

CHAPTER II

LITERATURE REVIEW

2.1 The Aspects of Reading

According to Burns, Roe, and Ross in *Teaching Reading in Today's elementary schools* (1984, p.2), the aspects of reading are explained that reading act has two components, they are *reading process* and *reading product*. They conceit that the product of reading act is the consequence of utilizing certain aspects of process in an appropriate sequence. The product of reading is the communication of thoughts and emotions by the writer to the reader, the reader's understanding of ideas that have been put in print by writer. Communication is dependent upon comprehension, which is affected by all aspects of the reading process. As well as being a means of communicating generally, reading is a means of communicating specifically with friends and acquaintances that are nearby, the reader must derive meaning from printed page more than decoding symbols into sound.

Besides of the reading product, the other components of reading act are the reading process. Reading process is a method, a movement toward an end that is accomplished by going through all the necessary steps. The aspects of the reading process combine to produce the reading product. When they are combined harmoniously, good communication between the writer and the reader will be created.

After reading these theories, the researcher tries to create the reading activity which will improve students' comprehension by applying the reading

aspect and product in her lesson plan. While creating the lesson plan, the researcher also concerns at the process of the activity, which should make the students move and feel challenged for the activity, to make the students feel easier to achieve the aims that are made by the teacher, and also to improve their reading comprehension.

2.2 Strategy of Reading

Loew (1984) suggested practical teaching reading skill by encouraging students to guess, to tolerate ambiguity, to link ideas, to paraphrase, and to summarize as to stop dwelling on isolated words not vital to comprehension. Grellet (1981) also stated that instead of concentrating on sentences and words, proficient readers read with general understanding and then worked toward comprehension of detailed aspects of the reading. She asserted that reading is an active skill. It involves guessing, predicting, checking, and asking oneself questions continuously.

Furthermore, Chastain (1988) stated that before the first reading task, teachers should provide students how to skim, find the main idea, develop and modify hypotheses, and correct as well as learn from errors. They had to give students practice using the dictionary, taking notes, underlining, skimming, and rereading, as well as making sure that students were clear on the reading task before making reading tasks. He also proposed that students had to know how to use referent and connecting words to establish relationships in and among sentences and paragraphs; to practice timed readings to improve reading speed; to

use scanning and skimming techniques to preview reading materials, predict what the selection was about, and develop expectations about the content of the text.

2.3 Integrated Reading Skill

Integrated skills means the combination of two or more skills in a learning activity. Read (1985) suggested the combination of two skills in English learning. They are listening and speaking, listening and reading, reading and writing, speaking and writing, and listening and writing.

Integrated reading skill defined as the function of learning input of reading to produce learning output in other skill. For example the combination of reading and writing. Teacher asked students to read the text. The reading process became the comprehensible input then students summarised it in paragraph. Besides whilst-reading activities help students integrate their own background knowledge with the new information they get from the text. As students read, they can gather, organize, analyze, and evaluate evidence. They can look for answers to questions they raised and revise their predictions. They can then be encouraged to formulate new questions and predictions (Jacobs, 1999).

The combination of reading and speaking. Students discussed with their partner to find out the difficult vocabulary. The output might be speaking skill by students' presentation in front of class. The combination of reading and listening, teacher asked one of student to read aloud and others listen to get the information from the text. Then they evaluate their comprehending from any exercises. Those activities provided students with the opportunity to articulate their understanding of what they have read and listen.

2.4 Reading Comprehension for Junior High School

There are three main theories of reading comprehension. These theories are Schema Theory, Mental Models, and Proposition Theory (Gunning:1996). He defines a schema as the organized knowledge that one already has about people, places, things, and events. Kitao (1990) also stated the schema theory involves an interaction between the reader's own knowledge and the text, which results in comprehension. This can be very broad, such a schema for natural disasters, or more narrow, such as a schema for a flood.

According to Burn, Roe and Ross (1996: 255), there are two types of comprehension. They are literal comprehension (as the level of understanding of the most basic) and high order comprehension or further comprehension including: (1) interpretive comprehension, (2) critical comprehension (critical comprehension which are among the few lines of text), and (3) creative comprehension (which is beyond the reading comprehension).

In junior high school, reading comprehension is in literal comprehension level as well as the effort to get the information explicitly contained in the text. In other words, it aimed to identify information which is clearly stated in the text from beginning to the last paragraph. An example is the reader trying to find detailed information on the basic ideas that exist in every paragraph, find the reference from any sentences, and find the closest and opposite meaning of words in a passage.

In addition, reading comprehension for junior high school mainly focuses on the different meaning (interpersonal, ideational, textual) in a variety of

interactional texts and monologues especially in the form of descriptive, narrative, recount, procedures, and reports.

2.5 Developing Material

Tomlinson (2001) stated that materials mean anything which can be utilized to facilitate language learning. Those can be provided in printing-text, live performance, on cassette, CD-ROM, DVD, on in online source. Furthermore, Pinter (2006) suggested that to know students need toward English based on the competence which students want to master, teacher is able to develop learning material regarding to students' need.

Tomlinson (2003) also stated material development refers to anything which is done by writers, teachers or learners to provide language input sources and also to exploit those in any ways which maximize the likelihood of intake. It is certainly designed to promote language learner better.

2.6 Reading and Computer Assisted Language Learning (CALL)

Reading and Computer Assisted Language Learning (CALL) is appropriate correlation in improving reading skills. Computer and reading are able to help develop students' reading skills (Kemp, 1993; Chun 1997; Singhal; Hancock, 1999). Besides, they also noted that computer and reading combination can expand students' critical thinking in their reading comprehension.

Authentic reading material became essential issue which considered as inappropriate material with curriculum need in English context as Foreign Language or Second Language. Its contribution inadequately give benefit to

development of students' English skills. It is caused by the different material context. In other hand, Indonesian students never communicate with native speaker from America, or London as standard of English. That's why English material context ought to be reorganized with factual context. (Renanda, McKay;2012). Barazza(2014) also stated that teaching reading model through Graphic Organizer (GO) software could increase reading comprehension of technical students.

Furthermore, MEA or ASEAN economic society considered that authentic material is not required because Indonesian society will communicate more with ASEAN society or Asian Pacific society. So, learning culture and domestic subjects became necessary to promote Indonesia through reading material. It made the English context also changed. This issue became the theoretical framework to develop reading material with software and its assesment in order to promote Indonesia to MEA or enormous scope in the future. This is also beneficial for English learning in Indonesia which will develop English skills demanded in this era.

2.7 CALL Principle and its Model in English Learning

Basic principle in developing CALL material in learning English are a) the suitability with object and curriculum. b) the use of software for goal of study and its evaluation. c) ease of access to software for students. d) The use to improve English skills. e) The efficiency time and place. f) providing material back up for the other possibility happened. This will be developed into three phases based on development principle (Egbert ;2001 and Beatty 2003).

In addition, Chapelle (2005) noted some parts of CALL which is able to be improved in English learning are: a) collaborative project, b) peer-editing compositions, c) e-mail d) blogs e) webpage, f) Videoconferencing, g) reinforcement of classroom material, h) podcasting, i) games and simulations, j) computer adaptive testing, k) speech recognition software, l) concordancing, and m) multimedia presentation.

2.8 Preliminary Study of Reading Development and CALL

Related research and development was ever developed by Arifani (2013) through internal research underlying material development of reading sensitizing techniques. It recognized local potentials in Indonesia such as tourism, culture, arts, and public figure in reading material but has not been developed in reading software yet.

The research development product was reading textbook that is currently utilized by university students in the 1st semester of English department who take Reading I.

In addition, the development of reading material software-based or electronic was also developed by Nadera (2001) in multiple-choice objective test in which answer every question from every short paragraph provided in a computer program. Then, readers only need to choose the correct answer and submit it to get their score automatically.

Huang (2012) also developed reading material where focused on the students perception toward e-reading and e-discussion program. It was an experimental study. The researchers found the activities which able to improve

reading comprehension and students' motivation to read. Students learn e-reading and answer reading comprehension questions in the provided online sheet. Then, they fill online questionnaire at the end of each semester.

Bazzara (2014) developed Interactive Graphic Organizer for university students. It consisted of few reading text for specific purposes. Then, students required to fill provided graphic organizer column in cause, problem and effect form. Automatically, students get feedback for their reading comprehension which is only restricted in cause and effect.

Some of the drawbacks of previous studies on existed online reading material has not been followed by a model of how to read online (which is able to provide examples of how to read text online) so that students can not learn how to read English texts independently.

Then, the test model is still not done contextually and do not reflect to other English skills such as vocabulary, writing, comprehension test given in an integrated manner in accordance with the appropriate context. For example vocabulary skills that have been developed are still carried out in isolation or separated from the context. Therefore, it has not contributed positively to speaking English ability.

This research attempted to develop a prototype learning, evaluation and use of prototype integrated manual reading skills through CALL which is expected to improve English language skills in high school students as well as optimizing the English learning process for both teachers and students inside and outside the classroom. As the importance of reading for supporting speaking, grammar, writing, and the ability to master the vocabulary and the understanding

and the development of critical thinking skills. Therefore, the research development of reading software is very important role in efforts to help the next reading generations in the future .