CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

    a. Definition

        According to Patel & Jain (2008), reading means to understand the meaning of printed words i.e. written symbols. Reading is an active process which consists of recognition and comprehension. As Dorn & Carla (2005), comprehension is a complex process regulated by cognitive, emotional, perceptual and experiences. The result by the process to comprehend is called reading comprehension. Reading is a purposeful and active process. A reader reads to understand, to remember what is understood and put the understanding to use. A reader can read a text to learn, to find out information, or to be entertained.

        According to Snow (2002), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvment with written language.it is dealing with the process of catching meaning and idea from the written text.

        Reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating. So, the researcher conclude that reading comprehension is a

complex process which needs skill for students to get meaning from what they are reading.

b. Elements of Reading Comprehension

According to Snow (2002), reading comprehension as the process of simultaneously extracting and constructing meaning trough interaction and involvment with written language and also comprehension entails three elements, namely :

1. The reader who is doing the comprehending.

   To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged

2. The text that is to be comprehended.

   The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations

include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

3. The activity in which comprehension is a part.

Reading is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

Based on the definition and explanation above, comprehend or the process of understanding text or written language is not only how to get information by the text, but also to build the knowledge by the meaning pass through interaction with the text. Sometimes, to get the information or point by the writer or speaker we need to comprehend the language deeply.

c. Level of Comprehension

According to Dorn & Carla (2005), comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. Then, they said there are two levels of comprehension namely:

1. Surface level

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text. This retrieval process involves short-term memory; thus, this level of understanding directly relates to the recency of the reading. The desire to think beyond the surface level requires motivation. A reader might possess the strategies to think deeper, yet lack the interest to do so. A steady diet of surface-level reading will inhibit the mind's potential for growth in knowledge, lack the interest to do so. A steady diet of surface-level reading will inhibit the mind's potential for growth in knowledge.

2. Deep level

The deep level of comprehension is a conceptual level of understanding that results from the reader's ability to think beyond the text, thus integrating the author's intentions with the reader's point of view. At this level, the author's message serves as a pivotal point in regulating the reader's deeper thinking. The text becomes

reconstructed or tailored in the reader's mind to accommodate the reader's background experience and personal goals.

Deep comprehension is the result of the mind's analyzing and synthesizing multiple sources of information, thus lifting a reader's comprehension to new levels of meaning. Discussing a book with others has a significant influence on one's depth of comprehension.

d. Types Of Reading

According to Patel and Jain (2008), four types of reading are intensive, extensive, aloud, and silentreading.

1) Intensive reading

Intensive reading is a text reading or passagereading. In this reading the learner reads the text to get knowledge or analysis and the goal of this reading is to read shorter text. Learner reads book to acquire knowledge.

2) Extensive reading

Extensive reading is reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading.

3) Aloud reading

Reading aloud also plays important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronounciation.

4) Silent reading

Silent reading is a very important skill in teaching of English. This reading should be empoyed to increase reading ability among learners. Silent reading is done to acquire a lot of information.

e. **Teaching Reading**

In formal education institution, teaching reading comprehension based on the curriculum, it will make students become independent readers and introduce them to the knowledge effective. According to Rohim in Aziez (2013), some steps in teaching reading started from teaching before-reading to after reading.

Those steps should be considered by the teachers, and the steps are

a. Before reading

1. Preview the text by looking at the title, the pictures, and the print in order to evoke relevant throught and memories

2. Build background by activating appropiete prior knowledge through self questioning about what they already know about the topic (or story), the vocabulary, and the form in which the topic (or story) is presented

3. Set purposes for reading by asking questions about what they want to learn during the reading process

b. During reading

1. Check understanding of the text by paraphrasing the author's word

2. Monitor comprehension and use fix-up strategies; use the use the cueing system to figure out unknown words imaging, imagining, inferencing, and predicting.

3. Integrate new concepts with existing knowledge; contunually revise purposes for reading

c. After reading

1. Summarize what they have read by retelling the plot of the story or the main idea of the text

2. Interpret and evaluate the ideas contained in the text

f. Assessing Reading Comprehension

Assesment referst to a systematic approach to collect information and make inference about students' ability which can be done by test, interviev, observation, questionares, etc, Rhichards & Schmidt (2010). According to Brown (2003), assessment refers to an ongoing process covering a wide range of methodological techniques. Thus, assessement can be defined as the evaluation of the students' performance.

There are some possible task in assessing the students' reading comprehension. One of them is multiple choice. According to Brown (1996), multiple choice items are made up of and item stem, or main

part of the item at the top, a correct answer which is obviously the choice (a, b, c, or d) in term of reading level. In this research, the researcher use multiple choices. According to Brown (2003), multiple choice is easy to administer and be scored quickly.

2. Narrative Text

There are many kinds of text that students have to be mastered in Junior High School, one of them is narrative text. Narrative is a text focusing specific participants which tell an interesting story. Its social function is to tell stories or past events and to entertain or to amuse the readers. According to Kane (2000), narrative is a meaningful sequence of events told in words. It is sequential in the events ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well).

There are some aspects in narrative text that should be known by readers. According to Hasibuan & Anshari (2007), the text structure of narrative text are as follows:

1. Orientation : it sets the scene and introduces the characters, time and place.

2. Complication : the problem that rises in the story. The complication is divided into three types; physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical word. Social conflict is the struggle of man

against his society. And internal or psychological conflict is a conflict which happens inside the participants.

3. Resolution : the character find out the solution of the problem that happened.

Grammatical features of narrative text are follows:

1. The Use of simple past tense.

2. The Use of particular nouns that refer to or describe the particular people, animals, and things that the story is about.

3. The Use of adjectives to build noun groups to describe the people, animals, or things in the story.

4. The Use of conjunction and time connection to sequence event through time.

5. The Use of adverbs adverbial phrases to locate the particular incidents or events.

6. Use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

Narrative text has several kinds. According to Hasibuan and Anshari (2007), the kinds of narrative texts are fairytales, legends, plays, science fiction, myths, cartoons, fables, and adventures stories. Based on the explanation above, it can be concluded that narrative text is a text or story that has purpose to entertain the readers. Narrative text tells about specific participant. There are conflicts and problems in narrative text that

is solved at the end of the story. There are several kinds of narrative text such as fairytales, legends, fables, etc.

3. Word Wall

a. Definition

According to Jasmine & Schiesl (2009), word wall are bulletin boards that contain a collection of high-frequency or theme-related words and their activities include games that focus on using the word wall to learn sight words. Word walls can work in a variety of ways to support reading, writing, and talk in classroom. If you are creating and using a high-utility word wall, you will want to add wotds to the word wall as they are encountered in the course of students' learning. These words should be added as encountered in shared reading and study of individual words. If you are creating and using a topical word wall, the wall will contain words supporting your current concept/thematic study, unit of instruction, or extended text.

According to Cunningham and Allinghton in Allen (2007), word wall is a displayed collection of words that support ongoing teaching and learning in the classroom. Words collected on the Word Wall could be high-utility words. These are words that are used often in an individual classroom. Word walls are bulletin boards that contain a collection of high-frequency or theme-related words and their activities include games that focus on using the word wall to learn sight words, Jasmine & Schiesl (2009).

According to Cronsberry (2004), word wall activities encourage active students participantss, and also angage students while they learn key vocabulary, wheter it be learning to explain a word, to compare it to other key concepts, or to spell it.

So, it means word wall can be used on the classroom walls as a board, is prepared for goals such as phonological awareness, phonics, spelling, and developing vocabulary, added regularly and systematically words in order to comprehend the text given by teacher.Knowing word meanings also allows students to express themselves and demonstrate a greater understanding of the world in which they live, Blachowicz et.all in Southerland (2011). As students gain a deeper understanding of word meanings, they not only understand more difficult texts, but they are also able to speak and write more vividly. Comprehension and vocabulary are clearly related, and the importance of vocabulary instruction cannot be ignored.

b. Steps of Word Wall

According to Kocaarslan and Ahmet (2015), word walls can be made up in classroom setting using following stages:

1. Prepare the word wall:

    Teacher hangs a sheet of paper on wall, cuts into sections it by letters, and writes the letter on each section.

2. Introduce the word wall:

    Teacher introduces to students word walls and writes on it before reading.

3. Add word to the word wall:

Students propose important words for word walls after reading. Students and teachers write the word on the blank sheet. It is suggested that word walls must be visible from all of classroom. Teachers can hang a small picture or write the synonym word for hard words in some times.

4. Use the word wall for exploring:

Students use words are on word walls in various activities. Teachers expect students to properly spell while writing the word.

5. Write new words:

Teacher transfers words into word cards from word walls at the end of unit. Students can write the word on catalog cards, sentence strips or a sheet of paper. Then, they are made into a booklet. Booklets are used in writing center when necessary.

B. The Relevant Research

This research has relevant with other research.

1. The first research was conducted by Nuzulina (2011): The Influence of Using Word Wall toward Students' Vocabulary Mastery at Madrasah Tsanawiah Al- Furqan Dumai. The aims this study todetermine and disclose information about the influence of using word wall towardstudents' vocabulary mastery.In this thesis, the researcher collected data by using the techniques ofobservation and tests. Data collected wereanalyzed by t-test technique. To analyze the researcher uses SPSS

version 16.0. From the data obtained, the use of the word wall influencing students' vocabularymastery.

2. The second research was conducted by Halik (2016) The Effect of Word Wall Toward Students' Vocabulary Score at the Eight Grade Students of Mts Muslimat Nu Palangka Raya .This study is aimed to measure the effect of word wall toward students'vocabulary score at the eight grade students of MTs Muslimat Nu Palangka Raya. The study included in quantitative Approach with Quasi Experimental design, especially non-randomized control group, pre-test and post-test. The writer designed the Lesson Plan, conducted the treatment and observed the students' score by pre-test and post-test. The sample was determined using cluster random sampling technique. The writer applied T-test calculation to test the hypothesis to analyze the data. The result of testing normality found asymptotic significance (0.239) that was higher than significance level ($\alpha=0.05$). It could be concluded the data distribution was normal. The result of homogeneity showed that the significance observed (0.44) was higher than ($\alpha=0.05$). It could be concluded that the data was homogeneous. . It can be concluded that there is a significant increase of students' vocabulary scoreafter they were taught by using Word Wall.

Based on the explanation above, the researcher found the similarity and differences between previous research and the researcher. The similarity from previous research is used the same strategy. Meanwhile the differences between previous research and the reseracher are focus of text,

skill and research design. Previous research used Quasi Experimental while the resercher used Pre-Experimental research and focus on narrative text on the reading skill.

C. The Operational Concept

This operational concept is necessary to clarify briefly the variables use in this research. There are two variables in this research. First is independent or X variable which in this research is using word wall. Second is dependent or Y variable of this research is the students' reading comprehension.

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Then, the indicators of students' reading comprehension as the dependent variable of this research (Y variable) are as follows:

1. The Students are able to identify social function of narrative text

2. The students are able identifying the structure of narrative text

3. The students are able to identify language feature and locate the meaning of vocabulary in context of narrative

4. The students are able to identify the moral value from the narrative text

D. The Assumption and Hypothesis

1. Assumption

Based on the theories and explanation above, the researcher assumes that the students' reading comprehension is still low. Than, word wall can help to increase students' reading comprehension.

2. Hypothesis

It is necessary for the researcher to formulate the hypothesis of the study as follows:

a. Alternative hypothesis (Ha)

There is a significant effect of using Word Wall on students' reading comprehension at State Islamic Junior High School Al-Amin Rawang Kao

b. Null hypothesis (Ho)

There is no significant effect of using Word Wall on students' reading comprehension at State Islamic Junior High School Al-Amin Rawang Kao