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CHAPTER II

REVIEWING RELATED LITERATURE

A. The Theoretical Framework

1. Reading Comprehension

a. The Concept of Reading Comprehension

When we read a story or text, we employ our previous knowledge as we approach the process of comprehension, and we deploy a range of receptive skills that will be determined by our reading purpose. In reading, we try to understand and get the point of main idea in the text.

The main purpose of reading is to seek and obtain information, covers the content, understand the meaning in the passage. The meaning is very closely related to the purpose, or our intensive reading. Anderson in Tarigan (1979, p.9-10) stated that there are some purposes in reading such as reading for details for fact, reading for main idea, reading for sequence or organization, reading for inference, reading for classify, and reading for evaluate.

Comprehension is multi component that involves many interactions between reader and what they brings to the text, as well as variable related to text itself. According to Jannette (2007, p.2) reading comprehension is the process of constructing meaning by coordinating a number of complex processes each words, that whole words that include in sentences.

Richard (1997, p.306- 307) point out that reading comprehension perceives a written text in order to understand the content. It is the ability to understand and to find out the information presented in written form even the information is explicitly stated or not in a passage. In reading comprehension, the reader interacts with the message in the text to generate an understanding of writer's message.

According to Mc.Namara (2007, p.111) reading comprehension is a product of complex interaction between the properties of the text and

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what the text they read. Furthermore, Paris and Stahl (2005, p.86) stated that good comprehension is indicated not so much by How many Proposition are reproduced from a text, but which ones in significant detail can be neglected.

b. The Process in Reading Comprehension

Reading Comprehension involves more than readers' responses to the text. Reading Comprehension is a multi component, high complex that involves interaction between readers and what they bring to read related to their interested and prior knowledge. According to Irwin in Jannette (2007, p. 8), there are five basic comprehension that work together one another ;

- a. Micro processes ; it refers to the readers' grouping words into phrases or cluster of word that curry meaning, and require an understanding of syntax as well as vocabulary.
- b. Interactive process ; Integrative process is individuals understanding and inferring the relationship among classes. Sub skills involved in integrative processing include being able to identify and understand pronoun references and being able infer causation or sequence.
- c. Macro processes ; ideas are better understood and more easily remembered when the reader is able to recognize them in a coherent way. The reader does this by summarizing the key idea read. They select the most important information to remember and delete relatively less important details.
- d. Elaborative process ; when we read, we tap into our prior knowledge and make inference beyond point described explicitly in the text. This elaborative process is related in making inference not necessarily intended by author. For instance, we may take a prediction about what might happen,

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or we may think about how information rememlated to the something similar we have experienced.

- e. Metacognitive process ; the reader involve in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The reader use include rehearsing , reviewing, understanding, underlining, note taking and checking understanding.

c. The Ways to Improving Reading Comprehension

Reading Comprehension is very important to be mastered. To comprehend reading, we should know the strategies and our ability to understand the meaning. In order to get the target, the teacher needs to use the strategies of reading comprehension.

Some strategies are related to improve students' reading text comprehension, they are as follows :

1. Identify the purpose reading
2. Use efficient silent reading technique for relatively rapid comprehension.
3. Scanning.
4. Semantic mapping
5. Guessing

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There are some factors that influence to reading comprehension, According to Donoghue (2006,p.175) :

1. Purpose
2. Being an active reader
3. Type of text.
4. The quality of literacy instruction
5. Interest
6. Independent practices.

d. Level of Reading Comprehension

Comprehension is ability that can be differentiated into the levels. According to Clymer in Brasswell and Rasinski described three levels Of comprehension that are important and needed to be fostered. They are :

1) Literal Comprehension

The primary step in Reading Comprehension is identifying fast directly stated in the passage. It is the simplest form of location information in texts because the information is stated directly in the text. Questions assessing literal comprehension skill examine well students can identify and understand information that is directly stated in a text. This idea supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the fact or information presented in a text.

2) Inferential Comprehension

It that involves using reasoning – drawing conclusions about the relationship between or among bits of information that are not explicitly stated.

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3) Critical Comprehension

it is requires Readers to make judgement about what they are reading based on evaluation of several text – grounded factors, determination is fact not opinion, objectivity of the author and whether or not the text is believabale.

2. Reading Interest

a. The Concept of Reading interest

Basically, Interest will influence the students to follow teaching and learning activity in the process of learning. Interest will make the students pay attention to the teacher. There are some types of interest as follows :

1) Personal Interest

It is more stable personal disposition toward a specific topic or domain. It is the individual interest that a student brings to the classroom such as : space exploration which is based on a deep level knowledge.

2). Situational Interest

It is more temporary and specific situation of attention to a topic. It can be increased by use : texts, media, and presentation or slide.

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According to Sadoski, Reading interest is motivated reader to Comprehend the main idea of reading. Rahim (2005,p.2) is pointed out that Reading interest is a strong desire accompanied by someone Efforts to read.

According to Herman in Yunita (2011,p.16) Reading interest is a strong and deep concern accompanied by feelings of pleasure to reading, so that, it can lead someone to read on their own accord. In addition, Sinambela in Rahayu (2009) has stated that reading interest is a condition when someone can feel happy in Reading and also know the advantages of reading.

According to Saiful (Education no.03.2005, p.23) there are some characteristic from students that have good interest in reading :

- a. have a willingness to read
- 4) Always reading in their spare time.
- 5) Make reading as a necessity.
- 6) Reading continuously.
- 7) Reading with pleasure.

In conclusion , having an interest in reading means having the motivation to read and respond effectively to seek our self understanding and our sense of self worth through reading.

b. The Correlation between Reading Interest and Reading Comprehension

Interest is one of the internal factors. According to Shnayer (1968,p.6) high interest produce greater comprehension which often enabled a child to read a beyond his measured reading ability. In addition, Sadoski Mark (2004, p.50) State that reading interest means the motivation to read and to respond affectively, to seek enlarge ourself understanding and our sense of self worth through reading.

Reading interest is important to enhance students' success in the school and to comprehend a certain issues in a text. According to Jannette (2007,p.2) pointed out that reading comprehension is the

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process of constructing meaning by coordinating a number of complex processes that include word reading. According to Donoghue (2006,p. 175) there are some factors that influence reading comprehension, they are : purpose, active reader, types of the text, the quality of literacy instruction and interest and independent practice.

In conclusion, Reading Interest is one of the important factors that influence Students Reading Comprehension.

3. The Relevant Research

This research is relevant with several researcher that had been conducted before. However, the Research has the same object but it has different problem. It can see from several previous thesis belows :

Mayasari (2010) in her research, she focuses on “ the teacher Efforts in Improving the Students’ Interest in Reading Comprehension at MTS Darel Hikmah Pekanbaru.” The formulation of the problem of this research as follows :

1. How is teachers’ effort in improving students’ interest in reading comprehension ?
2. What factors influence teachers’ effort to improve students’ interest in reading comprehension ?

She conclude that the teacher effort in improving the students’ interest In Reading Comprehension was categorized into enough with the Percentage 58.88% . it was found that the percentage of item “ yes” is 58.88 % , and item “ no “ is 41.67 %. It means that teacher applied Only a half of the total aspects of the teachers ‘ effort in Improving the Students’ interest in reading comprehension.

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Kathleen, who conducted a research, entitled “ The Effect of Interest on the Reading Comprehension of gifted Readers”. The Subject of this research was ninety three and fifty six grade students

In small city. This research shows that interest had ana effect on Reading comprehension only for the high ability group.

4. Operational Concept

Operational concept is used to avoid misunderstanding and Misinterpretation. It is necessary to explain about the variables used In this research. As mentioned by Syafi’i (2007,p.122) all related Theoretical Framework can be operated in the operational concept.

Based on the statement above, the researcher concludes that there Are some factors needed to be operated in operational concept.

1. The indicators of Reading Interest (Variable X) are as follows:
 - a. The students read in their spare time
 - b. The students read with their own willingness.
 - c. The students read continiously.
 - d. The students make reading as a necessity.
 - e. The students feel enjoy when reading.
2. The indicators of Reading Comprehension (Variable Y)

According to Hasibuan, Kalayo & Muhammad Fauzan Ansyari (2007, p.130) are as follows :

- a. The students are able to find the main idea from the paragraph.
- b. The students are able to take message from the text.
- c. The students are able to find the topic of the text.
- d. The students are able to understand the characters based on the text.
- e. The students are able to understand the structural of the text.

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5. Assumption and Hypothesis.

a). Assumption

- 1). It is assumed that interest plays an important role in comprehending the reading text.
- 2). It is assumed that students who are not interested will be difficult to comprehend the reading text.
- 3). The students have different interest and as result their achievement will be different also.

b). Hypothesis

Ho : There is no significant correlation between students Reading Interest and their reading comprehension.

Ha : There is a significant correlation between students Reading interest and their Reading Comprehension.