

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

These following terms are clarified for the purpose to explain all the terms related to the theory of the research, developing English reading material for the eleventh grade architecture students. Theories are needed to explain some concepts in the research concern. The fundamental concept of the study should clearly be made from the beginning. Some references are explained in order to avoid misinterpretation of the terms used. The following terms are used to explain some basic theories related to the study.

1. Reading

Reading is a mental process to draw information from the source texts and to form new information. Christine Nuttall (1996) says reading is a process in which readers select, classify and interpret information according to experience, information and knowledge they have in their minds. Reading is a communicative activity between writer and reader in written form.

Tampubulon (1987) described that reading is the way to develop logic capacity in comprehending text. It indicates that developing of logic capacity depends on their reading in comprehending text seriously. When people have to comprehend the reading text, but they cannot comprehend it, it means that they do not read yet. What they have done would be just in plain. Their logic capacity will develop if they comprehend texts seriously.

According to Wixson, Peters, Weber, and Roeber (1987), reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context.

2. Reading Comprehension

Prado & Plourde (2005) stated that comprehension is a process that involves thinking, teaching, past experience and knowledge. They also added that comprehension is "the interaction among word identification, prior knowledge, comprehension strategies, and engagement."

The RAND Reading Study Group (2002) stated that comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (p. 11).

Reading comprehension is a process of constructing meaning from a text. It involves the complex coordination of several processes, including "decoding, word recognition and fluency, along with the integration of background knowledge and previous experience "(Klinger & Geisler, 2008, p.65).

Reading comprehension is generally known as an interactive mental process between a reader's linguistic knowledge, knowledge of the world, and knowledge about a given topic (Mohammadi and Abidin, 2011).

Nunan (2003) claims that reading comprehension is a fluent process of combining information extracted from the text with the existing schemata to understand the meaning

3. The Purpose of Reading

Reading process of a books, novel, newspaper are likely to be different when people read a sentence on the billboard on the street, these different skills frequently depend on what we are reading for. Furthermore, Harmer (2001) stated there are six reading purposes, as follows:

a. To identify the topic

Good readers are able to receive the topic of a written text very quickly. By the supporting of their prior knowledge, they can get an idea. This ability allows them to process the text more efficiently.

b. To predict and guess

Readers sometimes guess in order to try to understand what written text is talked about. Sometimes they look forward; try to predict what is coming and sometimes make assumptions or guess the context from the initial glance.

c. Reading for detail information

Some readers read to understand everything they are reading in detail this is usually case with written instructions or description procedure.

d. Reading for specific information

Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested came up they will ignore the other information of a text until it comes to the specific item that they are looking for. We can call this activity as scanning process.

e. Reading for general understanding

Good readers are able to take in a stream of discourse and understand the gist of text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can call this activity a skimming process.

4. Process of Reading Comprehension

There are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

a. The Bottom-up

Carrell (1989 as cited in Ahmadi & Pourhosein Gilakjani 2012) said that the main focus of this model is the smaller units of a text like letters, words, phrases, and sentences. The reader reads all of the words in a phrase, or a sentence before understanding it. This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units. The reader uses his/her background knowledge to the information that they find in the texts. There are some difficulties in this model.

One of the drawbacks is that the reader is successful in reading when he/she deciphers the linguistic units and understands the connection between words. The reader is not able to keep in his/her memory the meaning of every word. The other difficulty is that it is not possible to connect one word to the other words.

b. The Top-down Model

Goodman (1967 as cited in Ahmadi & Pourhosein Gilakjani 2012) stated reading as a “psycholinguistic guessing game” in which readers apply their

previous knowledge to relate with a text and to connect these to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the next words. They try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Then they assume the message the writer wants to transfer and change their hypotheses based on what they read in the text. Comprehension starts with higher levels of processing and continues to the application of the lower levels (Nuttall, 1996 as cited in Ahmadi & Pourhosein Gilakjani 2012).

c. The Interactive Model

According to Rumelhart (1977), Nunan (1990), and Grabe (1991), the effective reading needs both top-down and bottom-up decoding. L2 readers can use top-down reading to make up for deficits in bottom-up reading. To obtain meaning, they apply their schemata to make up for the absence of bottom-up knowledge (as cited in Ahmadi & Pourhosein Gilakjani 2012). According to Stanovich (1980 as cited in Ahmadi & Pourhosein Gilakjani 2012), this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge, and schemata. While readers are reading, decoding processes support each other. If they do not understand texts, they should apply their previous knowledge to help them. Readers who are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts.

Teachers should find reading instructions according to this model to boost L2 readers' skills. The mutual teaching method is a reading instruction that is based on the interactive model. It involves four principal reading strategies.

5. Genre of Text

Pardiyono (2007:2) stated that genre is text type which has a function as frame of references so that one text can be written effectively and precisely. According to Gerot and Wignell (1994) there are thirteen types of academic genre, they are: spoof, recounts, reports, exposition, news item, anecdote, narrative, procedure, description, commentary, explanation, discussion, and reviews.

6. Procedure text

a. Social Function

The genre of instructing, whether spoken or written, pervades our experience of the world. Instructing involves much more than simple, sequential or procedural texts. While the purpose of instructing is to tell someone what to do or how to do it, this can be achieved through a range of textual forms (Knapp and Watkins, 2005:153). In the other words, procedure is kind of text which teaches on how to do or to make something completely. It is dominantly structured with imperative sentence since it actually an instruction. It is usually explains the ingredient or material which is need, though sometime it is omitted, after that procedures text will explain step by step how to make or to do the thing.

b. Generic Structure

- 1.) Procedures begin by outlining an aim or goal.
- 2.) Sometimes there is a list of the materials and equipment needed.

3.) The steps are then listed in order.

Procedural instructions such as recipes and directions are concerned with telling someone how to do something. For this reason, procedural texts generally begin with the goal of the task, which is usually stated that as a heading. Following this stage, a set of ingredients or the materials required to complete the task will often be presented in the order of use. Some instructions, such as directions to use an appliance, may not include this information. The text then proceeds through a sequence of steps specifying how the goal is to be achieved (Knapp and Watkins, 2005:157).

c. Language Features

- 1) The notion of address is a key feature of instructing.
- 2) Action verbs are used in instructions to represent the process involved in completing a task.
- 3) Verbs are in the simple present tense to create a sense of timelessness. They are also stated as imperatives.
- 4) Adverbs are often used to qualify verbs and to provide extra information about how a task should be completed.
- 5) Temporal connectives are used in procedural instructions to ensure processes are placed in the correct order of time.
- 6) Conditional connectives are used to provide a premise upon which a command or statement is based.
- 7) Modality is used in instructions to lessen or heighten the degree of obligation in completing a task.

7. Material development

Since an ESP course is designed for a particular group of learners in a particular context (Hutchinson & Waters, 1987), the materials are directly related to specialized fields.

Materials are defined as "anything which can be used to facilitate the learning of a Language" (Tomlinson, 2001, p. 66). These can be "a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents and informs about the language being learned" (Tomlinson 1998, p: xi).

According to Dudley-Evans and St John (1998) books and materials are of a pivotal role in every learning situation and provide teachers and learners with a source of language, motivation and stimulation, a learning support and reference. According to Ellis (1997) there are two main approaches that have a pivotal role for the purpose of selecting, improving and modifying materials to meet the needs of students and instructors in a specific teaching and learning context. These approaches are named as micro approach and macro approach to evaluation of materials. He asserted that one way in which an empirical evaluation can be made more treatable is via micro-evaluation. In a micro evaluation the focus is on the efficiency of the tasks and a macro-evaluation focuses on an general assessment of whether an entire set of materials has worked in relation to needs identified.

In addition, Harsono (2007: 170) states that as a field of study, materials development studies the principles and procedures of the design, implementation, and evaluation of language teaching materials.

8. English for Specific Purpose

Based on Hutchinson's and Water's (1987) theories, English for Specific Purposes (ESP) is a way of teaching and learning English for specialized subjects with some specific vocational or educational purpose in mind. There are different needs for different purposes (and learners) of English language e.g.: English for Business, English for Economics, English for Culinary and Art, English for Secretary, English for Technicians, English for Architecture and others.

The development of English for Specific Purposes has five phases, they are:

- 1) Register analysis : refers to grammatical and lexical features.
- 2) Discourse analysis : focus on how sentences are combined in the text to produce meaning.
- 3) Target situation analysis : refers to the situation in which learners will use the language that they are learning, further ESP course design carries out an analysis of the linguistic features of that situation.
- 4) Skills and strategies : see an attempt to look below the surface (register and discourse analysis) and to consider not the language itself but the thinking process. The focus should rather be on the underlying interpretative strategies, which enable the learners to cope with the surface forms, for example guessing the meaning of words from context.
- 5) Learning-centered approach : means each phase of designing ESP course must consider learning needs (Hutchinson and Water, 1987).

Certainly a basic knowledge of General English language competence will be required too and developed further "English for Vocational Purposes" is an

application of ESP according to students' language needs for different majors in Vocational School. English for Specific Purposes (ESP) must be seen as an "approach to language learning (not as a product) which is based on learners' needs and directed by specific and apparent reasons for learning. There is a distinction between what a person does (performance=language use) and what enables them to do it (competence=language learning). This approach is learning and learner oriented (but not teacher oriented) with a conception and preference of communicative competence.

9. Architecture

Architecture is both the process and the product of planning, designing, and constructing buildings and other physical structures. Architecture's study program is a program that prepares individuals for the independent professional practice of architecture and to conduct research in various aspects of the field. Include instruction in architectural design, history, and theory; building structures and environmental systems; project and site planning; construction; professional responsibilities and standards; and related cultural, social, economic, and environmental issues. Alternatively, many architecture majors choose to work in fields allied to the discipline, such as interior design, adaptive reuse building, historic preservation, construction management, real estate development, etc.

10. Need Analysis

According to Robinson (1991), needs analysis is a predominant process in ESP programming procedure. For him the key criteria of ESP is its goal directedness, and its development from needs analysis to design courses with the

"aims to specify as closely as possible what exactly it is that students have to do through the medium of English" (p. 3). Needs analysis is neither unique to language teaching nor within language training but it is often seen as being the corner stone of ESP and leads to a very focused course (Dudley-Evans & St John, 1998, p. 122).

a) Target Needs

1. Necessities

These needs are determined by the demands of the target situation. It means what the learner has to know in order to function effectively in the target situation. For instance, a business person might need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues. He or she will also need to know the linguistics features – discursal, functional, structural, lexical, and most commonly used in the situations identified.

2. Lacks

It is required to know what the learner knows already, so that it can be decided then which of the necessities the learners lack. One target situation necessity might be to read texts in a particular subject area. Whether or not the learners need instruction in doing this will depend on how well they can do it already. The target proficiency needs to be matched against the existing proficiency of the learners' lack (Hutchinson & Waters, 1984).

3. Wants

The learners too have a view as to what their needs are. According to Richterich (1980) the existence of need is associated with the perceptions and desires of a person. Needs do not exist in reality, it is rather an image of personal feelings that the learners express on the basis of data pertinent to their environment. So, *wants* are, in fact, the reflection of learners' own perceptions.

b) Learning Needs

Learning needs aim at the personal concerns of the learners. Like target needs they influence and affect the overall ESP program ranging from syllabus designing to testing and evaluation. If needs analysis is the major distinction of ESP program, the learning needs then have the pivotal role to play in needs analysis. Any need analysis without involving learning needs may be a weak model, excluding the major psychological, sociological and methodological concerns of the ESP learners.

11. Course Design

Course design is a very extensive subject and has large literature going back many years (Mason & Rennie, 2010). In practical terms this entails the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus.

Therefore, Feez Susan (2003) stated that in designing a course of study, the teacher would be involved in three main idea of decision making:

- 1) Analyzing learner needs and monitoring learner progress.
- 2) Selecting what needs to be learned.

- 3) Sequencing the elements of the course to make learning as effective as possible.

An ESP course design is usually based on the specific needs of learners of a particular discipline. The procedures used to collect information about learners, needs are known as analysis (Richard: 2001).

There are three main types of course design (Hutchinson and Water in McGrath, 2013) :

- 1) Language-Centered Course Design**

The language-centered design process aims to draw as direct a connection as possible between the target situation and the content of the course. In this case the learner is simply used a means of identifying the target situation. In this model the learning needs of the students are not accounted for at all.

- 2) Skill-Centered Course Design**

This is to help learners to develop skills and strategies which will continue to develop after the course itself. It will present its learning objectives in terms of both performances and competence. Its aim to make the learners into better processors of information.

- 3) A Learning-Centered Approaches**

This is based on the principle that learning is totally determined by the learner.

B. Relevant Studies

Relevant studies are reviewed as the references to conduct the research and develop effective reading material for specific needs of students.

Sri Lestari Setiawan (2016) developed English reading materials under the title *Developing English Reading Materials for Students at SMK Panca Budi 2 Medan*. She developed English reading materials based on students' need in Office Administration Study Program. She took 1 genre of text that is procedure text. She made 3 texts related to officer or clerical duties, they are: Arrange a Business Trip, How to Document Petty Cash and Arrange a Formal Meeting. Those texts were suitable for students' needs.

R. A Wulaningtyas Kulowani (2015) under the title *Developing English Reading Materials for Students of Islamic Boarding School*. She developed English reading materials based on students' need in Islamic Boarding School, she took 2 genre of texts they were narrative text and recount text. She made 2 texts, the first one was about Muhammad SAW (recount text) and the second was about Musa and Fir'aun (narrative text). Those text were suitable for students' needs.

Jayanti (2015) developed English reading materials under the title *Developing Reading Learning Materials for The Grade X Students of Computer Engineering and Networking Program at SMKN 1 Pundong in the Academic Year of 2014/2015*. The researcher designed materials into 3 units. The topics are descriptive text about ASUS Laptop, writing Memo about purchasing computer, and web application. Although the materials are appropriate for the students but the researcher developed many tasks in the book which unit 1 and unit 3 have 22 tasks while unit 2 consists of 21 tasks.

Another study has developed by Aviyanti (2015) under the title *Developing English learning materials for grade XI students of beauty skincare study*

programme at vocational high schools. She developed learning materials about beauty skincare. As the results, the students are needed English learning materials which were related to beauty skin care area and their life. She developed three units in the second semester of grade eleven that based on Curriculum 2013 in the form of a textbook. The research findings showed that the developed materials were appropriate to be implemented.

Meanwhile, this study has purpose to develop reading materials for the architecture students of SMK Negeri 2 Medan. The materials will be suitable to the students' needs based on their major

C. Conceptual Framework

Learning English in Vocational School is different from teaching English in Senior High School. The orientation of the vocational school is to prepare students to be able to take part in the business and industry work. Vocational education is education that promotes the development of students' ability to have special skills. Thus, the teaching of English in vocational schools is categorized as English for Specific Purposes (ESP) since the purpose of learning the English language is specific, related to their majors. In architecture, as well as in many other fields of knowledge, English language is used as a global vehicle for the exchange of information.

Now, English teaching has attracted more and more attention, and reading is the main means to examine student's ability of using English. Reading is a basic skill in learning English. With the development of the globalization, we have to

read some English papers. Thus, having the ability to read and understand and achieving information literacy in the English language allows students to assist them in meeting their academic demands.

In language perspective, reading is one of the language skills that should be mastered by learners. Reading considered an important aspect for students because it has valuable in developing knowledge. It is also the most important skills for English students especially in academic context because students need to comprehend and deal with all reading aspects and difficulties. Pourhosein Gilakjani and Ahmadi (2011) stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive.

Reading Comprehension, in simple terms, means understanding what you read. Duke (2003) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

However, the developments of English teaching materials for students at SMK were still less. Based on the preliminary observation at SMK Negeri 2 Medan, the material used in the teaching-learning process is the same as the material for senior high school students which is the English book of Curriculum 2013. The textbook which was published by the Ministry of Education and Culture, doesn't provide the relevant reading learning materials to their major.

An ESP course aims to teach learners the necessary knowledge and skills related to their field of study. It has been estimated that students who prefer to

study general English have no specific aims. When the content of an ESP course is compared with the general one, it is seen that the ESP one is both more restricted to one field of study and more academic. In this case the teacher as a facilitator, has many responsibilities in teaching learning process. The teacher must consider the appropriate teaching materials. In other words, effective language learning can be achieved if teachers are aware of the needs of students based on need, ability, potential, and preference in meeting the needs (Bada and Okan, 2000).

Through the developing the English reading materials based on the students' major and need, it is hoped that the students can easily understand and comprehend the materials students will be much better in reading especially procedure text. Procedure text is kind of text which aims to give guidance about steps to do something. Moreover, it is also a kind of text which we can find in daily life, such as in manual and recipes (Emilia, 2011: 98). Architecture students will need reading instruction manual which is related to their major, for example instruction in architectural design so it is crucial for them to understand procedure text.

Developing reading materials by using research and development based on the students need is aim to fit the materials with their major as architecture students.

In addition, the following diagram explains the conceptual framework.

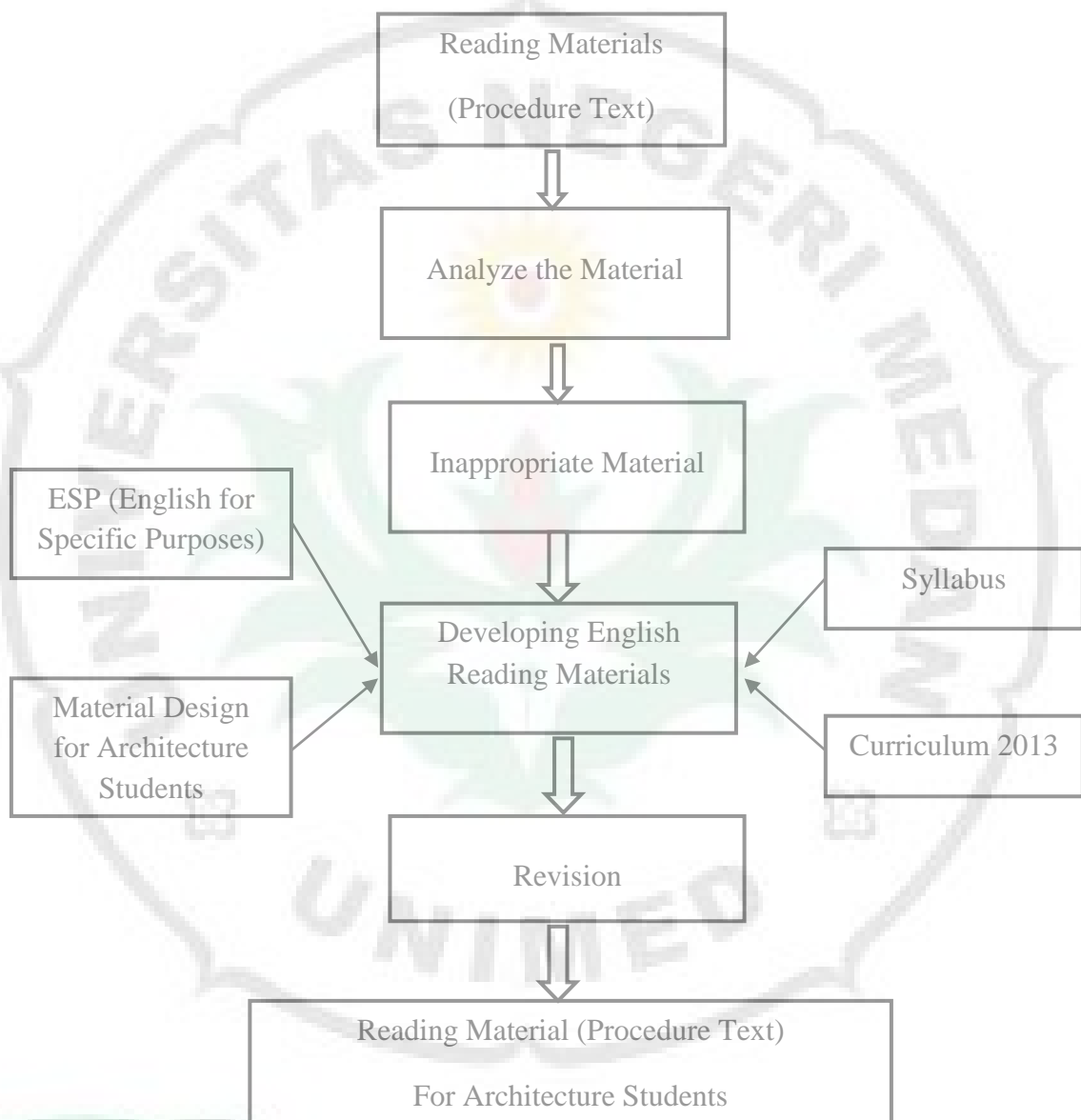


Figure 2.1. Flowchart of Developing Reading Material