

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter discusses about review of related literature, such as previous studies, theoretical background, and research framework.

2.1 Previous Study

This research is designing to improve the students' reading comprehension by using DK Readers as a media. DK Readers is useful for moving the reading material more enjoyable for students. Because DK Readers have many levels. So students will interest with it, because it have many pictures. Students can read DK Readers based on their levels.

Related to this study, there are some previous study had been done, and they are different problem and object with this study. Here the writer present the studies, those are: "Improving the Reading Comprehension of the Eighth Grade Students of SMP N 1 Wonosari By Using the Visualization Strategy in the Academic Year of 2012/2013" that written by Yuli Susanti Prihastuti, "Improving the English Reading Comprehension Ability of Grade 8 Students at SMP Negeri 3 Gedangsari in the Academic Year of 2013/2014 Through Extensive Reading Activities" that written by Dita Yulianti, "The Effectiveness of TPRC Strategy for Teaching Reading Comprehension of Descriptive Text" that written by Edo Ersanda, and "The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Compehension of Narrative Text" that written by Suci Kumala Sari.

The first study was conducted by Prihastuti (2013) at the eighth grade of SMP N 1 Wonosari. The study was conducted in two cycles. There were two types of data in this study, qualitative and quantitative. The result of the study shows that the implementation of the visualization strategy improve the students' reading comprehension as shown from the progress of the mean value of their pre-test and post-test scores.

The second study was conducted by Yulianti (2014) of grade 8 students at SMP Negeri 3 Gedangsari. The study was conducted in two cycles. In reference to the application of the two cycles, the result of the research revealed that the use of extensive reading activities successfully improved the students' reading comprehension.

The third study was conducted by Ersanda (2015) at the tenth grader of SMA Negeri 1 Ungaran. This study applied a quasi-experimental design. The result of this study indicate that the group taught TPRC more better than the group taught by conventional method in score in the test.

The fourth study was conducted by Sari (2013) at eighth grade students of SMP Negeri 6 Semarang in the academic year of 2012/2013. This study was experimental study. The result of this study is the calculation revealed that the hypothesis about a significant difference on reading comprehension between student who taught narrative text by using semantic mapping strategy and those who taught by using quick reading method was accepted.

2.2 Theoretical Background

2.2.1 Reading and Reading Comprehension

2.2.1.1 Definition of Reading and Reading Comprehension

According to Grellete (1999:7), reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. Based on this statement, reading is one of the most common activities performed by human in their everyday life. No matter what one's profession is, he or she needs to read for certain purposes. Although students at schools. Cahyono and Mukminatien (2011:57) argues that reading is a means of communicating information between the writer and the reader. By reading, people can get new information from the books or texts they read.

Reading is a basic skill that should be mastered by students. Because reading can not be separated from learning activity, it becomes an activity which is always done in the classroom (Cahyono and Kusumaningrum, 2011:63). Reading is very important for English learners because it can enlarge their knowledge, add some vocabularies of English and get information. Harmer (2007:99) states that reading is useful for language acquisition; the more students read, the better they get at it. By reading, students are able to get complete understanding of the texts.

According to Hoover and Gough (1990) in Yulianti (2014:10), reading is the product of decoding and comprehension which means that reading is a result from an ability to decode the print words and to comprehend the language. As a skill, reading is clearly one of the most important (McDonough, et.al., 2013:110). The activity of reading also involves the ability to decode the printed words in the key in reading. The decoding activity impacts the reader making sense. It is explain clearly that reading text is very important.

In the other hand, reading is one of the most common activities performed by human in their everyday life. Then, for students learning a foreign language, reading is often believed to be prominent language skill that significantly stimulate success in their study. Hence, possessing reading skill is a necessity for students (Hartoyo, 2009). So, by reading human can know the new information and know more about the knowledges.

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluently readers (Grabe and Stoller, 2002:29). Then, it is the process of making meaning from the text. The goal is to gain an overall understanding of

what is described in the text rather than to obtain the meaning from words of sentences.

According to Klingner, Vaughn, and Boardman (2007:8) state that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Comprehension strategies can be defined as the 'mental processes' that good readers use to understand text. These strategies need to be explicitly taught towards developing independent readers who engage meaningfully with text.

2.2.1.2 The Importance of Reading

According to McNamara (2001:34) states that the importance of reading strategies is becoming increasingly recognized. The recognition is perhaps best exemplified by the inclusion of a reading strategies.

Reading is important because it develops the mind who read. Harmer (2007:99) argues that:

There are many reasons why getting students to read English texts is an important part of the teacher's job. Reading is useful for language acquisition. Provided that

students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

According to Grabe and Stoller (2011:7) state that reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Comprehension strategies can be defined as the 'mental processes' that good readers use to understand text. These strategies need to be explicitly taught towards developing independent readers who engage meaningfully with text. By reading, can make understanding of the written words. Teaching students to read the text can help them develop their language skill, too.

Therefore, reading is a very important skill that students have to master. Any exposure from reading gives many benefits for the students in the process of acquiring language and developing their thinking and emotional. Opportunities to expose English texts more help the reader accustom to written English texts. It will develop their awareness in decoding a printed language and recalling the meaning (Yulianti, 2014:12). Students who know how to read can educate themselves in any area of life they are interested in.

2.2.1.3 Different Kinds of Reading

There are two kinds of reading. Harmer (1998:210) states that “To get maximum benefit from reading students need to be involved in both extensive and intensive reading”. Both of them are important in reading a text. Its can improve students’ reading.

“We need to make a distinction between extensive and intensive reading. The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom.... Then the term of intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classroom” (Harmer, 2007:99-100). Then, the explanation about extensive and intensive reading as below:

1. Extensive Reading

The importance of extensive reading for the development of our students’ word recognition – and for their improvement as reader overall. But it is not enough to tell students to ‘read a lot’; we need to offer them a programme which includes appropriate materials, guidance, tasks, and facilities such as permanent or portable libraries of books.

- a. Extensive reading materials: students can reading the text that they can understand. If they struggling to understand it, they can hardly reading for pleasure.
- b. Setting up the library: we need to build up a library of suitable books. So, students can read the books there.
- c. The role of the teacher in extensive reading: most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by their teachers. Teacher must support them to read extensively (Hamer: 1998).

According to Rob and Susser in Yulianti (2014:31) state that “extensive reading purposely focus on students’ reading as much as possible: not only in classroom but also out of classroom.... The very important of extensive reading is generally obtaining pleasure from the text”. Extensive reading can improve students’ reading text. It is can improve students’ ability in reading. So, students can mastered reading by extensive reading the texts.

2. Intensive Reading

In order to get students to read in class, teacher need to work to create interest in the topic and task. However, there are further roles teacher need to adopt when asking students to read intensively:

- a. **Organiser:** teacher need to tell students what the reading purpose is and give them clear instructions about how to achieve it, and how long they have to do that.
- b. **Observer:** when teacher ask students to read on their own, teacher need to give them space to do so. While students are reading teacher can observe their progress since this will give teacher valuable information about how well they are doing individually and collectively.
- c. **Feedback organiser:** when students have completed the task, teacher can lead a feedback session to check that they have completed the task succesfully. Students often appreciate giving paired answer like this since, by sharing their knowledge, they are also sharing their responsibility for the answers.
- d. **Prompter:** when students have read the text teacher can prompt them to notice language feature in the text. Teacher may also as controllers, direct them to certain features of text construction, clarifying ambiguities, and making them aware of issues of text structure which they had not come across previously (Harmer: 1998).

According to Grellet (1999:4), the main ways of reading are:

1. Skimming: quickly running one's eyes over a text to get the gist of it.
2. Scanning: quickly going through a text to find a particular piece of information.
3. Extensive reading: reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
4. Intensive reading: reading shorter texts, to extract specific information. This is more accuracy activity involving reading for detail.

2.2.1.4 Testing Reading

According to Oakhill, Cain & Elbro (2015:31) state that the various assessments of reading comprehension have different formats and demands. To determine test reading skill or ability, to understand the content, the researcher use several types, they are:

1. Multiple Choice

The test takers provide evidence of successful reading by marking a mark against one out of a number of alternatives.

2. True/False

The test takers should respond to a statement by choosing one of the two choices, that are true or false.

3. Completion

The students need to complete a sentence with a single word.

4. Short Answer

It is in the form of question and need the students to answer briefly.

5. Guided Short Answer

This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentence presented in them. It is already give the short words to choices become the answer.

2.2.2 DK Readers

2.2.2.1 Definition of DK Readers

Dorling Kindersley (DK) is a British multinational publishing company specializing in illustrated reference books for adult and children in 62 languages. Established in 1974, DK publishes a range of titles in genres including travel, arts and crafts, business, history, cooking, gaming, gardening, health and fitness, natural history, parenting, science and reference.

They also publish books for children, toddlers and babies, covering such topics as history, the human body, animals and activities, as well as licensed properties such as Lego, Disney and DeLiSo, licensor of the toy Sophie la Girafe (Goldsmith, 2000).

According to Wallace (2000), the five levels of DK Readers are aimed at different reading abilities. From Pre Level, Level 1, Level 2, Level 3, and Level 4. So for children, they can read DK Readers based on their own levels.

2.2.2.2 Procedure of Using DK Readers

Beautiful illustrations and superb full-color photographs combine with engaging, easy-to-read stories to offer a fresh approach to each subject in the series (Wallace: 2000).

The procedure of this media is in the class that students' reading still do not clearly yet. The students still confused how to reading English. They do not know the meaning when they read the text. So, teacher can give the alternative media that is DK Readers. Teacher can give the students new media based on the exact level for them.

The five levels of DK Readers are aimed at different reading abilities, enabling you to choose the books that are exactly right for your child (Wallace: 2000). For example from Pre-Level and will continue to the Level 1. Its have many pictures, so

students can know the meaning when they read the text while see the pictures.

So that all of student can try it and they will enjoy read the text using new media. So, students can improve their reading and mastered their reading.

2.2.2.3 The Implementation of Using DK Readers

Wallace (2000) states that DK Readers is a compelling program for begining readers. Each DK Readers is guaranteed to capture a child's interest while developing his or her reading skills, general knowledge, and love of reading.

Then, the implementation of using this media is researcher ask to the students at eighth grade of MTs. Sunan Muria that get experimental group to read DK Readers that already printed by researcher. Then, the researcher ask them to read DK Readers. The researcher ask them to read Level 1.

For students control group, researcher just gave conventional media. It was conducted about two weeks. Its include pre-test, treatment, and also post-test.

2.2.2.4 Sample of DK Readers

This is the sample of DK Readers for students at eight grade of MTs. Sunan Muria as a media.

Born to Be a Butterfly

A butterfly flits from flower to flower. Her red-striped wings shine in the sun. She touches the petals with her feet and her feelers. She looks for a leaf where she can lay her eggs. A butterfly flits from leaf to leaf. On each little leaf she lays one or two eggs. She squeezes the eggs out of her body. The outside of each egg is covered with a shell.

A caterpillar grows inside each egg. Soon one is ready to hatch. She bites through the shell with her strong, sharp jaws. She munches the leaves around her. The caterpillar makes a tent from a leaf. She hides from the birds, who are sharp-eyed and hungry. Hundreds of caterpillars hatch alongside her. Some are unlucky.

Hungry birds peck them. Furry bats snatch them. Spiders catch them. The caterpillar is hungry. She needs to grow so she crawls from her leaf tent. She climbs up strong stems and clings to young leaves. The caterpillar munches and crunches all the leaves she can find. The caterpillar munches and crunches. She gets bigger and bigger. Her black and yellow skin gets tighter and tighter.

Suddenly the skin starts to split open!. The caterpillar wriggles out with a brand-new skin. The caterpillar grows quickly. She sheds her skin four times before she is fully grown. She looks for a leaf that is sturdy and strong. She hangs upside down. The caterpillar is changing into a chrysalis (KRIS-uh-liss). Outside, her

skin turns hard to keep her safe. Inside, something amazing is happening.

Then one day the chrysalis splits open. Something crawls out into the sunshine. It has a head and six legs. It has wings and a body. What can it be? A brand-new butterfly rests in the sunshine! She is too wet to fly. She holds out her wings to help them dry faster. The butterfly flits from flower to flower. She sucks up the sweet nectar with her long, hollow tongue. When she is not eating, her tongue is curled like a spring. Sometimes she rests with her wings held together. She looks brown as the tree bark so hungry birds can't see her.

Now it is time to look for a mate. She finds him sitting on a leaf. They dance in the sunshine and fly off together. The butterfly flits from flower to flower. Her red-striped wings shine in the sun. She looks for a leaf where she can lay her eggs. Soon, a hundred more butterflies will fly in the sun.

2.3 Research Framework

Based on the researcher, reading is very important thing in our life, especially for students. Because by reading, students can feel some benefits, such as to improve or increase the knowledge about the outside world.

Reading is a basic skill that should be mastered by students. Because it can enlarge their knowledge, also add some vocabularies of English and get

information. But in fact, most of students claim that reading English is a boring activity and they get difficulties to memorize the words in English and the meaning. Also they less active in the class because of teacher gave the conventional media when convey the materials. It was a cause for teacher to give interesting media in teaching and make student more active in the classroom.

