

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **A. Previous Research**

In composing this proposal, the writer considered some previous researches related to these studies:

There are some researchers done in comparative study. The first research is a study by Siti Nur Halimah, Tarbiyah Faculty, IAIN Walisongo Semarang, 2009. She made a Male and Female Students' Speaking Ability. In this research, the writer compared achievement of male and female students in speaking ability. The similarity between her research and the writer's compared the achievement, but hers was focused in speaking ability.

There is not many researches that conducted by some scholars concerning in comparative study. The second research is the research entitled "The Influences of Language Educational Background toward Students' Learning Perform GPA at Special Program of Ushuludin Faculty IAIN Walisongo (a Study with Students' at Bilingual Education for Academic Year 2005-2006 and 2006-2007)" by Umi Hamidah, Student Number 31044285 Tarbiyah Faculty IAIN Walisongo Semarang in academic year 2009/2010. In her research, the writer tried to find the influences of educational background toward the students' achievement, and wanted to know whether students from bilingual school have

better achievement than students from monolingual or not.

Based on description above, then the writer is interested to formulate this research by using title “Identifying the Difference of English Achievement of Students’ Enrolled through SPMB (*Seleksi Penerimaan Mahasiswa Baru*) and PSSB (*Program Seleksi Siswa Berprestasi*) (A Comparative Study at 1<sup>st</sup> Semester of ELT Department IAIN Walisongo Semarang in the Academic Year of 2012/2013)”. Identifying the Difference of English Achievement of Students’ Enrolled through SPMB (*Seleksi Penerimaan Mahasiswa Baru*) and PSSB (*Program Seleksi Siswa Berprestasi*) (A Comparative Study at 1<sup>st</sup> Semester of ELT Department IAIN Walisongo Semarang in the Academic Year of 2012/2013)” because this study is quite different as it is explained above and may this study give us enlightenment towards the significances of the difference of English achievement of students’ enrolled through SPMB (*Seleksi Penerimaan Mahasiswa Baru*) and PSSB (*Program Seleksi Siswa Berprestasi*).

## **B. Theoretical Framework**

### **1. English Achievement**

#### **a. Definition of English**

English is a tool used to communicate with other people who do not speak the same language, and obviously the spread of English is continuing. Nowadays, in a great number of countries people are keen to learn

English because they realize the importance of English. They not only just regard English as a language which can be used in commerce, science, medical, and technology, but also a language which could also be used for international communication. Moreover, it is crucial to use English to do trading with other people who cannot speak the same language. English has become a universal language, and people know its functions and the necessity to learn it. The students should learn English as well as possible in order to take superiority and to stand confidently in the world stage.

b. Definition of Achievement

Cognitive aspect is very influence the students' achievement in reaching objectives they study. To know a person's success or failure in learning it is necessary to do an evaluation, the purpose is to know the student's achievements after learning process takes place. The word comes from the Dutch achievement is *prestatie*, and than adopted into the Indonesian language into meaningful achievement of business results.<sup>1</sup> The meaning of achievement itself is a result that has been achieved.<sup>2</sup>

---

<sup>1</sup> Zainal Arifin, *Evaluasi Instruksional Prinsip Teknik dan Prosedur* ( Bandung : Rosdakarya, 1991 ), p. 2.

<sup>2</sup> Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2002), Cet. Ke- 2, p. 895.

Others say the achievement is the result obtained by the learning activities that have been performed.

The Student Learning, Student Achievement Task Force explained achievement as follow:

In brief, *student achievement* is the status of subject-matter knowledge, understandings, and skills at one point in time. The most commonly used measure of student achievement is a standardized test. Such standardized assessments measure specific areas of achievement—for example, the extent to which a 3rd grader has mastered the English/language arts standards in his or her state or district—and are best understood as one measure of a subset of a body of skills or knowledge.<sup>3</sup>

Achievement is defined by student ability in computations and solving problems, which can normally be measured by written tests. Conceptions deal more with deeper understanding.<sup>4</sup>

However, Brian Evans revealed about students' achievement as follow:

It is not easy to define, quantify and measure student achievement. The most

---

<sup>3</sup>The Student Learning, Student Achievement Task Force, *Student Learning, Student Achievement: How Do Teachers Measure Up?*, (national board for professional teaching standards, Arlington), P.28

<sup>4</sup> Brian Evans, Student Attitudes, *Conceptions, and Achievement in Introductory Undergraduate College Statistics*, The Mathematics Educator, 2007, Vol. 17, No. 2, p.24

common indicator of achievement generally refers to a student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests.<sup>5</sup>

New Zealand Ministry of Education ruled the standar achievement for English language learner as follow:

English language learners (ELL) may be considered differently in relation to National Standards. Their progress and achievement may be monitored in relation to the English Language Learning Progressions (ELLP) as long as the students meet the criteria in the Ministry Guidelines. At all times the relationship with the National Standards should be kept in view. These students will be working either well below or below the National Standard. There is a risk of having different sets of expectations for different groups of students if the national expectations are not kept clearly in view.<sup>6</sup>

U.S. Department of Education explained students' achievement as follow:

Student achievement means (a) For tested grades and subjects: (1) a student's score

---

<sup>5</sup> Josh Cunningham, *Student Achievement*, National Conference of State Legislatures, 2012, p.1

<sup>6</sup> Assessment Online, *Definitions of achievement for National Standards*, Copyright New Zealand Ministry of Education, <http://assessment.tki.org.nz> p.1

on the State's assessments under section 1111(b)(3) of the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms; and (b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.<sup>7</sup>

The researcher sums up that a skill or achievement of concrete results can be achieved in a given period. Based on these opinions, achievements in this research are the results that have been achieved by students in the learning.<sup>8</sup> Achievement is the result of an activity that has been done, created either individually or in groups. Achievement will never be produced as long as one has never done an activity. Achievement is not easy, but we have to face many hurdles and obstacles with perseverance and optimism just left alone, can help to achieve it.

---

<sup>7</sup> U.S. Department of Education, *Investing in Innovation Fund (i3) Program Glossary*, U.S. Department of Education, Washington D.C, 2012, p.6

<sup>8</sup> <http://www.scribd.com/doc/23735462/Pengertian-Prestasi>

Various activities can be used as a means to get the achievement. It all depends on the profession and the pleasure of each individual. In principle, each activity must be cultivated optimally. Of particular activity that was involved to get the achievement then some experts argue about the achievement is the result of an activity.

## 2. SPMB (*Seleksi Penerimaan Mahasiswa Baru*)

SPMB is one of the ways to enroll in IAIN WALISONGO SEMARANG by doing the test which is given to the student who enroll in the institution. In this case, the students have to do the test. SPMB is selection into the State Islamic University (UIN / IAIN / STAIN) through written examination conducted simultaneously nationwide with 52 PTAIN in Indonesia under the coordination of the Directorate General of Islamic Education Ministry of Religious Affairs of the Republic of Indonesia. The purpose of SPMB is:

- a. Make the selection of qualified prospective new students academically so that they can follow and complete PTAIN education in accordance with the time limits and conditions apply.
- b. Expanding access to education for the Indonesian people, regardless of sex, race, ethnicity, religion, social status, and level of economic capacity.
- c. Creating a new admissions system PTAIN valid and reliable so that it can be accounted for academic and

judicial.<sup>9</sup>

### 3. PSSB (*Program Seleksi Siswa Berprestasi*)

PSSB is the way to enroll in IAIN WALISONGO SEMARANG by using students' achievement that they got in their last education. This program is designed to attract students who have a high level of achievement in each school which will then be our selection and a candidate student input is very valuable, because they are the best in their students for each school. So basically we were giving rewards to those who perform to be able to enter the world of higher education as they wish without following common selection held nationally.

Once again, rather than for other purposes, but the hook-eye just wanted to provide opportunities and rewards to students who excel laneways have easy access to education in accordance with their interests. Precisely this is our ministry to those who have achievements in the academic field. For this program it will indeed continue to be held, certainly as long as no set back on various matters relating to admissions system in the future.<sup>10</sup>

### 4. Students' Background in English Language Learning

Background here refers to past experience of the

---

<sup>9</sup> <http://www.spmb-ptain.ac.id/?page=panduan>

<sup>10</sup> <http://www.muhibbin-noor.com/?op=informasi&sub=2&mode=detail&id=206&page=1>



students about English teaching-learning. Students' belief about English and students' ability in English can be understood. Sometimes, past experience in which the students studied English affects English teaching-learning process and students' achievement. For example, when students were taught by teacher who did not teach English to them appropriately in the past, they will have assumption that English is difficult and boring. The writer experienced these when he was at junior high school and senior high school. The role of teacher when teaching English is significant in affecting students.

Background of students in English language learning focuses on students' tendency of four skills including students' ability in speaking, writing, listening, and reading. Sometime, students tend to like grammar, speaking, writing, or listening. It is very rare to find students who are master in four skills. It is because the teaching learning in previous schools. English teacher in Indonesia usually uses traditional method especially Grammar Translation Method<sup>11</sup> which focuses on building students ability only on grammar, writing and translation. This method will make students lack of speaking, and listening. Students who are interested in analytical intelligence will find

---

<sup>11</sup> GTM is classical method in language teaching. Here the students are forced to learn grammar and translation first in mastering certain language.

it easy; however, students who have tendency in auditory style of learning will find it difficult and boring. From second language acquisition theory, if the students are not interested and feel boring in teaching learning, the teaching learning cannot be maximal and absolutely students' achievement in English teaching-learning is less. To capture four skills of English to the students is very difficult. We as English teachers need to struggle hard to achieve it.

The background of students in English language learning is also based on students' learning characteristics.<sup>12</sup> This background has significant result in English language learning inasmuch as it is students' modality in learning English. Usually the students with learning characteristic of audio tends to have good ability and value in listening skills; however, students with learning characteristic of visual tends to have good ability and value in grammar, reading and sometimes writing. It happens because their tendency in English language learning is different. If teachers want to facilitate them with good method and material this tendency cannot be a problem in English language learning.<sup>13</sup>

---

<sup>12</sup> Basically, there are three characteristics of students' learning including auditory, visual and kinesthetic. To know students' characteristics of visual, auditory and kinesthetic will help the teacher establish the best learning model. For more explanation see Bobbi Deporter, *Quantum Learning* (Bandung: Kaifa, 2009), p.117

<sup>13</sup> J. Harmer. *The practice of English Language Teaching*(3<sup>rd</sup> Ed), (England: Longman, 2001), p.43

Nevertheless, it is not the one in that the previous English teaching learning, passed by the students, establishes background of students in English language learning. However, students like English subject taking into consideration that their teacher gave good explanation to them when English teaching learning ran well and it made assumption that English is interesting. Students who had bad experience in English language learning tend to have assumption that English is difficult and frightening subject. This happened also to the writer when he studied English in junior and senior high school because the teacher could not give good explanations, methods, and media to the students and as the result of it, the students including the writer felt and had assumption that English was difficult and frightening subject and made students unwilling to study and understand English including four skills.

The writer thinks that once the teacher realizes that there is something he/she can do to prevent students from failing in understanding English, their strategies change. She/he plans differently. She/he teaches differently. Master teachers know that once a student fails, it is almost too late to begin implementing a solution. The solution, if it is going to work, needs to be in place before students begin to fail. Proactive support is merely a matter of matching our teaching style to students' learning styles. It is both about providing

challenge and meeting the students where they are, and it is rooted in the belief that all of our students can achieve at high levels given the right conditions.

5. The factors that causes the differences in students achievement

There are many factors affecting learning achievement. Dalyono states that factors influencing student's learning achievement are factors that come from student's internal and external sides.<sup>14</sup>

a. Internal factors

1) Health

Physical and spiritual factor health has big influence to the learning. If the condition of physical and spiritual health is not good, it can disturb or decrease the spirit to study.

2) Intelligent and talent

Students with high intelligent or have high IQ usually will take easy in study and also have good achievement. If the student with high intelligent<sup>15</sup> also have talent in the subject that they are studied, the process of learning will be more successes.

---

<sup>14</sup> M. Dalyono, *Psikologi Pendidikan* ,(Jakarta: Rineka Cipta, 2009), p. 55 - 58

<sup>15</sup> *Intelligence* effects very much on learning, if subject individual has maximum level of intelligence he can learn more and easily at maximum level.

### 3) Interest and motivation

Big interest to the subject is a big capital to achieve the goal. The big interest in studying will produce high achievement. In other hand, the less interest in studying will produce the less achievement.

Motivation determines the student's level of paying attention during class and the assiduity with which he does his homework and revises what he been taught during the day. It certainly has a deep influence on effectiveness on learning.

### 4) The way of learning

Learning without considering the technique of learning<sup>16</sup> and physiology and psychology factors will produce the lack result.<sup>17</sup>

## b. External factor

### 1) Family

Parents have a big influence to the success of their children in learning. Parent's education level, income, caring and guidance, relationship between parents and children and the situation in home also

---

<sup>16</sup> *Learning* refers the state of learning influences and plays a crucial role in the perception process. However, it should be recognized that the role of learning is more pronounced in respect of complex forms of perception where the symbolic content creeps into the process.

<sup>17</sup> M. Dalyono, *Psikologi Pendidikan* ,(Jakarta: Rineka Cipta, 2009), p. 55 - 58

influence the children's learning achievement.

Thus the family is the first and foremost education system because the family is a place to put the basics of the personality of the students. In Islam expressed by the Prophet Muhammad saying that:

هنا سحر ميوا به نار صنيوا به الدوهي هالوجاه قرطفا ياء دالويلا دولوم نه مام

“Every children are born on nature, so that they are smoothly verbal (speaking) then their parents make them pagan, Jew, a Christian, or a Zoroastrian”. (HR. Bukhari Muslim).<sup>18</sup>

Based on the hadits, it is clear that family education plays an important role in shaping the personality of the students.

## 2) School

The quality of teacher, teaching method, curriculum<sup>19</sup>, facilities, and condition of the room and the total of students in every room also influence to the success of student in learning.

---

<sup>18</sup> <http://manhijismd.wordpress.com/2010/04/06/pengaruh-perhatian-orang-tua-terhadap-prestasi-belajar-pendidikan-agama-islam/>

<sup>19</sup> The writer thinks that *the curriculum* is the curriculum tailor-made to learners' needs. What is in the curriculum is what learners want to learn. Is it appropriate to their level? The teachers- this factor is broad. One is the teacher's knowledge, both pedagogical and content. Is the teacher conversant with what he/she teaches? Second is their motivation. What motivates teachers to teach? Third- is experience: Does the teacher need professional development or not.

### 3) Society

If the surrounding environment of society consists of learn people, especially the children have high level of education and good morality, it will motivate the children to study hard.<sup>20</sup>

However, there are two factors determining the success of second language learner. The first is intrinsic factor: personality factors that contribute in some way to the success of language learning such as self-esteem, risk-taking, anxiety, empathy, extroversion, motivation and attitude.

#### a) Self-Esteem

Self-esteem is a personal judgment of worthiness that is expressed in the attitude that individuals hold toward themselves. It could be claimed that no successful cognitive or affective activity can be carry out without some degree of self-esteem.

#### b) Risk-Taking

Risk-taking is an important characteristic of successful learning of a second language. Learner has to able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong.

---

<sup>20</sup> M. Dalyono, *Psikologi Pendidikan* , p. 59 - 60

c) Anxiety

In second language learning, anxiety was one of keys to success, closely related to competitiveness. Low anxiety among learners where learner do not feel they are in competition. Competitiveness sometimes hindered them progress and at other time it motivated them to study harder.

d) Motivation

Motivation is probably used in explaining the success or failure of something. It is claimed that in second language learning, learner will be successful with the proper motivation. Learner with high motivation will make some efforts to achieve his purposes.

e) Attitudes

Attitudes develop early in childhood and are the result of parent's and peer's attitudes, contact with people who are different in any number of ways, and interacting affective factors in the human experience. In second language learning, positive attitudes toward self, the native language group, and the target language group enhanced proficiency, while negative attitudes may lead to decreased motivation because of



decreased input and interaction, to unsuccessful attainment of proficiency.

- f) The second is extrinsic factor: socio cultural variable that emerge as the second language learner brings not just two languages into contact but two cultures, and in some sense must learn a second culture along with a second language.

#### 6. Attitude in English Language Learning

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item.<sup>21</sup> In fact, the writer think that attitudes are generally positive or negative views of a person, place, thing, or event—this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.

##### a. The Importance of Attitude in English Language Learning

Learner vary considerably in their attitude to the language they are learning and to the people who speak English, and it is generally thought to be an important factor in second language learning. These attitudes can also influence English learning in less obviously ways, as, for example, in the aforementioned case of the

---

<sup>21</sup> [http://www.successconsciousness.com/positive\\_attitude.htm](http://www.successconsciousness.com/positive_attitude.htm) on Sunday December, 18 2010

presumably unconscious worry about the loss of social identity. Another example is the-conscious or unconscious- feeling that there is no real to learn English. Students of traditional Islamic background will assume it is easier to learn Arabic than English for instance, since the belief between two languages enables them to understand some of the Arabic and try to guess the rest<sup>22</sup>. The attitudes that the students generally have are divided into two kinds.

Positive attitude is positive thinking and motivational suggestion which can lift students' concern and students' response towards subject or lesson especially English<sup>23</sup> and do seem to work in helping students move in the perception of students' initial perception towards English.

The important attitude is like motivation. A.S. horn by defines motivation is the reason that causes somebody to act in a certain way.<sup>24</sup> Ernest R. Hilagrd also states that analyzing the factor that can force somebody to

---

<sup>22</sup> Wolfgang Klein, *Second Language Acquisition* (New York: Cambridge University Press, 1986), p. 37-38

<sup>23</sup> Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*; Revised Edition (Bandung: PT Remaja Rosdakarya), p. 163

<sup>24</sup> A.s Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (London: Oxford University, 1987) p.475

do something is motive.<sup>25</sup> By a motive, the writer means something that incites the organism to action or that sustains and gives direction to action once the organism has been aroused. For instance, a dog buries bone, a child practices a piano, a task forces sends and a rocket to the moon. When we ask “why” these actions take place, we are inquiring about motives.

In the other part, Jeremy Harmer notes that motivation is some kind of internal drive pushes someone to do things in order to achieve something.<sup>26</sup> We can say that if we perceive a goal (that is something we wish to achieve) and if that goal is sufficiently attractive, we will be strong motivated to do whatever it is necessary to reach that goal.

However, negative attitude for few students, their existing manner of studying English is exactly contrary to their belief, which brings them a sense that they have already been sick of English.<sup>27</sup> They surrender themselves to master English without struggling. Over their period of

---

<sup>25</sup> Ernest R. Hilgard, *Introduction at Psychology*, (New York: Harcourt, Beace& word, 1962), P.51

<sup>26</sup> J. Harmer. *The Practice of English Language Teaching*(3<sup>rd</sup> Ed), (England: Longman, 2001), p.34

<sup>27</sup> For more information see Muhibbin syah, *Psikologi Pendidikan Dengan Pendekatan Baru*; Revised Edition (Bandung: PT Remaja Rosdakarya), p. 163

time, this latent accumulation of suppressed negative emotions in their psyche develops negative attitude towards studying English and brings apathetic resignation towards their monotonous study system.

Normally students facing such adversities tend to blame English or even to their own ability for their failures in mastering English. Obviously they cannot get to understand English. They get difficulties and obstacles when they find that others can speak or understand English. Their surrounding factors can bring only the resentment and ultimately frustration for them towards English.

b. The Influencing Attitude in English Language Learning

Basically, attitudes influencing English language learning are divided into two categories that are positive attitude and negative attitude. Students' positive attitude on our teaching is initial sign of English teaching-learning process. Positive attitudes include motivation, paying attention<sup>28</sup>, respect, and interest. This process will change how the students think and that's the real key to changing how they act. Remember, the body will follow

---

<sup>28</sup>The writer thinks that attention is also very important factor which influence on learning, of a person does not pay attention towards how to learn a specific knowledge, skill or experience, he can not learn easily but if the individual pays attention the results are vise versa. For more information see Muhibbin syah, *Psikologi Pendidikan Dengan Pendekatan Baru*; Revised Edition, (Bandung: PT Remaja Rosdakarya), p. 163

wherever the mind goes.

Positive attitude helps to cope more easily with the daily English language learning. It brings optimism into students' English language learning, and makes it easier to avoid worry and negative thinking. If the students adopt it as a way of learning English, it will bring constructive changes into their English language learning, and makes them happier, brighter and more successful in English language learning. With a positive attitude the students see the bright side of learning, become optimistic and expect the best to happen. It is certainly a state of mind that is well worth developing and strengthening.

The writer has personally used many different personal development resources. Without this trying to sound like sales pitch the writer has to say the audio program "The Power of Positive Thinking" was and is one of the most powerful tools the teacher should use.

*Motivation and interest*<sup>29</sup> refers two examples of motivational factors are hunger and thirst. Motivational factors increase the individual's sensitivity to those stimuli which he considers as relevant to the satisfaction of his needs in view of his past experience with them.

---

<sup>29</sup> Interest refers to tendency, intension, and eagerness towards something. See Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*; Revised Edition (Bandung: PT Remaja Rosdakarya), p. 133

The *Oxford English Dictionary* defines optimism as having "hopefulness and confidence about the future or successful outcome of something; a tendency to take a favorable or hopeful view."<sup>30</sup> The word is originally derived from the Latin optimum, meaning "best." Being optimistic, in the typical sense of the word, ultimately means one expects the best possible outcome from any given situation. This is usually referred to in psychology as dispositional optimism.

Other ways, negative attitude on English language learning will give difficulty to students' learning. Negative attitude includes unrespect, talking with their friends, sleeping in the class, hate, and laziness.<sup>31</sup>

A negative attitude is self-defeating. We don't find solutions to life's problems by looking for someone or something to blame. Those who say, "A positive thinking does not work for me," have got it backwards. It's not positive thinking that has to work; you have to work. For example, we have to work at appreciating what you have instead of moaning about what you look.

The writer describes a negative attitude drains the

---

<sup>30</sup> A.S Hornbay, *Oxford English Dictionary* , (New York: Oxford Press, 1998), p. 246

<sup>31</sup> See Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*; Revised Edition (Bandung: PT Remaja Rosdakarya), p. 132

students of their energy they lose focus and motivation. It strips them of their ability to achieve any type of success in their English language learning. They spread misery to all those around them and they constantly act as though they are a victim. They lay and moan and groan expecting others to feel sorry for them, but they don't because the people around them know that they have brought it all on their selves.

Negative attitudes come from negative thoughts that come from reactions to negative behavior. And around the cycle goes. We know that none of this negative stuff is coming from God. There is nothing negative about the way they think or acts. When we have a negative attitude it does not just affect us, it affects everyone around you and that will take its toll on our relationships.

There are certain types of the students that indulge in negative states of mind. They are all different in some ways of thinking and acting, but the unifying feature of all of them is their constant negativity.

Unrespectable students usually do not pay attention to English language learning because they do not think that English is the important one. The students will not have interest in learning English. This attitude is kind of negative attitude which will get in the way of English language learning. Unrespectable attitude tends to make

students do not want to study English intensively so that the students will not have good achievement in four skills of English.

Talking with their friend is also negative attitude which often disturbs English language learning due to the fact that this attitude is one way to solve their boredom in teaching learning process. The students do this attitude all time to show that they do not interest with the lesson.

If the students have been exhibiting a negative attitude and expecting failure and difficulties, it is now the time to change the way they think. It is time to get rid of negative thoughts and behavior and lead a happy and successful learning.

## 7. Theory of Intelligence

Intelligence derived from the English "Intelligence" is also derived from the Latin "*intellectus* and *Intelligentia*". Theory of intelligence was first suggested by Spearman and Pol Wynn Jones in 1951. Spearman and Wynn recognize the old concept about strength (power) that can complement the single human mind true knowledge. The strength in Greek called "*Nous*", while the use of power is called "*Noeseis*".

Meanwhile, the word intelligence is often heard enough word to describe a person's intelligence. However, there are some differences of opinion among the experts and some references to this definition. The thing to understand is



the many factors that affect a person's intelligence to define the word. Factors that may include life experience, educational background, culture, ethnicity, religion, location, and others.

Intelligence or intelligence that we are familiar with is the ability of every human being who has been born is of a general nature and ability to adapt to situations and problems there. The success of the adjustment depends on the person's ability to learn and think. A person can learn from the experiences that have endured to adjust himself. Every expression, thought, conversation, how to ask questions, how to resolve the problem reflects intelligence.<sup>32</sup> So many experts also make a variety of IQ tests to determine a person's level of intelligence in order to determine the level of intelligence that each person had from birth.

The definition of intelligence according to Piaget is an act that causes the calculation of the conditions that are optimal for organisms to live in touch with the environment effectively.<sup>33</sup> Meanwhile, according to Feldam, intelligence is the ability to understand the world, think rationally using sources or references effectively in the face of a challenge.

---

<sup>32</sup> Munandar Utami, *Mengembangkan Bakat & Kreatifitas Anak Sekolah*, (Jakarta: Rasindo, 1992), p. 19

<sup>33</sup> Uno Hamzah B., *Orientasi Baru dalam Psikologi Pembelajaran*, (Jakarta: Bumi Aksara, 2008), p. 59

Moreover Gardner also gave another definition of intelligence that intelligence is a skill that one has to solve problems, develop new problems to be solved are present, then take a lesson or lessons from the problems faced in life.<sup>34</sup>

Howard Gardner and Thomas Hatch in the book entitled *Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences* explained that:

A decade ago Gardner found that his own research interests were leading him to a heightened concern with issues of human intelligence. This concern grew out of two disparate factors, one primarily theoretical, the other largely practical.<sup>35</sup>

Rolf Palmberg in his book entitled *Multiple Intelligences Revisited* added the explanation towards intelligence as follow:

Learners – and individuals in general – can be described and categorized in a variety of ways. In 1983, Howard Gardner, a well-known psychologist and the creator of the “Multiple Intelligences (MI) Theory”, suggested that all individuals have personal intelligence profiles that consist of

---

<sup>34</sup> Sukmadinata, Nana Syaodih, *Landasan Psikologi Proses Pendidikan*, (Bandung: Remaja Rosdakrya, 2007), p. 96

<sup>35</sup> Howard Gardner and Thomas Hatch, *Multiple Intelligences Go to School: Educational Implications of the Theory of MultipleIntelligences*, Educational Researcher, Vol. 18, No. 8 (Nov., 1989), p. 4

combinations of seven different intelligence types.<sup>36</sup>

Intelligence greatly influenced the development of the individual person. In its daily, visible differences are in the execution of daily activities and in solving problems.<sup>37</sup> For children who have a level of intelligence above average so he can carry out and complete the task quickly and successfully. But conversely, if a child has a level of intelligence is below average, it would be difficult to carry out their duties.

#### 8. Concepts of Intelligence Theory

Theory - a theory of intelligence can be divided into several types, including:

Alfred Binet found intelligence seen only in terms of the strength of a person's verbal and logic. Intelligence ultimately be judged by the numerical constant Adopting the concept of systematic eugenic means to control descent. Forwarded by Carl Brigham development by designing an IQ test which was replaced by the name Aptitude Scholastic Test (SAT).<sup>38</sup>

Charles Spearman Man has found general mental

---

<sup>36</sup> Rolf Palmberg, *Multiple Intelligences Revisited*, (Vaasa: Palmsoft Publications, 2011), p.4

<sup>37</sup> Abdul Rahman Shaleh, *Psikologi Suatu Pengantar dalam Perspektif Islam*, (Jakarta: Kencana, 2008), p. 269

<sup>38</sup> Desmita, *Psikologi Perkembangan*, (Bandung : PT.Rosda Karya, 2006), p. 170

ability (G) which underlies all cognitive ability to handle adversity. G factors include problem-solving skills, abstract thinking, and learning skills.<sup>39</sup> Thus, Raymond Cattel and John Horn found Humans have two kinds of general intelligence, i.e. intelligence and wit liquid crystals. Liquid Intelligence is intelligence based on biological intelligence. This intelligence increases with developmental age, peaking in adolescence and decline at the time because the body's biological parents. Intelligence is the intelligence crystals obtained from the learning process and life experiences. This intelligence may continue to rise there is no maximum limit for human willing and able to learn.<sup>40</sup>

Reuven Feurstein argued that intelligence can be measured by one's ability to think which one has the ability to think of the human stages of development. It is called modifiable Intelligence.<sup>41</sup> Then, Leo Vygotsky argued that a person's cognitive intelligence can be tested by observing the person's chronological age and mental capacity of the person's attention. You mean someone is a comparison of the capacity

---

<sup>39</sup> Wasty Soemanto, *Psikologi Pendidikan*. Cet. V., (Jakarta : Rineka Cipta, 2006), p. 144.

<sup>40</sup> Guy R. Lefrancois, *Psychology for Teaching*, (Belmont: Wadsworth Publishing Company, 1988), p. 208.

<sup>41</sup> Adi W. Gunawan, *Genius Learning Strategy: Petunjuk Praktis untuk Menerapkan Accelerated Learning*, (Jakarta: PT. Gramedia Pustaka Utama, 2006), Cet. 3. p. 221.

of a person's ability to solve a problem if someone gets away with the help of other people in solving similar problems.

David Perkins of Harvard University argues that intelligence and influenced by several factors in the life of the system that is scrambled, life experience, and capacity for self-regulation. It is called intelligence that can be learned or learnable intelligence<sup>42</sup>

Arthur Costa of the Institute of Intelligence at Berkeley argues that intelligence is defined as a set of behavioral tendencies. Behavior include tenacity, the ability to control impulsive behavior, empathy, flexibility of thinking, meta cognition, accuracy, ability to ask, language, sensory sensitivity, wisdom, curiosity, and ability to divert feelings.<sup>43</sup>

Robert J. Sternberg argues that human intelligence can be measured from the balance of the three intelligence is creative intelligence, analysis, and practical. It is called trinity intelligence. Creative intelligence includes the ability to find and formulate new ideas and solution of problems. Intelligence analysis is used when consciously recognize and solve problems, formulate strategies, organize and convey information. Practical intelligence is used to survive in life like success to cope with change.<sup>44</sup>

---

<sup>42</sup> *Ibid*, p. 221.

<sup>43</sup> *Ibid*, p. 221

<sup>44</sup> *Ibid*, p. 221

Robert Coles argues that the intelligence that focuses on the principles and values of life. However, Daniel Goleman argues that intelligence can consist of a combination of 5 components, namely self-awareness, emotion management, motivation, empathy, and regulate relationships or relationships.<sup>45</sup>

Therefore, Howard Gardner found Multiple Intelligences. Howard Gardner of Harvard University believes that every person has more than one intelligence, have a minimum of eight intelligences are linguistic, logical-mathematical, intrapersonal, musical, naturalist, visual-spatial, and kinesthetic Everyone has this intelligence with eight different levels of development-different.<sup>46</sup>

Stephen J. Denig in his journal entitled *Multiple Intelligences and Learning Styles* explained Multiple Intelligence as follow:

The modern study of intelligence can be traced to Alfred Binet, whose research was conducted at the end of the 19th century and the beginning of the 20th century. This was the time that the study of psychology moved

---

<sup>45</sup> Aliah B. Purwakania Hasan, *Psikologi Perkembangan Islami: Menyingkap Rentang Kehidupan Manusia dari Prakelahiran hingga Pascakematian*, (Jakarta: PT. RajaGrafindo Persada, 2006), Ed.1, Cet. 1, p.154.

<sup>46</sup> Adi W. Gunawan, *Genius Learning Strategy: Petunjuk Praktis untuk Menerapkan Accelerated Learning*, p. 220-221

away from prescientific understandings to more empirical investigations (Corno et al., 2002). Binet, collaborating with Theodore Simon, believed that intelligence was measurable (Binet & Simon, 1905). They proposed a series of questions that could be quickly administered and scored.<sup>47</sup>

However, Jane Arnold Morgan & M. Carmen Fonseca, *Multiple Intelligence Theory and Foreign Language Learning: A Brain-based Perspective* gave explanation towards Multiple Intelligence Theory as follow:

Howard Gardner's multiple intelligences theory (MIT) (1983, 1999) is an important contribution to cognitive science and constitutes a learner-based philosophy which is "an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness" (Richards & Rodgers, 2001: 123). MIT is a rationalist model that describes nine different intelligences. It has evolved in response to the need to reach a better understanding of how cognitive individual differences can be addressed and developed in the classroom. Gardner (1999) and his research associates identified the mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist

---

<sup>47</sup> Stephen J. Denig, *Multiple Intelligences and Learning Styles*, Teachers College Record Volume 106, Number 1, January 2004, p. 96-97

and the existential intelligences.<sup>48</sup>

Thus, Nicole Smigiel *et.all* in their research entitled *Research Report: Different Minds Learn Differently – Multiple Intelligence in the Classroom* supported those explanation towards Multiple Intelligence as follow:

Howard Gardner developed the theory of Multiple Intelligences. He defined eight basic intelligences that the teachers introduced and taught to the students. The intelligences covered in this research were categorized as “Smarts” for the students at the primary level. The “Smarts” taught were: Word Smart, Music Smart, Body Smart, Picture Smart, Number Smart, Self-Smart, People Smart and Nature Smart.<sup>49</sup>

## 9. General Concept of Writing

### a. Definition of Writing

Writing is derived from word ‘to write’. Kamehameha Schools gave explanation about Writing as follow:

“Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the

---

<sup>48</sup> Jane Arnold Morgan & M. Carmen Fonseca, *Multiple Intelligence Theory and Foreign Language Learning: A Brain-based Perspective*, International Journal of English Studies, University of Murcia, p. 119-120

<sup>49</sup> Nicole Smigiel *et.all*, 2004, *Research Report: Different Minds Learn Differently – Multiple Intelligence in the Classroom*, Dr. Stirling McDowell foundation for research into teaching, p.1



writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping (Bereiter & Scardamalia, 1983; Flower & Hayes, 1980; Murray, 1982).”<sup>50</sup>

To convey idea from thought by arranging sentence is called writing. According to Hamp-Lyons writing is a personal act in which researchers take ideas or prompts and transform them into “self-initiated” topics.<sup>51</sup> Widdowson says that in the case of writing, the movements of the arm and fingers produce marks which are perceived by the eye.<sup>52</sup>

Steve Graham in his article untitled *Adolescent writing and writing instruction: introduction to the special issue* conveyed the phenomena in the teaching learning writing as follow:

“These new efforts to improve writing instruction for secondary students are complex. As research by Applebee and Langer (2011) showed, some teachers and schools are doing a phenomenal job of teaching writing, but this was more the exception than the normal state of affairs. Many secondary teachers indicate that they are

---

<sup>50</sup> Kamehameha Schools, 2007, *The Writing Process: An Overview of Research on Teaching Writing as a Process*, the Research & Evaluation department of Kamehameha Schools, p. 2

<sup>51</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (USA: Longman, 1996), p. 136

<sup>52</sup> H. G. Widdowson, *Teaching Language as Communication*, (Oxford: Oxford University Press, 1978), p. 62

unprepared to teach writing, little writing or writing instruction occurs at these grade levels, and writing is not typically viewed as the responsibility of all teachers (Applebee & Langer; Kiuahara, Graham, & Hawken, 2009). Moreover, intervention research designed to identify effective writing practices is relatively thin (see Graham, Harris, & Hebert, 2011; Graham & Hebert, 2010; Graham & Perrin, 2007; Rogers & Graham, 2008), and there is much that we do not know about adolescent writing development, especially with certain subgroups of students such as those who are English language learners.”<sup>53</sup>

Based on explanation from The CAELA Guide for Adult ESL Trainers in the book *Teaching Writing to Adult English Language Learners*, they said that:

“Adult learners of English have many reasons for wanting to write. Many need to write to carry out functional tasks such as filling out forms, taking a message, or writing email messages. Others may need writing skills to succeed in academic studies or to advance in a job. For many learners, writing enhances language acquisition when they put their thoughts on paper and share them with others, because they also are often practicing the language structures and vocabulary they are learning in the classroom.”<sup>54</sup>

---

<sup>53</sup> Steve Graham, Jessica Early and Kristen Wilcox, 2014, *Adolescent writing and writing instruction: introduction to the special issue*, Springer, p.2

<sup>54</sup> The CAELA Guide for Adult ESL Trainers, *Teaching Writing to Adult English Language Learners*, p.4

From the explanation above the writer conclude that writing is the series of lesson which writing becomes a subject study. It is aimed at preparing knowledge about basic principle of writing. Teacher gives writing knowledge, showing how to do it, and instructing students as the teacher's idea. Teacher's idea is related with the teaching process, especially at teaching model.

The writing skill meets the growing need for writer with training in application of the theoretical frame work to writing performance. The skill links the development of expertise in intermediate or advanced writing skills with critical discussion of theoretical frame work of writing. In addition, the teacher encourages the development of extensive understanding of notion integration. Meanwhile, writing is as solution for getting new information from the original language. It happens because students in our country are second language writing students of English. It means that English as major in our writing course is not our mother language. It is the teacher's problem when teaching writing skill.

b. Processes of Writing

If a person wants to write well, they will need a process and it is called process of writing. The process of writing includes some stages such as prewriting; drafting; revising; and polishing. The explanation of the writing

process is as follow:

“Prewriting: Analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content. Drafting: Making a case and structuring your evidence for that case. Revising: Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case. Polishing: Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation.”<sup>55</sup>

However, there are also different steps of writing process whose purpose is as good as the writing process above. these are the steps of writing process in teaching language learners especially in early age. The steps include prewriting; rough draft; peer editing; revising; editing; final draft ; and editing. The more explanations are as follow:

“Prewriting - Children *brainstorm* to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing. Rough Draft - Children put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a *sloppy copy* or *rough draft*. Peer Editing - Classmates share their rough drafts and make suggestions to each other for

---

<sup>55</sup> Capella University, *The Writing Process*, Minneapolis, p.3

improvement. They help each other understand the story by asking *who, what, when, where, why,* and *how* questions. Revising - The children use the suggestions from classmates to make additions or clarify details. Children try to improve their writing on their own. The teacher steps in at this stage and gives feedback. Editing - Children work with the teacher and/or peers to correct all mistakes in grammar and spelling. Final Draft - Children produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point. Publishing - The writing process is finally at its end. Children publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate.”<sup>56</sup>

Steve Peha has different steps in writing process. The writing process according to Steve Peha includes prewriting, drafting, sharing, revising, editing and publishing. The more explanations are as follow:

“Pre-writing is any writing you do before you start writing. Drafting is all about being pulled into your topic and letting it carry you along right behind. Sharing means just what it says: sharing your work with other people and getting some feed back about how you’re doing. The word “revision” literally means “to see again.” This is what revising is all about. Having received comments about your piece during the

---

<sup>56</sup> Becky L. Spivey, 2006, “What Is the Writing Process?”, Publications • [www.superduperinc.com](http://www.superduperinc.com), p. 112

Responding stage, you can better see your writing now from the reader's point of view. Editing means many things to many people. But here it means only one thing: taking care of any problems you have with writing conventions like spelling, punctuation, grammar, and usage. The word "publish" might remind you of another word you know. That would be "public" because that's what publishing is all about: preparing a piece of writing so that it can be read, understood, and enjoyed by the public."<sup>57</sup>

From the explanations above, the writer must think about three main issues if . Those are the purpose, the audience (the reader), and content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or argument.

This stage is often called by pre-writing process. Pre-writing is the thinking, talking, reading, and writing

---

<sup>57</sup> Steve Peha, 1995-2002, "The writing process notebook", [www.ttms.org](http://www.ttms.org), p.5-19

that the writer does about his topic before he writes a first draft. Pre-writing can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.

There are five steps that must be done by writers to brainstorm: The first is that writers must begin with a broad topic. The second is that writers must write down as many ideas about the topic as writers can do in five minutes. The third is that writers can add more items to their list by answering the questions what, how, when, where, why, and how. The fourth is that writers group similar items on the list together. The fifth is that writers can cross out items that do not belong.

Clustering is another pre-writing technique. It is a visual way of showing how writers' ideas are connected using circles and lines. When writers cluster, they draw a diagram to connect ideas.<sup>58</sup> There are five steps that must be done by writers to cluster: the first is that writers must write the topic in the center of blank place of paper and draw a circle around it. The second is that writers can write any ideas that come into their mind about the topic in circle around the main circle. The third is that writers must connect these ideas to the center word with a line.

---

<sup>58</sup> Karen Blanchard and Christine Root, *Ready to Write*, p. 42.

The fourth is that writers think about each of their new ideas, write more related ideas in circles near the new ideas, and then connect them. The fifth is that writers repeat the process until they run out of ideas.

c. Kinds of Writing Genre

Students should be given opportunities to engage actively and collaboratively in analyzing, interpreting and constructing a variety of genres. Such skills and processes need to be modeled, shared and guided before they are practiced independently in a manner that is integrated across literacy and across the curriculum. In math class for example, students will be encouraged to use the language of math and the structure of procedural writing to explain how they have solved a problem. In this way, writing becomes a pathway to learning.

Usually there are several genres of writing used by writer to arrange his/her idea. To know kinds of writing will help us to guess sequence of writer's writing so that it can make us easier to understand their work. Several genres of writing are narrative, news story, anecdote, recount, procedure, explanation, report, exposition, discussion and description.

In fact genres of writing are divided into two kinds that are factual genres and story genres. The factual genres include procedure, explanation, report, exposition,



discussion and description. Meanwhile, the story genres include narrative, news story, anecdote, and recount. Mary Macken in her book gave explanation as follow;

“Procedural genre is a factual text designed to describe how something is accomplished through a sequence of actions and steps. Procedures are also more about processes than thing but explain how perform different processes in a sequence of steps. Procedures are found in the written texts to do with Science, Art and Craft, Cookery, media Studies and Health as well as other subjects.”

“Explanation genre is a factual text used to explain the processes involved in the evolution of natural or socio cultural phenomena. Explanations are used to account for why things are as they are. Explanations are more about processes than things. In the school curriculum, explanations are often found in Science and Social Studies.”<sup>59</sup>

“Report is factual text which describes the way things are. It describes about what is in our environment such as phenomena, natural, synthetic and social<sup>60</sup>.”

“Exposition genre is a factual text used to put forward a point of view, or argument. Expositions are found in essay, letter to the editor.”

“Discussion genre is a factual text used to represent information about and arguments for both sides of an issue, concluding with a conclusion or recommendation based on the weight of evidence. Discussions are commonly

---

<sup>59</sup> Mary Macken., *et all*, *A Genre-Based Approach To Teaching Writing Years 3-6*, (Australia: Common Ground, 1990), p. 16-18

<sup>60</sup> Mary Macken., *et all*, p. 14

used by royal commission, local councils and school bodies to look at two sides of a topical issue. In later secondary school, students are required to use 'Discussion' to explore different points of view in History, English and Economics essays as well as in other subjects<sup>61</sup>."

Descriptive genre is based on order of importance. It can be from the most important one (increasing importance) to decreasing importance or from decreasing importance to important one (increasing importance). A descriptive writing is usually signed by words; the first, the second.

When we are writing a description essay, we are "painting a picture" with words. Good descriptive writing includes specific details to make the incident come alive for our reader. We focus on re-creating an incident that happened to us over a short period of time (usually an emotional experience). We convey a particular mood (feeling) - do we want to surprise our readers, make them laugh, have them share in our sorrow or fear?<sup>62</sup>

Newspaper article usually follows decreasing importance model by showing important information in the initial, whereas argumentation proceeds important one

---

<sup>61</sup>Mary Macken., *et all*, p. 20-22

<sup>62</sup> Meeks, "Descriptive Writing", <http://ksdl.ksbe.edu/-writingresource/narration.html> on Wednesday December 15 2010

(increasing importance) model, that is, by showing decreasing importance followed by the most persuasive point in the final.

“Narrative genre is a non-factual text used in a variety of modes to amuse, entertain and to deal vicarious experience in different ways. Stories deal with events that are problematic and which lead to a crisis or turning point of some kind. The construction of the ‘complication’ depends on the ‘evaluation’ of the events by the narrator. In the final part of the text, there is a ‘resolution’ for better or worse”.

Professional Development Service for Teachers in their book *Writing Genre – A Structured Approach* added explanation towards narrative text:

“Narratives entertain and engage the reader in an imaginative experience. Narrative texts are organized according to setting, event leading to a problem and solution. The main features of narrative writing are: defined characters, descriptive language, past tense.”<sup>63</sup>

Different the text above news story is a factual text. It is different with narrative which is fiction and it is not real. The explanation is as follow:

“News story is factual text which informs readers of daily newspaper about events of the day which are regarded as newsworthy or important. Newspapers need to make the news as readable as

---

<sup>63</sup> Professional Development Service for Teachers, 2013, *Writing Genre – A Structured Approach* , p.3

possible in order to attract as many readers as possible. More readers mean more money from advertisers and wider circulation of the newspaper. News story- especially the ones published in afternoon newspaper- often make the events of the day as dramatic or as sensational as they can in order to make more people buy them<sup>64</sup>.”

“Anecdote genre is a story text dealing with something unexpected or out of the ordinary. The anecdote is almost exclusively an oral genre and is a common feature of casual conversation. It is the unexpected events-which is what makes the story worth telling. An interesting anecdote is one in which the teller makes the listener want to listen for more. Therefore, handling interpersonal meanings well is an important part of the narrator’s anecdote skill-evaluating the significance of the events.”<sup>65</sup>

The last is a recount which means past experience. Professional Development Service for Teachers in their book *Writing Genre – A Structured Approach* added explanation towards recount text:

“Recount tells the reader what happened and this may involve the author’s personal interpretation of events. There are different types of recounts which including personal (my trip to the farm), factual (retelling an accident) and imaginative recounts (a day in the life of a puppy). Recount writing is organized by setting, events in chronological order and a concluding

---

<sup>64</sup> Mary Macken., *et all*, p.30-34

<sup>65</sup> Mary Macken., *et all*, p.24

statement.”<sup>66</sup>

## 10. General Concept of Reading

### a. Definition of Reading

Reading is derived from the word ‘read’. Terms of reading can be some definition based on the purpose like the definition of reading according to Frederick Cline et al. They define reading as follow:

“Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge.”<sup>67</sup>

It means that Words or images can be carved in stone, wood, or metal; instructions can be printed in relief on the plastic housing of a home appliance, or a myriad of other examples. Often the text relates to the object, such as an address on an envelope, product info on packaging, or text on a traffic or street sign. A slogan may be painted on a wall. A text may also be produced by arranging stones of a different color in a wall or road. Short texts

---

<sup>66</sup> Professional Development Service for Teachers, 2013, *Writing Genre – A Structured Approach* , p.8

<sup>67</sup> Frederick Cline; Christopher Johnstone & Teresa King, 2006, *Focus group reactions to three definitions of reading (as originally developed in support of NARAP goal 1)*. Minneapolis, MN: National Accessible Reading Assessment Projects.p.5

like these are sometimes referred to as environmental print. Other types of reading are not speech based writing systems, such as music notation or pictograms. The common link is the interpretation of symbols to extract the meaning from the visual notations. Sometimes text or images are in relief, with or without using a color contrast.

However, Frederick Cline et al gave explanation about the term of reading which is different with the explanation above:

“Reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.”<sup>68</sup>

The explanation above means that the process of recording information to be read later is writing. In the case of computer and microfiche storage there is the separate step of displaying the written text. For humans, reading is usually faster and easier than writing.

The next explanation of reading is also conveyed by Frederick Cline et al. Their explanation as follow:

---

<sup>68</sup> Frederick Cline; Christopher Johnstone & Teresa King, 2006, *Focus group reactions to three definitions of reading (as originally developed in support of NARAP goal 1)*. Minneapolis, MN: National Accessible Reading Assessment Projects.p.5

“Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as braille or authorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge.”<sup>69</sup>

It means that Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).

According to Aryan van der Leij in his article untitled *Acquiring reading and vocabulary in Dutch and English: the effect of concurrent instruction* argued that:

“Studies of children’s reading progress in bilingual programs indicate that cognitive skills transfer across languages and that L1 cognitive, linguistic and reading skills predict progress in learning to read in a second language (e.g., Comeau, Cormier, Grandmaison, & Lacroix, 1999; Cisero & Royer, 1995; Durgunog˘lu, Nagy,

---

<sup>69</sup> Frederick Cline; Christopher Johnstone & Teresa King, 2006, *Focus group reactions to three definitions of reading (as originally developed in support of NARAP goal 1)*. Minneapolis, MN: National Accessible Reading Assessment Projects.p.5

& Hancin-Bhatt, 1993; Gottardo, Yan, Siegel, & Wade- Woolley, 2001; Lindsey, Manis, & Bailey, 2003; Riccio et al., 2001). It therefore seems fair to say that the basic skills in the native language provide the foundation for learning a foreign language, as was originally hypothesized by Ganschow, Sparks, Javorsky, Pohlman, and Bishop-Marbury (1991). For example, phonological processing, the efficient use of orthographic knowledge, and verbal memory capacity contribute to the transfer of reading related skill across languages (Geva & Siegel, 2000).<sup>70</sup>

The reading fluency is very important in the bilingual students because in can understanding in their speech. The study about reading fluency can be showed from a study conducted by Patrick Snellings, he explained as follow:

“Because reading fluency problems are the main characteristic of poor readers in an orthographically transparent language like Dutch, research into their speech perception problems should take speed measures into account. In addition, research is needed to clarify whether differences between RD children and CA controls were due to fast transitions or to phonetic similarity.”<sup>71</sup>

---

<sup>70</sup> Aryan van der Leij; Judith Bekebrede and Mieke Kotterink, 2009, *Acquiring reading and vocabulary in Dutch and English: the effect of concurrent instruction*, Springer, P. 416

<sup>71</sup> Patrick Snellings; Aryan van der Leij; Henk Blok & Peter F. de Jong, 2010, *Reading fluency and speech perception speed of beginning*



Based on some explanations above the writer can conclude that reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Reading aloud for one's own use, for better comprehension, is a form of intrapersonal communication. Reading to young children is a recommended way to instill language and expression, and to promote comprehension of text. Before the reintroduction of separated text in the late middle ages, the ability to read silently was considered rather remarkable.

Currently most reading is either of the printed word from ink or toner on paper, such as in a book, magazine, newspaper, leaflet, or notebook, or of

---

*readers with persistent reading problems: the perception of initial stop consonants and consonant clusters*, Springer, P.154

electronic displays, such as computer displays, television, mobile phones or readers. Handwritten text may also be produced using a graphite pencil or a pen. Short texts may be written or painted on an object.

A requirement for reading is a good contrast between letters and background (depending on colors of letters and background, any pattern or image in the background, and lighting) and a suitable font size. In the case of a computer screen, not having to scroll horizontally is important.

The field of visual word recognition studies how people read individual words. A key technique in studying how individuals read text is eye tracking. This has revealed that reading is performed as a series of eye fixations with saccades between them. Humans also do not appear to fixate on every word in a text, but instead fixate to some words while apparently filling in the missing information using context. This is possible because human languages show certain linguistic regularities.

### **C. Hypothesis**

“Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed

as a proof.”<sup>72</sup> A hypothesis is a tentative explanation that accounts for a set of facts and can be tested by further investigation.<sup>73</sup> Hypothesis is a temporary answer of problems in research until proved from the data which collected.<sup>74</sup> So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data. The hypothesis of this research is whether any difference in achievement between ELT department students enrolled through SPMB and PSSB IAIN Walisongo Semarang in The Academic Year of 2012/2013.

---

<sup>72</sup> Sutrisno Hadi, *Statistik*, Vol. 2, (Yogyakarta: Andi, 2004), p. 210.

<sup>73</sup> Daniel Muji, *Doing Quantitative Research in Education with SPSS*, (London: SAGE Publication Ltd, 2004), p. 8

<sup>74</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1998), p. 64.