

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of Reading

In education, reading is also important. It is impossible for the student to understand the subject if they can not read. For example, to do chemistry exercises, the student to have know what the question meaning, if they can not read, the student can not do their exercises it is fact that reading is important education and everything in the world including in studying english. One of the four skills a student must master is reading. It is a crucial ability that students must possess in order to succeed in their coursework.

According to Gail, reading is a transitive process where the reader bargains for interpretation or meaning. The reader does not understand the meaning of a book as they are reading it; instead, the reader understands it through the immediate situational context and border sociolinguistic context. Gail (1989:198). Sidik carried out studies to find out how much teacher feedback enhances students' reading abilities. This study demonstrates how teacher comments might help kids become more proficient readers. Sidik (2010).

Moreover Thorndike in Klein states that reading is a very complex procedur involving each of some elements in a sentence, their organization in the proper relation of one to another, the selection of certain of conotations and rejections, cooperation of many forces to

procedur the final reponse. Thorndike in Klein (1991:5). In any case, Andersan claims that the term "reading" refers to the act of deriving meaning from written materials. Simultaneously, fluency in various materials, such as words and phrases, must be integrated. Regarding the distinction made by Wixson and others, reading involves a number of subskills and phenomena, including the reader's prior understanding of the text, the meaning derived from the text's context, and the meaning derived from the text's surface. According to a different study, reading is a process that happens between the reader and the text and produces significant context and meaning. Additionally, a lot of language instructors provide their pupils with forward and backward reading strategies, which make it easier for them to read the text correctly. Andersan (2007:99).

According to (Khusnin, 2006) the factors that cause students to have difficulty reading are: 1) Not familiar with letters. Difficulties in the form of the inability of students to recognize letters. The students' lack of clarity in pronouncing a letter often occurs, especially in the letters [p], [b], [d], [t], [c], [v]. ; 2) Reading word for word Students who experience this type of difficulty usually stop after reading a word, not immediately followed by the next word. Reading word for word is often caused by failing to understand the meaning of words and not reading fluently. ; 3) Not mastering punctuation Students often do word fragments (stop reading) in the wrong place or do not pay attention to letters or words. ; 4) Elimination of letters or words The difficulty with this omission is that students omit (not read) one letter, a word from the text they read. This

omission is caused by the inability of students to pronounce the letters that form words. ; 5) Repetition of words The habit of students often repeating words or phrases in reading is caused by factors not knowing words and not mastering letters.

Reading comprehension, as defined by John R. Kirby (2007), is the process through which we make sense of the materials we read. It is the reason we teach reading, why it is important, and why it serves this purpose. It is also necessary in order to derive any real value from textual learning.

The objectives of reading exercises vary depending on who is reading. Understanding every bit of information in the reading material is essential to building the reader's intellectual property. Books can serve as windows into the world, expanding one's knowledge and perspective. One can learn about many types of information that are available worldwide by reading books. It follows that a great number of intelligent and accomplished individuals have a strong interest in reading. Farida Rahim lists a number of reading objectives, such as:

1. Pleasure,
2. Perfect reading aloud,
3. Using a certain strategy,
4. Updating his knowledge of a topic,
5. Associating new information with information that is already known,
6. Obtain information for oral and written reports,
7. Confirming or rejecting predictions,

8. Displaying an experiment or applying information obtained from a text in some other way,
9. Learn about the structure of the text
10. Answer specific questions

One of the English language skills is reading. The process of comprehending the author's words in a text is through reading. Reading is the process through which a person examines at written material and starts to take in knowledge from written language messages (UKessay). Tarigan (2015) asserts that reading is a process that readers engage in in order to decipher messages that writers wish to express via the use of words and written language.

The process through which readers derive meaning from a text they are reading and relate it to their prior knowledge is known as reading comprehension. Deriving meaning from related text is the process of understanding, according to (Pang, 2003). The definition of reading comprehension, as stated by Snow (2002), is the process of deriving and creating meaning from written language. Thus, reading comprehension is more about knowing and comprehending the meaning of the paragraph you read than it is about how loudly you can read the text. Constructing meaning from the text is another aspect of reading comprehension.

The foundation of reading comprehension is the same as that of general reading, but it places more emphasis on the reader's meaning or self-understanding. Fundamentals of comprehension reading According to McLaughlin & Allen (Farida Rahim, 2008), reading concepts are as

follows: 1) The process of comprehension is social constructivist; 2) The curriculum framework of balance of proficiency aids in the development of understanding; 3) Teachers who read professionally (that is, exceptionally well) have an impact on students' learning; 4) Skilled readers take an active and strategic role in the reading process, Reading should take place in relevant contexts, (5) pupils discover the advantages of reading from a variety of books at different grade levels, Reading comprehension is influenced by vocabulary growth and learning in seven ways: (7) engagement is crucial to the comprehension process; (8) reading strategies and abilities are teachable; and (10) dynamic evaluation guides the learning of reading comprehension. The process of deriving meaning from written concepts through significant interpretation and language interaction is known as reading comprehension. It is believed that reading extensively is a complex process that is impacted by different ideas about language proficiency. The models for the intensive reading process are thus: According to Harrisono et al. (2012), there are three types of understanding: (1) literal understanding; (2) interpretative understanding; and (3) critical understanding. In the meanwhile, the following are the fundamentals of reading: (1) Reading activities involve more than just letter and sound recognition; reading is more than just letter recognition. (2) Language acquisition happens concurrently with reading. If someone is not a native speaker of the language, they cannot be considered to have reading skills. (4) Reading and thinking happen at the same time. Humans need their thoughts and feelings in order to read. (5) Reading equates to

comprehension. Thus, reading exercises result in comprehension (Aminuddin, 1999).

Isaqjon Tojiboyev The increasing number of language learners makes it imperative to address the issue of how to identify certain tactics that can make learning a second language easier and less expensive. For instance, A reader's mental picture of a text's meaning mixed with their prior knowledge is the result of their reading comprehension. This is referred to as a situation mode or mental model. What has been taught is defined by this model. According to Keenan, Betjemann, and Olson, reading comprehension requires the effective development and organisation of numerous lower- and higher-level processes and abilities. Isaqjon Tojiboyev (2022).

According to Pakirdinova, S. A. understanding the essence of reading material is understanding and exploring meaning by connecting and participating in cognition processes that are specifically organized to extract ideas from texts. Isaqjon Tojiboyev The increasing number of language learners makes it imperative to address the issue of how to identify certain tactics that can make learning a second language easier and less expensive. For instance, A reader's mental picture of a text's meaning mixed with their prior knowledge is the result of their reading comprehension. This is referred to as a situation mode or mental model. What has been taught is defined by this model. According to Keenan, Betjemann, and Olson, reading comprehension requires the effective

development and organisation of numerous lower- and higher-level processes and abilities. Isaqjon Tojiboyev (2022).

2. Types of reading

Students encounter and become used to new grammatical structures through reading. They also expand their vocabulary at the same time.

Grellet (1984:4) lists the following methods of reading:

a. Skimming

Skimming is reading quickly to get the gist of the text. Another name for skimming is "getting the gist" of the text; it's a method of reading where you quickly scan the content to find what you're looking for. This works best when you are already familiar with the text's main topic. It is also possible to scan the content before continuing to read. For example, getting a quick overview of a chapter or article's layout can help you identify the important information to search for when you return to it. By letting you know the main ideas without requiring you to read the entire text, skimming can save you a tonne of time. Additionally, it will save you time should you need to go back and study the content more thoroughly at a later date.

b. Scanning

quickly skimming text in order to locate a particular piece of information. The methodology of scanning and skimming are comparable. It also entails skimming through a passage of text rapidly and without giving it much thought. There is a deliberate distinction between scanning and skimming. While scanning is done

to locate specific information in the content, skimming is done to acquire the general impression of the entire thing. One reading strategy you'll find helpful in many circumstances is scanning. One instance of this is going over a reading material again to make sure you still comprehend it. You swiftly scan the material with your eyes, looking for keywords or keyphrases that will help you remember it better.

c. extensive reading

A few explanations and definitions of substantial reading are provided. For instance, although Hafiz and Tyudor believed that extensive reading gave L2 learners a wealth of reading materials to assist them enhance their reading skills, Mirzayev A. claimed that extensive reading is only a process of skimming and browsing over the text. In recent years, a growing number of researchers have been studying the advantages of this reading paradigm and doing extensive reading. For example, Hafis and Tyudor conducted an experiment and found that when respondents are given quality topics and ample opportunity to read, their reading skills improve significantly. In another study, Hedge came to the conclusion that pupils' motivations for reading widely vary depending on the subject matter and degree of interest of the books in the school library. It is fact that the teacher who has a good intention to improve the reading skills of his language learners, of course, can choose and create a list of book for his students which are interesting and engaging. And also, as Ashurali emphasised that

extensive reading helps to strengthen the learners reading competence and also to enhance their self-improvement and feeling of independancy as they are supposed to read the materials by themselves at home.

d. Intensive reading

Through this kind of reading, kids learn about writing techniques and discover meaning on the page. Students employ these tactics based on various texts to gain basic practice in working through this reading. These tactics either have a connection to the text or the learner. The first involves figuring out how the text is structured, while the second involves using linguistic, schematic, and metacognitive techniques. Yang, Jamol.J. emphasises that reading extensively can help improve reading comprehension. In any case, Ahmedova claims that reading extensively involves learning language and how the text is crucial to comprehending the formation. Through her extensive reading exercises, Bahridinova discovered a connection between language and knowledge. According to Gafurova, in-depth research is necessary to develop the three stages known as post-study for language teachers before, during, and after reading for improved preparation, retention, and activation tactics. It is stated that the extensive reading of floor, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons is regarded as a crucial instrument to enhance comprehension.

e. Using background knowledge

Using this method, students draw on prior knowledge and utilise what they are reading to aid in their understanding. This knowledge comprises word recognition, word functioning in written text, and print ideas such as word meaning and text formation based on people's experiences.

f. Creating good questions

Using this method, students read the text and pose their own questions. This method aids pupils in summarising, integrating, and identifying key concepts. Successfully posing pertinent questions aids in helping students concentrate on the text's most crucial details (Wood, Woloshyn, & Willoughby, 1995). Formulating pertinent questions helps students concentrate on areas of difficulty in learning, and coming up with solutions to these issues makes implementation easier (Pressley, Symons, McGoldrick, & Snyder, 1995).

g. Guessing

Using this technique, students can infer meaning from the text by speculating. To make sense of what they read, proficient readers combine new information in the text with what they already know. To convert, they make predictions. Students use what they know about the author to help them make predictions about the book before they even start reading. They can forecast the content of a new text by using the text title, which is a recollection of texts that have the same content.

3. Process of Reading

a. Preview the Text

The first habit we aim to instill in our pupils is to skim the text before beginning to read. Their minds are stimulated and they begin to imagine what they will encounter when they read when they take the time to skim the text.

b. Access Background Knowledge

To access background knowledge, all we need to do is consider any prior learning or experiences that we can relate the text to. Before starting to read, we want our kids to access ALL of their prior information as this will assist set the groundwork for their reading experience. Students are far more likely to comprehend and like what they are reading if they have SOME prior knowledge that they can use to the reading experience.

c. Read and Think

The majority of the reading process is this. The majority of a student's time should be spent reading, but we also need to ensure that they understand that reading and thinking are two different things and should be done at the same time. Students frequently read, but then promptly forget what they read. It's crucial that students comprehend the connection between reading and thinking because of this. Giving children a notion of the kind of thinking they need to be doing while they read can be beneficial.

d. Respond to reading

We also want kids to react in some way whenever they read. One way we internalise and personalise the information we read is by responding to texts. It's critical that children understand there are numerous ways in which they can react to what we've read.

e. Evaluate and Reflect

This might be a stand-alone phase or a component of the response process.

4. The purpose of reading

Reading is a purposeful activity. Reading can be done for informational purposes or to confirm prior knowledge. Reading can also be done for pleasure or to improve one's command of the target language. Reading is crucial for civic engagement as well. The person stays up to date on the political, social, economic, and cultural issues facing his nation by reading. Reading influences our thoughts and behaviours, as well as our attitudes, standards, morals, judgements, and overall conduct. The goal of reading is to make connections between the concepts presented in the book and your prior knowledge. To make the connections between the ideas, the reader must be knowledgeable with the topic matter. Grabe William and L. Fredrika state that the following reading purposes fall under the category: reading for general comprehension, reading to write, reading to learn from text, reading to skim quickly, and reading to search for simple information.

- a. Reading to look up basic knowledge One widespread reading skill is the capacity to read for simple information, while some studies

consider it to be a somewhat autonomous cognitive activity. Given its frequent usage in reading assignments, it is most likely best viewed as a form of reading ability.

- b. **Skimming text quickly** Skimming is a standard component of many reading assignments and a valuable ability in and of itself. It basically entails a variety of techniques for determining potentially significant passages in the text and then applying fundamental reading comprehension techniques to those passages until a broad concept is created..
- c. **Using text to learn via reading** Reading for learning usually takes place in academic and professional settings when one must absorb a large quantity of information from a text. It calls on the ability to retain key concepts, identify and construct rhetorical frames, and establish a connection between the text and its audience.
- d. **Using reading to comprehend information** When integrating knowledge through reading, one must make extra decisions on the weight of contradictory, supplementary, or mutually reinforcing information. Additionally, a rhetorical framework may need to be reorganised to make room for information from other sources..
- e. **Reading for writing purposes and reading for text analysis** Task variations of reading to integrate knowledge could include reading to write and reading to criticise texts. Both call for the ability to compile, choose, and analyse textual data.

f. Reading for overall understanding When read for general understanding by a proficient fluent reader, it takes highly developed word processing skills to process information quickly and automatically, strong ability to build an overall meaning representation of the core idea, and effective multitasking under time constraints.

Reading has benefits for people in general as well as for pupils. To acquire knowledge and information about social existence, they have to read a lot. It can assist someone in staying up to date on the political, social, and economic issues facing his nation. (L. Fredrika and William Grabe, 2002).

B. Teaching Reading skill

The primary goal of reading is to learn about the various advantages of reading for human life. One can read for information, to confirm what they already know, or to analyse the style of writing. Reading can also be done for pleasure or to improve one's command of the language; the reader chooses the book they want based on their reading goal.

The right strategy for reading comprehension is also determined by the goal of the reading. If someone reads poetry for pleasure, they should be aware of the words the poet uses and how they are arranged. But, someone utilising a scientific article to back up an argument must be familiar with the article's language.

Reading can be done for two different purposes, according to Linse: reading for information and reading for enjoyment. Reading for pleasure entails following a story and taking pleasure in the literal "sound" or rhyme of the language. Furthermore, according to Kharsen in Mikkulecky and Jeffries (2004:3), kids who regularly read for enjoyment can improve their vocabulary, comprehension, writing, and reading speed. In addition, kids can learn more and locate examples of a wide range of speech and writing styles. Reading for information entails reading a variety of texts in order to get a substantial amount of information. Linse (2005:71)

According to Mc Neil in Safitri (2009:7) there some important reason why people learn to read as follows :

- a. To be accepted by parents, teacher, community, employers, religion, and other group
- b. To help other though reading. For example, reading to the blind.
- c. To participate more fully in religius experience and to seek spiritual understanding and inspiration though reading.
- d. To solve the problem related to obtained food, shelter and other basic needs.
- e. To engage in ineffectual study hobbyes and other interests.
- f. To attain a satisfying economic level by holding a job that requires particular reading skill and to improve one's skill performance through reading.

- g. To escape physiology through the written word, including the appreciation of writing, to seek knowledge for the pleasure of knowing
- h. To expand one's views and satisfy one's curiosity through reading.
- i. To broaden the horizon by finding specific information, new opportunities and new studies in reading.
- j. To protect one's political and economic interest by understanding through reading the forces that effectively shape one's life.

C. Definition of Conceptual Learning

Conceptual learning, also known as idea learning, is a way of learning that combines critical thinking with learning. Through the creation of mental logic-based frameworks, learners acquire the skill of classifying and organising facts. Because the person first determines the essential characteristics that will lead a certain subject to fit into the same category or notion, this process necessitates the building and acquisition of knowledge. While knowledge acquisition is the process by which a student learns from a recognised expert, knowledge construction is a constructive learning process in which people use what is familiar or what they have encountered to grasp other subject matter. The use of conceptual education is becoming more and more common, particularly in the fields of maths and medicine. However, many teachers find it difficult to adapt their approaches to convey more difficult topics. This approach to learning is frequently contrasted with procedural learning, which is thought to be the most traditional and popular teaching strategy. Learning

processes by heart necessitates memorization; conceptual comprehension is not necessary. Conceptual learning concentrates on comprehending the ideas or structures behind various activities or procedures rather than memorization of specific facts.

The concept of conceptual learning is examined and defined using Walker and Avant's (2011) concept analysis approach. This method should involve identifying the ideas to be examined, deciding on the analysis's goal, and describing the concepts' application, qualities, antecedents, and consequences through a thorough and comprehensive literature review. The writer's ability to identify recurrent themes throughout a thorough literature search is crucial to this procedure. Developing models, inverses, and borderline or related situations to show the concept is crucial for improving conceptual clarity (Giddens & Brady, 2007).

Though concept-based curriculum specialists Giddens, Caputi, and Rodgers (2015) go into great detail about the science of learning, they do not define conceptual learning. In the literature on nursing, conceptual learning is defined by just two sources. "A process by which students learn how to better organise information in logical mental structures, how to challenge ideas based on new data, and how to rearrange information and hypothesise new explanations," is how Timpson and Bendel-Simso (2003) characterise conceptual learning.

The Concept-Based Learning model began to be developed because it refers to the validation of "the 1990 National Education Goals" under the Bush

administration, followed by “the America 2000” which was implemented in 1991 and then there was a re-establishment of the effort continued under the administration of President Clinton as part of “the Goals 2000 legislation” in 1994, the legislation became a springboard for developing standards national level in almost every learning discipline (Erickson: 2002). In connection with this, Curriculum designers need to understand the national standards that regulate and facilitate think and teach conceptually through existing facts (Erickson: 2002). The beginning curriculum that requires students and teachers to think and teach in an integrated way conceptually to achieve national standards that have been regulated by the government developing learning models to achieve these goals such as the Concept-Based Model Learning. Concept-Based teaching and learning basically requires deep thinking with factual and conceptual knowledge to communicate ideas and solutions problems, transmit knowledge through different situations and global contexts, and see patterns and connections between concepts (Erickson: 2002). Learning with this model is possible students to understand and apply the concepts obtained by doing a learning process that requires comprehensive knowledge or deep thinking to the material studied.

Although this isn't always the case, procedural learning proponents think that learning student operations by heart will eventually lead to conceptual learning. Research has indicated that procedural learning can result from this kind of learning, but not from any other kind. Procedural learners first struggle to apply their knowledge in novel or unfamiliar contexts because they don't grasp the underlying concepts of the subject..

Has a new ability that will remain stored. Conceptual understanding is the level of one's learning outcomes so that one can define or explain a part of the information in one's own words. This means that a student is required not only to remember a lesson but also to be able to explain or define learning outcomes using his own words. With the student's ability to explain or define, the student has understood the concept or principle that has been given even though the explanation given and the explanation of the student's understanding are not the same. Students with conceptual understanding know more than just facts and formulas. They understand why mathematical ideas are important and which contexts are useful in solving a problem. In addition, knowledge learned with understanding provides a basis for generalizing new knowledge and solving new and non-routine problems. Therefore, contextual understanding and procedures must be presented when the teacher delivers mathematics learning, so that students will have sufficient competence in order to solve all types of problems and assignments.

According to Killpatrick, Kilpatrick, Swafford, & Findell, The statement "Conceptual understanding is an understanding of mathematical concepts, operations, and relations" refers to this comprehension of mathematical concepts, relationships, and operations. Conceptual knowledge is defined as "relationship-rich knowledge." It can be viewed as a network of interconnected knowledge, where the connections are just as noticeable as the individual facts. Individual facts and propositions are included in relationships such that all information is linked to a network, resulting in knowledge that is rich in relationships between different bits of information. It can be viewed as

a network of connected bits of information, or a network of knowledge. connecting disparate facts and assertions to construct a network that contains all of the information. Contextual understanding is understanding the concept of an operation consisting of the ability to differentiate from one operation to another and to use operations in appropriate problem-solving settings. Conceptual understanding is an understanding of how to connect several concepts in solving mathematical problems. Contextual understanding is basic knowledge to bring procedural fluency. Conceptual knowledge includes relations (between mathematical concepts) and the relationship between these relations and other mathematical concepts. Based on the definition of contextual understanding put forward by some of these experts, it can be concluded that conceptual understanding is the understanding possessed by each individual related to the ability to link the concepts of learning English as a whole and meaningfully into a form of conceptual learning. Killpatrick, Kilpatrick, Swafford, & Findell, (2001).

According to claudia, Lidya Fransisca students' conceptual understanding and procedural skills are still relatively low, due to inappropriate learning strategies. So that research was conducted on students' conceptual understanding and procedural skills with the help of learning media. This study aims to analyze students' conceptual understanding and procedural skills using learning media. Conceptual understanding is an understanding of a basic concept, ideas in the form of symbols, and algorithms for basic mathematical operations. Conceptual understanding is also the

relationship between one idea and another and knowing the right definition. claudia, Lidya Fransisca (2017).

The indicators of conceptual understanding according to Lidya Fransisca Claudia are as follows:

- a. Students can rewrite the concepts they have learned,
- b. Students can apply concepts algorithmically
- c. Students can represent concepts in various forms, for example symbols.

Seeing how conceptual learning and teaching are used in practical settings makes them easier to understand. For instance, conceptual teaching is promoted in nursing education because it is thought to aid students in comprehending the different relationships that comprise the emergency or workplace scenarios they face. Nursing students are better equipped to respond quickly and effectively in nearly any circumstance because to conceptual learning.. Generally speaking, conceptual instruction is essential to conceptual learning. In order for this kind of learning process to be successful, teachers need to develop the ability to recognise and accommodate various learning styles as well as make sure that their pupils fully understand the material. To guarantee that every topic is thoroughly and accurately conveyed, educators must also acquire the ability to use a variety of teaching philosophies.

Instead of utilising traditional approaches that concentrate on topical learning, conceptual learning engages students in high-quality learning experiences focused on their primary ideas and essential concepts. It offers a comprehensive framework and conceptualization for creating integrated work

units that incorporate the use of predetermined teaching methodologies while connecting learning to the knowledge, skills, and material of the syllabus.

via the use of backwards, conceptual learning integrates assessment of, for, and via learning. It also makes it easier to successfully integrate learning and assessment across important learning domains. It promotes all students' intellectual prowess by offering engaging and integrated learning opportunities. This programming approach encourages students to think critically and helps them create problematic knowledge. This helps kids build a rich and comprehensive grasp of the world around them and supports them in generating meaningful connections.

The cognitive capacity to comprehend and react to the intricacies present in the SAF operational environment is known as conceptual thinking. This cognitive ability enables one to comprehend input, comprehend complicated and varied situations, and discern important trends and messages from the environment. He brings order out of chaos, finds creative solutions to issues, and solves problems. He may come up with novel viewpoints and creative strategies for success by drawing on knowledge from non-traditional domains, prior experiences, and nonlinear thinking (Singapore Armed Forces, 2010, July 23).

Conceptual thinking, as defined by Hiebert and Lefevre, is the process of reasoning with connected facts and concepts. Marpaung, on the other hand, defines conceptual thinking as the process of approaching a problem by applying ideas that have been learned based on the outcomes of earlier lessons. According to Skemp, relational thinking is the ability to produce

special rules or procedures from the interrelationships of more general mathematical concepts (Zubaidah, 2010). From the several definitions of conceptual thinking above, conceptual thinking in solving mathematical problems is the ability of students to create a complete mental picture of interrelated objects and determine key objects as a basis for making strategies for solving the mathematical problems at hand.

Since its introduction in 2009, the implementation of Conceptual Learning has been the primary emphasis of all schools, under the strict supervision of the Conceptual Learning committee. The creation of a curriculum and scope for the entire school, along with learning programmes centred around the ideas of heritage and tradition, freedom and responsibility, culture and identity, connectivity and adaptation, energy and movement, change and functionality, product and design, transformation, and independence, have all been part of this process. This scope and sequence has been created to take into account the curriculum's spiralling structure, allow students to review material, continue to expand and deepen their conceptual understanding, and enhance their English-language reading abilities in particular.

D. Strategies of conceptual learning

As per Milligan and Wood's report on Social Teaching studies, they offer a comparable illustration of this. As they imply, testing regimes that prioritise consistent results assessment severely weaken the emphasis on conceptual learning: reification of the idea implies that the sense required of

the concept is contested, subject to change over time, and subject to loss. Instead of challenging students to rethink or expand their conceptual understanding, the inadequate definition of the concepts themselves in this instance means that the concepts are effective enough to be interchangeable with facts or prescriptions; students become nothing more than passive consumers, the vessel needing to be filled with predetermined content. An alternative, as suggested by Milligan and Wood, would entail a much more transient idea that is disputed, context-dependent, and functions more as a transition point or "node" in a continuing inquiry network than as a fixed endpoint. Acknowledging the contentious and contradictory nature of knowledge—what Wood (2010) refers to as "slippery stuff" elsewhere—is essential to teaching conceptual comprehension. As the authors indicate, this kind of approach would also be a more fitting reaction to the way that knowledge is evolving in the modern world, which is riven by conflict, debate, and, it could be said, is "changing too quickly to focus topics and facts." Sorting the traits into nine theoretical groups is the most fruitful combination.

Wood and Milligan (2010).

Three of nine categories involves teaching reading missions:

1. produce spoken analogues of printed language,
2. reconstruct the message,
3. Build knowledge of the author's message.

Three other categories involve views on language and learning:

1. congenital,
2. behaviorist,
3. Cognitive. Three other categories

involves locus of control and reading goals:

text, teacher, reader. This conceptual framework is generated in a $3 \times 3 \times 3$ matrix of 27 different possible combinations. teacher-controlled, behavioristic, innate, reader-controlled, oral analogue production, knowledge construction. Because each of the nine categories that follow comprises a subset of the original 89 characteristics, this framework is very heavy to understand and apply. However, it was used with high reliability by specially trained assessors in comparing several widely used commercial reading programs. Improvement of this system attempted by this author (Sadoski, 1982) reduces the number of characteristics to be more manageable.

E. Conceptual Framework

From the literature and background of this research, it can be concluded that listening skill is important for students to master. Moreover Thorndike in Klein (1991:5) states that reading is a very complex procedure involving each of some elements in a sentence, their organization in the proper relation of one to another, the selection of certain of connotations and rejections, cooperation of many forces to produce the final response

Learning English listening skills often experiences obstacles that cause students to become unmotivated in learning. One reason is the use of learning media that is less attractive to students. So that students are less motivated in learning the listening process. This is very influential on the results obtained by students. To be able to overcome these problems, in teaching listening the teacher must have a learning strategy or method that

makes students interested in listening lessons. The low interest and motivation of students causes students to rarely practice listening skills in learning activities. If these two things continue to happen, then student achievement can also decrease, and the learning objectives listed in the graduate competency standards cannot be met. Therefore the researcher chose a conceptual learning approach to reading in English. This media is expected to make learning more interesting, varied, and make students interested automatically they will focus on learning English. Audiovisual media, audio visual media is media that conveys learning messages with sound and pictures accompanied by elements of motion.

