CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a discussion on the literature related to this research. It addresses the teaching of English at collage student including reading comprehension and developing material.

2.1 Reading

Many experts have differently defined the word reading. According to Grellet (1985) reading is assigning meaning and extracting information from written texts. It means reading requires some abilities to extract information from a text and to construct new understanding. Guy (1993) states that reading is the recognition of printed or written symbol that serve as stimuli to recall meanings. It shows that reading requires the ability to recognize symbol or printed words and to construct a meaning from a text. However, according to Klingner, Vaughn and Boardman (2007) reading is a process of constructing meaning that can be achieved through dynamic instruction suggested by the text, and the context of the reading situation. It is also supported by McEntire (2003) who defines reading as a constructive process which the prior that the prior knowledge and experience are important to get proper understanding of the information in a text. Appropriate comprehension is possible to obtain as doctor who reads a medical article would find it better in comprehending the text than the farmer.

Furthermore, Grabe & Stoller (2002) state that the idea of reading is also to do with purposes, experiences, strategies, skills, and even attitude towards reading. It means that reading facilitates a writer to share knowledge, ideas and feelings with reader, where both of them have

their own language patterns and experiences. It indicates that reading is not only getting messages from a text, but also utilizing the reading purposes and strategies to do with.

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2.1.2 Reading Comprehension

Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. It suggests that

comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. Furthermore Day and Park (2005) also propose several types of comprehension, as follows.

1. Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text.

2. Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated in text.

3. Reorganization is rearranging information from various parts of a text in order to get new information.

4. Predictive comprehension is integrating reader and their own knowledge about that text in order to determine what might happen next or after it is finished.

5. Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension judgment about some aspects in a text and ability to redevelop an understanding by using related issues.

6. Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings.

From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the comprehension skills but also on the reader's experience and background knowledge.

2.2 English for Specific Purposes

In this study, the researcher tries to develop the English reading materials for the computer engineering and network student in SMK NU GRESIK, which is in this department include on

the English for Specific purpose, so the researcher considers that ESP (English for Specific

Purposes) must be explained too.

2.2.1 Definition of English for Specific Purposes

Hutchinson and Waters (1987: 19) state that English for Specific Purposes (ESP) is an

approach to language teaching in which all decisions as to content and reason for learning. In

other words, ESP is an approach to language learning which is based on learner's needs

Dudley-Evans and St John (1998:4) state that a definition of ESP can be seen through

two characteristics:

Table 1.: Two Characteristics of English for Specific Purposes

Absolute characteristics	Variable characteristics
a) ESP is designed to meet specific needs of the learner. b) ESP makes use of the underlying methodology and activities of the general English. c) ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres that are appropriate to activities	a) ESP may be related or designed for specific disciplines. b) ESP may use in specific teaching situations, a different methodology from disciplines it serves. c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it can be used for learners at secondary school level. d) ESP is generally designed for intermediate or advanced learners; and e) Most ESP courses assume basic knowledge of the language system, but it can be used

	with beginners

Therefore, ESP is a language centred approach that meets the needs of the learners in their specific field, such as science, technology, and academic learning. It means the teaching and materials of ESP are based on the result of needs analysis. ESP concentrates more on language in context than on teaching grammar and language structures. What is taught for ESP learners must be related to the t are expected by them). So, the ESP teachers should think about what is needed by the learners and understand the nature of their situation from their subject area.

2.2.2 Reading For Specific purpose

The purpose of reading and the balance between skills and language affect the teaching of reading in English for Specific Purposes. Two contributions to the approach to reading in English for specific purposes (ESP) are of prime importance, as in.

One of them is the shift from the text as a vehicle of information. The key principles for ESP learners are that extracting information accurately and quickly is more significant than language details; that understanding the macrostructure comes before language study; and that application of the information in the text is extremely important. The reader first processes the language and then links the ideas to prior knowledge. The second significant contribution to teaching reading on ESP courses is the recognition that good reading requires language and skills. According to, less successful foreign language learners had a fragmented approach to text, while successful learners went for overall meaning, guessing or skipping language and information. As referred in, several hypotheses were tested about the role of language and skills', showing that poor reading in a foreign language is due in part to poor reading in L1, together

with an inadequate knowledge of the foreign language. The learners need to reach a threshold level of L2 before they are able to transfer any L1 skills to their L2 reading tasks.

The reading component of an ESP course thus requires a balance between skills and language development. Some of the crucial skills to be learnt or transferred into the new language are, as referred in: selecting what is relevant for the current purpose; using all the features of the text such as headings, layout; skimming for content and meaning; scanning for specifics; identifying organizational patterns; understanding relations within a sentence and between sentences; using cohesive and discourse markers; predicting, inferring and guessing; identifying main ideas, supporting ideas and examples; processing and evaluating the information during reading; transferring or using the library books to assess whether readers had understood information while or after reading.

Most of these skills are composed of several processes, of which skimming and scanning are useful first stages for determining whether to read a text or which parts to read carefully. Once a text has been identified as relevant, then ESP readers need to read carefully, extract meaning and consider the author's attitude.

2.2.3 The Teacher's Role in English for Specific Purposes

Dudley-Evans and St John (1998:13) use the term "practitioner" rather than "teacher" to emphasize that ESP work involves much more than teaching ESP practitioners can have several roles:

1) The ESP practitioners as a teacher

ESP is a practical discipline with the most important objective of helping students to learn. The ESP practitioner is not the primary knower of all content of materials. The ESP learners may know more about the content than the teacher. So, the ESP practitioner has the

opportunity to communication in the classroom. The ESP practitioners are as a consultant who has the knowledge of communication practices. However, they need to discuss with the students on how best to explore these practices to meet the objective they have. So, there is a good relationship between the ESP practitioner and the learners. Sometimes, the ESP practitioner gives some advice to the learners. ESP teachers also need to have considerable flexibility, be willing to listen to learners, take interest in the disciplines or professional activities the students are involved in, and to take some risks in their teaching.

2) The ESP practitioner as course designer and material provider.

It is recognized difficult to find out the materials that are suitable with the learners need and characteristics. Therefore, the ESP practitioner has to be able to provide the materials that are suitable with them. In providing materials, it can be involving selection of published material, adapting material if it is not suitable, or writing the materials. ESP teachers also need to assess the effectiveness of the teaching material used whether it is published or self-produced.

3) The ESP practitioner as researcher.

ESP teachers need to be familiar with the research. Teachers carrying out a needs analysis, designing a course, or writing teaching materials need to be capable of incorporating the findings of the research, and those working in specific ESP situations need to be confident that they know what is involved in skills such as written communication.

4) The ESP practitioner as collaborator.

It is believed that subject-specific work is often best approached through collaboration with subject specialists. This may involve:

a) cooperation in which ESP teachers find out about the subject syllabus in an academic context or the tasks that students have to carry out in a work

b) specific collaboration so that there is some integration between specialist studies or activities and the language.

c) specialist checks and comments on the content of teaching materials that the ESP teacher has prepared.

5) The ESP practitioner as evaluator.

The ESP practitioner is often involved in various types of evaluation such as testing of students and evaluation of materials. Tests are conducted to assess whether students have the necessary language and skills and the level of their achievement. Evaluation of teaching materials should be done while the teachinglearning process, at the end of the teaching-learning process, and after the teaching-learning process has finished, in order to assess whether the learners have been able to use of what they learned and to find out what part that they have not understood.

2.2.4 The Learner's Role in English for Specific Purposes

According to Fiorito (2005), there are some learner's role in ESP classroom:

1) Interest for Learning

People will learn the language if they are interested in learning language. The ESP learners will acquire English if they find an interesting and relevant with their professional work. Actually, they are more interested in learning the meaning of the language they hear or read related to their fields or jobs than learning which is focusing on the linguistic input or isolated language structures.

2) Subject-Content Knowledge

Generally, the ESP learners have known what they need to use English. Therefore, knowledge of the subject area enables them to identify a real context for the vocabulary and the

structures of the ESP classroom. In such way, they can take advantage of what they already know about the subject matter to learn English.

3) Learning Strategies

The ESP learners have to have some learning strategies in learning language. For example, the skills they have already developed in using their native languages will make learning English easier although they will be working with students whose English will probably be quite limited. The language learning abilities of the adult in the ESP classroom are potentially immense. Educated adults are continually learning new language behavior in their native languages, since language learning continues naturally throughout the lives. They are constantly expanding vocabulary, becoming more fluent in their fields, and adjusting their linguistic behavior to new situations or new roles. ESP students can exploit these innate competencies in learning English. The ESP learners have to master English for specific area. In terms of this situation, the ESP learners have to learning language in different ways. They should be concentrating only in one specific area. For that reason, Content-Based Instruction is chosen to conduct in providing the materials for ESP learners in order to give them in focusing content on their specific area.

2.3 Developing Material

Material development is basically dealing with selection, adaptation, and creation of teaching materials (Nunan, 1991). In practice, it focused on evaluation, adaptation of published materials and creation (development of teaching materials by teacher in line with the existing syllabus). Whereas, Dudley Evans and St. John (1998) Suggest that for teachers of ESP courses, teaching materials function as a source of language; as learning support; for motivation and stimulation, and for references.

The researcher who tries to develope material should have to know who the subject is. Knowing the characteristic of the subject plays an important role for the success of developing their material. In this research, the researcher takes the computerengineering and network student in SMK NU GRESIK. On that level, which is the advance level the collage students must be interested and feel that the material which given by the teacher are useful for their future life to find a good carrier. As we know in this level, the collage student should get the appropriate material based on their need.

For many teachers, selection of teaching materials is based on their availability. Furthermore, chosen materials determine the content of the course. Quite often it serves as a justification and explanation of the use of the same syllabus with different students. In student centered instruction, the appropriateness of materials includes student comfort and familiarity with the material, language level, interest, and relevance.

However, in some situations teachers are dependent on the materials and are required to use the same textbook over and over again. Potentially there is nothing bad in using the same teaching materials, if everything is conceptualized through a learner-centered approach. The same article or audio story can be used for developing reading or reading comprehension skills, cultural awareness, expanding vocabulary, etc. Thus, as K. Graves points out, teaching materials are "tools that can be figuratively cut up into component pieces and then rearranged to suite the needs, abilities, and interests of the students in the course (Graves K., 1996: 27).

Developing material itself always accomplish by techniques for materials adaption. Based on Tomlinson and Masuhara (2004) there are various technique for material adaptation and those are divided into three categories in term of quantity:

Plus (+), Minus (-) and Zero (0) categories.

Plus category	
Technique	Example
Addition	Lecturer may add different texts and/or activities
Expansion	Lecturer may expand text and/or activities by increasing the length, difficulty, depth, etc.
Minus category	
Deletion	Lecturer may delete some texts and/or activities altogether
Subtraction	Lecturer may decrease the number of sentences in a texts or part of an activity
Reduction	Lecturer may reduce the texts and activities by decreasing the length, difficulty, depth, etc
Zero category	
Modification	Lecturer may make changes to instruction
Replacement	Lecturer may swap one activity with another
Reorganization	Lecturer may change the position of texts and illustrations
Resequecing	Lecturer may change the sequence of the activities
Conversion	Lecturer may change the genre of a text (from narrative to poem), or move the content from one medium to another (e.g. from print to web page)

(Taken from developing Language Course Material, 2004)

In this study, the researcher develops the English reading material which is appropriate

with the collage student of informatics in the Muhammadiyah University of Gresik needs.

2.4 English Reading Material

In this study, the researcher wants to develop the material of reading skill for collage students. There are a lot of types and criteria of good and appropriate material that can use for the teacher in the teaching and learning process. Here below the reader can find the explanation.

2.4.1 Definition of Reading Material in Vocational School

Reading can be said as a skill that plays a very important role on teaching learning activity. It does not only help in developing the language skills but also have a contribution to cognitive and spiritual development. Therefore, it is necessary to exploit reading in language learning process. By providing students a good reading material, teachers can automatically support the students to do optimum reading.

In our daily lives, we read for two basic reasons: for pleasure and for information (Grellet, 1981). In vocational high school, in this case, it deals with the second reason of doing reading, that is, reading for information. This is in line with the vocational high school syllabus used in SMK NU gresik. In the syllabus, it is stated that the activity of reading is reading for information, in which the information is gathered from sources surrounds the students‟ environment or sources provided in daily life to support students in achieving indicators, basic competency and standard competency or goals of the subject. Therefore, in teaching reading for vocational high school, students must be provided with authentic reading material. For this reason

2.4.3 Criteria of Good Reading Materials

Hutchinson and Waters (1987: 10th 7) say that good materials will contain capabilities, opportunities for learners to use their existing knowledge and skills, and content which both the learner and the teacher can cope with.

Reading activities addressed to acquire understanding, information, and knowledge which offered by reading material. Understanding and interpretation of reading material was recognized as reading comprehension, occasionally it is being unbreakable activities for young learner. There are numerous factors acknowledge reading comprehension such as decoding messages contains on the reading material, connecting readers' existing knowledge toward reading material and create advance analysis related to reading material.Several studies suggested good reading material to develop reading comprehension,

Regarding the function of reading activities on readers' knowledge enrichment, adjusting good reading material considered as a subjective on developing reading comprehension. "There are six distinctly different types of texts that can be used for reading instruction: wordless books; predictable texts; controlled high-frequency vocabulary texts; decodable texts; authentic literature; and created, easy-to-read texts (j. David cooper)". Each type of these reading material are able to discuss furthermore relate to description and the major use on different students.

Various type of reading material can be obtainable on many sources even though seeking the appropriate reading material has still become another attempt for teacher. "Several points concerning the criteria of good reading material which should be considered are students' level, students' interest, students' need, student background of knowledge, text relevance, content of text, and authenticity of text. Those are several points as a base for teacher on proposed an appropriate reading material. It may conclude that teacher should attempt to provide good reading material which concern on student and text aspect.

Responding to the criteria of good reading material, it should be drive on developing reading comprehension. Teaching reading comprehension for young learner by using appropriate reading material which is created based on predetermined criteria as mention before should be

covering also on good teaching strategies. A related study found out that the use of reading strategies is directly linked with students' reading skills, which is clearly reflected in the students' level of accuracy in the second experimental test. A supporting object for reading strategies is reading material itself despite the capability of the teacher. Both reading materials and strategies are absolutely needed to developing reading comprehension.

Finally, a strong conclusion created from earlier enlightenment before, reading has play an important role on obtaining understanding, information, and knowledge which offered by reading material. Adjusting good reading material based on three predetermined criteria proposed based on student and text, it is expected could enhance and developing reading comprehension.