CHAPTER II
THEORETICAL REVIEW

This chapter discusses the theoretical review that supports this study. The discussion is included the subheadings of theoretical descriptions, consist of the nature of reading, reading skills, teaching reading, teaching reading to young learners, the 2013 Curriculum, designing supplementary reading materials, characteristics of good materials, and assessing students reading competence. Besides, it also deals with previous study and conceptual framework.

2.1 Theoretical Description

The theoretical description provided some theories related to the nature of reading, reading skills, teaching reading to young learners, the 2013 Curriculum, designing supplementary reading materials, characteristics of good materials, and assessing students reading competence.

2.1.1 The Nature of Reading

Reading is the skill which cannot be separated from the other skills. From the process to get and collect information, mostly it would be gotten from reading. There are some definitions of reading, as the definition of reading as cited Liu in Urquhart and Weir (2010:152) that reading is the activity involving the process in transforming the encoded information and data to be inferred by printed media. Then, according to Harmer (2007:68) reading is the process of interaction between the author, the text and the reader. The interaction which meant was that there is a communication. The first, the reader is reading the text so, it is between the written text and the reader. The second, the reader is trying to interpret what is the text means, then the reader would understand the author’s intention in the text. It was also defined by Harris (1969: 58) that reading is an equipment before the learners produce words after they know the structure of the items. By the three definitions above, it could be concluded that reading is the activity to give the knowledge before they produce something by the interaction between the author and the reader through the text. The nature of reading was the concept that should exist in this chapter in order to relate what the researcher will actually give in this research. Relating to this research, this concept would be used to give the description of what the researcher will design. In this case, the researcher would design reading materials which the researcher had to consider what the
nature, the skills of reading and how to teach reading, especially for young learners. Therefore, the researcher would really focus on reading itself.

2.1.2 Reading skills

There were so many reading skills which were proposed by some experts. In their findings, generally they explained reading skills relate to the ability in acquiring the information of the text. These are lists of microskills of reading by Brown (2004:187) which can help the teacher to teach reading in the class, such as: (a) differentiate between the distinctive graphemes and orthographic pattern of English; (b) maintain long pieces of different languages in the short-term memory; (c) make the process of writing at an efficient rate speed suit to the purpose; (d) establish a core of words, and interpret word order patterns and their significance; (e) distinguish grammatical word types (noun, verbs, etc.), systems (e.g. tense, agreement and pluralization), patterns, rules, and elliptical forms; (f) identify that a certain meaning may direct in different grammatical forms; (g) distinguish cohesive tools in written discourse and their part in signing the relationship between and among clauses.

These are the macroskills of reading can be ordered as follow: (a) identify the theoretical forms of written discourse and their significance for interpretation; (b) distinguish the communicative tasks of written texts, according to form and aim; (c) assume context that is implicit by using background knowledge; (d) from described events, ideas, etc., conclude links and connections between events deduce causes and efforts and scan such relations as main idea, supporting idea, new information, given information, generalization and exemplification; (e) differentiate between explicit and implied meanings; (f) interpret in specific references and put them in a context of the suit cultural schemes; (g) improve and make it use of reading strategies, scanning and skimming detecting discourse markers, guessing the meaning of words from context, and activating plans for the interpretation of texts.

Those are skills divided into micro and macro-skills, which were rather different with Harmer. Harmer (2002:68) proposes that there are four skills which students have to be acquired. There are scanning, skimming, reading for pleasure and reading for detailed comprehension.
a. Scanning
This skill is only needed to find out some information or particular information without read all the entirely text. This approach is not necessary to read word by word or every word, this only take the important point that the readers want to search.

b. Skimming
To get the gist or general idea of the text, usually it would use skimming method to get that information. In this method, the reader should read all the words to find out the author’s message in the text.

c. Reading for Pleasure
This kind of activity is not like the method which has been mentioned. The method only needs the reader to enjoy the text they read.

d. Reading for Detailed Comprehension
Doing this kind of method, the readers should have so much concentration. It would be successful if the readers were not only focusing on the gist or detailed information, the readers should have a different point of view to understand the text.

2.1.3 Teaching Reading to Young Learners

Mostly, teaching reading was used by teacher focused on Brown’s finding. Brown’s finding gave some important discovery to teach reading. The highlighted findings of Brown (2004:299) which had influenced the approach of teaching reading are bottom up processing, top down processing and interactive reading. The method that the teacher would use is also considering the classroom situation and condition whether the teacher will use bottom up, top down or interactive reading to teach them. In bottom up processing, this made the reader read all the detailed words to catch the meaning of the text. In order to receive the author’s idea, this method should be done more carefully to read the text which concerned the complexity of the sentences such as grammatical problems, syllables, words, phrases and other linguistic signals.

Rather than top down processing referred to reading by finding the point of the text. To take the line of the text, it also needed the reader’s understanding, intelligence and experience to look at glance in reading the text, not read all the word by word. Interactive reading was the combination between the bottom up processing and top down processing. It was doing the half for bottom up and the half for top down. The first way, the readers should read the point of the text. The second, they should check it whether or not the point was exactly what the author’s message to the text. Teaching reading especially for young
learners was challenging, they had so many and unique characteristics. The nature of young learners proposed by the United Nations Convention on the Rights of the Child as cited in ELT Journal of Young Learners: Clarifying Our Terms that mentioning the terms of child as people who are below the age of 18 that have the rights to be cared by the country, except for other countries which have their own rule for adulthood younger. They should be treated appropriately to encourage them to be well developed in physic and psychology. By looking at the characteristics of young learners, it might help the teacher in teaching reading. Besides the characteristics, the skills to be taught and the way to teach reading for young learners are being considered.

The characteristics of young learners proposed by Harmer (2007:82) said that they were not really comprehending all the words, only answer to the meaning, not focusing on the materials, learning from everything, figuring the materials out not only in visual way, ignoring the structure or grammar, showing their interest by their curiosity, searching any attention, involving the students in teaching and getting easily bored or having short time to focus on. Thus, researcher concluded that treat the students which was on the seventh grade are not easy as people see. They were students that want to be treated like an adult people, but they were still acting like young learners as it stated before. Focused on the characteristics that students have, they only see the interesting things, which mean that they are not understanding overall the materials as good as adult learners. This could be the characteristics that researcher should pay attention in teaching students on seventh grade. Even they only focused on certain things, but their curiousity make them want to learn from everything. Then, as it said before that students used to ignore the structure or grammar, the theory said in a common student. So that, the students, that were used to speak their mother language, should be guided by the teacher to learn grammar or structure when doing reading activities in the class. By the theory said before, they also needed a lot of attention that meant some students might behave to be a naughty or annoying because actually they wanted to be treated more and more in the class by the teacher. Then, students stated in the theory also had a short time to focus on the materials. They would be dying to only sit on their seat during the class, so that they usually needed some materials which contained any games to make them focus again and ommited their boring. Thus, giving supplementary reading materials was needed and helped to support the characteristics of students that usually feel bored. That would be matched with their needs and characteristics.

These were the skills which imply on the core competence and basic competence. They implicitly and explicitly stated some skills which students of seventh grader of Junior High School should be acquired. The researcher would not use all the basic competence,
but she would choose the appropriate basic competence which should fit with the focus on the research, that was descriptive text.

**Table 2.1 Core Competence and Basic Competences of Reading Skills**

<table>
<thead>
<tr>
<th>CORE COMPETENCE</th>
<th>BASIC COMPETENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata</td>
<td>3.1 Memahami teks lisan berupa sapaan, pamitan, ucapan terimakasih, dan permintaan maaf untuk menjalin kedekatan pribadi dengan orang lain di lingkungan sekolah dan rumah.</td>
</tr>
<tr>
<td></td>
<td>3.2 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk perkenalan diri, dengan sangat pendek dan sederhana.</td>
</tr>
<tr>
<td></td>
<td>3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</td>
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<td></td>
<td>3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut jati diri, dengan sangat pendek dan sederhana.</td>
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<tr>
<td></td>
<td>3.5 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebut nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</td>
</tr>
<tr>
<td></td>
<td>3.6 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks khusus berbentuk label nama (<em>label</em>) dan daftar barang (<em>list</em>).</td>
</tr>
<tr>
<td></td>
<td>3.7 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk penyebutan sifat orang, binatang, dan benda.</td>
</tr>
<tr>
<td></td>
<td>3.8 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks lisan dan tulis untuk menyebutkan tingkah laku/tindakan/fungsi dari orang/binatang/benda.</td>
</tr>
<tr>
<td></td>
<td>3.9 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks khusus berbentuk instruksi (<em>instruction</em>), tanda atau rambu (<em>short notice</em>), tanda peringatan (<em>warning/caution</em>), lisan dan tulis, sangat pendek dan sederhana.</td>
</tr>
<tr>
<td></td>
<td>3.10 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana.</td>
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<td></td>
<td>3.11 Memahami pesan dalam lagu.</td>
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From the table above, the skills that should be acquired for seventh grader students are:

1. Identifying the structure of word classes, patterns and rules;
2. Identifying the communicative of written text based on the genre and goals of the text;
3. Concluding the implicit message or point of content of the text.

After the characteristics and skills had been explained, there was also the way to attract the student attention by reading for pleasure and reading for information. In the other hand, the need of students in seventh grade used to make them read a text which offered by government in order to master the reading skills like scanning and skimming. Then, the students was getting used with reading for information. Commonly, they rare to enjoy the reading text provided in the school which could make them feel bored.

Therefore, the way or approach the teacher used must be appropriate to young learners which was proper to their characteristics and skills acquired.

2.1.4 Assessing Students Reading Competence

Assessment is very important for learners in order to give the reflection of the weaknesses and the strength they have. As it defines by Wiliam (2013:15) that the students cannot be anticipated on how they receive the materials and instructions. Then, assessment was the way on deliberating the result of the instruction that teachers give. It could be said, assessment seemed like a bridge between teaching and learning. Those were the nature of assessment if it had been seen by the teacher’s point of view. It also presumes by Pollitt and Taylor in Sainsbury (2006:43), when teacher assessing reading comprehension, the teacher should know the different between comprehending and memorizing the text.

In assessing reading skills was involving the complicated process. Moreover, it was a student who is non-native speakers. As it is described by Linse in Hurley and Tinajero (2005:151) that assessing students reading competence was not matter of they decode or how they read and pronounce the words. Moreover, the comprehension would be assessed to check their understanding to the content of the text. On the other hand, assessing reading proposed by Brown (2004) is related with a group of strategies for reading comprehension. In strategies for reading comprehension could be as the probability criteria of assessment. They are (1) recognizing the purpose of text; (2) for bottom-up decoding, implementing the regulation in spelling and conventions; (3) in defining the meaning, practice lexical analysis (prefixes, roots, suffixes, and etc.); (4) predicting the meaning (of words, idioms, etc.) when you are not sure; (5) establishing the main point to get the main ideas by
skimming; (6) getting specific information by scanning; (7) reading quick by using silent reading; (8) comprehending and remembering through notes, charts, framework, or semantic maps; (9) differentiating between explicit and implicit meanings; (10) giving marks by capitalizing to handle relationship. To designing assessment tasks, he also divided reading into four parts, such as perceptive, selective, interactive, and extensive to categorize the tasks in various types of reading. In perceptive, the activity will involve about letters, words, punctuation, and other graphemic symbols by using bottom up processing. The tasks could be reading aloud, written response, multiple choice, and picture-cued items. Selective reading could be done by some tasks, such as picture-cued tasks, matching, true/false, multiple choice, etc. In this type, it aimed to determine the discourse features of language by using bottom-up and top-down processing. Then, interactive reading, the tasks could be in form of anecdotes, questionnaires, memos, announcements, directions and recipes. This focused on identifying the lexical, symbolic, grammatical, and discourse by using top-down processing. Last, extensive reading was the reading that usually has an aim to get the global understanding of a text by top-down processing. The assessment tasks could be reading articles, essays, technical reports, short stories, and books. By knowing the types of reading and various types of designing the assessments tasks, it could be as a consideration of the researcher’s choice and variation to design the pre-product of supplementary reading materials.

2.1.5 The 2013 Curriculum

In Indonesia, the current curriculum used is 2013 curriculum which is designed by The Minister of Education and Culture. Designing the supplementary reading materials for seventh grader of Junior High School students referred to the curriculum used which was distributed in Indonesia. The 2013 curriculum had the purpose and the characteristics which supported to this study. The 2013 curriculum had the goals which referred and described the purpose of National Education in Indonesia. It attempted to build an orientation for developing students’ potency in order to be (1) being faithful human based on their religion; (2) being well-knowledge, capable, critical, creative, and innovative; (3) being healthy, independence and confidence; and (4) being tolerance, socialized sense, democratic and responsible. This curriculum revise the previous curriculum in many aspects. The other characteristics current curriculum also emphasized on the moral value and reading skill. It is provided by the program named Gerakan Literasi Sekolah, which was stated on the background of study. Thus, to improve the reading skill of students in Indonesia, designing
the supplementary materials was necessary to engage the students in increasing their ability for developing education in Indonesia.

2.1.6 Designing Supplementary Reading Materials

In designing the materials, the researcher would plan and create a set of product which was the additional materials of reading namely supplementary reading materials. There would be described in details about the nature of materials and supplementary reading materials.

a. Definition of Materials
In teaching and learning process, usually teacher was using some materials to teach in the classroom. The teacher could practice teaching with different materials like handout, textbook, module and etc. As it states Richard (2001:251) the materials had a function to present input of language which students accept and drill it in the classroom. The kinds of materials included printed materials, non-print materials and both printed and non-print materials. Printed materials were books, workbooks, worksheet, or readers, whereas the non-print materials are cassette or audio, video or computer based materials. Then, both printed and non-print materials could be found in internet.

b. Supplementary Reading Materials
In the case of unavailable materials or lack of materials, the supplementary materials was much needed. As Cunningsworth (1995:138) explains the course book which commonly needed supplementing materials in some areas such as reading, listening, pronunciation, vocabulary and grammar. The reinforcement to strength that supplementary materials might be very essential and necessity. Richard (2001:264) says to design the materials, there were also the process of program design, such as: (1) developing aims; (2) developing objectives; (3) developing a syllabus; (4) organizing the course into units; (5) developing a structure for units; (6) sequencing units.

More specific, the materials needed to be designed was reading materials. This also involved the input questions used in design certain skills, it would appear a question like; “what kinds of text will students read (such as magazine, articles, newspaper articles, extract from books), and how will these be chosen?” Those would be the guideline to the researcher in studying how to make the framework of designing the supplementary reading materials.
2.1.7 Characteristic of Good Materials

To fulfill a good materials especially on reading materials, there are some guidelines to be considered in designing supplementary reading materials constructed by Rowntree in Richard (2001:263), as follow: a) encouraging the learners; b) supporting them to learn first; c) giving the topic what they should learn later; d) describing in detail what learning content; e) relating to the previous materials; f) raising the learners’ ideas about new materials; g) having feedback; h) motivating them to have practices; i) checking what they should be done towards the material; j) giving the space to check their progress; k) encourage them to do the materials well.

Cunningsworth (1995:73) also proposed good reading materials by some consideration and put it as a checklist as follow: (a) developing reading skills and strategies; (b) presenting/recycling grammar items; (c) extending vocabulary; (d) providing models for writing; (e) giving information of interest to students; and (f) stimulating oral work. To check whether reading passages have the essential characteristics of reading activity, it would give considerations, such (a) real interest; (b) as authentic as possible considering the level; and (c) well-presented and accompanied by purposeful activities which help the reading process.

These are the checklists for checking the characteristics of a good reading materials designed by Cunningsworth:

Table 2.2 Characteristic of good reading materials by Cunningsworth (1995:73)

<table>
<thead>
<tr>
<th>Checklist for reading</th>
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</thead>
<tbody>
<tr>
<td>1. Is the reading text used for introducing new language items (grammar and vocabulary), consolidating language work, etc?</td>
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<tr>
<td>2. Is there a focus on the development of reading skills and strategies?</td>
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<tr>
<td>3. Is the reading material linked to other skills work?</td>
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<tr>
<td>4. Is the subject matter appropriate (interesting, challenging, topical, varied, culturally, acceptable, unlikely to date?)</td>
</tr>
<tr>
<td>5. What text types (genres) are used? Are they appropriate?</td>
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<tr>
<td>6. Does the materials help comprehension by, for example:</td>
</tr>
<tr>
<td>- setting the scene</td>
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<tr>
<td>- providing background information</td>
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<tr>
<td>- giving pre-reading questions?</td>
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<tr>
<td>7. What kind of comprehension questions are asked:</td>
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<tr>
<td>- literal (surface) questions</td>
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<tr>
<td>- discourse-processing questions</td>
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<tr>
<td>- inference questions</td>
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</tbody>
</table>

For considering a good material, the researcher used Cunningsworth checklist. This was the appropriate way both in planning and evaluate the materials designed using the
lists above. By checking the lists and mentioning what the materials had in reading skill might be very useful to decide the appropriateness of materials.

2.2 Previous Study

There were some previous study that have similar research and development in reading materials. The first study that will be reviewed is Trismiyati (2013) on his research entitled “Developing English Supplementary Materials for Children at Panti Asuhan Aisyiyah Yogyakarta” Yogyakarta State University. This research created the product with many skills, but the limitation she created was about the specific aspect on vocabulary. The participants also supported the study involving students in elementary school on fifth and sixth grade. The research finding on this study indicated improvement on students who lived in orphanage. It was caused of the materials used as the supplementary covers all the skills and suit with the learners as the young learners.

Then, the second study was Suseno (2014) “Developing Reading Materials Using a genre-based approach for The Ninth Grade Students of SMP N 1 Depok in The First Semester” Yogyakarta State University. This study explored a lot in reading, because the focus in only reading materials which was used for ninth grader students of Junior High School. The finding of this research indicated good result in using genre-based to reading skill. It meant, the students’ need has met with the product of supplementary reading given to the students.

From the previous study above, the research that would be conducted by the researcher has the similarities and differences. The first study and the second study had the similarity in conducting research and development using supplementary English materials and involving young learners students applied for the product. The differences that could be found of the research above was that the first is the researcher was conducting the study for the fifth and sixth students in elementary school and the second study, the researcher was conducting the research for ninth grader in Junior High School students. The differences on the second research also made the supplementary materials as the development which meant, the researcher gives the development to the materials exist there. Different with coming research that researcher would conduct that researcher would design the supplementary reading materials. It can be said that this study is creating the product as the supplementary reading materials caused of the unavailable of the additional materials using in the class. Thus, it could be concluded that the researcher will conduct
the different product with similar study. Then, the researcher would implement the supplementary reading materials focused on seventh grader students in Junior High School.

2.3 Conceptual Framework

Related the theories mentioned above, the researcher would mention the theory in designing supplementary reading materials for seventh graders of SMP N 1 Seyegan in order to give the description of conceptual framework. They are (1) the nature of reading, it told the clear definition and concept of reading; (2) reading skills, it told the types of skills which reading had; teaching reading, (3) teaching reading to young learners, it described the nature of young learners, the characteristics of young learners and how to teach young learners; (4) the 2013 curriculum, it explained the gist and characteristics of 2013 curriculum; (5) designing supplementary reading materials, it defined the concept of materials and supplementary reading materials in order to have a guideline in creating the materials; (6) the characteristics of good materials, it gave the explanation how the good materials would be designed by points that the researcher has to concern on her design, and; (7) assessing students reading competence, it describes how teacher assess the students reading comprehension. In this section, the researcher would related the problems appeared and young learner’s need especially for seventh graders in order to relate them in designing supplementary reading materials. The chart below will describe the conceptual framework of designing the supplementary reading materials.

The problems:
- The demanding of new era in collecting the information through reading
- The new program of 2013 curriculum called Gerakan Literasi Sekolah based on low interest of Indonesian in reading

Young learners’ needs:
- Interesting materials and tasks
- Creative activity in learning fits with the characteristics of young learners
- Authenticity materials taken from the real life based on the current curriculum

Designing Supplementary Reading Materials Focusing on Descriptive Text for the Seventh Graders of Junior High School

Figure 2.1. Conceptual Framework