CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

The theoretical framework of this study is based on the concepts, theories and previous study about reading comprehension and recount text that will be discussed below.

1. Nature of Reading Comprehension

a. Reading Comprehension

Reading is an interactive process between the reader and the writer of texts to get information include in texts by comprehending it. According to Klingner, et.al (2007), reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (prior knowledge) related to the text. Snow (2002) also defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language which consists of three elements: the reader, the text, and the activity or purpose for reading. It means that reading comprehension is not a simple process. In reading comprehension, readers need their prior knowledge about text they read to build their comprehension.

Moreillon (2007) stated that reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill.

7

Then, Patel & Jain (2008) also added that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. Thus, in reading comprehension readers need to understand about components include in the texts.

Regarding the definition of reading comprehension above, the writer concludes that reading comprehension is a complex process in term of constructing the meaning in purposes to know what texts talk about. When readers read, they will make a connection between their background knowledge and the new information from the text. In comprehending texts, readers also need to understand about meaning of context, vocabulary, grammatical structure and concept of texts. So that the readers can have good reading comprehension.

b. Types of Reading Comprehension

Reading comprehension also can be differed by its purpose. According to Richards & Schmidt (2010) there are four types of reading comprehension based on its purpose:

1) Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

2) Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.

3) Critical or evaluate comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.

4) Appreciative comprehension: reading in order to again an emotional or other kind of valued response from a passage.

Based on the statements above, there are four types of reading comprehension which have different purposes of each type. Literal comprehension means reading to know information in general. At inferential comprehension, the reader aims at findings specific information of texts. At the critical comprehension, the readers compare and conclude their own knowledge and values of texts. meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text.

c. Components of Reading Comprehension

There are many components of reading comprehension which have its own characteristic. King and Stanly (1998) stated five components that may help to read carefully, they are:

1) Finding factual information

In finding factual information, it requires readers to scan specific detail. The factual information questions are prepared for students and those which appear with WH-question word.

2) Finding main idea

Main idea of a paragraph is what the author wants you to know about the topic. Main idea makes a particular statement or emphasizes a special aspect of the topic.It is usually expressed as complete thought and indicates the author's reason or purpose for writing and the message he or she wants to share with the reader.

3) Identifying the topic

According to Kathleen (1992) a paragraph can be defined as a group of related ideas. The sentence relates 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.

4) Finding the meaning of vocabulary

In finding the meaning of vocabulary, readers can develop their guessing ability to the word which is not familiar with them 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 or nearly the same meaning as another word.

5) Identifying reference

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

6) Making inferences

According to Kathleen (1992) 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.

d. Reading Comprehension based on Barrett Taxonomy

A taxonomy is a standardized framework to classify and organize items into categories. According to Richard and Schmidt, (2010) Taxonomy is classification of items into classes and sub-classes. Characterizing the typical distribution of items within taxonomic categories is an important question with applications in many disciplines. Barrett taxonomy is a taxonomy made by Thomas C. Barrett in 1968; it is used for reading. As stated by Blair, Helman and Rupley (1981), Barrett taxonomy is representative of a comprehension taxonomy that can be used when developing instructional activities, identifying questions and specifying reading comprehension instruction. The Barrett Taxonomy designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, is especially useful for classroom questioning in other content areas as well.

Barrett Taxonomy consists of four levels: (1) literal recognition or recall, (2) inferential, (3) evaluation, and (4) appreciation. These levels are divided based on their difficulties. If the reading comprehension questions are made based on Barrett's taxonomy, the students can enhance their reading ability because they can train themselves to comprehend the text by answering questions that are made based on appropriate levels of thinking skills.

Table. II.1
Barret Taxonomy

No	Level	Classification
1	**Literal comprehension:** focuses on ideas and information which are explicitly stated in the selection.	Recognition or recall of details.
		Recognition or recall of main ideas.
		Recognition or recall of sequence.
		Recognition or recall of comparisons.
		Recognition or recall of cause and effect relationships.
		Recognition or recall of character traits.
2	**Inference:** demonstrated by the student when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses.	Inferring supporting details.
		Inferring the main idea.
		Inferring sequence.
		Inferring comparisons.
		Inferring cause and effect relationships.
		Inferring character traits.
		Predicting outcomes.
		Inferring about figurative language.
3	**Evaluation:** require responses by the student which indicate that he or she has made an evaluative judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources, or with internal criteria provided by the reader's experiences, knowledge, or values.	Judgments of reality or fantasy.
		Judgments of fact or opinion.
		Judgments of adequacy or validity.
		Judgments of appropriateness.
		Judgments of worth, desirability or acceptability.
4	**Appreciation:** involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader.	Emotional response to the content.
		Identification with characters and incidents.
		Reactions to the author'suse of language.
		Imagery.

1) **Literal Recognition or Recall.**

Literal comprehension requires the recognition or recall of ideas, information, and happenings that are explicitly stated in the materials itselfs.

a) Recognition or recall of details. The student is required to locate or identify or to call-up from memory such facts as the names of characters, the time a story took place, the setting of a story, or an incident described in the story, when such facts are explicitly stated in the selection.

b) Recognition or recall of mainideas. The student is asked to locate or identify or to produce from memory an explicit statement in or from a selection which is the main idea of a paragraph or a larger portion from the selection.

c) Recognition or recall of sequence. The student is required to locate or identify or to call up from memory the order of incidents or actions explicitly stated in the selection.

d) Recognition or recall of comparisons. The student is requested to locate or identify or to produce from memory likenesses and differences among characters times in history, or places that are explicitly compared by an author.

e) Recognition or recall of cause and effect relationships. The student in this instance may be required to locate or identify or

to re-produce from memory reasons for certain incidents, events, or characters' actions explicitly stated in the selection.

f) Recognition or recall of charactertraits. The student is requested to identify or locate or to call up from memory statements about a character which help to point up the type of person he was, when such statements were made by the author of the selection.

2) Inference

Inferential comprehension is demonstrated by the student when he uses a synthesis of the literal content of a selection, his personal knowledge, his intuition and his imagination as a basis for conjectures or hypotheses.

a) Inferring supporting details. In this instance, the student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.

b) Inferring the main idea. The student is required to provide main ideas, general significance, theme, or moral which is not explicitly stated in the selection.

c) Inferring sequence. The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents; he may be asked to hypothesize about what would happen next; or he

may be asked to hypothesize about the beginning of a story if the author had not started where he d id.

d) Inferring comparisons. The student is required to infer likenesses and differences in characters, times, or places. Such inferential comparisons revolve around ideas such as "here and there", "he and she", and "she and she".

e) Inferring cause and effect relationships. The student is required to hypothesize about the motives of characters and their interactions with others and with time and place. He may also be required to conjecture as to what caused the author to include certain ideas, words, characterizations and action in this writing.

f) Inferring character traits. In this case, the student may be asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.

g) Predicting outcomes. The student is requested to read an initial portion of the selection, and on the basis of this reading he conjectures about the outcome of the selection.

h) Inferring about figurative language. The student, in this instance, is asked to infer literal meanings from author's figurative use of language.

3) **Evaluation**

Evaluation is demonstrated by a student when he makes judgments about the content of a reading selection by comparing it with external criteria, e.g., information provided by the teacher on

the subject, authorities on the subject, or by accredited written sources on the subject, or with internal criteria, e.g., the reader's experiences, knowledge, or values related to the subject under consideration.

a) Judgments of reality or fantasy. The student is required to determine whether incidents, events, or characters in a selection could have existed or occurred in real life on the basis of his experience.

b) Judgments of fact or opinion. In this case the student is asked to decide whether the author is presenting information which can be supported with objective data or whether the author is attempting to sway the reader's thinking through the use of subjective content that has overtones of propaganda.

a) Judgments of adequacy or validity. Tasks of this type call for the reader to judge whether the author's treatment of a subject is accurate and complete when compared to other sources on the subject.

b) Judgments of appropriateness. Evaluation tasks of this type require the student to determine whether certain selections or parts of selections are relevant and can contribute to resolving an issue or a problem.

c) Judgments of worth, desirability or acceptability. In this instance, the student may be requested to pass judgments on the suitability of a character's actions in a particular incident or episode.

4) Appreciation

Appreciation for involves all the previously cited cognitive dimension of reading, for it deals with the psychological, and aesthetic impact of the selection on the reader. Appreciation calls for the student ot be emotionally and aesthetically sensitive to the work and to have a reaction to the worth of its psychological and artistic elements.

a) Emotional response to the content. The student is requested to demonstrate his reaction to a selection in terms of the visceral effect it had upon him.

b) Identification with characters and incidents. Tasks of this nature will elicit response from the reader that demonstrates his sensitivity to sympathy for, or empathy with characters and events portrayed by the author.

c) Reactions to the author'suse of language. In this instance, the student is required to recognize and respond to the author's craftsmanship in his use of words.

d) Imagery. In this instance, the reader is called upon to recognize and respond to the author's artistic ability to "pain word pictures" that cause him to visualize smell, taste, hear or feel the things the author is describing.

2. Recount Text

According to Sudarwati and Grace (2007), recount text tells the readers what happened in the past through a sequence of events. Recount text is a text that tells about experiences, incidents or events happened in the past by chronological order. The purpose of the text is to tell series of events either to inform or to entertain readers. There is no complication among the participants and it becomes differentiates from recount. It can make readers, learners or students to be interest in reading the text.

Djuharie (2007) defines recount text as the text the contents of which reports an event or activity of someone in the past. Recount text is a kind of texts that tells a story of event or experience in the past (Sudarwati and Grace, 2005). Recount text is a text that tells us about what had happened in series of events in sequence. Usually, recount text will retell about an event or activity in the past. Rajan, *et al* (2002) states recounts are a text type that we use when we want to tell what happened and sometimes to teach a lesson. In recount, we tell what happened during events in which we were directly involved.

Recount text is a text which focuses on a sequence of event. A recount text is a text that telling the reader about one story, action or activity and its goal is to entertain and inform the reader. Djuhari (2007) states that recount text is a text type which content is to report an event, incident, or activity done by someone, or can be someone's experience.

Futhermore, Hyland (2009) states that recount text is a text that tells about past experiences or events. It can be based on the author's personal experience (not always factual) or historical events. Recount text tells the reader about something that has happened. It can be story (a fictional) recount or (factual) recount.Recount text is recall and reconstructs events, experiences and achievements from the past in a logical sequence. Generally, recount is used to entertain or to inform someone else with emerge the past event.

Therefore, the writer can conclude that there are three points of recount text that should be concerned. They are an event that happened in past time, the event has sequence, and the function is to inform or to entertain the reader. So, recount text is a type of texts that tells about a sequence event that happened in past time to inform or to entertain the reader.

Every type of text has certain typical features. Therefore, below are the features of recount text:

a. Social Function

Rajan, *et al* (2002) says that social function is the purpose of the text type. It is the purpose of why the writer writes the text. According to Djuharie (2007), the aim of recount is to retell and to entertain.

b. Generic Structure

Generic structure also can be called organizational structure of the text. Wardiman, *et al* (2008) states that the generic structures of recount text are as follow:

1) Orientation: the setting and the introduce participants. It means in orientation, the writer tells who was involved, what happened, where the event took place, and when it happened.

2) Events in time order: tell what happened, in what sequence. In other words, it tells an event in chronologically.

3) Reorientation: optional-closure of events/ending. In this part, the writer usually concludes the text. It can be the solution of the problem of the story in the text.

c. Language Features of a recount text are (Primary National Strategy, 2006):

1) Written in the past tense, for example: I went.

2) In chronological order, using connectives that signal time, for examples: then, next, after, meanwhile.

3) Focused on individual or group participants, for example, in first person: I, we, or third person: he, she,and they.

Recount and narrative text in some ways are similar. Both are telling something in the past, narrative and recount usually apply past tense; whether simple past tense, simple past continuous tense, or past

perfect tense. The ways recount and narrative told are in chronological order using time or places.

Besides that, the thing that makes recount and narrative different is thestructure in which they are constructed. Recount text presents the past experience in order of time or place; what happened on Sunday, on Monday, then on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. There is no conflict in recount text. On the other hand, narrative introduces conflicts and how to solve them. Narrative text always reveals conflicts among the participants. MalinKundang conflict with his mother is the example. The conflict is the most important element in a narrative text. Narrative uses conflicts among the participants whether natural conflict, social conflict, or psychological conflict. In the contrary, we do not find these conflicts in recount text.

The Example of Recount Text:

Fell Off

Last year I went to a dance party. It was my first dance. I saw a guy that I had a crush on there. And then, it was time to dance. To get his attention, I danced on stage with some of my friends and other people. I was so busy dancing and didn't pay attention to anything else so I didn't realize that I got too close to the edge of the stage. Suddenly, I tripped and fell off the stage. The music stopped for a

while and everyone laughed, including that guy. I felt so stupid. It was a dance that I will never forget.

(Taken from Bright/Erlanggakurikulum 2013 p. 206)

3. Assessing Reading Comprehension

Assessment refers to a systematic approach to collect information and make inference about students' ability which can be done by test, interview, observation, questionnaires etc. (Richards & Schmidt, 2010). According to Brown (2004), assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students' ability by using test, interview, observation, questionnaires etc. In assessing reading comprehension for Junior High School students, Brown (2004), also mentioned some possible activities which can be done in term of selective reading, they are:

a. Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

b. Matching Tasks

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

c. Editing Tasks

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

d. Picture-Cued Tasks

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

e. Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

Based on explanation above, there are some activities that can be done in assessing students' reading comprehension. Thus, in this research, the writer used multiple choices to measure students' reading comprehension, consist of 30 questions or more.

B. Relevant Research

1. A Research From Ariefika 2010

First, Ariefika 2010. Conducted a research entitled a descriptive study on teaching speaking of recount text based on school level-based curriculum at the eight year of SMP Negeri 6 Wonogiri. This research paper aims at describing the implementation of study on teaching speaking of recount text and identifying the problems faced by the teacher and the students on teaching speaking of recount text based on school level-based

curriculum at the eight year of SMP Negeri 6 WONOGIRI. The speaking of recount text based on school level-based curriculum at the eight year in SMP Negeri 6 WONOGIRI are to develop the students' courage to speak English in front of the audience, to improve speaking skill, especially for the students in recount text lesson, and to make the students understand recount text in English lesson , especially in English speaking. This research has the difference with the writer's, that is the writer only focused on analysis reading comprehension of recount text.

So, the similarity of research is about descriptive research and focus on recount text. The difference is in Ariefika's is focus on Teaching speaking while writers focus on reading comprehension.

2. **A research from Epi Purnama**

In 2013, Epi Purnama conducted a research "Teaching Reading Comprehension on Descriptive Text by Using Macromedia Flash". In this research, Epi found thatthere is a significant change of the students' achievement in reading comprehension on descriptive text after being taught by using Macromedia Flash. Thus, teaching by using Macromedia Flash was helpful to improve students' reading comprehension of descriptive texts at the first year SMP Negeri 3 Pontianak.

So, the similarity in this research is about reading comprehension. The difference between this reseach and the previous research is in term of text. The text will be use in this research is recount text.

3. A research from R. Rusep Weliadi

In 2012, R. Rusep Weliadi, a student of State Islamic University of Sultan Syarif Kasim Riau conducted a research entitled "The Correlation Between Vocabulary Mastery and Reading Comprehension at the Second Year Students of SMPN 2 Kuantan Mudik Kuantan Singingi Regency" in this research he found that the more vocabulary that the students had, the higher English reading comprehension they got.

So, the similarity between this reseacrh and the previous research is about reading comprehension. And the difference is about kind of research design.

C. Operational Concept

Barrett Taxonomy is a taxonomy made by Thomas C. Barrett in 1968; it is used for reading. As stated by Blair, Helman and Rupley (1981), Barrett taxonomy is representative of a comprehension taxonomy that can be used when developing instructional activities, identifying questions and specifying reading comprehension instruction. Related to Barret Taxonomy, the indicators of students reading comprehension is as follows:

1. Literal Recognition or Recall.

a. Students are able to recognize or recall details of texts recount.

b. Students are able to recognize or recall main ideas of texts recount.

c. Students are able to recognize or recall sequence of texts recount.

d. Students are able to recognize or recall comparisons of text recount.

e. Students are able to recognize or recall cause and effect relationships of texts recount.

f. Students are able to recognize or recall character traits of texts recount.

2. **Inference**

   a. Students are able to infer supporting details of texts recount.

   b. Students are able to infer the main idea of texts recount.

   c. Students are able to infer sequence of texts recount.

   d. Students are able to infer comparisons of texts recount.

   e. Students are able to infer cause and effect relationships of texts recount.

3. **Evaluation**

   a. Students are able to judge the reality or fantasy of texts recount.

   b. Students are able to judge the fact or opinion of texts recount.

   c. Students are able to judge the adequacy or validity of texts recount.

   d. Students are able to judge the appropriateness of texts recount.

   e. Students are able to judge the worth, desirability or acceptability of texts recount.

4. **Appreciation**

   a. Students are able to respond the content of texts recount.

   b. Students are able to identify the characters and incidents of texts recount.

   c. Students are able to react to the author'suse of language of texts recount.

   d. Students are able to imagine the author's artistic ability of texts recount.