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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Reading Comprehension

###### a. The Concept of Reading Comprehension

Reading is the way used by the people to understand the meaning of the text, which is called by reading comprehension. Snow (2002: 11) indicates that reading comprehension as 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:

- 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.

Furthermore, Klinger, et. al. (2007: 8) also state that reading comprehension is a multicomponent, 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 the text types). It can be defined reading comprehension is a process when the readers relate the

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text they have read with the previous knowledge they had knew or strategy they use in reading. According to Irwin on Klinger (2007:9) there are five basic comprehension processes. That work together simultaneously and complement as follows:

#### 1) Micro Process

Micro processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning and requires an understanding of syntax as well as vocabulary.

#### 2) Integrative Process

This process involves understanding and inferring the relationship among clauses. For example, the reader is being able to identify and understand pronoun and to infer causation or sequence. So, the reader activity making connections across sentences.

#### 3) Macro Process

In this process, the reader is able to organize idea in a coherent way. The reader can do this by summarizing the key ideas.

#### 4) Elaborative Process

In this process, our prior knowledge is make inference beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

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## 5) Metacognitive Process

Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive process, the reader uses are those involved in monitoring understanding, selecting what to remember and regulating the strategies used when reading.

On the other hand, the five basics of comprehension process used by the reader have different ways in processing information, reader have their own style in analyzing the text, it means that every reader has different ways in processing the information from the text and reader also has different levels in reading comprehension.

Brown (2003:185) claims that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency. According to Wood and Connelly (2009:59) says reading comprehension is a dynamic and an interactive process. It means that in understanding the written text, the reader needs to recognize each word and recover its meaning, put together this information with syntactic knowledge to make meaningful sentences, and merge the meanings of each sentence to construct a representation of the state of matters described by the text.

Additionally, Reading comprehension is dependent on three factors. First, the reader has command of the linguistic structures of

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the text. Second, the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material and the last, the reader has adequate background in the content and vocabulary being presented (Tankersley, 2003). . In addition, dealing with Dorn and Soffos (2005:6) comprehension as the results from the mind's ability to make links and ask questions regarding the particular reading event. It means that comprehension is the main point that becomes the result of mind's ability in processing the information by reading. On the other hand, reading is a process of getting information from written text.

King and Stanley in Jesika (2015: 11) state that reading has five components contained in reading texts, which are appropriate with the Senior High School curriculum. They are:

#### 1) Finding main ideas

Every text has its own main idea. The main idea of a paragraph is what the paragraph develops. The main idea is usually expressed as a complete thought of the writer. It is the most important thought about the topic. In conclusion, finding main idea means find the main point in a paragraph. Usually, it contained in the first sentence in a paragraph.

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## 2) Finding factual information

Finding factual information means the reader needs to scan specific details information such as person, place, event and time. The types of questions in factual information appear with WH question in generally. WH question such as: *what, where, when, who, why* and *how*.

## 3) 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 with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read.

## 4) Identifying reference

Reference words are usually short and very frequently pronoun, such as: “I”, “You”, “We”, “She”, “He”, “It” etc. To analyze the pronouns, the reader need to watch out the sentence before, it would show the pronoun actually.

## 5) Making inference

Identifying inference is a skill of the reader to good understanding the meaning of the text. In identifying inference, the reader understanding is needed to generate multiple main ideas from the text and then combine them to find a conclusion. Shortly, in identifying inference, the readers need to understand the text to find a conclusion.

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Based on the explanation above, the writer concluded that reading comprehension is a process of constructing a meaning from a written text that involves the interaction of the reader's prior knowledge with a new given information. Reading also cannot be separated from comprehension because the purpose of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless.

### b. Assessing Reading Comprehension

Assessing is very important in teaching reading. Assessment is used to determine what skills are being learned and what skills need to be strengthened. The various assessments of the tasks depend on the type of reading. Assessing is intended to encourage learning, to monitor the progress of reading and to evaluate the result of reading itself. Arends (2007: 211) said that assessment is the process of collecting information about students and classroom for the purpose of making instructional decisions. It can also be gathered through formal means such as home work, test and written report. According to Nation (2006: 75) said that good assessment needs to be valid, reliable and practical. It means that the assessment has already valid, reliable and practical. Furthermore, Nation in Khanza (2017) also mentioned there are some possible tasks in assessing the students' reading comprehension in term of reading level of State Senior High School 1 Toapaya Bintan Regency. They are:

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**1) Pronominal question**

These questions require students to make written answer which can range the length from of single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

**2) Multiple choice**

Multiple choice questions focus on details and more general aspects of the text. Multiple choices are useful when there are very large numbers of the test to be marked.

**3) Information transfer**

The advantages are the information that the student produces can cover a lot of points and yet need not involve a lot of writing. The disadvantage is in gaining consistency in marking.

Based on explanation above, every goals of assessment has their own purposes and have different ways of assessing. In this research, the writer used multiple choices in consideration of its purpose to make it easier to be administrated and can be scored quickly. So, the writer used it to assess the reading comprehension.

**2. The Concept of Start Simple Stories (SSS) Method****a. The Definition of Start Simple Stories (SSS) Method**

Start with Simple Stories (SSS) Method is a unique, simple and fun language learning method enjoyed by students of various language levels

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and social backgrounds. Start with Simple Stories (SSS) Method is a new extensive reading method is often referred to as the “One Million Words Extensive Reading Approach”, or “HyakumangoTadoku (Furukawa: 2006). Based on the problem in preliminary observation, the writer used SSS method to solve its problem. In Start with Simple Stories (SSS) Method, the students start with picture books with a few words on a page. Many students who start with simple stories can read a large number of books without difficulty, and they can reach the goal of reading comprehension.

In this method, the reader not allowed to consult with the dictionary while reading because it makes the reader not focus with their reading text. The reader need to skip the difficult words they found, they can guess its meaning and make it as addition of the new vocabularies. Then, the reader can stop reading when they bored or think it too difficult. According to Furukawa (2006), SSS method affected many students shown the significant progress in their language skills.

In the Start Simple Stories (SSS) Method, the students are provided materials that are well within their comprehension level. This will allow the students to experience success and to revitalize their natural motivation to learn a new language. In the early stages of this process, there are no books that are too easy. However, we aggressively discourage students from reading books that are too difficult. The reason for this is that the students will revert to the practice of choosing books that are at the high end of their comprehension level. This would result in





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a lack of success, and the student will stop reading. This is due to the students' past exposure to language programs which have focused on materials. Students have acquired the belief that materials must be difficult or are not useful. They must relearn that low-level materials will provide them with the success needed to continue interacting with the language.

The students are encouraged not to use dictionaries. This does not mean that they should not use dictionaries for any of their language exercises. However, when reading in the Start Simple Stories (SSS) Method, the materials should be at a low enough level that a dictionary is not necessary. Furthermore, students will develop the skill of inferring meaning while reading. This will result in the acquisition of vocabulary as new words are encountered after a few times. Skipping words allows the student to continue reading and too naturally acquire new vocabulary in context as a word is encountered multiple times. If a student finds a book boring or too difficult, the student is encouraged to find more suitable material.

In education, we have been late in adopting process goals. We as teachers, often focus on what we might call the production goal of language acquisition, which is generally measured by a standardized test. As mentioned above, this focus on language acquisition leads us into the trap of providing our students with materials that are above their comprehension levels.



In conclusion, SSS is unique which make students focus on the reading text without care about dictionary, difficult word and just stop reading when the students feels boring and too difficult; besides SSS is simple method that means it's not difficult to apply this method in the class; after that SSS also fun extensive reading method which the students start with pictures that describe the text to understand the point of the reading text.

#### **b. The Procedures of Start Simple Stories (SSS) Method**

Furukawa (2006) state that the procedures of Start Simple Stories (SSS) are as follows:

- a. Teacher tells the rule of what the students will do.
- b. Teacher divides the students into subgroups and asks them to read a narrative text.
- c. Teacher asks the students to share their text items with each other.
- d. Teacher helped students to show the picture while the students read the text
- e. Teacher asks the students to stop reading when it is boring or too difficult and change to another narrative text.
- f. Teacher asks the students to reconvene the entire class and ask representative from each subgroup to share one of the texts that they choose to present with other students.
- g. Teacher asks the students do assignment. Its function was to help them to get more understanding about the material.


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## B. Relevant Research

According to Syafi'i (2013:94) relevant research is the observation of the writer on some previous researchers conducted other researchers that has been conducted by other researchers in which is they are relevant to the research you are conducting. The following are relevant researchers to this research project are:

The first research was conducted by Mela Melinawati (2008). In her research Entitled "The Influence of Start Simple Stories (SSS) Extensive Reading Method and Students' Reading Interest toward Reading Comprehension at the Second Grade Students of State Junior High School 1 Palembang". The subject of the research was Second Grade Students of State Junior High School 1 Palembang and the object of the research was the Influence of Start Simple Stories (SSS) Extensive Reading Method and Students' Reading Interest toward Reading Comprehension. The design of the research was Quasi-Experimental Research. Based on the result of the statistics calculation using independent t-test found in SPSS 15, it was found that (1) the p-output was .142 and it was higher than  $\alpha$  (.05). It means that H1 is rejected, (2) the p-output was .849 and it was higher than  $\alpha$  (.05). It means that H2 is rejected, (3) the p-output was .741 and it was higher than  $\alpha$  (.05). It means that H3 is also rejected, (4) the p-output was .482 and it was higher than  $\alpha$  (.05). It means that H4 is rejected, (5) the p-output was .986 and it was higher than  $\alpha$  (.05). It means that H5 is rejected, (6) the p-output was .106 and it was higher than  $\alpha$  (.05). It means that H6 is rejected, (7) the p-output was .214 and it was



higher than  $\alpha$  (.05). It means that H7 is rejected and (8) based on the Tests of Between Subjects effects analyses in two-way ANOVA found the significant value of the method (SSS Extensive Reading Method and conventional method) were .912 which is more than a (.05). It could be concluded that H8 is accepted.

The second research was conducted by Ikha Shopia Ellyana (2013). In her research Entitled “The Reading Comprehension of the Eighth Grade Students of SMP N 1 Gembong Pati Taught by Using Start Simple Stories Activity in Academic Year 2012/2013”. The subject of the research was Eighth Grade Students of SMP N 1 Gembong Pati and the object of the research was using Start Simple Stories Activity in Academic Year 2012/2013. The number of population was large; the writer used cluster random sampling by taking two classes for sample. The writer gets VIII B as the sample of the research. There are 25 students. The design of this research was experimental research. The result of the experiment can be seen that the calculation of t-test, with the level of significance 0.05, the Degree of Freedom (df) is 24, and t-table ( $t_i$ ) 2.064, the t- obtained ( $t_o$ ) 13.74. In the other words, t-obtained is higher than t-table. The reading comprehension of the eighth grade students of SMP N 1 Gembong Pati after being taught by using Start Simple Stories Activity is “good”. It is showed by the mean is 76.2 and the standard deviation is 7.5. it is higher than the mean of the reading comprehension of the eighth grade students of SMP N 1 Gembong Pati before being taught by using Start Simple Stories Activity in academic

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year 2012/2013 which the mean 52.8 and standard deviation is 7.08. It is categorized as “poor”. Based on the research result above, the writer concludes that Start Simple Stories Activity is appropriate in teaching reading comprehension of the eighth grade students of SMP N 1 Gembong Pati in academic year 2012/2013. For the teacher and the other researcher, Start Simple Stories Activity can be applied as an activity in teaching learning process step by step.

Based on the relevant research above, the thesis on the Start Simple Stories (SSS) Method has been researched by previous researchers. But, there are several things that distinguish between the previous researches with the research that will be the writer research; those are different of subject and location to be the writers’ research.

### C. Operational Concept

The operational concept is used to clarify the theories used in theoretical framework of this research. The variables investigated should be clearly and operationally defined into simple words. In hope, those variables can be easily measured and evaluated through the ways of treatments and assessment applied by the researcher (Syafi’i, 2013: 94). This operational concept used to give explanations about theoretical framework in order to avoid misunderstanding and misinterpretation on the research. Therefore the writer is needed to clarify briefly the variables used in this research. To operate the investigation on the variable, the researcher worked based on the following indicators:

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1. The indicators of using Start Simple Stories (SSS) Method are as follows:
  - a. Teacher tells the rule of what the students will do.
  - b. Teacher divides the students into subgroups and asks them to read a narrative text.
  - c. Teacher asks the students to share their text items with each other.
  - d. Teacher helped students to show the picture while the students read the text
  - e. Teacher asks the students to stop reading when it is boring or too difficult and change to another narrative text.
  - f. Teacher asks the students to reconvene the entire class and ask representative from each subgroup to share one of the texts that they choose to present with other students.
  - g. Teacher asks the students do assignment. Its function was to help them to get more understanding about the material.
2. The indicators of students' reading comprehension are as follows:
  - a. Students are able to find the main idea from the text.
  - b. Students are able to find factual information 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 able to make inference from the text.

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## D. Assumption and Hypothesis

### 1. Assumption

According to Furukawa (2006:1), Start Simple Stories (SSS) method is a unique, simple and fun language learning method enjoyed by the students of various language levels and social backgrounds. Start Simple Stories (SSS) method is a new extensive reading method. Klinger, et. al. (2007: 8) also state that reading comprehension is a multicomponent, 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 the text types).

In this research, the writer assumes that the students who are taught by using Start Simple Stories (SSS) Method get have better reading comprehension achievement than those who are not. Furthermore, the better implementation of Start Simple Stories (SSS) Method in reading subject is the better students' reading comprehension will be.

### 2. Hypothesis

Based on assumption above, there are two hypotheses proposed:

- 1) a.  $H_0$ : The students who are taught by using Start Simple Stories (SSS) Method don't get better score of reading comprehension than those who are taught without using Start Simple Stories (SSS) Method of eleventh grade

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students at State Senior High School 1 Toapaya Bintan Regency.

- b.  $H_a$ : The students who are taught by using Start Simple Stories (SSS) Method get better score of reading comprehension than those who are taught without using Start Simple Stories (SSS) Method of eleventh grade students at State Senior High School 1 Toapaya Bintan Regency.
- 2) a.  $H_0$ : There is no significant effect of using Start Simple Stories (SSS) Method on students' reading comprehension at State Senior High School 1 Toapaya Bintan Regency.
  - b.  $H_a$ : There is a significant effect of using Start Simple Stories (SSS) Method on students' reading comprehension at State Senior High School 1 Toapaya Bintan Regency.