

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Learning Process**

Learning has a close connection with teaching because when there is one who is teaching there are students who are learning. Learning is the change of behavior as the result of the interaction with environment and has purpose to fulfill the necessity. One of the most popular of definitions is the one suggested by Kimble (1961, p.6) which defines learning as a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice.

Learning is an integrated, ongoing process occurring within the individual, enabling students to meet specific aims, fulfill student's needs and interests, and cope with the living process.

Conceptually, the process of learning involves five distinct phases:

1. Unfreezing

The individual becomes ready to consider changes in knowledge, skills, attitudes, and behaviors.

2. Problem Diagnosis

The forces supporting the need for change and the forces working against the changed needs are identified and presented.

3. Goal Setting.

The desired changes in knowledge, skills, attitudes, and behavior are stated specifically.

4. New Behavior

The individual learns and practices those newer knowledge, skills, attitudes, and behaviors which are desired.

5. Refreezing

The newer learning has been found to be beneficial and are assimilated into the individual's ongoing framework of knowledge, skills, attitudes, and behavior.

**B. The Principle of Learning**

There are some principles of learning in which teachers should be able to arrange them by themselves. Learning principle is a principle of learning which can be done in different situations and possibly be applied by each student individually.

The principles of learning are:

1. Learners must clearly perceive the goal. An effective instruction occurs when maximum communication exists between teacher and learner regarding the goals and objectives of instruction.
2. Learners must be psychologically and physiologically ready. This implies that generally teachers either waiting for readiness or accepting the present level of readiness of a learner and be satisfied with a slow learning rate in presenting a new learning experience.
3. Learners must be motivated to learn which is a basic principle in the teaching-learning process.

4. Learners must be active not passive for maximum learning. The process of learning is primarily controlled by learners and not by teachers.
5. Learners must repeat or practice what he has learned in order to remember. Educational practices such as drill, review, and examination exemplify this principle. Frequency of repetition is still important in acquiring skill and in guaranteeing retention.
6. Learners must put together the parts of a task and perceive them as a meaningful whole. A learner will arrive at the solution to the problem when he becomes aware of the important relationship involved in it.
7. Learners must see the significance, meanings, implications, and applications that will make a given experience understandable, which is definitely important to an educative experience are the background and previous experience of the learner.
8. Learners must be prepared to respond. There are times when an individual is readier and better able to engage effectively in a particular set of learning activities. A number of factors influence this, and among them is readiness, which is related to maturation.
9. Process of problem solving and learning is highly unique and specific. Each individual has his own unique style of learning and solving problems. As individuals become more aware of how they learn and solve problems and become exposed to alternative models used by other individuals, they can refine and modify their personal learning

style so that this can be employed more effectively. (Lardizabal *et.al*, 2000: 96)

In short, learning is an active process that always changes behavior. Furthermore And all the principles of learning can support the effective teaching learning process in the classroom.

### **C. Characteristics of Learning**

There are some behavior characteristic, which reflect the characteristics in teaching learning process, there are:

1. Learning is developmental. As the individual grows and develops, he acquires various types of knowledge, habits, and skills which may be essential to his successful adjustment during different stages of development. These depend on his native capacities, degree of maturation attained, and previous experience.
2. Learning is interactive. It is only when the learner to the environmental stimulus that he is going to learn. This interaction may be in the form of verbal communication, perceptual discrimination, reinterpretation of old concepts, behavioral manipulation, and habit re-learning.
3. Learning is basic. Learning is fundamentally a kind of relationship that exists between stimulus and responses. (Lardizabal *et.al*, 2000:105)

### **D. Some Factors that Influence Learning**

In learning process, there are so many factors which influence learning success or failure. Hamalik (1982:112) states that there are some factors which influence learning process:

1. Internal Factors

a. Intelligence standard

Intelligence is an important factor in supporting the successful study. Intelligence has a big influence to the learning process. Student's intelligence will help the teacher to determine whether they are able to predict the successful study.

b. Aptitude

Aptitude is the ability to learn. The aptitude will develop if somebody gets good chance of study and get enough facility. The individual who has minimal aptitude in certain subject, even though he is given enough lesson and good facility will not reach their environment in studying as well as the other whose has good aptitude in the importance factor in studying and has effect in his achievement of study.

c. Motivation

Motivation is one of many factors, which present a great effect to the success of an individual in learning. It is impossible for students to learn if they do not know the importance and the benefit of learning itself. If they know the benefit of their study, the student will be motivated to learn because they will achieve the result of learning.

d. Attitude

According in Triandis as quoted by Slameto (1995:188) an attitude is an idea changed with emotion which predisposes a class of actions to particular class of social situatuion. The student will have the positive respond about their lesson if they have good attitude.

e. Concentration

Winkel as cited in *Psikologi Pengajaran* (1991:100) states that concentration is the energy of centralization and psychological energy to face certain object, in this case in the event of teaching learning process in class and everything relate to that. Concentration is influenced by the student's feeling, interaction and motivation.

f. Interest

Interest has big influence to the learning process because if the lesson is not appropriate with the student's interest, students will not study it well. Lesson material, which attracts student's interest, will be easier to be learnt and remembered because interest supports the learning activity.

2. External Factors

a. Family

The different condition of the students in their family can establish their future education and how they will learn. In this case parents take care of their children intensively by giving motivation

and helping them to develop their knowledge, skill and ability in order to prepare themselves in the future, it including providing some facilities at home that students need in learning process. There are some factors coming from family's side, which are having essential support to the development of the student's interest:

#### 1) Parent Educational Methods

There are three types of educating the children; indifferent, democratic, and authoritative types.

Indifferent type will let their children be uncontrolled in doing anything without any guidance. They have have no time to be close to their children to listen to their problem, give spirit, support, etc.

The contradictive type of indifferent is authoritative in which parent is over protective to their children. This type usually performs negative influence to the children's psychological development and even kills their activity.

The most ideal type in educating the children is democratic one. Here, the parent let their children to do what they want but still under parent's control and guidance.

#### 2) Family Inter-Relationship

The closer relationship will be easier student in their interest. This is because they are able to talk and share what they want to do freely to the other members of the family.

### 3) Parents Educational Background

By having sufficient education level, parent will be more systematic and intensive in supporting their children.

### 4) Family Economic Background

Sometimes, poor economical condition will bring decrease of the student learning interest. The students cannot complete thir learning materials well.

## b. School

### 1) Teacher

Teacher is one of the three components in teaching and learning process that has a role in the establiment of potential human resources. The duty of teacher to concentrate on:

- a) Giving a course and motivation to reach the aims both long term and short term program.
- b) Giving the facility of a achieving the purpose through the experience of study.
- c) Helping the growth of personal aspects like attitude value and adaption. Slameto (1995:97)

### 2) Teaching Material

Lesson material is teaching content, which contains valuable information, fact and knowledge. The material, which will be taught, should be useful or relevant with student



necessity and society. The teacher must understand the situation or condition of student.

### 3) Teaching Method

The success of teacher in implementing his or her duty does not only depend on the mastery of the material but also depend on the mastery of the method or technique in delivering the material. Teacher must know and able to use efficient method.

### 4) Teacher Role

The most important teaching learning process in school is the role of teacher. Teacher must participate actively and place his or her position as professional expert appropriate with society demand, which is more and more expended.

### 5) Media

Media is tool that used to make effective communication and interaction between teacher and student in teaching and learning process at school. Media is everything that can be used to send a message from the sender to receiver or the teacher to the student. (Hamalik 1986: 23).

### 6) Curriculum

The definition of curriculum according to Team Kurikulum IKIP Surabaya (1993:97)

“Every effort done by school management to influence the student both in their classroom and outside the classroom in order to make the learning process run fluently. A good curriculum must concern about the student need in teaching and learning process.”

English has a unique position and function in the curriculum because it is the first language of the majority of students. Students meet ideas and concept through listening and reading and they express understanding and recount experience through speaking and writing.

The function of the English curriculum is to formulate and implement policies related to the teaching of reading, writing, speaking, listening, viewing and representing.

Teaching and learning are process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

#### **E. Reading Comprehension**

Reading is way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines, and novels. Nowadays, the scope of reading media enlarged not only to printed media but also by using internet. Time of five (2006:89).

Snow and Chair (2002:64) suggest that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Tampubolon (1987:6) argues that reading comprehension give two knowledge for readers, such as new information and the way to present

some ideas in the text. So, human beings can enrich knowledge and increase an intellectual achievement. He also says that reading comprehension is cognitive process that includes braining activity and memorizing.

## **F. The Principles of Reading**

Harmer (1998:17) lists some principles behind the teaching of reading:

### 1. Reading is not a passive skill

Reading is an incredibly active occupation. To do it successfully, the students have to understand what the words mean, see the pictures and the words painting, understand the arguments, and work out if we agree with them.

### 2. Students need to be engaged with what they are reading

When students are really fired up by the topic or the task, they get much more from what is in front of them.

### 3. Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way.

4. Prediction is a major factor in reading

When read texts in our own language, frequently have a good idea of the content before we actually read. Book covers give us a hint of what is in the book, photographs and headlines hint at what articles are about and report look like reports before we read a single word.

5. Match the task to the topic

The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks.

### **G. The Purpose of Reading**

Grellet, (1981:4) states two aims of reading;

1. Reading for pleasure.
2. Reading for information ( in order to find out something or in order to do with the information you got).

Furthermore, Tarigan (1990:9) explains that the aim of reading as follows;

a. Reading for detail of fact

Reading to get detail information of fact.

b. Reading for main idea

Reading to know the reason of some activities of human being.

c. Reading for sequence or organization

Reading to understand the stories part by part.

d. Reading for influencing

Reading to get final result from the text.

e. Reading for classifying

Reading to find the group of information of the writer in the text.

f. Reading for evaluating

Reading will be able to evaluate what the writer explains.

g. Reading for comparing

Reading to compare the content of the written.

## **H. Problems of Learning in Reading Comprehension**

Fowler and Longabaugh (1975:12) define that a problem is when the clinician judges a dysfunction is apparent or highly probable for the patient in one or more of three areas: physiological, psychological, or social functioning.

Benjamin and Virginia (2000:62) define that reading problem is a learning problem that involves significant impairment of reading accuracy, speed, or comprehension to the extent that the impairment interferes with academic achievement or activities of daily life. Reading problem is a learning disorder characterized by a significant disparity between an individual's general intelligence and his or her reading skills.

Reading disorder can cause several problems in reading, and consequently in academic work, even in people with normal intelligence, educational opportunities, motivation to learn to read, and emotional self-control. Difficulties in reading can occur on many levels, and problems in reading may have several causes that manifest in different ways.

Benjamin and Virginia (2000:70) mention common characteristic of students with reading problems include:

1. Difficult to identify single words.
2. Problems to understand the sounds in words, sound order, or rhymes.
3. Problems to with spelling.
4. Problems to transfer letters in words.
5. Omitting or substituting words.
6. Poor reading comprehension.
7. Slow reading speed (oral or silent)

Futhermore, Kurniawati (2005:45) also states several problems of students in learning reading comprehension which can be influenced by several factors are:

a. Pronunciation

It occurred because there are differences of pronunciation system find between the student's language and English language.

b. Vocabulary

The lack of vocabulary mastery causes the students are difficult to study and understand the passage.

c. Grammar

The arrangement of English sentence is difficult to be understood especially for students of Junior High School.

## **I. Factors Cause Problems of Learning in Reading Comprehension**

Kurniawati (2005:47) lists eight factors caused the problems of students in learning reading comprehension, they are:

1. Intelligence

The students cannot read correctly in few times and understand the passage.

2. Interest

The students do not like English articles and reading activity in class.

3. Family support

There are not one can master English language.

4. Aptitude

Difficult to recall new vocabulary.

5. Media

The teacher lacks using media when teaches reading material.

6. Attitude

The students are not brave to ask the teacher if there any some questions.

7. Motivation

The students do not have motivation to learn English seriously.

8. School environment

The school lacks media to support reading capability.

## **J. Research Gap**

From reviewed literature, there are some gaps found:

1. The school lacks of text books that is written in English. Students just using English when they learn English subject. Futhermore, several problems of reading in learning comprehension; students are difficult to properly comprehend a written passage and he must be able to decode the words on the page, students who do not have memory long enough to hold the information on the passage, students do not have adequate vocabulary, grammar and syntactical skills to organize and interpret the written message efficiently.
2. For many learning disabled students, reading comprehension is a major problem. There are mainly three causes for poor reading comprehension:
  - a. The person has a language problem. Language plays a vital role in reading. If a student's knowledge of English is poor, then his reading will also be poor, and naturally also his reading comprehension.
  - b. Skill of reading have not been automatized. The poor reader is forced to aply all his concentration to word recognition, and therefore has no concretion to decode the written word, and as a result he will not be able to read with comprehension.
  - c. The reader is unable to decode the written word. The decoding of the written word is a very important aspect of the reading act. Without being able to decode the written word, reading comprehension is impossible. This explains why some students can "read" without understanding what they are reading.



Thus, this research will be conducted in order to seek for students problems in learning reading and how they comprehend a reading text. Finally, this research also tries to find out factors which cause those problems.

