CHAPTER II

LITERATURE REVIEW

A. The Nature of Reading

1. Definition of Reading

In English foreign language, reading is one of the important first language skills and it gets a great emphasis in the teaching and learning process. Brown (2004: 28) defines reading as a fluent process of negotiating meaning. Nunan (2003: 68) also states that reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. In the reading process, readers combine the information from the text and the information from their existing background knowledge.

As the explanation above, reading is an activity to get the information by looking at a text, cards, and others. Harmer, (1998: 68) states that there are also many reasons why getting students to read English texts is an important part of the teacher's job" For the first reason, many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure. The second, reading texts also provides good models for English writing. When teachers teach the skill of writing, they will need to show students model of what teachers are encouraging them to do.

The last, reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and others.

It can be said that reading is an activity where the reader transfers the information from the text by the way of understanding, grasping, interpreting, translating, and giving the meaning. By reading, people or students can get a lot of information as a way to increase their knowledge. In short, reading should be process of getting any information from printed materials by the learners.

2. Teaching Reading

Teacher needs pay some rules in teaching reading. In relation to teaching reading. By paying attention to some principles above, it will helped the teachers in teaching reading in the classroom. The teacher will active the students' skill, engage them in teaching process, makes the respond to the context, makes students predicting and gives appropriate task. These principles can make the teacher achieve the learning goal of teaching and learning process of reading.

Harmer (1998:7) explaines that there are some principles of teaching reading, as the follows:

The first is active skill. Reading is not a passive skill, to make reading activity successfully the students have to understand what the words mean, see the pictures the words are painting, understand the arguments and arrange if we agree with them. If they do not do such things, they will only scratch the surface of the text and they will quickly forget it.

The second is engagement. Students need to be engage with what they are reading, if not they will not actively interested in what they are doing and do not know the benefit of reading the text. They need to be in the teaching and learning process. They need to pay more attention to the material taught. If they lost their engagement, they will lost focus on material taught.

The third is respond to the context. Students should be encouraged to respond to the content of a reading text, and not just the language. It is important to study the meaning and the message. Teacher must give the students a chance to respond to that message in that way. The most important is that they should be allowed to express their feeling about the topic.

The fourth is prediction. When students read a text, in our own language students frequently have a good idea of the content before students actually read. But, book cover gives us a hint of what is in the book and the moment when students get the hint, our brain start predicting what they are going to read. Teacher should give "hints" to the students so they can predict what is coming too, to make them better and more engaged readers.

The fifth is appropriate task. Once a decision has been taken about what reading text the students going to read is crucial. Students need to choose good reading texts. The most interesting text can be undermined by asking boring and inappropriate questions; the most common place passage can be made really exciting with imaginative and challenging texts.

The sixth is exploitation. Any reading text is full of sentences, words, ideas, descriptions, etc, it doesn't make sense just to get students to read it and then drop it to move on to something else. So, good teachers should exploit reading texts to the full and integrate the reading text into interesting class sequences, using the topic for discussion and further task, using the language for study and later activation.

Harmer (2001: 201) states that students use different skills will frequently depend on what they are reading for. To get maximum benefit from reading, the readers should understand about the approaches in the reading, as follows:

a) Extensive Reading

Brown (2001: 313) suggests that extensive reading is carried out to achieve general understanding of a usual somewhat logger text (book, long article, or essay). Most extensive reading is performed outside of class time. Pleasure reading is often extensive.

b) Intensive Reading

Brown (2001: 312) explains that intensive reading call students' attention to grammatical forms, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like. The aim is to arrive at an understanding, not only on what the text mean but also on how the meaning is produced.

c) Scanning

Brown (2001: 308) states that quickly searching for some particular piece or pieces of information in a text. This approach stresses on the glancing rapidly through a text either to search for specific piece of information (e.g. name, a date) or to get an initial impression of whether the text is suitable for given purpose.

d) Skimming

Brown (2001: 308) states that skimming consists of quickly running one's eyes across a whole text for its gist. Skimming is a process of glancing rapidly through the text to determine it gist. It means quickly running one's eyes over the text. It means quickly running one's eyes over the text. It gives readers the advantage of being able to predict the purpose of the passage, the main topic, or massage and possibly some of the developing sentences from main idea or supporting idea.

3. Reading Processes

Nuttal in Brown (2001:160) informs that there are two complementary ways of processing a text. Both are expressed as to-bottom and *bottom-up* process.

a.   The top-down approach

This approach is used when the reader interpret assumptions and draw inferences. The consciousness is used to see the overall purpose of the text, or to get a rough idea of the pattern of the writer's argument. Brown (2001: 299) states that top down is a process which

we draw on our own intelligence and experience to understand a text. The readers use background knowledge, make predications, and search the text to confirm or reject the predications that are made. A passage can thus be understood even if all of the individual words are not understood. Within top-down models, to reading, the teacher should focus on meaning generating activities rather than on mastery of word recognition.

b. **The bottom-up approach**

In this stage, the reader builds up meaning from the black marks on the page: recognizing letter and words, working out sentence structure. Brown (2001: 299) states that in ottom up processing, the readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse makers) and use their linguistic data processing mechanisms to impose some sort of order in signals. In this case, the reader should scrutinize the vocabulary and syntax to make sure she has grasped the plain sense correctly.

c. **Interactive models**

Interactive models of reading combine elements of both bottom-up and top-down models, assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources. While reading, readers can apply bottom-up process by recognizing the new vocabulary and the pattern they

have not got before. Brown (2001: 299) states that a combination of top down and bottom up processing is interactive reading. By doing this, readers are expected to get information from text. Meanwhile, readers also apply top-down process by predicating what the content of the text about and the continuation of the text.

4. Aspects in Reading Comprehension

In reading comprehension, there are several aspects that are needed to be considered by the students to get better understanding or comprehension. Brown (2001: 306-310) states that in reading comprehension the students need to identify the purpose of reading, main idea, specific information, knowing literal and implied meaning. The questions are related to all information in the text. How far the student scan comprehend the text can be known by assessing them using these questions. Here, it can be concluded that questions types is about main idea, reference, explicit and implicit information, and vocabulary.

Furthermore, Brown (2001: 306-309) states that learners can use guessing to their advantage in reading comprehension. They can guess the meaning of the word; guess a grammatical relationship, guess a discourse relationship; infer the implied meaning; guess a cltural reference; and guess content messages. By the point here is that reading, after all, the sooner learners understand the guessing, the better of they are. It can be said the students can have good reading comprehension by guessing the aspects above.

Reading comprehension is a multicomponent, complex process that involves many interactions between the reader and what s/he brings to the text (previous knowledge, strategy use), as well as variables related to the text itself (interest in the text, understanding of the types of texts).

Strong readers use strategies that work for them and can identify which strategy to use for different types of texts. Those struggling with reading can improve their reading comprehension skills by being taught strategies, as well as when and how to use them with different types of texts.

Furthermore, there are several elements needed to be assessed in the reading comprehension. The ability to recognoize these questions types quickly and understand the aim of the questions and the common traits of correct and incorrect answers is extremely importatnt. Depending upon how specific one is in classifying questions, there are several questions types. As Pamela J. Sharpe in toefl Baron (1995: 25), there are five competence in reading skill:

a. Understanding the main idea

Good readers are active readers. They constantly look over the text before they read nothing such things as the structure of the text and the text section that might be most relevant to their reading goals. As they read, good readers frequently make prediction about what is to come. Furthermore, Wodinsky and Nation (1988: 155) claim that good readers are those who can construct, revise, and question the meaning they make as they read. They draw upon, compare, and integrate their prior

knowledge with material in text. They think about the authors of the text, their style, beliefs, intentions, historical, and so on. They monitor their understanding of the making adjustment in their reading as necessary.

In addition, at the end of the reading comprehension activity, Bell and Campbell (1997: 12) point out that the readers are supposed to define and to understand the main ideas and supporting ideas from the reading text. understanding the main and supporting ideas is a skill that the readers can find what is the reading text telling about in general Blackhowiz (2008: 12) proposes the concept of general or main idea of the text can describe within three characteritics, they are:

1) Inductive process, the process of searching the main ideas of text that is assumed in the beginning lines of paragraph.

2) Deductive process, the process of searching the main ideas of the text that is assumed in the last lines of the paragraph.

3) Beyond the lines, the process of searching the main ideas of the text is assumed that the ideas are not mentioned in lines (written) however, it is required from the higher understanding on the text.

The way to find out the main ideas of the text can be searched by connecting the other information in the text that related to support the ideas we assume. Here, supporting ideas are very important to know because we cannot find out the main ideas whenever supporting ideas are missed to get. Therefore, the supporting ideas of the text should be considered as how the readers come to the main ideas of the text.

b. Understanding details

A reading strategy helps the students to read in very efficient and effective way. The students can get the specific information by using a good strategy. To get the specific or detail ideas of the reading text, the students may seem to scan the text until they get what they are searching. The following strategies will describe how the strategy can minimize-consumed during the reading process as stated by Laurie which is cited in Sulaiman. H (2005: 143). They are:

1) Knowing what we want to know

The first thing to ask ourselves is; why we are reading the text. Are we reading with a purpose or just for pleasure? What do we want to know after reading? Once we know this, we can examine the text to see whether it is going to move towards this goal.

An easy way to doing this is to look at the introduction and the chapter headings. The introductions should let you know whom the book is targeted at, and it seeks to achieve. Chapter headings will give you and overall view of the structure of the subject.

2) Knowing how deeply to study the material

Here readers read only chapter headings, introduction, and summaries. If readers need a moderate level of information on a subject, then we can scan the text. Here readers read the chapter introductions and summaries in detail. Only when readers need the detailed knowledge of a subject is it worth studying the text. Here, it is best to skim the

material first to get an overview of the subject. This gives us an understanding of its structure, into which we can fit the detail gained from a full, receptive reading material

c. Drawing logical inference (conclusion)

Inferences are away to achieve information not explicitly stated in the text. According to Graesser and Wiemer Hastings, (2001: 249) there are three distinct types of semantic inferences: logical (based on an explicit premise), pragmatic (based on our knowledge about the world) and plausible (based on possible occurrence of an event not supported by information in the text). In this task, participants have to guess the meaning of an unknown word on the content (lexical inference) or infer about meaning of a sentence using their own knowledge (semantic inferences).

d. Locating reference (it, his, them)

The students piece together a mental map from the description of a location and the way elements are described in relation to each other. Sometimes, authors draw actual maps for the students. Maps help them to 'find our feet' by physically locating the narrative in an imaginary space; they are a fairly common strategy in literary texts. The degree to which maps insist to the students that 'this is where it all happened' can vary: some maps are very detailed and complex (and can be vital to the reader in navigating the narrative).

e. Understanding vocabulary from context.

In reading the text, the students will meet some words or phrases in the sentences. Every word or phrase has its own meaning as its single position; however, in reading comprehension the students should not define every word or phrase they meet because those might have different meaning when they join other words. Therefore, interpreting its meaning is an important skill in order to come to what the authors' message originally.

In short, there are several elements needed to be assessed in the reading comprehension. The ability to recognoize these questions types quickly and understand the aim of the questions and the common traits of correct and incorrect answers is extremely importatnt. Depending upon how specific one is in classifying questions, there are several questions types. As Pamela J. Sharpe in toefl Baron (1995: 25), there are five competence in reading skill: (a) understanding the main idea; (b) understanding details; (c) Drawing logical inference (conclusion); (d) locating reference (it, his, them) and (e) understanding vocabulary from context. The questions are related to all information in the text. How far the student scan comprehend the text can be known by assessing them using these questions. Here, it can be concluded that questions types is about main idea, reference, explicit and implicit information, and vocabulary.

5. Assessing Reading Comprehension

Reading comprehension is needed to be assessed to know the quality of teaching and learning process. According to O'Malley and Pierce (1996: 106) assessment or reading should be embedded in activities for teaching reading. A test is usually used to assess the skills. The researcher took a test for assessing the students' reading comprehension

O'Malley (1996: 100) also says that students become partners in the assessment process when they are encouraged to engage in self-assessment and peer assessment. Students' reflection is a vital element of authentic assessment.

a. Self-Assessment

It will help both teacher and students to aware of students' attitudes, strengths and weaknesses in reading. It will also encourage students to be independent learners.

b. Peer Assessment

In this part, teachers can ask the students to rate their peer's reading comprehension levels and attitudes toward reading in reading discussion groups.

Furthermore, O'Malley (1996: 233) states that the following are some of the assessment strategies that teachers can use to assess reading in the classroom. Those are as follows: (a) Observation; (b) Interview with parents; (c) Oral reading; (d) Informal diagnostic procedures; (e) Miscue analysis; (f) Portfolios; (g) Self-assessment.

In short, the researcher used self assessment in order to know the students' improvement in reading comprehension. In connection with self-assessment O'Malley (1996: 100) that it will help both teachers and students to aware of students' attitudes, strengths and weaknesses in reading. He also said that self-assessment of reading can take various formats as follows: checklists, rating, scales, scoring rubrics, question/answer, sentence completion, learning logs, and reflection logs.

Furthermore, there are several elements needed to be assessed in the reading comprehension. The ability to recognoize these questions types quickly and understand the aim of the questions and the common traits of correct and incorrect answers is extremely important. Depending upon how specific one is in classifying questions, there are several questions types. As Pamela J. Sharpe in toefl Baron (1995: 25), there are five competence in reading skill:

1. Understanding the main idea,

2. Understanding details,

3. Drawing logical inference (conclusion),

4. Locating reference (it, his, them),

5. Understanding vocabulary from context.

Brown (2001: 306-310) states that in reading comprehension the students need to identify the purpose of reading, main idea, specific information, knowing literal and implied meaning. The questions are related to all information in the text. How far the student scan comprehend the text can be

known by assessing them using these questions. Here, it can be concluded that questions types is about main idea, reference, explicit and implicit information, and vocabulary.

B. The Nature of Fun Board

1. The Definition of Fun Board

Fun Board is a media developed by Andi (2014) to improve students' skills in learning English. The media is developed based on real thing, simulation and models used in conventional methods. Gerlach and Ely (2001: 297-299) define:

> This category includes people, events, objects and demonstrations. Real things as contrasted with other media are not substitutes for the actual object or event. They are in fact, life itself often in its natural settings. Simulation is the replication of real situation, which has been designed to be as near the actual event or process as possible. Many media, including the computer, tape recordings, motion pictures can be used for simulation. A model is a replica or representation of reality. It is often in scale and may be miniature, exact size or an enlargement."

By using a model, students are given something new and different from what they usually get in class. They are not only the objects of the teaching learning process, but also the participants. This model can be used as one of several visual aids in which students are given a chance to learn English in an enjoyable way and they will be motivated.

Harmer (2001:137) states that board is the most versatile piece of teaching equipment. Most of the teachers use it to help them in the teaching and learning process. It also help the students to pay attention to the material taught in the bord. At the same time, it can motivate the students. Harmer

(2001: 137) states that boards provide a motivating focal point during whole-class grouping. In short, the board help the teacher to conduct the teaching and learning process.

Inspired from the board, the researcher use an media called Fun Board designed by Andi. Andi (2012) states Fun Board is a board completed by words and sentences that can be used as match games fill the blanks and many others. The board as noted in Harmer (2001: 138) can be used as explanation aid, picture frames, public workbook, game board and notice board. Here, the Fun Board is more attractive to be used as explanation aid, picture frames, public workbook, game board and notice board.

In short, In short, Fun Board offers the students to learn English in different way by using the media and it may improve their motivation and interest in the teaching and learning process. The researcher hopes that the media can be enjoyed by students in learning English in fun way. The media is hoped to be used in improving the students' reading comprehension.

2. The Procedure of Using Fun Board

In achieving success in teaching English using Fun Board, teachers need to pay attention to the process of teaching. Teachers need to have good plan to teaching English to have good result at last. In line with this procedures is very important in this case to be a plan to create good process of teaching and learning. As stated by Harmer (2001: 139), teachers should organize our material in some way too so that the board does not just get covered in scrawls in a random and distracting fashion. In short, teachers need to arrange some

plan to be implemented in the teaching and learning process so that the teaching and learning process have good result at last.

In teaching English reading to the tenth grade students of SMA Negeri 1 Sompak, Fun Board is used as the teaching aid. In making plan, Harmer (2001: 308) stated that teachers also need a knowledge of the content and organisation of the syllabus or curricullum we are working with. Here, the researcher made the procedure based on the lesson plan and syllabus used in SMA Negeri 1 Sompak. The procedures of of teaching reading using Fun Board to the tenth grade students of SMA Negeri 1 Sompak was explained as follows:

a. The teacher gave the random pictures and texts to the students.

b. The teacher gave instruction to students to discuss the random pictures and texts in group to make them in a good arrangement.

c. The teachers aksed students to presented their arrangements in board,

d. The teacher asked the students to tell the pictures and text that they had arranged.

e. The teacher gave some questions to the students about the arrangement.

f. The teachers gave some repetitions to the students and some tests by listen the argument for each students to measure how far their understanding of the lesson, and how far the students' reading comprehension improved.

As stated by Harmer (2001: 308) stated that teachers also need a knowledge of the content and organisation of the syllabus or curricullum we are working with. The procedure of teaching reading using Fun Board to the

tenth grade students of SMA 1 Sompak described compeletely as follows. The teachers used three phase technique with Exploration, Elaboration and Confirmation which is used as standard learning process as stated in the Education Minister Decree (Permendiknas) No 41 in 2007. Exploration is an activity which the teacher lets the students to find and gain information from the lesson. It meant the teacher let the students to open their minds. In this activity, the teacher use a certain media to help the students get understanding to the lesson. The use of media could facilitate the students to be active in the classroom. And then, elaboration was an activity where the teacher expanded the material of the exploration in order to make the students get deeper understanding. The teacher encouraged the students to discuss about the topic Furthermore, Confirmation was an activity where the teacher gave evaluation or feedback on the result of exploration and elaboration activity. The teacher repeated the material briefly. In this activity, the teacher wanted to make clear and gives conclusion about the material. It was aimed to avoid misunderstanding by the students. Because the purpose of the activity was to improve the students' reading comprehension. At the end, the teacher evaluated for the students achievement by analyzing the scores. The teacher wanted to find out the students' achievements. The students were hoped to get high scores. By knowing the individual score of each student, the researcher knew whether the teaching and learning process of reading that have been done is successful or not.

3. The Advantanges of Using Fun Board

It can be said that Fun Board offers something new in the teaching and learning process. Brown (2001: 89) stated that children have natural curiosity. When teachers offer something new, their students will have more interest in the teaching and learning process. The Fun Board is also helpful for the teacher as a media to conduct the teaching and learning process in the classroom that can improve students' reading comprehension by increasing their motivation. It is supported by Hamalik (1993: 18) who stated that media are used to motivate students in learning. It is known from the fact on this research that students in experimental class enjoy their learning process using Fun Board and they can active learn the knowledge in the pictures by themselves when it is played by students as a game.

As media Fun Board offers something new, it can be played as a game. Children like playing very much, so that Fun Board can be used to develop students' skills. It is stated by Scott and Ytreberg (1990: 5) who said that playing with the language in this way was very common in the first language development and it was very natural stage in the first stages of foreign language learning too. The game using Fun Board also creates willingness to the teaching and learning process. It is stated by Brown (2001: 146) that carefully planned uses such games in the classroom add some interest in the classroom.. The Fun Board can make students motivated in the teaching and learning process when it is used as a game. In short a game using Fun Board is interesting enough and creates motivation among the students.

When it is turned into a game, the Fun Board can stimulate all their five senses. The can read the texts in the pictures, ask the pictures needed to win the game and give the picture mentioned by their friends in the game. It is suggested Brown (2001: 89) who stated that children need to have all five senses stimulated in their activities. In the game using Fun Board, it clearly stimulates all their five senses, it means that the media is good for them in the teaching and learning process.

Fun Board can engage students in the teaching and learning process, it is important to keep the students in the teaching and learning process. As stated by Harmer (1998: 25) that activities and materials which frequently engage students to learn effectively include games. When the children are engaged in an activity, they will have more interest to learn more and more. When children want to learn more and more they will have more knowledge. They also will have self confidence and encouragement in answering the questions from the teachers. In the limited time set by the researcher, they also show the amazing ability to do the test after learning using the media. It is very good for them. They will be the active learners as suggested in Communicative Language Teaching (CLT). The teachers also do their job as guide in the teaching and learning process so that they just only help the students in the learning process. As suggested by Richards and Rogers (2001: 157) who stated that teachers help the learners in anyway that motivate them to work with language in CLT, it will be good for both of students and teachers.

4. The Disadvantages of Using Fun Board

As the media, Fun Board also had the weakness in the implementation. The disadvantages of using Fun Board as a media as stated by Hamalik (1993: 18) that the high frequency of the application Fun Board sometime made them to be games oriented rather than lesson oriented. It will make the students feel that the teaching and learning process is a game. They will have less focus in the teaching and learning materials. Furthermore, the media took times of preparation; and it was sometimes hard for the teacher to attract the students' attention to the lesson after playing Fun Board. In this case, teachers have important role in class management.

C. Review of Relevant Studies

Andi (2012) conducted research entitled "Designing Fun Board to Improve Students' Reading Ability" which was done in SLB N Pembina 2 Yogyakarta. The research showed satisfiying result in applying media in teaching and learning process. The students' reading ability had improved well after applying media Fun Board. The Fun Board can improve the students' reading ability by using Fun Board.

Furthermore, Fatimah (2013) had conducted research entitled "Improving Students' Reading comprehension Through Fun Board". The research is conducted at SD Plus Bina Empat Lima Pontianak In Academic Year 2012/ 2013. The effort of using class Fun Board had been improved students' reading comprehension, especially vocabulary of "Name of Profession". It was supported by improvement of the score gained by the students in every cycle. By

implementing Fun Board in teaching learning process of reading comprehension, the student had chance to be active and cooperative in teaching and learning process. Fun Board was the media that is effective to improve students' reading comprehension of third graders of SD Plus Bina Empat Lima Pontianak. By teaching vocabulary by using Fun Board, the score gained by the students improved. By using media Fun Board in the cycles, there is improvement. In cycle 1, the mean score of students was 97.65 and there were 4 students did not pass the passing grade 70. It improved in cycle 2 where students got mean score 99.05 and all students passed the passing grade 70.

It can be concluded from the research conduted before that media gives good impact to the teaching and learning process. the students can improve their skill well by using media in the teaching and learning process.