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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Kintsch and Kintch in Behjat (2011:1) stated that reading comprehension is considered as a process which involves the integration of decoding ability, vocabulary knowledge, background knowledge and the use of a set of strategies to make sense of a text and understand it, and it is one of the basic activities done in every language classroom since it functions as a means of increasing learners' knowledge of the language being learnt. Westwood (2008:31) stated that in order to comprehend a text, readers must use information they already possess to filter, interpret, organise and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

According to this perspective, Wachyunni (2011:13) stated that the reader is an active participant who has a central role as an interpreter of the text. In this view, a reader is more than a passive participant who receives information from the text. There is an active interaction between reader and text. In short, reading is an active interaction, a constructive, meaning-

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making process to produce comprehension. To arrive at comprehension, the reader reconstructs the meaning of the text based on his or her knowledge and experiences. As a result, the meaning of the text will be different from one reader to another. They construct meaning not only based on the text but also based on their knowledge, experiences, interests, and their reading goals.

In line with this definition, Snow in Wachyunni (2011:14) stated that reading comprehension is “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.” The construct of reading comprehension consists of the readers’ ability to construct the meaning of the text or written language in order to understand it. Basically, the readers can be said to comprehend a text if they can denote or predict the meaning of the text.

Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study techniques. So, to achieve comprehension in reading, strategies in teaching especially in teaching reading should be done by all of professional teachers because strategies in teaching is more important than material itself.

2. Students’ Reading Comprehension of Recount Text

In teaching and learning process, reading can not be separated from comprehension, because the purpose of reading activity is to comprehend what has been read. Teaching reading is not only asking students to read

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the text, but also how to guide them to comprehend the message of the text. Teacher can guide the students to apply some comprehension strategies. Teacher is also as a model of how to apply those comprehension strategies.

Klingner (2007:8) stated that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text (interest in text, understanding of text types). According to Lems (2010:170), reading comprehension is the ability to construct meaning from a given written text. It is not a static competency; it varies according to the purposes for reading and the text that is involved. Reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and metacognitive.

Based on the limitation in this research, the researcher used recount text in reading comprehension. Yudiantoro (2010:13) stated that a recount text retells or recounts past experiences. Recount text is the form of writing which is used to propose the series of events that happened chronologically and aims to inform and to entertain the readers. Benyamin (2011:21) stated that purpose of a recount text is to describe past experiences by retelling events for the purpose of informing or entertaining.

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Ayuni (2015:49) stated that a recount text tells about personal experiences and involves series of events.

In addition, Yudiantoro (2010:14) stated that the focus of a recount text is to retell the sequential specific events. The organization of a recount text generally begins with setting or orientation that includes background information to assist the readers' understanding. It normally starts by setting of the scene, e.g. what, where, when, how. Then, the important events are elaborated and usually arranged in chronological order, first to last. The events are presented in an interesting way and may include personal comments. At last, evaluative comment or concluding statements may be a comment of preceding sets of events. However, the last is an optional element. Ayuni (2015:49) stated that the organization of recount text consists of three parts. The first part provides an orientation, the second part contains series of events and the third part has a personal reflection to the events but this is an optional part.

Recount texts have some language features. Yudiantoro (2010:14) stated that a recount text is usually written in simple past tense, it includes specific participants and first personal pronouns "I or we", uses of dynamic or action verb, e.g. went, saw, fed, returned, uses of linking words or do with time provides in the cohesive ties in the text, e.g. yesterday, when, after, before and during, uses of adverbs and adverbs of phrases, e.g. in my house, two days ago, slowly, cheerfully, uses of

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adjectives, e.g. beautiful, sunny, uses of figurative language, e.g. alliteration, onomatopoeia, simile, metaphor, personification.

3. The Nature of Individual Reading Method

According to Dolch (1961:566), the individualized method of teaching reading is being used in school throughout the country, and more and more schools are thinking of trying the method. M. Balakireva in Davletbaeva et al (2016:1249) admitted that within the framework of individual reading, students have the opportunity to express their opinion and to evaluate the artwork, the characters and situations. Lessons on individual reading form students' independent attitude to the surrounding world and develop creative thinking and humanistic value orientations.

In this research, individual reading refers to individual learning in reading skill where the students read and do the exercises on their own in class. According to Harmer (2007:115), in individual learning students read privately, then answer questions individually and complete worksheets by themselves. Teacher can give them worksheet with different tasks and allow individuals to make their own decisions about which tasks to do. Teacher can hand out different worksheet to individuals depending upon their tastes and abilities. Teacher also can allow students to research on their own or even choose what they want to read, especially where this concerns extensive reading. But, in this research, researcher gives the same task to the students and then they answer the questions individually.

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Meanwhile, individual reading can also be beneficial for higher reading level students, reading by themselves can be more useful, even preferable. Trelease in Simonds (2014:7) stated that “Research clearly shows the more you read the better you read.” This is being said, some students may prefer to read alone because they feel they can accomplish more on their own level. Those students reading individually may have these problems as well, but not as often.

Individual reading can be valuable for high level students and can provide more focus and comprehension. In contrast, it can be difficult for middle or low level students. For this reason, the researcher is interested to compare it with partner reading strategy.

4. The Nature of Partner Reading Method

Topping (2014:59) stated that paired or partner reading method for peer tutoring is a form of supported oral reading which enables students to access and comprehend texts somewhat above their independent readability level, within a framework of predictable and non-intrusive error correction. Paired reading is a straightforward and generally enjoyable way for more able readers to help less able readers develop better reading skills (i.e. a form of cross-ability tutoring). The method is adaptable to any reading material. Meanwhile, Simonds (2014:3) has stated that by pairing up students on the same level, it allows students to enter another component of learning and development. What is meant by

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this is that children seem to do better with their development in school when it is inviting and socially rewarding.

According to Gunther in Simonds (2014:4), partnered reading becomes a tool in the hands of the teacher to promote learning and make it enjoyable simultaneously. Students are encouraged to work together to read an assigned text which promotes not only reading but the ability to work together. Dorn & Soffos (2005:71) also stated that in partner reading, two students at different reading levels sit side by side and read a text together. The teacher generally determines the pairs, having the more skilled reader support the lower-level reader at points of difficulty, and keeping the focus on fluency and comprehension. Meanwhile, Westwood (2008:50) stated that its additional benefits for the weaker reader included immediate feedback and correction, increased engagement with text, and more effective practice.

According to Simonds (2014:6), partner reading can be good for students in several ways. First, English Language Learners benefit when they are partnered with other students who can mentor them in reading. Second, partner reading is good for lower reading level students when they are partnered with higher reading level students. In this way, lower level students can receive help from those more knowledgeable and in return higher level students can practice their reading and help their classmates. And finally, partner reading can be a fun way to encourage reading. Sometimes students are not interested in reading. Partner reading can

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provide students with a way to socially enjoy reading and make it seem more exciting.

In short, it can be useful for English Language Learners and lower reading level students and helpful as a motivational reading tool as well. Not only for the students, the teacher can also organize the teaching and learning process easier.

5. The Comparison between Individual Reading and Partner Reading on Students' Reading Comprehension

In this research, individual reading refers to individual learning in reading skill. According to Harmer (2007:115), individualized learning has some advantages. First, it allows teacher to respond to individual student differences in terms of pace of learning, learning style, and preferences. Then, it is likely to be less stressful for students than performing in a whole-class setting or talking in pairs or group. It also can develop students' autonomy and promote skills of self-reliance and investigation over teacher-dependence. Besides, it can be a way of restoring peace and tranquillity to a noise and chaotic situation.

In contrast, it also has some disadvantages. It does not help a class develop a sense of belonging. It does not encourage cooperation in which students may be able to help and motivate each other. When combined with giving individual students different tasks, it means a great deal more thought and materials preparation than whole-class teaching involves.

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When we work with individual students as a resource or tutor, it takes much more time than interacting with the whole class.

Meanwhile, according to Dorn and Soffos (2005:71), partner reading in this research consists of two members only. Harmer (2007:116) stated that pairwork in reading or partner reading has some advantages; it dramatically increases the amount of speaking time any one student gets in the class. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence. It allows teachers time to work with one or two pairs while the other students continue working. It recognises the old maxim that ‘two heads are better than one’, and in promoting cooperation helps the classroom become a more relaxed and friendly place. It is also relatively quick and easy to organize.

On the other hand, it also has some disadvantages. Pairwork is frequently very noisy and some teachers and some students dislike this. Teachers in particular worry that they will lose control of their class. Students in pairs can often veer away from the point of an exercise, talking about something else completely, often in first language. The chances of ‘misbehavior’ are greater than in a whole class setting. It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are. The actual choice of paired partner can

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be problematic especially if students frequently find themselves working with someone they are not keen on.

Based on the theory of Harmer (2007:115-116), it can be seen in the following table.

Table II.1

The Advantages of Individual and Partner Reading

Individual Reading	Partner Reading
<ol style="list-style-type: none"> 1. It allows teacher to respond to individual student differences in terms of pace of learning, learning style, and preferences. 2. It is likely to be less stressful for students than performing in a whole-class setting or talking in pairs or group. 3. It can develop students' autonomy and promote skills of self-reliance and investigation over teacher-dependence. 4. It can be a way of restoring peace and tranquillity to a noise and chaotic situation. 	<ol style="list-style-type: none"> 1. It dramatically increases the amount of speaking time any one student gets in the class. 2. It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence. 3. It allows teachers time to work with one or two pairs while the other students continue working. 4. It recognises the old maxim that 'two heads are better than one', and in promoting cooperation helps the classroom become a more relaxed and friendly place. 5. It is also relatively quick and easy to organize.

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Table II.2

The Disadvantages of Individual and Partner Reading

Individual Reading	Partner Reading
<ol style="list-style-type: none"> 1. It does not help a class develop a sense of belonging. 2. It does not encourage cooperation in which students may be able to help and motivate each other. 3. When combined with giving individual students different tasks, it means a great deal more thought and materials preparation than whole-class teaching involves. 4. When we work with individual students as a resource or tutor, it takes much more time than interacting with the whole class. 	<ol style="list-style-type: none"> 1. It is frequently very noisy and some teachers and some students dislike this. Teachers in particular worry that they will lose control of their class. 2. Students in pairs can often veer away from the point of an exercise, talking about something else completely, often in first language. The chances of 'misbehavior' are greater than in a whole class setting. 3. It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are. 4. The actual choice of paired partner can be problematic especially if students frequently find themselves working with someone they are not keen on.

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In conclusion, every single way of teaching has positive and negative sides. For this reason, researcher is interested to compare both of them in order to know which one is better for students' reading comprehension.

B. The Relevant Research

1. Sri Wahyunni (2011) used Cooperative Learning, Reading Comprehension, and Vocabulary Learning. Her research focused on reading comprehension and vocabulary achievements of 75 undergraduate students of the English Department of the Faculty of Education at Jambi University which were taught by using cooperative group method and individual group method. She found that "There was no significant difference between students' achievements on reading comprehension among the cooperative group with workshops and the individual groups with workshops and no workshops."

2. Keith J. Topping (2014) focused on Paired Reading and Related Methods for Improving Fluency. Her research found that Paired Reading resulted in greater fluency, fewer refusals (greater confidence), greater use of the context and a greater likelihood of self-correction, as well as fewer errors (greater accuracy) and better phonic skills. There is some evidence that PR might work by developing self-esteem, rather than through more mechanical means.

3. Fatemeh Behjat (2011) focused on Reading through Interaction : From Individualistic Reading Comprehension to Collaborating. Her study aimed at finding out whether interaction among learners also facilitates reading comprehension. For this purpose, a number of Iranian EFL students at Abadeh and Shiraz Islamic Azad Universities were selected and divided into two groups. While in the first group individualistic reading was encouraged, the second group read together and had interaction and collaboration in understanding the texts. The results revealed that collaborating improves the learners' comprehension better than individualistic reading.

In conclusion, this research has similarities and differences with the research above. They are: Sri Wahyuni's research also discussed about reading comprehension in individual groups, but she did the workshop or treatment on the students of the English Department of the Faculty of Education at Jambi whereas in this research there was no treatment and data was got from Junior High School Students. Then, Keith J. Topping's research also discussed about Paired Reading, but her research focused on Reading Fluency, whereas this research focused on students' reading comprehension. And the last, Fatemeh Behjat discussed the same topic, it is about Individualistic Reading Comprehension, but it was done to the university students.

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The Operational Concepts

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. There are variable X and variable Y. Independent variable was divided into two groups (X1 and X2). They were individual reading and partner reading. Dependent variable was the students' reading comprehension in recount text at the second grade students of State Junior High School 1 Tapung Hulu and it was symbolized as the Y variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. Individual reading as the first independent variable (X1), according to Dolch (1961:566), the researcher used the following steps when developing reading in a class:
 - a. The teacher asks the students to sit at their seats or at reading tables. They are not in group before the teacher.
 - b. The teacher gives recount texts to each of the students and asks them to read by themselves.
 - c. The teacher helps each of the students just when he/ she needs it.
 - d. The teacher asks the students to answer the questions based on the text individually.
2. Partner reading as the second independent variable (X2), according to Ghunter in Simonds (2013:2), the researcher used the following steps when developing reading in a class:

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- a. Pair students either by same reading ability or by high level readers with low level readers.
- b. Introduce the students to the paired (partner) reading strategy. That includes:
 - 1) Establishing a routine for students to adopt so that they know the step-by-step requirements for engaging in paired reading (i.e. will they read out loud, simultaneously? Will they take turns with each person reading a paragraph? A page? Or will one person read while the other person listens?)
 - 2) Teaching students an error-correction procedure to use when supporting each other's reading (i.e. re-reading misread words; signals of difficulty).
 - 3) Modeling the procedure to ensure that students understand how to use the strategy.
- c. Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together.
- d. Have students offer feedback and praise frequently for correct reading.
- e. Monitor and support students as they work.
- f. After reading, teacher asks students to answer the comprehension questions.

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3. The researcher determines some indicators for reading comprehension in recount text as follows:
 - a. Students are able to find out the factual or certain information in detail such a person, place, time and events in recount text.
 - b. Students are able to find out the communicative purpose in recount text.
 - c. Students are able to find out the language features in recount text.
 - d. Students are able to find out the vocabulary meaning in recount text.
 - e. Students are able to find out the generic structure in recount text.

D. Assumption and Hypothesis**1. The Assumption**

In general, the researcher assumes that the better students' partner reading is the better students' reading comprehension in recount text will be.

2. The Hypothesis

Based on the assumption above, the hypothesis of this study can be forwarded as follows:

Ha : There is a significant difference between individual reading and partner reading on students' reading comprehension in recount text at second grade students of State Junior High School 1 Tapung Hulu

Ho : There is no significant difference between individual reading and partner reading on students' reading comprehension in recount text at second grade students of State Junior High School 1 Tapung Hulu



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