

CHAPTER II

REVIEW OF RELATED LITERATURE

In analyzing the data, it needs some theories. Therefore, in this chapter, several theories are explained in detail. It includes characteristics of Junior High School Students, definition of reading, reading comprehension, teaching reading comprehension using flash media animation, flash media animation.

2.1 Characteristics of Junior High School Students

Dealing with the development of curriculum in Indonesia, teaching English for young learners has become important in recent years. However, it is not always an easy task to teach young learner. There are many considerations that should be taken on how to teach and what to teach. It is true that children are different from adult physically and mentally “Early adolescents are in a particularly difficult stage of development. They begin to look at themselves, they begin to create, to seek their own self-image, to try new behaviors, to wonder, to be not a child, but not yet an adult” (Davis 2010:9).

The age has become a major factor to formulate decisions on teaching students. There are several factors that influence to students junior high school. According to Davis (2010:9) “Most early adolescents thrive on competition, love sports, appreciate good sportsmanship, and practice hard at athletic skills. Research shows that many early adolescents experience a lack of self-confidence, feel no control over their circumstances, and have a strong need for conformity”. According to Davis (2010:10) “Middle schools have from the very beginning been organized for one purpose: to foster improved student learning and achievement”

Since children of this age group are different, they may require different organization and instructional strategies in order to realize the achievement we all want to see.

These students are not children anymore, yet they are not ready for the high school experience. A need to organize instruction specifically for this group of students became known as the Middle School Concept.

2.2 Definition of Reading

Reading is one of the skills to learn English, even though sometimes reading is overlooked in language teaching. Many teachers focus on presenting and practicing language. They tend to give more practicing to improve students' skill in both speaking and writing. It is supported by Pollard (2008:4), "Reading is considered by many to be the neglected aspect of language teaching "However, it is essential for student to practice the skill of reading. They need to be introduced to reading and given opportunities to practice. If we give students the right sort of support to tackle a text in the classroom, we can hope that they will continue to do the same out of the classroom.

Reading is great source of language learning and reading skills is a major focus in the study discussed later assisted with the English speaking and listening skill "Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening" (Richards 2001:6). If we encourage reading in the classroom, we can expect students continue doing the same long after they have stopped studying formally in the formal schools. There are great choices of text used in class. They can be textbooks, EFL resource books, texts from magazines, newspapers, the internet, and brochures. The opportunities are endless. In addition,

by pursuing the students' habit in reading a lot, it can give more benefits for their better future. There is a wise word said that book is the window of the world. It probably can be defined if people love reading books a lot, their future will be enlightened due to more knowledge and information they have grabbed.

Reading also involves students interacting with visual input of language which they need to process and understand. So, the efficient reader interacts with a text, predicts what will come next, and brings his or her knowledge of the subject and language to the text. In reading, there are three sub skills. According to Pollard (2008: 45) "They are reading for gist, reading to extract detail information, and reading to extract specific information".

The Reading for Gist this involves reading to get the main message of the text; it doesn't involve studying every word. For example, you might ask students to read quickly or glance over a magazine article on stress in the workplace. Students read the text and say which summary is the most accurate. If you choose this option, make sure the summary focuses on generalities and not on specifics. Base on text reading for gist is find out to main idea of text.

Reading to extract detailed information here students read to understand certain aspects of the text thoroughly. For example : when reading the manual that accompanies your new mobile phone you might focus on the use of the answering machine and endeavor to understand it in detail and not read about internet connection. Moreover reading to extract specific information this involves passing over text to gather specific information. We look over a text to get the information that interests. For example: the departure time of train. In such cases we usually ignore the remaining information.

2.3 Reading Comprehension

There are many factors which can make children understand well about the text. According to Healy (2002:1) “It is dependent upon a number of factors including a child’s world knowledge, vocabulary, and memory skills”. Of all the skills, children must acquire in their lives is reading, which is the most critical one for future success in school as well as throughout life.

Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success (Lancaster University 2009:2) Reading comprehension involves words or sentences. That understand the text students need to read many times. Reading comprehension that is very important for students of junior high school, so that the students do not get confused when reading and knowing what is read

Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text. Reading is a purposeful and active process (Healy, 2002:3). So, a reader reads to understand, to remember what is understood, and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained.

Moreover effective instructional strategies are those that involve the reader actively by asking questions through self-monitoring and cooperative learning opportunities. Suggestions for teachers include: explaining fully what it is they are teaching; what to do, why, how, and when; modeling their own thinking processes; encouraging students to ask questions and discuss possible answers among

themselves; and keeping students engaged in their reading via providing tasks that demand active involvement. Explicit, formal instruction in comprehension strategies is believed to improve text understanding.

2.4 Teaching Reading Comprehension using Flash Media Animation

In teaching learning process of reading there are some problems that are faced by students and teachers. For example, from the students' side, the students feel difficult to understand the reading text because they lack of vocabulary. Thus, they could not get idea of the text they read. From the teachers' side, English teachers get difficulties to find media for them in teaching reading and the teachers' lack of creativity to develop reading materials by themselves. For example, the teachers often use student worksheet (LKS) and book. In addition, most of them often use to cut pictures or texts from magazine, newspaper, and many others. So, this media, do not make students interested in learning.

Furthermore, most of the school has prepared a supported technology in English learning process and making teaching media such as computer. There are some programs in computer that can use created reading, such as Tool Paint, Microsoft Office, Power Point, and many others. Flash media animation also program which can help English teacher in reading comprehension. "*Flash media animation mampu menampilkan secara animasi dan statis dan menampilkan gambar atau tulisan juga vidio sehingga mempermudah guru untuk memberikan materi*" (Rahim, 2011:4). Based on the research, flash media animation is a program which is used to design presentation and publication the program is the supporting in usage picture, sound, and text media animation.

Teachers can create material for example, create animation using flash media animation in accordance with the reading text, and then students were asked to read, to look for difficult words, and to answer the questions. So, students are interested in reading the English text and the students could add to the existing vocabulary in English text so teaching reading at the junior high school students are not boring. Base on some researches done by teachers, it is known that multimedia is very useful in language classroom. Kusriani (2008:3) states that teaching learning process with multimedia is more fun and educative. She also states that by using media in the classroom, it can stimulate the students' brain to be more creative.

2.5 Flash Media Animation

Adobe Flash or flash media animation is program used to design presentation and publication the program is the supporting in usage picture, sound, and text media animation. According to Rahim (2011:4) "*Adobe Flash mampu menampilkan secara animasi dan statis dan menampilkan gambar atau tulisan juga vidio sehingga mempermudah guru untuk memberikan materi*". Therefore, based on the previous explanation, it is clear that if teachers use Adobe Flash as the media to deliver the material, it can bring benefit for the teachers themselves because by applying Adobe Flash, the material that will be transferred to the students can be more interactive and interesting.

Animation is a process of creating a continuous [motion](#) and shape change [illusion](#) by means of the rapid display of a sequence of static images that minimally differ from each other. The illusion as in motion pictures in general is thought to rely on the [phenomenon](#). As Rahim says (2011:63) "*Animasi adalah gambar yang disusun secara berurutan dan ketika rangkaian gambar tersebut di tampilkan*

dengan kecepatan yang memadai rangkain gambar tersebut akan terlihat bergerak”. Therefore, the use of animation is required by the teacher as the media to transfer any material that is needed by students in order to make them feel more interested.

Animations can be [recorded](#) on either analogue media, such as a [flip book](#), [motion picture film](#), video tape, or on [digital media](#), including formats such as [animated GIF](#), SWF, [Flash animation](#) or digital video. To display it, a [digital camera](#), computer, or [projector](#) are used. Animation creation methods include the [traditional animation](#) creation method and those involving [stop motion animation](#) of two and three dimensional objects, such as [paper cutouts](#), [puppets](#) and [clay figures](#). Furthermore, the teachers can create animations as their own will depends on the material as needed by students. They can create analogue media, digital media, or video tape.

According to Rahim (2011:63) “There are three basic kinds of animation (a) Animation keyframe to keyframe (b) Animation motion tweening and (c) Animation action script”. Animation keyframe to keyframe is used to draw a frame to frame such as a cartoon movie that generates very large files .This animation has a gradual movement from one frame to another frame, and the picture also looks good. This animation can also be used for the provision of material or text so that students get interested in reading the text and make students love to read.

Furthermore, animation is used to give the object automatically and flash will make the object symbol in the library with the name tween1, tween 2. To the animation of moving objects using the fastest step motion tween. We only specify the first and last position of the object. Moreover, there are common way that is

used to create animation like a moving car straight and fast. Animation Action Script Animation action script is used to control objects and navigation to make it more interactive and animated using a script or text to give a better touch on animation. This animation is usually used in the making of websites moving images and text that is used as script

In conclusion, Flash is animation software which facilitates multimedia operation "*Flash animasi adalah program yang digunakan untuk membuat animasi*" (Ryuditha 2010:1). There are three advantages of flash media animation. According to Bray (2001:1) as follows:

"There are three advantage of flash media animation (a) Flash manipulates vector and raster graphics to provide animation of text, drawings, and still images. (b) It supports bidirectional streaming of audio and video, and it can capture user input via mouse, keyboard, microphone, and camera. (c) Flash contains an object-oriented language called Action Script and supports automation via the Java script Flash language".

Based on Bray's view in the previous explanation, flash media animation has three benefits. Firstly, they can be used to manipulate vector and raster graphics that are used to add some text, pictures, or even still images. Secondly, flash media animation can support bidirectional streaming of audio and video so that it can capture user input. Lastly, flash media animation can support automation via the Java script Flash Language

