

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the study conducted, it includes, Definition of reading, Reading comprehension, Principle of teaching reading, Technique using video in teaching reading, Procedure text, Language feature of procedure text, Generic structure of procedure text, Teaching Reading Procedure text, Media, Nature of media, Types of media, Movie clips, Step of using movie clips, and Previous study.

2.1 Reading

2.1.1 Definition of Reading

Reading is one of the most important skills in learning language besides listening, writing, and speaking. Reading in the students' native language and reading in a second language learned is quite a different matter. Besides, Hudgson (1990) defines that Reading is a process that used by the reader to get the message from what the writer want to state in the form words of written language. Furthermore, defining the nature of reading is also served from Callahan and Clark, (1982:245), they defined that reading is an active process in which people extract ideas, concepts, thoughts, or imagines from the pattern of world. Active process here it means reading need a relationship between body and brain. By reading, the reader will know what they read and challenge to response the ideas of the author, in order that to make the message or information

that comes from the author can be understood and comprehended easily by the reader. According to Brown (2001) describe reading as the ability to draw meaning from printed page and interpret the information appropriately, from the statement above can be concluded reading can be seen as an interactive process between reader and a text.

Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn. Furthermore, Brown (2001) defines reading as an active, fluent process which involves the reader and the reading materials in building meaning. In line with that, Nuttal (1996) affirms that as a receptive language process, reading will result the interaction between language and thought. From that statement can be concluded reader is as an active person in reading process they should be able to construct meaning in the written text and from reading context. It helps to activate prior knowledge and improve comprehension. Asking students to tell everything they know about a topic is a useful way to begin to get students to activate their prior knowledge.

2.1.2 Reading Comprehension

Reading with comprehension means understanding what has been read. Reading comprehension is highly demand of concentration because it is multi component, highly complex process that involves many interactions between readers and what they bring to the text itself (Klingner, 2007). In line with Grabe

(2009) that highlights that reading comprehension is primarily a matter of developing appropriate, efficient strategies. Hence, reading comprehension will be successful when the reader knows which skill and strategy is appropriate for the type of the texts and understands how to apply them to accomplish reading purpose. Based on the definition of reading comprehension above, it is obvious that reading comprehension needs strategy to be built in readers' mind to make easier in extracting the meaning of the text.

The definition of reading comprehension itself according to Irwan (1986) defines that comprehension is an active process in which each reader brings his or her individual attitudes, interests, expectations, skill and prior knowledge. Beside that Tankersley (2005) reading comprehension can be defines as an active thinking process in which a reader simultaneously is extracting and constructing meaning trough interaction and involvement with written language. From those statement can be conclude the readers have to know, understand, identify and translate information which is contain in the text by connecting to the previous knowledge.

2.1.3 The principle in teaching Reading

Related to the teaching reading, Brown (2000) proposes that there are 8 principles in teaching reading as follows:

1. Make sure that students have enough time to read

Students who are already literate in their mother tongue do not always have a good ability while reading the second language text. For that reason, teachers

ought to ensure that students have enough time to do extensive reading to improve their ability.

2. Use technique that are motivating

Students like something interesting. Teachers are expected to be creative in providing teaching technique.

3. Balance authenticity and readability in choosing text

Authenticity here means text which is provided by teachers is about the real world. While the readability deals with the easy of text that can be read and understood. When a text has a lot redundancy, it will be easier to be understood rather than text which has less redundancy. Text which consists of difficult grammatical structure will make students feel lazy to read it. So, teachers should be able to choose the right text based on the students level.

4. Encourage students to develop reading strategies

Since strategies play crucial role in reading activities, teachers have to guide the student before, during and after reading. Teacher can be a model first, and then students will follow it later. Therefore, student will be able to do it independently later on without teachers' guide.

5. Include both bottom-up and top-down technique

Some students prefer to use bottom-up technique, but some others prefer to use top-down. Unconsciously, most of students use both of them spontaneously.

6. Follow the SQ3R technique

The SQ3R (survey, question, read, recite, review) is effective series procedure in approaching reading text.

7. Subdivide the technique into three phases: Pre-reading, during reading and after reading. If reading activities are doing chronologically (pre-reading, during reading and after reading), it will get better result of understanding.

8. Build evaluation about the technique

Reading is receptive skill; it means that it is unobservable. So, teachers have to evaluate students' ability through some ways, like oral, retelling, summarizing and so on.

2.2 Teaching Reading in Senior High School

English, as an International Language, becomes one of the subjects that is taught in Senior high school. Based on the Kurikulum Tingkat Satuan Pendidikan 2006 for SMA and MA, the program of teaching learning English as a foreign language focuses on the aims to develop students' skill in four language skills. The students expected to achieve competencies to communicate orally by using suitable language. The ability to comprehend the meaning in a simple interpersonal and transactional written text, even in formal or informal, in the form of recount, narrative, procedure, descriptive, report, analytical exposition, hortatory exposition, and spoof in the life context.

The teaching purpose conducted by the teacher should be based on syllabus of Kurikulum Tingkat Satuan Pendidikan 2006 for SMA and MA.

The expected learning outcomes outlined for the students of the tenth, eleventh, and twelfth grade on the reading skill are as follows:

(1) Tenth grade: the students are able to: response in the monologue text by using language orally even in formal or informal in the form of recount, narrative, and procedure. (2) Eleventh grade: the students are able to: response in the monologue text by using language orally even in formal or informal in the life context to accesses the knowledge in the form of report, narrative, and analytical exposition. (3) twelfth the students are able to: response in the monologue text by using language orally and to response the meaning in essay even in formal or informal in the life context to accesses the knowledge in the form of narrative, spoof, and hortatory exposition.

In this study, the researcher chooses tenth grade of the students to implement the procedure text in teaching learning process. To bring the student in producing good reading, the teacher must define the media, the material and arrange the strategy to implement teaching and learning process that is use to improve reading skill. Hopefully they can express their idea in reading well and the class becomes fun and enjoyable.

2.3 Techniques in Teaching Reading Using Video

Students like something interesting. Teachers are expected to be creative in providing teaching technique. The reason is suitable technique can lead the student to success learning. Technique can help teacher to be efficient in time and

media. In teaching reading, technique is needed since reading is complex skill and it needs seriousness. Moreover, the researcher will explain about several technique according to Susan Stempleski and Barry Tomalin (1990), that will be explained as follow:

2.3.1 Sound off/ vision on (silent viewing)

This technique can be used either to stimulate language activity about what is seen on the screen (rather than what is being said) or to focus on what is being said, by a variety of guessing/ prediction tasks. The most common ways of using this technique are:

- a. Choose scenes with short exchanges of dialogue, where the action, emotion, setting, situation, etc. (even lip movement), give clues to what is being said. Student guess/ predict the words and then compare afterwards while viewing with sound on.
- b. Use longer exchanges for students to guess the gist or situation rather than exact words.
- c. Play whole sequences for students to try and write suitable screenplays, which can compare with the actual soundtrack.
- d. Use the pause/ freeze frame control at the initial point of each exchange, for students to predict the language on a line by line basis. These are then compared with the actual speeches.

2.3.2 Catch and Credits

In this technique, the teacher selects a sequence from a feature film which shows the opening title and film credits. Prepare a list of between five and ten questions about things written on the screen during the sequence and, make enough copies of the list to give one to each students (unless you are going to write it on the board).

2.3.3 From screenplay to Film

The purposes of this technique are discussion, reading, viewing comprehension. The preparation of this technique is the teacher select a feature film which is likely to appeal to the students concerned and for which a complete screenplay available. Prepare enough copies of the screenplay to give one each student can read the entire screenplay before viewing the film.

Prepare your reading session carefully. First, check on any differences between the published text and video which you will show to the class. Then decide exactly how you are going to read the screenplay aloud. How are you going to deal with the different characters? how you are going to describe the action, what items are you going to explain to the class? are you going to describe parts of the film without attempting to read the dialogue? this technique appropriate for intermediate and above.

2.3.4 Sequencing

Select sequencing in which the order of events is important or complicated. Write not more than ten sentences summarizing the events in the sequence. Put them in random order and number them. The students must then put them in the correct order. If the level of language allows, the students can then reconstruct the whole sequence orally. The purposes of this technique are discussion, oral composition, reading, viewing comprehension.

2.3.5 Sound on and vision on

- a. Student are given a list of items before viewing sequence and have to look for them as they view.
- b. Student are given a list of items after viewing a sequence and have to decide which were in the sequence and which were not.
- c. Student view and listen to the sequence for (e.g.) something beginning with (X), something (blue), something which rhymes with (Y), etc.
- d. Student is given comprehension questions before viewing a sequence and answer the question after viewing.
- e. Student is told what a sequence will be about and have to list the things they expect to hear, see, etc. After viewing, they can then compare and discuss.
- f. Student are given paraphrases of dialogues before viewing and then have to match/ spot the direct speech as they view.
- g. Student is given a cloze passage after the dialogue or of a description of the scene and have to complete gaps while/ after viewing.

2.3.6 Jumbling Sequences

Student view each section of sequence, presented to them out of sequence. They have to determine what has happened/ what will happen in each case and then fit the sections in to a correct or plausible sequence.

2.4 Procedure Text

The term “procedure” by itself refers to an ordered sequence techniques Harmer (2001). According to that statement, procedural texts consist of sequence of instructions designed with some accuracy in order to reach an objective. Furthermore, it can be inferred from the definition, according to Drawn from Purcell-Gates (2007). The purpose of procedural text is to instruct a reader in how to do something, typically written by someone who knows how to do the procedure for someone who must rely on the text to properly do the procedure. From the definition above procedure text is to provide instructions for making something, doing something, and getting something.

There are many types of procedure texts, according to Gatzake (2003), there are two types of procedure text: (1) Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules, how to do it manuals. (2) Texts that instruct how to operate things e.g. how to operate an appliance, a machine, the computer. However procedure text is step how to make something and to instruct how to operate something.

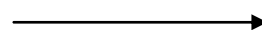
2.4.1 Generic Structure of Procedure text

There are three generic structures in the procedure text, generic structure is the part to achieve the goal of procedure text this statement supported according to Anderson et al (1998;28) gives the structure of procedure text: (1) statement of goals, (2) description of sequence of instructions to achieve the goal. In addition, some of procedure has other stages such as explaining why each step is necessary. The goal or purpose of procedure text as mentioned earlier, to tell the reader how to do or make something Gatzake (2003) which is stated in the title of the text example: 'how to make a milk'. Furthermore, the material used will be stated in order of sequence of instruction is the text arrangement to explain the method to be taken. According to Doddy (2008:74) the generic structures of procedure text are three sections:

- Goal
- Materials (nor required for all procedural texts)
- Steps (a series of steps oriented to achieving the goal)

Similarity, with addition of the fourth component, according to Gatzke (2003) a procedure usually has four components: (1) goal or aim that states what is to be done, (2) materials that are listed in order of use, includes items needed to complete task, (3) method which is a series of steps, (4) and evaluation that states how the success of procedure can be tested, as can be seen in the example below:

How to make Fried chicken



Goal

Ingredients

1. Fresh and cleaned chicken, cut into pieces

2. Spices: turmeric, pepper, and garlic needed
3. Salt
4. Vegetable oil.

Steps

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First, grind the species until they are mixed and soft.

Next, put the chicken in the bowl and pour fresh water into it and the
put the ground spices on it, stir well

Then, after they are well stirred, boll the chicken until the flesh is

Con
necti
ves

cooked and its color turns white.

After that, fry the chicken using vegetable oil until the color becomes
brownies.

Finally, serve your chicken with warn rice and chili. You can also
garnish it with vegetables.

Adapted From “Smart Steps” (2005:53)

2.4.2 Language Feature of Procedure Text

Procedure texts indeed there common stylistic forms, e g preference for imperative forms and a number of typographic elements such as enumerations (Aouladomar, et al, 2006). The more complete view is presented by Gatzake (2003), who states that procedure text usually:

1. is written the simple present tense

2. focuses on generalized people rather than individuals (first you take, rather than first 1 take)
3. the reader is often referred to in a general way, i.e. pronouns (you or one)
4. action verbs (cut, fold, twist, hold etc)
5. linking words to do with time (first, when, then) are used to connect the text
6. detailed information on how (carefully, with the scissors); where (from the top); when (after it has set) and
7. detailed factual description (shape, size, color, amount).

2.4.3 Teaching Reading Procedure Text

Procedure text is set of steps which should be completed in the right sequence to get the goal. In our daily life, we often have to perform some steps to make or get something done. For example, early in the morning, you help your mother prepare cups of tea for all members of your family. In making cups of tea, you have to follow certain procedure in order to get a nice drink. Most of our daily activities are related with procedures. Therefore, procedure text should not be strange for the student or the teacher although, the teacher probably has used English text for a long time, teaching procedure text is still considered as the important material. It is aimed to make students understand and be able to use it in correct grammatical and vocabulary (Depdiknas, 2004 68-69).

Nell K. Duke (2010) Emphasizes that procedure text is explicitly teaching strategies for reading procedure text as needed. Previewing, especially examining graphic of end product if applicable, gathering materials, reading in order, paying

special attention to measurements and other, specifications, comparing illustrative graphic to what you have done at the end of each step (if applicable). Important components of procedural text Instruction are providing opportunities for students to read good procedural text for real-world purposes teach features and strategies as needed, providing opportunities for students to write procedural text for real-world purposes Teach features and strategies as needed. From the definition above the researchers concludes procedure text is type designed to present instruction on how something should be, example directions, recipes, instruction manuals, common features sequencing , issues related to the use of authority are also important.

2.5 Media

Media in this study is the teaching which can help the learning process. By using media the teaching and learning will be effective Tate (1976). More explanation about Media as Follows:

2.5.1 Nature of Media

In teaching and learning process, there are several important components that must be fulfilled. Besides teacher and students, there is another component that should be included. It is something that could help the teacher in the teaching and learning process. It can be called as media. Media is a material that teacher use as a lecture to support or as an additional learning stimulus and to overcome the boredom of students. It is supported by Ur (1997) Media can be used to overcome the boredom of students. Students will enjoy the teaching learning

process and understand about the material given when they are interested in what they are doing.

In teaching reading media can enhance and promote learning and support teacher's instruction. Media can also be used effectively in formal education situation when the teacher explains the material for students, media often helps the teachers in learning process. The use of media intended to make students more interested when the learning process, so they are active in classroom. Using media in teaching and learning process is creative and make students enjoy in the class.

According to Mateer in his article about Using Media to Enhance Teaching and Learning, there are some benefits of media for students:

- Popular media (films, music, YouTube) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.
- Students can hone their analytical skills by analyzing media using the theories and concepts they are studying.
- The use of media in the classroom enables the students to see concepts and new examples when they are watching television, listening to music, and watching movie with friends.

Media help the student's to make them more creative and teacher should be aware of the use of media in teaching learning process, because media is very

effective used in the class. Not only for the students, media is also help the teacher to save the time and energy.

2.5.2 The Types of media

There are many kinds of media which used in teaching and learning process. There are five categories of media in teaching and learning process.

Purwati(2007:26). those are:

1. Visual. This media is concerning with the sense of sight. It can be in the form of pictures, sketches, illustration, diagram, slides, chart, graphs, (pictorial, circle, and lines) drawing, magazine, map, etc.
2. Audio. This media concerning with the sense of hearing. It can be in the form of sound, voice, recordings, radio, pre-recorded plays, etc.
3. Audiovisual. This media is concerning with the sense of sight and hearing. It can be in the form of sounds moving picture, puppets, television, scripted, and improvised dramatization, role playing, etc.
4. Tactile. This media can be in form of exhibits, artifacts, models, sculptured figure, stuffed animals, tools, etc.
5. Virtual. This media can be in the form of internet, website, e-mail, audio video streaming, audio video conferencing, e-news group, and cyber news.

The implementation of those media must be based on the student's need. The media used have to consider to the activities in teaching learning process. So we have to choose the appropriate media in teaching learning process. In here the researcher chooses audiovisual media. One example of audiovisual media is movie.

2.6 Movie Clips

Movie Clips is sequence of the steps which appropriate with procedure text, which is edited by software that usually has been existed in windows system like Windows movie maker. To stimulate teaching reading, Movie clips is very useful because can entertain the student and not take a long to play in the class. It is more efficient in teaching learning process especially in teaching procedure text. It is supported by Harmer (2001; 282) states that we can use a short video extract as one component in a longer lesson sequence, whether to illustrate the topic we are working on, to highlight language. In choosing Movie used in this research, the writer also considers some criteria. The criteria of movie that movie used are the content, purpose, appropriateness, circumstance and validation.

Teachers just need to download it through the internet. By using the movie, students can get the benefit of audio and visual supports at the same time so that will be able to catch the whole message of procedure text better. Furthermore, this movie can help the teachers to avoid general problems in the classroom, like boredom and weariness. It is clear that Movie in this research is expected to give a lot of benefits in teaching reading procedure text since it is chosen selectively. It has length (around 3 minutes up to 5 minutes), educative contents, speech delivery and language level is appropriate for senior high school. Moreover, this movie comes with some materials that can be used for teaching reading procedure text.

2.7 Steps using Movie clips

There are some steps that to be done in order to reach the successful in teaching reading using movie. Milly Fazey (in Burt, 1999) suggest that teacher use a movie as three parts lesson, including previewing, viewing, and post viewing activities. It means that teachers should prepare all of things before playing the movie.

In this study, teacher should prepare certain video which are related the material. It is modified by using movie maker software to become movie clips. Before presenting the movie clips, the teacher must engage the students' interest in what way they will be doing and prepare them to do it successfully. She tells the students or lead them why they are

1. Viewing the movie. Preparation may include a discussion of new vocabulary from the movie or explain about procedure text and the language feature of procedure text.
2. While students are viewing the movie clips, the teacher remains the classroom with the students to observe their reactions and see what they do not understand. The teacher also asks them to take some important notes from the movie based on the procedure text.
3. After the viewing, the teacher reviews and clarifies the complex points, encourages discussion, and explains and assigns follow up activities which are related to the students' texts and materials. Teacher also asks

the students to write a procedure how to make something on the movie clips.

2.8 Previous Study

The issue of applying video in teaching English has been a common subject of discussion in many researches, particularly in the area of writing. The first research from Lilik Students of Surabaya University (2010) “The use of video in teaching writing procedure text to tenth grade students of SMA Wahid Hasyim”. Conducted observation on how video was applied as visual aids in teaching writing procedure text. The result of her study to develops good writing in generic structure and language features of procedure text. The second research from Musa Aditya (2011) “The implementation of video in teaching listening comprehension of procedure text to the ninth grade students of SMP KR Bethel Selung 3 Surabaya” the result of this study showed that video could served it roles as visual aid, in the context of teaching procedure text, good enough so that he made three conclusion: (1) using video in learning listening procedure text increased students’ listening ability which is shown by students’ score, (2) it gave the students enjoyment and pleasure in the teaching and learning process, (3) it made the teaching and learning process, especially listening, interesting and less monotonous. However the researcher would like to focus on her research dealing with the use of movie clip as media to improve teaching reading procedure text at tenth grade in MA Daruttaqwa.