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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

a. Reading Comprehension

Reading is one of the most important and essential skills that must be practiced by students in learning English. It is one of skills used in getting and gaining knowledge. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, gain and understand the meaning of a text, passage, etc.

According to Patel and Jain (2008, cited in Niputu Sri Indrawati 2014, p. 1) reading is certainly an important activity for expanding knowledge of a language. In other words, in reading activity, it will develop students' knowledge in learning English.

Reading is an essential process of learning something from what we read. This opinion is supported by Grabe's opinion (2009, cited in Lani Suryani, 2015, p.7) that said reading is a process when readers learn something from what they read and involve it in an academic context as a part of education.

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Based on the explanation above, it can be concluded that reading is one of the important skills in learning a language, especially English. It is because reading will lead students in gaining their knowledge.

Reading cannot be separated with comprehension. It is because comprehension is the aim of reading. In reading activity, we try to understand and comprehend the meaning from what we read.

Reading comprehension is a cognitive process of catching the meaning of a text, passage, etc. This opinion is supported by Niputu (2014, p. 8) that said reading comprehension is the students' ability to understand the meaning, find the main idea or purpose and to catch information from the passage. Block, Gambrell, & Presley (2002, cited in Niputu Sri Indrawati, 2014, p. 2) also stated that reading comprehension is the thinking process used to make meaning of what a person reads.

According to Nuttal in Winanti (2016, p. 20) there are five aspects of reading comprehension. They are determining main idea, finding specific information, reference, inference, and vocabulary.

First, finding main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the important idea that the author develops throughout the paragraph. Second, supporting or specific information develops the topic sentence by giving a definition, an example, fact comparison,

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analogy, cause and effect statistics and quotation. Then, references are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning in the text. Next, an inference is an educational guess or prediction about something unknown based on available fact and information. The reader will be able to do this by making use of the context in which the word occurred in order to give an idea meaning. And the last, vocabulary is stock of word used by people or even person. In other words, vocabulary is fundamental for everyone who wants to speak or product utterances for ending.

So, based on the explanation above, it can be conclude that the aim of reading activity is a comprehension, and the aim of reading comprehension is catching the meaning from what we read. It involves determining the main idea, finding supporting or specific information, reference, inference, and vocabulary. The researcher takes all as indicators of this research to be combined with indicators of descriptive text.

b. Reading Comprehension of Descriptive Text

Descriptive text is a part of factual genres. It used to describe the features of someone, something, or a certain place. It uses present form for the text. The generic structure of descriptive text is identification and description.

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Curriculum 2013 stated that descriptive is one of genres to be taught at vocational high school. Wardiman (2008, p.122) stated that the social function of descriptive text is to describe a particular person, place or thing. In line with that, Wishon and Burks in Alawi (2011, p.19) stated description helps the reader through his or her imagination to visualize a scene or a person or to understand a sensation or an emotion.

Based on the explanation above, it can be concluded that descriptive is a text that describe a particular person, thing, or place by using present form and help readers to visualize the story of the text.

Generic structure of descriptive text consists of identification and description. Buscemi (2002, in Alawi 2011, p.25) defines same idea that most of descriptive text begins with identification that identifies the phenomenon to be described. Last, description describes the features in order of importance parts/things, qualities, and other characteristics.

c. Assessment of Reading Comprehension of Descriptive Text

The purpose of assessing the students' reading comprehension of descriptive text is to find out the students' comprehension in reading descriptive text.

Alawi (2011, p.21) defines descriptive uses to persuade readers to think or act in particular ways. It also enables readers to entertain,

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express feelings, relate experience, inform, and persuade. Description is most often expressive, so it most often helps readers imagine their perceptions about the text.

Mark and Kathy in Alawi (2011, p.25) explains some language features that used in descriptive text such as: verb in the present tense, adjective to describe the features of the subject, and topic sentences to begin paragraphs and organize the various aspects of the description.

So, it can be concluded that descriptive text consists of two main points. First, identification is used to identify the phenomenon to be described. Last, description that contain parts/things, qualities, and other characteristics.

Furthermore, Nuttal in Winanti (2016, p. 20) stated there are five aspects of reading comprehension which are appropriate to the vocational high school curriculum. They are:

- 1) Finding main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the important idea that the author develops throughout the paragraph.
- 2) Supporting or specific information develops the topic sentence by giving a definition, an example, fact comparison, analogy, cause and effect statistics and quotation.

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- 3) References are word or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning in the text.
- 4) An inference is an educational guess or prediction about something unknown based on available fact and information. The reader will be able to do this by making use of the context in which the word occurred in order to give an idea meaning.
- 5) Vocabulary is stock of word used by people or even person. In other words, vocabulary is fundamental for everyone who wants to speak or product utterances for ending.

In this research, the researcher combined reading indicators with descriptive text indicators. The combination of reading comprehension and descriptive text had seven indicators. It divided into reading comprehension indicators such as: determining main idea, finding supporting or specific information, reference, inference, and vocabulary. And the indicators of descriptive text such as: identification and description. In conclusion, the students should comprehend descriptive text well in order to improve their reading comprehension of descriptive text. The indicators of reading comprehension of descriptive text consist of reading comprehension and indicators of descriptive text components as follows:

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Table II.1
Indicators of Reading Comprehension of Descriptive Text

Variable	Indicators
Reading Comprehension of Descriptive Text	<ol style="list-style-type: none"> 1. Finding main idea 2. Supporting or specific information 3. Reference 4. Inference 5. Vocabulary 6. Identification 7. Description

2. The Nature of Self Awareness
a. Definition and Role of Self Awareness

Self awareness is an honest understanding of the own values, desires, thought patterns, motivations, goals and ambitions, emotional responses, strengths and weaknesses, and effect on others. This awareness takes years to fully develop, requires commitment, and supplemented others' feedback. Once developed and practiced regularly, self awareness enables to manage behavior, improve interactions and relationships, and gain or increase influence.

People have many needs in their live. According to Abraham Maslow in Boeree (2013, p. 132-133) human have their level of needs (Hierarchy Maslow/Hierarchy of needs); there are physiological needs, safety needs, belonging needs, esteem needs,

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and self-actualization. Those needs scope human metacognitive awareness, it is not about their cognitive. They need to aware how to fulfilled their needs step by step. Maslow in Ingham (2008, p. 34) believe that after a need has been fulfilled, human will go ahead to the next needs.

Emotions are connected to personal beliefs and can be modified according to the attending persons' beliefs about a situation. Full understanding includes intentional awareness directed to the situation and people use their creativity and imagination in the process of sorting their different solutions.

Self awareness is the ability of an organism to be conscious of itself and differentiate itself from other organism. Some comparative psychologists believe that only understanding of the physical self can be described as self awareness. The level of self awareness is related to the level of influence and performance: The more self awareness someone is, the more influential she/he is and the better her/his followers perform. As Daniel Goleman, a thought leader in the area of emotional intelligence, explains in his book *Primal Leadership*, People who high in emotional self awareness are attuned to their inner signals, recognizing how their feelings affect them and their performance. People with high self awareness typically know their strengts and limitations and exhibit a gracefulness in learning where they need to improve.

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Self awareness is one of emotional competencies which consisted of three components that consist of emotional awareness, accurate self assessment, and self confidence. It means to reach self awareness itself someone needs to have those components. They are synergetic that support and facilitate each other.

Lynn (2002, p.3) stated self awareness has three indicators:

- 1) The self awareness demands intimate and accurate knowledge of one's self and one's emotions.
- 2) The self awareness demands understanding and predicting one's emotional reactions to situations.
- 3) The self awareness is also fully aware of one's values and core beliefs and knows the impact and effect of compromising these core components

The indicators above are general. Meanwhile, Mokhtari and Reichard (2002, p. 252-253) stated that self awareness has some indicators that more specific than Lynn:

- 1) Setting purpose for reading.
- 2) Activating prior knowledge.
- 3) Skimming to note text structure.
- 4) Adjusting reading rates.
- 5) Reread the text.
- 6) Visualize the context of the text.
- 7) Taking notes while reading.

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- 8) Underline the text.
- 9) Asking self question.

Based on the two experts above, self awareness has some indicators. The researcher took the indicators of Mokhtari and Reichard. They had specific indicators and also made some items of questionnaire based on the indicators that they had.

Self awareness also has roles for someone performance. Without self awareness the higher thinking processes will not occur. Self-awareness is enhanced while students go through the 20 reflection assignments during the year. When self-awareness is low students perceive reflection tasks as the teacher's interest in their ways of thinking. Furthermore, when self-awareness is high, students are able to describe cognitive as well as affective processes they go through, which enables comparisons and contrasts, evaluations and conclusions about efficacy beliefs.

If the person is unaware of how self and standard match up, then any discrepancies that might exist will not have any affective and motivational consequences. Yet when self-awareness is heightened, the person can discriminate similarities and differences between the self's current state and the standard. This enables the person to feel positively about congruent relationships and negatively about incongruent relationships.



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3. The Relationship between Self Awareness and Reading Comprehension

According to Alexander and Jetton (2000); Biancarosa and Snow (2004), reading ability is multidimensional, influenced by many cognitive, affective, physiological, psychological, social, and emotional factors (as cited in Yribarren, n.d., p. 1). According to Ylvisker, Hibbard & Feeney in Arabsarhangi and Noroozi, p.677 stated some researchers believed that good readers have confidence in their ability to read and understand what they read and understand what they read and have a sense of themselves as good readers and enjoy reading. Barton (Sep., 1996) in terms of the relationship between reading and emotional awareness claimed that readers learn about emotions from stories and emotional awareness helps readers understand stories.

Researchers have shown that students' awareness of their own reading comprehension processes can be enhanced through systematic, direct instruction (Paris & Winograd, 1990, p. 15). They concurred with other researchers that strategic reading can be taught to students who need it through carefully devised instructional techniques (e.g., Brown, Armbruster, & Baker, 1986). However, they cautioned that "metacognition should not be regarded as a final objective for learning or instruction." Instead, it should be regarded as an opportunity to "provide students with knowledge and confidence that *enables* them to manage their own learning and *empowers* them to be inquisitive and zealous in



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their pursuits” (Paris & Winograd, 1990, p. 22). Those experts were included in Mokhtari, K. and Reichard, C. (2002, p. 250).

Mokhtari and Reichard (2002, p. 249) agree that awareness and monitoring of one’s comprehension processes are critically important aspects of skilled reading. Such awareness and monitoring processes are often referred to in the literature as metacognition, which can be thought of as the knowledge of the readers’ cognition about reading and self-control mechanisms they exercise when monitoring and regulating text comprehension.

B. Relevant Research

1. A research conducted by Arabsarhangi Mansureh and Noroozi Iraj (2014) entitled “*The Relationship between Self Awareness and Learners’ Performance on Different Reading Comprehension Test Types among Iranian EFL Elementary Learners*”. This research was categorized into correlational research design. This research was conducted on the basis of emotional intelligence in Goleman’s model in which the correlational relationship between self-awareness as one of the variables consisted of three clusters: emotional self-awareness, accurate self-assessment, and self-confidence, and learners’ performance on different reading comprehension test types including true & false, cloze test, multiple-choice, and wh-question form, as another variable was investigated. According to the results of data analysis through the regression and ANOVA tests, the null hypotheses were rejected and the correlation of

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the variables was proved. The findings were in agreement with theoretical framework of this research which was on the basis of Goleman's model of EQ, and because of focusing on self-awareness as one of the important component of Goleman's theory and its association with reading skill, the present study might help to extend the previous studies in this domain. Also it might be claimed that the findings of this study predicted and indicated that there was a correlational relationship between self-awareness and reading comprehension.

2. A research conducted by Zeinab Mihandoost (2013) entitled "*Association among Self-Awareness, Feelings, and Reading Skills In Elementary School Students*". This research was focused on examine the association among the self-awareness, feeling to read, reading skill, across gender and grade in students elementary school in Ilam, Iran. The study employed Perception of Ability Scale for Students (PASS), attitude toward reading scale, and Reading scale Woodcock. This study used two scales for assessing feeling to read and two subscales reading ability for assessing comprehension and fluency in Ilam, Iran elementary school students. The researcher employed SPSS and AMOS for analysis of data. The theoretical model of students' self-perception, attitude to read and reading ability across gender and grade were used. Structural Equation Modelling and measurement model were supported. The result shows that goodness of fit in variables and domains variables.



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3. A research conducted by Lawrence J. O'Shea & Dorothy J. O'Shea (2006) entitled "*A Component Analysis of Metacognition in Reading Comprehension: The Contributions of Awareness and Self-Regulation*". This research was categorized into experimental research design. The purpose of this study was to examine the relative effects of awareness of purpose and self-regulated strategies in meta-comprehension training. The purpose of this investigation was to partial out the contribution of students' awareness of reading purpose and the use of a self-regulating strategy to aid reading comprehension performance. To do so, one group of students was trained to use a metacognitive strategy (i.e., identifying and underlining key words or phrases) during reading which provided them with a cue to read for meaning and a strategy to assist their reading comprehension. The underlining procedure operationalizes the self-awareness and self-regulation components refer to as an encoding strategy. A second group was trained to cue themselves to the purpose for reading (i.e., read for facts) before reading a passage but were not trained to use a specific strategy for gaining meaning from the text during reading. The self-cueing procedure involves awareness component, but no strategy is provided in the training for students to use to encode information. Dealing with the explanation above, the researcher concluded that this research has similarities and different from the previous research. First, the researchers above have same variables that contain students' self

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awareness and their reading comprehension. Although, this research contains both of students' self awareness and their reading comprehension. Second, the previous researchers focused on English text generally, while this research focuses on descriptive text. Third, the previous researchers used reading comprehension test types (true and false, cloze test, multiple-choice, and wh-question form), and questionnaire, while this research only use questionnaire in measuring students' self awareness and multiple-choice test in measuring students' reading comprehension on descriptive text.

C. Operational Concept

Operational concept is a concept consists of some indicators that guide the researcher to measure some related aspects of variable of the research. It should be interpreted into particular words in order to be easier measured. There was two variables in this research; that was students' reading comprehension in descriptive text and students' self awareness.

1. Reading Comprehension in Descriptive Text

The indicators of students' reading comprehension in descriptive text as dependent variable are:

- a. The students are able to find the main idea of the text.
- b. The students are able to find the supporting or specific information of the text.
- c. The students are able to understand the reference of the text.
- d. The students are able to make the inference of the text.

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- e. The students are able to understand the vocabulary of the text.
- f. The students are able to find out the identification of the text.
- g. The students are able to find out the description of the text.

2. Self Awareness

The indicators of students' self awareness as independent variable are:

- a. The students are able to set the purpose for reading.
- b. The students are able to activate their prior knowledge.
- c. The students are able to skim the note text structure.
- d. The students are able to adjust the reading rates.
- e. The students are able to reread the text.
- f. The students are able to visualize the context of the text.
- g. The students are able to take notes while reading.
- h. The students are able to underline the text.
- i. The students are able to ask self question.

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher gives some assumptions as follows:

- a. Students' self awareness will be increased.
- b. Students' reading comprehension will be increased.
- c. The more students' self awareness the better students' reading comprehension will be.

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2. The Hypothesis

It is important to the researcher to formulate the hypothesis of the research as follows:

- a. Null Hypothesis (Ho): There is no significant correlation between students' self awarenees and their reading comprehension at the tenth grade of SMK Taruna Satria Pekanbaru.
- b. Alternative Hypothesis (Ha): There is a significant correlation between students' self awareness and their reading comprehension at the tenth grade of SMK Taruna Satria Pekanbaru.