

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussess some topics related to English teaching at Elementary School, Teaching Reading, Step in Teaching Reading Lesson, Method to Teaching Reading, Audio Books.

2.1 English Teaching at Elementary

In fact, English is one of language to communicate with other people from different part of the world. In Indonesia, some school levels learn and practice to speak English language including the vocational school.

For Indonesia learners, English is foreign language and many students get difficulties to like and understand it. Basic of reading at least the first step toward learn English language. It is that the students always learn vocabulary, good spelling and pronunciation.

2.2 Teaching Reading

According to Pang, Muaka, Bernhardt & Kamil (www.curtin.edu.au) “reading is about understanding written texts. It is a complex activity that involves both perception and thought”.

Based on the definitions above, it can be concluded that reading is the best way to learn a new language. It has a very important to learn English as a second language and a foreign language. The students could know meaning from the text. The ability of students in reading is very important because by having the ability to read, they will be able to improve their knowledge.

2.2.1 Step in Teaching Reading Lesson

According to (www.teaching-esl-to-adults.com) the effective lesson plan teaching reading to students are needs to have a structure.

Here's a set of steps the teacher can use to prepare a lesson plan for teaching reading skills:

- a. **Step 1: Engage the student.** Engaging students in the learning process increases their attention, focus and motivates them to more confidence. Teacher can be give warm-up like ask some questions. In this way students could know the theme or topic of texts.
- b. **Step 2: Pre-teach new vocabulary.** The teacher explains a new word because new vocabulary is one of the basic intellectual ability in English language. In this case, students could explain again the new word in their own word and the students can discuss the meaning of word with their pairs.
- c. **Step 3: Ask a focus question.** The teacher gave some questions based on the story focus of the learning process. So, all students could easy to conclude the content from the text.
- d. **Step 4: The students read.** In this part, students could start to read and they must be have enough time to read all of the text and they permitted understanding of the story. Teacher only watch until they was finished reading.
- e. **Step 5: Ask questions about the reading.** Teacher could be asked several questions. If the students still confused, they should be read the story again.

- f. **Step 6: Follow up with a task.** Students' gave worksheets as a exercises based on the knowledge on the topic. It helps them to develop their understanding in the learning process.
- g. **Step 7 (optional): Follow up with an activity.** If the class has enought time in learning process and students have completed their task, they can do additional activity like writing or speaking practice.

Based on the steps, we can teach students to help them improve their ability to understand and process text. Basically, there are three types of reading skills like that: pre-reading while-reading and post- reading.

2.2.1.1 Pre Reading Activity

This activity is done before the students read the text. The aim of this activity is to lead students to predict the "content" of the reading text. In this stage, the teacher gives the brainstorming related to the texts that will be given because background knowledge students' or their schemata are considered important in doing this activity. The possible question can be: "What do you think the story is about?" "What do you think will happen?" "Why do you think that?". (<http://wikigogy.org> accessed on Des 23th, 2013)

2.2.1.2 While Reading Activity

Asking questions as students read is appropriate for all readers, but it is especially helpful for more independent readers. These question encourage students to continue reading for a purpose and help them to comprehend the text. These questions should be used at important points in the story. The examples of some questions are: :What are you reading?" "what do you think about the text?". (<http://wikigogy.org> accessed on Des 23th, 2013)

2.2.1.3 Post Reading Activity

This activity is done after the students complete reading the text. It is generally used to train the students to do a new ability related to ability in comprehending the texts. Asking questions at the end of a story allows the students to reflect on their reading and to relate it to their own experience. It also allows the teacher to see how well the students have understood what they had read. (<http://wikigogy.org> accessed on Des 23th, 2013)

2.3 Audio Books

Galip Kartal and Harun (2011) states that Audio books is one of media to help students understand the books in high level and help them to get more knowledge with hard work. Beers in Galip Kartal and Harun (2011) supports this idea by stating: “The use of audio books with struggling, reluctant, or second-language learners is powerful since they act as a scaffold that allows students to read above their actual reading level.” (p.33). Sometimes, some students learn by reading and some students learn by listening. So Audio books help each kind of learners at the same time.

2.3.1 Using Audio Books in Class

The researcher believes that audio books have been used to teach children to read and to increase reading comprehension. In this study there are steps in class to teach reading in English language.

There are the ways to using audio books in class:

- a. Listen the story from the audio. Then, ask student about sound of narrator in the audio, it's made them confused or not.
- b. Ask students to answer Wh-questions and true-false questions based on the story.

- c. Ask the students to imagine the character and setting of story. It can help students know the content of story.
- d. Students can tell the moral value of the story with their understanding.

According to Wolfson (2008) states that “audio books are not intended to replace the act of reading text, but rather to provide students with another dimension for understanding”. It is meant that using Audio Books in the school give students variety of media because students more than bored to listen with the same voice, with this media students can more attractive and understanding about materials.

Based on the explanation above, students can know the contents of story and answer the question from the teacher, in this case, this media also can motivate students to use their imagination to know the character in the story and tell the moral value from the story with their understanding because audio books also help them to know how the way students say the word, intonation and fluency to be good readers.

2.3.2 The Step of Audio Books as Teaching Reading

Audiobooks can motivate kids to enjoy in reading and they help develop their comprehension, fluency, and vocabulary. Students can read the difficult word while listen the audio. Additionally, there are many ways to use recorded books in the classroom.

According to (www.sholastic.com.htm) there are many Steps of Audio books as teaching reading:

2.3.2.1 Small novel groups

Students can learn in pairs or group and they can switch new information from other groups. Besides that they can discuss interesting things from the audio that they heard. So, every each group can ensure their needs and finish their task.

2.3.2.2 Whole class listening

Listening the audio books is interesting ways as alternative reading because students can follow the word or sentence with their copies of book during playback of recording. After that, students can discuss it with their pairs.

2.3.2.3 Independent Reading

Next activity students to discuss and analyze what they heard and read, extending their reading comprehension skills. Students must be understand what they read in class. Teacher can push to increase their knowledge on reading with make their own audio books or download other audio as learning media.

2.3.3 The Advantages of using audio books for teaching reading

Now audio book is one of possible media for children to get better access in reading material. They still reading the text but hearing are enjoyable activity. According to Juliette Lee 1999 in (www.streetdirectory.com) states that There are specific audio book advantages for teaching Reading:

2.3.3.1 Using audio books to teach children give them new experience because sometimes they bored to listening the monotonous voice. A different voice will give them new things to explore material in learning reading.

2.3.3.2 Audio book is very entertaining. So, this media make students interested to read a lot.

2.3.3.3 Teacher can use the audio book while doing other activity and give more time to prepare next material.

2.3.3.4 Students with reading difficulties, they can slowly follow the text from audio until they feel comfortable to reading with themselves.

2.3.3.5 when students become too tired to reading the book, audio books is alternative media to tell the stories.

2.3.3.6 Audio books also give clearly pronunciation to students.

2.3.4 The Disadvantages of using audio books for teaching reading

Probably the biggest disadvantage of audio books directly is reading books. Audio books just give students easy option for reading. According to Denise Johnson 2003 in (www.ldonline.org) states that there are some disadvantages of audio books:

2.3.4.1 Sometimes the students get distracted by narrator voice in audio books and it make them confused to understand the word in the story.

2.3.4.2 Many schools and small libraries do not have facilities to support audio books. In the other hand, large school have complete facilities to support audio books in learning process.

2.3.5 Reason Kids Learn with Audio Books

According to Audio file magazine (1998), using audio books has interesting things for academic in school as the addition activities. Parents also support this media in order to their children more enjoy to learning reading activities.

Here's some of the best evidence:

a) Read to me

Audio books can substitute the oral reading activity because sometimes parents are too busy to read with their kids. While, it the most experience are needed to children.

b) On the Road Again

The best ways to used spare time in school or home is reading with audio books. Students can listen together to increase students' understanding of reading context

c) Peers On Par

For students with higher skill in academic, learn use audio books can make them more understanding and stronger as readers. As addition result, readers can listen and read in and outside the classroom.

d) Word Power

Audio books can help to build students vocabulary. Sonetime, students find new word but they cannot use the words. In this case, students will be hearing the correct pronunciation from the audio. So they can understand the word.

e) Music in the word

The students must work so hard to know every word that they have difficult meaning from beginning of the sentence until the end. With the audio, students can focus on the text and get more understanding based on rhythm of the narrator. For these, audio books can help them to appreciate the rhythm in the story.

f) See it and hear it

To second language students and children with low ability in reading, see it and hear it at the same time has more benefit. It's strengthens the message that they get

g) Contemporary Learning Styles

Using audio books in the classroom can help teachers meet the needs of today's students and their learning process. Audio books can motivate students' to interest in the school curriculum.

h) Social Needs

When students listen to audio books together in the classroom, or when they share audio books from the school library they can meet their needs.

i) Author + listener + story

Audio books experience can strengthen relationship among the listener, author and story. In fact, this activities not used in every day. Audio books can help this blankness.

f) More Pleasure, More Possibilities

Students often easy to listen the text rather than read the books because listening make them happy and make them very interested to read. Audio books give them satisfaction in read, so they will be back to find other audio books.

2.4 Communicative Language Teaching Method

Communicative language teaching (CLT) is one of the methods in the teaching of foreign languages that address use of language as a communication tool. It used to encourage students so that communicate using the English language in their activities, especially in conversation. (www.wikipedia.org accessed on April 11th, 2011)

2.4.1 The Roles of Teachers and Learners in the Classroom

Jack C. Richards (2006) students now had to active in classroom activities that were based on collaboration rather than individualistic to learning process. students work in peers or group so that, they feel comfortable with listening. Students are expected to have responsibility for their own learning because teachers only responsible for monitoring and facilitating language learning.

2.4.2 Other Activity Types in CLT

Jack C. Richards (2006) mention many other activity types have been used in CLT, including the following:

2.4.2.1 This activities focus on using language to collect information and students be supposed to use their ability.

2.4.2.1 Opinion-sharing activities: in this activities, students must be compare their opinion with other group. so, they must be smart to choose their partner.

2.4.2.2 Information-transfer activities: students must take information and tell the information with their own word.

2.4.2.3 Reasoning-gap activities: this activities explain that students must take new information from other group. with other word, they must be exchange information.

2.4.2.4 Role plays: Activities in students must play a role and improvise their character. Than they can exchange the information based on the clue.

2.5 Previous study

Besides doing the research, the researcher also tried to find a research about Audio Books Media as Communicative language teaching by Thoff, Nancy A, that was titled **“The Effect of Audio Books on Reading Comprehension and Motivation”**. In their thesis, she explained about how to use Audio Book Versus Print tools that impact English Language learners and special education students achievement in Reading comprehension. Based on the research, she also used Audio Books as a media in Reading. Based on the explanation above, there were similarities and differences between research done by Thoff, Nancy A and this research. The similarity is the same Media, which is about Audio Book in teaching reading. Then, the differences between Thoff, Nancy A and this research want to know the influences of Audio Books to teach reading that combining used to Communicative language teaching (CLT) in elementary school.

Besides, the reseacher also find about Audio Books by Joel R.Montgomery,Edo that was titled **“Using Audio Books to improve Reading academic performance”**. In this thesis, he explain about how significant research about what below grade level reading means middle school classroom and suggest to tested approach to improve reading comprehension level significantly by using Audio Books in (ELL) and (NES). This thesis just focussed to learn about reading comprehension that combining by Audio Books. But in this thesis, the reseacher just focussed to know the influences on using Audio Books that related with CLT method to imrove students Reading achievement.

There are several journal or thesis that can be supported by Communicative Language Teaching (CLT) such as by Hongkham Vongxay in 2013 that titled **“The implementation of Communicative Language Teaching (CLT) in An English Department in A Lao Higher Educational Institution: A Case Study”**. This study explore understanding and attitude of

English teaching in adapting CLT approach. This study also using Qualitative study that perception English teacher explore understanding of CLT. This study only discussed about what is CLT can explore by teacher English. Then, the reseacher want to know what Audio Books as media using CLT can be effective of Reading achievement in Elementary school.

In another journal by Manjulatha Devi Gudepu titled **“Application of Communicative Language Teaching Technique in Reading Classes: A Special Focus on Junior Collages in Telangana Region (India)”** said if CLT in Reading classed that language acquisition through communicative approach can effective in reading activities but the reseacher use Audio Books in order students get a now vocabulary that improve Reading acievement.