CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents about definition of reading, reading comprehension, genre of the text, teaching reading, testing reading, media, electronic storybook, and previous study.

A. Reading

1. Definition of Reading

There are four skills in English language known, they are speaking, listening, reading, and writing. All of those skills exactly have tight relation and different function in English. All of them are very important to be mastered for English learner. One of those skills is reading skill.

Reading plays important role especially in era information and communication right now, because reading is as a way in which something interpreted or understood. According to Bond, Pinker and Wasson (2009: 3) states that in our world, reading more will provide more information and it makes our knowledge become increasingly in great numbers. It means that reading is done and used by the readers to get the message, information and knowledge from that will be informed.

There are various perspectives about definition of reading. According to Kennedy (2002: 5) reading can be defined as the ability of an individual to recognize a visual form; associate the form with a sound and or meaning acquired in the cover and on the part of experience, understands, and interprets its meaning. Scharer (2012) defines reading as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced".

In addition, reading is as a process of communication between a writer, a text and a reader. Rosenblatt (1978) as cited in Moreillon (2007: 19) developed a theory of reading as a transaction among the reader, the text, and the intention of the author. In relation with this Biddulph (2002: 8) states that reading involves using a range of thinking skills in order to make sense texts. It means that reading involves a cognitive process to understand the texts.

Besides, reading is a process when the readers learn something from what they read and involved it in academic context as a part of education (Grabe, 2009: 5). In the classroom, some teachers often use texts as media to deliver material of the subject. Furthermore, the teachers ask the students to read the text to grab information in order that they could understand the material.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William: 2005: 21). The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading.

Based on the definitions above the researcher concludes that the reading is an activity of combining information and their background knowledge to build and produce the meaning from the text.

2. The Purpose of Reading

There are seven main purposes of reading to understand the content of the text according to Rivers and Temperly (198: 187) as cited in Nunan (1999: 251) are as follows:

a. To obtain information for some purpose or because we are curious about some topic.

b. To obtain instructions on how to perform some tasks for our work or daily life.

c. To act in play, play a game, do a puzzle.

d. To keep in touch with friends by correspondence or to understand the business letter.

e. To know when or where something will take place or what is available.

f. To know what is happening or has happened (as reported in magazines, newspapers, report).

g. For enjoyment or excitement.

3. The Types of Reading Performance

There are several varieties of classroom reading performance. According to Brown (2000: 312) the varieties of classroom reading performance as follows:

a. Oral and silent reading

Occasionally, the teacher has reasons to ask a student to read orally. At the beginning and intermediate level, oral reading can:

a) Serves an evaluate check on bottom up processing skill.

b) Double as pronunciation on check, and

c) Serve to add some extra student participation if the teacher wants to highlight a certain short segment of reading passage.

Besides, for advanced levels, the advantage can be gained by reading orally. But, there are several disadvantages in reading orally as follows:

a) Oral reading is not very authentic language activity.

b) While one student is reading, others can easily lose attention.

c) It may have the outward appearance of student participation when in reality it is mere recitation.

b. Intensive and Extensive Reading

Silent reading is categorized into intensive and extensive reading. Intensive reading is usually a class-room oriented activity in which students focus on linguistics or semantic details of passage. It calls students attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text. Extensive reading can sometimes help students get away from their tendency to overanalyze or look up words they do know and read for understanding. Extensive reading includes skimming. According to Mikulecky (1990: 23-30) the purpose of skimming is the students are able to process a text rapidly at many levels in order to get an overall picture of it. In addition, extensive reading includes scanning. The purpose of scanning is the students are able to find out the specific information in a text by looking at the text very rapidly. The last is global reading includes in extensive reading too.

B. **Reading Comprehension**

1. Definition of Reading Comprehension

Reading comprehension skills are important for English language learners, especially for students who learn English as a foreign language or second language.

According to Woolley (2011: 15) reading comprehension is the process of making meaning from text. It means that reading comprehension is define as the activity to understand the text to get information, opinions or ideas.

Besides, reading comprehension is the active process that involves reader's responses to the text. It is involves readers to making senses of words, sentences, and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. According to Pearson and Raphael (1990) as cited in Woolley (2011:17) readers must consider the intention of the author as well as their own background knowledge and experiences that they bring to the text.

Based on the definitions above the researcher concludes that reading comprehension is the process of making and building the meaning to understand the text what they read.

2. Strategies for Reading Comprehension

Better readers in any language use more strategies and use them better. According to Brown (2000: 306), for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Moreover, some strategies are

related to bottom-up procedures, and others to enhance the top-down processes. The strategies for reading comprehension are:

a. Identify the purpose in reading

b. Use graph emic rules and patterns to aid in bottom-up decoding (for beginning level learners)

c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

d. Skimming

e. Scanning

f. Using semantic mapping or clustering

g. Guessing

h. Analyzing vocabulary

i. Distinguishing between literal and implied meaning

j. Capitalizing on discourse markets to process relationship

3. Levels of Reading Comprehension

Reading comprehension is the process of understand and making meaning from texts. It is very important as teachers of English second language to teach read well for their students. In addition, reading a foreign language may find some difficulties such as the students difficult vocabularies of the text, difficult to get a certain information or author's meaning, and to make a conclusion of the passages. According to Sadoski (2004: 68), there are three levels of comprehension are as follows:

a. The Literal Level

Literal comprehension involves word meaning, but it is more than decoding the meanings of individual words one at a time. Literal comprehension deals only with the textually explicit, with what is directly stated.

b. The Inferential or Interpretive Level

The level of inferential comprehension also called the interpretive level. Inferential or interpretive level is the level of comprehending what is implied but not explicitly stated. Build on facts in the text: predictions, sequence sand setting. Make conclusion about the text.

c. Critical Reading

Critical reading involves assessing and judging the value of what is reading. Reading critically can be seen as conversation with an author, talking back to an author in our imagination.

C. Genre of the Text

1. Kinds of Genre

The teaching learning material should be centered on genre. There are several kinds of genre. According to Knapp and Watkins (2005) categorize into five kinds of genre as follows:

a. The genre of describing is one of the fundamental functions of any language system and one of the first skills emergent language-users learn to control.

b. The genre of explaining is a fundamental language function for understanding the world and how it operates.

c. The genre is instructing, whether spoken or written, prevades our experience of the world.

d. The genre of arguing is and important and influential language process, essential for dealing with many aspects of school knowledge and effective social participation.

e. The genre is narrating or narrative is one of the most commonly read, though least understood of all the genres.

2. Kinds of Text

There are several kinds of text. According to Mark and Kathy (1997: 3) categorize genre into two types, literary genre and factual genre. Literary genre consists of narrative, poetry, and drama. Then, factual genre has seven types of genre such as recount, explanation, discussion, information report, exposition, procedure, and response. Furtheremore, the purposes of the text as follows:

a. Narrative: to construct a view of the world that entertains or informs the reader or listener.

b. Response: to respond to an artistic work by providing a description of the work and judgement.

c. Discussion: to present differing opinions ona subject to the reader or listener.

d. Explanation: to explain how or why something occurs.

e. Exposition : to argue or persuade by presenting one side of an issue.

f. Information report : to classify, describe or to present information about a subject.

g. Procedure: to instruct someone on how something can be done.

h. Recount: to retell a series of events, usually in the order they occurred. (Macken, 1990: 6)

3. Recount Text

a. Definition and Purpose of Recount Text

There are several types of texts. The type of text such as recount text. According to Anderson & Anderson (2003) a recount text is a piece of text retelling past events, usually in the order in which they happened. It has a purpose in which it gives the audience a description of what occurred and when it occurred. Knapp and Watkins (2005) emphasize that text such as recount text has a basic form of sequencing units of information.

b. Structure of Recount Text

It is a point when writers try to create a piece of a recount text. Mukarto et al (2007) state that a recount text has three main parts as follows:

1. Orientation

It gives reader background information of the story. As the opening paragraph, it should answer the question: who, what, where, when, and how.

2. List or series of events

It tells a series of events in a chronological order and describes what happened (Biber & Conrad: 2009).

3. Reorientation

It consists of a type of conclusion with a comment or a summary and evaluation about the topic of the story.

D. Teaching Reading

Teaching is the ability which involves the teacher's guidance and lessons by setting the certain condition of learning. In teaching activity, the teacher has to be more concern in teaching reading because reading is a good skill in language's learners. It helps the students to get information from reading text. According to Grabe and Stoller (2002: 4), reading can be taught as a way to draw information from the text and to form an interpretation of that information.

In teaching reading activities, the teacher may try to guide their students well. The teacher has to be more active because it is very important to increase student's knowledge and information in reading from the text. Bidduph (2002: 2) states that guided reading is an important approach in literacy education. It means that the teacher's role in guide reading is to actively enhance the student's understanding about the text

based on they read with new information. In addition, the teacher should select about the material that is used in teaching reading. Moreover, the teacher should pay attention with the student's need, goal, approach, condition or facilitates of the school, and the topic or type of reading texts in learning activities.

Reading as a part of English skill, reading of English language should be mastered by the learners. The ability of students in reading is very important to improve their knowledge. Rauch and Weinstein state that reading is a key to success for anyone who wants to be an educated person.

Based on the definitions above the researcher concludes that teaching reading is the process of transfer the knowledge for the student to guide and give new information.

E. **Testing Reading**

In order to know such level of reading, it is important to do a test. Testing reading is important to do in order to evaluate the aspects that can be used to arise the effective way of analyzing and identifying the needs to be put into account concern reading. In addition, the teacher must understand how to do testing reading for the students.

Moreover, the teacher should be aware of how to prepare, conduct, and involve some important thing to include in the test that is going to conduct. In testing reading skill, there are a numbers of testing techniques can be used as follows:

1. Multiple Choice Tests

   Multiple choice tests allow testers to control the range of possible answers to comprehension questions, and to some extent to control the students' thought process when responding (Alderson, 2000: 211). In multiple choice tests, there is one correct answer and some other choices called distracters.

2. True or False Tests

   True or false tests contain a statement which is related to target text and have to indicate whether this is true or false. True or false tests usually consist of two parts. The first is the part consists of list of statements. In addition, the second is the part consists of form true (T) and false (F) beside the statements. The students should choose true (T) when the statement is considered true. True or false tests also can be called as dichotomous items (Alderson, 2000: 222).

3. Completion

The technique of this test, the students are required to complete a sentence with a single word based on the text. According to Sudijono (2008: 117), the advantages of this technique in term of the matter can be tested through this technique is large and varied, so the comprehension requirements can be fulfilled.

F. **Media**

The teacher can apply some types of instructional media in teaching reading within classroom. It is an easier way to solve the difficulties and create fun learning.

1. Definition of Media

Generally, media is a tool that carries and transfers information to facilitate communication between the sender and receivers. According to Hamalik (1989: 12), media can be defined as any instruments or tools used to make the communication and interaction among teacher and students more effective in teaching learning process. In addition, teaching learning media can be classified in to traditional media (such as picture, photos, textbook, etc) and technology media (such as Information and Communication Technology media include computer, gadgets, internet, etc), compact disc, LCD projector, etc.

2. The Advantages of Media

There are several advantages of using media in teaching and learning process. According to Hamalik (1989: 16) the advantages of using media as follows:

a. By using media in teaching learning, it can decrease the misunderstanding of information, so it can be delivered to the students equally as a base of study, exercise, and application.

b. By using media, teaching learning process becomes more interesting since media has motivation aspect toward students' attention.

c. The time of teaching learning can be shortening for media only need short time to deliver the content of lesson.

d. Media gives student a more concrete idea of the lesson.

G. Electronic Storybook

a. Related Electronic Storybook

People love story and enjoy the plot, and today electronic storybooks are available. The development of the internet and multimedia technologies offers us various alternatives to present the traditional media such as books, videos, and audio records. For example, an electronic storybook composer can apply the multimedia features in the creative story presentations. The electronic storybooks need the effect of multimedia like the interaction to make stories greater fascination. An interactive electronic storybooks have various

ways of communication and multimedia reflections of plots. Moody (2010: 23) states that many parents and educators use electronic storybook. In addition, He states that electronic storybooks allow children to read and listen to a book while obtaining emergent literacy supports including digital features (e.g. animations, word pronunciations, etc). Moreover, electronic storybook may support emergent literacy, development through the use of scaffolding, thus supporting vocabulary development, engagement, and comprehension of the story.

Electronic storybooks are one form of technology that allows young children and struggling readers to enjoy books independently due to electronic features. Thus, it is possible that additional opportunities to explore electronic storybook may actually assist with the development of important emergent literacy skills. Electronic books are defined as an electronic form of a book with features similar to those of a traditional print book including pages that "turn", and digital features that can assist the reader such as word pronunciations, text highlighting, and text-to-speech options, and hypermedia (e.g. video, animations, and sound) (Horney & Anderson-Inman, 1999; Korat& Shamir, 2004).

The teachers may find electronic storybooks to be useful reading intervention tools for the classroom. They should use a critical eye when selecting electronic storybooks. Today electronic storybooks come in many forms with varying digital features and titles. So, electronic storybooks should be chosen by educators to target their goal in teaching and learning within classroom. Furthermore, according to Moody (2010: 30) the teachers use electronic storybooks with the students who require the motivation of digital media effects to become engaged in reading.

b. Steps for Teaching Reading through Electronic Storybook

These are some steps for teaching reading through electronic storybook as follows:

1. Choosing developmentally appropriate electronic storybook,

2. Using electronic storybook in addition to traditional print books.

3. Pairing adult or teacher instruction with electronic storybook.

4. Monitoring distracting features embedded in electronic storybook. (Moody, 2010:39)

H. Previous Study

There are some previous studies of the use of storybook in teaching and learning process. The first was thesis written by student of IAIN Tulungagung entitled "The Effectiveness of Using Story Book to the Teaching of Vocabulary for the Fourth Grade Students of SDN II Wajak Lor Boyolangu Tulungagung" by Malia. This research was done in the

experimental with quantitative design. The result of this research is teaching vocabulary by using storybook is more effective than teaching vocabulary without using storybook. Thus, it can be proved that the use of storybook as a medium in teaching and learning process was effective to be used.

The second was thesis written by Rachmawati entitled "The Effectiveness of Using Picture Storybook on Students' Vocabulary Mastery". This research used quantitative method with quasi-experimental design. The result of this research is using picture storybook was effective to help students to master vocabulary. It showed that there was a significant difference of students' vocabulary mastery between students who were taught by using picture storybook and students who were taught without using picture storybook.

The third was thesis written by de Jesus entitled "Best Practices for Electronic Storybook Reading with Young Children". This research used qualitative approach. The research finding suggest that there are different aspects to facilitating e-storybook reading effectively in the multimodal reading environment in early childhood classroom.

Based on the three previous studies above on the use of storybook, here the researcher will conduct a research in teaching reading by using storybook, but the researcher will conduct the research by using a new version of storybook that is using electronic storybook. It is the same with the third previous study conducted by de Jesus.

Although, there are differences from the researcher will conduct and the three previous above. The first previous study conducted by Malia was done by using experimental with quantitative design. But, the researcher will conduct the research by using a quasi-experimental with quantitative design. The second, the research was using a traditional version of storybook, but the researcher will use a new version of storybook by using electronic storybook in teaching reading.

The second previous study conducted by Rachmawati was done by using quantitative method with quasi-experimental design, it same with the researcher will conduct the research. Meanwhile, the research was using a traditional version of storybook, but the researcher will use a new version of storybook by using electronic storybook in teaching reading.

The third previous study conducted by de Jesus by using qualitative approach, but the researcher conducted the research by using a quasi-experimental with quantitative design. In addition, it same with the researcher will conduct that is using electronic storybook as a medium.

The Differences and Similarities of the research of the researcher and the previous studies			
The Research of the researcher	**The Previous Studies**	**Differences**	**Similarities**
THE EFFECTIVENESS OF USING ELECTRONIC STORYBOOK TOWARD THE STUDENTS' READING SKILL AT THE SECOND GRADE OF MTs ASSYAFI'IYAH GONDANG TULUNGAGUNG	Malia (2011)	Using storybook to the teaching of vocabulary for young learners in elementary school	Using storybook in teaching English
		Using traditional version of storybook	Using quantitative design
	Rachmawati (2017)	Using picture storybook on students' vocabulary mastery	The subject of the research at the second grade of Junior High School
		Using traditional version of storybook	Using quantitative design
	de Jesus (2015)	Electronic storybook reading for young children	Using new version of storybook especially electronic storybook
		The educators must select to facilitate electronic storybook reading in early childhood classroom.	
		Using qualitative design	