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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

a. Definition of Reading

There are four skills in English which should be mastered, they are reading, speaking, writing and listening. Reading is one of the most important skills in learning language. So, Reading is the very crucial skill in English to be taught to the students. Many experts give definition about reading. The definitions are very useful for the researchers in conducting a research. According to Tanskerley (2003:2), reading is a complex process made up of several interlocking skills and processes. It means that reading is a complex one in the process interlocking skill. Moreover, Kalayo and Fauzan (2007:115) said that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. So, the reader needs to know how to get the most important information from the written text.

According to Kalayo (2007: 114), the purpose of reading also determines an appropriate approach to reading comprehension. Then Kalayo (2007: 123) also states some steps that help students in their reading comprehension, they are as follows:

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- a. Figure out the purpose of reading
- b. Attend the parts of the text that are relevant to identify purpose and ignore the rest.
- c. Select the appropriate strategy for reading task.
- d. Check comprehension while reading.

According to Anderson in Nunan (2003:70), in the process of reading, he divides three categories of reading models, they are:

- a. Bottom up models

Bottom up models typically consist of lower-level reading process. Students start with the fundamental basic of the letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structure, sentences, and longer text.

- b. Top down models

Top down models begin with the idea that comprehension resides the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions made. A passage can thus be understood even if all of the individual words are not understood.

- c. Interactive models

This model combines elements of both bottom-up and top down models. The readers synthesize based on information provided simultaneously from several knowledge.



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b. Definition of Reading Comprehension

According to Snow (2002:11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is dealing with the process of catching meaning and idea from the written text.

As the result, reading comprehension is the process of the readers to construct the meaning from the text. Thus, it is clearly stated that reading is not merely recognizing the written symbols in a text but also comprehending how to get the ideas of both explicit and implicit messages. Furthermore, Snow (2002:11) points out comprehension as three elements:

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

According to King and Stanleyin Hanisah (2012:14), the components of reading comprehension are as follows:

- a. Finding Factual Information

Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event and time.

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b. Finding Main Idea

Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also helps to remember the content later. Reader comprehends not only the idea in the text but also the relative significance as expressed by the writer.

c. Finding The Meaning of Vocabulary

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

d. Identifying Reference

Recognizing reference words and 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.

e. Making Inference

Inference is a skill where the reader has to be able to “read between the lines”.

While, Brown (2003:185) said that the process of reading should focus on bottom-up and top-down for processing separate letter, word, and phrases. Then, the reader must develop appropriate content and schemata (background knowledge) and also cultural experience to carry out the interpretation effectively. Similarly, Scott (2009:8) states that reading comprehension is not simply the application of a discrete

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set of strategies but the integration of a number of mental processes in an effort to extract and construct meaning. It means that to comprehend the text the readers involve their interaction and involvement with their written language. Referring to the explanation above, Wolley (2011:15) also stated that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. So, in understanding a text, the readers need to develop their representations of meaning of the text ideas during the reading process.

Based on the explanations above, the writer concludes that when the readers read the text, they should comprehend the contents of the text. Reading comprehension is the most important part of the process of reading. By reading, readers can understand the content of the text; beside reading comprehension is in fact not an easy matter. Reading comprehension is the ability of reader to gain information from a text and do something with it in a way that is understanding information.

c. Principle of Teaching Reading

According to I. S. P. Nation. (2009:9), the following principles can guide the design and practice of a reading program, as follows:

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1. *Meaning -focused Input*

- a. Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.
- b. Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
- c. Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.

2. *Meaning-focused Output*

Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

3. *Language-focused Learning*

- a. Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read.

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- b. Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.
- c. Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading.
- d. Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

4. Fluency Development

- a. Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming.
- b. Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent



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reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports and magazines about popular culture (Worthy, Moorman and Turner, 1999). These are not usually found at school.

- c. Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

2. The Nature of Contextual Guessing Technique

According to Johnson (2002:25), contextual teaching and learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with context of their personal, social, and cultural circumstance. So, it can be applied to find out what the students know, what they are thinking, stimulate them to think, and change their thinking. The students can guess the information of reading text to find out some interesting information. It means that using contextual guessing technique can be made as the way of teaching to get some information from reading.

Contextual guessing or guessing meaning from context (technique). This is a key learning skill for dealing with low frequency vocabulary, particularly in reading authentic text (Murcia, 2001:290). By using this technique, it can help students on their reading comprehension

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and the students can identify important words in reading and make semantic predictions about their relationship to one another. In other words, contextual guessing technique makes students to be good readers who can comprehend reading text easily.

The steps of using contextual guessing can be incorporated in class reading presentations or special exercises. The technique is as follows: First, the teacher explains everything about the technique to the students. The explanations include the way in determining time limit, how to use the technique, the important key terms and soon. Second, the students are given a text and the teacher determines the time limit. After that, the students start to read the text. One thing that should be remembered here is that they are not allowed to open their dictionary. After the time is up, the students have to answer the comprehensive answer, without looking back at the text. After they finish answering the questions, the teacher asks whether there is any unknown words, and list them in the whiteboard. Then, using the discussion technique, together they have to try to guess and later find out the meaning of the words, from inferences in the context. The teacher has to provide as many as possible meanings as they can. After knowing all the words in the text, the teacher asks them to retell the content of the passage if it is necessary. The last, they discuss the answer of the questions and record their achievements.



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Based on those steps, Contextual Guessing Technique may be good to apply in teaching reading, especially informational (non-fiction) texts, for example descriptive texts, narrative textt, report texts, and news-items.

3. The Nature of Descriptive Text

According to Syafi'i (2011:44), "descriptive paragraph (vivid imagery) is used to tell what the subject looks, sounds, feels, tastes, and/or smells like". It means that descriptive text is a text that describes about nouns, place and definitions of something, and object or a person. In this case, the students of the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru were asked to understand the descriptive text that described about, people, place and thing.

Clouse (2008:152) revealed that the descriptions on a menu have both an informational and a persuasive purpose. First, the descriptions let diners know what the various dishes are like that's the informational purpose. Second, the descriptions are written in a way to entice diners to order food they might not otherwise bother with that's the persuasive purpose. She also stated that there are five purposes of description such as to entertain, to express feelings, to relate experience, to inform (for a reader unfamiliar with the subject) or to inform (to create a fresh appreciation for the familiar) and to persuade (to convince the reader that some music videos degrade women).

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Kane (2000: 351) also mentioned that descriptive paragraphs fall into two broad kinds. They are:

a. Objective Paragraphs.

Objective paragraphs describe the topic in a literal and impartial way. the writer sets aspects of the perception unique to himself and concentrates on describing the percept in itself. Objective paragraphs say, "This is how the thing is."

b. Subjective Paragraphs.

Subjective paragraphs describe a writer's opinion projects into the percept. subjective, "This is how the thing seems to one particular consciousness."

In addition, Carver (2009: 27) stated that there are primary factors that influence reading comprehension. First, the relative difficulty of the textual material or passage is involved. If the level of difficulty of the text is higher than level ability of the individual, so the individual will get difficulty in reading comprehension. Second, the way in which instruction, reading activity will run well. Third, objective consequences. This will make the students easy in their reading because they know what they are going to be required. Kahayan to in Mubarok (2009: 4) also stated that the factors that influence reading comprehension come from external and internal factors. External factors are including reading material and teacher of reading, while, internal factors are including motivation and interest.



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Based on the statement above, it can be concluded that there are some factors that influence students' reading comprehension; they are motivation, interest, materials, prior knowledge, and the purpose of the reading. It is better for the reader to know factors that can influence reading comprehension to minimize the struggle in comprehending the text. So, in this research, the researcher used Contextual guessing technique that will help students to increase their reading comprehension in descriptive text and make them easy to understand the descriptive text.

B. Relevant of The Research

According to Syaffi'i (2013:103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. It means there are some researchers who have conducted the researches before the writer conducted this research. In conducting the research, the researcher took some relevant researches that have been investigated by previous researchers.

A research was conducted by Dinny Eritha entitled: "Efektivitas Pendekatan Kontekstual (Contextual Teaching and Learning) dalam Mengatasi Kesulitan Belajar Bahasa Inggris Siswa Kelas VIII Semester I SMP Negeri 1 Brangsung Kendal Tahun Pelajaran 2004/2005". In her research, she wrote that teaching and learning at school only focused on grammar instruction and gave less chance to students to practice speaking English. So, the teacher should choose other teaching methods like



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Contextual Teaching and Learning that can emphasize students' active learning to build interaction in teaching and learning.

The other research was done by Hafidh Mudhofar entitled Model Pembelajaran Berbasis Contextual Teaching and Learning (CTL) Untuk Peningkatan Pemahaman Konsep Program Linear (PTK Pembelajaran di Kelas X SMK Pertiwi Kartasura). In his research, he wrote that CTL has a purpose to give students the skills connecting to mathematics in daily life and apply them in the questions. The use of CTL model needs to be given by teachers in teaching and learning in order to achieve better learning results. The similarities with these researches are the research uses contextual learning strategies. Learning Contextual not only listens and records, but learning is a process of direct experience. This strategy focuses on students' full engagement process in order to find material to learn and connect it to real life situations, and encouraging students to be able to apply it to their lives.

Essentially, this research has no difference from the researches above. The only difference is the subject, application, and the media used in the research. In this research, the application of Contextual guessing technique in teaching reading comprehension is to read the text using various media such as magazine, newspaper, tabloids, etc

Operational Concept

According to Syafi'i (2015:103), operational concepts are derived from related theoretical concepts on all of the variables that should be

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pratically and empirically operated in an academic writing of a research paper. There are two variables in this study namely: variable (X) is called dependent variable, and variable (Y) is called independent variable. So, the operational concept of this research can be seen in the following indicators:

The Indicators of Teaching by Contextual Guessing Technique (Variable X) are:

- a) The teacher explains everything about the technique to the students.
- b) The students are given a text and the teacher determines the time limit.
- c) The students start to read the text.
- d) The students have to answer the comprehensive answer, without looking back at the text.
- e) The teacher asks whether there is any unknown words, and lists them in the whiteboard.
- f) The teacher has to provide as many as possible meanings as they can.
- g) The teacher asks them to retell the content of the passage if it is necessary.
- h) Discuss the answer of the questions and record their achievements.



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The Indicators of Students' Reading Comprehension (Variable Y) are as follows:

- a) Students are able to find factual information from the text.
- b) Students are able to find the main idea from the text.
- c) Students are able to find the meaning of vocabulary from the text.
- d) Students are able to identify reference from the text.
- e) Students are not able to make inference from the text.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that there is a significant difference of Contextual Guessing Technique on reading comprehension in descriptive text of students at Vocational High School Multi Mekanik Masmur Pekanbaru.

2. Hypotheses

Based on the assumption above, there are four hypotheses proposed:

a. Ho: There is no significant difference of the students' reading comprehension taught by using Contextual Guessing technique between experiment class and control class.

Ha: There is a significant difference of the students' reading comprehension taught by using Contextual Guessing technique between experimental class and control class.

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- b. Ho: There is no significant difference of the students' reading comprehension taught without using Contextual Guessing technique between experiment class and control class.
- Ha: There is a significant difference of the students' reading comprehension taught without using Contextual Guessing technique between experiment class and control class.
- c. Ho: There is no significant difference between students' reading comprehension of descriptive text taught by using Contextual Guessing and without using Contextual Guessing technique of the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru.
- Ha: There is a significant difference between students' reading comprehension of descriptive text taught by using Contextual Guessing technique and without using Contextual Guessing technique of the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru.
- d. Ho: There is no significant maagnitude on students' reading comprehension of descriptive text taught by using Contextual Guessing technique of the tenth grade at Vocational High School Multi Mekanik Masmur Pekanbaru.

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Ha: There is a significant magnitude on students' reading comprehension of descriptive text taught by using Contextual Guessing technique at Vocational High School Multi Mekanik Masmur Pekanbaru.