CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains review of some concepts related to the theories used in the research and some findings concerning the previous studies. It also presents the conceptual framework that discuss the students lack, want, and necessities.

2.1 Theoretical Descriptions

This section explains some theories related to developing pop-up book to support junior high school students' reading comprehension: which cover reading comprehension, method of teaching reading to young learners, how to assess reading, pop-up book as teaching media, characteristics of young learners.

2.1.1 Reading Comprehension

Reading comprehension is capability in getting meaning from what is read (Pressley, 2000, Birsch, 2011). Similar to it, Rayner, Foorman, Perfetti, and Seidenberg (2001) and Tompkins (2011) state that reading comprehension is about phase of comprehending a text. It means that if the students read a text and get the exact information contained in that text, the students have already got their reading comprehension. Then, by comprehending the text, the students also will get some benefits of it unconsciously (Koda, 2007). There are various variables that give effect for learner in comprehending the text such as vocabulary knowledge, prior knowledge, meta-cognitive information, and reading strategies (Koda, 2007).

Nevertheless, comprehending the text is not as easy as reading the text. When students want to know the information in the text, the thing they should do is comprehend the text. When they can comprehend the text, they will know the information inside the text, likewise if they just read the text, they will not get clear information in it. Even so, reading comprehension is difficult. There are some reasons make the students weak in comprehension skill such as in making of

conclusion and comprehension checking (Meniado, 2016, Landi, & Oakhill, 2004). From that statement, it can be known that students have difficulties in comprehending the text. Actually, they also get difficulties in comprehending English text, especially for them who are included into young learners. That is why; they need the solution to help them easy to comprehend text, for example using media. So, the researcher will develop a reading media to support young learners' reading comprehension by considering those statements from experts.

2.1.2 Characteristics of Young Learners

Students in Junior High School are included in characteristics of young learner. Pinter (2011) divides the classification of young learners into two; first, are children who start pre-school age in around 3 years old; second, is when children start elementary school around 5-12, though in other countries the age of young learners until 13 or 14 years old. That is why in seventh graders of junior high school students still included into young learners.

Pinter (as cited in Nunan, 2006; 2), states that children are unique and they have different characteristics one another. Children have various characteristics which are different from adults. According to Cameron (2001; 1), children are more passionate and energetic than adult learners. What they want is to make their teacher more pay attentionand only focuss on them. Children also like to do activity whether they are understood with it or not. Although they are kind of high curiosity children, but they are may lose their awareness easily. Even they may give up easily and lose their motivation if they find any difficulties in their learning. They also difficult to learn about grammar. Piaget (as stated in Cameron, 2001: 2) also stated that children are energetic learners, because they are love to interact and solve the problem from environment. Children also a sense-maker, which they like to copy what other people do an action and use language with their knowledge and experience. That is why, even though they are limit of sense-maker, their experience is a source to recognize reaction about task and activities in teaching and learning process. Then, Vygotsky (as cited in Cameron, 2001: 7) cited that children are helped by the adult in learning to act and to think. It means that the social interaction also will give them a new experience and new knowledge. Social interaction and

environment will become one of the best places for them to learn new knowledge and language. According to Harmer (2007: 82) children are only comprehend some words, they do not pay attention to the materials, all the things will be learnt by them, they understand the material not only visually, they love to seek attention, they are curious person but they can get bored and unfocussed easily.

By considering the theory of children's characteristics from experts, children as young learners should get a learning activity especially in learning reading which are unforgettable, pleasant, pull their attention, not a teacher centered, and easy to understand by them. Using media will be one of best alternative to teach them in reading. As it is known that they will get tired and bored if they only learn by listening teachers' explanation or just read and do the exercise in reading passage, love to explore, create imagination, like something interesting. Thus, they need excited and unforgettable media is needed for teaching young learners.

2.1.3 How to Teach Reading to Young Learners

Reading is one of key in learning English language (Debat, 2006: 8). Learners will master English language if they have mastered four skills in English. That is why reading should be thought also to young learners. However, teaching reading to young learners is more difficult than teaching adult learners because they have unique characteristics as stated in characteristic of young learners. It will not be hard to teach young learners if the teacher delivers appropriate material for them. Thus, teacher will apply different approach or methods in classroom by considering those kind of learning styles.

According to Carter (2004) today's viewpoint of reading is based on cognitive rule, highlight the children become lively learners, be able to incorporated the information with the additional knowledge and be able to involve the procedure of observing themselves, so that it makes students as the center process of learning. In contrast, traditional method of reading viewed that teaching and learning process was centered in teacher makes children as passive learners. By this statement, it can be concluded that teaching reading using teacher centered is not valid anymore.

Teacher should use new innovation in teaching which involve students to be more active.

By regarding from those concepts of teaching reading from experts, it can be seen that teaching young learner should not be monotone, teacher should use attractive media, creative in using learning method or strategy, and do not use teacher center to teach young learners.

2.1.4   How to Teach Reading to Seventh Graders

The purpose of teaching reading is to make the students can use English to reach the purpose of communication in each context in oral or written way. One of the focus on increasing students' ability in English is using text (Syllabus, 2017; 3). It means that reading skill is taking an important role for improving students' English communication. In the curriculum and syllabus, there were type of text that should be taught in reading skill such as descriptive text, transactional text, interactional text in the form of simple text (Syllabus, 2017; 3)

One of the text that should be taught in seventh graders of Junior High School based on curriculum and syllabus was descriptive text. Descriptive text was the text that explained the text related to the experience and it influenced by sensory experience such as something looks, sounds, tastes, and appearances (Kane, 2000). It means that descriptive text was the text that describe something in detail by using the five sensory and this text always related to the adjectives word.

2.1.5   How to Assess Reading

Assessment is important for knowing the development in learning activity. Assessment is a procedure of knowing information based on the known objective or aim. It is also a general term which test is included inside it. It can be known that test is a part of assessment, (Kizlik, 2012). According to Brown (2004; 185) measurement of the comprehension does not the final of the assessment in reading. A strategic to comprehend reading passage often an important factor includes learners scoring, especially classroom reading assessment which the most of it is done in classroom.

Assessment in reading is not only about true and false or multiple choice. There are other assessments which are suitable to assess young learners such as multiple choices, true/false identification, summarizing and responding (Brown, 2004), as follows: 1) Multiple choice is one of famous assessments because it can be found in many tests. It is also appropriate for assess reading romprehension of the students because the purpose of this assessment is to check the understanding of reading text and the vocabularies. 2) Same as multiple choice, true/false sentence identification also aimed to assess students' comprehension in reading text. In this test, students will read the sentence and checklist the correct answer which is appropriate to contain of the reading passage. 3) Summarizing and Responding is one of the most common assessments that usually used in extensive reading.

The assessment is about asking students to summarize or respond some questions attached from reading passage. Thus, the researcher used that assessment to assess students reading. The task will be designed in pop-up book, and there will be various assessment of it.

2.1.6 Criteria of Good Book

Book is the source in reaching the aims, objectives, and can cover students' needs (Cunningsworth, 1995; 7). Its function is to help teacher in teaching and achieve the objectives of the learning materials. Cunningsworth (1995; 7) also says there were some roles in ELT coursebook such as; 1) it could be the source for presentation materials; 2) resource for students' learning activity; 3) source for learning grammar, pronunciation, vocabulary. It means that a good book should contain those roles to serve students and teachers' teaching learning activity.

Similar to Cunninsworth, criteria of good book stated by Affordable Learning Georgia, (2018) also cover some criteria such as; 1) clarity, comprehensibility, and readability; a. the available of instruction, tasks, materials which is clear and comprehensible, b. the composition of content was well-organized and sequence or not; 2) content and technical accuracy as like the grammatical language, the difficulties of the book utilizing, and the format of the

book; 3) Appropriateness of reading material was suitable with students' level or not, the content usefulness for students and teacher.

To design a good book material, there were some consideration that should be fulfilled such as the aim of the book, the design, language content, skill, and topic (Cunningsworth, 1995; 3).

2.1.7 Need Analysis

Need analysis called language needs that was related to people need to face the language environment (Richard, 2011; 55). There was different model in conducting need analysis. One of the models was from Hutchinson and Waters. According to Hutchinson and Waters (in Li, 2014) need analysis was divided into two parts; target situation analysis and the learning needs. In target situation itself there are three points such as lack, want, and necessities. Necessities was the demand of the target situation. Want was what the learners' need and lack was the gap between the students' prior knowledge and the necessities.

2.1.8 Pop-Up Book as Teaching Media

According to Abe (as cited in Sukarno, 2008) teaching English to young learner help the teacher to create the situation of teaching and learning activity become more alive, help the teacher in giving the materials, and help the students to comprehend the material given by teacher. In reading, the teacher can use media such as flash cards, pictures, realia, and many more media which can make the class situation be more alive and closer with outside world. Media can make the teacher freer to observes, to facilitates, and to absolve young learner to love learning language around them.

According to Levie and Lentz (stated in Lim, 2004) there are four functions of media namely attention function to attract and direct student attention, affective function to make students feel comfort in reading using picture, cognitive function to see the students can achieve the goal and remember every information's in media, and compensatory function to provide a visual context to help students understand the content of reading text.

Arsyad (2006) states that media in teaching and learning process can be in the form of graphic tools, photographic, electronic, visual and verbal. In this research the researcher will use visual media, pop-up book to support students reading comprehension.

Originally pop-up book only consists of three simple ideas such as 'V-Fold', the 'Parallelogram', and the '45º Fold'. Those three ideas become the expansion which make perfect artistic (Birmingham, 2006). From that definition, it can be assumed that pop-up book is one of media in form of book that can make movement which it is usually called interactive books.

Using pop-up book gives a lot of advantages, one of the strengths is it has combination from hand and eyes, action and reaction, discovery and wonder. (Dyk, 2011) adds that it can also make teaching learning more effective. In conclusion, it can engage the students' actually young learners to be more interactive in teaching learning activity.

2.2   Previous Studies

Some studies that also concerned on developing media especially pop-up book for teaching English to young learners are important to review. This was because they give ideas through their product and their journal that could be used as references in making the similar thesis and product. This section, presents three studies conducted by Vate U-Lan (2012), Yulianti (2017), and Arintia (2015), Firstiyani, (2013).

Vate U-Lan (2012) concerned on developing pop-up book for teaching English to Thailand third graders. She focused on developed pop-up book multimedia by combining it with AR (Augmented Reality) to conduct blended learning since it was growing in the same line with media. This pop-up book can be used in offline (it means printed pop-up book) and online (non-printed pop-up book)

It is a good research since the researcher developed pop-up book for all skills in English. It also can be used both online and offline way.

The second study conducted by Nanik Yulianti (2017), resulted a pop-up book to improve the language skills of children of kindergarten students. The pop-up book was about the concept of ablution procedure. There was conversation between two people about ablution procedure. The design of her pop-up book has 3 dimensions. The research method that she used in her research named 4D model: Define, Design, Develop, and Disseminate.

This research was consider good since the pop-up book to emphasized students' English language skill and integrated it it with religion. The content also appropriate to students' age and characteristics.

The third study was conducted by Dita Arintia. She developed pop-up book for teaching reading to the third graders students at SD N 2 Mranti, Purworejo since the students lack of media sources that can help them in developing their reading habit. The product of her research was used for teaching reading in third grade students in elementary school.

In the third study, the pop-up book was designed with suitable content for third graders in elementary school. It also contained the test inside the book. Although the story in pop-up book was just a little, but the picture used in it was good for students.

Considering the reason from the fourth previous study, Firstyani (2013), she argued that students should be master all of English skill, but the first skill they learned must be the receptive skill (listening and reading). Students can receipt, comprehend, and imitate what they have already learnt from receptive skill materials, and they can apply it to learn productive skill (speaking and writing). In fact, she argued that teacher teach big portion on productive skill, even for teaching listening, there was no interested media. So, she developed pop-up book with audio for teaching listening. This pop-up book was implemented in third grade of SD Negeri Adisucipto 2 Depok Sleman, Yogyakarta.

There are similarities among three previous research studies with this research, that is developing pop-up book to teach English skill but there are any differences among it. By considering those previous studies, the researcher completed the design of pop-up book with some activities included in it.

Furthermore, there were some aspects different to this research, as like; 1) the focused skill used by those previous studies did not focused on reading skill; 2) content activity was different since the skill focused also different; 3) then, target research of those expert were elementary students and kindergarten student while this research used seventh graders students of Junior High School.

2. 3   Conceptual Framework

The purpose of this research was to develop a pop-up book for the seventh graders of Junior High School in SMP N 2 Godean, Sleman, Special Region of Yogyakarta. This research was done in even semester and discovered the effectiveness of this research. The materials of this media should be appropriate to students' characteristics, book materials and contain the tasks based related to story contained in pop-up book.

According to Ruis, Muhyidin, Waluyo (2009) media is really beneficial in learning English. By using media, teacher and students will be helped to reach the aim of learning. Young learners will be assisted to learn English language especially in reading skill by using media in learning reading. Suyanto (2007) stated that by using the effective and attractive media in teaching may help student be easier to comprehend the material. In this section, the researcher related the research problem and seventh grader students' need by describing it in chart below:
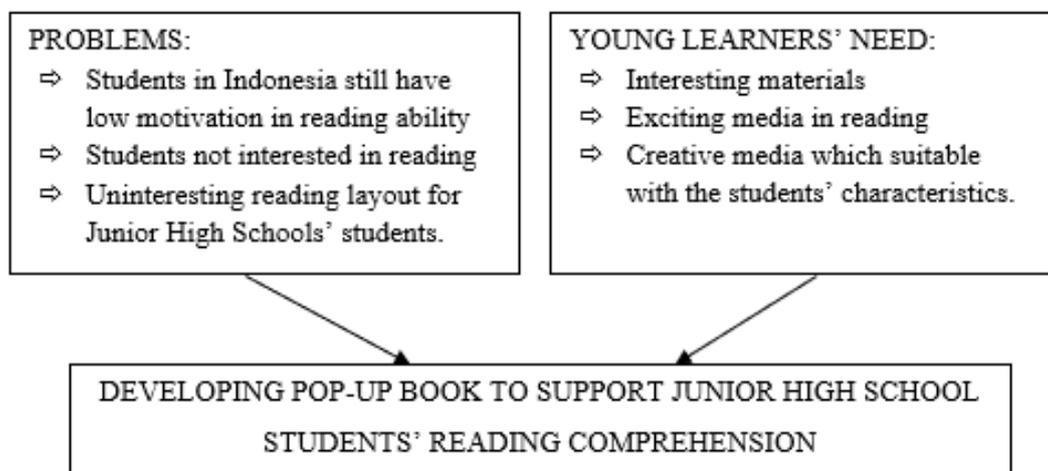
Figure 2.1 Conceptual Framework