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## CHAPTER II

### REVIEWING OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

Reading is one of the four language skills (listening, speaking, reading, and writing). Reading is the process to get, to understand, to catch the content of the reading. Reading is also a process to understand a written text which means extracting the required information from it as efficient as possible. Reading is an interactive processing that goes on the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader's knowledge, skills, and strategies include:

- 1) Linguistics competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- 2) Discourse competence: knowledge to discourse markers and how they connect part of the text to one another.
- 3) Sociolinguistic competence: knowledge about different types of text and their usual structure and content.
- 4) Strategic competence: the ability to use top down strategies as well as knowledge of the language (a bottom-up-strategy).

In addition, reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. Therefore, reading also means developing and maintaining the

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motivation to read. According to Patel (2008, p. 113), reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading can help the learners to gain new information and can also encourage learners' interest to learn about new vocabulary and grammar. If student can read the words of a text, but do not understand what they are reading, they are not really reading. Ellen, Nancy and Vicky (2011, p. 113) noted that, how much and how easily readers comprehend depends on variables within and outside them. These key variables of reading comprehension include the reader, the activity of reading, and the text and three intersections affect how well comprehension occurs.

Reading is basic life skill for learners especially for English learners. Without having the ability to read well, the students will lose an ability to catch the point of reading texts. In reading activity, the students are expected to comprehend the text. Because, if they do not comprehend the text, they can not get meaning of the text. According to Karen (2003, p.1), effective readers can analyze and evaluate what is being read that synthesizes the material, and makes interpretations regarding the content of the material. The readers have good comprehension and reading is a complex process made up of several interlocking skills and processes.

From the ideas above, it can be stated that reading is the power to get an idea or meaning from a written text, and reading makes comprehend from what the readers read.



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## Types of reading

According to Brown (2003, p. 189), there are several types of reading performance typically identified, and these will serve the organizers of various assessment tasks as follows:

1. Perceptive: perceptive reading tasks involve attending to the component of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.
2. Selective: this category is largely an artifact of assessment formats in order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.
3. Interactive: the focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.
4. Extensive: extensive reading applies to texts of more than a page, up to including professional articles, essays, technical reports, short stories, and books.

### **a. The Nature of Reading Comprehension**

Actually, reading and comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding is useless. According to Kalayo

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Hasibuan (2007, p.114), the purpose (s) for reading and the type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. In reading activity, it is important to understand or comprehend the reading text, because one of the purposes of reading itself is get information of knowledge. According to Nunan (1991, p.82), comprehension involves understanding vocabulary, seeing the relationship among word and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating.

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

To comprehend the meaning of reading texts, the students should be aware about information in it. Because, one of the reading purposes is to get some information what the text is about. According to Judi Moreilon (2007, p.10), reading is making meaning from print to visual information, it is an active process that requires a great deal of practice and skill. It means that learners must be able to decode the printed words and comprehend what they read to get the language.

Reading is the act of creating meaning with text. Three types of comprehension skills are described below:

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**1. Pre reading Comprehension Skills**

Pre reading comprehension skills are used primarily to preview the structure of the text to be read or to connect new information to knowledge that readers might already know.

**2. During-Reading Comprehension Skills**

During-reading comprehension skills are used to monitor comprehension, to evaluate ideas gleaned from each paragraph, and to begin to organize ideas within the structure of the text as students are reading.

**3. Post reading Comprehension Skill**

Post reading skills are used to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article.

According to Catherine Snow (2002, p.11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements, such as:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part.



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In addition, Celce and Murcia state that reading has many multiple purposes achieved by students based on English for Academic Purposes (EAP) reading curriculum:

1. Reading to search for information
2. Reading for general comprehension
3. Reading to learn new information
4. Reading to synthesize and evaluate information

### **b. Concept of Reading Aspect**

Referring to the concept above, in order to know the students' reading comprehension ability, the teacher must involve some aspects that is really essential in reading comprehension ability. According to Mc. Whother (1986, p. 36, in Lisa Amelia, 2014, p. 11-13), the reading aspects should not only understand the surfaces meaning of the text but also the purposes of the main idea of the reading text.

#### **1. Identifying a Main idea**

Main idea is called the topic sentence. Topic sentence tells what the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to reader to infer or reason out. The main idea is the most important idea that the author develops throughout the paragraph. The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic - the subject of the paragraph. Think of the paragraph as a wheel with the topic being the hub - the central core around which the whole wheel



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(or paragraph) spins. Your strategy for topic identification is simply to ask yourself the question, "What is this about?" Keep asking yourself that question as you read paragraph, until the answer to your question becomes clear. Sometimes you can spot the topic by looking for a word or two that repeat. Usually you can state the topic in a few words.

## **2. Categorizing Information**

Supporting sentence or categorizing information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

## **3. Making Inference—Visual Clues**

Reading comprehension by using visual strategies understands the text through the use of pictures, imagery, and graphic organizers. This means the reader connects their thoughts into visual representations to better understand the literature. How can these strategies help? There is an old saying that the picture is thousand words. When it comes to comprehension, this saying might be paraphrased, a visual display helps readers understand, organize, and remember some of those thousand words.

## **4. Making Inference—Word Clues**

Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between they observe or know and what they do not know.



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## 5. Identify Reading Purpose

Every text has the purpose when the author wrote it. The purpose setting can be greatly enhanced by activating prior knowledge, previewing and utilizing text structure. Although purpose setting is sometimes set by the teacher or assignment, skilled readers incorporate and internalize external purposes. Purposes can be for entertainment, to get information, to persuade the readers, giving information, or to learn how to perform a task.

### c. Teaching Reading Comprehension

Reading comprehension refers to reading for meaning and understanding. Yet, not all students can understand the text read by them. Therefore, students need a teacher to help them in understanding the text. Teachers must provide explanations, modeling, guided practice, and application of any new skill or strategy and teach students to use these comprehension strategies flexibly and in combination with one another. McIntyre (2011, p. 116) stated there are some principles for teaching comprehension that the teacher should consider, as follows:

- 1) Teacher begins comprehension instruction in the earliest grade, even before students have moved into conventional reading.
- 2) Teacher considers the reader, the activity, and the text when planning instruction.
- 3) Teacher teaches comprehension strategies through explanations, modeling (of thinking and actions), and guided practice. Repeat them often.

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- 4) Teacher helps learners understand when and why particular comprehension strategies are useful.
- 5) Teacher uses a range of text genres.
- 6) Teacher uses good books in which kids are interested.
- 7) Teacher conducts deep conversations about the meaning of the texts.
- 8) Whenever possible, teacher employs paired or group learning.
- 9) Teachers plans for plenty of practice opportunities, especially in authentic contexts with real texts.
- 10) Teacher gives a lot of feedback.
- 11) Teacher designs instruction that provides just enough scaffolding for students to be able to participate in tasks that are currently beyond their reach.

As a teacher who wants to teach reading comprehension should consider the principles mentioned above especially for the language teachers. Those principles will help the teachers how to teach reading and also ease students in comprehending the text read.

## **2. The Nature of Short Functional Text**

### **a. The Understanding of Text**

Talking about reading, it cannot be separated with text as the material. Because, for centuries texts have the important role in language teaching, especially in teaching reading. Because reading needs text read. According to Floriasti cited by Anderson, texts are pieces of written or spoken language created for a particular purpose

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and context. That definition tells us that text is not always in written form. It can be spoken text, not always in printed form because it can be a word or as thick as a book. When the words are put together either spoken or written but the meaning is to communicate meaning, the text is created. Reading intent of a text can affect to the nature of the information that is required from text.

Text is valuable as units of communication rather than sentences. The text aims at convincing the reader to know the purpose, and giving him information. When we use language for various purposes, numerous of text is resulted. There are many several of text types, so the text types that are given to the students are various, such as narrative, recount, procedural, functional, and descriptive. The important thing about text is text should be communicative to convey the meaning. In conclusion, text is a product of language not only about words or sentence but also conveys about the meaning on it because it can be written or spoken.

### **b. Definition of Short Functional Text**

Short functional text is a text to give information or warning to the listener or reader that something is important to be known. Short functional text containing the command, direction, something to be done which may be prohibition, announcement, invitations, greeting cards, messaging, shopping list, warning (notice) and others that have the meaning is used in daily communication. The function of short



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functional text is to provide complete and clear information about certain events or occasion.

### c. The Understanding of Short Functional Text.

Short Functional Text or factual text is a short text that contains the command, direction, something to do or not to do that can be a prohibition, invitation, Greeting Cards, short message, shopping list, warning (notice), announcement, and others that contain meaning and use in everyday communication. While the essay texts in the form of descriptive, narrative, recount, report, and the procedure are a lengthy text that can be categorized into Long Functional Text (The term is not raw / not commonly used). Short Functional text is a transcription that is meant to help the reader to accomplish an everyday task. It means that language in a text is doing something in a context. Examples of functional text might include a recipe for cooking; directions to a location; a memo notifying of a change in a company's address, or a store's opening time; a schedule of event times and locations during a seminar; a directory of addresses, phone numbers or e-mail addresses; directions on a test; a menu from a restaurant; a pamphlet notifying the public of a grand opening, store closing, or a foreclosure; or a how-to manual just to name a few.

Functional text is used for everyday information. It presents information or ideas and aims to show, tell or persuade the audience. It is called functional because it helps you function in your day-to-day



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life. For example, if I want to make chocolate chip cookies, I will read a recipe. If I want to know my friend's phone number, I will look in a phone book. If my English teacher gives a test, I will need to read the directions.

#### **d. Kinds of Short Functional Texts**

##### **1. Announcement**

Announcement is an important or official statement that informs people about something. There are kind of announcement, such as, school announcements, wedding announcement and outdoor program announcement.

##### **2. Advertisement**

Advertisement is a picture and/or set of words used to persuade people to buy a product or use of service, or that gives information about a job that is available.

##### **3. Greeting Cards**

A greeting card is a card, with a picture in front and a message inside, that you send to someone on their birthday or on a special occasion/holiday.

##### **4. Short Message**

A short message is a written piece of information that you send/leave to another person.

##### **5. Notice**

A notice is a sign or printed statement that gives information or a warning to people.

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**6. Caution**

A caution is a warning or piece of advice telling you to be careful.

**7. Invitation Cards**

An invitation card is used to invite someone to attend the event like birthday party, wedding party, informal dinner, etc. An invitation card should give more information about, the name of the event, when the event will be held, where the event will take place, additional information (e.g., dress code, RSVP)

**8. Postcard**

A postcard is a card that can be sent in the post without an envelope, especially with a picture on it. It is used for sending a short message.

The message in a postcard usually consists of several parts:

- a) Opening (greeting/salutation)
- b) Body (the message)
- c) Pre-Closing (it may be the conclusion of the message)
- d) Closing (the writer's regard and signature)

**9. Shopping list**

A shopping list is a list that you make of all the things you want to buy when you go shopping.

**10. Food Label**

A food label can be found on the back of most food products. This label gives information about the products, and can be useful if one is trying to eat healthy or one needs to avoid anything one is allergic to.



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### **3. The Concept of Read, Ask Question, and Put into Your Own Words**

#### **(RAP) Strategy**

##### **a. Definition of RAP Strategy**

RAP is a strategy that can improve the reading comprehension of students with and without disabilities and is extremely flexible. According to Hagaman, Luschen and Reid (2010, p. 23), RAP strategy can be used for elementary, middle, and high school students across many different content areas. This strategy requires students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the questioning and paraphrasing, students process information for better understanding of what they read.

RAP is a three-step strategy: Read the passage, Ask yourselves questions, and Put the information into your own words (paraphrase). RAP is a strategy that can help the students how to understand and remember what they have read. It means that this strategy is used to help student understand and remember what they read and can help learning process in the classroom.

The RAP strategy is a reading comprehension strategy that asks students to find main ideas and details from each paragraph that is read and then to paraphrase orally that information. Joseph Boyle and David Scanlon (2010, p. 207) state that the purpose of this strategy is to help students become actively engaged in reading through searching for main ideas and details in paragraph and then transforming that information through paraphrasing to make it personally meaningful. Courtney Blume



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(2010, p. 05) also states that the purpose of the RAP strategy is to aid reading comprehension by helping students find the most important information in a given reading selection. According to Schumaker (1984), the students who were taught to use the RAP strategy increased their recall of text from 48% to 84%.

#### **b. The Benefit of RAP Strategy**

- 1) Providing opportunity for individual work or collaborative effort
- 2) Encouraging attention to detail and students' engagement
- 3) Taking little teacher preparation
- 4) Being straight forward and easy to explain and understand
- 5) Improving motivation in reading activity

#### **c. The Procedure of RAP Strategy**

RAP is a three-step strategy: Read the passage, Ask yourselves questions, and Put the information into your own words (paraphrase). In teaching reading, this strategy has three steps. They are as follows:

- a. *Read the passage.* Read the passage silently or loudly. The teacher asks the students whether they understand or not about the words of the text mean or find the synonym.
- b. *Ask yourselves question, "What were the main ideas and two details of this text?"* After reading the passage ask question by students, teacher directs each student to ask their own selves by question: "What were the main ideas and details?" or "what is the text talking about?" or students can use tag question (5W+1H). This question helps students to think about what they just read. Then, the teacher defines what the



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main idea is and what the details are.

- c. *Put the information into your own word.* Next, the teacher asks student to put the information or main idea and details into their own words (paraphrase). And the students are asked to make one statement about the information they get. This will help students remember the information.

Based on the description above, the students will be asked to read each word-processed passage and they are allowed to ask for the teacher on unknown words, but the students did not receive additional support or assistance from the teacher. They can take notes while reading the passage to help them remember what they have read.

## B. Relevant Research

According to Syafi'I (2014, p. 102), relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to the research.

1. This is a research from Dessy Nuke Wulandari, DiemrohIhsan, RitaHayati. They conducted a research "Teaching Reading Comprehension to the Eighth Grader of SMP Negeri 53 Palembang through Reading, Encoding, Annotating, Pondering (Reap) Strategy". The result of the test that was analyzed by using the independent sample t-test analysis showed that the t-obtained value was 3.704 at the significance level  $p < 0.05$  with DF 74 and the critical value of t-table was 1.993. Since the t-obtained value was higher than t-table value, that is,  $3.704 > 1.993$ , the null hypothesis ( $H_0$ )



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was rejected and the research hypothesis (H1) was accepted. It means that there is significant difference in the reading comprehension achievement between the students who were taught through REAP strategy and those who were not.

2. This research was conducted by SARI ANJANI, 2014, *The Effectiveness of Using Authentic Materials Towards Students' reading Comprehension of short Functional Texts (A Quasy Experimental Study of second Grade Students of SMP Al-Hasra Bojongsari)*. The result of this study showed that there is significant difference in students' comprehension of short functional text by using authentic material. In the table of significance, it can be seen that on the  $df= 68$  and in the level of significance 5% the value of degree of significance is 1.66. By comparing the value to is bigger than tt. The result showed that  $t\text{-test } (t_0) > t\text{-table } (t_t) (2.29 > 1.66)$ . The alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. Therefore, it can be interpreted that teaching reading by using authentic materials can enhance the students' comprehension of short functional text. It can be said that using authentic materials for students' reading comprehension of short functional texts is effective.

### C. Operational Concept

Operational concept is a concept used as guidance used to avoid misunderstanding and misinterpretation in the scientific research. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research. Variable X is Read the passage, Ask yourselves questions, and Put the information into your own words (RAP) strategy and



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variable Y is reading comprehension.

### **Variable X:**

The indicators of Read the passage, Ask yourselves questions, and Put the information into your own words (RAP) strategy are:

1. *Read the passage.*
  - a. The teacher gives the text or passage to the students.
  - b. The teacher asks the students to read the text silently and loudly.
2. *Ask yourselves question, "What were the main ideas and details of this text?"*
  - a. The teacher asks the students to find the main ideas of the text.
  - b. The teacher asks the students to find the details of the text by using 5W+1H.
3. *Put the information into your own word.*
  - a. The teacher asks the students to put the main ideas and information of the text in their own words.
  - b. The teacher asks the students to put the details of the text in their own words.

### **Variable Y:**

Indicators to measure students' reading comprehension (skill of reading) are as follows:

1. Students are able to categorize information.
2. Students are able to identify the main idea.



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3. Students are able to identify references
4. Students are able to identify reading purpose.
5. Students are able to make inference (word clues) from reading text.

## **D. The Assumption and Hypothesis**

### **1. Assumption**

In this research, the researcher assumes that the students who are treated with RAP strategy achieve better reading comprehension than those who are not treated with RAP strategy. This assumption was made by the researcher because of some reasons:

- a. The effect of using RAP strategy will be better for students' reading comprehension.
- b. According to Hagaman, Luschen, and Reid (2010, p. 23), RAP strategy easily be incorporated into existing curriculum as a support for a variety of readers who struggle with comprehension.

### **2. The Hypothesis**

Based on the assumption above, hypothesis of this study can be formulated as follows:

Ho: There is no significant difference of using Read the passage, Ask yourselves question, and Put into your own words (RAP) strategy in students' reading comprehension of short functional text at state junior high school 23 Pekanbaru.

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Ha: There is a significant difference of using Read, Ask yourselves question, and Put into your own words (RAP) strategy in students' reading comprehension of short functional text at state junior high school 23 Pekanbaru