

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

a. The Definition of Reading

According to Nunan (1989:33) "Reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading". So, in the classroom students' reading activities, the writer sure that they have many purposes. Among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. And also Harmer (2007: 99) states, that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it.

Reading is one of four skills that must be mastered by every individual. Reading is an activity that enriches students' knowledge. It helps students know how to use English well. Linse (2005: 69) states, that reading is a fluent process of readers combining information from a text and background knowledge to build meaning. Reading is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following

each line of the written page. It involves various and mixed activities. Reading is not to be a passive activity but reading is an active process in which readers relate information in the text to what they already know. Besides that Nunan stated, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Grellet divided into four categories of main ways in reading as follows:

1. Skimming

Skimming is reading quickly over a text to get the gist of the idea.

2. Scanning

Scanning is reading quickly through a text to find a particular piece of information.

3. Extensive Reading

Extensive reading is reading a longer text, usually, for ones' own pleasure, involve global understanding.

4. Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is more an activity involving reading for detail.

Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader in reading will use his/her knowledge, skills, and strategies to determine what the text is. It means the readers try to recognize the words they meet in print and find the meaning of the written text. So,

reading brings a maximum understanding of the authors' message. However, Nurhayati (2018: 34) states, teaching reading in junior high school is should be different from teaching reading in elementary school, because they have different characteristic of physiological background.

b. Reading Purposes

There are two main categories of reading purpose. The first is namely reading for getting pleasure and the second namely reading for getting information. According to Nunan (1999: 251), reading for getting pleasure is one of the purposes of reading. The point is reading stories that can joyful experience of reading. Moreover, Grabe and Stoller (2011: 6-10) propose some purposes more details, as follows:

1. Reading to search simple information and reading to skim quickly.

In reading to search, the readers usually scan the text for specific word or vocabulary or specific piece of information. This reading purpose, the readers try to get specific information.

2. Reading to learn from the texts

Reading to learn usually happen is academics or professional context which is a person need to learn considerable extent of information from the text. For example, biology who teachers book that written in English entitled 'Amoeba' needs to learn detail information in the book. He/ she want to improve their knowledge about that topic.

3. Reading to integrate information

Reading to integrate information is usually for making a statement.

Before write the paper, she/he usually need more information that will support their statement, their ideas, or against someone statement. The information was taken from many sources. And then they can decide what information that can integrate their writing.

4. Reading for general comprehension

The purpose of reading for general comprehension is similar with reading for pleasure. Reading for pleasure is rarely aim for searching specific information. So, the people most enjoy reading for comprehending text.

From statement above, it can be concluded that there are two main purpose of reading. They are reading for getting information and reading for pleasure. In addition, there are some specific purpose; reading to search simple information, reading to learn from text, reading to integrate information, and reading for general comprehension. So, deciding the purpose of reading before reading a text is important, because that can affect our goals in reading.

c. Teaching Reading

Teaching reading it means teaching a receptive skill. The teaching reading is shifting skill which the goals are the students are able to and understand in what they read. Reading means take out the meaning from discourse that they read (Harmer, 1996: 199). In teaching and learning process, the teacher should be used appropriate method. Self-Professional Development is one of requirements in improving teacher's personal quality. It becomes self-responsibility for every single teacher (Nurhayati, 2018: 91). Therefore, in teaching English choose the appropriate method is needed. Moreover, many researchers reveal some findings that can influence the approach in teaching reading. They are review as follows:

1. Bottom-Up and Top-Down Processing

According to Goodman (1970) in Brown (2001: 298), two kinds of processing in reading are bottom-up and top-down processing. In bottom-up processing, students are expected to be able to be familiar with multiple linguistics signals such as phrases, noun and so on. In compare, top-down processing will ask students to read a text as a whole and then try to patterned the micro skills such as pronunciation, phrase, or grammar.

2. Schema Theory and Background Knowledge

The schema theory is reading that concerning reader' schemata (information, knowledge, emotion, experience and culture) during the reading process, Clarke and Silberstein (1997) in Brown

(2001: 299). The readers can understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership to an appropriate group of concepts that already stored in their memory.

3. The Role and Affect The Culture

Brown (2001: 299) states that the 'love' of reading propelled many learners to be successful of reading acquisition of reading skills. Similarly, culture plays an active role in motivating and rewarding people for literacy Fitzgerald (1994) as cited in Brown (2001: 299). Therefore, motivations in reading commonly arouse from the readers themselves and the culture surrounds their environment.

4. The Power of Extensive Reading

A current issue in pedagogical research on reading is the extent to which learners will learn read better in laissez-faire atmosphere of enriched surroundings or in an instructed sequence of direct attention to the strategies of efficient reading. From some research that had been conducted by some experts, they state that there are some benefits of extensive reading. First, research from Karshen (1993) and Bamford (1998) both made the case that extensive reading is a key to student gain in reading ability, linguistic competence, vocabulary, spelling, and writing. Second, Green and Oxford (1995) found that reading for pleasure and reading without looking up all known words were both highly correlated with

overall language proficiency. It suggests that instructional program in reading should give strong consideration to the teaching of extensive reading. It is better to focus on one specific strategy and put the extensive reading to strengthen the reading program

5. Adult Literacy Training

This training applies both bottom-up and top-down models of reading programs. The teaching literary is a specialized field of research and practice that derives insight from a number of psycholinguistic and pedagogical domains in inquiry. Therefore, a teacher must choose the appropriate approach in the teaching and learning process. It will help a lot to the students in their learning process of learning new language. She/he must consider the principles of teaching as well especially in teaching reading.

B. Audio-Book

The audiobook is derived from a combination of two words Audio which means sound and book which means book. The Meaning of Audio-Book is a book made from the audio itself version (can be in the form of mp3) where there is a narrator who read the book and then recorded. In another sense the audiobook means two words combined audio and book, it can be concluded that the Audio-Book is a book in the form of sound.

C. Achievements

Travers (1970: 447) states that achievement is the result of what an individual has learned from some educational experiences. In addition, Yelon, Weinstein, & Weener (1977: 301) express achievement as the successfulness of an individual. While another source Smith & Hudgins (1964: 95) says that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by the authority. Furthermore, Tinambunan (1988) states that achievement is a proficiency certain skills. Based on the opinions above the writer concludes that achievement is the result, the successfulness, the extent or ability, the progress in learning educational experiences that the individual indicates in relation with his/her educational learning. And students got the rewards and motivation on student achievement (Nurhayati, 2017: 102).

D. Procedures of Using Audio Book Media

The operation or implementation of AudioBook media is to ease teacher and students in reading learning process. In a practice, AudioBook can use in Reading and listening activity. But, in this study, the researcher uses AudioBook in the Reading activity. Why the researcher uses it in Reading activity because the design of AudioBook is Audio and Visual (there is any a script or form of the text). So, in the classroom activity, the researcher will use the script in Reading Activity. The script will spread based on students in Two Group with different treatment. One group is no

treatment and the other group is giving the treatment. The researcher has the purpose to know the students' Reading achievements. So, to know it, the researcher uses test items multiple choice type.

E. Previous Study

The first previous study from McGill (2016) who conducted and discussed *Audio Books with Struggling Readers at the Elementary School Level*. Research is taken from Walden University. The approach that the researcher uses is a quantitative approach. In this research has the same variable that is the using of Audiobook that can effect of students' reading skills. This study addressed the problem of low comprehension among third-grade students in an elementary school due in part to teachers not making use of available resources including audiobooks as reading instruction aids. Alicia (2016: 1) states that a symptom of this problem was shown by low reading scores among 60% of the third-grade students (Renaissance Learning, 2014) who were reading below grade level at the end of the 2013-2014 academic year as shown by the STAR Reading Assessment. Within the district, there has been a major focus on improving reading scores, but some teachers minimally use resources that may prove beneficial to struggling readers, such as the audiobook.

Educators need to use all available resources to help increase reading achievement in the classroom. And At the time of the study, administrative leaders at the site expressed interest in researching ways to improve the

reading proficiency levels of students. Administrators targeted third-grade students in particular, due to the significant long term consequences for communities and the nation if students are not reading proficiently by the end of third grade (Campaign for Grade-Level Reading, 2013). Based on data from reading assessments completed at the school site, students in the local setting are in need of interventions that will assist with reading deficiencies. Because of the strong connection between students' levels of reading proficiency and long-term academic success, educators need to do everything possible to aid struggling readers and help them achieve grade-level reading proficiency. One available resource, which could be used more in classrooms within the school, is the audiobook.

The second previous study was written by Montgomery (2009) this research is taken from DrM-Resources. His research is entitled *Using AudioBook to Improve Reading and Academic Performances*. This study has a purpose to find improving comprehension levels in reading significantly by using AudioBook. The target of this study is improving for academic performances of English Language Learners (ELLs) and Native English Speaker. In his research Joel discuss the enthusiasm of students in the reading activity. He also discusses relation students with the teacher, and students and their parents. In this study have similarities. The similarity is on the independent variable (using AudioBook). And the difference is on target study. This targeted study is ELLs and NNS, while the target study of the researcher is students on the second grade of Junior

High School. Based on the explanation above, generate the result. The result is Joel Proposed to generate AudioBook because is renewed enthusiasm for reading and made suggestion for teacher, parents, and students.

The third previous study was written by Camalia (2016) this research taken from Universitas Negeri Semarang. Her research is entitled *Pengembangan AudioBook Dilengkapi Alat Peraga Materi Getaran Dan Gelombang Untuk Tunanetra Kelas VIII SMP*. Fayeza conducted the research is using AudioBook with the tools to demonstrate in the science learning process. The target of the study is disability students of the second grade of Junior High School. The researcher finds the difference in the design of the study site. In this study, Fayeza uses Research and Development (R&D) design, while the researcher uses quantitative design. Fayeza proves that AudioBook with tools to demonstrate is effective and beneficial for students and teacher. With percentage 87,00% and 87,71% from expert. And student enthusiasm from pre-test and post-test with percentage 95,83% and 92, 78%. So, the result is using AudioBook with tools to demonstrate is effective for the science learning process in disability students.