

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter efforts to review some related literature to this study. It contains of the different discussion of 1) The definition of reading, 2) Bilingual fable with picture, 3) Young learners, and 4) Previous research.

#### **A. The Definition of Reading**

Reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in (Hunt, 2004, p.137). Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly developed literary tradition.

Reading is a form of communication between reader and the writer. In the reading process, reader has to understand and catch the point idea of the text. At the same time, the writer tries to give understanding through the words. The reader has to understand each of the sentences and what they are saying. Reading is related to the cognitive process. In this process, the readers must be active to use their mind to understand what they are reading. They also try to solve the problem by their intelligence. Besides,

Reading is an active skill. In the reading process, a reader must be able in guessing, predicting, checking, and asking one self some questions related to the text.

Reading skill can be described as “a cognitive ability which a person is able to use when interacting with texts”(Urquhart & Weir, 1998).

### **1. Skills for Reading**

Reading is a process that should involve collaboration with school communities and parents and should teach the following:

- a. Phonemic awareness: the ability to hear and manipulate sounds in oral language;
- b. Phonics: the relationships between letters and sounds;
- c. Vocabulary: new words and what they mean;
- d. Text comprehension: understanding what is being read and developing higher-order thinking skills; and
- e. Fluency: the ability to read quickly and naturally, recognize words automatically, and group words quickly(National Inquiry into the Teaching of Literacy Report, 2005).

### **Reading Comprehension**

#### **The Nature of Reading Comprehension**

Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language

processes, such as basic reading skills, decoding, vocabulary, sensitivity to text structure, inference, and motivation. Comprehension is the essence of reading and the active process of constructing meaning from text. Therefore reading comprehension is the act of understanding what we read Durkin (1993).

## **B. Bilingual Fable (with picture)**

Bilingual means the learning process should be held by using two languages. Megroarty ( in Celce-Murci, 2001:345)

Bilingual is expressed or written in two languages”(Oxford, 2008:38).

According to Chodijah (in Fadillah, 2012), Bilingual class is expected to build English community naturally at school, it is not only explain the lesson by using two languages, therefore it can fullfill the good quality of using English in learning process. It can be said the impotant thing in bilingual class is how the students can use and understand English beside learning the context it self.

“Fable is short story that is intended to teach a moral lesson and is not based on fact and often have animal as character”, (Oxford, 2008:157).

Bilingual fable with picture in this study is simple animal story intended to teach moral lesson and is not base on fact with two languages with picture.

Bilingual fable is a kind of teaching media. The use of teaching media is influenced by so many factors in the teaching learning process itself. These

factors can be the teacher, the material of the lessons, the conditions of the students, the objectives going to be reached, the time of the teaching learning process and the teaching media itself.

Fables are interesting for students because fables are unique, the unique of fable are fables have remained popular with young old alike down through the centuries because they contain wisdom and are entertaining, fables have unique characteristic that set them apart from other form of literature.

### **C. Young Learner**

Young learners are able to respond to meaning even if they do not understand the meaning of individual words.( Cameron, 2011:82).

Young learners are children which in 5 to 12 years old. In this age, children usually said that they are in golden age. It means that in this age they can learn about anything easier than adult.

Young children learn differently from adult in the following ways: They respond to meaning even if they do not understand individual words.

They often learn indirectly rather than directly, they take in information from all sides, learning from everything around them rather than only focus on the precise topic they are being taught. Their understanding comes not just

from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with other. They generally display an enthusiasm for learning and curiosity about the world around them. They have a need for individual attention and approval from the teacher. They are keen to talk about themselves, and respond well to learn that uses themselves and their own lives as main topics in the classroom.

They have limited attention span, unless activities are extremely engaging they can easily get bored, losing interest after ten minutes.

Because the young learners have complicated characteristics, teacher should make an interesting class. One way to make the students interested during the lesson is use media such as bilingual fable (with picture) in order to make them enjoy and avoid their boredom. And also they can improve their English achievement as well.

**D. The implementation of Bilingual fable with picture in teaching reading comprehension.**

- a. The teacher give a paper consist of fable in English language, then asked the students to read and understanding about the text. The text consist of picture an also English story. In that time, the teacher asked to the students about the main idea of the fable, but most of the students didn't understand what story about.

- b. Then, the teacher explain about the story and ask the student one by one to answers the question about the story.
- c. The next meeting, the teacher give the papers about bilingual fable and answer the question depend on the fable story on the text.

#### E. Previous Research

In the previous study, the researcher found out another researcher that in line with using material. It is a thesis entitled *“Using bilingual fable (with picture) as supplementary to improve reading ability students of the fifth grade on SDN 2 Srikaton.”* Written by Kukuh Awang. The effective procedure in teaching reading of the second year student of SDN 2 Srikaton Tulungagung using bilingual fable (with picture) was succeed. It is indicated from 70.00 mean score gained in. So, they succeeded to fulfill the target of Minimum Mastery Criteria. With explanation is one student or 3,57% was in category bad, 18 students or 64,29% were in category enough, 6 students or 21,43% students were in category good and three students or 10,71% were in very good category. The conclusion that using bilingual fable the use of bilingual fable (with picture) as supplementary to improve reading ability of the fifth grade students at SDN 2 Srikaton Ngantru Tulungagung is succesfull.

The next previous study is a thesis *entitled improving students' reading comprehension of narrative text by using fable at the grade x sman 1 bonai darussalam. The writer by Mislaini.* the researcher concludes that implementation of fable can improve students' reading comprehension of narrative text. In cycle 2 showed that the average score is 73,8% discovering main idea, 77,7% identifying detail, 72,3% understanding vocabulary, 70.2% summarizing concep. From that data showed using fable can improve reading comprehension.

Therefore, based on the previous studies, it has some similarities and difference with the writer's research. The similarities it has same media in improving the students ability in reading comprehension is bilingual fable with picture, the differences are the sample of the study and the place of the study. Indeed, the present study originally belongs to the present research.