

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews theories related to reading skill, procedure text, material development, and flash animation.

2.1 The Definition of Reading

Reading is one passive activity where students read some texts, graphics, pictures, diagrams or etc. It needs concentration while reading activity is conducted. It digs up students' ability in term of understanding the meaning of text. The goal of reading is students understanding level. Reading is the ability to draw meaning from the printed page and interprets this information appropriately (William Grabe, 2002 p.5).

Well actually reading is not a passive activity because students should involve on the reading material to comprehends the meaning of the text as Snow et al, 2002 in his journal state that reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). It is an active process to engage the language by involving the students on it. Reading is a process to access language and knowledge. According to Goodman, 1970 in **The Reading Matrix Vol.3. No.1, April 2003** by Parviz Ajideh states Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input based on the reader's expectation. As this partial information is processed,

tentative decisions are made to be confirmed, rejected or refined as reading progresses.

This definition shows that in reading students are simultaneously in process to extract and construct the understanding meaning by interacting with the language in written form such as in reading magazine, newspaper, reading text and many others. Reading is a process to understanding the meaning of a language which can be in form of written form of language and the other form of language with sequence activity of accepting the language, assume, accept or reject the meaning of language, it is also in one line with understanding the vocabulary meaning, syntax and world meaning in application.

2.1.1 Understanding about Reading

Understanding about reading is important for teacher; it is nature for teacher knows about their students' background because students' background knowledge affects in their ability to comprehend the text while reading. Background knowledge even helps readers overcome comprehension problem arising from poorly written or incoherence text (Snow & Biancarosa, 2003). The prior knowledge of students work effectively to stimulate their mind when they find some difficulty in reading, it helps students to comprehend the meaning well. Teacher awareness of students' background knowledge is important in teaching reading. Teacher can affectively improve these abilities when they activate all levels of students' prior knowledge appropriately (Jane Braunger & Jan

Lewis, 2006 p.62). Reading involves complex thinking; readers need a process of thinking to comprehend the meaning of the text. Reading is a process of mind thinking before interpreted the meaning as Jane Braunger and Jan Lewis state in their book *Building a Knowledge Base in Reading*; Readers consciously orchestrate a variety of thinking skills to make meaning of the texts they read.

Environment has the important role also which affect the way to interpret the meaning of reading text. It is one of the modal to facilitated reading development of students because learners interact with the environment directly. Schoenbach and colleagues (1999) in book *Building a Knowledge Base in Reading* suggest a metacognitive conversation to gather a good environment for readers. It is a conversation a reader has with him or herself, as well as with peers and teachers about reading strategies and understanding is critical to success reading by adolescents. The instruction of reading should have a connection with real-life situation and the material of reading are chosen to give a chance for the students to explore and experiment the text with the environment which build their ability to think about the text (Spivak, 1973). The classroom setting is also determining the students' ways to interoperate a text.

Engagement in reading task is the success key of reading learning and development (Jane Braunger and Jan Lewis, 2006 p.72). What is the meaning of a good material or media without any exercise to engage students' success in language learning, it will be useless without practice to measure the level of understanding. Researcher finds several factors that

increase students' motivation and engagement, they are the experiences that afford students the opportunity for success, challenge, choice, and social collaborations (Gambrell, Almasi, Xie & Haland, 1995; Gambrell, Palmer & Codling, 1933; Guthrie & Wigfield, 2000; Ivey, 1999b; Morrow, 1996; Ryan & Deci, 2000 in *Building a Knowledge base on Reading*, p.73).

The level of reading understanding between children and adult is different. Children's understanding of prints differs from that of adults (Jane Braunger & Jan Lewis, 2006 p.75). Children need a conceptualization on world to understand a language in text. Researcher has shown that children might not see this task in the same way that adult do. According to Morais et al, 1986 and Winner et al, 1991 in book *Building a Knowledge base in Reading*, young children develop an awareness of syllables early and can do so without instruction. They will read analogically the familiar and unfamiliar words they are faced.

Readers will learn productively when they in a real reading situation. There are several terms of reading strategy which lead to productivity of reading, the first is inference. According to Cooper and Sweet, 1993; inference is a process includes making predictions using prior knowledge combined with information available from text. It need students background knowledge and students experience. The second is predicting, it is important for student to expect what will happen on the text, which need students' ability of thinking before reading a whole text. The third is reading selectively; decide about what should be read carefully

and what should be omitted in reading is important. The fourth is identifying important information to see the detail information in text. The fifth is reader monitoring, it to measure how effective they read a text, it deal with the speed to read and readers ability to comprehend the meaning of a text with these speed. The sixth is summarizing, it is to measure readers ability in comprehend the meaning of text. According to Dole, Duffy, Roehler & Pearson, 1991; summarizing is a process that involves determining significant information in a long passage of text and creating a synthesis that accurately represents the original. The last is question generating, to check the right information they have answered from the reading text. As good readers construct meanings with text, they continually question and revise these meaning (Duke & Pearson, 2002).

2.1.2 Purpose of Reading

The purpose of reading is to comprehend what readers read. People read for general comprehension (whether for information or for pleasure) (William Grabe, 2002). There are the explanations of reading purpose:

A. Reading to search for simple information and reading to skim

When reading, a reader may not read the whole text to search for information, they might read a certain part for gather the information from the text. It is same as a skimming method of reading with sampling

segments ways of the text for general understanding (William Grabe, 2002 p.13).

B. Reading to learn from text

Reading is a process to access language, the general comprehension to connect the text information with readers' background knowledge (idem, p.14).

C. Reading to integrate information

Reading is not only an activity to access knowledge but it can stimulate the reader to write what they have been learn in a writing form and also can criticizes the content of text. Readers may accept and integrate the information in their life, absorb a piece of the information or reject. Both purposes represent common academy task that call upon the reading abilities needed to integrate the information (Enright et al, 2000; Perfetti, Rouet and Britt, 1999).

D. Reading for general comprehension

The basic purpose of reading is to comprehend the meaning. Readers' skill to read and their background knowledge is affecting on their ways to interpret the level of comprehension. General comprehend is deal with readers fluency of reading, accomplished of processing word rapidly, forming the general meaning which represent the main idea of the text and

the efficiency to read a text (idem, p.14). It is about the ability to understand information in a text and interpret appropriately.

2.1.3 Models of Reading

According to the synthesizing research perspective in Teaching and Researching book there, two categorize of reading model. The first is the general model concepts for comprehension processes by metaphorical interpretation which is called as Metaphorical models of reading and the second is reading for more specific in nature, trying to account for, and interpret the result of much research which is called as Specific models of reading.

2.1.3.1. Metaphorical models of reading

It is consisting of Bottom up models, Top – down models and Interactive models.

A. Bottom – up models

Bottom – up models is categorized in traditional views of reading, According to Dole et al. (1991) in www.teachingenglish.org.uk, in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read. Students in this view theory has role as the subject of reading. The readers are passive to receive the information from text. The level of success on this theory is based on students reproduce meaning.

According to Nunan (1991) (*idem*), reading in this view is a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to this process as the '*bottom-up*' model of reading. **Bottom – up models** suggest that all reading follows a mechanical pattern in which the reader creates a piece – by – piece mental translation of the information in the text, with little interference from the reader's own background knowledge (William Grabe, 2002 p.32). Readers use they ability to read the world in the sentence of a text and access the information from the bottom forming of language. Readers interpret the meaning lexically and less background knowledge to comprehend the meaning as a whole sentence.

Bottom - up theories of reading view reading as an essentially passive process, wherein the reader decodes the intended message of the writer by moving from the lowest level, such as letters and words, towards the higher levels of clauses, sentences, and paragraphs (Carrell, 1988a; Samuels and Kamil, 1988: 31) in Bown thesis, 2006. Bottom – up models is reading activity where students understand the meaning from the lowest component of language in words and letters until the highest language level of clauses, sentence and paragraph in the text. It shows that in the view of this model of reading, the reader seems to play a passive role because the basis of bottom – up processing is the linguistic knowledge of the reader (Nguyen Thi Thu Nga, 2009).

There are some criticized in this reading model by Samuel and Kamil, 1988 “Because of the lack of feedback loops in the early bottom – up models, it was difficult to account for sentence – context effects and the role of prior knowledge of text topic as facilitating variables in word recognition and

comprehension". Because of those reason bottom – up models of reading fell into disfavor and less teacher use this model.

This model of reading is seem incomplete and defective because of this model of reading is more focus on the formal features of language, mainly words and structure although the linguistic features is also necessary needed for comprehension.

B. Top – down models

Because the traditional theory of views cannot explain the main role of reading completely so this reading view come up, this called as the cognitive views theory of reading or Top – down models.

This reading view is the opposite of **bottom – up** model of reading in traditional views. According to Nunan (1991) and Dubin & Bycina (1991) (in www.techingenglish.org.uk), the psycholinguistic model of reading and the top-down model are in exact concordance. It shows that reading is come from sequence event to interpret the meaning of a text.

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.

This approach emphasizes the reconstruction of meaning rather than the decoding of form, the intersection between the reader and the text rather than graphic forms of the printed pages (idem). It conducts an active activity of reading because the reader can do an interaction with the text that he or she read. It need a

synergic interaction between reader background knowledge with the written text so reader can accept it as new information, adding some information which they do not know before and enrich their knowledge or can reject the information from the text if it is not relevant and reliable.

Top- down model of reading is a data driven process, according to Bown, 2006 bottom – up theory relates to text or data driven processes, where the reader processes the text letter by letter, word by word, in order to arrive at the meaning the author intended. This model deal with text understanding meaning, this reading model emphasize on understanding meaning that the lexical or pattern and function of words in the text. It is suitable with Ur, 1996 (in Liang Thi Thu Nga, 2009) statement, “Reading means reading and understanding”.

The schema theory of reading also fits within the cognitively based view of reading. Rumelhart (1977) (in www.teachinreading.com) has described schemata as "*building blocks of cognition*" which are used in the process of interpreting sensory data, in retrieving information from memory, in organizing goals and sub goals, in allocating resources, and in guiding the flow of the processing system. Rumelhart (1977) has also stated that if our schemata are incomplete and do not provide an understanding of the incoming data from the text we will have problems processing and understanding the text. This theory states briefly that the goal of reading should be in the interpretation the meaning of a text. The background knowledge of the reader is important with dealing good interpretation the meaning in this reading model.

C. The metacognitive view

This view comes up because the demand of reading needed, reading is not only focusing on how to read and understand lexically or how to interpret the meaning based on readers background knowledge as the explanation of Bottom up models and Top – down model but also both need to be synergy. 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.

According to Block (1992) (in www.teachingenglish.org.uk), there is now no more debate on "*whether reading is a bottom-up, language-based process or a top-down, knowledge-based process.*" It is also no more problematic to accept the influence of background knowledge on both L1 and L2 readers. Research has gone even further to define the control readers execute on their ability to understand a text. This control, Block (1992) has referred to as metacognition. Metacognition involves thinking about what one is doing while reading. It has a role which influences students' ability for interpreting the meaning. It is include in student thinking ways of something happen in the text.

In www.teachingenglish.org.uk Klein et al. (1991) stated strategic which effective to use in reading based on metacognitive views:

1. Identifying the purpose of the reading before reading
2. Identifying the form or type of the text before reading
3. Thinking about the general character and features of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion

4. Projecting the author's purpose for writing the text (while reading it),
5. Choosing, scanning, or reading in detail
6. Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

Moreover, they attempt to form a summary of what was read. Carrying out the previous steps requires the reader to be able to classify sequence, establish whole-part relationships, compare and contrast, determine cause-effect, summaries, hypothesize and predict, infer, and conclude.

The *Interactive model*: Interactive theorists appreciate the role of prior knowledge and prediction; it is good ways of apply reading in a classroom setting because students not only read but they will think first or predict what the text is it before read the text. According to Hayes (1991 in Nguyan Thi Thu Nga thesis) — in interactive models, different processes are thought to be responsible for providing information that is shared with other processes. The information obtained from each type of processing is combined to determine the most appropriate interpretation of the printed pages. 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.

2.1.3.2. Specific Models of reading

It is consist of Psycholinguistic Guessing Game Model, Interactive Compensatory Model, Word Recognition Model, and Sample Views of Reading.

A. Psycholinguistic Guessing Game Model

The process of Psycholinguistic Guessing Game Model derives in some aspect; hypothesizing, sampling, and confirming information based on background knowledge (Teaching and Researching Reading, 2002 p.34). This model refers to the constructive and transactional model because reader has their hypothesizing of the text which views the content based on their background knowledge. At this stage of reading, the reader confirming what they have got in their primary knowledge with the sampling in the real life. The reader will do transactional information on their mind and may accept, absorb or reject the information. The benefit of this model is help to interpretation of an early stage of reading development, but this models never been the Goodman's intention because it just representing one stage of reading development (idem).

B. Interactive Compensatory Model

Stanovich, 1980, 1986, 2000 argue the Interactive Compensatory Model is readers develop efficient reading processes, less – automatic processes interact regularly, automatic processes operate relatively independently and reading difficulties lead to increased interaction and compensatory. The compensatory process helps readers to know the meaning of words, sentence or reading content whether they do not know the exactly meaning syntactically. Readers will be

helped with the clues as the compensatory object when they find difficulties on reading process.

C. Word Recognition Model

This model of reading is the orientation of bottom – up models. It is the major input for efficient reading comprehension. Word recognition models are based on connection theories of how the mind organizes information and learns from exposure text (Teaching and Researching Reading, 2002 p.36).

D. Samples Views of Reading

This is the recent theory of reading which popular use by the teacher and researcher because it combines reading and listening skill to gather a good interpretation of reading. According to Hoover and Gough, 1990 argue that reading comprehension is composed of a combination of word recognition abilities and general comprehension abilities. The general comprehension abilities typically measured by listening comprehension. The basic idea of used both abilities is when the decode skill are measured and a (listening) comprehension skill are multiplied, the result score is an accurate measure of reading comprehension.

2.1.4 Reading Strategy

Reading strategy is deal with teaching reading skill and reading strategy.

2.1.4.1 Teaching Reading Skill

Bamford and Day (1998: 124 -141) state that around the world there are at least four distinctive approaches to the teaching of foreign or second language reading: grammar – translation, comprehension questions, skills and strategies and extensive reading.

1. Grammar – translation: Under this approach, students may be taught to read texts written in the foreign language by translating them into the native language. As a result, meaning is taken at the sentence level with less attention paid to the meaning of the text as a whole and meaning is constructed via the native language, not directly from the foreign language. This approach closed to writing skill with less attention on the meaning of a text.
2. Comprehension questions and language work: This approach focuses on teaching a textbook containing short passage that demonstrates the use of foreign language words or points of grammar. These texts, short enough to encourage students to read them word by word, are followed by comprehension questions and exercises.
3. Skills and strategies: to follow skills and strategies approach, the teacher has to prepare for students to read a one or two - page passage from a textbook by providing or activating any background knowledge needed for comprehension. This preparation may include pre – teaching vocabulary that appears in the reading passage. Students then read the passage silently while keeping in mind two or three while reading questions.

4. Extensive reading: The goal of this is for students to become willing and able readers in a second or foreign language. Students individually read books and other materials at their own speed mainly for homework.

2.1.4.2 Reading Strategy

Learning strategies are defined as —specific actions, behaviors, steps, or techniques - such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning (Scarcella & Oxford, 1992, in Nguyen Thi Thu Nga thesis). It is the ways of students to tackle the difficulties of language task in the reading text which effectively used while reading for interpreting the meaning.

Here are some strategies used by Readers to comprehend text from Teaching English as Foreign or Second Language, 1996:

1. Skip words they do not know
2. Predict meaning
3. Guess the meaning of unfamiliar words from the context
4. Do not constantly translate
5. Look for cognates
6. Ask someone what a word means
7. Have knowledge about the topic
8. Draw inferences from the title

9. Make use of all information in the paragraph to comprehend unfamiliar words
10. Try to figure out the meaning of a word by the syntax of the sentence
11. Read things of interest
12. Study pictures and illustration
13. Purposefully reread to check comprehension

Those strategy is good in apply reading text for all level of students. It will help students interpret the meaning well.

The other strategy, which is used in teaching reading for second language from Brown (1990, in Nguyan Thi Thu Nga thesis), provides strategies that can help students read more quickly and effectively:

1. Previewing; reviewing titles, section headings and photo captions to get a sense of the structure and content of a reading selection.
2. Predicting using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension, using knowledge of the text type and purpose to make predictions about discourse structure, using knowledge about the author to make predictions about writing style, vocabulary and content.
3. Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions.
4. Guessing from context; using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.

5. Paraphrasing; stopping at the end of a selection to check comprehension by restarting the information and ideas in the text.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation. (Nguyan Thi Thu Nga, 2009)

2.2 Teaching and Learning Media

2.2.1 Definition of Media

The word comes from the Latin *media*, which is the plural of the word *medium*, which means something that is located in the middle (between the two sides or poles) or an appliance. In *Webster Dictionary (1960)*, *media* or *medium* is anything that lies in the middle in the form of ladder, or whatever tool is used as an intermediate or connecting two parties or two. Therefore, instructional media can be interpreted as something that delivers a message of learning among its message to the recipient.

Gerlach & Ely (1980) also explained that the media is graphic, photographic, electronic, or mechanical tool for presenting, processing, and describes the verbal or visual information. Smaldino, et al (2008) says that the media is a communication tool and information source. Derived from the Latin meaning “between” refers to anything that carries information between the source

and the recipient. Therefore, we can conclude that learning media is if everything is to give the message to a learning objective.

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 learning. They are text, audio, visual, video, manipulative (object), and people.

a. Text

Text is 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

Visual are regularly 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: DVDs, videotape, computer animation, etc.

e. Manipulative (objects)

Manipulative (object) are 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. Moreover, in this research, the researcher use audiovisual material that is flash video as media to teach English.

2.3 Video

2.3.1 How video can help in the learning process

Video is an effective media that helps:

1. Students motivation

It can increase students' motivation because students feel interest when language is experienced in lively ways. The combination of moving pictures and sound can present language more comprehensively than any other teaching medium and more realistic too (Video in Action, Susan Stempleski). Video can help students come to the realistic part

of life with experiences and video guide into the successful language learning.

2. Communication

Teachers have observed how a video sequence used in class makes students more ready to communicate in the target language (idem). A video encourages the more interactive classroom atmosphere because students do interaction and communicate each other with the other viewers to discuss the video.

3. Non – verbal aspect of communication

According to the American psychologist, Robert Merabin in the book *Video in Action* states that as much as 80 percent of our communication is non – verbal. Body language, gesture and expression are contributing of video to language learning.

4. Cross – cultural comparison

Video shows the cultural comparison between one culture with another. It will show you how to exploit the language.

2.3.2 When to use video

Video can be used at every level, both as supplementary material for language reinforcement and skill practice and as the main component of an intensive course or courses module provided that suitable material is available (*Video in Action*, Susan Stempleski). Video is include in language teaching material, teacher can used it as a media of teaching but

it is better to not always use video in every day of teaching. It is good enough to use this media once or twice a week.

The use of video is depending on the resources and time available in the class.

2.3.3 Basic technique for using video

The basic technique while use video applied in varieties of different situation and activities taken from book “Video in Action, 1996”.

1. Sound off/vision on (silent viewing)

This technique can be used to stimulate the language activity both what is seen on the screen and focus on what being said with guessing and predicting. The ways to conduct this technique are choose screen with the short exchange of dialogue where the action, gesture and situation gives clues about what being said. Give an additional time for students to predict what being said on the screen. Use pause control to help students predict language on a line-by-line basis. Students give their own comment of what they see.

2. Sound on/vision off

Students guess and predict what is going on the video, the setting, action and characters on the screen. Teacher can use line-by-line method or scene-by-scene basis.

3. Pause/freeze – frame control

Teacher can use sound off/vision on while pausing the screen and ask to the students to predict the dialogue. The other teacher use sound on/vision off and ask the students what going on the screen and where the setting and many more while pausing the video. After that, teacher will shows the right answer from students guessing or prediction.

4. Sound and vision on (listening and viewing comprehension)

Teacher conduct an activity likes giving the list items of what the video is before or after watching the video. The other ways teacher give some comprehension question to measure the level of students understanding and paraphrase what's students views today in the video.

5. Jumbling sequence

Students views each section of the video and students predict what will happen next according to their opinion to be a correct sequence of video.

6. Split viewing

Some students see the sequence but do not hear it; others hear but do not see. It can follow them based on usual information gap procedure.

Those above are all reviews about video as the effective support media of teaching process in the classroom setting. Teacher can use it to access the language and students will easy to get information from video because they will watch and experience it by themselves. Yet it better to use video as a media of teaching properly, it better to use it once or twice a week.

2.4 Procedure Text

Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps.

According to the WikiHow publish on Wednesday, February 15, 2012 procedure text can be define in three definition (1)Texts that explain how something works or how to use instruction / operation manuals e.g. how to use the video, the computer, the tape recorder, the photocopier, the fax. (2) Texts that instruct how to do a particular activity e.g. recipes, rules for games, science experiments, road safety rules. (3) Texts that deal with human behavior e.g. how to live happily, how to succeed.

The purpose procedural text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequenced steps. These texts are usually written in the present tense. The most common example of a procedural text is a recipe.

Procedure text consists of following structure:

1. A statement of goal which may be a title of an introductory paragraph
2. A list of materials needed for doing the procedure which may be a list or a paragraph
3. A sequence of steps in the order they need to be done which may use numbers. It uses words such as *now*, *next* and *after this*. Each step usually begins with a command such as *add*, *stir* or *push*.

The generic features of procedure text:

1. The use of Simple Present Tense often in an imperative form e.g.
adds some sugar, prepare it.
2. The use mainly of temporal conjunction (or numbering to indicate sequence especially in written text)

A. As the sentence introducers (sequencers) especially in spoken text:

First ... Firstly ...

Second ... Secondly ...

Then ... Thirdly ...

After that ... Afterwards ...

Finally ... Lastly ...

e.g. Firstly, prepare some water!

B. As time introducers, especially in written text

... before ...

After ...

When ...

While ...

until ...

During ...

e.g. While you are boiling the water, grind the chilies, onions and salt.

2.5 Material Development

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 p.2 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.

The material is integrated to be more interesting by considering three aspects: teachers, learners and contextual of teaching and language learning. It needs a situation analysis to determine the target teachers, learners and teaching context to tailor the material in curriculum planning (Jack C. Richards, 2005). Teacher aspects include teacher language proficiency, training and teacher's experiences, teacher's cultural background, and teacher is teaching style. Learner's aspects include learner's learning style preferences, language learning needs, interest, and learner's motivation to study language. The contextual teaching aspects include the school culture, classroom condition, class size, and the availability of teaching resources or institution where the material will be used. Those are drawing in need analysis.

There are two crucial roles in developing material according to Jack C. Richards, 2005. The first is the theory of language learning on which materials are based, it is linking between theory of language and practice. It deals with how the syllabus is implemented, about the exercise, the tasks use in syllabus, and the activity that is suitable or not with the need, and learning experiences. The second is the language use reflected in material. The material is selected and composed based on the needed and the activity should reflect the language use. As Ted Plaister said "There's nothing as practical as a good theory", it is emphasize that a good material without good exercise to be practice is nothing.

2.5.1 Need analysis

Need analysis is the analysis of crucial need in teaching and language learning to determine the language content and learning process for learners. In the language – center approach, define need as the ability to comprehend and/or produce the linguistic feature of the target situation. It is important to analysis the need before develop the material because it helps teachers and developer to know the need of the study and create a good atmosphere of teaching to be meaningful.

In this study, the researcher uses the reference of Hutchinson and Waters, 1987 they stated that there are two types of need that should be analyzing, the first is the target need. It is about what the learner needs to do in the target situation. The second is the learning need; it is analyzing what the learners need to do in order to learn.

A. Target Need

According to Hutchinson, 1993 target need is what the learner needs to do in the target situation. By analyzing the target need, the developer will get the appropriate information dealing with what material or aspects should be developed. Target need is include necessities, lack and want.

Necessities are what learners have to know in order to function effectively in target situation. Necessity can be determined by the demands of the target situation. Lack is the gap between necessity and what the learners know already (Hutchinson, Waters and Breen, 1979). Wants is what the situation the learners will be used to function in.

B. Learning need

Analyzing learning need is important for the teacher to get information about the learners. The information can help to facilitate students better in learning language; it will stimulate, motivate and arrest learners' attention in the teaching and learning process.

This information can be recorded in term of language items, skills, strategies, subject knowledge, etc. (Hutchinson and waters, 1987 p.60).

2.6 Flash Animation

Flash animation is made from software called Adobe's Flash. Adobe's Flash is a great tool for creating cool multimedia animations. The developer can create many kinds of animation, graphic, audio, visual and movie from this software. It can combine each other.

According to Annette Lamb and Larry Johnson, 2006 Flash is an effective, efficient, and appealing software tool for designing materials to meet the diverse needs of your learners, patrons, or clients. Hence this software help teacher to provide an attractive material for teaching. Although Flash contains many great features for producing informational, instructional, and persuasive materials, three key elements stand out: Animation, Interaction, and Multimedia.

Animation in flash animation defines, as movement is an effective way to communicate concepts, processes, procedures, and other ideas. The animation features of Flash allow developers to create engaging visual presentations.

Interaction, Rather than merely reading, watching, or listening, the interactive features of Flash allow developers to integrate dynamic functionality through questioning, feedback, branching, and user tools. Multimedia, flash animation is enriching a Flash project with sounds, speech, music, graphics, scanned images, photographs, and video allows developers to reach varied interests and learning styles.

There are variety applications in flash animation. You can build any animation instruction through this software based in your imagination and creativity. Some application that made from this software are splash web page, greeting card, quizzes, Web Quests, music video, morphing characters, timelines, interactive maps, animated banner, learning games, electronic books, advertisements, escrapbooks, calculators, slide shows, tutorials, demonstrations, movie trailers, cartoons, polls & surveys. Those are depending on the developer's creativity.

There reasons of using flash animation are:

1. Differentiate

The use of animation, interaction, and multimedia elements can accommodate the diverse needs and preferences of all ages. Flash allows you to use audio, visuals, and movement to convey ideas. In addition, it is possible to provide multiple examples, alternative perspectives, and varied speeds of presentation.

2. Engage

Flash can be used to design engaging materials that will motivate users. The combination of movement, multiple media, and interaction immerses users in a virtual experience.

3. Teach

Whether providing initial instruction or patient remediation, Flash can be used to develop effective instructional materials and learning environments.

4. Versatile

Flash can be used to create web pages, tutorials, games, simulations, and many other applications and tools.

5. Quality

Flash produces high-quality files that play well on all browsers and operating systems. They also print well.

6. Technology

Once the Flash plug-in has been installed, end users rarely have difficulty with the technology associated with Flash. While browsers vary and JavaScript can be unreliable, Flash player is very stable.

2.7 Previous Study

The researcher relates this study with the previous research in order to avoid replication. These study intents on developing reading procedure material for 7th grade at junior high school. Another study has

been conducted in ESP reading case. According to Bertha Chela-Flores, Universidad Simon, Bolivar in the English Teacher Forum 1993, states that reading visually with listening seems more convenient than speaking for our ESP reading course. It is not only because the immediate goal is not oral production, but also because the listening activity seems to require from the foreign-language learner more of recognition vocabulary for rapid comprehension than a sophisticated knowledge of syntax. We seem to move directly from apprehension of semantic elements to the comprehension level (Rives, 1988).

Result suggests that an ESP reading program, limited in time and in a nonnative environment, will benefit if it is complemented with listening-based techniques related to the reading material. If it is good implemented in ESP program, it is also can be implemented in Muhammadiyah I Junior High School with modify the design of video without audio (listening) because the aim of the study is to develop reading material, so the developer design the material by using flash animation visually.

The other study has been conducted to find the use of flash video to improve students' reading skill. It is conducted by Muhammad Ridwan Priyanto (2011) entitled "A Study of Using Flash Video in Teaching Reading for Fifth Grade Student at SDN Muhammadiyah Manyar." The research problems are: 1) How is the process of using flash video in teaching reading at fifth middle grade of SD Muhammadiyah Manyar? 2) What technical problem is encountered by the teacher in teaching reading process using flash video? 3) How is the students' response toward the use of flash video in teaching reading? To answer these

questions the researcher used Descriptive Qualitative to complete his study. The researcher also describes the classroom atmosphere when the flash video is used as media in teaching reading. Finally the researcher found that the used of flash video as teaching media was appropriate for elementary school students in teaching reading.

Dewi Aisyah, 2011 in her thesis stated than material development using video to improve vocabulary for elementary students is beneficial and contributes vocabulary comprehension for students. Students were interest with the video development and it helped them to learn English better.

Survey that conduct by HP the Power of Visual Communication 2004 have been found by The psychologist Jerome Bruner of New York University has described studies that show that people only remember 10% of what they hear and 20% of what they read, but about 80 % of what they see and do. The power of visual media has an important role because of human memorial capacity that cannot easily digest what they hear and what they read. The visual media increase human long-term memorial about what they see and so.

Related to the study, the researcher tries to combine both read and visual image, it better to increase the students understanding level of what they read and see. Flash video were used to teach reading in the classroom (Ridwan, 2011) and now the researcher tries to use flash animation video to teach reading procedure. *Developing reading material for junior high school using flash animation* develops further in this study.