### **CHAPTER II**

#### **REVIEW OF RELATED LITERATURE**

### A. Review of Related Literature

In a research, it is important to describe the theories related to the problems of this study in order to give relevant knowledge in the field. Therefore, this chapter describes some theories related with the area of interest of this research, for example, the nature of reading, reading comprehension strategies, types of reading text, multimedia computer assisted language learning programs, and reading narrative text using multimedia.

# 1. The Nature of Reading

#### a. Definition of Reading

There are many definitions of reading. Linguists give their opinions about definitions of reading and they have variation. According to Mary Spratt, "reading involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of text. To do this we need to understand the language of the text at word level, sentence level and whole-text level. We also need to connect the message of the text to our knowledge of the world."<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Mary Spratt, Alan Pulverness, Melanie Williams, *The Teaching Knowledge Test Course*,(Cambridge University Press,2005),p.21

The researcher concluded that 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. In another words, reading is a process to understand the text content and to get information.

b. Aims of Reading

There are many purposes in reading, for pleasure and for studying or setting information such news, science or same line. There are seven aims 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.<sup>2</sup>

- Reading for details and fact is reading to know what is done by the subject of the story
- 2) Reading for main ideas is reading to get the problem statement
- Reading for sequence of organization is reading to know each part of the story
- Reading for inference is reading to know what is the writer meant by its story
- 5) Reading for classifying is reading to find unusual things
- 6) Reading for evaluating is reading to know the value of the story

<sup>&</sup>lt;sup>2</sup> A Widyamartaya, Seni Membaca Untuk Studi (Yogyakarta: Kanisius, 1992) p.90

 Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.<sup>3</sup>

Another author said that the aim of reading is to develop children to:

- 1) Love literature, the multitude of genres and a wide range of authors.
- Be confident in their own reading and to share with others their love of books.
- Have a wide range of opportunities for reading, linking this to everyday life situations.
- 4) Become independent readers through an appropriate focus on word, sentence and text-level knowledge.
- 5) Read with confidence, fluency and understanding, orchestrating a range of independent.
- 6) Strategies to self monitor and correct.
- Understand the sound and spelling system (phonics) and use this to read accurately.
- 8) Have an interest in words and their meaning.
- 9) Evaluate and justify their preferences.
- 10) Develop powers of imagination, inventiveness and critical awareness.
- 11) Read with expression and emotion.<sup>4</sup>

<sup>&</sup>lt;sup>3</sup> Ibid.p.90

<sup>&</sup>lt;sup>4</sup> Norton Cevcp School, *Reading Policy* 

<sup>(</sup>http://www.norton.suffolk.sch.uk/downloads/policies/120430/read.pdf, accessed on December 10, 2014)

# c. Types of Reading

To find maximum benefit from reading, students need to be involved in both extensive and intensive reading.<sup>5</sup>

Extensive reading involves reading long pieces of text, for example a story or an article.<sup>6</sup> It means that extensive reading deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning. For example: Reading a newspaper, article, short story or novel.

Sometimes, especially in language classrooms, students use texts to examine language. For example, students might ask learners to look for all the words in a text related to a particular topic or work out the grammar of a particular sentence. This aim of these activities is to make learners more aware of how language used. These activities sometimes called intensive reading.<sup>7</sup>

## 2. Reading Comprehension

Reading Comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word

<sup>&</sup>lt;sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching Third Edition*, (UK: Cambridge University Press,)p.210

<sup>&</sup>lt;sup>6</sup> Mary Spratt, Alan Pulverness, Melanie Williams, *The Teaching Knowledge Test Course*,(Cambridge University Press,2005),p.22

<sup>&</sup>lt;sup>7</sup> Mary Spratt, Alan Pulverness, Melanie Williams, *The Teaching Knowledge Test Course*,(Cambridge University Press,2005),p.22

and world knowledge, and fluency.<sup>8</sup> In an attempt to improve comprehension instruction, several theories have been proposed that suggest ways to influence understanding of the teaching of reading comprehension: schema theory, reader-response theory, and direct instruction."<sup>9</sup>

A brief description of each of these influential theories provides the background for interpreting the instructional practices related to teaching reading comprehension.

- a. Schema theory suggests that what we know about a topic or construct influences how much we can or will learn by reading a passage that addresses that topic.
- b. Reader-response constructivist perspective understanding what is read is related to the individual's experiences and interpretations of these experiences.
- c. Direct instruction approaches have been associated with improved outcomes in reading comprehension for students with learning disabilities. Direct instruction approaches provide for more explicit and systematic instruction related to the key ideas associated with improved reading comprehension.<sup>10</sup>

<sup>&</sup>lt;sup>8</sup> Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension To Students With Learning Difficulties* (New York:The Guilford Press, 2007),p.2

<sup>&</sup>lt;sup>9</sup> Ibid,p.2

<sup>&</sup>lt;sup>10</sup> Ibid, p.3

Micro and Macro skills for reading comprehension:

Micro skills for reading comprehension:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English
- b. Retain chunks of language of different lengths in short-term memory
- c. Process writing at an effecient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classess (noun, verb, etc.), systems (e.g. tense, agreement, pluralization), pattern, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills for reading comprehension:

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognize the communicative functions of written texts, according to form and purpose.
- c. Infer context that is not explicit by using background knowledge.

- d. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings.
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.<sup>11</sup>

### 3. Reading Text

There are many kinds of text in English. Several kinds of them are:

a. Narrative Text

The committee of Educational Nation Standard defines narrative text as text that told a story and sequence of event, and in doing so, entertains the audience. The purpose of narrative, other than providing entertainment, can be make the audience think about an issue, teach them a lesson, or excite their emotion.<sup>12</sup>

The text organization of narrative text:

Orientation: who were involved in the story, when, and where.

<sup>&</sup>lt;sup>11</sup> H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (California:longman, 2003),p.187

<sup>&</sup>lt;sup>12</sup> Badan Standar Nasional Pendidikan. Developing Reading and Writing Competence Based on Genre.....,p.38

Complication: a problem arises and followed by other problems.

Resolution: provide solution to the problem

The example of narrative text:

Nancy Wilson (Collingswood, New Jersey):

The summer before my senior year of college, I rented a place at the Jersey shore with some friends. One Tuesday night at about 9:30, I walked out of the house and went down to the beach. No one was around, so I pulled off my clothes, left them in a pile, and drove into the surf. I swam around for twenty minutes and then rode a wave back to the shore.

When I came out of the water, my clothes were missing. As I stood there pondering what to do, I heard the sound of voices. It was a group of people walking along the beach – and all of them were walking in my direction. I decided to make a dash for it and run back to the house, which was fifty or sixty yards away. I could see that the door was open, or at least that light was coming out of the doorway. But as I ran closer, I realized at the very last second that there was a screen. I ran right through it.

Now I'm standing in the middle of a living room. There's a father and two little kids sitting on a couch watching TV, and I'm in the middle of the room without a stitch on. I turned around and ran through the busted-up screen door and tore back down to the beach. I went right and kept on running and eventually found my pile of clothes. I didn't know that there was an undertow. It had carried me about four blocks from where I had gone into the water.

The next morning, I walked the beach looking for the house with the broken screen door. I find the house, and as I'm walking up to knock on what's left of the door, I see the father inside, walking towards me. I start stammering, and finally manage to say, "You know, I feel really bad about what happened, and I want to give you some money for the screen door."

The father cuts me off and very dramatically throws up his hands and says – "Honey, I can't take anything from you. That's more entertainment than we've had all week."<sup>13</sup>

b. Descriptive Text

A descriptive text is a text that describes the features of someone,

something, or certain place. Introduction is the part of the paragraph that

<sup>&</sup>lt;sup>13</sup> Prof. DR. C. Reinfandt, Introduction to Literary Studies, Universitat Tubingen

introduces the character. Description is the part of the paragraph that describes the character.<sup>14</sup>

c. Recount Text

A recount text is a text which explains the reader about one story,

action or activity. Its goal is to entertaining or informing the reader.<sup>15</sup>

The text organization of recount text:

1) Orientation is explains who was involved, what happened, where the

events took place, and when it happened.

For example: Last night, I read an article about adolescence in a magazine.

2) Events is explain what happened and in what sequence.

For example: after I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extracurricular activities.3) Reorientation consists of optional-closure of events/ending.

d. Explanation Text

Explanation Text is to explain the process involved in the

information and working of natural or sociocultural phenomena.<sup>16</sup>

The text organization of explanation text:

1) A general statement to position the reader.

2) A sequenced explanation of why or how something occurs.

3) Closing.

<sup>&</sup>lt;sup>14</sup> Antono Wardiman, Masduki B. Jahur, M. Sukirman, *English in Focus for Grade VII Junior High School*, (Surabaya: CV. "Karya Utama", 2008), p. 16

<sup>&</sup>lt;sup>15</sup> Ibid, p.61

<sup>&</sup>lt;sup>16</sup> Ibid, p.76

e. Discussion Text

Discussion Text is to explore various perspectives before coming to an informal decision. It is also to present information and opinions about more than one side of an issue.<sup>17</sup>

The text organization of discussion text:

- 1) Opening statement presenting the issue
- 2) Arguments or evidence for different points of view
- 3) Concluding recommendation

## 4. Reading Comprehension Strategies

Reading comprehension strategies is perhaps the most important means to helping readers improve comprehension and learning from text. Comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.<sup>18</sup>.

Reading strategies considered effective for native speakers can also be beneficial for students reading in a new language.<sup>19</sup> There are three categories of learning strategies, they are: meta-cognitive, socio-affective, and cognitive.<sup>20</sup>

- <sup>18</sup> Danielle S.McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*,(USA: Lawrence Erlbaum Associates, Inc.,2007),p.xi
- <sup>19</sup> Margaret bouchard, *Comprehension strategies for English language learner*, (USA:Scholastic Inc, 2005) p.4
  <sup>20</sup> Ibid, p.5

<sup>&</sup>lt;sup>17</sup> Op.cit, p.122

a. Meta-cognitive strategies:

Meta-cognitive means "knowing what we know," or to intentionally monitor our own thinking. it is characterized by choosing thinking and problem-solving strategies to fit specific learning situation, clarifying purposes for learning, monitoring personal comprehension through self-questioning, and taking corrective action when comprehension fails.

b. socio-affective strategies:

Socio-affective means cooperative learning and asking questions for clarification are example of socio-affective strategies. These are strategies in which a learner interacts with one or more people in order to support learning.

c. Cognitive Strategies

Making inferences, visualizing, and predicting are the example of cognitive strategies. Based on these strategies a learner manipulates the material to be learned mentally (visualizing) or physically (such as note-taking or creating graphic organizers).<sup>21</sup>

<sup>&</sup>lt;sup>21</sup> Margaret bouchard, Comprehension strategies for English language learner, (USA:Scholastic Inc, 2005) p.5

Many descriptions of movies or videos to promote problem solving skills.<sup>22</sup> Moreover, Anderson suggested that problem solving activities are fundamentally cognitive activities. Cognitive processing can be better understood through an information-processing model which explains how information is mentally processed.<sup>23</sup>

### 5. Multimedia Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) is often perceived, somewhat narrowly, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. <sup>24</sup> CALL is more succinctly and more broadly as "the search for and study of applications of the computer in language teaching and learning". Levy's definition above is in line with the view held by the majority of modern CALL practitioners. <sup>25</sup>

Computer Assisted Language Learning has three features:

a. Hypertext

Hypertext refers to links among textual items, often indicated on a computer or website by key words set in underlined blue type, that, when

<sup>&</sup>lt;sup>22</sup> R. A. Pellow. Thermatic teaching of vocabulary and reading comprehension through description of *TV movies. Reading Improvement* 23 (3), (1995), p.130-134.

<sup>&</sup>lt;sup>23</sup> J. R. Anderson . *Cognitive psychology and its implications*, (New York: Freeman, 1985).

<sup>&</sup>lt;sup>24</sup> Graham Davies, CALL (computer assisted language learning)

<sup>(&</sup>lt;u>https://www.llas.ac.uk/resources/gpg/61</u>, accessed on December 10, 2014) <sup>25</sup> M. Levy, *CALL: Context and Conceptualisation*, (Oxford: Oxford University Press, , 1997)p.1

highlighted by a pointer device (e.g. mouse, trackball, finger on a touchsensitive screen) and selected or clicked, take the reader to the referent. These links are usually defined in terms of their activity and are referred to as hotlinks or hyperlinks or, increasingly commonly, simply links.<sup>26</sup>

b. Hypermedia

Hypermedia refers to similar links to those used in hypertext, but instead of simply linking text to text, hypermedia involves linking various media, such as sound, images, animation and/or video. For example, a word or picture might have a link to a sound file giving its pronunciation.<sup>27</sup>

# c. Multimedia

Multimedia is the use of the computer to present and combine text, graphics, audio and video with links and tools that let the user navigate, interact, create, and communicate.<sup>28</sup>

This research focused on multimedia computer assisted language learning, because it can arouse students' reading interest and to enhance their motivation, to effect learners' autonomy, it can promote an advanced

<sup>&</sup>lt;sup>26</sup> Ken Beatty, *Teaching and Researching Computer-Assisted Language Learning Second Edition*, (Edinburg: Pearson Education, 2010), p.43

<sup>&</sup>lt;sup>7</sup> Ibid, p.44

<sup>&</sup>lt;sup>28</sup> T. Hofstetter, *Is multimedia the next literacy? Journal of Educational Communication & Technology 4*, (1994), p. 22-27.

interactive model of reading, and it can increase students' awareness in culture differences and promote transcultural communication.<sup>29</sup>

#### 6. Reading Narrative Text using Multimedia

In the traditional teaching, reading instruction skills and strategies are still poor and undeveloped. The speech-dominated education employs a teacher-centered, book-centered, grammar-translation method and focuses more emphasis on rote memory than other practicable skills.<sup>30</sup> Multimedia in the classroom is a clear departure from traditional teaching. Multimedia has a role to build, to store, to deliver and to receive information in the form of text, graphics, audio, video.<sup>31</sup>

Videotapes is the one of the feature in the multimedia. The use of videotapes has been a common feature in language teaching for many years. It is rare, these days, for a publisher to produce a major course book without a video component added in, and teachers frequently enliven their classes with off-air material or tapes produced for language learning.<sup>32</sup> Therefore, we can said that it can make students who do not like English will feel interesting when the teacher shows the story.

 <sup>&</sup>lt;sup>29</sup> Liming Han, *The Advantages and the Problems of Multimedia-aided English Reading Instruction* (Journal of Language Teaching and Research Vol. 1, No. 3, pp. 320-323, May 2010)
 <sup>30</sup> Ibid, p.320

<sup>&</sup>lt;sup>31</sup> Prof. Dr. Munir, M.IT, *Multimedia Konsep dan Aplikasi dalam Pendidikan*. (Bandung: Alfa Beta, 2013),p.2

<sup>&</sup>lt;sup>32</sup> Harmer, Jeremy. *The Practice of English Language Teaching*. (England:

associated Companies throughout the world, 2001), p.282

This is the example of the activities in teaching reading narrative using multimedia:

The teacher enters the English class. Then she/he begins to teach English lesson. The teacher distributes the test to students. Twenty minutes later the teacher asks the students to submit their answer. The test is to know the ability of the students. Then, the teacher uses projector/ LCD to show the story. The story is Cinderella. After the students had read the text, the teacher reads all the text loudly. Then, the teacher points out the students to read the text. While the students are reading, the teacher listens carefully and corrects the pronunciations of the students. Then the teacher asks to the student to look for the difficult words. They mention the difficult words and the teacher writes on the white board. Before the teacher gives the meaning of the words, he asks to the students to mention the words one by one loudly. He gives the meaning of the words and asks the students to understand the content of the text. They reads by themselves for about five minutes. After that, the students are appointed to describe about the generic structure of the text. The teacher also gives assignment to measure their comprehensions. He gives 5 questions to be solved by them in 10 minutes.<sup>33</sup>

#### **B.** Review of Previous Studies

The researcher provided the previous studies that have been completed by the previous researchers. There are four previous studies which have been read by the researcher.

Tzu-Pu Wang has done a research entitled *The Difficulties and Challenges of Teachers' Integrating Computer Assisted Instruction into Teaching.*<sup>34</sup> This research discusses about the teachers' Difficulties and Challenges in integrating Computer Assisted Instruction (CAI) and multimedia into teaching. The objectives of this research are to investigate and discuss the effect of teachers' integrating computer-assisted instruction (CAI) and

<sup>&</sup>lt;sup>33</sup> Mansur Hidayat, The Implementation of Using Short Video Stories to Increase Students' Understanding in Learning Narrative Structure of Seventh Grade Students of Mts Pancasila Salatiga, ( Salatiga: STAIN Salatiga, 2013), p. 54

<sup>&</sup>lt;sup>34</sup> Tzu-Pu Wang, *The Difficulties and Challenges of Teachers' Integrating Computer Assisted Instruction into Teaching*, The Journal of Human Resource and Adult Learning Vol. 4, Num. 2, 2008.134-141

multimedia into teaching. Moreover, this research also tried to find the problems and challenges that teachers face and how to resolve the problems. This research used qualitative method. The subjects of this research were teacher and students in one of the schools in Taiwan (the researcher did not mention the name of the school). The results of this research are during the process of teaching in the computer-assisted environment, the teacher encountered numerous difficulties and challenges from students' presentation, and assignments. Based on the result, the researcher conclude that there are some difficulties and Challenges in integrating Computer Assisted Instruction (CAI) and multimedia into teaching, and the teacher should have effort to solve it.

The following research entitled *The Implementation of Using Short Video Stories to Increase Students' Understanding in Learning Narrative Structure of Seventh Grade Students of Mts Pancasila Salatiga.*<sup>35</sup> It was done by Manshur Hidayat. This research discusses about the implementation of short video stories to increase students' understanding in learning narrative structure of seventh grade students of Pancasila junior high school in Salatiga. The objectives of this research are to find out whether using short video stories improve the student achievement of the 7th year students of MTs SA Pancasila Salatiga in the academic year of 2012/2013. The second purpose is to find out how far is the significant contribution of using short video stories to the students understanding

<sup>&</sup>lt;sup>35</sup> Mansur Hidayat, The Implementation of Using Short Video Stories to Increase Students' Understanding in Learning Narrative Structure of Seventh Grade Students of Mts Pancasila Salatiga,( Salatiga: STAIN Salatiga, 2013)

in learning narrative structure of the 7th year students of MTs SA Pancasila Salatiga in the academic year of 2012/2013. This study was an classroom action research with two cycle. The subject of the study is the seventh year students of MTs SA Pancasila Salatiga. It is a small class that consists of 26 students. There are 17 boys and 9 girls. The results of this study are using short videos stories improves the students understanding in learning narrative structure and there is a significant contribution of using short video stories to the students understanding in learning narrative structure of the 7th Year Students of MTs SA Pancasila Salatiga in The Academic Year of 2012/2013. Based on this research, the researcher conclude that using short video stories can improves the students understanding in learning narrative structure. Therefore, the researcher will focus on the implementation of short video stories which is belong to multimedia program.

Another research was done by Bambang Sumintono, Setiawan Agung Wibowo, Nora Mislan dan Dayang Hjh Tiawa under the title *Penggunaan Teknologi Informasi dan Komunikasi dalam Pengajaran: Survei Pada Guru-Guru Sains SMP Di Indonesia.*<sup>36</sup> This research discusses about the implementation of information and communication technology (ICT) in learning by science teachers at lower secondary school from various provinces in

<sup>&</sup>lt;sup>36</sup> Bambang Sumintono,dkk, *Penggunaan Teknologi Informasi dan Komunikasi dalam Pengajaran: Survei Pada Guru-Guru Sains SMP Di Indonesia*, Jurnal Pengajaran MIPA, Volume 17, Nomor 1, April 2012.122-132

Indonesia. The objectives of this research are to investigate the implementation of ICT in learning by science teachers at lower secondary school from various provinces in Indonesia and to indicate some problems that teachers face in implementing ICT. This research used quantitative and qualitative method. The subjects of this research were eighty two female teachers, and sixty nine male teachers from various provinces in Indonesia. The results of this research are there were some problems revealed which were caused by technical things or related to skills and managing issues such as training, preparation and its effective use. This previous research also encourage the researcher to find more information about the problems or the challenges in the implementation of ICT, and in this research focus on CALL.

The last previous studies was done by Hojjat Esmaeili Fard and Nesa Nabifar with the title *The Effect of Computer-Assisted Language Learning (CALL) on Reading Comprehension in Iranian EFL Context.*<sup>37</sup> This research discusses about the effect of Computer Assisted Language Learning on reading comprehension at an intermediate level of linguistic proficiency in Iranian EFL Context. The objective of this research attempt to examine the effect of Computer Assisted Language Learning on reading comprehension in an EFL context. This research was an experimental study. The subjects are 53 EFL learners initially participated in this experiment but after selection they became

<sup>&</sup>lt;sup>37</sup> Hojjat Esmaeili Fard, *The Effect of Computer-Assisted Language Learning (CALL) on Reading Comprehension in Iranian EFL Context*, Journal of Academic and Applied Studies Vol. 1(4) November 2011.1-8

40. The participants were Iranian male intermediate EFL learners with the age range of 18 to 25. The results of this research is CALL has positive effect on reading comprehension. The result of T-test supported out hypothesis that there was a significant difference between experimental and control groups. This research becomes the supporting idea of the current research, because the result of the previous research is CALL has positive effect on reading comprehension. Therefore, the researcher focused multimedia CALL and reading, not the other English skill.

Therefore, the researcher concluded that the previous studies above have similarities and differences area of the research. Those previous studies became the resource and foundation to continue the current research about the teachers challenges in implementing multimedia, especially in reading narrative text. In this research, the researcher focused on analysing the challenges faced by English teachers in the implementation of multimedia computer assisted language learning programs in reading narrative text activities, and the challenges caused by related skill and managing issues such as training, preparation and its effective use.