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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Nature of Reading Comprehension

Many experts have shared their own definitions about the definition of reading. Reading is a process in a personal your familiarity with a subject, background and life experience and even personal interpretation of words and phrases affect understanding (Carter, et al, (2008:144). People may read in order to get information or increase their knowledge and sometimes to critique a writer's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. As stated by Nation (2009:9), reading is a source of learning and a source of enjoyment" Getting those considerations, the purposes of reading guide the reader to select a better text to be read.

Comprehension is the center of reading, (Karen, 2003:90). Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language, (Catherine, 2002:386). It means that comprehension is essential and comprehension is a process to construct the meaning from what the reader said. It consists of three elements: the reader, the text, and the activity or purpose for reading. These mean that the reader brings his cognitive capabilities, motivation, knowledge, an experience toward reading. Text is

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a resource to get information. Meanwhile the activity is the outcome from reading.

2. Factors Influence Students' Reading Comprehension

Comprehension problems can be used by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or inappropriate materials. They are eight factors that may influence the comprehension. They are as follows (Francoise, 1981:74):

- a. Limited of vocabulary knowledge
- b. Lack of fluency
- c. Lack of familiarity with the subject matter
- d. Difficulty level of the text (readability)
- e. Inadequate use of effective reading strategies
- f. Weak verbal reasoning
- g. Problems with processing information
- h. Problems is recalling information after reading.

Comprehension during reading is composed of series of complex. Miscue analysis developed by Villaume and Brabham, (2003:55) revealed four basic strategies as:

- a. Prediction

Prediction refers to the prediction of what the next chunk of language will be.

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b. Sampling

Sampling concerns the selection of the minimum information from text, which is consistent with the prediction.

c. Confirming

Confirming is the process of testing the prediction against the sample.

d. Correction

Correction is the stage at which another prediction will be generated if the original prediction is not confirmed.

Moreover, Nurrall, (1982:86) stated there five indicators for reading comprehension which faced by the students. There are:

- a. Finding the factual information. It means the readers should be able to get the real information which has been telling by the author. Readers is not only reading about the story but also have to get the information.
- b. Finding the main idea. Reading is not easy. Reading means the readers should comprehend every passage in the story. Readers are demanded to know the contents in all paragraph.
- c. Finding the meaning vocabulary in context. This is main things for beginners who just star to read. Obviously, every people will get confused with some new words. There are struggling to get the content of every specific words.
- d. Identify referent. It mentions of a source of information in a book. Readers ought to know the referent in every text to make a valid source.

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- e. Making inference. Readers are able to make a conclusion based on the book or text that they have read. It is an evidence of readers ability in reading comprehension.

Based on the explanation above, it can be concluded that reading is not an easy problem to know and understand the meaning and idea from written text. To understand a reading text, the students should have good competence and knowledge in knowing the meaning of the words, sentences, contents and other important things in reading text.

3. Students' Reading Comprehension on Descriptive Text

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 text types) (Karen and Graham, 2007:8).

According to Pearson (2006:60), description is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound, etc. Additionally, we use description to say what something or somebody is like.

Furthemore, descriptive is to describe something. It means that to describe a particular person, place, and thing. Descriptive is the part of the paragraph that describes the character. Manser (1993:113)



4. Nature of Buddy Reading Strategy

The teacher needs to apply the appropriate strategy to ease the students in comprehending the text. In this case, the writer suggests a reading comprehension strategy to make students understand about the text. The name of this strategy is Buddy Reading Strategy.

According to Carveny and Melissa (2003:26), buddy reading is strategy another way to build comprehension. With a partner, have students to read a text silently and then orally. During oral reading, buddies might alternate paragraphs or pages. The listener follows along carefully, gently correcting any errors that may effect the reader understanding of the text. It means that the strategy can help students in read a text and build their comprehension about text.

In addition, Frandsen, (2011:87) said that Buddy Reading Strategy is done with partner. The children take turn reading consecutive passage aloud to one another. The students can share with their friend about pronunciation, the meaning of word. Two or more students read together and one students read and the listeners follow along carefully.

Franzese (2002:107) explains some procedures of buddy reading such as: first, as one person is reading, the other person listen carefully and follows along. Then, if the reader make a mistake the partner does not say the word for her, but instead guide her to check the problem - solve the word. Next, the partner read the book for a second time in unison to

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promote fluency and phrasing, After the second reading they orally respond to the book.

Based on the definition above, it can be concluded that Buddy Reading helps students build and focus on meaning to increase the students to their prior knowledge to the information. Students should be taught this strategy explicitly, given time and means to practice, and reinforced for successful performance.

5. Teaching by Using Buddy Reading Strategy on Students' Reading Comprehension

Reading strategies are used by a reader have closed relationship with comprehension. The strategies will facilitate students who want to read effectively. In reading instruction, the teacher should emphasize comprehension strategies. Instruction should be carefully planned to facilitate a high degree of student success in the learning process. Specific skills are taught and then integrated into a passage reading exercises. The students should be sure that suitable strategies are used facilitate their rapid understanding of the reading material.

According to Elizabeth (2010:36), there are the important roles of teachers to get students to read well, they are:

- a. The teacher should organize the instruction. It means that the teacher needs to tell the students exactly what their reading purpose and give them clear instructions about how to achieve it, and then, how long they have to do it.

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- b. The teacher is as an observer. It means that the teacher observed the students work of reading comprehension.
- c. The teacher is as a feedback provider: the question of when and how to give feedback in reading activities is answered by considering the effect of possible approaches. It means that when students have completed the task, the teacher can lead a feedback session to check that they have completed the task successfully.
- d. The teacher is as a prompter; it means that when students have read a text, the teacher can prompt them to notice languages features in that text. On the other hand, these roles are needed (to teachers) to adopt.
- e. Asking students to read in order to get students to read enthusiastically in class.

According to Brown (1982:72), there are some process that involves in teaching reading comprehension to the students that gets difficulties specially, as follows:

- a. Cognitive Processes

What is actually when we comprehend what we are reading? five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. While reading about these different cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, to



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stepping back and reflecting about what has been read, as with metacognition.

b. Microprocesses

Microprocessing 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 require an understanding of syntax as well as vocabulary.

c. Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences, he or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative processing include being able to identify and understand.

d. Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (i.e., subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient comprehend know to use the same organizational pattern to provide by

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the author to organize their ideas (e.g., a story map that includes characters and setting/ problem/ solution in a Report or a compare-and-contrast text structure for an expository passage).

e. Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

f. Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of passage, note taking, and checking understanding.

All of the processes above, have a benefit to help the students and teachers in learning of reading comprehension itself. So, with the way of the process that can make successful in reading, especially in comprehend the text through Buddy Reading Strategy.

Effective teaching is the use of appropriate strategy in the classroom. The teacher is required to teach the lesson as clear as possible

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in order to get students' understanding about the topic that is being taught. Generally, there are three stages in language teaching. In language teaching, a lesson is sometimes divided into three stages (Harmer 1998:72):

a. Presentation Stage

The introduction of the narrative text, where their meanings are explained, demonstrated, etc., and other necessary information is given.

b. Practice Stage (Repetition Stage)

The narrative text are practiced either individually or in groups. Practice activities usually move from controlled to less controlled practice.

c. Production Stage (Transfer Stage, Free Practice)

Students use the new items more freely, with less or little control by the teacher.

So based on the three stages above, it can be related to Buddy Reading, this strategy is used to teach reading comprehension. Buddy Reading Strategy has some steps in practice, and it is divided into three stages – presentation, practice, and production. Presentation stage includes the teacher selecting the appropriate narrative text/ story to be read. Ask the students to choose a partner who has read the same page. Practice stage includes the teacher asking them to negotiate how the two of them will read the text and then discuss the text during and

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after reading. Production stage includes the teacher tells the participant to continuous this process until the students can read well without an errors.

B. Relevant Research

According to Syafi'i (2011:102), relevant research is required to observe some previous researchers in which they are relevant to the research there are conducting. Besides, the writer has to analyze what the point that is focused on that informs the design, finding and conclusion of the previous research, they are:

Haryati Rahmadani conducted a research, entitled: "Teaching Reading by Combining Buddy Reading with Double Entry Diary Strategies at Senior High School". A Thesis" STKIP PGRI Sumatra Barat". It was an experimental research. The writer found that combining Buddy Reading and questioning strategy can be used to improve students' reading comprehension. The improvement was identified from their reading achievement. The mean of post test experimental class is 75, 11 and mean of post test control class is 67,97. Furthermore, the writer found that the second hypothesis was accepted, because t obtained (2,03) was higher than t table(1,67). It can be concluded that the findings of the research indicated that the result of using Buddy Reading Strategy can improve students' reading comprehension.

Linda Fauza, in her research, entitled: "The Effect of Using Buddy Reading Strategy Toward Student's Reading Comprehension. A Study at the



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eight grade students of Junior High School 4 Lembah Melintang 2013/2014 Academic Year. A Thesis” STKIP PGRI Sumatra Barat”. It was an experimental research. The writer found that Buddy Reading Strategy can be used to improve students’ reading comprehension. The improvement can be identified from their reading comprehension achievement. From pre-test was 73.40 and in post-test was 79.75.

Based on the explanation above, it shows that the difference between the previous researchers from this research is that both of the previous researches aimed at knowing the effect of the students’ reading comprehension by using Buddy Reading Strategy and to know the effect of the students’ reading comprehension by Buddy Reading Strategy. Furthermore, based on the research finding of both previous researches, it indicated that use of Buddy Reading Strategy was successful and could be applied to increase students’ reading comprehension.

C. The Operational Concept

Operational concept is proposed to give the explanation about theoretical framework in order to clarify the theories which are used in this research. This research is designed into two variables; independent variable (X) and dependent research (Y).

1. Variable X: using Buddy Reading Strategy
 - a. The teacher selects an appropriate narrative text to be read.

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- b. The teacher divides the students into groups which consist of two members.
 - c. The teacher instructs the students to take turns in reading the text.
 - d. The teacher instructs the students to discuss the text during and after reading.
 - e. The teacher asks the students to share the information gathered.
2. Variable Y: students' reading comprehension
 - a. The students are able to identify the main idea from the descriptive text.
 - b. The students are able to identify factual information from the descriptive text.
 - c. The students are able to make inference from the descriptive text.
 - d. The students are able to find out the meaning of vocabulary in descriptive text.
 - e. The students are able to identify the references in descriptive text.

D. Assumption and Hypothesis**1. Assumption**

In this research, the writer assumes that the better using Buddy Reading Strategy, the better students comprehension in reading descriptive text will be.

2. Hypothesis

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

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a. The Alternative Hypothesis (H_a)

There is significant effect of using Buddy Reading Strategy on students' reading comprehension on descriptive text at As-Shofa Islamic Junior High School Pekanbaru.

b. The Null Hypothesis (H_0)

There is no significant effect of using Buddy Reading Strategy on students' reading comprehension on descriptive text at As-Shofa Islamic Junior High School Pekanbaru.