CHAPTER II

REVIEW OF RELATED LITERATURE

A Theoretical Foundation

1. Teaching Reading

Teaching is guiding and facilitating learning, enabling the learners to learn, and setting the conditions for learning.[1] Some teachers may use media to deliver the lesson and to make the students catch the lesson easily. Media is the tool or events that establish condition used by a teacher to facilitate the instruction to acquire knowledge, skills and attitudes and engage the learners in a topic or as the basis of activity.[2]

Reading is the one of the most important skill in learning language besides listening, speaking, and writing. Throughout history, reading is something that many people take it for granted. According to Sutari, reading is a process of getting the meaning of something written or printed by interpreting its characters or symbols. Reading in a second language is defined as process of grasping full linguistics meaning in the new language through the symbol used to represent it.[3] In the process of reading, the readers use background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them understand written text.

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[1]Brown, D. *Understanding Research in Second Language Learning,* (Cambridge:CUP, 1988)
[2]Gerlach, Vernon.S, and Elly, Donald. P. *Teaching and Media A Systematic Approach,* (New Jersey: Prentice Hall, 1980)
[3]Albert Harris, *Effective teaching and Reading*, (New York: David Mckay company, 1962) p. 9

The main purpose of reading is to seek and obtain information, including the content and understand the meaning of reading. Nurhadi has points out that the objectives of reading are to understanding detailed information from any books, to get the main ideas of any passage and also to recognize the meaning of words. Therefore, by understanding the objectives of reading, the reader can get information not only implicitly but also explicitly.

Teaching reading in a foreign language is a hard working. The teacher main task is to help the students to increase adequate linguistic background based on their needs, interest, and levels of understanding before they attempt any reading activities. In teaching reading, there are many methods to improve reading skill, like previewing, predicting, guessing from context, paraphrasing, etc. Brown cites that there are many strategies that can be practically applied in reading classroom.[4] The following are the lists of the strategies:

a. Skimming the text for main idea

Skimming consist of quickly running one's eyes across a whole text for its gist. Skimming gives reader the advantages of being able to predict the purpose of the passage, the main topic and possibly some of the developing or supporting ideas.

b. Scanning the text for specific information

Scanning is searching for some information on the text. Scanning exercises may ask students to look for names, times or places, to find a definition of a

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[4]Brown, D. *Teaching by Principles,* (Longman, 2007), P. 366

key concept, or to list of certain information. Here also there are some ways to do scanning[5], there are:

i. Decide what information will the reader look for and think about the form of that information. For example, if the reader wants to know about when the event happen, they should look for the date

ii. Then, decide where they look for the information

iii. Stop if they have found the information

c. Using semantic mapping or clustering

The strategy of semantic mapping or grouping ideas into meaningful cluster helps the reader to provide some order to the chaos. Making such semantic map can be done individually, but they make a productive group work technique as students collectively induce order and hierarchy to the passage.

d. Analyzing vocabulary

One way to learners to make guessing pay off when they don't immediately recognize a word is to analyze it in term of what they know about it. Several techniques are useful:

i. Look for prefixes (co-, inter-, un-, etc) that may give clues.

ii. Look for suffixes (-tion-, -tive-, -ally-, etc) that may indicate what part of speech it.

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[5]Soedarso, *Speed Reading System; Membaca Cepat dan Efektif,* (Jakarta: PT. GramediaPustakaUtama, 2006), P.89

e. Predicting when you aren't certain

Prediction is a major in reading. Before students read, they often look at the blurb. It may contain summary, a photograph, and headline. It affects us to predict what we are going to read. Guessing or predicting what in the pictures can make the students infer the general information in the text. The students are more likely to read through the pictures, because they can see the object directly. The ability to make a correct prediction will greatly increase readers' reading speed and enhance their comprehension.

Making predictions is a strategy in which readers use information from a text and their own personal experiences to anticipate what they are about to read. This strategy also helps students make connections between their prior knowledge and the text.

Predicting involves more than trying to figure out what happens next. But also ask questions, recall facts, reread, skim, infer, draw conclusions, and finally, comprehend the text more fully. Beginning-level English language students may not have sufficient fluency to generate predictions. They may need additional input that can enrich their background knowledge and increase their vocabulary before they can predict.

Harris explains that reading comprehension can be gained from several skills.[6] They are:

a. If the students have a large amount of vocabulary

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[6] Harris, Albert J. *How to Increase Reading Ability (A Guide to Developmental and Remedial Method), (*New York: David McKay Company, 1969)

b. If the students have skill in identifying unfamiliar words

c. If the students have a good eye-movement habits

d. If the students have proper habits of posture, holding book, etc

e. If the students have speed and fluency in silent reading

f. If the students can develop oral reading skill; phrasing, expression, and pitch

The teachers' role here is giving students "hint". They should try to stimulate their students to have some words by predicting the pictures. It is using prior knowledge of the subject to make predictions about the content, using knowledge of the text type and purpose to make prediction about discourse structure, using knowledge about the author to make prediction about writing style, vocabulary, and content.As a result, the teacher must control them. After making a prediction, students read to a text and either confirm or revise their predictions.

2. Media in Teaching Reading

Brown defines media as the tools or the physical things used by many teachers to facilitate the instruction.[7] Media plays an important role in teaching and learning process. It can be used to enhance teaching and learning process, help to connect the students for something relevant with the lesson, and help the students to gain attention and also maintain the students' interest in teaching and learning process. Students can see the object directly by the use of media. Locatis and Atkinson cite in Brown that the rules of media are:

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[7]Brown, *Principle of Language Learning and Teaching,* (England: Longman, 1977), P. 52

a. To entertain

The media can be used as recreation and enjoyment. It includes fictional stories, poem, music, and comedies.

b. To Inform

The use of media can increase awareness or present facts. It includes newspaper, documentation on radio, television, and advertisement.

c. To instruct

Media are used to take the viewer, reader, or listener from state of not knowing to one of knowing and from a state of poor performance to a state of competence. It includes motion pictures, slides, film strips, records, and audiotapes.[8]

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' motivation.[9]

b. giving authentic cultural information

c. Exposing students to real language

d. Relating more closely to students' need

e. Supporting more creative approach to teaching

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[8]Brown, J. W; Lewis, R. B; Harcleroad, F.F. AV. *Instruction: Technology, Media, and Methods,* (New York: Mc grow Hill Company, 1977), P. 157
[9]Guariento and Morlay J, Text and task Authenticity in the EFL Classroom in ELT journal, 347

There are too many kinds of media that can be used in teaching reading. Yet, in this study the researcher will focus on teaching reading by using visual media.

3. **Visual Media**

The aids that help in teaching languages and can be seen are called by "Visual Media". They include black board, chart maps, pictures, flannel-boards, film-strips, slides, epidiascope, and other actual object that facilitate the process of teaching.[10] The direct medium of visual media will give more influences to the success of an educational process, besides visual media will help teachers to do their duty.

The visual Media is a kind of instructional media that only can be seen. In educational process visual media can be able to help the teachers in doing their duty as educator. It is very effective to use in learning and understanding new vocabulary of foreign language. It gives a brief explanation about the meaning of the word. By using visual media, the teachers are able to make situation more interest and clear. Teachers' role is not only to know the ability of the students, but also to know the election of the visual media that have to be adapted with the material that will be taught. It can be avoid the students from misunderstanding. According to Brown visual media has many advantages. They are:

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[10]Brown, J. W; Lewis, R. B; Harcleroad, F.F. AV. *Instruction: Technology, Media, and Methods,* (New York: Mc grow Hill Company, 1977), P.156

a. Visual media make class become more interesting

b. Visual media can help to move situation that make the meaning of remark be clearer

c. Visual media can increase teachers' knowledge and prepare the lesson more effective

d. Visual media can influence the students as well as reading and writing

e. Visual media give information about one of background from the literature about living in foreign country[11]

4. The Kinds of Visual Media

Seel defines visual media as an aptitude to conduct visual communication, visual thinking, and visual learning.[12] Visual media may help teachers design teaching learning process more attractive with which students would be more engaged in learning. Therefore, Zoos stated that teaching reading skills by incorporating visual component will be helpful for students because visual components might be used as tools for students to learn to understand ideas and to learn in new ways.[13] Integrating the visual images in the steps of teaching learning process may create better learning atmosphere that can enhance the students' higher achievement.

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[11]Brown, J. W; Lewis, R. B; Harcleroad, F.F. AV. *Instruction: Technology, Media, and Methods,* (New York: Mc grow Hill Company, 1977), P. 158

[12] Seels, B. A. *Visual Literacy: A Spectrum of Visual Learnig* Englewood Cliffs, (NJ: Educational Technology Publications, 1994), P. 97

[13] Zoss, M. Visual Arts and Literacy; *Handbook of Adolescent Literacy Research, (*New York: The Guilford Press, 2009), P. 183

The kinds of visual media are divided as follows:

a. Picture

Picture is very good visual media for the teachers to explain the meaning of words. By using the picture, it will be easier for the teachers to deliver an idea directly, for example; people, building, panorama, and accident that impossible to bring them to the classroom.

b. Wall Chart

Wall chart is hung picture on the classroom wall or even on the black board. This kind of visual media is very useful in mastery of vocabulary.

c. Flash Card

Flash card usually made from thick paper. The numbers of flash card based on the teachers' creativity. There are flash cards of time, people, place, time, etc.

d. Black board

Blackboard is the most traditional visual media. It is flexible media that can be used to make picture, schema, diagram, etc. The usage of black board is depending on the teachers' creativity. Without teachers' creativity, black board has no meaning, and it is only nothing.

5. **Pictures as Media to Improve Students' Reading Skill**

Many language teachers should have a range of resources to help their students during the learning process in the classroom. Many resources can help the students to develop their ability. One of the media that can help teachers to promote their students' learning is the use of pictures. Teachers can make the pictures as the representation of the places, objects, and people. By giving the

pictures, students can predict and infer not only from what they hear and read but also from what they see.

Pictures also contribute to make an interesting lesson, to improve student's motivation, to give a sense of the context of the language, and to give a specific reference point or stimulus[14]. The following are many advantages of pictures:

a. Pictures are interesting

Using picture is one of good way to increase students' creativity. According to El-Araby, pictures are interesting because it make the class livelier and contribute a great deal to make learning more enjoyable.[15]

b. Pictures are economical

Pictures are economical. It means that pictures are easy to collect. Teachers can take it from magazine, newspaper, photos, internet, or even draw it by themselves. Wright states that for most teachers, pictures are cheap and readily available sources.[16]

c. Pictures are effective

According to Kreidler, pictures are one recognized way of representing real situation that would be impossible to create in any other way.[17]

Yet, teachers should have many considerations to select the pictures. The pictures that can be used as teaching media should be:

[14]Andrew Wright, *Pictures for Language Learning.*(Cambridge University Press.1989) P. 2
[15]Salah, el-Araby, *Audio-Visual Aids for Teaching English*, (London: Longman, 1981), P.46
[16]Andrew Wright, *Pictures for language Learning,* (New York: Cambridge University Press, 1989), P.182
[17]Carol, Kreidler, J. *Visual Aids for Teaching English to Speaker of Other,* (Washington: Longman, 1968), P. 1171

a. Appeal : it means that the content of the pictures should be capture interest and imagination for the students.

b. Relevance : it means that pictures that will be used as media should be relevance to the purpose of the lesson

c. Recognition : it means that the significant features of the pictures should be within the students' knowledge and culture understanding.

d. Clarity : it means that the pictures must clear since the crowded pictures make the students confused and distract, students should be able to see the relevant detail clearly.

6. The Types of Picture

According to Finocchiaro, there are three types of picture;[18] First is Individual picture of person and object. Individual picture of persons and objects are the simple picture. According to Mary, an individual picture is a picture in which the item to be taught is found alone or is highlight in some fashion containing person or an object.[19] It is a single picture of object, activity, or people. The picture shows one thing only. It can be person, animal, place, etc.

Second is Situational picture. According to szyke, situational picture is picture in which we can see people doing something and it is presented in large size picture.[20] It shows an activity. The picture shows daily activity, such as mother cooking in the kitchen, the woman planting the flower, father working in

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[18]Finocchiaro, *English as a Second Language*, (New York: Regents Publishing Company, 1974), P. 100
[19]Mary, Finocchiaro, *Teaching English as Foreign language,* (New York: Harpa and Row Publisher, 1969), P. 194
[20]Grazyna, Szyke, *Using Pictures as Teaching Aids,* (English Teaching Forum. Vol XIX no. 46)

the office, a cat eating a fish, etc. Therefore, the viewer can describe what happen in the picture is.

Third is series picture. Series picture is picture which are related to each other and treated as separated picture. Szyke states, series picture is a number of related composite pictures linked to form a series or sequences of events on one chart.[21] The main function is to tell a story or sequence of events. Usually picture series is available in text book, comics, and cartoon strip in magazine for the teacher to copy and enlarge it. It is can be used by the teacher in teaching daily activity.

7. Descriptive Text

Based on English Curriculum for Junior High School, descriptive text is defined as a text which describe something, someone, or place, in detail. Descriptive text tries to give description what something is like.[22] Moreover, a person, a place, a thing, even an idea, can be made clearly through description.

Description is one of the types of writing where the writer describes something which commonly a person or a place. According to Pardiyono, "Descriptive contains an object including the men and animals. It focus on the description of characteristics, peculiarity, quality, and quantity by using adjective.[23]

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[21]Azlina, Noor, Yunus, *Preparing and Using Aids for English Language Teaching,* (Oxford:OUP, 1981), P. 49-50

[22] Hyland, Ken. *Teaching and researching Writing.* P. 73

[23]Pradiyono, 12 Writing Clues fo Better Writing Competency , (Yogyakarta, 2006), P.165

Hyland informs that the purpose of descriptive picture is to give us account of imagined or factual events and phenomenon in order to clear the picture on reader's mind. Through the concrete pictures of something the writer wants to describe the readers find the description more meaningful.[24]

8. Students' Response

To know whether the students were passive or active in learning, it needed to know the characteristics of motivated students since motivation was one of the major factors for the students to be activated in learning activities. Anderson, C.R and Faust, G.W suggested the characteristics of students who had interested in learning as follows:[25]

a. Having motivation in learning

b. Being persistent in facing learning difficulties

c. Having self confident in learning

d. Not being easy to be satisfied with the learning result

e. Wanting to get feedback and assessment on task

f. Competing positively with themselves and others to get the best result

g. Having high discipline in using time and learning activities

h. Having willingness to work

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[24]Hyland, Ken. *Second language writing,* (UK-Cambridge University Press, 2003), P.20
[25] Anderson, Neil J. Practical English Language *Teaching Reading*. (New York: McGraw-Hill companies, 2003)

B. Previous Study

There are many studies that related with the researcher's study. First, research was done by Khoirul Bariyah entitled"The Effect of Using Situational Picture on the Ability of Writing Descriptive Text of Eleventh Grade Students of SMA Muhammadiyah 1 Gresik". In the study, researcher wanted to know the students ability in writing descriptive text using situational pictures. And the result of the research was that pictures could increase the students' score. The students' score before using of pictures as the media of learning descriptive text was 69,13. And after using pictures increased up to 70, 86. Therefore, from the score obtained, the researcher concluded that using pictures as media gave positive influence for the students.

Second, research entitled"Using Pictures stories in Teaching Simple Past Tense to the 9th grade students of SMP Tlasih" that was done by St. Nur Afifah Ain. The study conducted by using descriptive method. In this case, the study used qualitative approach. The purpose of this study is to find out how the pictures stories are used in teaching simple past tense. The result of the research showed that pictures stories given some advantages in teaching simple past tense.

Third, research entitled"The Use of Visual Aids in English Teaching at SMPN 1 Buduran Sidoarjo", that was done by Wardhani Diana Novita. This research conducted to know the implementation of wall charts as the visual aids in English teaching. The study used descriptive qualitative research. The result of the research found that the use of visual aids are implemented well in English teaching based on the technique and materials even thought a view problems are found.

Compared between those previous studies and the researcher's study is that; in the first study the writer used situational picture and focused on writing skill, while the researcher used individual picture and focused on reading skill. The second study, both of the writer and the researcher used picture as media in teaching, yet their method is different. The writer use descriptive qualitative research while the researcher used experimental research. Then, in the third study the writer used wall charts while the researcher used pictures as media in teaching.