CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some topics related to Reading, Teaching and Learning Media, Developing Material, Autoplay Media Studio and Previous Study.

2.1 Reading

2.1.1 Definition of Reading

There are lots of definitions of reading, one of many definitions is According to Nuttal (1996:4) reading meant getting out of the text as nearly as possible the message the writer put into it. As the readers, we should be able to get what the main idea from the text we had read. In Learning English as foreign language, reading is skill that teacher simply expects the learners to acquire the information from the text. It is considered as the most essential skill with a paramount important. Reading activity involves three expects: Writer, text and the reader.

Reading is essential to success in our society; it is the major avenue to learn, and it must be mastered in school. Because of the importance of reading, especially during the primary grades, difficulty in learning to read influences children's motivation to learn, in *Becoming a Nation of Readers*, Anderson, Heibert, Scott, and Wilkinson, (1985) stated that "Reading is a basic life skill. It is a cornerstone for a child's success in schools, and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success will

be lost" (p.1)

2.1.2 Models of Reading

There is no less than three theoretical models that have been developed to explain the process. These are the bottom-up, top-down, and interactive / psycholinguistic models.

A. Bottom-up Models

In this model concerned with the recognition of individual letters, phonemes and words. This model believes that the reading process begins with individual recognition of letter and phonemic counterparts. This knowledge then leads to the recognition of individual words of the text presented to the reader. Meaning of the whole text is a process of building understanding of individual letters to the word level, then to the sentential level, and finally the text level. This is represented in our model as lexical control, for the model ignores any of the psycholinguistic and metacognitive strategies. The data are understood solely from this bottom-up process. The emphasis is on the printed text and what the reader receives from this, rather than the knowledge that the reader brings to this text (Lisson & Wixson: 1991).

The bottom-up model is that learners learn to read through their ability to sound out letters. Finally, Hawkins (1991) states that "only through understanding of the phoneme-grapheme relationship can a learner be said to understand the meaning of text".

B. Top-down Models

In this model concerned on the reader's active participation in the reconstruction of the meaning in the text, the top-down model look at the reader's knowledge base and his or her ability to make predictions using this base. Based on Smith (1978) argues that the efficient reader looks at the text through the lens of expectations from prior knowledge of the subject area. The reader then adjusts the lens based on outcomes of the reading, and in so doing, confirms or denies expectations.

The top-down model of reading stresses the higher order skills inherent in reading. These higher order skills are primarily the use of predictions and inferences in the process of constructing meaning from past experiences, and the reconstruction of these predictions based on new information incongruent with past knowledge.

In this model, reading was seen as the process in which readers move from the top, the higher level of metal stages down to the text itself (Nguyan Thi Thu Nga, 2009). It is the contrary model of reading with bottom – up reading model. It runs in the different direction with bottom – up model.

C. Interactive/psycholinguistic Models

The interactive model emphasizes both the identification skills, which are represented in the specific information acquisition skills in the bottom-down model, and the global interpretation skills, which is come from the knowledge of the top-down model of making predictions and inferences.

The combination between Bottom up and Top – down models is more useful theory to complete both of those theories which called as Interactive models of reading. An interactive model of reading is a part of metacognition views of reading.

Rumelhart (1986) involves the simultaneous occurrence of two processes belonging to the above models. Understanding depends on both processes of graphics information and reading memory of the reader. This model of reading is the result of both combination of bottom – up model of reading and top – down model of reading which can maximize the strengths and minimizes the weaknesses of both. This model as a useful interpretation of general reading comprehension processes.

2.2 Teaching and Learning Media

2.2.1   Definition of Media

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. Based on Sadiman (2002) said that whatever the definitions of media are, there is a guideline which can be stated about media. Media is anything used to send message(s) from the sender(s) to the receiver(s), so it can be aroused the learners' thought, feeling and interest to gear the students' learn. Media used to deliver some information from sender to receiver; it is also valid in teaching learning, media used to deliver some information from teacher to students.

2.2.2 Kinds of Media

The purpose of media is to facilitate communication and learning. According to smaldino and Sharon (2007:6-7), there are six categories of media used in learning. They are text, audio, visual, video, manipulative (object), and people.

A. Text: an alphanumeric character that maybe displayed in any format, such as book, poster, chalkboard, computer screen, and so on.

B. Audio: Audio is anything that people hear, such as a person's voices, music, mechanical sounds (running car engine), noise, etc. it may be live or recorded.

C. Visual: used to promote learning. They include diagrams on a poster, drawings on a white boards, photographs, graphics in a book, cartoon, etc.

D. Video: These are media that show motion, including DVDs, videotape, computer animation, etc.

E. Manipulative (objects): three dimensional and can be touched and handled by students.

F. People: These may be teacher, students, or subject-matter expert. People are critical to learning. Students learn from teachers, other students, and adults.

All those media can be used in teaching learning process. Those media can be used to increase the effectiveness of communication between teacher and students and to stimulate students' motivation and interest to the lesson.

2.3 Developing Material

Material development is one of ways to maximize the material used in teaching and language learning to gain the goal within suitable with the learner need and target need. According to Brian Tomlinson (2003) material development refers to anything which is done by writers, teachers or learner to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. It is designed to promote language learner better (p.2).

According to Madsen & Bowen (1978) and Swales (1980), who asserted that "good teacher is constantly adapting materials" and Candlin & Breen (1980) who were concerned with evaluating and designing materials, but most references to materials development came in books and articles on methodology, which exemplified methods and approaches by quoting extracts from course books.

In order Tomlinson (2001) states that materials mean anything which can be used to facilitate the learning of a language (linguistic, visual, auditory or kinesthetic). These materials can be presented in print, live performance, on cassettes, CD-ROM, DVD, or in the internet. A teacher can also develop learning materials on the basis of the student's needs (Pinter, 2006). To know the students' need toward English based on the competence that students want to master.

Based on Schon (1987) developing materials as a basis for reflective observation and conceptualization enables teachers to theorize their practice, so here teachers can reorganize or remake the material based on student's need. Developing material in reading skill can provide student's understanding in comprehend the meaning with a good content and interesting design.

The conclusion from these opinions above, material development is reflection of maximizing their practice in teaching learning. It can used books or articles as reference or using media. Recently in this era based on Tomlison's opinion (2001) that material can be delivered by using CD-ROM, DVD or internet
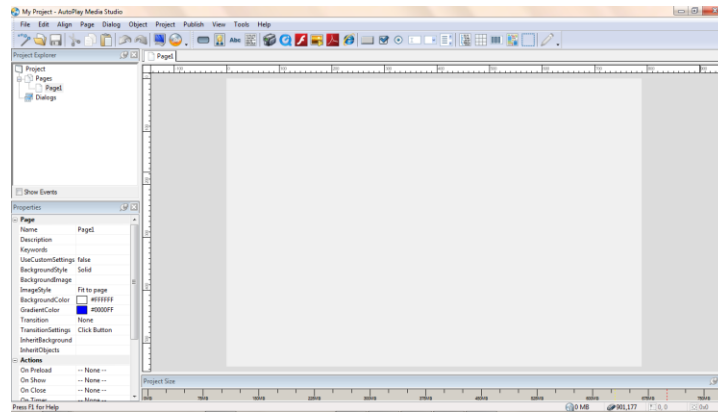
2.4 Autoplay Media Studio

Autoplay is closely related to AutoRun operating system. Autoplay is a rapid application to developing tool. There are various selections object to create software as easy as possible with drag-and-drop method in make it. AutoPlay was created in order to simplify the use of peripheral devices.

Autoplay media studio is a way to teaching and learning which use computer is as media of teaching. The superiority of Autoplay is we can combine all of aspect and design it into interactive reading book. In the case of language learning, computers have significant contributions and lead to better teaching.

2.4.1   Features of Autoplay Media

Autoplay media studio can show the presentation which is containing button action which can connect to several of file, like; Power point, one note, Microsoft office, PDF document, data grid and checkbox. It is also can open QuickTime video, it means you can open various video format and various audio format.

Picture 1.1 toolbar of Autoplay

The uniqueness of Autoplay media studio is if we press the button action will produce various sounds, also the button action which has colorful appearance. It is very important to make students feel curiosity and enjoying. The effectiveness and the efficiency of Autoplay media studio, we can make it once and use it to another presentation and we can edit it if needed. AutoPlay Media Studio 8.0 is compatible with Microsoft Windows 8, Windows 7, Windows Vista and Windows XP.

2.4.2 How to Start Autoplay

Step in making interactive CD is in the following way:

➢ First, open Autoplay Media

Start> All Programs> Indigo Rose Corporation> Autoplay Media Studio 8.0

Click "**Start>**" button in the taskbar, such as picture below
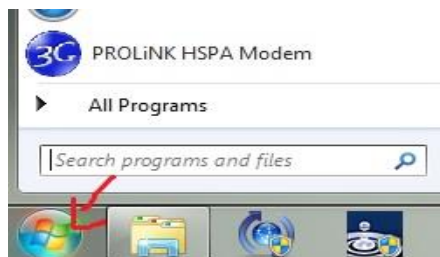
Picture 1.2 start button   Picture 1.4 Autoplay folder
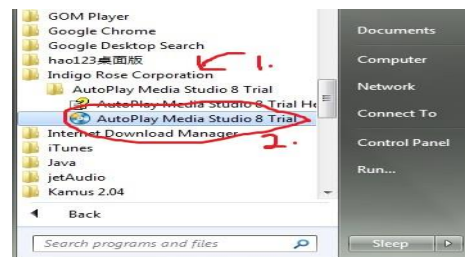
Then click "**All Programs>**" there will be some application that has been installed. Look for "**Indigo Rose Corporation>**" then click and it will open Autoplay folder, run the application with click the Autoplay twice (*see Picture 1.5*)
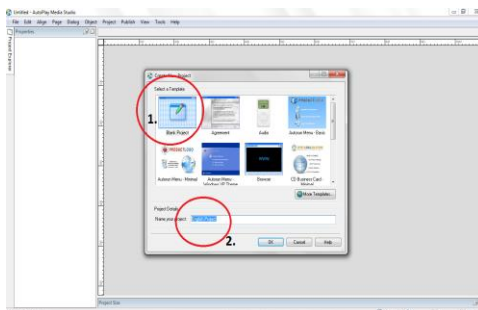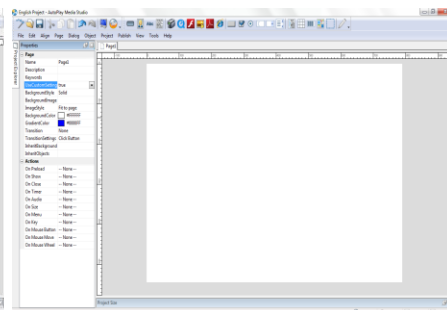

Picture 1.5 loading Autoplay   Picture 1.6 welcome dialog
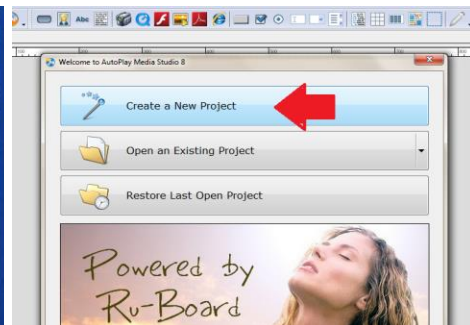
➢ There will be a welcome Dialog,

Click **"Create a new project"** enter the name of project and choose

template which you want

Picture 1.7 dialog new project   Picture 1.8 Blank page

Choose "Blank Project" and rewrite your project tittle in second command *(see picture 1.7).* Now you can start and design your project *(see picture 1.8).* You can design you project interestingly; there are many button that can help you to run your program.

2.4.2.1 Add Button Object

The button is a special interactive object. It responds automatically to the user by changing its appearance when you move the mouse over it or click on it. To make your design attractive, you can put **object** in **blank page.** If you want to add new picture, click "**Object**> **Button (Ctrl+1).** Then choose button that you want

Picture 1.9 Button object   Picture 2.0 Button file
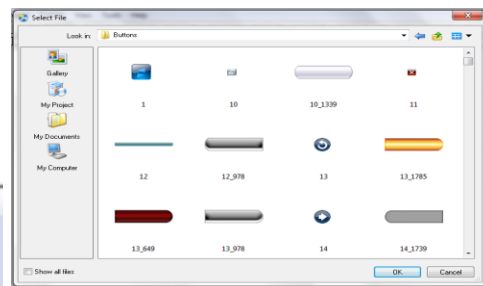
Button object will guide you to link in other page if you custom it, or can play a program.

2.4.2.2 Add Picture Object

The image object allows you display an image (such as a photo, logo or illustration) on the page or dialog and optionally have it respond to mouse overs and mouse clicks.

Click "**Object**> **Image (ctrl +4).** Then choose the picture you want

Picture 2.1 Image object   Picture 2.2 Image file
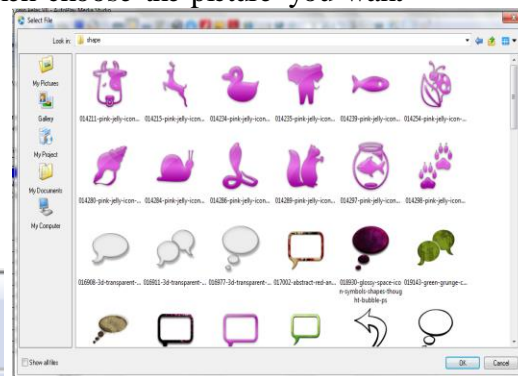
You can directly drag the image file onto the page or dialog. It can be more practice.

2.4.2.3 Add Label Object

The label object allows you to display static text on the page or dialog. The font, size, color and orientation of the text can all be customized to suit your needs.
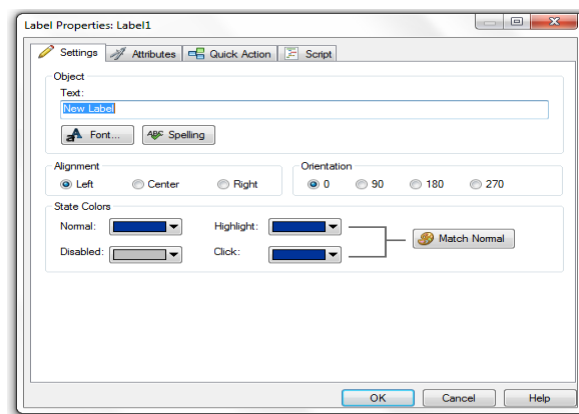
Click "**Object**> **New Label (ctrl +2).** This label used to make tittle

Picture 2.3 Label Object   Picture 2.4 Label Object

Picture 2.5 Label setting appearance

You can change the text in the picture 2.4 and customize the font, size, color and orientation of the text (*see picture 2.5*) to suit your needs and interesting appearance.

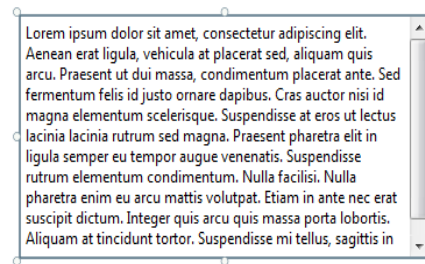### 2.4.2.4 Add Paragraph Object

The paragraph object allows you display scrollable text on the page or dialog where large amounts of text are needed. Many properties of the object can

be customized so that its integration is seamless. Some of these setting include: transparency, fonts, text colors, background colors, borders, scroll bars and alignment.
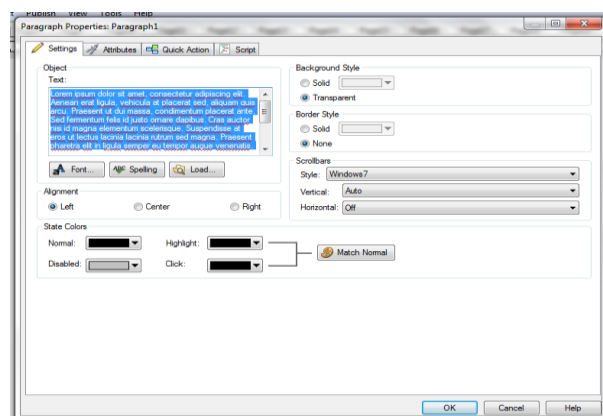
Click "**Object**> **New Paragraph (ctrl +3).** This paragraph used to make a paragraph in **blank page**

Picture 2.6 Paragraph Object   Picture 2.7 Paragraph Object

Picture 2.8 Paragraph Object

You can edit your paragraph as you want the font, size even the appearance of your paragraph in third command of picture 2.2. You can customize the transparency, fonts, text colors, background colors, borders, scroll bars and alignment.

2.4.2.5 Add Video Object

The video object allows you display a video file (such as an AVI, MPEG, or WMV) on the page or dialog. This can be very useful when you want to show

training videos, product previews or just cool moving graphics as part of your application without having to use another program to display them.
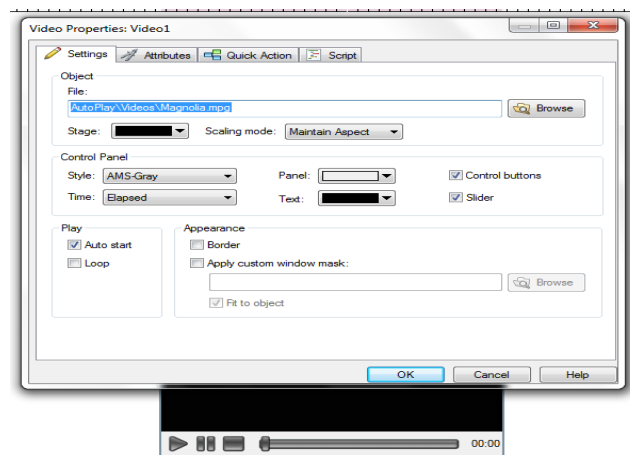
Click "**Object**> **Video (Ctrl +7).** Choose the file that you want to display in the folder you save it.


Picture 2.3 Video Object
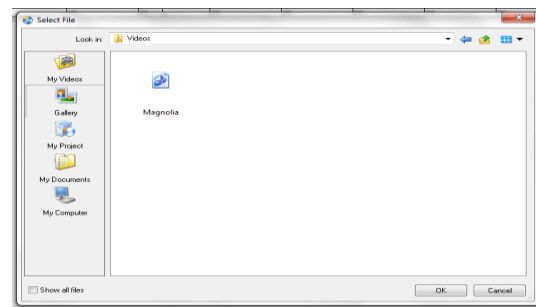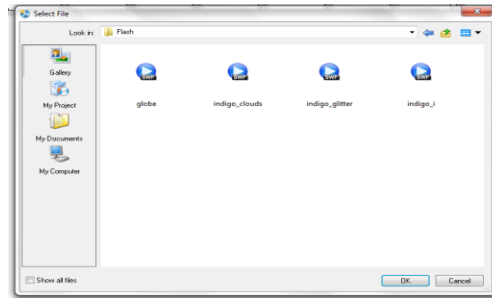

Picture 2.3 Video file

Picture 2.4 Video setting

The object contains a built-in skinable control panel for controlling the video, you can change the skin, and it appearance (*see picture 2.4*). You can also directly drag the video file onto the page or dialog. It can be more practice.

2.4.2.6 Add Flash Object

The Flash object lets you display a Flash (.swf) movie on the page or dialog. Click "**Object**> **Flash (Ctrl +8).** You also can put flash video in this page
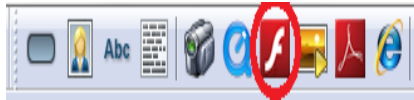
Picture 2.5 Flash Object   Picture 2.6 Flash file

You can directly drag the flash video file onto the page or dialog. It can be more practice. With the addition from flash video, it can make your design more live.
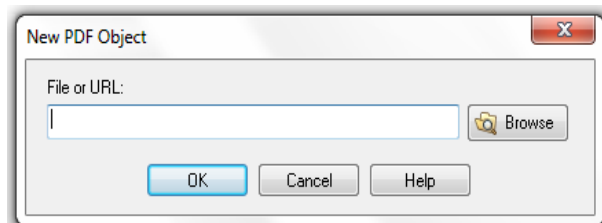
2.4.2.7 Add PDF Object

The PDF object lets you display a PDF File (*.pdf) on the page or dialog, just like it would appear in the Adobe Reader application or web browser. Click "**Object**> **New PDF.** The PDF object lets you display a PDF File (*.pdf)

Picture 2.7 PDF Object   Picture 2.8 PDF Object

In second command you must insert the name of PDF file that you want to open or click "Browse" to search your PDF file.

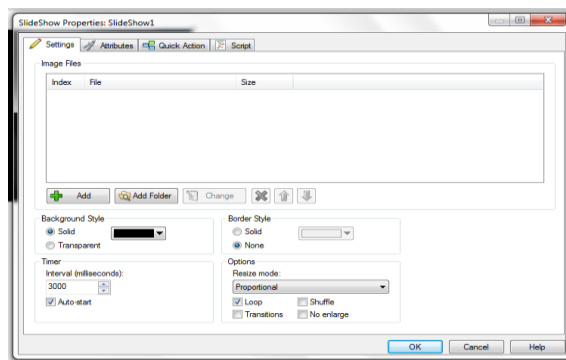### 2.4.2.8 Add New Slideshow Object

The slideshow object allows you to incorporate an image slideshow into your application. The slideshow object contains many settings that can be configured to suite your presentation, such as: background style, border style,

slide duration, resize modes, auto-start, looping, shuffle, slide transition effect, and many more.

Click "**Object**> **New Slideshow (Ctrl +0).** You can design a slideshow that can contain various file that support in Autoplay media studio

Picture 2.9 Slideshow Object   Picture 30 Slideshow setting

You can configured to suite your presentation, such as: background style, border style, slide duration, resize modes, auto-start, looping, shuffle, slide transition effect, and many more.
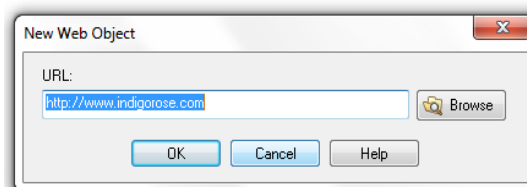
2.4.2.9 Add Web Object

The web object lets you display a web site on the page or dialog, just like it would appear in Internet Explorer.

Click "**Object**> **New Web (Ctrl+9).** This object can open web site on page, it would appear in Internet Explorer.

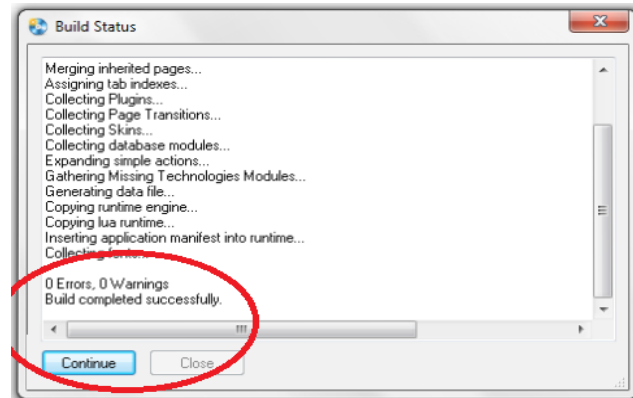Picture 3.1 Web Object Picture   3.2 Web Object open file

In second command you must insert web address the file that you want to open. First you must open your web then copy the address and paste it in the box

(see picture 3.2) if you want to see how well your design work, click preview
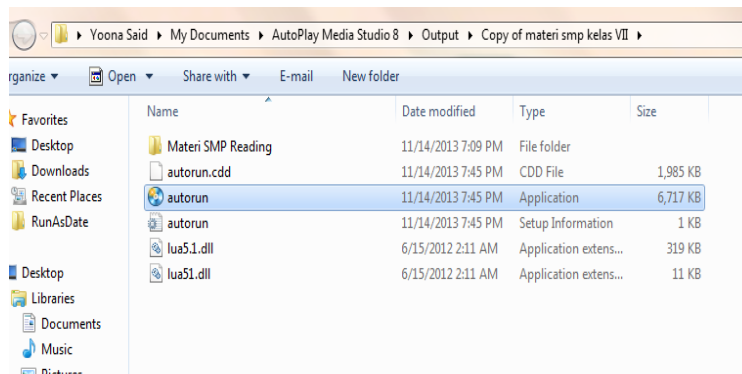
button .

Picture 3.3 Preview Autoplay

If there is a fault in your design, Autoplay will warn you *(see picture 3.3)*

and Autoplay will directly tell where your fault is. If there is no fault your project

will directly run and display your design

2.4.3   How to Run Autoplay

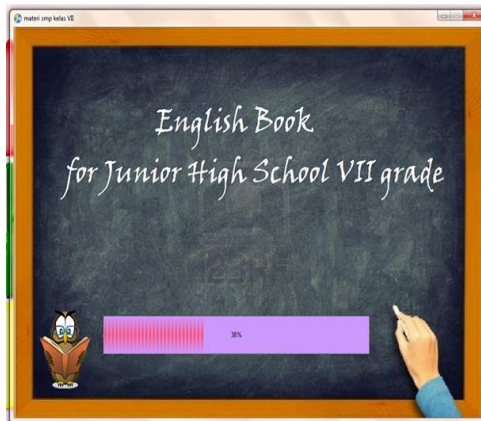After the project has been build [ ], you can follow the steps bellow;

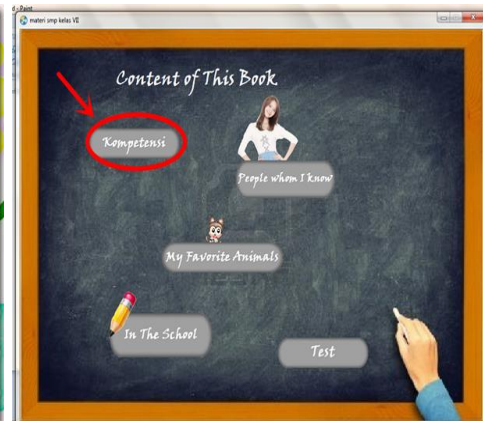> ➢ First, open autoplay that has been burn

Picture 3.4 Autoplay

> ➢ Then, after a while Autoplay will be open and loading the content *(see*
>
> *picture 1.5)*

Picture 3.5 Loading Project   Pictures 3.6 Front pages

- After finished, Autoplay will run the content (*see picture 3.5*) then direct you to jump to the next page "Content of the book" and display the topic of Describing people, animal and thing (*see picture 3.6*)

- Here consist of topic that has been developed by researcher, if you click "Kompetensi" button (look at Picture 3.6), it can directly jump to next page "kompetensi" page (look at picture 3.7) that consist of the language competence that used in this project.
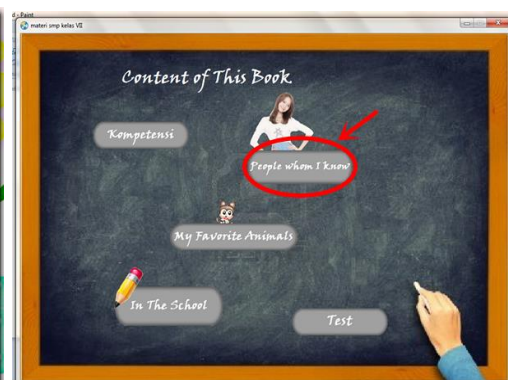
Picture 3.7   Picture 3.8

- This page contains the kompetensi inti and kompetensi dasar that available in curriculum 2013. Then if you click "back" button, you will be back to previous page (*see picture 3.7*)

- You can start to your teaching by clicking "People whom I know" button (*see picture 3.8*) those page contain of describing people (*see picture 3.9*).

Picture 3.9   Picture 4.0

➢ This page begin with contain of structure text of describing people, animal and things. If you click "Next" button (look at picture 3.9) you will jump to the next page but if click "Back" button (look at picture 4.0) you will jump to "the content of book" page (look at picture 3.8)

2.5 Previous Study

Review of previous study is made in order to avoid replication. This study is intended to develop of an English reading material by using Autoplay. The study has been conducted to find the use of Autoplay to develop an English reading material by using Autoplay.

The study has been conducted to find the use of Autoplay Media studio, it conducted by Rini Rusmiasih (2008) "PENGEMBANGAN STRATEGI PEMBELAJARAN KOMPETENSI MEMBACA CERITA WAYANG DENGAN CD INTERAKTIF SEBAGAI MEDIA PEMBELAJARAN MANDIRI UNTUK MATA PELAJARAN BAHASA JAWA SMP" The research problem are: 1) Bagaimanakah mengkonstruksi CD interaktif sebagai media pembelajaran mandiri kompetensi membaca cerita wayang ? 2) Apakah strategi pembelajaran dengan CD interaktif dapat meningkatkan hasil pembelajaran kompetensi membaca cerita wayang? 3) Kelebihan-kelebihan dan kendala-kendala apa saja yang ditemukan

saat CD interaktif digunakan? To answer these questions the researcher used model penelitian dan pengembangan pendidikan (*Educational Research and Design*) by using Borg and Goll method.

In analysis data, the response toward the developing project of strategy learning of Puppet Story reading Competence got the result 52% respondent are very agree and support the development, 45% are agree and 2,5% are not agree. The benefit of development interactive CD in reading competence get result about 40% are very interested, 52, 5% interested and 7, 5% not interested. The support of interactive CD learning in reading competence get result about 20% are very supported, 75% supported, and 5% not supported. Based on the research, the development can be used as the alternative in developing strategy of learning.

Based on the references that researcher found, Autoplay has been used in many educational field but researcher hasn't found in developing English subject, one of example is "Pengembangan media pembelajaran berbasis auto play untuk mata kuliah teknik penerjemahan di Jurusan Sastra Arab" conducted by Sayyidah Ginanjar Rahayu, Universitas Negri Malang (2011). Another reference is a module of Autoplay Media Studio which has been develop in Universitas Negeri Yogyakarta, it is conducted by *Kuswari Hernawati, S.Si.,M.Kom.* a lector in FMIPA UNY. So here the researcher takes it as one of references.

Related to the study, the researcher tries to combine reading and multimedia or interactive CD, it is better to increase student understanding and interest. This research has similarities with Rini Rusmiasih (2008) "PENGEMBANGAN STRATEGI PEMBELAJARAN KOMPETENSI MEMBACA CERITA WAYANG DENGAN CD INTERAKTIF SEBAGAI MEDIA

PEMBELAJARAN MANDIRI UNTUK MATA PELAJARAN BAHASA JAWA SMP". Both of these research uses reading as the basic skill in developing, both of this research also use Autoplay Media studio as media that will be develop.

This research also has dissimilarities with Rini Rusmiasih (2008), in subject material Rini Rusmiasih (2008) using Javanesse subject that will be developed while this research using English subject. In develop project Rini Rusmiasih (2008) using Borg and Goll method while this research using ADDIE MODEL that has been modified by Dewi Aisyah (2011). Rini Rumiasih (2008) also using *Permendiknas Nomor 22 Tahun 2006* as curriculum while this research use *Permendiknas Nomor 68 Tahun 2013*. Autoplay were used to teach another subject of study in the classroom and now the researcher tries to use Autoplay Media Studio to teach English Reading. *Developing English reading material by using Autoplay Media Studio 8* is developed further in this study.