CHAPTER II

RELATED LITERATURE

A. **The Nature of Reading**

Various definitions of reading have been given by many experts. Reading is one of the basic language skills to be learned, especially by students. Reading is very necessary for them to make progress in their academic achievement. People may read in order to get information or increase their knowledge and sometimes to critique a writer's idea or writing style. People also read for pleasure or enhance knowledge of the language being read. Through reading they will get a lot of information and knowledge. According to Nunan (2003), reading is a fluent process of readercombination of word recognition; intellect and emotion interrelated with prior knowledge to understand the message communicated. It means that reading is an activity where prior knowledge and text are integrated. Reading is an essential part of language that needs some aspects to master in order that the readers are able to think and evaluate what reading focuses on the activity of getting information of the written form of language.

Reading is a language, and language is made up of words and words can reflect experiences (Duffy, 2009, p. 10). It means that reading is an activity that can make people bring their experience in reading. Furthermore, Moreilon (2007) mentioned that reading is making meaning from print and from visual

information. Based on the experts' statement above, it can be concluded that reading is the process to add knowledge by bringing the prior knowledge.

B. **The Nature of Reading Comprehension**

Reading comprehension involves much more than readers' responses to text. Klingner (2007) stated that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the next (previous knowledge, strategy use) as well as variables related to the text itself (interest) in text, understanding of text types). Reading for comprehension is the primary purpose for reading because reading is an activity with purpose. And the purpose for reading also determines the appropriate approach to reading comprehension. It means reader can get their comprehension after they choose the material that is suitable for their purpose in reading process itself.

Reading invites a contact between the reader and the author. It needs to concentrate to understand, identify, and comprehend the text. William in Klingner et al (2007) argued that reading comprehension measured should help teachers monitor the comprehension of their students over time and provide information that is useful in designing reading comprehension of interventionprogram. In addition, Westwood (2008) stated that reading comprehension can also be defined as an active thinking process through

which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.

Based on the theories and explanation above, the writer concludes that reading comprehension is not merely easy process, but also interactive process which entails the readers to comprehend not only literal meaning of the text, but also text organization and be able to make conclusion from the text.

C. Teaching Reading Comprehension

Reading is a communicative process. It is also an interactive process between the reader and the text. It is a means for communication between the reader and the writer. The process involves the reader, the text, and interaction between the reader and text. Considering the importance of reading in English language learning, teacher's role is important in improving the students' ability in reading. According to Harmer (2000), there are some reasons why reading is taught. As in the following:

a. Many of the students want to be able to read texts in English either careers, for study purposes or simply for pleasure.

b. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.

c. Good models for English writing.

d. Opportunitiesto study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts.

e. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

D. The Assessment of Reading Comprehension

In assessing reading, Brown (2000) categorizes reading assessment in several types, such as; multiple-choice, short-answer, editing (longest texts), etc. Besides, Hughes also explains about testing reading that will assess, such as; content, types of text, address and topic. In addition, Nation (2009) points out that comprehension test can use a variety of question forms, such as:

a. Pronominal Question

These questions require learners to make a written answer which can range the lenght form of single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

b. Multiple choice

Multiple choice questions focus on details and more general aspects of the text. Multiple choices are useful when there are very large numbers of the test to be marked.

c. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of the text.

Based on the explanation above, the writer concludes that the assessment of this research is using multiple choice.

E. The Principles of Teaching Reading

In teaching reading in the classroom, there are some principles that teachers should know. According to Anderson in Nunan (2003), the principles of teaching reading are:

1. Exploit The Reader's Background Knowledge

The reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.

2. Build a Strong Vocabulary Base

Levine and Reves in Nunan (2003) stress the great need for a teaching program that builds generaland basic vocabulary. It means that vocabulary is the importance factor in reading.

3. Teach for Comprehension

In teaching reading, the teacher monitors their children to verify that the students' prediction about the information they have is correct and check that the reader is making necessary adjustment when meaning is not obtained.

4. Work on Increasing Reading Rate

The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that focuses on fluent readers. Anderson in Nunan (2003) said that a fluent reader is one who reads at a rate of 200 words-per-minute with at least 70 percent comprehension.

5. Teach Reading Strategies

To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. "Teaching them how to do this (strategy) should be a prime consideration in the reading classroom" (Anderson, et.al in Nunan, 2003, p. 76).

6. Encourage Readers to Transform Strategies into Skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic (Anderson in Nunan, 2003).

7. Build Assessment and Evaluation into Your Teaching

In teaching reading, teacher has to provide assessment to develop student's reading comprehension from both a formal and an informal perspective requires time and training.

8. Strive for Continuous Improvement as a Reading Teacher

Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each students discover what works best.

Based on the explanation above, the writer concludes that teaching reading is not only asking students to read the text, but also to guide them to comprehend the message of the text itself.

F. The Processes of Teaching Reading

According to Irwin in Syahputra (2014), there are five reading processes that should be considered by the teacher, namely:

1) Microprocesses

   This process is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. There are two processing skills that are required for the understanding of individual sentences. The first is the ability to group word into meaningful phrases. And the second is the ability to select what idea units to remember.

2) Integrative Process

   Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

3) Macroprocesses

   The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macroprocessing. At least two skills require for organizing and synthesizing the idea. First is the ability to select general idea

and to summarize the passage. And the second is the ability to use the author's general organizational pattern to organize one own memory.

4) Elaborative Process

The process of making inferences not necessarily intended by author can be called elaborative process. For example, we interpret what might happen or we think about how the information correlates to our similar experience.

5) Metacognitive Process

This process is the process of adjusting one strategy to control comprehension and long-term recall. Metacognitive may define as conscious awareness and control of one's own cognitive process.

G. Reading Comprehension on Recount Text

Roison et al (2004) say that "a recount is the retelling or recounting past experiences". Besides, the purpose of the recount text is either to inform or to entertain the reader. Coogan (2004) reveals that "a recount text consists of three parts, they are: orientation, series of events, and re-orientation". Firstly, the orientation is giving the reader the background information needed to understand the text. Secondly, series of events include chronological sequences. Eventis describing series of event that happened in the past. The last part is re-orientation, it is optional in which the writer deal with their feeling or attitude toward actions or series of events happened.

According to Blake (2011), the purpose of recount text is remind and recreate events, experiences and achievements from the past time chronologically. It means that the purpose of recount text is to inform or entertain the reader.

Based on the purpose of recount text, there are several types of recount text:

a. Personal recount

Personal recount is retelling an event that the writer has experienced before by his or herself. The purposes of personal recount are to inform, entertain the audience, or both. This personal recount may be used to communicate or to build the relationship between the writer and the reader. The examples of this type are: personal letter, diary and biography or autobiography.

b. Factual recount

Factual recount is record the details of an event by reconstructing some factual event or information. The purpose of this factual recount is to tell factual information or events. The examples of factual recount are a historical recount, a science experiment, a terrific report, a sport report, eye witness, and speech.

c. Imaginative recount

Imaginative recount is kinds of recount that are telling imaginative story related to the real life. It also has an imaginary role and creates imaginary details by applying factual knowledge or

situation in order to interpret recount event or to educate the reader, such as My life as a Roman Emperor.

H. The Nature of Fix-Up Strategy

Fix-up strategy is what you use to help yourself get unstuck when you are reading confusing text. According to Neufeld in Beyer (2007), fix-up strategy is used to help students deal with information they have questions about. Furthermore, in the study of Moreillon (2007), He stated that fix-up options are tools that readers can rely upon to find their way home, to make sense of what they read. In brief, fix-up strategy is one of strategies in reading comprehension that is used to help the readers get unstuck in reading text to make sense about what they read.

In addition, Duffy (2009) stated that fix-up strategy is also frequently referred to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading.The procedures of teaching reading by using Fix-up strategy are as follows: The teacher asks the students to read and let the students tell the problem found, The teacher has the students stop in the word that is considered not to make sense, The teacher asks the students to figure out and let them use the look back or fix-up strategy, The teacher instructs the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolve the problem, The teacher asks the students to use context strategy that can resolve their problem by looking back the text to find the words related to the words in

problem (using clues), The teacher lets the students test if the words make sense or not, The students can continue reading and do the fix-up strategy if they find more problems.

To use it, readers first need to understand that it is essential to monitor meaning getting as you read and that good readers stop when a problem is encountered. In short, a reader first should realize that he/she does not understand about the particular word meaning in the text, and then try to find the meaning by rereading, using prior knowledge, thinking, and reflecting, to find out the problem. After finding the problem, the reader can visualize, retell, and notice about what is already understood from the text.

According to Moreillon(2007), there are several steps of using Fix-up Strategy used by the reader or students as follows:

a. Make a connection between the text and:

Your life

Your knowledge of the world.

Another text.

b. Make a prediction.

c. Stop and think about what you have already read.

d. Ask yourself a question and try to answer it.

e. Reflect in writing on what you have read.

f. Visualize

g. Use print conventions.

h. Retell what you've read

i.   Reread

j.   Notice patterns in text structure

k.   Adjust your reading rate : slow down or speed up.

When the students or readers have difficulty or confusing in comprehending the text, the Fix-up strategy can help them. Because, the Fix-up strategy has some advantages. As mentioned by Orehovec & Alley (2003:78) that the Fix-up strategy will help readers when they come to a word that there are not sure of, and will help the readers if get confused to do re-reading.

Furthermore, Fix-up strategy helps students in improving their reading comprehension, because the Fix-up strategy has some supporting components for reading. Morreillon (2007:120) says in use Fix-up options to regain comprehension of an informational book and also this strategy of the important tools students can develop to improve reading comprehension.

Based on the explanation above, the writer pointed out that Fix-Up strategy helps student to read easily.

I.   **Relevant Research**

The research can be accepted, and continued because it is relevant to several researches that had been conducted by the previous researchers. However, this present research has the same objects as the previous researches but they have different problems. According to Syafi'i (2015),

relevant research is required to observe some previous researches that are conducted by other researchers in which they are relevant to our research. He also says that relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers. This research is relevant to:

1. Nunun indrasari. (2012). Conducted a research entitled The effectiveness of using Fix-up strategy to teach reading viewed from students' self-confidence (an experimental research at the eighth grade students of SMP N 2 Temanggung in the academic year of 2011/2012).

2. Yovi Ramadani. (2014). Conducted a research entitled Teaching reading comprehension of narrative text by combining fix-up and get the gist(generating interactions schemata and text) strategy for IX grade at Junior High School.

J. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variables used in this study. Syafi'i (2014) said that operational concept is derived related theoretical concept on all of the variables that should be practically and empirically operated in an academic writing of a research paper.

.In order to clarify the theories used in this research, the writer would like to explain briefly about variable of this research. This research is an experimental research in which focuses gaining of using Fix-Up Strategy on

students' reading comprehension of recount text at the eighth grade students of State Junior High School 5 Kampar Kiri Hilir. Therefore, in analyzing the problems in this research, there are two variables used, they are variable X and variable Y. Fix-Up Strategy as Variable X is anindependent variablethat is given the effect on students' reading comprehension as variable Y is a dependent variable. The indicators that are compared are about the students' reading comprehension before and after being taught by using Fix-Up Strategy. The indicators are as follows:

1. **Using Fix-Up Strategy (Variable X)**

   According to Duffy (2009), the procedures of teaching reading by using Fix-up strategy are as follows:

   a. The teacher asks the students to read and let the students tell the problem found

   b. The teacher has the students stop in the word that is considered not to make sense.

   c. The teacher asks the students to figure out and let them use the look back or fix-up strategy.

   d. The teacher instructs the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolve the problem.

   e. The teacher asks the students to use context strategy that can resolve their problem by looking back the text to find the words related to the words in problem (using clues).

f. The teacher lets the students test if the words make sense or not.

g. The students can continue reading and do the fix-up strategy if they find more problems.

2. Reading Comprehension (Variable Y)

Variable Y is reading comprehension. It was used to make the instruments about reading comprehension (syllabus atthe eighth grade students of State Junior High School 5 Kampar Kiri Hilir).

a. Students are able to identify the communicative purpose of recount text.

b. Students are able to identify the generic structure of recount text.

c. Students are able to identify the language features of recount text.

d. Students are able to identify the various kinds information of the recount text.

e. Students are able to identify the reference of recount text.

K. Assumption

In this research, the writer assumes that the use of Fix-Up strategy is effective in English teaching process, especially for teaching reading. It can make materials easier to understand and help the students think actively and become personally engaged in the reading. Moreover, the students can communicate what they read through their reading.

L.   **Hypothesis**

Based on the above assumption, it is hypothesized that:

H_{a1}:   There is a significant differencebetween students' reading comprehension of recount text before and after being taught by usingfix-up strategy at the eighth grade students of State Junior High School 5 Kampar Kiri Hilir.

H_{o1}:   There is no significant difference between students' reading comprehension of recount text before and after being taught by usingfix-up strategy at the eighth grade students of State Junior High School 5 Kampar Kiri Hilir.

H_{a2}:   There is a large effect sizeon students' reading comprehension of recount text before and after being taught by usingfix-up strategy at the eighth grade students of State Junior High School 5 Kampar Kiri Hilir.

H_{o2}:   There is no large effect sizeon students' reading comprehension of recount text before and after being taught by usingfix-up strategy at the eighth grade students of State Junior High School 5 Kampar Kiri Hilir.