CHAPTER II

LITERATURE REVIEW

This chapter discusses some theoretical perspectives underlying this study, covering teaching reading using multimedia in grade7[th] of junior high school.

2.1 The study of teaching reading

2.1.1 Definition of reading

Reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Reading is not an easy activity. Reading can be done in various ways listed among others: (1) silent reading, (2) read loud, (3) read the contents of the study, (4) review of language reading, (5) critical reading. Reading is a complex act. It involves multiple cognitive, emotional, and social abilities, each of which influences the begining reader's success (Snow, Burns and Griffin, 1988). Fundamentally, the act of reading is an interaction between a reader and the author of a written text – a kind of conversation. To participate, the reader must be proactive, bringing prior knowledge and emotions to the

interaction. The reader uses different language system to read the words and make sense of the printed message. Knowledge of how words work, word meanings, grammar, and text genres are among these systems. The reader brings motivation to the reading experience in the form of purpose, interests, and self-regulatory skills (Anderson and Pearson, 1984).

Reading skills are the cognitive processes that a reader uses in making sense of a text. For fluent readers, most of the reading skills are employed unconsciously and automatically. When confronted with a challenging text, fluent readers apply these skills consciously and strategically in order to comprehend.

Learning to read is a fundamental right of children in a changing world. To achieve at school and succeed in the world at large, children need to know how to read and write. Plenty of evidence shows the significant implications of literacy achievement not only for individuals over their lifetimes but also for societies.

In reading comprehension there are also things that affect the success of students' skills in reading. Bush (1978:115) defines reading comprehension as the following:

> "Reading comprehension has been variously defined as (1) an interpretation of written symbols (2) the apprehending of meaning, (3) the assimilation of ideas presented by the writer, and (4) the process of thinking while deciphering symbols"

So there are two things which a reader should process in interpreting the contents of a passage, they are the written symbols and the meanings. The importance of understanding this meaning is implied in the words used in interpreting, apprehending, assimilating, and deciphering. Those things are needed in reading comprehension activities.

2.1.2 The types of reading

These two types of reading are described traditionally as intensive and extensive reading by Carrel and Carson (1997)

Intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Intensive reading involves approaching the text under the close guidance of the teacher, or under the guidance of a task which forces the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means, but also of how the meaning produced. The teacher will consider these points: (1) providing a reason for reading; (2) introducing the text; (3) breaking up the text; (4) dealing with new language; (5) asking signpost questions. Before the students begin to read the text, teacher can do quite a lot to make their task – more explicit and their way of tackling it more effective.

A slow reader is seldom able to develop interest in what he/she reads, let alone enjoyment. Since he/she gets no pleasure, he/she reads as little as possible. Deprived of practice, he/she continues to find to understand what he/she reads, so his/her reading rate does not increase. Somehow, we must help him/her to get out of this cycle of frustration enter instead the cycle of growth represented on the table above.

Extensive reading that will actively promote reading out of class. Class time is always in short supply and the amount of reading needed to achieve fluency and efficiency is very great-much greater than most students will undertake if left to themselves. Teacher may have good reasons for not using more reading in class; students may fell that it is better programmed for out-of-school-work, so that class time can be used for things that can be done nowhere else. This is fine as long as out-of-school-reading assignments are in fact given.

2.1.3 The principle of reading comprehension

McLaughlin (April 2012 : 432-440) stated that the goal of reading instruction – "teaching students to become active, strategic reader who successfully comprehend of the text". Maureen McLaughlin identified, there are ten principles to teach reading. They are:

1) Comprehension is the active construction of meaning as the reader makes connections between prior knowledge and the text; 2) Students as active readers; 3) It's all about good teaching; 4) Motivation is a key

factor; 5) Explicitly teaching a variety of reading comprehension strategies builds students' reasoning power; 6) Vocabulary development is essential; 7) Students should read a variety of types and levels of text; 8) Students should use multiple modes to represent their thinking; 9) Constantly check for understanding; 10) Push students to comprehend at deeper levels.

Some principles above are explained by McLaughlin as follows:

In principle two teachers should encourage the students work at making sense of what they are reading, they should have clear goals, ask themselves questions as the students read, monitor the progress, have a reportoire of strategies, problem solve and fix-up when students aren't understanding, discover new information, think about their thinking, and students read widely in a variety of texts.

Principle three is all about teachers. They should: 1) effective teachers believe all students can learn, 2) differentiate instruction using a variety of techniques and groupings, 3) understand that students learn best in authentic situations; 4) makes a concept–rich environments; 5) have in-depth knowledge of reading, writing, speaking, and listening; 6) provide lots of opportunities for students to read, write, and discuss; 7) draw on insights gained from good readers.

Principle four explained that effective teachers make students want to read by creating the right environment, making compelling texts available, and instilling intrinsic motivation.

Principle five explained that a variety of reading comprehension strategies include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating.

Principle six explained that vocabulary is fostered by building students' interest in learning and using new words, developing precision in word use, getting students actively involved in the process, studying how words work, exposing students to new words multiple times, and extending vocabulary development to other subject areas.

Principle seven explained that a variety of types and levels of text should include instructional-level books for teacher-guided lessons and easier texts for independent reading.

Principle eight explained that oral and written responses are fine but students should also be able to sketch, dramatize, sing, and create projects about their reading.

Principle nine explained that teachers should observe students as they read and discuss, look their informal written responses, use other assessment, and use insights gained to follow up and fine-tune instruction.

Principle ten explained that students need to go beyond passively accepting a text's message and read between and beyond the lines, thinking about the author's purpose and the underlying message of the text.

All those principles of reading comprehension above are important to apply for secondary school students. The suitable principle are principle

three and principle five for students. Teacher can elaborate tools of electronic's technology and the material of English subject such as teaching reading in class by multimedia. The student can learn English subject acttractively and easily in reading.

2.1.4 Reading skills and strategies

Reading comprehension skills and strategies are practiced when good readers connect what they are reading. The students wonder if the events in the text have ever happened to them, or if they know somebody like a character in the story. They think about what's going to happen and make predictions based on what they know and what they have read. Good readers ask themselves questions like: What is the author saying? Why is this happening? Does this connect with what I've already read? Good readers stop to think about their reading and know what to do when they read something they don't understand. They think about how the story is organized and what it's about and what have they learned, and whether anything is making sense. Good readers try to picture what is happening while they read and draw it in their mind. Good readers also identify the most important ideas and restate them in their own words. They ask themselves what the story is mainly about and try to figure out the author's most important ideas.

Comprehension strategies are concoius plans – sets of steps that good readers use to make sense of text. Comprehension strategy

instruction helps students become purposeful, active readers who are in control of their own reading comprehension. The seven strategies appear to have a firm scientific basis for improving reading comprehension. There are:

1) monitoring comprehension, 2) metacognition, 3) graphic and semantic organizers, 4) answering questions, 5) generating questions, 6) recognizing story structure, and 7) summarizing.

The detail explanation of seven reading strategies above are:

The first strategy that students who are good at monitoring their comprehension know when they understand what they read and when they do not. Students have strategies to 'fix' problems in their understanding as the problem arise. Comprehension monitoring teaches student to be aware of what they do understand, to identify what students do not understand, to use appropriate strategies to resolve problems in comprehension.

The second strategy that metacognition can be defined as 'thinking about thinking'. Good readers use metacognitive strategies to think about and have control over their reading. Before reading, students might clarify their purpose for reading and preview the text. During reading, students might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and 'fixing' any

The third strategy that graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help students as a reader focus on concepts and how the students are related to other concepts. Graphic organizers help students read and understand textbooks and picture books. Graphic organizers can help students focus on text structure 'differences between fiction and non-fiction' as they read, provide students with tools they can use to examine and show realtionships in a text, help students write well-organized summaries of a text.

The fourth strategy that question – answer realtionship strategy encourage students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), or information entirely from the student's own background knowledge.

The fifth strategy .that by generating questions, students become aware of whether they can answer the questions and if students understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segment of text. For example, students can be taught to ask main idea questions that relate to important in a text.

The sixth strategy that students learn to identify the categories of content (characters, setting, events, problem, and resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improve students' comprehension.

The seventh strategy that summarizing requires students to determine what is important in what they are reading and to put into their own words.

These seven reading comprehension strategies that the third strategy is the most important. Graphic and semantic organizers are central to reading process, and are complex and under-described, in spite of a revival of interest in the field. To pursue these skills, it is of course first necessary to have a text which exhibits the characteristics of true discourse: storyboard-used to order or sequence events within a text. For example, listing the steps for brushing your teeth.

2.1.5 The importance of teaching reading

Hedge (2003) stated that any reading component of an English language course my include a set of learning goals for:

- The ability to read a wide range of texts in English. Tthi is the long-range goal most teachers seek to develop through independent readers outside classroom
- Building a knowledge of language which will facilitate reading ability
- Building schematic knowledge

- The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)
- Developing an awareness of the structure of written texts in English
- Taking a critical stance to the contents of the texts

The last goal can be implented at an advanced level. Consequently, students can check the authenticity of the text by looking at the following indicators: whether the article or text gives name of the author or no, the date of publication, the aim of article or text, etc.

2.1.6 The role of teacher

Teachers have emphasized that reading involves skills that the student must learn for herself/himself, and that the measure of the teacher's success is how far the student learners to do without his/her help. Conscious development of reading skills is important because it is obviously impossible for us to familirize our students with every text they will ever want to read. Instead the teacher must give them techniques for approaching texts of various kinds, to be read for various purposes. One of the teacher's jobs is to make sure that the bridge is built between the specific and the general. One way of helping the student to generalize his/her skills it to make sure that he/she reads a lot and has a lot of practice in using the skills with varied materials.

2.2 Media

The above discussion about teaching could be made more effective when teachers are teaching benefits multimedia

2.2.1 Definition of media

The word media is plural form of the word medium. Medium can be defined as an intermediary or an introductory communication from the sender to the recipient (Heinich et.al, 2002; Ibrahim, 1997; Ibrahim et al, 2001). The media is one component of communication, namely as a messenger from the communicator to the communicant (Criticos, 1996). The word comes from the Latin. Media is the plural of medium restriction on the media is very broad sense, but we restrict education to the media that the media is used as a means of learning activities and materials. According Gearlach and Ely in Arsyad said that if the media is understood broadly human, material or events that establish conditions that enable the child to acquire the knowledge, skills, or attitudes.

In general, the media have their uses, among others: (A) Clarify a message that is not too verbal; (b) to overcome the limitations of space, time, effort, energy and power; (c) raises the passion to learn, more direct interaction between pupils with learning resources; (d) allows the students to learn independently in accordance with flair and the ability of the visual, auditory, and kinesthetic; (e) the same stimuli members, likening the experience and perceptions of the same cause; (f)

contains five components of the learning process communication, teacher (communicator), instructional materials, instructional media, student (communicant), and learning objectives.

In particular the notion of instructional media interpreted as graphical tools, photographic, or electronically to capture, process, and reconstruct visual or verbal information. In the learning process, the teacher presents the instructional media in order to assist students in understanding the material of English subject.

2.2.2 The classification of media

Media are classified based on the prupose of the usage and characteristics of media. Five models of classification according to experts. First is Schramm who classified media into several groups, such as complex media, expensive media, and simple media. Schramm also classifies according to the ability of the media coverage, namely (1) broad and simultaneous coverage such as TV, radio, and facsimile; (2) the coverage is limited to the room such as film, video, slides, posters, audio tape, (3) medium for individual learning such as books, modules, course of study with a computer and a phone.

Second is Gagne who classified media into 7 groups, namely the object to be demonstrated, oral communication, print media, still pictures, moving pictures, silent films, and machine learning. Third is Allen who claims

there are nine media groups, namely: visual silence, movies, television, three-dimensional objects, recording, programmed lessons, demonstrations, print textbooks, and oral presentation. Allen revealed the purpose of learning, among other things: factual information, visual recognition, principles and concepts, procedures, skills, and attitudes. Fourth is Geralach and Ely who grouped media by physical characteristic of eight groups, namely the actual objects, verbal presentations, presentation graphics, still images, moving images, sound recordings, programmed instruction, and simulation. Fifth is Ibrahim who grouped media by size and complex case of tools and equipment over the five groups, namely the two-dimensional media without projection; media without the three-dimensional projection; media audio; projection media: television, video, computers.

The experts above say that the classification of medias have the function itself. It depends on the purpose of media if needed in class. The writer agree the Allen's grouping of media. It really help students in teaching especially reading class. The media makes easy to teach students for delivering the material or information in class. Beside that, the school should be support the tools of media for learning achievement activitiy in class.

2.2.3 The characteristic of media

As described previously, the learning media is anything that is used to distribute messages and can stimulate thoughts, feelings, concerns, and the willingness of students so as to encourage the learning process effectively and efficiently. Therefore, to understand the media, it must first understand the general characteristics of instructional media. General characteristics of instructional media as follows :

(1) something that becomes an emphasis in instructional media is keperagaan, which is derived from the word 'sport'. The word raga means something that can diindra, which can be touched, seen, heard, and observed. However, the main component is the sense of sight and hearing, (2) learning is a form of communication media teachers and students, (3) a learning media utam aids in teaching in the classroom or outside the classroom, (4) learning media is closely related to methods of teaching.

In the learning process, the media is a vital tool because the media is an intermediary for the teacher to convey the message , and therefore the media selected must be adapted or select the material to be delivered.

2.2.4 The function of instructional media

The effectiveness of the learning process is strongly influenced by the factors of learning methods and media used. There should be conformity between them to achieve the learning objectives. While there are other things that are also considered in the selection of perl media, such as: learning context, learner characteristics, and task or expected response from learners. As according to the Daryanti on Criticos learning goals, learning outcomes, content of teaching materials, and a series of learning strategies is the criteria for the selection and production of media. Thus, the arrangement of the learning environment conducted by a teacher influenced by the role of the media used. Use of media in learning can generate new desires and interests, improving motivation and stimulation of learning activities, and even the psychological impact to the students. Further disclosed that the use of teaching aids will greatly assist the effectiveness of the learning process and the delivery of information (messages and content) at that time. The presence of media in learning can be said to help improve students' understanding, presentation of data / information more attractive and reliable, facilitates the interpretation of data, and condense information .

The function of the media, especially visual media presented by Levie and Lentz who has four functions, namely: the function of attention, affective function, cognitive function, and compensatory functions. In attentional function, visual media can draw attention and direct students to

concentrate kepasa lesson content. Affective functions of visual media can be observed from the level of "pleasure" of students when learning (reading) text display. In this case the visual image can arouse emotions and attitudes. Based on the findings of the study revealed that the cognitive function of the visual media through a visual image or symbol can accelerate the achievement of the goal of learning to understand and remember the message / information contained in the image or visual symbol. Compensatory function of learning media is allow context to students who are weak in their ability to organize and recall information in the text. In other words, learning that the media serves to accommodate students who are weak and slow to accept and understand the contents of the lessons presented in the form of text (verbally presented).

Based on some of the functions of instructional media mentioned above, it can be concluded that the use of media in teaching and learning activities have a considerable effect on the sensory tools. To the understanding of the subject content, in a certain sense it can be argued that the use of media will be ensured a better understanding of the students. Media are also able to generate learning and learners into the atmosphere brings a sense of excitement and joy, where there is an emotional and mental involvement. It affects their spirit of learning and learning conditions better life later peblajar geared towards an improved understanding of the teaching materials.

2.2.5 The projected visual media

A common visual media can be divided into two, namely: (1) visual media silence and (2) the motion of visual media. Furthermore, in the following presentation, each medium are presented in more detail with examples of media types including. The types of media that can be grouped or classified into visual media silence include: photos, illustrations, flash cards, drawings and collage choices, the film frame, the chain movie, transparency, opaque projector, overhead projector microfiche, stereo projector, micro projector, tachitiscopes, grifik, charts, diagrams, cartoons, maps, globes, and posters. Examples of the types of visual media that have been mentioned above is a very common medium used for teaching purposes. For more particularly the visual media can be divided into (1) a flat image media, (2) the media silent projection, (3) media graphics, and (4) media projection moves. The visual media used in many learning activities, especially when conducting understanding of the material, when students learn to understand a story text of the material or silent projection media can be used in exploring and deepening the students' understanding of reading comprehension. Media silent projection images containing messages to be delivered to the recipient must be projected in advance by means of a projector or with a term called LCD (Liquid Crystal Display) to be viewed by the recipient of the message, sometimes it is a visual medium. LCD is a tool that is capable of

displaying media elements such as images, text, video, animation. Media silent projection can be used by teachers to teach various subjects.

2.3 Reading comprehension and multimedia usage

2.3.1. The approaches to improving reading speed

Teacher should make the students aware that efficient readers do not have the habits and explain why. The teacher should not harass students who cling to them because they are insecure; teacher should concentrate on other ways of developing confidence. Some approaches to improving reading speed: (1) machines; (2) slides and OHP; (3) scanning; (4) skimming.

Sophisticated machines (tachistoscopes, pacers) have been designed which force students to read at a given rate, and without regressions, by exposing the text only briefly, a bit at a time. Most of us do not have access to such equipment and it is generally agreed to be unnecessary. A similar effect can be attained by using a cardboard mask which the student himself moves down the page as student reads. Simply a piece of card of about the same width as the page. Many readers find it helpful to place this below the line they are reading.

2.3.2 Multimedia Usages

Multimedia can be used in creative indusries, commercial uses, entertainment and fine arts, education, journalism, engineering, industry, mathematical and scientific research, medicine, document imaging, disabilities, miscellaneous. In education, multimedia is giving students an opportunity to porduce documents of their own provides several educational advantages. For example, students that experience the technical steps needed to produce effective multimedia documents become better consumers of multimedia documents produced by others; students indicate they learn the material included in their presentation at a much greater depth than in traditional writing projects.

2.4 Formulation of Hypothesis

- **Verbal Hypothesis**

Ho: The learning achievement of reading to students in class taught by using multimedia is the same with that of the students taught without using multimedia.

H1:   The learning achievement of reading to students in class taught by using multimedia is the different from that of the students taught without using multimedia.

- **Statistical Hypothesis**

  Ho: $\mu_1 = \mu_2$

  H1: $\mu_1 \neq \mu_2$

  μ_1 = the average scores of reading class taught using multimedia

  μ_2 = the average scores of reading class taught without using multimedia.