CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will explain some theories and review from previous experts' study that related to the topic in this research. These explanations are as follow:

2.1 Reading

2.1.1 Definition of Reading

According to Japar (2011), reading is one of language skills which is have a big contribution to the success of language learning together with the other skills. According to Harvey (2012) in his study, reading as one of language skills may be one of the important skills that have to be acquired by the students who learn English language. Reading can be defined as a set of activities in teaching learning which is done to reduce uncertainly meaning to get the information from the text. Anderson (1985) stated that reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information.

2.1.2 Types of Reading

According to Beare (2009) there are four types of reading skills that is used in every language, these are:

1) Skimming

Skimming is high-speed reading in order to get the general sense of a passage or book, not specific detail. When the readers are skimming, they have a general question about the whole text, such as which this passage be useful for them ?, What is the writer's opinion ?, what is the purpose of the passage ?, and what is the general idea of the passage ?. For example: reading newspaper to get the general news of the day quickly, reading magazines to find or discover which articles that would like to read in more detail, and reading business and travel brochures in order to get the information quickly.

2) Scanning

Scanning is very high-speed reading that the readers do when they are looking for specific information. When the readers were scanning, they have a question in mind. In this type of reading, the readers do not necessary to read every word, they skip unimportant words so that they can read faster. For example: reading the schedule of train or airplane, reading a conference guide, reading the "what's on TV" section on newspaper.

3) Extensive Reading

Extensive reading is used to obtain a general understanding of subject and includes reading text for pleasure. For example: reading the latest marketing strategy book, reading novel, and reading magazine or article that interest the reader.

4) Intensive Reading

Intensive reading is used on short text to extract specific information. It usually belongs to very close accurate reading for detail. It is used to grasp the details of specific situation, the reader have to understand each word, number or fact. For example: reading an insurance claim, reading a contract, and reading a bookkeeping report.

2.1.3 Theory of Reading

Pardede (2010) stated that, there are three kinds of theory in reading, they are: traditional theory (bottom–up), cognitive theory (top–down), and metacognitive theory.

1) Traditional View (bottom-up),

According to Reutzel, Cooter, & Allyn (2013) Bottom-up reading models teach students to read the parts of language (letters) to understand a whole text. Nunan (1991) stated that reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text.

2) Cognitive View (top-down)

Top-down reading models teach students to read by introducing them to literature as a whole instead of teaching students to read by sounding out each word in a sentence. Teachers read whole passages of a text and students begin to use context

clues to decipher unfamiliar words. According to Hadi (2006), in this model, the students are demanded to be more active (guessing, predicting, recalling previous experience or information and reading for main ideas) and do not only spend their time struggling to decode word by word.

3) Metacognitive Theory

According to Davis (2011) metacognition requires the reader learn scanning and skimming as well as reading comprehension. In this type the student is aware of the reading processes used in reading before and during the reading process. The students learn the words using memory, while remaining fully aware the word learned is used to read.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

In order to gain the information and to comprehend the meaning of the text, the reader should understand about the meaning of words, phrases, or sentences. Some people defined comprehension as peoples' ability to understand the meaning of something whether in the form of text or oral language. It is supported by Mehrpour, Razmjoo, & Kian (2011) in their study that comprehension is a reader's ability to understand the meaning of something. Comprehension is completely important in teaching learning activities in which it is needed for the learners in mastering language skill. If the students do not comprehend or understand

about the language skill and what for the language is used, the learning English language will not success.

Reading comprehension can be defined as the activities in reading the text in order to get the information and understand the meaning of the text itself. In other words, reading comprehension is the reader's ability to read the text and understand its meaning. It is supported by Yildirim, Zildiz and Ates (2011) statement in their study that reading comprehension is the simultaneously extracting and constructing meaning through interaction and involvement with written language.

2.2.2 Types of Comprehension

According to Day & Park there are six kinds of comprehension, they are: literal comprehension, reorganization comprehension, inference comprehension, prediction comprehension, evaluation comprehension, and personal response comprehension.

1. Literal Comprehension

    Literal comprehension refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times, and locations. Questions of literal comprehension can be answered directly and explicitly from the text.

2. Reorganization Comprehension

    Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding.

3. Inference Comprehension

An inference comprehension involves students combining their literal understanding of the text with their own knowledge and intuitions.

4. Prediction Comprehension

Prediction comprehension involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.

5. Evaluative Comprehension

Evaluation comprehension requires the students to express and support an opinion about some aspect of the text that based on their personal knowledge and experiences.

6. Personal Response Comprehension

Personal response comprehension requires readers to respond with their feelings for the text and the subject. The answers are not found in the text; they come strictly from the readers. While no personal responses are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

2.3   Developing Material

2.2.1. Need Analysis

Needs analysis refers to the systematic process of identifying the standards of skills, knowledge and attitudes. It is very crucial steps in planning any instructional programs. It can be identified as the first step in most instructional design models. According to Songhori (2008) needs analysis has a crucial role in the process of designing and carrying out any language course, whether it is as an English Specific Purposes (ESP) or general English course. Needs analysis ensures that training programs are developed based on identified needs. Without through analysis of the learners and the learning environment, training program will be not successful.

Khan, Ghulamullah, Mohsin, Dogar, & Awan defined need analysis as a process which is undertaken by the trainers, teachers and course designers to ascertain the pre-requisites for developing a course and its implementation. According to Hutchinson and Waters (1987) need is divided into two majors, they are target needs and learning needs.

1) **Target Need**

   According to Hutchinson & Waters (1987) Target Need is an analysis in which it should be investigated in order to find about what is actually the learners need to do in target situation. Hutchinson & Waters (1987) stated that in order to know how to analyze the target need of the learners, there are three cases that should be attention, they are: necessities, lack, and want.

a. Necessities

It is about what the learner has to know in order to function effectively in the target situation. For example: In order to be a teacher, he or she should mastery the topic that will deliver, the teacher should have an ability to manage the class and how to make the students understand with the topic given.

b. Lack

Lack refers to what the learners already knows at previous course, so the teacher can consider what necessities are missing. In other words, lack can be defined as the abilities or competencies which are not possessed by the students to get the best performance in the situation targeted. It is important for the teacher to find out the lack of the students in order to design the language course easier.

c. Wants

It is about what the learners want in learning a language. For example, about the material, the teacher should provide the material that appropriate with the students' expectation. For example; in learning English grammar, if the students expect a lot of formal explanation and practice of grammar, but the teacher only provide very little, there will a clash expectation.

2) Learning Need

According to Grant (2002), learning need assessment has a fundamental role in education and training that leads to changes in practice. It can be undertaken for many reasons. Noessel (2003) stated that the needs of a learner represent the gap between what the learner wants to get out of the learning experience and his or her current state of knowledge, skill, and enthusiasm. In order to know what is needed by the students in learning language, the teacher need to know about why are the learners taking the course, how do the learners learn, what is their concept in teaching and learning, what is their learning background, what sources are available, what are their interest, what teaching styles are they used to, and who are the learners.

2.4 Junior High Students (Adolescent)

2.4.1 Definition of Junior High Students (Adolescent)

Junior high students are the students who are about 10 to 13 years old. According to Harmer (1998), there are three kinds of learners, those are: young learners, adolescence learners, and adult learners. Those three kinds have different characteristic one and another. Because the students of junior high school are about 10 to 13 so that they belong to adolescence learners.

2.4.2   The Characteristic of Junior High Students (Adolescent)

Harmer (1998) stated that the characteristic of adolescence are as follow:

1)   Teenage students are in fact the overall the best language learners

2)   The search for individual identity

3)   Identity has to be forged among classmates and friends

4)   Need peer approval rather than the attention of the teacher

5)   They need task that they are able to do rather than risk humiliating them.

2.5   Story-Based Lesson

2.5.1 Definition of Story – Based Lesson

Story-based lesson is kind of strategy in teaching and learning. In this kind of strategy, storybook is considered as a primary tool or material that based on the student's lesson. In that storybook there are eight stories in which those all stories are belong to recount text. In this storybook the students are required to have literal comprehension in which they have to able to answer the questions on that book directly or explicitly that stated in the text and evaluative comprehension in which the students are required to express and support an opinion about some aspect of the text that based on their personal knowledge and experiences. The story- based lesson involving use storytelling techniques in which have some features, such as: using some pictures or puppets to draw the student's attention, discussing the story to develop the students' thinking skill, fun games, and exercise to check the student's comprehension.

2.6   Recount text

Recount tells the reader what happened and this may involve the author's personal interpretation of events. There are different types of recounts which including personal (my trip to the farm), factual (retelling an accident) and imaginative recounts (a day in the life of a puppy). Recount writing is organized by setting, events in chronological order and a concluding statement.

2.7   Review of Previous Study

There are so many studies that have been conducted by some researches which concerning with the effect of the stories toward the students' four skill, that is listening, speaking, reading and writing performance. These studies are as follow:

First is the study with the title of Classroom Interaction in Story-Based Lessons with Young Learners by Li, Chen-Ying & Paul Seedhouse (2010). In this study, the researchers use story-based lesson for young learners in Chinese. There are two teachers in this study, in which the first teacher taught the students with the standard lesson and the second teacher taught the students with the story-based lesson. In standard lesson, the teacher mainly used textbooks to teach English to the students. In standard lesson, the teacher held a high control toward the students in the process of teaching and learning English lesson.

In story-based lesson, the teacher use storybook as the primary tool. In which, in preparation stage, the teacher use visual aids such as; puppets and pictures to attract the students attention, introduce key vocabulary, and activate the student's background knowledge. Then, in core activity stage, the teacher

reads or tells the story and helps the students to comprehend the story by means of gestures, tone of voice, facial expression, sound effects and mime. The teacher also gets the students involved during the process of teaching and learning English lesson. Then, in follow-up stage, the teacher makes a story discussion, provides fun games, and exercise to check the student's comprehension.

The result showed that in story-based lesson, there are more variations of interactions patterns, and overlapping occurs more frequently. Moreover, a lot of students also could express a wide range of language function anytime in a lesson. In addition, the students also have high initiations, such as; develop their argument and give comments on the story however, mainly are still in the LI Chinese. But, in the last the researcher said that what and how the students learn from the story-based lesson is related to how the teacher uses the story in the classroom and what the teacher expected his or her students to learn from listen the story.

Second is the study with the title of Using Story-Based Lessons to promote Speaking Skills by Al–Sawafi, Oemar Said & Dhahira Region (1998). In this study, the researcher use story-based lesson to teach speaking skill for the ninth grade students of General Education. The researcher use storytelling technique to deliver the lesson. The purpose of this study was to know the effectiveness of the story-based lesson for the student's speaking skill. The result of this study showed that story-based lesson can improve the student's speaking skill since the students are required to listen the repetition of words, phrases, and sentences. They stated that when the students were listening to the story, they will get so many new vocabularies. In which vocabularies is one of important thing that have to be

mastered by students to produce a language. The study showed that the students who have rich vocabulary will produce the language better. Moreover, they will feel comfortable to use it as their communication in class.