

Chapter II

Review of the related literature

This chapter reviews the understanding theory used study concerning with development reading material and CALL. To be more specific, this related chapter discusses about.

2.1 Reading

2.1.1 Definition of Reading

There are lots of reading definition, one of many definitions is stated by (Rael, 2004) that reading is a skill which may be acquired and must be practiced and reading is also the process of looking at a series of written symbols and getting meaning from them. We receive information through it. But the complex process of reading also requires the skill of speaking. So that, we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves) Reading can be done silently (in our head) or aloud (so that other people can hear)

Reading is essential to success in our society. It is the major avenue to learn, and it must be mastered in the school. (Guthrie, 2004) states that a widespread goal of education in the elementary grades is reading comprehension for all students. One reason that motivation and engagement may influence the development of reading comprehension is that motivated students usually want to understand contents of text fully and process information deeply.

2.1.2 Reading comprehension

Reading comprehension is not a single step or easily acquired skill. Comprehension is a process that involves thinking, teaching, past experiences, and knowledge. The basic of reading comprehension is word identification and decoding. Reading comprehension is needed to the students who have less comprehension and less knowledge.

(Ortlieb, 2013) Reading comprehension can be used as strategy to teach. The eight study of reading comprehension strategies are (1) predicting/infering, (2) visualizing, (3) making connections, (4) questioning, (5) determining main idea, (6) summarizing, (7) checking predictions, and (8) making judgments (evaluating). Reading comprehension purposes to make students capable of reading fluency. In order to reach the fluency reading as the way of reading comprehension, (Ates, 2012) states that reading has three main components that construct a way to get meaning from text. The first component is decoding. Readers must be able to define words in the text correctly with minimal errors. The second component of fluency reading is automaticity. The third component is reading prosody. The reader must be able to read a text syntactic and semantic by using appropriate units in the text. If readers read quickly and accurately but with no expression in their voices, they will put same emphasis on every word, and have no sense of phrasing, and if they do not pay attention to punctuation and other markers showing pauses, then it is not possible that they will make sense of what they read.

2.2. Material Development

Material development is a material which is developed in teaching and language learning to find the goal within suitable with the learner's need and target need. Material also needs assessment. So the student assessment is measured by cognitive skills reading material (Hermida, 2009). So, the goal is to find or measure the students' assessment. (Chang, Shung&Hou, 2006) states that draft of teaching plan which is prepared by teacher must develop as like as design stage and the actual teaching needs, and place the completed materials onto the website for students review before and after the class.

2.2.1 Reading Material for Elementary School

(Fatmawati, 2009) states that curriculum consists of syllabus which is already programmed. In curriculum KTSP, syllabus only describes the contents of material for main subject. (Sutardi, 2011) defines that reading competences should appropriate with basic competences.

In reading competences for fifth grade students of elementary school, the indicator is reading aloud four texts (descriptive, narrative, procedure, recount text). He also finds subject matter which students need in reading. The general topics in "Public places" such as "Post office, Art Centre, Zoo, Museum, City Park, Bus Station, Library, Hotel, Beach, Bank, Restaurant, Botanical Garden, Hospital, and Stadium". Description materials are: a) vocabulary which related with topics used b) expression that is used for asking and giving information related to the topics that selected. Example: 1) *What are there in the museum?* 2)

Where can I send a letter? Dan 3) I want to go to the bank, etc; b) Teks/Cerita pendek tentang "Bali Museum, Art Center, City Park, dan Jagatnatha".(KTSP, 2011)

2.2.2 The criteria of good reading material for elementary school

Standard Kompetensi	Kompetensi dasaar
Membaca 7. Understanding English language text very simple in contextual school	7.1 Read aloud with well pronunciation involve: Words, phrase, and simple sentence 7.2 Understanding sentence, and descriptive text very simple correctly

2.2.1 Table of SK and KD for English

Sub Kompetensi Dasar
7.1.1 Read aloud with well pronunciation involve : word 7.1.2 Read aloud with well pronunciation involve : phrase 7.1.3 Read aloud with well pronunciation involve : simple sentence 7.1.4 Read aloud with well pronunciation involve : simple text 7.2.2 Understanding descriptive sentence simply and correctly 7.2.3 Understanding letter word and descriptive very simply and correctly

2.2.1 Curriculum of KTSP

(Fatmawati, 2009) states that the criteria of English material that should be achieved by the students is also appropriate with standard that is displayed above. Here, the researcher displays the criteria to make the material. Based on (Harmer, 2001), the criteria are:

- a. Learn ability: Easier Material to be taught at first
- b. Frequency: Inputting items which is frequently used native speakers in language.
- c. Coverage: Item which have scope larger that is first taught
- d. Usefulness: Inputting the item which useful in certainly context

2.3 CALL

The term interactivity in the context of CALL has traditionally been associated with human-computer interaction – the stimulus / response / feedback paradigm – involving the use of a range of stimuli (text, images, audio or video), learner responses using a range of input devices (keyboard, mouse, touch screen or speech) and various types of feedback (text, images, audio or video).

2.3.1 Definition of CALL

(Olibio, 2010) CALL is a technique to use technology in the field of language learning and also an approach to language teaching and learning in which computer technology is used as an assessment to be learned, including a substantial interactive element.

(Gamper, 2002) defines that CALL is a research field which explores the use computational methods and techniques as well as new media for language teaching and learning. The use of new media and information technologies for language learning and teaching has become a research discipline on it was known as computer assisted language learning (CALL).

In the term of interactivity in the context, CALL has traditionally been associated with human-computer interaction – the stimulus / response / feedback paradigm involving the use of a range of stimuli (text, images, audio, video).

2.3.2 Interactive Dreamweaver

Adobe dreamweaver is a web development tool, initial versions of the application served as WYSIWYG HTML editors but more recent versions have incorporated notable support for many other web technologies such as CSS, Java Script, and various server-side scripting frameworks the software is available for both the Mac and Windows platforms, but it can also be run on Unix-like platforms through the use of emulation software such as Wine. Dreamweaver is a tool that has been created with the Web developer in mind. One of its features is the Layout View that enables the user to create tables visually. Since tables are mainly used for layout purposes in HTML, it would make sense to create tables visually (Sambathan, Denakharan 2011).

The kind of interactivity has been developed by adobe dreamweaver. It is completely useful because some teachers implement technology which used

interactive approach to the students by displaying web consist of (images, sound, video, etc).

2.3.3 Xampp

Xampp is an application that provides a connection / local connection as a place to run the system and connect to another computer. It has the same function with dreamweaver. Based on target needs, we need to run Xampp because the function is more specific than dreamweaver. To make CALL easy and better, we need these applications. Xampp is needed to make students know the meaning of reading material based on CALL well. Using xampp can change mindset of the student when learning process is implemented by technology.

2.3.4 Implementing CALL in Reading Class

If implementation of CALL in language class does not have facilities to support CALL method, it could not be implemented. In using CALL, there should be media that appropriate like as computers. Alternatively, if the media is can not be implemented, implementation CALL can be held by paper. It means that the school needs LCD to display CALL project. So, the student will understand about the material displayed on the screen LCD and they will comprehend about the material.

As stated (olibie, 2012), implementation CALL can also be used as assessment system. It means that can measure the student when they have done to do exercise. So the result of each the students will appear.

2.4 Review of Previous Study

This previous study was reviewed in order to avoid imitation. In this study, there were three previous studies. The first was a thesis was entitled “Developing English vocabulary material using CALL instruction on the 3rd grade students SD Muhammadiyah Manyar GKB” it was done by (Oktaviani, 2008). It was found the previous study related to this research. The design of her study is development material. The result of this study shows that this product is in the form of CD-ROM, it just should be inserted on the CD-ROM and run it. Then, it makes students easy to do and operate. The advantages here are for teacher and also students. Especially for teacher, this product perhaps could help combine the way in teaching English with other ways.

The second was done by (Walid, 2014) with title “Developing literacy instruction by using integrated CALL for elementary school”. He develops the material by using CALL but it was about applying longtion autorun, and the result was most student feel happy and fun with the application because by using longtion autorun makes learning process was not boring.

The third was done by (Dewi, 2013) with title “Developing the vocabulary using CALL for the fifth grade students at SDN Randagung 2 Gresik”. The result was students were interested, enjoyed and were more enthusiastic in learning English by CALL and new media. The students’ score significantly increased after using the media.

Eventhough those previous studies were quite similar, but they are different in the object study of developing. The researcher describes developing material in teaching reading using CALL and this researcher uses research development design. Related to that study, the researcher tries to find a different way in introducing new reading material by using different media. This material is to teach reading material in fifth grade in elementary school.