

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Background

1. The Definition of Reading

There are so many definitions about reading. Although experts have their own point of view about reading, basically reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, communications, sharing information and ideas.

Based on Janet there are three prominent ideas emerge as most critical for understanding what “learning to read” means¹:

- a. Reading is a process undertaken to reduce uncertainty about meanings a text conveys.
- b. The process results from a negotiation of meaning between the text and its reader.
- c. A reader uses knowledge, expectations and strategies to cover textual meaning all play decisive roles way the reader negotiates with the text’s meaning in order to get contextual meaning.

One goal is to ask the learner to find particular grammatical construction or to identify words that relate to particular features or topics of the reading².

¹ Janet K. Swaffar, K. Arens, and Heidi Byrnes. *Reading for Meaning: An Integrated Approach to Language Learning*. Englewood Cliffs, NJ: Prentice-Hall: 1991

Richard Anderson and the omission on Reading define reading as the process of construction meaning from written texts and reading skill is³:

a. Constructive

Learning to reason about written material using knowledge from everyday life and from disciplined fields of study.

b. Fluent

c. Mastery of basic processes to the point where they are automatic so that attentions feed for the analysis of meaning.

d. Strategic

e. Controlling one's reading in relation to one's purpose, the nature of the material and whether one comprehends.

f. Motivated

g. Able to sustain attention and learning that written material can be interesting and informative

h. A lifelong pursuit

i. Continuous practices, development and refinement.

2. The Importance of Reading

The ability to verbally communicate with others is a direct result of reading and writing being taught at a young age⁴. In general, reading is viewed as an important

² Janet Swaffar, "Foreign Language Teaching Methods" (<http://coerll.utexas.edu/methods/modules/reading/01>, accessed on June, 21 2013)

³ Richard Anderson, "Reading Definition," (<http://lrs.ed.uiuc.edu/students/jblanton/read/readingdef.htm>, accessed on June, 21 2013)_

⁴ Timothy D Heard, "The Importance of Reading" (<http://www.helium.com/items/885004-the-importance-of-reading>, accessed on June, 21 2013)

activity in daily life because of several reasons. There are some basic reasons why we should teach the students to get more reading activity⁵, such as;

- a. Reading is fundamental to function in today's society.
- b. Reading is a vital skill in finding a good job.
- c. Reading is important because it develops the mind.
- d. Reading is how we discover the things.
- e. Reading develops the imagination.
- f. Reading can develop the creative sides of people.
- g. Reading is fundamental in developing a good self image.
- h. Good reading skills especially in a phonics reading program can enrich our vocabulary.
- i. We need to read and research to build on the good ideas and expose the bad ideas.
- j. Reading is important because words-spoken and written are the building blocks of life.

3. Reading Comprehension

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message⁶. Reading Comprehension is the act of understanding what you are reading. It is an international, active, interactive process that occurs before, during and after a person

⁵ Glenn and Diane Davis, "*Why is Reading Important?*" (<http://www.learn-to-read-prince-george.com/why-is-reading-important.html>, accessed on June, 21 2013)

⁶ Albert Bandura, "*Reading Comprehension*" (http://en.wikipedia.org/wiki/Reading_comprehension, accessed on June, 21 2013)

reads a particular piece of writing⁷. It means that the teacher should be taking seriously to make students understand the text they are discussing and reading in the class.

4. Types of Reading

If we are discussing about reading, actually there are several types of reading that can be studied. The researcher tries to define three types of reading.

a. Extensive Reading

Extensive reading, or especially where students are reading materials written specially at their level, has a number of benefits for the development of a students' language⁸. The program will take positive effect for students in reading comprehension and increase their knowledge of culture or a lot of things related to reading materials they are learning. Extensive reading can also add passive and active vocabulary.

One of the fundamental conditions of successful conditions for successful extensive reading program is the students should be reading material which they can understand⁹. For extensive reading, teachers usually tell students to look for the text from various media such as from newspaper, magazines, novels, and from any other sources that they like and understand.

The teachers do not restrict reading materials that students will choose because

⁷ Joelle Brummitt-Yale, "What is Reading Comprehension?" (<http://www.k12reader.com/what-is-reading-comprehension/>, accessed on June, 21 2013)

⁸ Jeremy Harmer, "The Practice of English Language Teaching" (Third Edition;England; Pearson Education Limited) 2001, p.204

⁹ Jeremy Harmer, "The Practice of English Language Teaching" (Third Edition;England; Pearson Education Limited) 2001, p.210

after the students read the whole text they have to give some reports to the teachers. The reports such as;

- i. The titles of the book
- ii. Retell about the researcher of the book
- iii. Genre
- iv. Synopsis
- v. Conclusion
- vi. Book report based on students' point of view

From the report, it will enlarge students' knowledge to understand the context in their text and keep off the students to translate the text word by word from dictionary.

b. Intensive Reading

Intensive reading involves learners to read in detail with specific learning aims and tasks¹⁰. In order to get students to read enthusiastically in class, we need to work to create interest in the topic and task. However there are further roles we need to adopt when asking students to read intensively¹¹:

i. Organizers

We need to tell students exactly what their reading purpose is and give them clear instructions about how to achieve it, and how long they have to do this.

ii. Observer

¹⁰ BBC, "Intensive Reading" (<http://www.teachingenglish.org.uk/knowledge-database/intensive-reading>, accessed on June, 21 2013)

¹¹ Jeremy Harmer, "The Practice of English Language Teaching" (Third Edition; England; Pearson Education Limited) 2001, p.213

When we ask students to read on their own, we need to give them space to do so. This means restraining ourselves from interrupting that reading, even though the temptation may be to add more information or instructions. While students are reading we can observe their progress since this will give us valuable information about how well they are doing individually and collectively, and will tell us whether to give them some extra time.

iii. Feedback Organizers

When our students have completed the task, we can lead a feedback session to check that they have completed the task successfully. We may start by having them compare their answer in pairs and then ask for answers from the class in general or from pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they are also sharing their responsibility for the answers.

When we ask students to give answers, we should always ask them to say where in the text they found the information for their answers. This provokes a detailed study of the text which will help them the next time they come to a similar reading passage. It also tells us exactly what comprehension problems they have when they get wrong answers.

It is important to be supportive when organizing feedback after reading so that we can counter any negative students feeling and sustain their motivation.

iv. Prompter

When students have read a text, we can prompt them to notice language features in that text. We may also, as evaluator, direct them to certain features of text construction, clarify ambiguities, and make them aware of issues of text structure which they had not come across previously.

5. Learning Material

Learning material consists of knowledge, attitudes and developing skill base on standard of graduate competence, standard of competence and basic competence that must be learned by the students in order to achieve specified competence¹².

a. Types of Learning Material Used in this Study.

There are two types of learning material used in this study, such as:

- i. Basic Competence for Junior High School grade 7th based on *KTSP*.
- ii. Reading material in the *BSE-Scaffolding* for the first and the second semester.

b. Scope of Learning Material

i. Cognitive aspect

It refers to potential of students regarding to intelligence or intellect, as essential knowledge and way of thinking.

ii. Affective aspect

¹² Bakharudin, "Pengembangan Bahan Ajar dan Media Pembelajaran" (<http://www.bakharuddin.net/2012/06/pengembangan-bahan-ajar-dan-media.html>, accessed on June, 21 2013)

It includes the ability that related to feeling and emotion. It is related to acceptance of environment, response to the environment, rewards in the form of expression of the value for something, and organizes a variety of values to find solutions.

iii. Psychomotor aspect

It includes the ability of involving physical skill in doing or completing something.

6. Reading Materials

Reading material is any matter that can be read; written or printed text¹³. We can get some reading materials from any sources depend on our role as a teacher to teach our students. If we teach using intensive or extensive reading, it means that we have different way to give reading materials to the students. Moreover, the researcher will try to compare reading materials of *BSE-Scaffolding* which commonly used in schools to reading materials based on Standard Competence and Basic Competence on *KTSP*.

7. Reading materials in *BSE-Scaffolding*.

The researcher will choose the Junior High School in grade 8th as the object of study because they have learnt reading materials from *BSE-Scaffolding*. Reading materials will be focused on functional and functional text.

¹³ Collins English Dictionary, "Definition of Reading Material", (<http://www.collinsdictionary.com/dictionary/english/reading-material>, accessed on June, 21 2013)

Based on the content in the *BSE-Scaffolding* grade 8th, there are some reading materials which are divided into two parts. They are functional text and functional text. Reading materials for functional text in the *BSE-Scaffolding* grade 8th are procedure text and descriptive text. While for functional text are short letter, announcement, instruction and announcement, birthday cards, signs and short message.

The reading materials contained on *BSE-Scaffolding*, later will be one of variable in the research and the researcher will compare them with the standard of competence (*SK*) and basic competences (*KD*). Moreover, the researcher will make a statement in which reading materials are included in the *BSE-Scaffolding*. When it is in accordance with the standard of competence (*SK*) and basic competence (*KD*), it can improve students' reading skill according to the needs and abilities of Junior High School grade 8th.

These are the reading materials in the *BSE-Scaffolding*.

- a. The First Semester
 - a) Unit 1 Functional text: Descriptive Text
 - b) Unit 2 Functional text: Descriptive Text
 - c) Unit 3 Functional text: Descriptive Text
 - d) Unit 4 Functional text: Recount Text
 - e) Unit 5 Functional text: Recount Text
- b. The Second Semester
 - a) Unit 6 Functional Text: Recount Text
 - b) Unit 7 Functional Text: Narrative Text

- c) Unit 8 Functional Text: Narrative Text
- d) Unit 9 Functional Text: Narrative Text

8. The Definition of Curriculum.

There some definitions of curriculum. In formal education, curriculum is the set of courses and their content offered at a school or university¹⁴. According to the history of education, the term “curriculum” was originally related to the concept of a course of studies followed by a pupil in a teaching institution¹⁵.

Based on the various understanding of the curriculum mentioned above, we can conclude that the design of curriculum is always associated with programmed learning by each schools. The program should focus on all the activities and experiences at each school, so that education programs will run successfully.

9. The definition of *KTSP*

Based on Indonesian Republic Laws and regulations number 20 in 2003 that discuss about education system and the government regulations of the Republic of Indonesia number 19 in 2005 on National Education Standards, *KTSP (Kurikulum Tingkat Satuan Pendidikan)* is a curriculum developed by education operational and implemented in each educational unit in Indonesia¹⁶.

10. Standard of Competence (*SK*) and Basic Competence (*KD*)

¹⁴ Wikipedia The Free Encyclopedia, “*Curriculum*”(<http://en.wikipedia.org/wiki/Curriculum>, accessed on June, 21 2013)

¹⁵ Cecilia Braslavsky, “*The Curriculum*”(http://www.ibe.unesco.org/fileadmin/user_upload/archive/AIDS/doc/cecilia_e.pdf, accessed on June, 21 2013)

¹⁶ Republik Indonesia, “*Peraturan Menteri Pendidikan Nasional Nomor 20 Tahun 2003*”

Standard Competence is a measure for minimal capabilities that include knowledge, skills, and attitudes to be achieved and performed proficiently by learners at every level of the materials being taught¹⁷. While, Basic Competence is the translation and explanation of Standard Competence. basic competence will explain more deeply for Standard Competence¹⁸.

Basic Competence will become the researcher's "glasses" to see deeply reading materials which are presented in the *BSE-Scaffolding* in accordance with *KTSP* and the students' needs especially for grade 8th. These are some of the points discussed in the Basic Competence that should be taught to students in Junior High School grade 8th and it must be contained in the book *BSE-Scaffolding*.

a. The First Semester

- i. To read aloud with meaningful words, phrases and sentences in the form of descriptive, and recount text with acceptable spelling and intonation related to nearby neighborhood.
- ii. To respond the meaning which contained in the simple functional text accurately, fluently, and acceptable related to nearby neighborhood.

b. The Second Semester

¹⁷ Sri Budi Sukiyanto, "Definisi Standard Kompetensi dan Kompetensi Dasar" (<http://www.docstoc.com/docs/88377548/Definisi-Standar-Kompetensi-and-Kompetensi-Dasar#>, accessed on June, 24 2013)

¹⁸ Sri Budi Sukiyanto, "Definisi Standard Kompetensi dan Kompetensi Dasar," (<http://www.docstoc.com/docs/88377548/Definisi-Standar-Kompetensi-and-Kompetensi-Dasar#>, accessed on June, 24 2013)

- i. To read aloud the functional text and simple short essays in the form of recount and narrative text with speech, stress and intonation regard to the surrounding environment.
- ii. To respond the meaning of functional text accurately and fluently related to surrounding environment.

11. Syllabus

The single most important instrument of structure in a course is the syllabus, which outlines the goals and objectives of course, prerequisites, the grading/evaluation scheme, materials to be used (textbooks, software), topics to be covered, a schedule and a bibliography¹⁹. Syllabus is an outline and summary of topics to be covered in an education or training course. The teachers should make the syllabus before they teach the students in the classroom in order to give clear and definite understanding to the students about the materials given and must be appropriate with the ability to be achieved. Syllabus as a reference for the development of lesson plans includes the subjects, Standard competence (*SK*), Basic Competence (*KD*), learning materials/learning themes, indicator of achievement of competence, assessment, allocation of time, and learning resources²⁰.

12. Previous Study

¹⁹ Kearsley, Greg, Lynch, and William, "Structural Issues in Distance Education" (http://www.asu.edu/cfa/wwwcourses/art/SOACore/syllabus_definition.htm, accessed on June, 24 2013)

²⁰ Republik Indonesia, "Peraturan Menteri Pendidikan Nasional Nomor 41 Tahun 2007"

Some discussion theories in this thesis are based on some studies concerning in improving reading materials, curriculum in Indonesia and the textbook commonly used in Junior High School. The theories in the research of *The Relevance of English Textbook to Reading Materials Based on KTSP in Improving Students' Reading Skill* explain the importance of selecting textbook for students based on *KTSP*.

There are two thesis that the researcher had read related to the researcher's thesis. The first thesis is entitled *The Implement of Competency Based Curriculum in Reading Activities in Senior High School*²¹. The thesis discussed about teaching-learning activities in reading class that still related to the curriculum. He explained what the curriculum was completely and the learning process step by step. He prepared well all reading materials in activities thorough the syllabus based on a textbook that used in the learning activity. He used descriptive research as his research design and for his data collection techniques he used observation and interview.

The second thesis is entitled *The Relevance of Teaching Materials in "Look Ahead" to The Building Knowledge of Field (BKOF) Stage*²². In this thesis she tried to compare the relevance of textbook "Look Ahead" in teaching materials to The Building Knowledge of Field (BKOF). It was explained that the textbook *Look Ahead* is relevance to students and teachers in learning process of English. But she gave notes that some material should be added from any sources in order to get more

²¹ Rizky Pratama *"The Implementation of Competency Based Curriculum in Reading Activities in Senior High School"*, Unpublished S-1 Thesis (Surabaya, UNESA) 2008.

²² Mei Chindra Imelda *"The Relevance of Teaching Materials in "Look Ahead" to The Building Knowledge of Field (BKOF) Stage"*, Unpublished S-1 Thesis (Surabaya, UNESA) 2008

knowledge because the knowledge in learning English always develops time by the time quickly.

This thesis is different from both theses which are mentioned above. This thesis is more focused on reading materials in the text book associated with reading materials contained on *KTSP*. The samples are the students in SMPN 33 Surabaya. The researcher is very attentive to the progress of students' reading skill in the learning process. Apart from examining the relevance of the text book to the reading materials are taught based on *KTSP*, the reach also focuses on the improvement of students' reading ability.