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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading is one of the language skills that has an important function in educational English teaching and should be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get the meaning text. According to Patel (2008), reading is most useful and important skill for people. This skill is more important than speaking and writing because reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

In addition, according to Nunan (2003), reading is fluent process of readers combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated. Reading is a more complex process not a passive one as it is usually perceived because it requires the involvement of imagination and thinking.

Reading is very important because of some reasons, such as reading helps you learn to think in English, can enlarge your English vocabulary, help you improve your writing, is a good way to practice your English if you live in a non-English-speaking country, helps you prepare for study in an English-speaking country, and is a good way to find out about new ideas, facts, and experiences.

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Based on the definition above, it can be concluded that reading is an interactive process that goes on between the reader and the text, a reader will use his knowledge, skills, and strategies to understand what the text talks about. It means that the reader tries to recognize the words. He or she meets in print and finds the meaning of the written text. So, the reading brings a maximum of understanding to the author's message. The skill of reading is often being linked to the concept of comprehension. Reading any written text is no use if students cannot comprehend what they read. Reading comprehension is building meaning out of a text which helps learners understand a written text.

Comprehension in reading is the central focus of teaching. According to Westwood (2001), comprehension requires that the reader maintains the meaning throughout the reading of the text. Reading comprehension is one of the first steps towards learning a language. Reading comprehension is more important because reading English as a foreign language will be difficult without comprehending the text. In addition, according to Danny B and Timothy (2008), reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information.

According to Butler (2002), reading comprehension is defined as students' ability to demonstrate an overall understanding of the text, providing inferential as well as literal information, drawing conclusions, and making connections to their own experience. It means that a reader has to know what

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the purpose of reading itself to get the meaning what we are reading. The assessment of reading comprehension is a critical component of any national research effort aimed at improving our understanding about what reading comprehension is and how it can be best taught.

Klingner (2007) stated that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. The students must be able to understand the meaning of each word and also what the text is about. Reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally.

Furthermore, according to Vaughn and Thompson (2004), comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text. Reading comprehension includes applying one's knowledge and experiences to the text, setting goals for reading, and ensuring that they are aligned with the text, using strategies and skills to construct meaning during and after reading, adapting strategies that match the reader's text and goals, recognizing the author's purpose, distinguishing between facts and opinions, and drawing logical conclusions.



### a. The Components in Reading Comprehension

There are some components in reading comprehension skill. The components have their own characteristic. King and Stanly (1998) state that there are five components that may help students to read carefully. Firstly, finding factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of questions: reason, purpose, comparison, etc in which the answer can be found in the text.

Secondly, recognition of the main idea of paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

Then, finding the meaning of vocabulary in context. Is that the reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have been nearly equivalent meaning when it has it or nearly the same meaning as another word.

The next component is identifying references. In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it then repeat it. For this purpose, we use reference words. Recognizing reference words and

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being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, she, he, they, this, etc.

And the last is taking inference from reading text. Inference is skill where the reader has to be able to read between lines, King and Stanly divide it into main attentions, draw logical inferences and make accurate prediction.

### **b. The Level of Reading Comprehension**

According to Clymer in Danny and Timothy (2008), there are three levels of comprehension. The three levels of comprehension are important and needed to be fostered. They are literal comprehension, inferential comprehension, and critical comprehension.

The first is literal comprehension that is also known as the primary step in reading comprehension. This level is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in the text.

The next level is inferential comprehension. This comprehension involves using reasoning-drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension.

The last is critical comprehension that requires readers to make judgements about what they read based on an evaluation of several text-

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grounded factors, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

### c. The Factors that Influence Students' Reading Comprehension

In the efforts to help the students achieve comprehension in reading activity, teachers must understand the factors that influence their students' reading process. Some experts have identified a number of factors affecting comprehension skill. There are five factors which affect the comprehension skill, they are intelligence, experience, mechanics of reading, interest and interest span, and the last is skill of comprehending.

The first factor that influences students' reading comprehension is intelligence. Students have different intelligence, so it will be possible for them to produce different comprehension. The number of ideas that they understand and depth of their understanding will be largely dependent upon his general capacity to learn.

The second is student's experience, it means that students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school. And the next factor is mechanics of reading. Comprehension will be easier for the students if they have all mastered the skills of word attack and word meaning, and if they have learned to handle material books properly. Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and to comprehension skills.

Then, interest and interest span also influence students' reading comprehension. The interest span is related to personality factors; a disturbed

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student who has encountered many unfortunate experiences at home or in the school may be unable to preserve when required for comprehending reading passage. Another obvious factor, which influences the depth and amount of comprehension, is the skill, which the students have developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

#### d. Assessing Reading Comprehension

According to Paris (2005), comprehension assessments are heavily focused on only a few tasks: reading for immediate recall, reading for the gist of the meaning, and reading to infer or disambiguate word meaning. Assessment procedures to evaluate learners' capacities to modify old or build new knowledge structures, to use information acquired while reading to solve a problem, to evaluate texts on particular criteria, or to become absorbed in reading and develop affective or aesthetic responses to text, have occasionally been developed for particular research programs but have not influenced standard assessment practices. Because knowledge, application, and engagement are the crucial consequences of reading with comprehension, assessments that reflect all three are needed. Further, the absence of attention to these consequences in widely used reading assessments diminishes the emphasis on them in instructional practices as well.

In assessing reading, Brown (2003) categorizes reading assessment in several types, such as: multiple-choice, matching task, short-answer, editing (longest texts), gap-filling task, and others. By far the most popular method of testing reading knowledge is the multiple-choice format, mainly for reasons of practicality; it is easy to administer and can be scored quickly. To assess

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reading comprehension, the set of questions consists of main idea, inference, idioms/ expressions, phrases in context, grammatical features, excluding facts not written, supporting ideas, detail, and vocabulary in context.

In this research, to assess students' reading comprehension accurately is not easy. There are many techniques that can assess the students' comprehension, and the writer uses multiple choices. This technique was designed by using four choices and the respondent chose one, it was based on the question.

#### e. The Narrative Text

As the writer has limited in this research that only uses narrative text in reading comprehension, the writer discusses briefly about narrative text. Narrative text is defined as the representation of at least one event, one change in a state of affairs. Narration usually tells about a fiction story and written in chronological sequence.

Moreover, Syafi'i, et al (2011) state that narrative is a kind of text that requires us to tell what happened, or tell the stories of event. The purpose of this text is to entertain the reader, and to give the various message for the reader. The narrative text is using simple past tense in order to tell the past event. Examples of narrative text are legend, science fiction, myths, adventure stories, and fairy tales.

The narrative text consists of three organizations. The first is called orientation that introduces the subject, place and time of the story. Another way to construct the orientation part is trying to answer the questions that use who, what, where, when, and so on, for example: Once upon a time, not far

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from the jungle, there lived husband and wife. They were farmers. They were diligent farmers and always worked hard on the rice fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child.

The second is called complication. The complication is the heart structure of the narrative text. It will determine whether the text “lives” or not. If the narrative text considers as the “live” text, it will intrude to the emotion of the reader. In literary term, the complication structure is called conflict. The complication is divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical word. Social conflict is the struggle of man againsts his society and internal. Psychological conflict is a conflict which happens inside the participant.

The last is resolution stage where the problem has to be solved and text normally finishes a resolution to the problems. Simply, this stage is the end of the narrative text. In reading narrative text, the students are called comprehend if they can find the main idea, characters, setting, events, time signal, and functional information or moral value from the text

## 2. Linguistic Intelligence (LI)

### a. The Definition of Linguistic Intelligence

Linguistic Intelligence is a part of [Howard Gardner's multiple intelligence theory](#) that deals with individuals' ability to understand both

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spoken and written language, as well as their ability to speak and write themselves. According to Armstrong (2009), Linguistic Intelligence is the capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist).

Linguistic Intelligence refers to the ability to use words and language. The people with linguistic intelligence usually think in words rather than pictures. Their skills include: listening, speaking, writing, storytelling, explaining, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, and analyzing language usage.

Children with linguistic intelligence are recognisable. First of all they usually love to talk, but they also love to read and write. Once in Secondary school, they will not complain about writing an essay. The traits are high sensitivity to all aspects of language; like to read, write, talk and listen, often speak of what they have read, like word games, puzzles, poems, cherish their book collection, good memory for general knowledge, easily remember quotes and famous sayings, can describe abstract concepts well, can communicate their viewpoints in a clear, beautiful, and refined manner, and have a good ability to reason and interpret the others.

### **b. The Aspects of Linguistic Intelligence**

According to Armstrong (2009), linguistic intelligence has four basic aspects. The first is phonology, that is the study of how sounds are organised and used in natural languages. The phonological system of language includes an inventory of sounds and their features, as well as, rules which specify how

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sounds interact with each other. Phonology, the sounds of words, dictates that they can rhyme with each other (“cat” and “hat”) and have different spellings yet share the same pronunciation (“through” and “threw”).

The second is syntax that is the study of the rules whereby words and other elements of sentence structure are combined to form grammatical sentence. It governs the systematic order, structure, and arrangement of words in sentences. Then, semantics is concerned with the meaning of words and their connotations.

Semantics is the study about the meaning of linguistic expressions. Frequently, words have to be chosen with care because small differences in construction can really alter meanings to the ones originally intended; think of the subtleties between “simple” and “simplistic”. The adjective “simple” means plain, ordinary, uncomplicated. The adjective “simplistic” means overly simplified and characterised by extreme and often misleading simplicity.

And the last aspect of linguistic intelligence is pragmatics. Pragmatics is the ability to interpret intended meaning and is a way of investigating how sense can be made of certain texts even when the text seems to be either incomplete or to have a different meaning to what is really intended. You also need to consider facial expression, body language, tone, inflection, and sophisticated language devices like idioms (“change of heart”) when interpreting what someone is actually saying.

**Teaching semantics**

There are several activities that can follow to teach semantics in the classroom, such as: Idioms, due to the importance of metaphors and cultural

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contexts of understanding for idioms, idioms are especially challenging expressions. The students may lack the necessary background knowledge. It is particularly helpful to explicitly pre-teach idioms when previewing texts, and further explain idioms that may arise in classroom discussion or educational media. Amelia Bedelia's books provide a great text to explore and practice the use of idioms in language, for the primary grades.

Use the concept of lexical fields to help students build vocabulary, by grouping words and teaching relationships between words- helps to build cognitive structures that can result in significant vocabulary development and building students' word banks. Children as 'Language Detectives': Encourage students to constantly explore words, looking at origins of words, connections and similarities of words between languages, and breaking down words to understand their meanings.

Using a variety of vocabulary building activities is key for students to attain new vocabulary, as well as gain a strong understanding of word meaning and related words. Make abstract words more concrete by referring to everyday experiences. Incorporate movement and kinesthetic activities when appropriate for word meaning. Involve students in examination of word meaning, through discussion, drawing, finding it in texts, connecting the word to other words they know, cognates, or the word in their native language.

#### **Assessing semantics**

There are several ways to assess semantics at each of these levels, but one common thread involves the question of whether the items on the test are presented in written form. If the child is expected to read the items, the test becomes more of a decoding test than a test of semantics. A test of semantics

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at the larger-than-word level may involve asking a child to arrange a series of pictures to reflect a logical sequence of events.

Another common assessment involves asking a child to provide a word that best matches a definition presented by the teacher as a test of expressive vocabulary, or to ask a child to provide a definition to a word as a test of receptive vocabulary. Similarly, a test of vocabulary knowledge could require that the child be familiar with several words in order to answer each item correctly. In this sort of assessment, the child must know the meaning of most if not all of the words in each item in order to be successful. Similarly, a child might be asked to provide a synonym or an antonym for words, which is a test of both receptive and expressive vocabulary.

Morphology assessments often involve asking a child to describe how a word's meaning changes as parts of the words are changed. Semantics assessments at the larger-than-word level usually depend on identifying words or sentences that do not make sense in the context (e.g. "Billy had a dog. He loved his dog. His fish was orange. His dog could fetch a ball."), or they depend on the child identifying logical inconsistencies (e.g. "Billy's dog could fetch and he could roll over. He was a good dog, but he didn't know any tricks.").

### c. The Characteristics of Linguistic Intelligence

According to Gardner's theory (1999), every student is unique and has his/her own style of understanding and comprehending. It is easy to identify them. The characteristics are ideation, functional literacy, self regulation, oral and written expression, and adaptation.

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The first characteristic is ideation, that is think and remember through internal language, example: sensitive with rhymes, sounds, and intonation of the words, good memory for general knowledge. While functional lireacy means understand the rules and functions of language, example: appreciate grammar and meaning. And the next is self-regulation. They usually enjoy possessing words, enjoy word games, jokes, riddles, self reflective, and understand philosophy and abstract reasoning.

Then, oral and written expression explain and express one's self verbally and in writing, example: enjoy talking and asking questions, love to listen, love to write and read, and good with spelling. And the last, adaptation means apply rules of language to new and different contexts, example: like to acquire new words and new language.

### 3. The Correlation Between Linguistic Intelligence and Reading Comprehension

Linguistic Intelligence refers to the ability to use words and language. The people with linguistic intelligence usually think in words rather than pictures. According to Armstrong (2003, this intelligence has been assumed to be the most important domain of intelligence contributing to reading comprehension performance because it deals with the ability to manipulate different components of language including syntax, phonology, and the semantics or meaning of language.

Armstrong (2009) stated that a person who has linguistic intelligence with the high ability, might gravitate toward books and they think through the words. They love reading, writing, telling stories, playing word games. They also need books, writing materials, diary, debates, and other things to support

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their learning activities. In addition, reading is one of the skills which is correlated with linguistic intelligence.

Students' linguistic intelligence influences their attitude in reading learning process. This positive attitude will affect the students to increase their learning especially in reading. Therefore, if the students have high linguistic intelligence, they are typically good at reading, and they tend to learn best by reading. Furthermore, according to Baum, Viens, and Slatin (2005), linguistic intelligence includes the core operations of phonemic discrimination, a command of syntax, sensitivity to the pragmatic uses of language, and acquisition of word meanings.

## B. The Relevant Research

According to Syafi'i (2007), relevant research is required to observe some previous researches conducted by other researchers in which they are focused on, information the designs, finding and conclusion of the previous research.

### 1. A research from Hanna Hayu Permatasari (2013)

In her research entitled "The Correlation Between Linguistic Intelligence And Reading Ability of the first grade students of SMA Islam Yakin Tuter Pasuruan", this research was a quantitative study aimed at knowing whether there was correlation between students' linguistic intelligence and their reading ability at the first grade of SMA Islam Yakin Tuter Pasuruan. The researcher just took one class randomly as sample (cluster random sampling). The data of this study were obtained by distributing questionnaire set and the reading test. Then, they were analyzed by using Pearson Product Moment Formula. In this study, the

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researcher calculated the score between two variables and found that the value of computed  $r$  was 0.822. Otherwise, the value of  $r$  at the table with 35 as the degree of freedom ( $df = N-2$ ) was 0.325 at 0.05 level of significance, so the alternative hypothesis was accepted. It could be concluded that there was positive correlation between linguistic intelligence and reading ability.

2. A research from M. Rahimi, F. Sadighi, and Z. Hosseiny Fard (2011)

In their research entitled “The Impact of Linguistic And Emotional Intelligence on The Reading Performance of Iranian EFL Learners”, this study examined the impact of linguistic intelligence and emotional intelligence on the reading comprehension ability of the Iranian EFL learners. Data were gathered through two questionnaires and a reading test and analyzed through two-way ANOVA and Multiple Regression. The results revealed that the students with a high level of linguistic intelligence showed a higher reading ability than those with a lower level of linguistic intelligence. The results, however, showed no significant difference among the students with different degrees of emotional intelligence. Moreover, the results indicated that linguistic intelligence is a relatively strong predictor of reading performance, accounting for more than 40% of the variance observed in the students’ performance on the reading comprehension test.

### C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. According to Syafi’i (2007), operational concepts are gotten from related theoretical concepts for all variables in the research title

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that should be practically and empirically operated. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research, namely the students' linguistic intelligence as an independent variable (X) and the students' reading comprehension as a dependent variable (Y).

**Variable X**

According to Armstrong (2004), there are some indicators of linguistic intelligence, as follows:

1. The students have a good communication skill.
2. The students have a good ability in constructing words.
3. The students like books and keep it as well.
4. The students have a good memory for information, name, facts, and quotes from experts.
5. The students like learning foreign language.
6. The students enjoy word games.
7. The students have a good vocabulary for his/her age.
8. The students are pleased in communicating either orally or in writing.

**Variable Y**

To know the students' ability in reading comprehension of the narrative text at Islamic Junior High School Darul Quran Tarai Bangun Kampar Regency, there are some indicators of reading comprehension based on English subject syllabus and School-Based Curriculum:

1. Students find main idea of the text.
2. Students identify the specific information of the text.
3. Students identify the characters from the text.

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4. Students identify communicative purpose and moral value of the text.
5. Students identify generic structure of the text.

## D. The Assumption And Hypothesis

### 1. The Assumption

In general, assumption for this research can be exposed as in the following:

The higher students' linguistic intelligence is, the higher their reading comprehension will be.

### 2. The Hypothesis

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

**Ho:** There is no significant correlation between students' linguistic intelligence and their reading comprehension of narrative text at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency.

**Ha:** There is a significant correlation between students' linguistic intelligence and their reading comprehension of narrative text at Islamic Junior High School Darul Qur'an Tarai Bangun Kampar Regency.