CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers the previous study, the nature of reading, the type of reading, level of reading, the advantage of reading, the advantage of reading, student worksheet, and the type of worksheet, step to produce the worksheet, the criteria of good worksheet, and the criteria of reading worksheet.

A. Previous Study

The first of the related to the study Mardiani thesis entitled *Developing Reading Comprehension Students Worksheet at the First Semester of SMPN 2 Palangka Raya*. This study is developing Reading Comprehension Student Worksheet. The subject is students of SMPN 2 Palangka Raya. The research design is R&D/Research and Development. The result of study are: The main research finding as follows: (1) there were 84 students needed the worksheet applied by example (2) there were by students needed the worksheet applied by colouring (3) there were 8 teachers needed the worksheet applied by using full colouring (4) there were 10 teachers need the worksheet applied hould be level maturity (5) there were 68 students that the worksheet should be used multiple choice items. (6) there were 10 teachers need that the students worksheet should be suitable with the standard competency and basic competency.[1]

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[1] Mardiani, *Developing Reading Comprehension Students Worksheet At The First Semester Of SMPN-2 Palangka Raya,* Thesis Strata One, Palangka Raya: STAIN Palangka Raya, 2014. P. 94-96

The second of the related to the study K. M. Roebl and Connie Shiue thesis entitled *Developing Reading Comprehension Skill In EFL University Level Students*. This study is developing reading comprehension skill in EFL. The subject is university level students. The research design is R&D/Research and Development. The results of study are: many of these students appear to be able to read with relative fluency, but a closer examination showsthat they do not understand the text. Comprehension skill are essential if learners are to assimilate the meaning of the text and understand the content. Reading comprehension is essential learning in the modern academic situation. Students can be assisted in the development of comprehension skill in various ways, including the development of background knowledge, helping them to ask pertinent questions of the text, making predictions, interpreting charts and other illustrations contain in the text, as well as the way language is use in the text. In this research, students are test on reading material as a pre-test and then after a treatment threemonts, in which the development of their comprehension skill is emphasis, they are retested. A control group is taught the same material using routine methods and without any emphasis on comprehension, is given the same test at the same time as the experimental group. The test results are analyse using the stndard deviation and the Z value and represented graphically before interpretation.[2]

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[2]K. M. Roebl and Connie Shiue, *Developing Reading Comprehension Skill In EFL University Level Students*, Taiwan: St. John's University. P.177

The third of the related to the study Svjetlana koli - Vehovec thesis entitled *Development of Metacognitive Knowledge of Reading Strategis and Attitudes toward Reading in Early Adolescence: The Effect on Reading Comprehension.* The present study was to examine developmental changes in meta cognitive knowledge of reading strategies and attitudes toward reading during early adolescence (from 10 to 14 years), taking gender into account. A secondary was also to test a model of the relationships among gender, attitudes toward reading, met cognitive knowledge of reading strategies, and reading comprehension. The first data collection took place when the students were enrolled in grade 4 (10 years old), and the follow up measurements were conducted in grades 6 and 8. At each measurement point, measures of met cognitive knowledge of reading strategies and attitudes toward reading were applied in addition to text comprehension tasks. The obtained results indicated that metacognitive knowledge of reading strategies continuously improved during early adolescence, while attitudes toward recreational reading showed continuous decline from the fourth to the eighth grade, and attitudes toward academic reading dropped significantly between sixth and eighth grades. The findings of the path analysis indicated that gender had an effect on recreational reading attitudes that consistently predicted text comprehension directly and indirectly through meta cognitive knowledge during early adolescence. The model fitted the data better as students got older.[3]

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[3]Croatia Svjetlana koli – Vehovec, *Development of Metacognitive Knowledge of Reading*

B. The Nature of Reading

According to Ruth Schoenbuch and friends state reading is not just a basic skill. Based on theory above Reading is vital for academic achievement and is an important and necessary skill for successful functioning as a competent adult in today's society. As an adult, the ability to read is not only important for practical and legal reasons (i.e., reading contracts or forms) but also from personal adaptive reasons (i.e., maintaining a sense of self-efficacy in a literature culture) and larger socio-political reasons. The ability to read allows us to feel successful, access information, and orient ourselves in the world among competing paradigms. It also facilitates the exercise of power in North American mainstream society, allowing readers to see how other has transformed the world through the written word. Reading help us live and act in society with others. An inability to read, then, can lead to a profound sense of disengagement and uselless.[4]

Meanwhile, Anderson states that reading is more than just a visual task. It means that in reading, the reader must not only see and identify the symbol, but also must interpret what the reads in the light of his own background, associate it with experience, and project beyond this in terms of ideas,

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Strategis and Attitudes toward Reading in Early Adolescence: The Effect on Reading Comprehension, Croatia: university of Rijeka. 2014, P.77

[4] Claudia Margarita Zurek Cadena, *Effectiveness reading strategies and improving reading comprehension in Young ESL Readers*, Unplished Thesis, Barraquilla : Universidad Del Norte Maestria En Education Enfasis En La Ensenanza Del Ingles Postgrado Barrraquilla, 2006,p.14.

judgments, applications, and conclusion.[5] According Oka states that reading is a process, which is done in order to attain completely in understanding of written text, situation, value, function, and the effect or influence of written text.[6] By describing the opinion above, reading process could be seen as a process of achieving or understanding the message. Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from paint materials which most of the readers' intellectual act such as pronunciation and comprehension in order to receive the ideas or information extend by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand text content and to get information.[7]

From the definition above reading process could be seen as a process of achieving or understanding the massage. The student should be more aware to see what the writer want to convey throught every symbolic sign to get complete understanding and achievement of massage. Meanwhile, the teaching learning activities of a subject can be seen brifly throught its curriculum or syllabus applied at the school. At the eight grade of MTs

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[5]Jonathan Anderson, et.al.,*Efficient Reading-A Practical Guide,* Australia: Mc-Hill Book Company, 1969,p.5

[6] I Gede Ngurah Oka, *Pengantar Membaca Dan Pengajaran*, Surabaya: Penerbit Usaha National, 1983, p. 17.

[7] Nur Hidayah, *The Correlation Between Students Mastery In Vocabulary And Reading Ability of The Eight Grade Student At MTs Darul Amin Palangka Raya, Unpolished Thesis,* Palangka Raya : STAIN Palangka Raya, 2011.p.8

Raudhatul Jannah Palangka Raya, the material given on the first semester, especially reading are Descriptive and Recount text.

C. Types of Reading

Reader employ different type of comprehension in order to understand fully what they read. To take in ideas that are directly stated is literal comprehension; this is the most basic type. Higher – order comprehension includes interpretive reading; critical, and creative comprehension. Between the lines is interpretive reading; to read for evaluation is critical reading; and to read beyond the lines is creative reading. Here are some types of reading.[8]

1. Literal Reading

   Reading for literal comprehension or acquiring information that is directly stated in a selection, is important in it self and is also a prequisite for higher level comprehension, recognizing stated information is the basis of literal comprehension, the specific, explicty stated parts of a paragraph or passage that contain basic information are the details on which main idea, cause and effect relationships, inferences, and so on are built.

2. Higher Order Comprehension

   Higher order reading comprehension goes beyond literal understanding of a text. It based on the higher order thinking processses of interpretation, analysis, and synthesis of information. Higher order comprehension is divided into three parts, those are:

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[8] Paul C. Burns and friends, Teaching Reading In Today's Elementary School, Boston: Hougton Miffin Company, P.255

a. Interpretive Reading

Interpretive reading is reading between the lines or making inferences. It is process of deriving ideas that are implied rather than directly stated. Interpretive reading includes making inferences about main idea of passages, cause and effect relationship that are not directly stated, referents or pronouns, referents of adverb, and ommited words. It also includes detecting the mood of a passage, detecting the author's purpose in writing a selection, drawing conclutions, and interpreting figurative language.

b. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgement until he or she has considered all the material. Critical reading depends on both literal and interpretive comprehension, and grasping implied ideas is especially important.

c. Creative Reading

Creative reading involves going beyond the material presented by the author. Like critical reading, creative reading requires readers to think as they read, and it also requires them to use their imaginations. Such reading results in the production of new ideas.

D. Level of Reading

There are three of reading level. The three levels of reading comprehension, or sophistication of thinking, are present in the following hierarchy from the least to the most sophisticat level of reading: least = surface, simple reading; most = in-dept, complex reading.

The three levels of reading are: level one: literal-what is actually stated, fact and details, rote learning and memorization, surface understanding only. Tests in this category are objective tests dealing with true/false, multiple choice and fill-in-the blank questions used to illicit this type of thingking are who, what, when, and where questions; level two: interpretive-what is impli or meant, rather than what is actually stated, drawing infrences, tapping into prior knowledge/experince, attaching new learning to old information, making logical leaps and educated guesses, reading between the lines to determine what is meant by what is stated. Tests in this category are subjective, and the types of questions asked are open-ended, thought-provoking questions like why, what if, and how; level three: appli-taking what was said (literal) and then what was meant by what was said (interpretive) and then extend (apply) the concepts or ideas byond the situation, analyzing, synthesizing, applying.[9]

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[9] *Ibid*, p. 24

E. The Advantage of Reading

When learn a language, listening, speaking and writing are important, but reading can also be very helpful. There are many advantages as sociated with reading, including:

1. Learning vocabulary in context

We usually encounter the new words when we read. If there are too many new words, then the level is too hight, so we should read something simpler. But, if there are, say: a maximum of five new words per page, we will learn this vocabulary easily. We may not even need to use a dictionary, because we can guess the meaning from the rest of the text (from the context).

2. A model for writing

Reading gives a good example for writing, bacause the text show the structures and expressions that can be use for writing.

3. Seeing correctly structured english

When write, we usually use correct english with a proper grammatical structure. This is not always true when we speak. So, by reading we can see and learn grammatical english naturally.

4. Working at our own speed

We can read as fast or slowly as we like, we also can read ten pages in 30 minutes, or take one hour to explore just one page. But we can not easily do this when we speaking or listening, this is one of the big advantages of reading because different people work at different speeds.

5. Personal interest

Personal interest means we choose something we like to read, it can actually be interesting and enjoyable. For example: we like to read about footballin our language, and then we try to read it in english. So, we will get information about football and improve our english at the same time.[10]

F. Student Worksheet

According to Sanni and Hemawati Puji Lestari the worksheet help students to understand the material by themselves. Student worksheet also gives a large chance for the students to show up their ability and develop thinking process through looking for, guessing, and logically. The main of learning is a changing behavior because an experience. Therefore, this student worksheet is to enrich student's experience.[11] According to Arsyad states that student worksheet including print media in the form of a sheet or book material containing visual material.[12] Said student worksheet consist of three parts, sheet and student work. Indonesian dictionary, said sheet means strands, work means doing activities, and student means strands, work means doing activities, and student means a student or students for primary to secondary school level.[13] According Trianto student activity sheet is used to guide student conduct investigation or problem-solving activities. Student worksheet (LKS)

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[10] *Ibid*, P. 25-26

[11]Sanni Merdekawati, and Himmawati Puji Lestari, *Developing Student Worksheet in English Based on Constructivism Using Problem Solving Approach for Mathematics Learning on the Topic of Social Arithmetics*, Yogyakarta: Universitas Negeri Yogyakarta, 2011, p. 895-896.

[12]Nurhana Z , *penggunaan bahan ajar lembar kerja siswa* (online) URL: http://digilib.uin-suka.ac.id//bab%201/201 html. (Accessed on June,11th2015)

[13] W Wulandari, *peran lembar kerja siswa*, URL: http;//aliciaktomputer.blogspot.com/peran-lembar-kerja-siswa-lks-dalam-html.(Accessed on March 4th,2015)

can form guide for exercise cognitive development and training guide for the development of all aspects of learning in the form of guide experiment or demonstrations. LKS contains a set of basic activities that must be performed by students in an effort to maximize the understanding of the formation of the basic capabilities appropriate indicators of achievement of learning outcomes that must be taken.[14]

By Abdul Majid student worksheet is a sheet containing a task that must be done by learners. Sheets are typically in the form of instructions, steps to complete a task. Advantage of the student worksheet is easier for teacher in implementing the learning, for students who will study independently and learn to understand and execute a written assignment.[15] According Neneng Hidayat quoted Maulana said that the student worksheets can be one way for teachers to direct teaching or promoting a particular activity as a variation in learning activities.[16]

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[14] Trianto, *Model Pembelajaran Terpadu,* Bumi Aksara : Jakarata,2011.p.111

[15] Abdul Majid, *Perencanaan Pembelajaran*, PT.Remaja Rosdakarya: Bandung, 2008, p.176

[16]Maulana, *Peran Lembar Kerja Siswa dalam Pembelajaran Aritmatika SocialBerdasarkan Pendekatan Realistic.*Bandung : Universitas Pendidikan Indonesia Bandung. h.2 URL: http://File.Upi.Edu/Direktori/Kd-Sumedang/maulana/artikel/RME -2002 (Accessed on March 16th 2015)

G. The Type of Worksheet

Stated to Husni in Mardiani thesis there are some type of worksheet:

a. Multiple choice worksheets are basically quiz-type exercises

b. Gap fill worksheets where students insert the right words in gaps in the text.

c. Word puzzle worksheets includecrosswords, word search and word maze.

d. Labelling worksheet where students annote an illustration.

e. Matching worksheet is done by heaving one column of items and the matching items. Students have to draw line be maching items.

f. Word scramles worksheet is type of worksheet the letters of each word are mixed up and students have to put them into the proper or jumbled

g. Sentences worksheet, each sentences is present with its words all mixed up and students have to put them into the correct order.[17]

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[17] Mardiani, *Developing Reading Comprehension Students Worksheet At The First Semester of SMPN-2 Palangka Raya,* Thesis Strata One, Palangka Raya: STAIN Palangka Raya, 2014. P. 29

H. Step to Produce the Worksheet

Stated Husni in Mardiani thesis there are some step to produces the worksheet:

a. Analysing the curriculum, indicator, standard competency, and material development.

b. Arrange using need assesment of worksheet.

c. Determining the title of worksheet.

d. Making or write the worksheet.

e. Making a scoring rubric.[18]

The research of this study to develop reading worksheet

I. The Criteria of Good Worksheet

According to Alex Case there choosing a good worksheet is even more difficult for pre-school age students than for other children and adults, as they are not only more likely to find a bad worksheet boring but might also be totally unable to write, draw or read what you what them to. Here are some tips that should help you find or create the perfect worksheet for your classes: (1) right physical development level; (2) right mental development level; (3) just challenging enough; (4) can be displayed; (5) can't go horribly wrong; (6) finish at more or less the same time; (7) involves lots of language; (8) involves the right classroom language; (9) fits in with long term goals; (10) contains useful language; (11) fun/ funny; (12) balance of familiarity and novelty; (13) not too messy; (14) creative; (15) predict and check.

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[18] *Ibid*, P. 30

J. Advantage of Student Worksheet

According to the instructor team PKG in Sudiati advantage student worksheet:

a. As an alternative to direct teacher instruction or introducing a particular activity.

b. It can speed up the learning process and saving time teaching.

c. Can optimize limited tool because students can use interchangeably tools.[19]

K. Need of Students and Teachers

In this study, the students' and teachers' need are something that is needed by the students and teachers in education. The different types of the students have different need and what they are taught should be restricted to what they need. The identification needs of students are considered important since the actual success of a program is determined by the result of it. In order to suit the needs of the students, the development of English worksheet in this study based on the result of need assessment from the diagrams.

According to Graves in Suita, needs assessment involves finding out what the learners know and can do and what they need learn or do so that the course can bridge the gap (or some part of it).[20]

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[19]Blogspot.co.id/2012/06/manfaat-dan-tujuan-lks.html. (online), URL: https://www.google.com/search?q=keuntungan+lembar+kerja+siswa(accessed on October 21th ,2015)

[20] Ratna Suita, *Developing English Instructional Materials for the First Year Beauty Skill Program Students of SMK 3 Malang*, Malam: State University Malang, 2009, p. 37.