

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Students' Achievement

Drs. Sutoyo utouye states that Achievement of study is a changing in knowledge, ability, attitude and habit which contain creativity as produce of maturity and learning. We also can conclude that achievement is the result of learning which is reached by the learners after they got the materials. The student's achievement commonly is gotten by doing the evaluation or a test which is called as achievement test. The score of the test will be used to explain the degree of student achievement. Students' achievement also shows how success the teaching learning is.

1. Factors Which Influence Students' Achievement

Students' achievement is influenced by two general factors. Those are internal factor and external factor. An internal factor is factors which influence students' achievement from the students its selves. An external factor is factors which influence students' achievement from beyond of the students.

1. Internal factors.

- a. Physical factor. In this case, students physical condition will influence their achievement, for example those whose health are weak. Automatically they will not learn in maximum

condition and their achievement will low and bias. The determinated physical condition also influences students' achievement. For example for students who has a weakness in their visual or audio. They will have difficulty to follow teaching learning process.

- b. The age of students also include into this division. The reality shows that even the student in a normal physical condition, but maturity factor also has a big influence to the students' achievement. Student should learn what they should be learnt in their age. As a simple example we can not teach how to give a good speech to the students who are still in a year, even in fact they are able to speak.
- c. Physiological factor. This factor includes students' motivation, students' attitude, students' interest and students' intelegancy. The correlation between those factors can be associated such as motorcycle. Motivation and students interest has a role as its fuel, while attitude and inelegancy has a role as machine. Motorcycle will not run without the fael but also can not run well if the machine is not good.
- d. Students' habits, students' experiences. This seems as very unimportant aspect but this can influence the students' achievement, especially in teaching learning language acquisitions. Students who have habits in using English skill

such as reading, listening, writing and speaking English has possibility to get a good achievement. The experience of students also has a role in students' language achievement. The student who has more experience in English also has a high possibility to get a good score in English achievements test.

2. *External factors.*

Beside factors which come from the inside of students themselves there are some factors which come from the outside from the students, external factor. External factors include environment, and teaching learning process.

- a. Environment. In this case environment is where and with whom the students grow up and learn.
- b. Teaching-learning process. This factor is not less important than the other factors. The teachers should know their students learning style. So the teacher will know what should they do and how to teach their student well and maximally

2. The Necessary of Students' Achievement

Students' achievement has important for the students themselves and for the teachers especially. C.J. Weir gives very complete explanation about the necessary of students' achievement in his book

Understanding and Developing Language Test. He mentions the important of students' achievement are as bellow:

1. Information on student achievement is a crucial to teaching and learning .As teachers we need information on students' progress. We need to monitor achievement of objectives as part of course implementation. We need to monitor the functional ability of students. .This can lead to a descriptive profile of a learners' communicative performance or a record of achievement.¹
2. Teachers need to evaluate formatively, to make appropriate decisions concerning modifications to teaching procedures and learning activities.² It is needed to know whether or not the material is taught too quickly or too slowly.
3. Teachers need to decide when to move on the next unit. If the next units are dependent on what has gone before then the researcher need to be sure the students' have mastered the objectives of a particular unit before proceeding onto the next one. This can lead to necessary modifications in the program.³ Simply, Students' achievement is needed to decide when the teacher should go on to the next chapter or should review the chapter..

¹ J. weir. *Understanding and Developing Language Test*. (Prentice Hall International Language Teaching .New york:1993).167

² Ibid.

³ Ibid

4. Formal test devised for monitoring achievement can also be extremely helpful to individual students , can help identify areas of strength or weakness and provide focus for future learning objectives .They can also be motivational , by providing an idea of progress.⁴
5. Achievement test can also help in making decision about changes to programmes if they are to be run again. They can help determine which objectives have been made; an important contribution to curriculum improvement.⁵

From the explanation above can be conclude that students' achievement is necessary needed for the, teachers and for the students it selves.

B. English 2

English subject is one of compulsory subject for students of non-English Department except *Akta 4* program. English subject is given in four levels which is called as English 1, English 2, English 3, English 4. English 1 until English 4 are given to students from *EI* and *Th* department. English 1 until English 3 is given for *AS* department and for the rest departments are given English 1 and English 2.

In this case, the research will concern on English2. English 2 is given on even semester. It is hold in STAIN Kediri every Monday and

⁴ Ibid.168

⁵ Ibid.

Wednesday at 2.30-04.00 pm. It is followed for about 300 students which is divided into 12 classes randomly⁶.

Based on GBPP of English 2, the subject is aimed to give the students skill to comprehend English resources book which include Grammar skill, reading skill, speaking skill, writing skill, listening skill⁷.for the material of English 2 is taken from books which is provided by the language center and others references which is support the teaching-learning process.

C. Information Skills

Information skills are skills that prepare the students to gather, process, use, and communicate the information⁸. The information skill includes speaking, listening, reading, and writing skills. Based on its function information skills are divided into two major divisions. Those are accessing skills and communicating skills.

1. *Accessing skills*. These skills are skill which is used to access information. Those skills are reading and listening skills. Reading skill is used to access information in written form of information such as Newspaper, magazine, newsletter etc. Listening skill is used to access information which is presented in audio form such as radio. Some times information is presented not only in audio

⁶ Interview with Mr.Akh'is on Monday,13th April 2009

⁷ GBPP of English 2

⁸ State board of education Department of public instruction, *Information skills: Standard course of study and grade level competencies*. (North California: Public schools of North California),page 9.

form but combining of audio and visual such as television and internet. So in accessing information also needed audio visual skill.

2. *Communicating skills.* After information is accessed information will be processed and synthesized. Then the information is communicated to other people in written or visual form. The skills which are used to communicating information include writing and speaking.

With information skills students are expected to actively construct meaning from various formats of resources which they encounter and to communicate that meaning effectively. So they will be information literate students. In *Information Skills Standard Course's Book* mentioned that:

Ultimately, Information literate people are those who have learned how to learn. They know how to learn because they knowledge is organized, how find the information in such away that others can learn from them. They are people who are prepared for life long learning, because they can always find the information needed for any task or decision at hand.⁹

In other words, it can be said that with good information skills student will be come lifelong learners and informed decision makers.

⁹ Ibid,7

D. Reading Skills

As explained before that reading is one of skills which is used to access information. By reading some one can improve their knowledge. That why reading to be necessary activity for students.

Richard L. Lutfig defines reading as bellow:

Reading is the conversion of print into auditory equivalents and subsequent interpretation of those equivalents into meanings based on previously learned language.¹⁰

In defining reading, Richard tries to see reading from view of its process. He explained that reading process contains of two major processes. Those are decoding and comprehension. He calls decoding as the conversion of print into auditory equivalents or sounds. In fact, reading is not enough in decoding of printed words into sound but the individual must interpret and understand what has been decoded. The understanding of decoded words and messages is known as comprehension.

In her book *learning Disabilities* Janet called decoding and comprehension as components of reading. He state that process of reading divided into two components those are word recognition and comprehension¹¹. In this case decoding is included into word recognition.

¹⁰ L.Lutfig, Richard. *Assessment of Learners with Special Needs*. (Allyn and Bacon, USA:1989),285

¹¹ Lerner, Janet. *Learning Disabilities: Theories, Diagnosis, And Teaching Strategies* fourt Edition. (Houghton Mifflin Company. U.S.A. 1985).354

1. Components of Reading

a. Word Recognition

Word recognition abilities comprise a cluster of strategies or clues for recognizing words. Word recognition strategies include sight words, context clues, phonics, and structural analysis.

1. *Sight Words* refer to the words that are to be recognized instantly, without hesitation or further analysis.
2. *Context Clues* means recognizing a word through the context or meaning of the sentence or paragraph in which it appears.
3. *Phonics (Decoding)* is the word-recognition skill in which the reader matches the sound of a letter to specific written symbol.
4. *Structural Analysis* refers to recognition of words through the analysis of word units.

b. Reading Comprehension

Francoise Grellet explains reading comprehensions as extracting the required information from the written text as efficiently as possible. Reading comprehension can take place on four levels: (1) The literal level (2) the organizational level (3) the inferential level (4) The critical level¹².

1. *The literal level.*

¹² Lerner, Janet. *Learning Disabilities: Theories, Diagnosis, And Teaching Strategies* fourth Edition. 358

The literal level of comprehension refers to the skill at the least complex level of reading comprehension. It is the ability to recognize and understand the directly stated ideas of the author. This level is some times called as Reading the Lines.

2. *The organizational level*

The organizational level of comprehension requires the reader to do more than understand the stated facts. It requires the ability to see relationships within the material and to determine what is important and significant and what is supporting detail.

3. *The inferential level*

The inferential level refers to the kind of reading needed to grasp not only overt meaning and the organization, but also the meanings that are implied.

4. *The critical level*

The critical level of reading refers to the kind of reading that requires personal judgment and evaluation. At this levels the reader form the generalizations, draws conclusions, compares, analyzes, and applies the ideas gained in reading.

2. The Sequential Development of Reading Ability.

Reading ability is gotten by process not immediately. In its development reading process, there are sequences of stages that child normally goes through in acquiring reading skills. Those stages commonly divided as (1) the development of reading readiness (2) the initial stage of learning how to read (3) the rapid growth of reading skills (4) the stage of wide reading (5) the refinement of reading skills.¹³

a. Development of Reading Readiness

This stage begins at birth and continues through the beginning of the stages of reading. It includes the development of language skills such as listening and speaking, motor development, concept and cognitive thinking. Those are commonly built in the kindergarten.

b. Initial Stage of Learning to Read

This stage is the start of formal reading program. It is traditionally occurred in the first grade but reading may begin in kindergarten, second grade or even later. At this stage, students typically begin to develop a sight vocabulary, start to associate sound with the visual symbols of later, learn to follow a line of print from left to right across the page and begin learning functional comprehension skills.

¹³ Ibid, page 352

c. Rapid Development of Reading Skills

This phase normally takes place in the second and the third grades. The student's proceeding normally in reading now rapidly develops advanced word recognition skills builds a substantial sight vocabulary, becomes adept at using various type of context clues and establish skill in phonic and structural analysis. This stage lays to be the foundation for the next reading development.

d. Stage of wide Reading

This stage can be called as the intermediate grades which its program emphasizes in the extensive reading and broadens and enrich the student's reading experiences. In this stage the student's basic skills of the primary grades are improved and strengthened. They also begin have the favorite author and series of books. Students developing normally in reading enjoy the process of reading for fun at this stage, although they still need help in developing skills in reading factual materials.

e. Refinement of Reading

Reading development is not completed by the end of elementary or even senior high school .Students need continued guidance for effective reading growth .This stage focuses in the advance of

reading comprehension skill, the refinement of study skills, an increase in reading rates and the achievement of a flexibility in reading for different purposes.

3. Increasing Reading Ability and Reading Benefit

To increase reading skills and reading benefit from reading activities, there are at least 3 techniques that should be practiced. Those are speed reading, Reading strategies and SQ3R.

a. Speed Reading

Speed reading can help us to read and understand written information as quick as possible. It will make us to master a large volume of written information quickly. It is also the problem of reading. Ir. Agus Ngermanto explains in his book *Quantum Quotient* that one of ways to solve the problem of reading such as regression of read, saving information, and tired is to increase the reading speed.¹⁴

The main purpose of speed reading is to improve reading skill by increasing the number of words in each block, reducing the fixation time, and reducing skip-back.

b. Reading strategies

Reading effectively can be done by reading intelligently. Reading intelligently is a good strategy to read in a very efficient way. By using

¹⁴ Ir. Agus Ngermanto. *Quantum Quotient*, Kecerdasan Quantum. 79

a good strategies will helps us to get the maximum benefit from our reading with the maximum effort. Those intelligent strategies are:

- Knowing what we need to know, and reading appropriately. It can be said tat we should use our motivation to read. Our curious feeling about information in the text will reduce the boring feeling. This method very popular with term " AMBAK" in Harry deporter's books
- Knowing how deeply to read the document: skimming, scanning. By knowing the technique of reading such as skimming and scanning will help the readers to improve the efficient and the effectiveness of reading.
- Using active reading techniques to pick out key points and keep our mind focused on the material.
- Using the table of contents for reading magazines and newspapers, and clipping useful articles.
- Understanding how to extract information from different article types. . Every kind of text and article has different style to present the information. News article, opinion article and feature article have different ways to present its information. By knowing the ways of the text presents the article will help us to determine which reading skills we should use to read, skimming, scanning or studying the text. So automatically will save our reading time.

- Creating our own table of contents for reviewing material. Use our table, chart, diagram to draw information what we get from reading activity. It will help us to save information and relates the information from previous chapter to the next chapter. So, we don't need to read back what we read before.
- Using indexes, tables of contents, and glossaries to help us to assimilate the technical information.

c. SQ3R

SQ3R is a useful technique for extracting the maximum amount of benefit from our reading time. It helps us to organize the structure of a subject in our mind. It also helps us to set study goals and to separate important information from irrelevant data.

SQ3R is a five-stage active reading technique. The stages are:

1. *Survey*. Survey the document by scanning the contents, introduction, chapter introductions and chapter summaries to pick up a shallow overview of the text.
2. *Question*. Make a note of any questions on the subject that come to mind, or particularly interest us in following our survey. These questions can be considered almost as study goals - understanding the answers can help us to structure the information in our own mind
3. *Read*. Read through useful sections in detail, taking care to understand all the points that are relevant

4. *Recall.* Once we have read appropriate sections of the document, run through it in our mind several times. Isolate the core facts or the essential processes behind the subject, and then see how other information fits around them.
5. *Review.* This review can be by rereading the document, by expanding our notes, or by discussing the material with colleagues. A particularly effective method of reviewing information is to have to teach it to someone else.

If we use SQ3R, we will significantly improve the quality of your study time.

5. Mass Media

1. Journalistic, Press and Mass Media

The term mass media has a close relationship with terms journalistic and press. Theoretically press defined as communication in printed form. Practically mass media is used to define the wider definition. Press is defined as any communication form in printed form or non-printed form. Hikmat Kusumaningrat and Purnama Kusumaningrat defines press as kegiatan komunikasi yang dilakukan

dengan media cetak maupun dengan media elektronik seperti radio, televisi maupun internet.¹⁵

In other hand Journalistic defined as skills or activities in editing news. Asep Saepul Muhtadi in his book *JURNALISTIK: Pendekatan Teori dan Praktek* uses the term journalistic as “ketrampilan atau kegiatan mengolah bahan berita, mulai dari peliputan sampai kepada penyusunan yang layak disebarluaskan kepada masyarakat”.¹⁶ The next term which still related with the terms journalistic and press is mass media. Mass media is Public media of information especially newspaper and magazine, radio, television etc

From the definitions above, it can be taken two conclusions. First the relation between journalistic and press is press has a function as media of journalistic to distribute the result of journalistic activities. Asep saefudin also mentioned that “Pers merupakan sarana untuk menyebarkan hasil olahan jurnalistik. Pers lebih bersifat teknis, sebagai saluran dari produk jurnalistik”. The second conclusion is pres has a close definition with mass media.

2. The kinds of Mass Media

Based on its form mass media divided into printed and non-printed mass media. Printed mass media at least include newspaper, magazine, and newsletters.

¹⁵ Hikmat kusumaningrat and Purnama Kusumanigrat. *JURNALISTIK, Teori Dan Praktek* (PT Remaja Rosyda. Bandung 2006).17

¹⁶ Asep saepul Muhtadi, *JURNALISTIK: Pendekatan Teori dan Praktek*. (PT Logos wacana ilmu. Jakarta 1999).26

a. Newspaper

Newspaper is a passage written by a journalist. For a newspaper usually the topic is very current, but there are many kinds of newspaper. Some come out daily, others weekly.¹⁷

b. Magazine

Like a newspaper, Magazine article is written by a journalist and its topic could be any subject.¹⁸

c. Newsletters

A newsletter is internal newspaper of companies, commonly it is in the small size.¹⁹The topic of this mass media is related by the kind of companies which produce the newsletters.

The modern technology which is increasing rapidly and information which always needed in any time make information also presented in electronic form. Electronic mass media also includes in non-printed mass media. They are:

a. Television

Television is very popular mass media. This mass media more often accessed by people. It is caused this mass media gives very various topic for any stage of age. Different from newspaper which just needs visual skill, television needs audio visual skill to access it. Information which presented by this mass media commonly

¹⁷ Dr. Lin Laughed. *Barron's How to Prepare for the TOEIC Test third Edition*. (Binarupa Aksara. Ciputat Indo 2004).224

¹⁸ Ibid,224

¹⁹ Ibid,224

more interesting than printed mass media because this mass media give a moving picture.

b. Radio

Radio is audio mass media. The topic of this mass media also various as television. Even this mass media only use audio skill this mass media still able to attract its listener because like television, radio also can be used as interactive communication.

c. Internet

Internet includes audio visual mass media. It can be said that internet has more advantages than others mass media. Those advantages are:

1. The consumers of internet can choose the information which they need.
2. The consumer can access the information from this mass media whenever they want because internet doesn't like TV which has a schedule of programs.
3. Internet has interesting form. Like television internet also able to present the information with moving picture. So, it more interesting than printed mass media.

4. Internet is not only mass media but also combining of mass media and communication tool. Internet can be used as communication tool such as e-mail and chatting.

3. The Functions of Mass Media (Press)

a. To give information

Mass media have a function to give information to people when information to be the daily needs for people's activity. Mass media have a duty to collect, arrange the important events to be the news. Some time press also informs and warns the people about the events which are predicted will happen.

b. To educate

Beside gives the information, mass media also has ability to influence the readers' mind and behavior. This ability likes education function. Mass media educate its readers in various ways. Some of them are:

1. Mass media gives the science information which able to increase people's knowledge.
2. Mass media report the event which is happening. It will be the experience for the consumers of mass media. So, the consumers of mass media will know what should and should not to do.

3. Mass media make forum for its consumer to give opinions and critics. Indirectly it will educate the consumers to respond, give critics and arguments.

c. To persuade

Mass media also often used to persuade some one. Even according to the history Hitler used to mass media as to give their idea and provoked the people. With Press /mass media some one can arrange the sense and make an opinion easily. Up to know mass media still to be the mail media to persuade others people, for example in president election promotion.

d. To entertain

Generally, mass media also has a function to entertain its consumers more over for the consumer who their appreciation to the information is low. They see the mass media just as entertainment. Beside it commonly mass media also give entertainment such as short story, caricature, quiz etc to the reader.

e. To give control to the government

Mass media has responsibility to investigates government working or department working. Mass media has to report to the consumer of mass media what is running well and what is not running well in government program. This function and role is called as "watchdog" function or control function.

f. To run economy system

Mass media also has economic function. It serves economy system by advertisement. It will be too hard to develop economy as fast as now without the help of mass media. With advertisement the economy will run easily.

From the explanation above we can conclude how important mass media are. We also know that information from mass media is not only in various formats but also in various languages. Commonly mass media whose its consumers are from various countries will use English in presenting information. So, it's necessary for them to understand English to make the accessing information from mass media can be done easily.