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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

According to Duffy (2009, p. 10) reading is a language skill, and language is made up of words and words can reflect experiences. Reading is one skill that should be mastered by every student, every teacher, and everyone. Reading is not only the process where the reader reads the words, sentences, or the text, but also by reading the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it. Furthermore, Klingner (2007, p. 2) stated that the purpose of reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

Reading is the process of deriving meaning from written or printed text. It is a complex process, which includes many components. According to Armbruster et al. (2001), phonemic awareness, phonics, vocabulary, fluency, and comprehension are the five major areas of reading. Alvermann and Montero believe instruction in phonemic awareness, phonics, and fluency impact children's early reading development. It is necessary for a child to learn and understand each area

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in order for a child to achieve reading success. Besides, Eldredge (2005) stated that phonemic awareness is necessary for the development of phonics; phonics is necessary for word recognition; word recognition is necessary for fluency; and fluency is necessary for reading comprehension. Pardo (2004) emphasized the relationship shared between all components of reading when noting that, before establishing good comprehension skills, students must acquire decoding skills, fluency skills, background knowledge, vocabulary, motivation, and engagement.

2. The Components of Reading Comprehension

According to King and Stanley (1989) reading has five components contained in reading texts, which are appropriate with the Junior High School Curriculum, they are:

a. Finding Main Idea (Skimming)

Recognizing of the main idea of a 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. It means that you have to understand and remember the content of the paragraph simultaneously. Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. As Brown (2003, p. 308) stated that skimming gives readers the advantages of being able to guess the purpose of the passage, the

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main topic, or message, and possibly some of the developing or supporting ideas.

b. Finding Detail Information (Scanning)

Detail information requires readers to scan specific details. It is certain requires by the reader because it is one of the purpose reading. Finding detail information or scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. As Brown, 2003, p. 308) stated that scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. There are many types of questions: reason, purpose, result, time, comparison, etc. in which the answer can be found in the text.

c. Finding the Meaning of Vocabulary in Context

It means that the reader could develop his or her guessing ability to the word, which is not familiar to them, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. On the other hand, they have to be able to interpret the word based on the text, although it seen difficult. According to Brown (2003, p. 310), one way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it.

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d. Identifying References

In English, as in other, it would be awkward and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words being able to identify the word to which they refer to will help the reader understand the reading passage. According to Brown (2003,p. 309), guess a grammatical relationship (e. g., a pronoun reference) is one of the advantages for learner to guess when they aren't certain when the text read. Reference words are usually short and very frequently pronoun, such as it, she, he, they, this, etc.

e. Making Inference

Inference is a skill where the reader has to able to read between lines. It means that in making inferences, the readers are able to catch and guess when they aren't certain when read the text. According to Brown (2003, p. 309), this is an extremely broad category. The readers can use guessing to their advantages to infer implied meaning (“between lines”).

Reading comprehension skills should be taught and applied before, during, and after reading takes place. According to Armbruster et al. (2001) instruction in comprehension can help

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students understand what they have read, remember what they have read, and communicate to others what they have read.

3. Aspect in Reading Comprehension

Reading is a complex language skill. Each aspect of reading has its own skill set and only when all of these skills sets are linked together are students able to achieve the ultimate goal of reading to read to learn. As Langan (2002, p. 359) stated that reading comprehension is the capability of understanding what the reader read. In this understanding the reader should recognize eight skills, they are recognizing definitions and examples, enumerations, heading and subheading, signal word, main ideas in paragraph and short selections, knowing how to outline, how to summarize, and understanding graph and tables. Comprehension is achieved gradually, as you move from a general feeling about what something means to a deeper level of understanding.

Dr. Eugenia Krimmel, stated that reading can be considered as an information processing skill, which is composed of a number of cognitive sub-skills. There are some aspects in reading comprehension:

a. Phonemic Awareness

Every word is made up of a combination of individual units of sound, called phonemes. For instance, the word cat is made up of three individual sounds; c/a/t. Phonemic awareness is the ability to hear, identify and manipulate these individual units of sound. It is the most fundamental skill children need to acquire when learning to

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read. Word games, language play, rhymes and simply reading are all very effective ways to develop phonemic awareness.

b. Phonics

Building directly from phonemic awareness, phonics is a method of instruction that introduce children to the link between letters ad sounds, known as the alphabetic principle. One of the major difficulties children can have when learning to read understands the alphabetic principle. Failure to grasp that written spellings represents the sounds of spoken words makes it difficult to recognize printed words. There are countless phonics activities available either online or in books that can help children develop this critical skill, although these activities should always be complemented with regular reading.

c. Vocabulary

Every child approaches reading with different levels of ability. The larger a child's speaking and listening vocabulary, the more words they will be able to easily map to their reading and writing vocabularies. Reading a wide variety of books is one of the best ways for a child to expand their vocabulary. Some of the most fundamental words that a child will learn when starting to read are sight words – words like 'is', 'the', 'and', 'it', etc. that can often be spelled irregularly and therefore need to be learn 'at sight.' The first 100 sight words make up more than fifty percent of most early texts, therefore they are very important for a child to develop early on in their reading journey.

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d. Fluency

Fluency enables readers to quickly span the gap between recognizing a word and understanding its meaning. It's where the magic of reading takes place. Because fluent readers don't have to concentrate on decoding words, they can focus more on interpreting the meaning conveyed by words and sentences. Fluency is something that comes as a child develops their phonemic awareness, phonics skills and vocabulary. Regular reading practice is essential to developing fluency. Reading regularly to your child can also provide them with a vocal model to help them understand what fluent reading sounds like.

e. Comprehension

Reading for meaning is the ultimate goal of learning to read. Comprehension is a skill that will not only affect a child's future reading ability but also their academic ability throughout school and beyond. Asking your child questions or encouraging them to ask questions about a book they are reading is a great way to both monitor how much they understand and improve their comprehension.

4. Reading Techniques for Comprehension

There are five steps of reading techniques:

- a. Orientation, the goal of this step is pre-reading preparation. We can see at anything that can give information on the reading, such as table

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of content, the introduction of the story, the title, subheadings within the story, etc.

- b. Skimming, the goal of this step is to get the general meaning of the story without trying to decode exactly what each word means.
- c. Scanning, the goal of this step is to extract specific pieces of information.
- d. Decoding, the goal of decoding is through comprehension. After we have skimmed and scanned, there will be stretches of text that offer vocabulary or grammatical difficulties we can't overcome easily.
- e. Global understanding, the goal of this step is to understand and critically evaluate the 'why' of the text. For example, 'why did the author put this remark or description in this place and not in another?'

5. Reading Strategies for Comprehension

Dougherty-Stahl (2004) stated that comprehension strategies must be explicitly taught, and scaffolding should be used to ensure appropriate utilization of the strategies. Effective strategies include making predictions, drawing conclusions, making inferences, monitoring and clarifying, asking questions, connecting events to prior knowledge, visualizing, and summarizing. Dougherty-Stahl reported that good readers apply numerous comprehension strategies such as predicting, visualizing, making inferences, monitoring, synthesizing, and summarizing. These strategies "have the potential to provide access to knowledge that is removed from personal experience" and allows readers to understand and

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recall more of what they read. As Armbruster et al. (2001) reading comprehension can be developed by teaching comprehension strategies and by helping readers use those strategies, flexibly and in combination.

6. Students' Reading Comprehension

Reading is to understand what has been read, whereas comprehension is the reason for reading. According to As Klinger Janette (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.

Comprehension is to understand something, and to get its meaning. It means that reading comprehension is the activity where the reader must be able to interpret and alter what she or he reads in accordance with his or her prior knowledge about the text. When the reader read the text, they make a prediction and conclude the information from the text. Furthermore, Patel and Jain (2008, p. 113) stated that reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success for students.

Snow (2002, p. 11) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. On the other hand, reading comprehension is the ability to understand the text in a passage and able to construct the information or the content of the text simultaneously. She

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used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension includes three elements:

- a) The reader who is doing the comprehending.
- b) The text that is to be comprehended.
- c) The activity in which comprehension is a part.

Based on the explanation above, we can see that to be a good reader it is critical to not only be able to identify the words, but to understand them as well. If readers can read the words, but do not understand what they are reading, they are not really reading. It means that they failed in reading comprehension.

In short, reading comprehension is the act of understanding what readers are being read. It is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. People read for many reasons, but understanding is always a part of their purpose. Reading comprehension is important because without it, reading does not provide the reader with any information.

7. The Factors Influence Students' Reading Comprehension

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11).

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There are two factors that influence students' reading comprehension and they are related one another, they are: internal factor and the external factor.

a. The Internal Factor

The internal factor means the factor which come from the reader himself (Kahayanto, 2005, p. 13). This factor dealt with self-motivation and interest.

1) Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something the text. Brown divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation (Brown, 2001, p. 75).

2) Interest

Interest is being one of the important factors in order to increasing the students' reading comprehension. If one has interest to read, it means that he or she will get a comprehension.

b. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

1) Reading Material

The students' comprehension in reading depends on the difficulty of the text. Thus, it can influence students'

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comprehension if the text given is not at the right level of the difficulty of the readers or the students.

2) Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension.

8. The Nature of Students' Reading Fluency

According to Hudson, Lane, & Pullen (2005) reading fluency is the ability to read text accurately and quickly. On the other word, it needs quick eyes to read the text. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds are natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding. On the other words, it seems like hard to read the text.

As Armbruster et al.(2001) stated that fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the next means. They can make connection among the ideas in the text and between the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must

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focus their attention on figuring out the words, leaving them little attention for understanding the text.

When the students recognized many words automatically, their oral reading still may be expressionless, not fluent. To read with expression, readers must be able to divide the text into meaningful chunks. These chunks include phrases and clauses. Reader must know to pause appropriately within and at the ends of sentence and when to change emphasizes and tone.

Fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes, depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text.

Some readers may recognize words automatically in isolation or on a list, they may not read the same words fluently when the words appear in sentences in connected text. Students who can read words in isolation quickly may not be able to automatically transfer this “speed and accuracy”. It is important to provide students with instruction and practice in fluency as they read connected text. Reading fluency is given by the readers’ capability about the words. It means that the reader must be able to connect between the text and its meaning.

Besides, Hudson, Lane, & Pullen (2005) stated that there are three major components of fluency: accuracy, which refers to the person’s ability to read words correctly; rate, the speed a person reads; and

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prosody, which is commonly referred to as reading with feeling and involves the stress, intonation, and pauses when reading. These components can allow for readers to shift their focus to comprehension and provides the main reason why fluency is so important. Reading fluency is one of the defining characteristics of good readers, and a lack of fluency is a common characteristic of poor readers. As Stanovich (1991) in Hudson, Lane, & Pullen (2005) stated that differences in reading fluency not only distinguish good readers from poor, but a lack of reading fluency is also a reliable predictor of reading comprehension problems.

9. Reading Strategies for Fluency

There are there strategies in fluency:

a. Teacher Modeling

The first strategy is teacher modeling. Research demonstrates that various forms of modeling can improve reading fluency. Teacher modeling involves more than just listening to someone else read. Teacher modeling teaches word recognition in a meaningful context, demonstrates correct phrasing, and gives students practice tracking across the page.

b. Repeated Reading

Another technique is repeated reading. Repeated reading is form of mastery learning. The students read the same words so many

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times that they begin to know them and are able to identify them in other text.

c. Progress Monitoring

Progress monitoring takes advantages of this combination to motivate students to read.

10. Reading Techniques for Fluency

Fluency is one of several critical factors necessary for reading comprehension. There are two instructional techniques, each of which has several variations, have typically been used to teach reading fluency.

- a. Guided repeated oral reading, encourages students to read passages orally with systematic and explicit guidance and feedback from the teacher.
- b. Independent silent reading encourages students to read silently on their own, inside and outside the classroom, with minimal guidance or feedback.

11. The Relationship between Reading Fluency and Reading Comprehension

a. Poor fluency can have an effect on Reading Comprehension

Comprehension is not guaranteed with fluency, but it is difficult without fluency. If a reader has to frequently stop to figure out unknown words, most likely the reader will not remember or understand much of what is read. Often students skilled in comprehension read faster than students with poor reading

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comprehension. According to Armbruster et al. (2001) fluent readers recognize words and comprehend at the same time, whereas less fluent readers must focus their attention on figuring out the words, leaving them little attention for understanding the text. When gains are made in fluency, readers can focus their attention on comprehension and understand more of what is read. As Adams (1990) stated that the ability to read connected text fluently is one of the essential requirements for successful reading comprehension. If children are too focused on word reading, then little remains for higher-level comprehension.

Perfetti suggested that when readers focus attention heavily on decoding accurately, less attention is available for comprehension. However, when decoding becomes automatic, requiring little attention, more attention may be allocated for comprehending a text. Thus, a direct relationship can be assumed between fluency and reading comprehension.

According to Hudson et al. (2005), each aspect of fluency has a clear connection to reading comprehension. For example, inaccurate word reading can lead to misinterpretations of the story, poor automaticity can strain the reader's ability to construct ongoing interpretation of the story, and poor prosody can lead to confusion through inappropriate groupings of words or the inappropriate use of expression.

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b. Fluency instruction can have an effect on Reading Comprehension

According to Armbruster et al., 2001, the study by the National Assessment of Educational Progress (NAEP) found a close relationship between fluency and reading comprehension. Students who scored lower on measures of fluency also scored lower on measures of comprehension. As Hudson et al. (2005) stated that suggests that fluency may be affecting many students' reading comprehension. All of the three fluency areas, such as, accuracy, rate, and prosody need to be developed by the students for effective comprehensive reading instruction.

A study conducted by Jenkins et al. (2003, p. 725) revealed that context fluency, which is accurately reading words in context, was a stronger predictor of comprehension than list fluency. The study suggested that "context fluency captures significant comprehension processes beyond those measured by pure word-list fluency". These findings can allow teachers to use a measure of context fluency to estimate overall reading comprehension.

According to Armbruster et al. (2001) repeated reading is considered the most commonly recommended procedure for improving reading rate. Repeated reading of text aimed at developing fluency also may be related to improvement in students' reading comprehension. As Jenkins et al. (2003) stated that when accuracy and reading rate are considered together, reading rate accounts for a

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significant difference in reading comprehension, suggesting that rate is more related to comprehension than accuracy.

12. Descriptive Paragraph

The paragraph type may also influence the readers' understanding when they read. In this case, the research discussed about one types of the paragraph which is descriptive paragraph. Descriptive paragraph is a kind of paragraph which consist of a description of an object, such as a person, an animal, a plant or other kinds of object that can be describe in vivid detail. . According to Oshima and Hogue (2007, p. 61) descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. According to Sulandra in his article, descriptive paragraph is a paragraph which expresses or describes place, thing, and person. So, the reader can easily picture or visualize what is being written about, or they can feel that they involve in the experience.

- a. There are three characteristics of a good paragraph in descriptive paragraph:
 - 1) Unity, it means that all of the sentences in it discuss only one main idea, and every supporting sentence must directly explain or prove the main ideas, which is stated in the topic sentence.
 - 2) Coherence, the parts of the paragraph are logically connected.

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- 3) Capitalization and punctuation, in English there are some rules for using capital letters, like capitalizing the first letter of the first word of the sentences, capitalizing pronounce, and capitalizing all proper nouns. Punctuation is also necessary to make a sentence meaning clear.
- b. Generic structure of descriptive paragraph:
- 1) Identification. It is a part in which you identify or write the recognition; moreover, it can be a general statement about place, person, or thing that you want to describe.
 - 2) Description. It is vivid detail of place, person, or thing that you want to describe so that the reader can easily imagine picture, the descriptions, or they can feel that they involve in the experience.
 - 3) Language features of descriptive paragraph:
 - a) Using adjectives and compound adjective such as white, attractive, and beautiful.
 - b) Using linking verbs, such as smell, appear, fell, etc.
 - c) Using attribute has and have.
- c. The example of descriptive paragraph:

My house

My house is divided into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace.

Downstairs, the floor is divided in eight rooms, four of them are bedrooms, and other two are bathrooms and then one kitchen and one dining room.

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In my bedroom, I have a lot of things inside, such as television, and many trophies. I really love my house, the place where we could share everything together. (Taken from www.jagoanbahasainggris.com)

B. The Relevant Research

According to Syafi'I et al (2013:103) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. This research is relevant with the other researchers.

1. A research from Carla M. McConnaughay (2008), in her title "The Relationship between Reading Fluency and Reading Comprehension" stated that the data was taken by her supports the hypothesis that there will be a significant relationship between third-grade students' reading fluency rates and reading comprehension performance.
2. Research conducted by Susan Lutz Klauda and John T. Guthrie, in their title "Relationships of reading fluency to comprehension" stated that the relationships between each type of fluency and reading comprehension were significant, both when only the fluency variables were employed as predictors in the model and when background knowledge and inferencing skill were included as controls. Previous studies have reported the association of fluency and comprehension using one measure of fluency, which is usually word recognition speed. However, there remains unexplained variance in reading comprehension in those studies. The present findings suggest that some of the unexplained variance in reading comprehension may be attributed to the two additional forms of fluency

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that were observed (syntactic fluency and passage level). The associations between the reading fluency variables and reading comprehension were partially mediated by the cognitive variables of inferencing and background knowledge.

C. The Operational Concept

Operational concept is a concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpreting to this research. For this reason, operational concept must be defined a clear statement to obtain the needed data at the research location. The indicators are as follow:

1. Variable X (Reading fluency)

Reading fluency is determined by the students' performance to recognize words. It means that, the readers must be able to connect the text and its meaning.

According to Karen (2003), the indicators of variable X are:

- a. The students are able to read a text quickly.
- b. The students are able to read a text with accuracy.
- c. The students are able to read a text with full of expressions.

2. Variable Y (Reading comprehension)

- a. The students are able to know main idea in reading text.
- b. The students are able to know meaning of vocabulary in reading text.
- c. The students are able to identify the detail information of the text.
- d. The students are able to find out word reference in reading text.
- e. The students are able to find out inference in reading text.

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D. The Assumption and The Hypothesis

1. The Assumption

In this research, the researcher assumes that the result of this research shows there is significant correlation between reading fluency and reading comprehension at the eighth grade of Junior High School 2 Sentajo Raya.

2. The Hypotheses

- a. H_0 : There is no significant relationship between students' reading fluency and their reading comprehension of the eighth grade students of Junior High School 2 Sentajo Raya.
- b. H_a : There is a significant relationship between students' reading fluency and their reading comprehension of the eighth grade students of Junior High School 2 Sentajo Raya.