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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

According to Page and Pinnel (1973), reading is as a part of language use that deals with the use of printed language it means that is how people get information in written form. Harris and Sipay (1980) define that Reading is the meaningful interpretation of printed or verbal symbols. It means that reader should recognize symbols that are printed in the text in order to get meaningful interpretation while they are reading.

Grabe and Fredericka (2002) define reading as the ability to describe meaning from the printed page and present this information appropriately. The students can get the meaning from what the students have read based on the books, magazines and newspapers.

According to Scott Thornbury (2006:190) reading means to have contact between the reader and writer. While reading, the reader is trying to understand what the author tries in the text. Kathleen Graves (2000:48) believe that predicting, interpreting, and understanding the text are the processes of reading that include sub skill. In line with that, Scott (2006:190) also concludes that reading is an active and even interactive process. It is an active work and influence in improving the knowledge of the writer to the reader.



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In conclusion, reading is a very important skill that we have to learn. Reading is one of the language skills that will give a great value because the readers find the useful information. It can be said that reading is a common way to get information and knowledge from written form, people will obtain the ideas that they want and will be able to use them in accordance with their needs.

2. The Nature of Reading Comprehension

According to Hennen (2009:44) Reading comprehension is making relevant connections about the text to make meaning of their reading. They have to think about what they are reading. This enables them to make higher-level connections and have a deeper understanding of the text. However, getting the meaning of the author's intended meaning, the reader needs to have prior knowledge and skill.

It means that interaction will make the reader understand what the writer talks about or the writer messages. Transkerley (1952:108) says that the reader filters new information against their own background store house of information and life experiences and identify and shift relevant from non relevant information. Effective readers monitor when the text is not understood or is not making sense and repairs faulty comprehension whenever it occurs.

According to Reinky and Scheiner in Kustaryo (1988) reading comprehension is an active process of thinking, depending not only on comprehension skills but also on reader's experience and background

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knowledge. Here in order to get the meaning from the text, the students have to involve their background knowledge to build the meaning of the text because the text itself does not carry meaning without contribution from the students' background knowledge.

According to Grabe (2009: 15) reading is a central comprehension of thinking process. Reading is also a cognitive process that consists of reader and the text. This statement is supported by Kalayo who said that reading is letters, words, sentences, and paragraph that encode meaning. There are some components in reading comprehension skill. The components have their own characteristic. King and Stanly (1998:331) state that there are five components that may help to read carefully.

a. Finding factual information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of questions: reason, purpose, comparison, etc in which the answer can be found in the text.

b. Finding main idea

According to Elizabeth Chealse (2001:16) the main idea of is the overall fact, feeling, or idea the author wants to convey *about* the subject. Main ideas are general enough to encompass all of the ideas in the passage. They also make an assertion about the subject that the rest of the passage develops and supports. Main ideas are often stated in topic

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sentences. In longer texts, each paragraph has a main idea (though it may not be explicitly stated), and each main idea works to support the overall main idea of the passage. In other words, the main idea provides the reader with different clues. The most of the common place of main idea and the clues that each offers the reader about paragraph development and organization are discussed. Sometimes, the main idea of the paragraph that we can find are in the first sentence, last sentence, middle sentence, or in the first and last sentence.

c. Identifying the topic

According to Katheleen (1992:168) a paragraph can be defined as a group of related ideas. The sentence relate to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

d. Finding the meaning of vocabulary

According to According to Katheleen (1992:324) your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has it or nearly the same meaning as another word.

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e. Identifying reference

Reference is the relationship which holds between word and things: words refer things. This references can help the reader understand the reading.

f. Making inferences

According to According to Katheleen (1992:378) Inference is a logical connection that you draw between what you observe or know and what you do not know. Inferences are reasonable guesses made on basis of available information.

In short, reading comprehension is the ability to read the text and process understand the meaning of the text. Students' reading comprehension can be influenced by the use of effective strategy for teaching and learning process.

3. The Nature of Descriptive Text

Descriptive text is a kind of text that is used to show or describe what the subject looks, sounds, feels, tastes and smells as if the reader can see the object that is being described directly.

Dealing with the definition of the descriptive text above, Syafi'i (2007:43) says that there are several elements of descriptive text, it should use word that appear to the five senses: smell, touch, hearing, taste, or feeling. Not all five of senses are necessary to applied every subject that we write about, but strive to use as many as you can. The generic structure of descriptive text : identification ; identifying the phenomenon

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described, description ; describing the phenomenon in parts , Qualities and characteristic. In descriptive text , people describe a place, a thing , or a person. When the people describe the way something looks (physical description), people have to describe it according to where the objects being described are located.

- 1) Generic Structure of Descriptive text :
 - a. Identification : identifies phenomenon to be described
 - b. Description : Describes parts, qualities, characteristics
- 2) Language Features of Descriptive Text :
 - a. Using attributive and identifying process
 - b. Using adjective and classifiers in nominal group
 - c. Using simple present tense

A description consists of :

- 1) Identification
This part introduces the person / thing described
- 2) Description
This part gives the details of th person / described. It may describe parts, qualities, and characteristics
- 3) Conclusion (optional)
The concluding paragraph signals the end of the text.

4. Teaching Reading

The goal of teaching reading is to make the readers able to get the ideas, the information and able to comprehend the text that they read. It

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means if the reader reads the text, they will be able to get the information from the text and they are able to synthesize and evaluate the information that they get from the text. Klinger (2007:5) stated that there are some instructional components that contribute the most to improved effect sizes in reading comprehension include:

- a. Teacher and students questioning
- b. Interactive dialogue between teachers and students and students and students
- c. Controlling task difficulty and scaffolding instruction
- d. Elaboration the steps or strategies and modeling the teacher
- e. Small group instruction
- f. Use of the cues to help students remember to use and apply what they learn.

According to Idham and Zelly (2014:97) say “teaching reading basically aims”:

- a. Development of reading skills, study skills, comprehension skills
- b. Introduction (or practice) of an important/new genre, e.g. poem, flowchart, etc.
- c. Creation of a new interest or chasing in on current interest so that pupils will read more
- d. The ironing out of old (bad) habits, e.g. word by word reading
- e. The development of flexible reading strategy.



5. CAR (Competence, Autonomy, and Relatedness) Principles

CAR Principles are a set of Principles of students' psychological needs for competence (C), autonomy (A), and relatedness (R). Competence refers to the ability whether skill or knowledge which had by someone or group in doing something well. Competence in reading ability means that the students are able to accomplish their tasks or assignments given by their teacher in reading activities. Komiyama (2009) describes that competence refers to students' feelings that they are capable of completing L2 reading activities. The need for competence is satisfied when students accomplish reading activities that are challenging for them but not overwhelming, so that students feel that they are capable of completing the reading tasks. If students think that they can accomplish their assignment in reading activities, they will be prompted to compete communicatively (communicative competence). According to the Longman Dictionary of Applied Linguistics (in Xiaohong, 1994), communicative competence includes:

1. Knowledge of the grammar and vocabulary of the language;
2. Knowledge of the rules of speaking (knowing how to begin and end conversations, what topics may be talked about in different types of speech events, which address forms should be used with different persons in different situations, etc.);
3. Knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks, and invitations; and

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4. Knowing how to use language appropriately

In addition, Wikipedia (2010) mentions that communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

Another component of CAR Principles is autonomy. Autonomy in reading refers to students' ability in which he or she can do something in reading activities without being controlled by anyone else. Rendon (1995) assumes that autonomous learners want to direct their own language learning. They want to know how to find learning resources, how to identify their learning strategies, and how to evaluate the development of their own language skills. Wisniewska (1998) adds that learner autonomy is the ability to take control of one's own learning in order to maximize its full potential. According to Palfreyman (1999), learner autonomy involves thinking about teacher learning and trying to be aware of teacher strengths and weaknesses.

The third point in CAR Principles is relatedness. Relatedness in reading means that there is a link between the students with their classmates and teachers. Komiyama (2009) points out that relatedness refers to students' feeling of being connected with their classmates and teachers. Relatedness is particularly important for students to develop more self-determined forms of motivation.



In conclusion, CAR Principles are a set of Principles that used by the teacher to support students' psychological needs for competence (C), autonomy (A), and relatedness (R) and use to motivate students in learning English.

6. Teaching Reading by Using CAR Principles

The CAR Principles can be applied in the English classroom in order to improve students' ability in reading comprehension. These useful Principles can be adapted in such a way in order to help teachers to enhance students' comprehension in an interesting way because CAR Principles can be a strategy which motivates students to read. According to Komiyama (2009), teachers can effectively use CAR Principles to nurture more self-determined readers who rely less on external reinforcement, such as grades, and more on internal motivation, such as curiosity. Students will not feel that they are burdened while they have been motivated in reading class. This is the main point that will be provided here in this research. In this case, teacher will support students to be able to compete, feel in control of their own behaviors, and being connected with the classmates and teachers.

There are some steps to apply CAR Principles in reading activity. In pre-reading activity, the teacher firstly introduces the topic or activity in small or simple steps to the students. It is always good to introduce the activity so that students feel that the teacher will accompany them through the experience. The teacher then provides students with the topic or title of

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the text. This is a kind of activity which supports students' feelings of competence. The topic to brainstorm can also come from a single student or from a student group. It can maintain students' autonomy before the lesson is really begun. When teacher gives students a choice or an opportunity to select the topic, the teacher needs to make sure that the choice is reasonable for teaching reading contexts. The teacher must also be aware that having a choice can sometimes make students feel overwhelmed, especially for those unaccustomed to being given choices.

After giving the topic, the teacher provides visual support to complement texts and aid comprehension, whether pictures, illustrations, charts, tables, graphic organizers, or semantic mapping which relate with the text that will be taught later. Baloto (1996) says that visual aids are important tools for the teacher. Used appropriately in the classroom, they enable the teacher to avoid long and confusing explanations. Jiang and Grabe (in Komiyama, 2009) add that using visual support has proven effective for helping students understand text structures. At the same time, these aids will help the teacher to have a lively class because students associate real objects with their English equivalents. In this way, students can exchange information with each other since those media can be familiar with the topic and/or object which learned. Then, the teacher asks the students to pay attention of the picture which relate with the text. For example: please look at this picture!

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Source: *www.omepage.mac.com*

Based on the title, and before reading, students are asked to give or write questions in English which they think they will find the answers to in the text. This activity significantly can active their background knowledge or their previous knowledge and push them to be more critical in reading. Also, it will force them to compete with other students. At this stage it is important for the teacher to tell the students that what they are doing is just predicting, and that their predictions do not necessarily have to be true later when they read the text. It is also very important for the teacher to give students extra practice in the formulation of information (Wh-) questions in English, especially in the reading class, when students have less opportunity to practice that skill. Besides predicting the questions which may be involved or related with the text, students will also write words that they expect will appear in the text according to the topic suggested by the title. In this situation, the teacher may give any explanations that needed by students. In addition, it is advisable for the teacher to select title that contains relevant information about the text. The teacher should also select text titles that are explicit and which do not contain ironical or sarcastic elements. When the selected text does not

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have an appropriate title, the teacher should adapt the title, in order to make it appropriate for the activity. The suitable title should be given to the students with the aim of understanding the text easily.

Afterward, the teacher gives cloze test or an incomplete text and some possible answers / options that relates with the previous picture, for instance;

Bongo the Orangutan

There ... an orangutan in the Bandung zoo. People call her Bongo. She comes from a dense on the of Kalimantan.

She has physical features similar to a human. Bongo has brownish, and walks with two feet. Bongo is almost as as a human. She is a mammal, that means she gives birth to her children and breast feeds them.

is

are

forest

river

island

sea

fur

small

big

Figure II.1 example of the test

Then, the students are asked to fill in the blank or guess the answers. The teacher let them to think a moment and asks them to raise his or her hand if he or she can write down the answer on white board. It is suggested for teacher to give more chance for the students who are non-active in the class in order to force them to be involved in reading activities. By doing this activity, students are supposed to find new

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vocabularies and it also builds their competence and autonomy. Bricout (1999) mentions that the way of the class where students were given the list of missing words, but not in the correct order will become more familiar with the new vocabulary, and they could study the roots of the words and associate them with those they had chosen.

The next step for students is to read the text. They read carefully, trying to check if the questions previously formulated are answered in the text. They also check if the vocabulary they predicted appears in the text.

In the whiles reading activity, the teacher previously explains about new words or vocabularies that are found in the text. Students are even invited to discuss them by activated their background knowledge once. Then, after the teacher gives the complete text, students are asked to check their answers in filling the incomplete text when they are in prior stage. After that, the teacher asks the students to read the text. This circumstance, the teacher allows students enough time to finish reading or to reread the text, whether read aloud in turn (two until or three sentences for each student) or silent reading individually. Giving students enough time to finish their reading is highly important. If students constantly run out of time when completing assigned readings, they could easily lose confidence in their reading abilities. On the contrary, when students have opportunities to read or reread the text, they feel that their reading skills have improved. So in this situation, the teacher can design meaningful exercises by asking students to reread texts for different purposes, from

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different perspectives, or with a different pedagogical focus, such as reading to acquire vocabulary, identify the main idea, or analyze the text's structure. After reading the full text, the students are asked to relate ideas of the reading with the information that they already know. Later, the teacher lets students to check if the questions previously formulated are answered in the text. They also check if the vocabulary they predicted appears in the text.

Furthermore, to incorporate activities that nurture cooperative interactions among students, the teacher invites the students to make a group work (four or five students in a group) in discussing the text. While using group work in reading activities, the teacher has to involve students in discussion about main ideas, themes, and strategies for understanding texts to make them feel part of the classroom community. Those activities described in the reading stage can properly build students' competence, autonomy, and relatedness in reading comprehension.

In post-reading activity, the teacher gives choices with small, concrete, and nonthreatening tasks in settings where students are unfamiliar or uncomfortable with making choices of their own. For instance, after-reading activity, the teacher gives students a set of comprehension questions based on the text which have discussed (e.g., five questions) and asking them to answer a subset of those questions (e.g., three questions). This activity may be a good way to introduce choice, besides it also can maintain students' autonomy. The function of those

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questions is to measure the level of students' comprehension about the text. Moreover, the teacher can discuss the results with the students and check how many of their predictions are correct. It is important to mention that one of the teacher's tasks during the post-reading phase is to inform students about that fact that predictions do not necessarily have to be correct. This will help students not to feel discouraged in case most of their predictions were incorrect.

B. Relevant Research

According to Syafi'i (2013:94) relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to the research being conducted. The writer has to analyze the point that was focused on, informs the design, finding and draw conclusion from the previous research.

Komiyama (2009) had experienced about the use of CAR Principles in reading activity. She found that that each of the three CAR components-competence, autonomy, and relatedness - is a vital part of building reading comprehension, just as the body, engine, and tires are vital parts of a car. It means that the Principles will not work effectively if any of the three aspects is missing, just as a car will not run if it is missing its body, engine, or tires.

In addition, Rendon (1995) states that the students' autonomy is important so that the teacher must give students the opportunity to reason and reflect on their performance in the classroom in order to give learners the chance to make choices and decisions in learning a new language. The concept

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of autonomous learning and cooperative learning extends learner's skills into linguistic areas where teachers are regarded more as language facilitators than textbook interpreters. However CAR Principles potentially can improve students' reading comprehension, these Principles also has a weakness, if the teacher is not aware of the links between motivational approaches and reading development. In this case, the teacher needs to nurture student motivational orientations that are most likely to yield positive results.

From the previous studies about the effectiveness of implementing CAR Principles in teaching-learning process, it is clearly seen that actually, CAR Principles are not only interesting and fun but also useful for teaching. But unfortunately, none of the previous studies have ever researched about using CAR Principles on students' reading comprehension at the first year students of Islamic Junior High School of Al Ihsan Boarding School. That is why then, this research will be conducted by the researcher in order to find out whether these Principles are as useful as the other previous findings.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept is the concept used to clarify the theories used in the research. There are two variables used in this research, there are variable X and variable Y. Using CAR Principles as (X) variable and Students' Reading Comprehension as (Y) variable. X is an independent variable and Y is a dependent variable.

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The teaching procedures of using CAR Principles (X) are as follows:

1. Pre- reading Activity
 - a. The teacher introduces the topic in small or simple steps to the students.
 - b. The teacher provides visual support which relate with the text that will be taught later.
 - c. The teacher gives any explanation that may be needed.
 - d. Based on the title and visual support given, and before reading, students are asked to write questions (prediction) and word(s) in English which they think they will find the answers to in the text.
 - e. Teacher shows an incomplete text and some possible answer/options beside the text.
 - f. Teacher asks students to guess it.
2. Whilst-reading activities
 - a. The teacher explains about the new words/vocabularies that are found in the text.
 - b. Then, the teacher gives the students the complete text to read.
 - c. Teacher asks the students to check their answers in filling the incomplete text.
 - d. Then, the students are asked to read the full text.
 - e. Teacher asks them to relate the information that they found in pre-reading activities with the text to reach the comprehension.

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- f. Teacher asks the students to check if the questions previously formulated are answered in the text. They also check if the vocabulary they predicted appears in the text.
- g. Teacher discusses the text with students. In this case, students can be invited to make a group work.
- h. Teacher involves students in discussions about main ideas, themes, and strategies for understanding texts.

3. Post-reading Activities

- a. The teacher gives students a set of comprehension questions (e.g., five questions) and asks them to answer a subset of those questions. (e.g., three questions)
- b. The teacher may discuss the results with the students, checking how many of their predictions were correct.

The Indicators of reading comprehension (Y) are as follows:

- 1) The students are able to find out the main idea of descriptive text.
- 2) The students are able to find out the generic structure of descriptive text.
- 3) The students are able to find out the purpose of descriptive text.
- 4) The students are able to find out the information of descriptive text.
- 5) The students are able make reference from the descriptive text.

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D. Assumption and Hypothesis

1. Assumption

According to Arikunto (2010:107) assumption is believed this about the truth by the researcher and should be formed clearly. In this research, the writer assumes that using Competence, Autonomy, and Relatedness (CAR) Principles can improve students reading comprehension in descriptive text. Students are able to comprehend the descriptive text better than before.

2. Hypothesis

Based on assumption above, there are two hypotheses proposed:

- Ho : There is no significant effect of using CAR Principles on students' reading comprehension in descriptive text.
- Ha : There is a significant effect of using CAR Principles on students' reading comprehension in descriptive text.