### CHAPTER II REVIEW OF LITERATURE

* 1. **Concept of Developing**

The development model in this research will be ADDIE. According to Carry, as cited by Endang (2011, p. 200), that model is to design a learning system. There is an example of the activities at each stage of the development. model:

* + 1. Analysis

At this stage, the main activity is to analyze the need for the development of models and new learning methods and analyzing the feasibility and the terms of the development of models or new learning methods. The development of new learning methods is preceded by a problem in the model or learning methods that have been applied. Problems can occur because current models and learning methods are inadequate longer relevant to the needs of the target, the learning environment, technology, characteristics of learners, etc.

Following the analysis of the problem, the researcher must develop models or new learning methods, researchers also need to analyze the feasibility and the terms of the development of models or new learning methods.

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In this analysis, there should be no draft models or methods. good but cannot be implemented due to limitations such as a lack of tools or teachers are not able to carry it out. Analysis of new learning methods need to be conducted to determine the feasibility of learning methods. are applied.

* + 1. Design

In designing the model or learning methods, stage design has similarities with designing learning activities. This activity is a systematic process that starts from the set of learning objectives, designing scenarios or learning activities, designing learning tools, designing learning evaluation of learning outcomes using materials and toolsThe design of the model and learning methods are still conceptual and will underpin the next development process.

* + 1. Development

The development model of ADDIE contains the realization of product design activities. It was prepared during the design phase. conceptual framework and application of the model or new learning methods In the development phase, which is still a conceptual framework, is realized. into products ready to be implemented. For example, if the design stage has been designed using the model or new methods that are still conceptual, Then, at the development stage, it is prepared or transformed into a learning device. model or new methods such as lesson plans, media, and subject matter

* + 1. Implementation

At this stage, the designs and methods that have been developed are implemented in a real situation, which is in the classroom. During Implementation of the design models and methods that have been developed applied to the actual conditions. The material that is presented in accordance with the model or new method that was developed.

Following the application of the method, an initial test will be performed. evaluation to provide feedback on the application of the next model/method.

* + 1. Evaluation

The evaluation stage is a procedure used to determine what the system of Development is either successful or unsuccessful.The purpose of evaluation is to evaluate. Each step in the process of creating the product is beneficial.

### Reading Comprehension

* + 1. **Definition of Reading**

In many second or foreign language teaching situations, reading receives a special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situation, the ability to read in a foreign language is all that students ever want to acquire. Second, written texts

serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to to stimulate discussion, and to study language (e.g., vocabulary, grammar, and idioms).

Reading is very fundamental in the process of learning and intellectual growth. The quality of human life can be seen from how humans can maximize their potential. One effort to maximize self potential is to read. There are many reason why getting students to read English texts is an important part of the teacher’s job. In the first place, many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students’ vocabulary knowledge, on their spelling and on their writing.

The first definition, reading is usually conceived of a solitary activity in which the reader interacts with the text in isolation. Then, Nunan adds that reading is a solitary activity which involves many interactions between readers and what they bring to the text. Grellet said that reading is a constants process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

The second definition according to Brown states that reading is the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessment of general language ability. Brown also states that for learners of English, two primary hurdles must be cleared in order to become efficient readers. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata – background information and cultural experience – to carry out those interpretations effectively. The third definition, according to Anderson reading is considered as a receptive skill that needs a combination between the use of existing knowledge and the technique with the purpose of reading activities. According to Harmer, reading is useful for language acquisition. Provided that students more or less uderstand what they read, the more they read, the better they get at it. Then according to Wilga, M., reading is a most important activity in any language class, not only as a means of consolidating and extending one’s knowledge of the language. Moreover, reading is about an appreciation of the organization of a written text, and a certain awareness of the importance of letter and word combinations.15 Next Cline et.al states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the

nature of the text, and the readers’ strategies and knowledge. According to Glenda MacNaughton, reading is the recognition and interpretation of the meaning(s) of a printed word or symbol and of groups of words or symbols. Reading is about making meaning(s) from print. When we read a road sign we recognize the word or symbol on then try to interpret its meaning(s). When we read book we recognize groups of printed words and images in the book and then try to interpret their meaning(s).16 In other hand, reading is intellectually circuitous act, enriched as much by the unpredictable indirections of a reader’s inferences and thoughts, as by the direct message to the eye from the text.17 Reading is one of the important aspects in learning. Another important aspect in learning is learning media. The use of learning media in the teaching and learning process may generate desires, interests, motivation, and stimulate learning activities for students. However, most teachers today teach in a conventional learning with no use of learning media. It means that reading is the basic to get information from a text through reading human can be thought, transferring information, and learn something new in a daily basic. In other word, reading can be as a media to improve learning process. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passages. Based on the statement above, it can be said that reading is an essential skill for students. By reading, students could improve their skill or even it could enlarge vocabulary, their knowledge and find a pleasure. So, reading is very important.

### Definition of Reading Comprehension

According to Tarigan in Abidin (2012: 59) reading comprehension is a type of reading to understand literary standards or norms, critical reviews, written drama and fictional patterns in an effort to gain an understanding of the text, readers use certain strategies. Then, according to Gary Woolly (2011), reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences

Meanwhile, according to (Hiang et al., 2012) reading is an active and complex process and requires readers to interact with the text they read. Here, students will understand what the text is talking about, the benefits of the text, the purpose of the text, the main idea of the text and so on. With proper reading techniques, students are able to identify genre types such as analytic exposition, hortatory exposition, narrative, description, and others. Reading is one of the activities carried out by the reader to get a lot of information from the text

Agussalim, (2016) explains that reading is a process to collect information from text. This means that without reading we will not know anything about the world. When people want to know information about villages, cities, countries, parts of the world, they have to read information from textbooks, journals, articles, newspapers and others. In this skill the reader needs to accept and try to understand written texts. This skill is also about understanding instructions through text. A writer expresses his thoughts, experiences, ideas, and feelings

through written words. The reader's understanding in reading the material will be influenced by strategies and techniques.

From all these explanations, the researcher can conclude that reading is one of the language skills that must be learned by students in which English is a foreign language. This skill is very important and useful for students because in reading the text we already understand what is meant by a text porpuse, what benefits we can get from the text, the main ideas and what the text is talking about. so read by understanding the meaning better. However, many students do not like reading texts because they are long or short texts because they do not have strategies and methods. So in reading comprehension we need a good way of reading us so that it can make us fun, enjoyable, etc. Reading that has a negative impact on them in English such as many words in English that they do not know, makes students' reading comprehensions very weak, students have difficulty in translating or understanding English texts, and also in their reading comprehensions they are confused by the content of the text given to them. they. so that it makes students not interested and not enthusiastic in learning English.

### Purpose Reading Comprehension

Nuttal in Somadayo (2011: 10) states that the purpose of reading is part of the reading comprehension process, the reader gets a message or meaning from the text read, the message or meaning can be in the form of information, knowledge and even the expression of happy or sad messages. In addition,

Anderson in Somadayo (2011: 11) states that reading comprehension has the aim of understanding the content of reading in the text. These objectives include:

* + - 1. Read for details and facts,
			2. Reading to get the main idea,
			3. Read to get the order of the organization of the text,
			4. Read to get a conclusion,
			5. Reading to get the classification, and
			6. Read to make comparisons or contradictions.

According to Tarigan in Somadayo (2011:12) the main purpose of reading comprehension is to achieve answers to the questions provided by the reader based on the reading text. To that end, the questions are

1. why it is a title or topic
2. what problems are discussed or explained in the reading, and
3. what things the character learns and does.

Thus it is clear that the purpose of reading comprehension is to gain the deepest understanding of the reading material or text that is read, both explicit and implied information.

### Reading Comprehension Process

According to Harjasujana in Somadayo (2011:13-14) reading comprehension is an active process and not a passive process. This means that a reader must actively try to capture the contents of the reading he is reading. The process of reading is also not always synonymous with the process of

remembering. Reading is not memorizing word for word or sentence - by sentence contained in the reading, what is more important in the process of reading comprehension is capturing messages, information, facts, or main ideas of reading properly. Furthermore, the reading process can also be classified as follows:

1. Reading as a psychological

Process means that a person's reading ability is influenced and closely related to psychological factors, such as interests, socio-economic background and level of self-development, such as intelligence and mental age.

1. Reading as a sensory

Process means that the process of reading a person starts from seeing, or touching, this process starts from the senses of sight, eyes, and ears as listeners.

1. Reading as a perceptual

Process means that this process contains a social stimulus meaning and interpretation of meaning based on experience of the stimulus and the response that connects meaning to the stimulus or symbol.

William in Somadayo (2011: 14) argues that until now experts still disagree in providing a truly accurate definition of reading. Even so, according to him there is one thing that is agreed upon by reading experts, namely that the element that must be present in every reading activity is the process of understanding

(understanding) because reading activities that are not accompanied by understanding are not reading activities.

Haris and Sipai in Somadayo (2011; 15) say four main aspects that affect a person's reading comprehension ability, namely

* 1. Weak reader (poor reader),
	2. Experience of success,
	3. Children who try with no enthusiasm and,
	4. Not planning reading activities.

From the illustration above it can be concluded that the process of reading comprehension is an active process and not a passive one and a process (psychological, sensory and perceptual).

### Type Reading Comprehension

According to Safi'ie in Somadayo (2011,20-26) Reading comprehension is essentially a process of building an understanding of written discourse. In the process of reading like this the reader uses several types of understanding, namely:

1. Literal Understanding

Literal understanding is an understanding of what the author says or mentions in the reading text. This understanding is obtained by understanding the meaning of words, sentences and paragraphs in the context of this reading as it is.

In this literal understanding, there is no deepening of understanding of the information content of the reading. To build this literal understanding, readers can use guiding questions using question words.

So, literal understanding is an understanding that is focused on the parts that are directly written in the reading, so that in practice it does not require high-level thinking skills. Questions that are appropriate at this level of understanding are, for example, questions that use the question words what, who, where, when, how, and why.

1. Understanding Interpretation

Interpretation understanding is an understanding of what is meant by the author in the reading text. This understanding is deeper than literal understanding. If in a literal understanding the reader only knows and remembers what is written in the reading, in this interpretive understanding the reader tries to find out what the author meant which was not directly stated in the reading text. To obtain this interpretive knowledge, it is necessary to have a literal understanding beforehand.

Interpretive understanding includes the following reasoning activities:

* 1. draw conclusions,
	2. make generalizations,
	3. understand cause and effect relationships,
	4. make comparisons,
	5. find new relationships between the facts mentioned in the reading.
1. Critical Understanding

Critical comprehension is reading comprehension which has a higher level than interpretive understanding. The process of critical understanding goes beyond interpretive understanding. This means that in interpretive understanding, the reasoning done by the reader is still in the scope of understanding what the author put forward, while critical understanding, in addition to understanding what the author said, the reader also provides his own personal reaction. This reaction can be in the form of assessment considerations of quality, accuracy and thoroughness, as well as whether or not what is done by the author makes sense.

1. Creative understanding

Creative reading ability is the highest level of one's reading ability, meaning that the reader only grasps the explicit meaning (Reading The Lines), the meaning between the lines (Reading Between the Lines), but is also able to creatively apply the results of reading for everyday purposes.

### Material Development

According to Given (2011), development is a multi-dimensional concept in its nature because any improvement of complex systems, as indeed actual socio- economic systems are, can occur in different parts or ways, at different speeds, and driven by different forces. Additionally, the development of one part of the system may be detrimental to the development of other parts, giving rise to conflicting objectives (trade-offs) and conflicts. Consequently, measuring

development, i.e., determining whether and to what extent a system is developing, is an intrinsically multidimensional exercise.

Epalen, Siburian, and Lubis (2018) state that the learning material and module development is one of the supported innovations that supports Indonesian language learning and results in advantages such as: by applying modules, students can follow learning activities based on rate and self-ability; modules can be utilized everywhere; learning activities can be improved; and by using teaching materials, students can comprehend their learning results.

Tamba, Perangin, and Simbolonargue (2018) say that in the module there is a learning guide that allows students to learn on their own without the guidance of teachers, which is why it is often called the medium used. Each aspect, such as language, design structures, and patterns, is also designed in such a way that makes students think easier when learning. A module is a means that teachers can utilize in teaching because the module is a means that includes materials, methods, limitations, and how to evaluate it in a systematically designed and interesting way to reach the foreseen competence.

Holgun and Morales (2014) reported that materials development is a field of study that has recently gained important significance in the Colombian context due to the fact that teachers, as material developers, consider developing material as a field of knowledge that helps them to improve their teaching practices.

Richard in Rahimi (2015) alerts us that material development does not receive enough attention. It should be received in the language of the second teacher, and sometimes its position is underestimated in graduate education.

Based on the statement above, it can be inferred that development is a process to make existing potential into something better and more useful. Research and development is a process or set of steps to develop a product or perfect an existing product to be a product that can be justified.

### Reading Comprehension Design

According to Haerazi et al (2018)., the urge that the English teachers have to present and evolve their own language learning materials refers to the students’ needs relating to learning needs and target needs. It proposed expanding the scope of their language learning, particularly in special universities' English language departments.

Bielosova (2017) states that an institution has its own needs and goals and should choose the learning method that suits those needs. Sari, Saputra, and Maarice (2018) describe how educators need to produce innovations by gathering and developing teaching materials so that learning activities can be more effective. Educators must develop the newest style of studying so that the learning activity is not monotonous and dull. The general learning model utilized by teachers must be connected to a learning strategy so that the learning activity is more engaging, mainly in speed reading learning.

Yana (2016) implies that the tutors should be available to produce the materials in connection to the students’ backgrounds, which can help them act in the learning processes.

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Tomlinson (2013) believes that, presently, material development is not only undertaken by practitioners but also a field of educational study. As a functional activity, it requires the production, evaluation, and correspondence of materials. not only studies the principles and procedures of the design, writing, implementation, and evaluation but also the analysis of materials. Ideally, these investigations both inform and are informed by the development and use of materials.

Epalen, Siburian, and Lubis (2018) state that the learning material and module development is one of the supported innovations that supports Indonesian language learning and results in advantages such as: by applying modules, students can follow learning activities based on rate and self-ability; modules can be utilized everywhere; learning activities can be improved; and by using teaching materials, students can comprehend their learning results. 48 In designing the English reading comprehension material for students of SMP IT Al Fajar Tanjung Morawa, according to the result of the needs analysis that has been described

previously, the designed materials consist of three units. Each unit consists of 10 questions. Each unit is organized around three main themes. They focus on vocabulary, text type, and grammar. All of them are integrated with each other by using two input texts. The first input text focuses on vocabulary development, and the second input text focuses on text type understanding. While the last focus, grammar focus, covers all of the grammar points covered in both of the aforementioned input texts.

### Poster

### Definition

According to Sulaeman (Yaszak, Ma'aruf, & Yennita, 2015), a poster is a large image that emphasizes one or two main ideas so that it can be understood by just looking at it at a glance. According to Sudjana in Megawati (2017), posters are a powerful medium of color, message, and intent to capture the attention of passers-by, but also enough to embed the idea in their memory. According to Sadiman in Rumalean (2014), poster media as a learning medium can function to attract students' attention, help teachers build a conducive learning atmosphere in the classroom, and become the center of attention for students. The learning process can also take place effectively and optimally. Sudjana and Rivani in Rumalean (2014) suggest that a good poster is:

* + - 1. easy to understand;
			2. presents one main idea and achieves the goal of the main idea;
			3. has an attractive color combination;
			4. has a short explanatory sentence but clear meaning;
			5. the writing used can be read clearly; and
			6. has picture illustrations made to attract the attention of students and motivate them.

From the definition above, a poster is a large print medium in which there are one or two main ideas intended to convey a message so that it can be understood by people with only a cursory glance. Posters can also be useful commercially when used to advertise a product.

### Criteria

Posters have a significant impact as a learning medium. To become an effective learning medium, consider the following criteria, as stated by Hess and Brook in Aprillia, Daningsih, and Titin (2016):

1. simple but has interesting pictures;
2. size 36 and 24 for the title.

In addition, Sinaga and Fuad in Aprillia, Daningsih, and Titin (2016) said that posters must also have:

* 1. the principle of balance;
	2. the flow of reading poster content;
	3. the purpose and objectives of the poster;
	4. the unity of content and poster design; and
	5. the impression you want to convey.

Based on the above criteria, a good poster should:

1. have a distinct color scheme;
2. be compact but visually appealing;
3. be easy to read;
4. have a clear distinction between design and content;
5. be able to convey feelings and emotions to those who read it; and
6. have a tiling size of 36 for the title and 24 for the text.
	* 1. **Objectives and Benefits**

According to Jennah in Rahmaniati (2015), states that the purpose of poster media is,

1. develop visual abilities,
2. develop children's imagination,
3. help develop and improve children's mastery of abstract things, or events that are impossible to present in the classroom , and
4. develop students' creative power.

The benefits of poster media in the learning process according to Jennah in Rahmaniati (2015) are as follows

1. teaching will attract more students' attention so that it can foster learning motivation,
2. teaching materials will have a clearer meaning,
3. teaching methods will be more varied so that students not bored and the teacher does not run out of energy, and
4. students are active in learning in class.

In addition, Sudjana and Rivani in Rumalean (2014) suggest the benefits of posters in terms of education, namely

1. as motivation for students,
2. as a warning, and
3. increasing student creativity.

Based on the above opinion, it can be concluded that posters as learning media have benefits, namely

1. developing students' creativity and imagination,
2. attracting students' attention so that the learning process becomes effective and conducive,
3. making students active in the learning process in class , and
4. increase students' learning motivation

### Example Poster



### Relevant research

In this research have carried out searches as sources or references that have similar topics or relevance to the subject matter. There are several researches as follows :

According to Nur Hidayat (2017) who conducted this research about “Developing E-Reading Materials for Students of Grade Seven” argues that develop electronic reading materials in the form of inteactive CD. Therefore, the reading materials that used in the class needs to be supported by supplementary materials. In this result shows that in interactive CD is acceptable for the seventh grades students.

Sasan Baleghizadeh (2011) on this journal describe that the study to examine the effect of student-generated questions on reading comprehension of EFL students. Ninety-eight adult students participated in this study. There were three experimental groups and one control group. The participants in the first experimental group read two unmodified reading passages and answered fifteen multiple-choice comprehension questions. These participants were asked to generate a number of questions based on the given texts and discuss them with a peer before answering the reading comprehension questions. Similarly, the participants in the second experimental group were asked to generate a number of questions and discuss them with a partner. However, they were trained in Questioning the Author technique (QtA).The participants in the third experimental group read the simplified version of the same passages and answered the same comprehension questions without generating any questions. Finally, the participants in the control group read the unmodified texts and answered the same comprehension questions individually without any support. The results revealed that the participants in all the experimental groups outperformed their peers in the control group. Nevertheless, the participants’ reading scores who had been trained in QtA were significantly higher than the scores of their peers in the other three groups. This indicates the value of training students in generating their own comprehension questions.

This research includes research conducted by Eka Melati (2019) in a study entitled ”THE EFFECT OF PRE-QUESTIONING TECHNIQUE ON

READING COMPREHENSION AT VIII GRADE STUDENTS OF SMPN

16 MANDAU” researcher conclude that, Based on the result, The data were analyzed by t-test. From this study, it was computed that tobserved (3.38) was higher than ttable (1.73). If tobserved was higher than ttable it meant alternative hypothesis (Ha) accepted. It can be concluded that pre-questioning technique produced better result on reading comprehension. Pre-questioning technique could be implemented as one of the technique in teaching reading at SMPN 16 Mandau.

The results of the thesis research conducted by I Arka, Ni N Padmadewi, Adi Jaya Putra in 2013 entitle “Developing Reading Comprehension Materials for Reading I Course in the English Education Department of FKIP Mahasaraswati University Denpasar”. The method used in this research is the R and D. The product in this study has been corrected by the examiner and tested. The products in this study hve been tested twice. First, it is given a trial of 41 students and 1 lecture in the english study program at the FKIP Mahasaraswati University Denpasar, because there are a number of numbers that do not match, a revision is made. The second test was conducted in class 1 B and 10 lecturers again and the results were appropriate. The product is no longer revised. For this level one reading is used in the first semester of the english language education study program FKIP Mahasaraswati University Denpasar.

Hayati Akyol, Ahmet Cakiroglu, and Hayriye Gul Kuruyer (2014) on their journal describe that the study some developments occurred on the

participants’ word recognition skills and aloud reading comprehension. It was concluded that for the development of the reading comprehensions of the students having reading difficulty, construction of appropriate reading environment and implementation of enrichment reading programs can be effective.

Karman (2017) on their research describe that the use of reading material very important to student. The final objective of this research is to develop English reading materials which are suitable for Madrasah Aliyah students. The result of the need analysis, all students needed English reading materials which were based on their background study. Each unit of the developed English reading materials consists of 15 tasks and focus on vocabulary building, text type, and grammar. The quantitative analysis’ result of the evaluation questionnaire shows that the highest mean is 3.47 and the lowest one is 2.89. based on the categorization using an ideal mean (Mi) and an ideal standard deviation (SDi), 21 of 30 statements about the materials belong to “good” category and nine statements belong to “very good” category.

Based on the some previous finding research, the researcher concludes to develop the materials. It should be base on learners needs.

### Framework of Thinking

This system represents the framework of relevant theories used in this research.

Theories of Reading Comprehension Design

Theories of Material Development

Theories of Reading Comprehension

Materials Development

With using Poster

THE PRODUCT FOR STUDENTS EIGHT GRADE OF SMP IT AL

FAJAR TANJUNG MORAWA

### FIGURE 2.1 Framework of Thinking