CHAPTER II

REVIEW OF RELATED LITERATURE

In order to give a basic support toward the study, the aspects of the related literature are reviewed in the chapter. It covers teaching reading at Junior High school, the principles design of teaching reading, the stages in teaching reading, the techniques of teaching reading, the role of techniques in teaching reading, and the problems in applying the technique of teaching reading.

2.1 Teaching Reading at Junior High School

The reading activities are keys in someone's life. By reading, one not only get a source of information and enjoyment but also extend one's knowledge about language. Furthermore, teaching reading is very useful for the students since they need publication to keep in touch with wider world. It can make them not as a chatterbox who can only speak a new language but have nothing worthwhile to say.

The teaching reading in Junior High School becomes important because in the case, the teacher not only teaches a foreign language but also provides the students with language skills which will be useful when the students decide to continue their study into higher level. However Callahan and Clark said that mastery of reading is a significant problem in today's schools.[10] Research identifies that from one quarter to one third of secondary school students cannot read their textbooks. Moreover, to read

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[10] Joseph F and Leonard H Callahan. Clark. *Teaching in the Middle and Secondary Schools*. {New York: Macmillan Publishing Company, 1988} Hal 51

the passage which is written in English is not easy for the students since they find that reading a text is a complex process. In reading process, the students get involved in unfamiliar problems including the sound system, structure and mostly vocabulary.

2.2 The Principles Design of Teaching Reading

According to William, "The principles of teaching reading should evolve from the best knowledge available from psychology, educational psychology, and curriculum planning" [11] In formulating these principles, it is necessary to consider their facets of human growth and development including intellectual, psychological and emotional.

Burns has stated, "The principles of teaching reading are generalization about reading instruction based on research in the field of reading and observation of reading practice" [12] Thee are twelve principles of teaching reading which are most useful in guiding teachers in planning reading instruction.

- Reading is a complex act with many factors that must be considered.

  The teacher must understand all parts of the reading process if he or she is to plan reading instruction wisely.

- Reading is the interpretation of the meaning of printed symbols.

  It means that if the person does not derive meaning from the passage, he or she has not been reading, even if the person has pronounced every word correctly.

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[11] Abdul Rasyid.. *A Study on teaching Reading Comprehension at Senior High School in Sumenep.* {Unpublished S-1 Thesis. Malang: English Department,UMM 2006} hal 17

[12] Roe Burns Rose, *Teaching Reading in today's Elementary Schools*. {Boston USA: Houghton Mifflin Company.1984.}Hal 20

- Thee is no one correct way to teach reading.

  The teacher should differentiate instruction to fit the diverse needs of learners in the class. Some methods also work better for some teachers than they do for others. Teachers need to be acquainted with a variety of methods so they can help all of their pupils.

- Learning to read is a continuing process.

  The learners learn to read over a long period of time, acquiring more advanced reading skills after they master prerequisite skills, they can continue to refine their reading skill.

- Students should be taught word recognition skills that will allow them to unlock the pronunciations and meanings of unfamiliar words independently.

  The learners need to learn techniques of figuring out unfamiliar words so that they can read when the assistance of a teacher, parents or friend is not available.

- The teacher should diagnose each student's reading ability and use the diagnosis as a basis for planning instruction.

  The teacher divides the learners into needs groups and teaches them what will really be of help to them, or give each of them an individual course instruction.

- Reading and the other language arts are closely interrelated.

  Reading the interaction between a reader and a written language, through which the reader tries to reconstruct the writer's massage, is closely related to all other major language arts (listening, speaking and writing).

- Reading is an integral parts of all content area instruction within the educational program.

  In the case, the teachers must be considering the relationship of reading to other subjects within the curriculum of the junior high school.

- The student needs to see why reading is important.

  The learners who cannot see any advantage in learning to read will not be motivated to learn the skill.

- Enjoyment of reading should be considered of prime importance.

  The teacher can help the learners to realize the by reading interesting materials to them and by making available good books of appropriate difficulty for them to read on their own.

- Reading should be taught in a way that allows each child to experience success.

2.3 Stages in Teaching Reading

Reading is given more emphasized than other language skills. In the case, the English teacher must be able to encourage their students and make teaching reading more interesting.

There are three stages in the teaching of reading skill:

2.3.1 Pre- Reading Activities

Anderson has stated, "Pre-reading can assist the readers to grasp the essential point of a written passage, an article or a book after a quick appraisal" [13]In the

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[13] Jonathan Anderson, *.Efficient reading a practical guide,*{ Australia: hoogbin poole, inc 1969}Hal 129

case, it provides a systematic approach for gaining the most from reading in the shortest amount of time.

Pre-reading can be done through some activities as follows:

1. Discussion question and prewriting activities that help relate the reading to a student's prior experience, activating and expanding the student's content and formal schemata, building vocabulary, and helping to identify cultural influences that may effect reading comprehension or interpretation. Brainstorming, semantic mapping and free writing might all be used.

2. Prediction activities that draw attention to the organization of the text and to identification of potential themes direction the author may take.

3. Skimming activities that provide students with the general idea of the text and with the identification and organization and development of ideas.

4. Question and other activities that focus on graphic cues such as titles, chapter hidings, indentations and white space as well as any visuals and other text displays that highlight the organization and relative importance of various themes in the text.

5. Scanning activities that highlight key including the technical vocabulary, as well as names, dates, and other important facts.

6. Questions that can serve to focus a student's attention during reading as well as engage the student sufficiently to motivate during in activities.

2.3.2 Whilst – Reading Activities

In the stage skimming and scanning skill are developed and the students are assigned to do exercises. The emphasis of the activity is to guide the students in order to keep paying attention to the text that leads to facilitate the comprehension.

Whilst -reading can be done through some activities as follows:

1. Filling out a graphic while reading: completing a Venn diagram for comparison, a flow chart for process, a table for classification.

2. Guided or controlled writing assignment or discussion questions that encourage students to react and reflect upon what they are reading at key stages in the process and to questions they hope to have answered before the end of activities.

3. Vocabulary building activities from the teacher's instruction that help students find clues for meaning within the text.

4. Periodic paraphrasing and summarizing activities.

5. Time activities should be known by the teachers.

2.3.3 Post – Reading Activities

The activities are aimed at providing review and feedback after reading. When detail work is over, global understanding must be attended to end the text as a whole evaluated and responded.

Post -reading can be done through some activities as follows:

1. Questions to encourage critical analysis and evaluation of the reading.

2. Retelling a story, in the case the teacher is going to know the students' preparation in mastering reading text. The students will retell the story with their own words.

3. Summarizing a story will help understanding the key words that have been written on the text, the students' vocabulary will add and develop.

4. Giving other suitable communicative activities in the form of jumble sentences. It means that the students will give a response to the problems found in the text.

5. During the activity, the students do the tasks given by the teacher, while the teacher monitors and checks the whole group.

2.4 The Techniques of Teaching Reading

The various techniques will be beneficial in teaching reading process when the teachers of reading apply to chance the process of reading. And also he could combine of several techniques. According to Ogle "An eclectic technique as the name denotes, it is a combination of other techniques".[14]

The best elements of other techniques are adapted and selected creativity techniques to improve the decision process are illustrated, their application to the decision process elaborated, and their contribution to organization performance hypothersized. Impediments to the use of creativity techniques are discussed and suggestions made to reduce the effects of those impediments.

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[14] Dona Ogle,1986.*technique for teaching reading effectively*. 1986

Thee are some techniques of teaching reading which can be adopted.

1. **K-W-L-H Technique**

   According to Ogle "It is a group instruction activity that serve as a model for active thinking during reading".[15] Furthemore, the K-W-L-H technique is a good method to help the students activate prior knowledge.

   K- stands for helping students recall what they *KNOW* about the subject.

   W- stands for helping students determine what they *WANT* to learn.

   L- stands for helping students identify what they *LEARN* as they read.

   H- stands for *HOW* we can learn more about the topic.

   Students complete the categories section at the bottom of the graphic organizer by asking them what each statement in the "L" section (What we learned) describes. They use these categories and the information in the "H" section (How can we learn more) to learn more about the topic. Students can also use the categories to create additional graphic organizers. They can use the organizers to review and write about what they have learned.

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[15] ibid, ogle hal 14

Thee is example of K-W-L-H technique.

DINOSAURUS

What we know	What we want to find out	What we learned	How can we learn more
Dinosaurs are large Dinosaurs are dead. They lived a long ago. Thee is a movie about dinosaurs.	- How long ago did they live? - Why did they die? - How do we know what they looked like? - Who are the people who study Dinosaurs?	An archeologist has an exciting life. Dinosaurs eat plants and some eat meat. Some dinosaurs were gigantic, but had small brains. Fossils uncover dinosaur's traits.	Research. Museums. Field Trips. Archeological digs. Videos. Internet computer search.

2. Directed Reading – Thinking Activity (DRTA)

According to Burns, "The DRTA is a general plan for directing learners reading of eithe basal reader stories or content area selection and for encouraging learners to think as they read and to make predictions and check their accuracy". [16]

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[16] Roe Burns Rose, *Teaching Reading in today's Elementary Schools*. {Boston USA: Houghton Mifflin Company.1984.}Hal 310

It means that the DRTA can virtually be used for any kind of reading material, selections, in content area textbooks as well as in basal readers.

The DRTA is directed toward accomplishing the goals. It has two components; a process and a product.

Thee are some processes of the DRTA as follows:

1. Identifying purposes.

2. Guiding the reader's adjustment of rate to fit her or her purposes and material.

3. Observing the reading in order to diagnose difficulties and offer help.

4. Developing comprehension.

And the product components of DRTA consist of skill building activities.

3. Guided Reading Procedures Technique

According to Burns "GRP is designed to help readers improve organizational skill comprehension, and recall, is appropriate for content area reading at any level".[17]

Thee are some steps of guided reading procedures, namely:

1. Set a purpose for reading a selection of about 500 words and tell the learners to remember all they can.

2. Have the students tell everything they remember from the materials, and they record the information on the board.

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[17] Ibid, burns hal 312

3. Ask the students to look at the selection again to correct or add to the information that they have already offered.

4. Direct the students to organize the information in an outline or some other arrangement.

5. Ask synthesizing questions to help students integrate the new material with previously acquired information.

6. Give another form of the test later to check medium or long term recall.

In addition, the GRP offered an effective approach to reading in content areas and added variety to classes. Although it was time consuming, it caused students to be eager to return to their books to verify information and search for additional facts.

4. The SAVOR Procedure Technique

The procedure is based upon the semantic features analysis technique, but it is focused on reinforcement of essential content area vocabulary rathe than merely increase awareness of likeness and differences in words. So, that is a culminating activity for a lesson since learners must have some knowledge of the topic to use it.[18]

Thee are some procedures for teachers in using the SAVOR technique:

1. The teachers introduce the topic and divide the class into groups of more than five people.

2. The members of each group generate words related to the category involved.

3. The students identify features common to one or more of the examples.

4. The student's recorder writes these features across the top of page.

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[18] ibid, burns hal 315

5. Group members then put pluses or minuses in the space where the category words and features intersect.

6. If the students disagree, the teacher should ask them to defend their choices using any needed reference materials.

Thee is example of SAVOR Procedure Technique:

	Two-wheeled	Four-wheeled	Motor power	Pedal power
Cars	-	+	+	-
Bicycles	+	-	-	+
Tricycles	-	-	-	+
Motorcycles	+	-	+	-

5. The Oral Reading Technique

Anthony Manzo has recommended using an oral reading about once week in a content class. The teacher reads aloud about two pages of the text while the children follow in their books. The teacher stops at logical points and asks the children to summarize the information in their own words. [19]

So, the technique will reveal confusions, raise questions, and allow the teacher a chance to work on vocabulary and other points of concern.

2.5 The Role of Technique in Teaching Reading

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[19] Hadi Suryo Setiawan, *The Problems In Teaching Reading Comprehension Faced by The teacher at Second grade of SMP 3 Batu.* {Unpublished S-1 Thesis. Malang: English Department, UMM. 2004.}Hal 21

A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whethe their students to be good readers or not. Theefore, the teacher should be able to establish the students to be proficient in reading activities.

According to Smith thee are five roles in the technique of teaching reading. They are as follows:[20]

1. Helping students to read

It means that a teacher facilities and promotes the admission for every student into the class activities. The classroom should be a place for meaningful and useful reading activities where all students should participate maximally.

Thus, the teacher must help the students to read by making reading easy, not on the contrary. So, the teacher creates learning to read to be easy by which it means that the teacher makes reading meaningful and enjoyable.

2. Providing a chance to learn

The students should be given an opportunity to read by themselves. They get their first chance to overcome some problems through reading text, so that they can develop a little proficiency in reading. By providing a chance to read, the students start reading independently and develop their confidence or being able to manage alone.

3. Teaching letters and words

It is known that the difficult thing in studying English is to remember the

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[20] ibid, hadi hal 32

words and letters. Thus, the students do not learn to rote all the letters of alphabet in order. It is more efficient by studying lists of dozen new words at a time or by doing exercise gradually. By the technique, the students will be easier to memorize the new words.

4. Discouraging the guess

The teacher should be able to increase the students' motivation to read critically by predicting and identifying unfamiliar words where the students comprehend the reading material.

5. Creating interesting and meaningful reading activities

The teacher can try to ensure that the students often have an opportunity to read and hear the stories having an intrinsic appeal to which they will voluntarily pay attention. Therefore, teaching reading is not simply emphasized on the book's instructions. But it also can employ the other sources to forward a significant activity in some ways, for instance; newspaper, magazines, poster, notice, maps, direction signs, etc. Thus, the teacher should offer a chance to students to use or make sense of the materials themselves based on their interest.

2.6 The Problems in Applying the Technique of Teaching Reading

The obstacle in the teaching reading comes from combination factors. Thee are several problems which appear in teaching learning process.

2.6.1 The Learner's Factors

Callahan has stated, "All teachers should know about different kinds of problems learners, to recognize those who can be helped in regular classes and those who need special treatment".[21] Thus, learners have numerous individual differences, but almost all can be helped to improve.

Furthermore, according to Jacobovits, "The student's intelligence influences the student's ability in learning a foreign language. Who has high intelligence will be easier to learn the new lesson".[22] It means that students with high intelligence will understand about reading quickly because they must have a good background of knowledge.

There are four problems faced by the learners as follows:

a) Slow readers may be slow learners. The instruction should feature spaced repetition and adequate explanation. Work should be planned for small groups or individuals who need encouragement. Slow students respond to the teachers who show patience and understanding. It can overcome the social or emotional problems acquired as a result, perhaps, of unfavorable comments by previous teacher that other students work on more difficult material.

b) Able retarded learners work bellows their capacity. Building interests is fundamental and can be done by connecting reading with activities in which they are successful. The variety of materials plus encouragement can help them build their confidence and achievement.

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[21] Joseph F and Leonard H Callahan. Clark. *Teaching in the Middle and Secondary Schools*. {New York: Macmillan Publishing Company, 1988} Hal 294

[22] Ahmad Sokhbirin,. *A Study On The technique of Teaching English Speaking in Man Bangil*. {Unpublished S-1 Thesis. Malang: English Department, UMM. 2002.}hal 21

c) Although bright or gifted students may not be taught of as problem learners, many have poor reading and study habits.

d) Retarded students with emotional, visual auditory and neurological problems require individual diagnosis and treatment. Teachers should be alert to the need to identify such students and to guide them to those specialists who can provide help.

2.6.2 The Environment Factors

These environment factors influence the students in mastering and in learning English. According to Finocchiaro

> Someone who lives in environmental with the society that has high educational and has good attitude toward English will support her ability to master English that has been learned at school can be applied functionally out side school. [23]

On the other hand, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning reading but also in learning English, without practice and applied it outside school he will not understand English perfectly.

Besides, Callahan has stated:

> Culturally different, economically impoverished or educationally disadvantaged the learners may have difficulty because of language or language variety differences, home or environmental conditions, or previous educational experiences.[24]

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[23] ibid, sokhbirin hal42
[24] Joseph F and Leonard H Callahan. Clark. *Teaching in the Middle and Secondary Schools*. {New York: Macmillan Publishing Company, 1988} Hal 294

Therefore, special knowledge, training and expertise are needed for effective teaching of these students. The subject matter teacher should work with the reading specialist in order to outline the concepts, which should be handled sequentially, and to identify materials that will stimulate progress of these students.

2.6.3 The Teacher's Factors

The teacher's skill and personality are the instruments that create the condition for learning. The teaching skill depends on both her proficiency and her knowledge of the technique of language teaching.

There are several problems faced by the teacher in applying the technique of teaching reading.

1. Teachers' Qualification

The teachers' qualification can include their educational background, their experience in teaching, and their mastery in linguistic and reading skill. A teacher with a good qualification will play her role well, and will be able to deal with the linguistic or non linguistic stances in teaching as well.

Therefore, if the teacher's qualification is neglected the problems will arise. As the result, it will be a significant problem where the students will have low mastery of reading skill, or they cannot read their English textbooks. Thus, the teacher's qualification, of course, affects the teaching learning process and the student's achievement in learning English, especially in reading skill.

2. Selecting the materials

The teaching materials are a key component in most language programs.

Whether the teacher uses a textbook, institutionally prepared materials, or her own materials generally serve as the basis for much of the language practice that occurs in the classroom. According to Hadi "The materials of reading hold an important role in teaching reading".[25] The teacher should be aware whether or not the materials could make the teaching reading to be effective.

There are some problems in selecting materials of reading.

a) The text does not have appropriate level for a particular group of students. It can influence students' motivation in learning reading.

b) The text is not interesting for the students. Although, the text is simply enough it may not encourage students to learn. In addition, complex texts and long texts make the students get difficulty to understand.

c) The students cannot discuss the text widely because they do not have any cultural background of the text. So their knowledge becomes limited.

According to Nuttal, to solve the problems above,

there are several considerations for the teachers in developing materials as follows:[26]

a) Whether or not the text is at the appropriate level of difficulty for most students. The teacher can employ some text including only familiar words, while other can include new words.

b) Whether or not the text is interesting to the students. In selecting the reading materials, the teacher needs to choose a text, which has the most immediate

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[25] Hadi Suryo Setiawan, *The Problems In Teaching Reading Comprehension Faced by The teacher at Second grade of SMP 3 Batu.* {Unpublished S-1 Thesis. Malang: English Department, UMM. 2004.}Hal 21

[26] Abdul Rasyid.. *A Study on teaching Reading Comprehension at Senior High School in Sumenep.* {Unpublished S-1 Thesis. Malang: English Department,UMM 2006} hal 21

appealing for the students. Dull materials will produce plodding readers, and is not likely to contribute much to the development of reading competence.

c) The teacher also has to consider whether or not the students have the needed cultural and world background of knowledge. The important aspect of reading is to fill gaps with inferences drawn from the reader's own background knowledge. The does not only help the readers in making inferences about text, it also helps the students learn and remember what they read.

Callahan has stated, "The criteria's to choice the materials in teaching reading skill".[27] These are follows:

a) The material is in accordance with the students' way of thinking.

b) The material is in accordance with the need to learn English technology.

c) The material is useful to develop English language skills.

d) The materials can be self developing.

e) The materials become the basis to develop more advanced abilities

f) The material is in accordance with the function and level of English in Indonesia.

g) The material is in accordance with the student's language skills.

The teacher can also make her or her own material by cutting up information from magazines, newspapers. Sometimes, the students can be bored if they only read the text taken from reading books. Interesting reading such stories, information of science and culture can solve the problems of lack of motivation in reading.

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[27] Joseph F and Leonard H Callahan. Clark. *Teaching in the Middle and Secondary Schools*. {New York: Macmillan Publishing Company, 1988} Hal 129

3. A big number of students

According to Brown, "language classroom should have no more

than a dozen people or so"[28]. The is based on the reason that the students should be

enough to participate and get individual attention in a classroom reading activities.

Furthermore, a big class possibly invites the problems such as:

a) Proficiency and ability vary widely across students.

b) Attention of individual teachers- students is minimized.

c) Teacher's feedback on student's written work is limited.

d) Student's opportunities to speak are lessened.

To overcome those problems, Brown gives some suggestions as

follows:[29]

a) Try to make each student feel important by learning names and using them.

b) Assign students as much interactive work as possible, including plenty get
   acquainted activities at the beginning, so that they feel a part of community and
   are not just lost in the crowd.

c) Optimize the use of pair work and small group work to give students chances to
   perform in English. In grouping, consider the variation in proficiency levels.

d) Use peer editing, feedback, evaluation in written work whenever appropriate.

e) Give students a range of extra- class work, from a minimum that all students must
   do to challenging tasks for students with higher proficiency,

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[28] H Douglas Brown, *Principles of Language Learning and Teaching*. {San Francisco: Addison Wesley Longman, Inc. 2000} Hal 136
[29] Ibid, brown Hal 137

f) Do not collect written work from all of your students at the same time; spread it out in some systematic way both to lighten your load and to give students the benefit of speedy return of their work.

g) Set up a small center in your class where students can do individualized work.

h) Organize informal conversation groups and study groups.

4. The curriculum

Curriculum is the collection of lessons given to the students through the activities called as learning process. Curriculum is not only a set of course but also all activities and experiences that the students have in school.

According to Roesli at all

A curriculum can be defined in several ways. One of them is: a planned and organized series of learning experiences and activities to be made available to students to achieve defined educational objectives. [30]

It means that a curriculum basically includes a major effort to define objectives and efforts aimed at the improvement of the quality and range of learning processes to be experienced by the students. Thus the student is the most important subject of the curriculum. It is the social needs and individual aspiration that the curriculum should aim at.

The main purpose of curriculum reform is to improve the quality of the learning process experienced by students to achieve carefully prepared educational objectives. Moreover, to develop knowledge, value, attitude and students' interest so they have skill successful with responsibility. But if the teacher is not able to translate

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[30] Jack C Richards, *Curriculum Development in Language Teaching*.{ New York: Cambridge University Press. 2001}

the basic course outline into relevant and effective learning processes, the standardized curriculum will be insignificant. Thus, it is the teacher who plays a very important role in carrying out of standardized curriculum. Furthermore, curriculum is seen from the perspective of the teacher for two reasons. In the first place, in the sort of the learner centre system towards which many language teaching organization are moving the teacher is the prime agent of curriculum development. Second, educational reality is not what educational planers say ought to happen, but what teacher and learners actually do.

5. Time portion of Reading skill.

Durations of reading ability should be enough and longer, because reading is a complex process. The cause of the time problem is the allocation of the time English subject is not enough. Rasyid has stated, "Reading passage written in English is not easy, since the students find that reading text is a complex process"[31]. When the English teacher or just ignore to provide sufficient time for reading ability, the teacher will find that the students will be not qualified in reading skill. Sometimes, the English teacher gave an additional time outside of the schedule in class.

Based on the Curriculum (2004) stated, "The allocation of the time is very important for teaching and learning process. The more time the teacher teach students, the more opportunity the students understand their learning"[32]. Therefore, in

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[31] Abdul Rasyid.. *A Study on teaching Reading Comprehension at Senior High School in Sumenep.* {Unpublished S-1 Thesis. Malang: English Department,UMM 2006} hal 20

[32] Penyesuaian dan Penyempurnaan Kurikulum. 2004. *Kurikurulum Berbasis Kompetensi.*{ Jakarta: DEPDIKBUD2004}. Hal 27

teaching learning process the time is one of factors which can influence success student's learning.

6. The evaluation for students

Luhulima at all evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in the area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgment based on clearly defined criteria.[33]

Besides, Freeman defines evaluation as the systematic application of social research procedures for accessing the conceptualization, design, implementation and utility of programs[34]. Furthermore according to Brown ," The evaluating of affective factors has for many decades posed a perplexing problem"[35]. It presents possibly invites three problems such as:

a) The most important issue in measuring affectivity is the problem of validity. Because most of tests use a self rating method, one can justifiably ask whether or not self perceptions are accurate.

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[33] Timisela . Luhulima,Et. Al. *Curriculum 1994 and Textbooks for SMTA*. {Jakarta: Universitas Terbuka Karunika Press. 1987.}Hal 57

[34] Freeman, Diane Larsen Freeman,. *Techniques and Principles in Language Teaching*. {New York: Oxford University Press. 1993}Hal 121

[35] H Douglas Brown, *Principles of Language Learning and Teaching*. {San Francisco: Addison Wesley Longman, Inc. 2000}Hal 167

b) A second related problem in the evaluation of affective variables lies in what has been called "self-flattery" syndrome. In general, test takers will try to discern right answers to questions (that is, answers that make them look good or that do not damage them), even though test directions say thee are no right or wrong answers. In so doing perceptions of self are likely to be considerably biased toward what the test taker perceives as a highly desirable personality type.

c) Finally, test of self-esteem, empathy, motivation and other factors can be quite culturally ethnocentric, using concepts and references that are difficult to interpret cross-culturally.

Callahan has stated thee are the steps in constructing an evaluation plan more easily, in the plan, make provisions to as follows:[36]

a) Test all desired outcomes. Before the teaching of the unit, determine the objectives of the unit, define them as specific pupil behavior, outline the unit content, and draw up a table of specifications that will show the objectives, the content, and the number or weight of the test items to be given in each area.

b) Build the test when the unit is being constructed.

c) Be sure that you test all objectives in proportion to their importance. Following a table of specifications should ensure that the test has the proper balance.

d) Be sure the items are of the proper degree of difficulty. Include some easy items for the slowest students so they will not give up before even trying. Arrange the items from easiest to most difficult so as not to discourage the less able.

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[36] Joseph F and Leonard H Callahan. Clark. *Teaching in the Middle and Secondary Schools*. {New York: Macmillan Publishing Company, 1988} Hal 241

e) Be sure the instruction gives students all the information they need in items they can understand.

f) Be sure the items are clearly worded. The reading level most not be too difficult, the grammar, vocabulary and usage must be appropriate for your purpose.

g) Allow time to write good items and criticize the plan. Try it our once.

h) Keep the mechanics simple. For instance, do not mix types of test items.

i) Plan for easy scoring. Classroom tests and testing programs can and do occasionally have disadvantages or negative side effects for example; test programs may impede the teaching process by so dominating the school program that instruction become totally geared toward tests.

7. Using Media

Some teachers fail in teaching because they can not present the material clearly. Therefore, the teachers need something to help them in presenting materials by using media in order to make the teaching learning process successful. By using media the students acquire experience and do activities effectively so that they get better result. By the variety of teaching aid, make students might be interested in reading.

According to Guts chow thee are several advantages of teaching using media as follows:[37]

a) Media can help to simplify the teaching process, and they can help to perfect it.

b) By using a media the use of mother tongue of the students can be avoided.

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[37] Hadi Suryo Setiawan, *The Problems In Teaching Reading Comprehension Faced by The teacher at Second grade of SMP 3 Batu.* {Unpublished S-1 Thesis. Malang: English Department, UMM. 2004.}Hal 14