

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses related theories to support the study. This includes: definition of reading, the purposes of reading, teaching reading, reading achievement, the definition of media, the function of teaching media, narrative text, and picture books.

A. Reading

1. Definition of reading

Definitions of reading appear in various perspectives. According to Tarigan (1990:7) reading is a process that is done by the readers to be used for getting the message conveyed the writer on the medium of writing text. Based on Harmer (2007:99) reading is useful for language acquisition Harmer (1981:4) states that reading is an active and ongoing process that is affected directly by an individual's interaction with his environment. Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with the certain ideas or meaning about the message intended by the writer. Thus reading is the combination of perceptual process and cognitive process.

Reading is the most useful and important skill for people and tool for academic success. Reading is not only source of information, but also an active process which consist of recognition and comprehension skill. Reading is certainly important activity for extending one's knowledge of the language (Patel,2008:114)

De Boer and Dallmann, they consider that reading involves the comprehension and interpretation of ideas symbolized by the written or printed page. According to Brown (2004:185) reading is what the reader does to get the meaning he needs from textual sources. Reading also is the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meaning.

Swan (1975:1) says “if we say that student is good as comprehension we means that he can read accurately and efficiency, so as to get maximum information from the text”. It means the readers try to find the message from what they have read. Moreover reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. This message the idea of writer, there are three steps that involved in reading activities; they are the writer, written text and reader.

Reading involved an interaction between thought and language. It means that the reader carries to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge joined with the ability to make ability predictions, determines the expectation of the readers. Concerning the reading, Simanjuntak (1980:14) said propose definition of reading that;

“Reading as the meaningful interpretation of printed written verbal symbol. It means that reading is a result of the interactions between the perception of graphic symbols that represents language and reader’s language skills and the knowledge of the word. In the process the readers tries to recreate the meaning intended by the written”.

In addition, the reading is perceive and saying a written text in order to understand its content. Reading is an intellectual and emotional perception of understand its content. Reading is an intellectual and emotional perception of printed message, lending to the understanding that the perception of the reader is influence by feeling and language prompted by the writer.

2. The Purpose of Reading

Now days, Reading is an important thing for life. Without reading we can't get knowledge information that happens in the past time or now. As aphorism that reading is windows of knowledge. So, we can get a variety of information or knowledge by reading.

We may read book or a text for many purposes. For example, we read story book for pleasure in our spending time. Moreover, reading for information when we are going to know new information like reading a newspaper or magazine. Reading is also needed by student for studying. When they have assignment of school, they have to read a related book with their assignment. For increasing the reading ability, students have to read everyday.

There are seven purposes of reading in according to Paul S. Anderson in Widyamartaya (1992:90). The seven purpose is follow:

- a. Reading for details and fact is reading to know what is done by the subject of the story.
- b. Reading for main ideas is reading to get the problem statement.
- c. Reading for sequence of organization is reading to know each part of the story.

- d. Reading for inference is reading to know what is writer meant by its story.
- e. Reading for classifying is reading to find unusual things.
- f. Reading for evaluating is reading to know the value of the story.
- g. Reading for comparing or content is reading to compare the way of life of the story with the way of life of the reader.

In addition to the purposes of reading that is stated by Paul S. Anderson above, another linguists, Grellet (1941:4) stated that there are two main reason for reading is:

- a. Reading for pleasure
- b. Reading for information (in order to find out something or in order to do something with the information you get).

3. The Kinds of Reading

Reading can be divided to become two kinds. The first one is based on the way or the technique to read and the second one is based on the purpose of reading. The discussion about them is as follow:

- a. Based on the way or the technique to read, the kind of reading is divided into two kinds:

1. Reading aloud

According to Kai-fat and Fleming (2001:3), “Reading aloud is a habit, which undoubtedly can make you are slow reader. The eyes can read and the brain can understand up to about 800 words per minute. But most people can only speak at least than 200 words

per minute. It means that when readers use this way to read, they do two activities during reading text. The first, they understand content of the text and they move their lip to read text. Dealing with the difference of time in understanding the words and speaking capability, reading aloud slow down the reading speed because readers speak. The activity move lip, even though it is not reading aloud can prevent rapid reading.

Reading aloud is useful for checking pronunciation when students read a text and during reading the students pronounce a words or sentence is wrong so that the teacher can check and correct the students' pronunciation.

2. Silent Reading

Silent reading is reading to get deep meaning from the text. In silent reading, readers are not necessary to move their lip. So in this kind of reading involves understanding the text by looking at the text without saying it. By using silent reading, readers hoped can enlarge they rapid reading with full understanding.

Based on the purpose of reading, Clarke, Dobson, and Silberstain (1996:1) stated there are four basic types of reading as follow:

1. Skimming

Skimming is quick reading for general ideas. When you skim you move eyes quickly to acquire a basic understanding of the text. You do not need to read everything, and you do not read carefully. You read, quickly, such things as the title, subtitle, and topic sentence. You also look at pictures, charts, graphs, etc. for clues to what the text is about.

2. Scanning

Scanning is also quick reading, but when you scan, you're looking for information about a question you want to answer. You are usually looking for a number or a word or the name of something. When you scan, you usually take the following steps:

- a. Decide exactly what information you are looking for and what form it is likely to take.
- b. Next, decide where you need to look to find the information.
- c. Move your eyes quickly down the page until find what you want. Read to get the information.
- d. When you find what you need, you usually stop reading.

3. Reading the thorough comprehension

When you read for thorough comprehension, you try to understand the total meaning of the reading. You want to know the details as well as the general meaning of the selection. When you

have thoroughly comprehended a text you have done the following things:

- a. You have understood the main ideas and the author's point of view.
 - b. You have understood the relationships of ideas in the text, including how they relate to the author's purpose.
 - c. You have noted that some ideas and points of view that were not mentioned but implied by the authors. This is called "drawing inference".
 - d. You have understood most of the concepts in the passage as well as the vocabulary. This may require you to guess the meanings of unfamiliar words from context or to look up words in the dictionary.
4. Critical reading

When we read critically, we draw conclusions and make judgements about the reading. We ask questions such as, "what inferences can be drawn from this? Do I agree with the point of view?" we often do this when we read, but in some cases it is more important than others, for example, when authors give opinion about important issues or when you are trying to make a decision.

Another said that there are four kinds of reading based on the purpose of reading as Françoise Grellet (1941:4) stated. They are skimming, scanning, extensive reading and intensive reading. The explanation about skimming and scanning are the same as Mark

A. Clarke, Barbara K. Dobson, and Sandra Silberstain stated above. This is fluency activity, mainly global understanding for example, Reading a newspaper, article, short story or novel. Whereas, intensive reading is reading shorter texts, it is to extract specific information. This is more an accuracy activity involving reading for detail. For example, reading dosage instruction for medicine.

4. The Components of Reading

The National Reading Panel (NRP), Simanjuntak stated that there are five essential components of reading instruction for beginning readers:

a. Phonemic Awareness

Phonemic Awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.

b. Phonics

Phonics is the ability to understand and use relationships between letters of written language and the sounds of spoken language.

c. Fluency

Fluency is the ability to read a text accurately, quickly, and with proper expression.

d. Vocabulary

Vocabulary is the ability to use words to communicate effectively in speaking and listening (oral vocabulary) or to recognize or use in print (reading vocabulary).

e. Text Comprehension

Text comprehension is the ability to gain understanding and information from print.

5. The Reading Activities

Laveault, a Professor in Faculty of Education, University of Ottawa (2003:22) states that the reading activities are divided by three activities; before reading, during reading, and after reading.

a. Before Reading

In this reading activity, the teacher and students establish the purpose for reading. Together they consider what they already know about the topic or genre and use the title, headings, table of contents or index, and new, unfamiliar vocabulary to enhance their predictions.

b. During Reading

In this reading activity, the students respond to the text by searching for meaning, identifying the main ideas, predicting and verifying predictions, and building a coherent interpretation of the text. Students bring their experiences of the world and literature into the reading activity. The teacher directs the attention of students to

subtleties in the text, points out challenging words and ideas, and identifies problems and encourages the students to predict solutions.

c. After reading

In the last reading activity, the students reflect on their learning as they apply the knowledge acquired during reading, or transfer that knowledge to other contexts (e.g., by retelling, summarizing, creating graphic organizers, or putting pictures in sequential order).

6. Teaching Reading

The teacher has to be more concern in teaching reading because it is very important to increase student's knowledge and information in learning foreign language. There are many reason why getting students' to read English text is an important part of the teacher's job.

Reading is a good thing in language's learner. At the very least, some of the language sticks in their mind: part of the process of language acquisition. Reading text also can provide good models for English writing.

In teaching reading, the teachers have to concern about the material that is used. The topic and type of reading texts are worth considering too. This topic and reading text should depend on who students are. If the students are junior high school students, reading narrative text may be a priority.

According to Mukhroji (2011), teaching reading is more influence by interactive strategies. Teachers teach skill directly, especially in the beginning and provide plenty opportunities for the students to experience by having them read

whole books. In regard, the teaching of reading indicates process interactive models of reading.

In reading class, the teacher have to decide what the purpose is reading will be done. It is reading for pleasure or reading for getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free, such as narrative. If the purpose of reading text that will be done is for getting understands the passage, the topic of reading text should be prepared before.

7. Definition of Reading Achievement

It is very important to talk about reading comprehension. Based on McNeil (1992:16) comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. According to Cahyono et al (2011:55) reading is a means of transferring information between the written and the reader. Therefore reading comprehension understands a written text means extracting the required information from it as efficiently as a possible (Grellet, 1981:3).

Reading comprehension is very importance for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So, the teachers have to be more concern about the problem. Reading achievement is the level of attainment in all or any reading skills, usually estimated by how a

person performs in a test. Students' reading achievement correlates with success in education and life.

B. Media to Teaching English

1. The definition of Media

In a process of teaching is not a new thing for the teacher. Most of the teachers use media to help them giving particular information to the students. Media itself according to Arsyad (2011:4) is to tools to convey deliver the message of learning. Munadi (2008:4) said that media is a mediator. It means that the media is mediators which connect something from one side to the other side. By those explanation above I can conclude that media an important tool to teaching and learning process. It is vehicle to stimulate the students' enthusiasms to learn.

2. The function of teaching Media

Munadi (2008:37) mention the function of media as teaching media there are; teaching media as a learning source, semantic function, manipulative function.

a. The function of teaching media as a learning source.

It means that the media as a teacher supplementary. So the media here as the first of learning source which deliver the message to the students and make students easy to learn.

b. Semantic function

Semantic function is an ability of media to make the students understand and easy to learn by give some symbol.

c. Manipulative function

Manipulative function is a capability of media to overcome the limitation of place and time.

3. Graphic Media

Sudjana (1997:68) Graphic media as the media that combine facts and idea clearly and strongly thought a combination of the use of word, and picture. Graphic media are very inadequate to convey information in the aggregate are compacted, the presentation of such relation on the charts, graphs, maps, and presenting a kind of abstraction such as cartoons, diagram and maps. Graphic media types that can be used in teaching include charts, diagram, graph, poster, cartoon, and comics. Each type has certain uniqueness in the application of instructional. Researchers here just want to describe two types of graphic media weeks to be more specific. Include the following:

a. Cartoon

A presentation of pictures or caricature of people, ideas or situations that are designed to influence public opinion. There is some evidence that the cartoon are very valuable use in teaching as secondary stage that happen basis, due to commercial cartoons is especially prepared for adult.

b. Picture books

Picture books is a form cartoons in which the same disposition to form a story in the order of picture are closely related are designed to entertain his. Even though the picture book has achieved widespread popularity, especially as media entertainment, a few specific items in the classification have educational value that is not in doubt. Picture books can be used effectively by teacher in an effort to generate interest, develop a repertoire of vocabulary and reading skills.

4. Picture books

The picture book began to be taken seriously as an object of academic study during the latter years of the twentieth century. The first major works in English to address the form and its nature was done by Joseph Schwartz in *Ways of the Illustrator* and Perry Nodelmann in *Words About Pictures* which were published in the 1980s. Since then there has been a steady increase in the flow of articles, conference papers and book chapters dedicated to the study, criticism and analysis of the picture book. The unique character of picture books as an art form is based on the combination of two levels of communication, the visual and the verbal.

Picture books can be seen “as a kind of miniature ecosystem” (Lewis 2001: 46) which suggests that “the words and the pictures in picture books act upon each other reciprocally, each one becoming the environment within which the other lives and thrives” (Lewis 2001: 48, 54).

According to Maria Nikolajeva& Carole Scott (2006), picture books give the impression of being an exciting, stimulating and vibrant branch of children’s

literature. During the last years they have found that there has been a vast increase in the quantity of high quality picture books published for children. Yet, it seems like our understanding of the interaction of word and image in picture books, how readers negotiate meaning and how to choose adequate picture books which leads to an increased reading comprehension, is limited.

In my experience, most children start looking at picture books at the age of two or three and they continue to take pleasure in them for several years to come. Initially, it is the parents who introduce picture books to their children; they read the text aloud and point out interesting features, making it enjoyable for the children to take part in the story. That way, picture books are designed for children because they use pictures to tell a story. In some cases, the picture book conveys the story entirely through pictures, without any text at all. In other cases, the pictures are accompanied by text. In both cases, the picture book is designed to introduce young children to the idea of books as well as reading.

5. The Interaction of Words and Pictures

When we read a picture book, we look at the pictures and we read the words and our eyes move back and forth between the two as we piece together the meaning of the text. Lewis (2001) refer to picture book text is an “interweaving of words and pictures” (Lewis 2001: 33). The words may tell us the exact same story as we can “read” from the pictures. The words may draw our attention to details in the picture and the rest is up to our imagination. It all depends upon how word and picture interact. The combination of the two levels of communication, the visual and the verbal, is what makes the picture book unique. Based on this we may say

that picture books communicate by means of two separate sets of signs, the iconic and the conventional.

The pictures in picture books are complex iconic signs, and words in picture books are complex conventional signs. However, the basic relationship between the two levels is the same. The function of pictures, the iconic signs, is to describe and represent while the function of words, the conventional signs, is primarily to narrate. The conventional signs are often linear, while iconic signs are nonlinear and do not give the reader direct instruction about how to read them. The tension between the two functions creates unlimited possibilities for interaction between word and image in a picture book. Whichever we start with the verbal or the visual when we “read” a picture book, expectations are created. The reader turns from verbal to visual and back again, expanding their understanding. Each new rereading of either words or pictures creates better prerequisites for an adequate interpretation of the whole. Presumably, children know this by intuition when they demand that the same book be read aloud to them over and over again. Actually, they do not read the same book; they go more and more deeply into its meaning. Perhaps adults have lost the ability to read picture books in this way, because they ignore the whole and regard the pictures as merely decorative. This is closely tied to the dominant position of verbal, especially written, communication in our society.

However, adults may read the same book twice, and experience new details being revealed as they tend to pay closer attention to the words and possible interpretations the second time around, already knowing the outcome.

This brings us to reader-response theory. Reader-response theory, with its central notion of textual gaps, is also valuable in approaching picture book dynamics (Nikolajeva & Scott 2006). We find both word and picture to leave room for the “readers” to fill with their previous knowledge, experience, and expectations, and we may find infinite possibilities for word – picture interaction. Both verbal and visual texts have their own gaps and words and pictures might fill each other’s gaps, wholly or partially. Having said that, they can also leave gaps for the “readers” to fill; meaning both words and pictures can be evocative in their own ways as well as independent of each other.

6. Picture book as Media for Learning Reading

Brown (2004, p.180) states that using a variation of media will increase the chance that the learners will recall better what they learn in developing the performance of skill they are expected to improve. There are many varieties of teaching media that can be used to deliver the lesson and one of them is picture.

Harmer (2001, p.134) states that picture is one of the variability of teaching supports which is used to describe language meaning structure, to employ learners in a topic, or as the base of an entire activity.

According to Matulka (2008), a good picture series in a story links the reader to the pictures and generates the implication of the pictures. Story and pictures work together to push the story onward.

Lee (2015) points out that students enjoyed picture books and felt they had made development in their English language ability, especially in

terms of motivation and confidence. The use of picture book that has imaginative characters such as comic is more efficient to teach reading than those of general texts and pictures.

7. The Use of Picture books in Teaching Reading

Teaching reading plays an important role in language acquisition. For this reason, teachers should pay more attention in teaching and learning reading used picture books to children as the learners. Lewis (2001) Picture books can be regarded as a potential material in teaching and learning process to motivate students' interest. Among visuals genre, picture books is more communicative, popular, accessible, and readable. In short, picture books as a media in teaching and learning process will be more effective.

Considering the standard of competence in reading according to curriculum that the students are able to understand meaning in the short narrative text to interact with their surroundings, picture books can be both a method and medium of instruction. In the area of basic competence in reading, the task for students is responding meaning and rhetorical steps in the short simple passage an functional written text accurately, fluently and acceptable which is relating to the surrounding. Think of that, the use of picture books in presumably, sort of inevitable state.

8. Procedure of Teaching Reading by using picture books

There are five procedures for reading by using picture books:

1. Show your students “text to self” (t-s) connections.
 - Demonstrate how you copy parts of a book you are reading. Write these down on overhead transparencies.
 - Instruct your students to keep sticky note close by so, when they make a mental connection in a story you are reading, they can write it down immediately.
 - Teach your students how to code their note as “t-t”, t-s”, or t-w (text to text, text to self, and text to write).
 - And encourage your students to have sticky note handy so that, as you read a story to the class, they can write down each connection they make as they listen to you read.
 - Gather all sticky notes from your students and write them down on a story chart for class discussions.
2. Teach your students how to comprehend what they are reading.
 - Show your students how to activate their prior experiences and knowledge so they can make connections relating their past to what they are reading.
 - Instruct your student to set the purposes in the story “what is happening and why is it happening?.”
 - Use a book you are reading and demonstrate how to predict what will happen next.

- Work on word and sentence meanings with your class. To comprehend, they need to learn how to “decode text.”
 - Instruct your class on summarization “building on prior information from earlier part in the book so they are able to create meaning for themselves about characters, plot and setting.
 - Teach your class how to visualize, mentally seeing each characters, situations and setting.
3. Ask your students question about the reading material.
 - Monitor their understanding of what is happening in the story.
 - Keep track of what students are grasping easily and they are having trouble understanding or comprehending.
 4. Clarify and correct students when they give you and an incorrect conclusion or answer.
 - Review earlier exercises, such as using prior personal knowledge so they connect their experience to what is happening in the book.
 5. Discuss and apply the meaning the class has decided to the story.
 - Use their answer to assess their understanding as you talk about the different meaning, predictions and summarizations.

In this strategy, the roles both of the teacher and learner have tight relationship, the teacher as facilitator and the learners have promoted their

skill in team group. We can imagine when the teachers didn't apply a good procedure the activities can't run well, learners feel confused, then spend the times or didn't get anything. So, as teacher to think or to select a good procedure is very important.

C. Narrative Text

Narrative text is kinds of text that consist of story, or story text. According to Cahyonoet. Al (2011:51) narrative text is one of the text types that junior high school students learn in their English classroom.

1. Social Function of The text

The social function of narrative text is to amuse or entertain the reader; it deals with actual/imaginative experiences in different ways (Sudarwati, 2007:52).

2. Generic structure of The Text

Derewianka states that the stepsfor constructing a narrative are:

a. Orientation

This is beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place and when the action happens.

b. Complication

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the

complication we face in life and tend to reassure us that they are resolvable.

c. Resolution

In a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this course possible in certain types of narrative, which leave us wondering how the end is).

In short, as stated in paragraph above, the generic structure of narrative text are orientation, complication, and resolution.

3. Language features of Narrative Text

Anderson states that the language feature usually found in narrative text are:

- a. Specific character, it means focusing in specific and usually individualized participants.
- b. Time words that connect to tell when they occur. Use of temporal conjunction and temporal circumstances can be choice too.
- c. Verbs to show the action that occur in the story. It can be inferred that the tense used is past tense.
- d. Descriptive words to portray the character and setting. It is commonplace considering the definition of narrative is telling story, so description of character and setting is important.

D. Review of Previous Studies

Several researchers interested in improving students' reading ability by using picture books as a media for teaching reading. Like Alexander (2002), Reikern (2011), Weeks (2004).

Alexander (2002). The research can take a conclusion that Picture books can play an important role in the academic success of adolescent students during inclusive social studies instruction. Adolescent students, in particular, can be successful in social studies when given an opportunity to see history and its connection to their lives through beautifully illustrated picture books.

Reikern (2011). This research can take a conclusion that there is a viable instructional use for picture books in high school classrooms.

Weeks (2004). The research can take the a conclusion that It is the role of the art educator to find the connection between the visual and the goals of the educational standards in order to help students think, learn, create, and reflect.

Based on the previous studies above about the use picture books as a media for teaching reading, here the writer conducted in teaching reading ability by using picture books too. Although in the same media on the use picture books, but it also have the differences whether on research design or finding result. Meanwhile, in this study the writer uses experimental research design using one group pre-test and post-test, and investigates of using picture books to increase students' reading ability by comparing the students' reading ability before using picture books and after using picture books. Generally, to perceive the research finding above, it showed that picture books as a media can increase the students'

reading ability and there is any significant effect of teaching reading of using picture books can help the students in reading ability.