CHAPTER II
THE REVIEW OF RELATED LITERATURE

A. Reading

1. Definition of Reading.

There are four major skills taught in English. Those are speaking, listening, reading and writing. There are so many sources that can support the achievement, like English books, magazines or newspapers. So people should master the reading skill.

Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It's necessary to understand visual perception and eye movement in order to understand the reading process.[1]

Reading is to interpret on understand (a printed passage) as having particular meaning, the form of a specified word sentence on passage in particular edition of a literary works.[2]

2. Reading Skills

There are four skills of reading. They are as follows:[3]

a. Scanning

Scanning is reading rapidly to find specific piece of information.

b. Skimming

Skimming is the skill of reading rapidly for the main points.

c. Intensive reading

Intensive reading is reading a short text for detailed information.

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[1] *Reading Definition*, retrieved from http: //en.wikipedia.org/wiki/Reading_(process)/ on 10 December 2009

[2] Michael Agnes, Webster New World College Dictionary (Chief: 2000) Fourth Edition p.1192

[3] *Reading skill*, retrieved from http://esl.about.com/od/readinglessonplans/a/l_readtypes.htm on March 26th, 2011

d. Extensive reading

Extensive reading is reading a longer text, often for a pleasure with emphasis on overall meaning.

3. Method of Teaching Reading

There are three methods for teaching reading. They are:[4]

a. Presenting A Text

In this term, the teacher should present text well. Because a good presentation can give some benefits, they are as follows:

1) It can make the students more interested

2) It can make the students reminding their previous knowledge that related to the text.

3) It can be as pre teaching

4) It can give a reason for reading. This gives students a sense of purposes.

There are some suggestions to have the effective presentation. They are:[5]

1) Using a picture

2) Using other relevant senses

3) Giving pre reading questions

4) Setting a problem

5) Using information grid

6) Giving a listening exercise

7) Asking the students to preview a text

b. Developing Lesson

It means that the teacher can develop the process of teaching reading with some various reading methods.

c. Follow Up

It's the important thing in teaching reading to know how much the students understand about the reading passage. The main thing to

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[4] Neville Grant, *Making The Most of Your Textbook*, 1987, New York: Longman, p. 80
[5] *Ibid* p. 81

remember is that a successful follow up to a reading exercise involves integrating the language skills–especially speaking and writing. In this way reading and the other aspects of the syllabus are mutually reinforcing.[6]

B. Reading Exercise

Learning English is to develop four language skills; listening, reading, writing, and speaking. And they must be supported by appropriate exercise.

According to J.B Heaton, kinds of reading exercises are:[7]

1. Matching Test

This test is purely concerned with word and sentence recognition. It tests the students' ability to differ the words which have the same spelling. This item tests are used to develop word recognition tests.[8]

There are three kinds of matching test. They are:[9]

a. Word Matching

In this term, the students should underline the words that are the same as one on the left.

Example:

Now   bow/ not/ now/ mow

Book   cook/ door/ poor/ book

Sit   silk/ fit/ sit/ site

Sheep   shop/ shape/ sleep/ heap/ sheep

Ever   never/ over/ ever/ fewer/ even

b. Sentence Matching

This item is similar to the word–matching item. The difference is the students recognize the sentences that consist of the same words in the same order.

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[6] *Ibid*

[7] J.B. Heaton, *Writing English Language Test*, London, Longman, 1975, p.105

[8] *Ibid*

[9] *Ibid*

Example:

Tom is not going to your school

1) Tom is not going to your pool

2) Tom is going to your school

3) Tom is not coming to your school

4) Tom is not going to your school

c. Pictures and Sentence Matching

In the remainder of this section, the items will concentrate on word and sentence comprehension, using pictures to test this skill.

2. True/ False Reading Test

True/ False test is one of the most used tests of reading comprehension. Because the scoring of this test is quick and reliable with the reading comprehension. The items can also be constructed easily and quickly.

Example:

a.	The sun rises in the west	T	F
b.	Fish can't fly, but birds can	T	F
c.	Lagos is a large as London	T	F
d.	When ice melts, it turns into water	T	F

3. Multiple Choice Item Tests

In this item, the students should choose the best answer of some choices given.

Example:

John is not as tall as Miss Green but he's a little taller than Bill.

a. Miss Green is taller than John and Bill

b. John is not as tall as Bill

c. Miss Green is taller than John but not as tall as Bill

d. Bill is taller than John and Miss Green.

4. Completion Items

Completion items measure recall rather than recognition. In this item, the students usually supply a word or short phrase.

There are two types of completion tests. They are as follows:[10]

a. The blanks for completion are in the following of the text.

Here, the students should read the full text first, and then they complete the blanks that are in the following.

Example:

256 Weeton Road,

2nd floor, Hong Kong,

7th June, 1974

Dear David,

I'm very sorry that I could not meet you last night. I hope that you didn't wait too long out side the New York Theater. I had to look after my small brother until my mother returned home. She was a long time at the doctor's and she arrived home very late. I ran all the way to the bus stop, but I had already missed the bus. I decided to get on a tram and I arrived at the New York Theatre at eight o'clock. I didn't that you would still be there because I was three quarters of an hour late. I do hope that you will forgive me.

Your friend

Peter

Write one word or more in each blank.

1) Peter lives at …………………………………………

2) He wrote the letter on…………………….....................

3) Peter went to the New York theatre by…………………..

b. The blanks for completion are in the text itself.

In this item type the students are required to complete the blank spaces in a reading text.

Example:

When we …………… something along the ....…, it will cause ……………….

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[10] *Ibid.,* p. 119

5. Short or Long Answer Question[11]

   a. Short-answer question

       Short-answer question is a reading test that the students spend 3-5 minutes to answer the question.

   b. Long-answer question

       Long-answer question is a reading test that the students spend 5-7 minutes to answer the question.

C. Text Type

Based on generic structure and language feature dominantly used, texts are divided into several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as GENRES.[12]

1. Narrative

The purpose is to amuse or entertain the readers and to tell a story.

Generic structures are: orientation, complication, resolution and reorientation.

Dominant language features are past tense, action verb and chronologically arranged.

2. Recount

The purpose is to retell something that happened in the past and to tell a series of past event.

Generic structures are orientation, events and reorientation.

Language features usually are past tense, action verb and adjective.

3. Descriptive

The purpose is to describe a particular person, place or thing in detail.

Dominant generic structures are identification and description.

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[11] Retrieved from http://www.pearsonlongman.com/ae/marketing/sfesl/practicereading.html, on May 26th 2011

[12] Retrieved from http://understandingtext.blogspot.com/2008/03/text-types-complete-overview.html on March 2011

Language features are simple present tense, action verb, adverb and special technical terms.

4. Report

   The purpose is to present information about something, as it is Generic structures are general identification and description.

   Language features are introducing group or general aspect, Using conditional logical connection and Using Simple Present Tense.

5. Explanation

   The purpose is to explain the processes involved in the formation or working of natural or socio-cultural phenomena.

   Generic structures are general statement, explanation and closing.

   Dominant language features are using simple present tense, action verbs, passive voice, noun phrase, adverbial phrase, technical terms, general and abstract noun and conjunction of time and cause-effect.

6. Analytical Exposition

   The purpose is to reveal the readers that something is the important case.

   Generic structures are thesis, argument and reiteration or conclusion.

   Language features are Using modals, action verbs, thinking verbs, adverbs, adjective, technical terms, general and abstract noun and connectives/ transition.

7. Hortatory Exposition

   The purpose is to persuade the readers that something should or should not be the case or be done.

   Generic structures are thesis, arguments and recommendation.

   Dominant language features are using Simple Present Tense, modals, action verbs, thinking verbs, adverbs, adjective, technical terms, general and abstract noun and connectives/ transition.

8. Procedure

   The purpose is to help readers how to do or make something completely,

   Generic structures are goal/ aim, materials/ equipments and steps/methods.

Dominants language features are Using Simple Present Tense, Imperatives sentence, adverb and technical terms.

9. Discussion

The purpose is to present information and opinions about issues in more one side of an issue.

Generic structures are issue, arguments For and Against, and conclusion.

Dominant Language features are Using Simple Present Tense, Use of relating verb/to be, thinking verb, general and abstract noun, conjunction/transition, modality and adverb of manner.

10. Review

The purpose is to critique or evaluate an art work or event for a public audience.

Dominant generic structures are orientation, evaluation, interpretative recount, evaluation and evaluative summation.

Dominant language features are focus on specific participants, using adjective, long and complex clauses and metaphor.

11. Anecdote

The purpose is to share with others an account of an unusual or amusing incident.

Generic structures are abstract, orientation, crisis, reaction and coda.

Language features are Using exclamations, rhetorical question or intensifiers, material process and temporal conjunctions.

12. Spoof

The purpose is to tell an event with a humorous twist and entertain the readers.

Generic Structures are orientation, events and twist.

Dominant language features are Using Past Tense, action verb, adverb and Chronologically arranged.

13. News Item

The purpose is to inform readers about events of the day which are considered newsworthy or important.

Dominant Generic Structures are newsworthy event(s), Background event(s) and Sources.

Dominant Language Features are Short, telegraphic information about story captured in headline, Using action verbs, saying verbs and adverbs of time, place and manner.

D. Materials

Language instruction has five important components, the component are student, a teacher, materials, teaching method, and evaluation. Material is an important resource for teacher in assisting students to learn English. Material has a role as one of the main instrument for shaping knowledge, attitude, and principles of our young people.

In teaching learning process, students are the centre of the instruction. But in many cases, teachers and students rely on materials, and the materials become the centre of the instructions .It is because of the teacher is busy and does not have the time or inclination to prepare extra materials, course book and other commercially produced materials which are very important in language instruction. Therefore, it is important for teachers to know how to choose the best materials for instruction, how to make supplementary materials for the class, and how to adapt materials.[13]

Though there are five elements in language instruction, learners should be center of the instructions. However, materials often control the instruction, since teachers and learners tend to rely heavily on them. Materials that are appropriate for a special class need to have underlying instructional philosophy, approach, method, and technique which suit the students and their needs. They should have correct, natural, current and Standard English. Teacher needs to look for good materials.

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[13]Kitao, *Adapting Materials*. Retrieved from http:// iteslj.org/articles/kitao-materials.html. 4 March 2009

E. Text Book

1. Definition of Text Book

Books are the most important resources, which teacher used in their daily teaching. Therefore, the available of course book is essential in education. A teacher must be able to select which course book he or she should use in the teaching and learning process, and how he should do with them.

In order to use a course book systematically and flexibly, it is important to understand how it is put together and how it can be adapted to meet the needs of the particular learners. The course book provides a plan for learning, a visible outline of what is to be learned in the classroom as a bank of resource materials and ideas. What happen in the classroom fills out and transforms the outline into learning experience for students.

There is relation between teacher and course book. The relation between teacher and course book is an important consideration and at it is a partnership that share common goals to which each side brings its special contribution. The aim of the course book should correspond as closely as possible to the aim of the teacher, and both should seek to meet the needs of the learners to the highest degree. The partnership is helped when aims and objectives are well defined, and when the difference but complementary roles of the teacher and course book are clearly perceived and well balanced.[14]

2. Type of Text Book

There are two categories of text book. They are as follows:[15]

a. Traditional Text Books

The traditional text book tries to get students to learn the language as a system. Once they have learned the system, it is hoped that they can use the language for their own purposes in some fit ways.

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[14] Gabrielatos, *The Coursebook as a Flexible Tool*, 2000, retrieved from http://www.Gabrielatos.com/CB-use.htm. 3 March 2009

[15] *Op.cit*, *Making The Most of your Textbook,* p.13-14

These text books have the following characteristics.

1) They tend to emphasize the forms, or patterns, of language (the language) more than the communicative functions of language, for example asking for information, making requests, asking the way, etc.

2) They tend to focus on reading and writing activities rather than listening and speaking activities.

3) They often make use of a great deal of L1

4) They emphasize the importance of accuracy.

5) They tend to focus rather narrowly on a syllabus and examinations.

6) They are often attractive to some teachers, because they seem easy to use, and are highly examination-oriented.

b. Communicative Text Books

Communicative text books try to create opportunities for the students to use the language in the classroom as a sort of "halfway house" before using it in real life.

These text books have the following characteristic.

1) They emphasize the communicative functions of language not only the forms.

2) They try to reflect the students' needs and interests.

3) They emphasize skills in using the language, not only the forms, and they are therefore activity based.

4) They usually have good balance among the four language skills, but may emphasize listening and speaking more than a traditional text book does.

5) They tend to be very specific in their definition of aims.

6) Both content and methods reflect the authentic language of every day life.

7) They encourage work in groups and pairs, and therefore make heavier demands on teachers' organizational abilities.

8) They emphasize fluency not only accuracy.

c. Evaluating Textbook

Based on the Neville[16], one way of finding out whether a book is worth looking at more closely is to apply to the eight characters as below:

1) Communicative

Is the course book communicative or not.

2) Aims

Does it fit in the English learning process aims and objectives. Surely, the purpose of the English teaching learning has been displayed on the curriculum 2006. So the writer will analyze whether it suitable or not with the purposes of curriculum.

3) Teachable

Does the speaking exercise seem teachable or ready to use, well organized, easy to find in our way around, are there a good clears teacher's guide with the answer, and help on method. Is there sufficient provision made for tests and provision or not.

4) Available Add-ons

Are there any useful 'add-ons '-additional materials such as tapes, workbook or not?

5) Level

Does the level seem about right or not?

6) Your Impression (Teacher Impression)

What is the overall impression of the text?

7) Student Interest

It is seemed students likely to find the book interesting or not.

8) Tried and tested

Has the material been tried and tested in the classroom or not?

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[16]*Ibid*

F. Language Curriculum Theory

Curriculum is a course of study.[17] Language curriculum is an aspect of a broader field of educational activity known as curriculum development or curriculum studies. They focus on what knowledge, skills, and value students learn in school, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in school or educational system can be planed, measured and evaluated.[18]

It is stated in 2006 English curriculum that English is a tool to communicate both spoken and written. Communicating means understanding and expressing information, thinking, feeling, and developing science, technology, and culture. Communications ability is a discourse competence, it is an ability to understand and produce spoken and written text which is realized in four language skills; listening, reading, writing and speaking. These skills are used to respond or create society discourse. Therefore, English subject is instructed to develop those skills, so that students are able to communicate and have discourse competence in certain literacy level.[19]

Language learning in senior high school is expected to reach informational level because the students are prepared to continue their education in the higher level. The epistemic level is considered too high to be reached by Senior High school students because English in Indonesia is used as foreign language.

1. Aims of 2006 English Curriculum[20]

   English subject in Senior high school is presented in the purpose that students will have the following ability:

   a. Developing communicative competence in the form of spoken and written to reach informational literacy level.

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[17] *Op.cit*, *Webster New International Dictionary*, p. 94.

[18] Jack C Richards, *Curriculum Development In Language Teaching*, (USA : Cambridge University Press, 2001), p 2.

[19] Wells, *The Level of literacy. KTSP Mata Pelajaran Bahasa Inggris SD/ MI/ SMP/MTs.* (Semarang : English Library FBS UNNES), p. 98

[20] *Ibid,* p. 101

b. Having consciousness of the importance of English to improve our competitiveness in global society.

c. Developing students' understanding about the correlation between language and culture.

2. Scope of English Curriculum in Senior High School

According to 2006 English curriculum, the scope of English subject in Senior High School includes:[21]

a. Discourse Competence, it is the ability to understand and produce spoken and written text which is realized in four language skills, listening, speaking, reading, writing to reach informative literacy level.

b. The competence to understand and to produce many kinds of short functional text, monolog, and essay in the form of procedure, descriptive, recount, narrative, report, news item, analytical exposition, spoof, explanation, discussion, review, and public speaking. The material gradation can be seen in the use of vocabularies, language structure, and rhetorical steps.

c. Additional competence, such as linguistic competence (the ability of using appropriate grammar, vocabulary, phonetic, and sentence structure), sociocultural competence (the ability of using language appropriately in different context), strategy of competence (the ability of compensating for lack of ability in communication process by using many ways in order to keep the persistence of communication), and discourse maker competence (the ability of understanding and creating forms of the language that are longer than sentence, such as stories, conversations, or business letters).

3. Reading Based on KTSP Curriculum

According to KTSP Curriculum, the basic competence for students in the first semester of Senior High School Grade X on reading skill are:

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[21] *Ibid ,* p 103

a. Able to respond meaning in short functional text, such as:

   1) Announcement

   2) Advertisement

   3) Invitation, etc.

b. Able to respond meaning in text of *Recount, Narrative, Procedure*

   The basic competence for the students in the 2nd semester of Senior High School Grade X on reading skill are:

a. Able to respond meaning in short functional texts, such as;

   1) Announcement

   2) Advertisement

   3) Invitation, etc.

b. Able to respond meaning in texts of Narrative, Descriptive and News Item;

   1) Written texts in *Narrative, Descriptive and News Item*

   2) Passive Voice

   3) Reported Speech

G. Previous Research

The previous research that the researcher uses are:

1. The research of Nur Laila Tuttaqwa "Analysis of Speaking Exercise in Look Ahead 1, An English Course for Senior High School Student Years X Published by Erlangga". The main problem of this research is what kinds of speaking exercises displayed on the text book and whether they are relevant or not with KTSP curriculum. This previous research is almost the same with the research will be done, that is in the term of analyzing the content of a text book with KTSP Curriculum, but the differences are the object of the research and the text book.

2. The research of Nurul Faizah "An Analysis of Organizational Complexity of English in Context, A Textbook for Senior High School". The main problem of this research is what organizational complexity found in a text book for Senior High School "English in Context".

3. The research of Rochmiyatun "Compatibility of The speech Functional Expressions Found in English Course book Let's Express it in English for Seventh Graders Published by Municipality Semarang with the school based Curriculum in year 2007. The main problem of this research is what speech Functional Expressions of the textbook are compatible or not with the latest curriculum, that's school based curriculum. This study used a descriptive qualitative approach, the data were collected from the course book *Let's Express it in English for Seventh Graders Published by Municipality Semarang in 2004*. After getting the data, the researcher analyzed the data by mapping speech Functional Expressions of the textbook and School Based Curriculum, comparing both of them, and the last is evaluating the gap between both of them to find out whether the speech functional expressions of the course book are compatible or not with the curriculum. The same of the research is in analyzing content of a text book with a curriculum, but the differences are in the object of analysis, the text book and kind of curriculum.