information.
- c. Exposing students to real language.
- d. Relating more closely to students' needs.
- e. Supporting a more creative approach to teaching.

In addition, there are some factors worth taking into consideration when choosing media for the classroom. They include as follows:

¹⁷ W. Guariento and Morlay J, Text and Task Authenticity in the EFL Classroom in *ELT Journal*, 347-353.

1. Suitability of content; this concerns that the text should interest the students, should be relevant to the students' need, and should represent the type of material that the students will use outside the classroom.
2. Exploitability; this refers to whether the text can be exploited for teaching purposes, for what purpose the text should be exploited, and what skills/strategies the text exploited can developed.
3. Readability; it relates to whether the text is too easy or difficult for the students and structurally too demanding or complex, how much new vocabulary it contains and how it relevance is.

G. Brochure as a media

Brochure is one of advertisement, and advertising is very common in this modern era. We recognize that commercial and advertisements are everywhere on TV and radios, in newspaper and magazines, on billboards and in mailboxes, and now on internet as well. Brochure is designed to inform, persuade, provoke, or motivate.

There are two types of brochure based on its content and objectives. They are informational brochure which informs, educates or persuades, and how brochure will explain or tell the instruction.

H. Review of Previous Study

In doing research, reviewing of previous study is crucial thing, in order to avoid replications and show differences among other studies. The writer tries to review a previous study which is in line with the materials in teaching reading. The study was done by Novita Eka Indah Suryani. The title is "The Use Hotel Brochure as an Authentic Material in Teaching Reading Descriptive Text to Tenth Grade Students", and its research problems are (1) what hotel brochures are used for supplementary reading materials in the teaching reading descriptive text to tenth grade students; (2) how is the implementation of hotel brochures supplementary reading material carried out; (3) how is the students achievement evaluated. In her study, Novita Eka Indah Suryani conducted a descriptive qualitative research which used self report and daily assessment, and concluded that the hotel brochures which were implemented in the teaching of reading gave some positive effects, such as (1) increasing the students' knowledge about current issues and open their mind of outside world, (2) activating the students to answer questions related to a text, and (3) improving the students reading ability.¹⁸

Another study is written by Lilik Suhartatik, entitled, "Using Authentic Advertisement in Teaching Writing Hortatory Exposition Text to the eleventh grade students of SMAN 11 Surabaya", and its research problems are (1) How

¹⁸ Novita Eka Indah Suryani, The Use of Hotel Brochures as an Authentic Material in Teaching Reading Descriptive Text to tenth grade students, unpublished Unesa, 2010.

is the implementation of authentic advertisement in teaching writing hortatory exposition text to the eleventh grade students of SMAN 11 Surabaya, (2) How is the students writing after the implementation of authentic advertisement in teaching writing hortatory exposition text to the eleventh grade students of SMAN 11 Surabaya, (3) How are the students responses toward the use of authentic advertisement in teaching hortatory exposition text to the eleventh grade students of SMAN 11 Surabaya. In her study, Lilik Suhartatik conducted a descriptive qualitative research which also used self report and daily assessment, and concluded that Using Authentic Advertisement which were implemented in the Teaching Writing Hortatory Exposition Text have positive effect, that is printed advertisements successfully help the students' difficulties in writing exposition text.

This thesis will be different with previous two theses because the researcher conducts this study in different subject and topic. The writer focuses on the use brochures as a media in teaching reading descriptive text to the eight grade students of SMP Bilingual Terpadu Krian. The research question is conducting on how students' responses on the use of brochure in teaching reading descriptive text.