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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

Reading is an active skill. It is one of the English skills which must be mastered by the students. This skill needs more attention from students, because in reading the students must have good interaction with the text in order to get meaning of the text. The purpose of reading is to connect the ideas on the page from what the reader has already known. A person also reads for enjoyment or to enhance knowledge of the language. Therefore, a person who reads the reading materials might depend on her or his goal.

There are a lot of definitions about reading; some of the people think that the term of reading just to read the sentences in the text and passage. The other defined that reading is to get information from what they read. According to Nunan (2003, p. 68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension. In other hands, Hasibuan and Ansyari (2007, p. 114-115) defined that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. It means that in reading the students should have the background of experience in order to make out of written material. The reader should use his knowledge to understand the elements of structure whether this becomes complex or just simple idea. Reading text provides one opportunity to study a language: vocabulary, grammar, punctuation, and the

way to construct sentence, paragraph and text. Johnson (2008, p. 4) said that reading is what's in your head is just as what's on the page in the process of creating meaning.

In reading process, the reader should use knowledge, skills, and strategies to determine what the meaning of the text that they have been reading. Moreover, Hasibuan and Ansyari (2007, p.114) said that reader's knowledge, skills, and strategies include into:

- a. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge how words are structures into sentences.
- b. Sociolinguistics competence: knowledge about different type of text and their usual structure and content.
- c. Discourse competence: the ability to understand the cohesive such as pronouns, conjunctions, and transitional phrase to link meaning within and across sentence, as well as the ability to recognize how coherence is used to maintain the messages unity.
- d. Strategic competence: the ability to use a number of strategies.

From the explanation above, it can be concluded that reading is an active skill which includes a text and a reader in which a reader responds the message from the writer by understanding, comprehending, and interpreting the meaning from a text in a piece of communication using knowledge, skill, and strategies.

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## 2. The Nature of Reading Comprehension

Reading is a thinking process. Effective readers know what they read, it is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks. Snow (2002,p.11) also stated that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

The reading comprehension is thus much more than decoding. Reading comprehension is resulted when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose. In addition, Klingner (2007,p.8) stated that 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 variable related to the text itself (interest in text, understanding of text types).

According to Tankersley (2003,p.90), comprehension is the center of reading. In other hands, Syahputra (2014,p.96)defined:

Reading comprehension is one of the basic skills to be acquired during the language course, it may be the least teachable of the four language skills (reading, listening, speaking and writing). Reading comprehension is the application of a skill that evolved for other purposes (listening or oral comprehension to a new form of input text.

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It means reading comprehension is one component in the four of language skills should be mastered by the readers especially students as a application skill that involve for other purposes (listening and speaking).

Reading comprehension is the main purpose of the reading activity by someone. Pertaining their idea above, Westwood (2008, p. 31) stated that reading comprehension can 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. To comprehend the text, readers must use their active thinking to filter, interpret, organize and reflect the information. 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.

Dealing with the previous statements, Sharon (2004, p. 98-99) said that reading comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text.

### 3. Assessing Reading Comprehension

Richard (2011, p. 132) stated that the assessment refers to continuous process of gathering formal and informal information about student learning and about teachers' instructional processes. Furthermore, according to Brown

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(2003,p.4) the assessment refers to the ongoing process that encompasses a much wider domain. Thus, the assessment can be defined as the evaluation of the students' performance. Furthermore, there are some possible tasks in assessing the students' reading comprehension in term of the selective reading level of the Senior High School students. They are:

**a. Multiple-Choice**

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

**b. Matching Tasks**

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

**c. Editing Tasks**

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

**d. Picture-Cued Tasks**

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

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#### e. Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

In this research, the writer focused on using multiple-choice in consideration of its purpose that makes it easier to be administered and can be scored quickly, so that the writer used it in assessing the students' reading comprehension at the tenth grade of State Senior High School 1 Siak.

#### 4. The Nature of Descriptive Text

Based on generic structures and language features dominantly used, texts are divided into several types. They are narrative, recount, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, anecdote, spoof, news item, and descriptive text. In this research the writer discussed about descriptive text.

Descriptive text is a text which tells what a person or thing is like. It means the characteristics of something. The purpose of the descriptive text is to describe people, place, and object. The generic structures of descriptive text are:

- a. Identification; identifying the phenomenon to be described.
- b. Description; describing the phenomenon in parts, qualities, or/ and characteristics.

Then, the language features of descriptive text are:

- a. The use of adjectives, for example, beautiful, famous, wonderful and etc
- b. Using the simple present tense
- c. The use of action verbs, for example : run, sleep, walk and etc

### Jeju Island

Do you know Jeju Island? I really want to visit Jeju Island. Jeju Island is one of seven natural wonders of the world. Jeju Island in Korea language is called Jeju-do. It is the largest of all island in Korea. Jeju town is the capital of Jeju Island.

Jeju Island is the most famous tour destination in Korea because it has beautiful nature and unique culture. Jeju Island can be called as Botanic Island because it grows with more than 1700 kinds of plants. The tour destination on Jeju Island are Seongsan Ilchulbong, Halla Arboretum, Manjanggal, Cheonjeyeon Waterfall, Jeongbang Waterfall, Sanbang Mount, and Yeojimi Botanical Garden. Yeojimi Botanical Garden is the largest of all botanical garden in Asia. It has tropic orchid plants, observatorium, and institute of ecology.

Jeju Island has so many beautiful beaches. I really want to visit them. It has four season, there are winter, spring, autumn, and summer. The temperature of Jeju Island lies between  $14,6^{\circ}\text{C}$  –  $4,7^{\circ}\text{C}$ . Local people in Jeju Island are called yukgoyeok. Most of them, work at the beach. They collect fish, algae, and abalone. The famous food in Jeju Island is jeonbokjuk.

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## 5. Students' Reading Comprehension in Descriptive Text

According to Westwood (2008,p.31), reading comprehension can 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. To comprehend, readers must use information they already possess to filter, to interpret, to organize and to reflect upon the incoming information from the page.

According to Snow (2002, p. 22) reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. When an effective reader reads for comprehension and understanding, it is an actively engaged and thoughtful process.

When teaching for comprehension, especially for making students comprehend in descriptive text. The challenge are two folds: to understand the complexity of the comprehending process, and to apply this knowledge to our work with students. If the mind cannot formulate questions about the reading, true comprehension is impossible. Smith in Dorn and Soffos (2009, p. 43) stated that comprehension cannot occur if a reader is unable to ask questions of the author. In other words, comprehension is the part of reading that is very important to be learned. Therefore, reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understand the information.

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Brown (2005, p. 188) there are some principal strategies for reading comprehension:

- a. Identify the purpose in reading a text.
- b. Apply spelling rules and conventions for bottom-up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- d. Guess at meaning (of words, idioms, etc.).
- e. Skim the text for the gist and for main ideas.
- f. Scan the text for specific information (names, dates, key words)
- g. Use silent reading techniques for rapid processing
- h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationship.

In learning process, the rules of teacher in reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step is very important thing to implement those strategies by the teacher. The teacher will help the students comprehend descriptive text easily. Teaching descriptive text will become easy if the teacher teaches the students to apply the reading comprehension strategies.

## 6. Factors that Influence Students' Reading Comprehension in Descriptive Text

Grellet (1986, p. 278) stated that comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and

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others related to insufficient instruction to inappropriate materials. According to Irwin (1986,p.102), there are several factors that may influence the comprehension. They are :

a. Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculates can often account for a large portion of the difference between successful and unsuccessful comprehension.

b. Motivation and Interest

Comprehension is also improved when the students are motivated and interested. To some extent, teachers facilitate motivation each time they make the task easier by making sure that the students have the requisite skills and schemata. Being interested in the material leads to more motivation and the students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural Differences

Teacher should be aware of how cultural differences influences the comprehension of individual students. Should be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d. Decoding Fluency

Students cannot be expected to comprehend passage when they are devoting large amounts of attention to identify individual words. They should

be given material they can decode fluently if they develop their comprehension skill.

Based on statement above, it can be concluded that to know which factors can influence students' reading comprehension in descriptive text the writer used structured note-taking strategy. According to Berg (2003, p. 18) stated that structured note-taking is an excellent tool for helping students select, organize, and remember important points from their reading. It means that the factor that influence students' reading comprehension in this research was prior knowledge.

## 7.The Nature of Structured Note-Taking Strategy

### a. Structured Note-Taking Strategy

Structured note-taking strategy helps students take note more effectively. Therefore, using structured note taking strategy that assist in recall and retention of information is essential. According to Smith and Thompkins in Urquhart (2012, p. 137),this strategy is one of a variety of note-taking strategies. In addition, Berg (2003, p. 18) stated that structured note-taking is an excellent tool for helping students select, organize, and remember important points from their reading. The purpose for this strategy is to write notes systematically using headings and subheading to structure the layout of the notes.

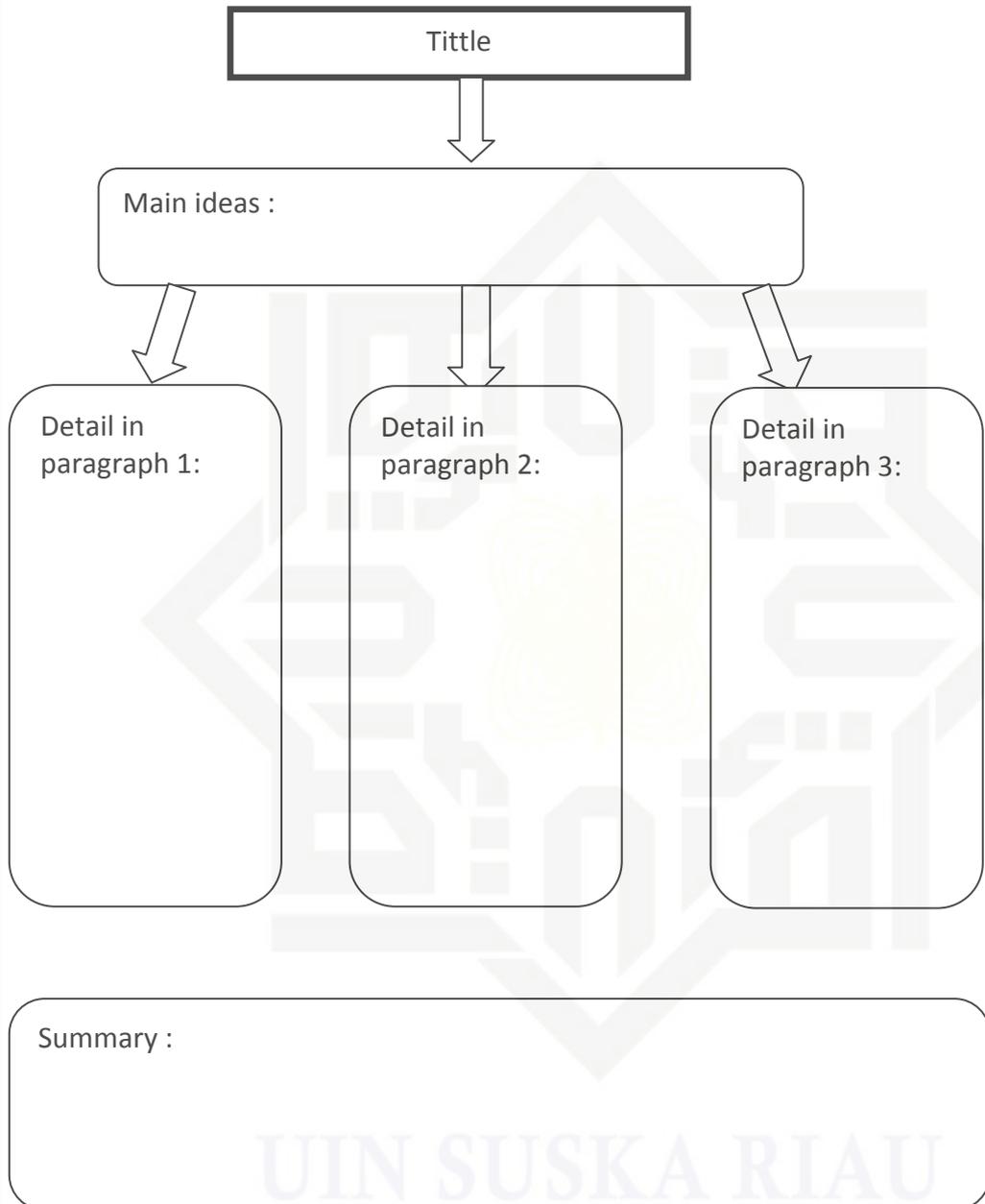
According to Milligan (2014, p. 3), note taking can provide a way to become actively involved in learning the material because you're asking more of your senses and your mind to act. Additionally, this strategy requires our thinking to determine what is important enough to write down and how the information is organized, as well as use the language of the concept.

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**Table II.1****Graphic Organizers**

## b. The Procedure of Using Structured Note-Taking Strategy

PROCEDURES	PRINCIPLES
<p>1. The teacher gives students of a new short text to read independently.</p>	<p>According to Mikan (1985), a class is community with ongoing opportunities to observe texts used functionally. Texts are situated in contexts. The teacher as text is a model for students to observe target language in action in many different ways- use of the target language for class management, for lesson organization, for teaching content, and for social relationships. The teacher is a reading teacher, a writing teacher, and a conversing teacher. The teacher explains the purpose of texts and their function in social practices. Students observe texts in action in order to experience the function of texts in contexts of use. It means that from the text students should be able to understand. Wherever possible, authentic language- language as it used in a real context should be introduced.</p> <p>In relation to the statement above, Kalayo Hasibuan and Fauzan Ansyari (2007) defined reading is interactive process that goes on</p>

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	between the reader and the text, resulting in comprehension.
2. The teacher gives students hand out blank graphic organizers sheets.	<p>According to Polyxeny Manoli and Maria Papadopoulou ( 2012) graphic organizers as a reading strategy used both in teaching and learning of languages and in content areas. The main aim is to improve students' reading comprehension skills and contribute to the acquisition of the target language.</p> <p>Based on William Grabe (2007) graphic organizers typically present information as a semantic web or as an outline of main ideas in a text. In other words, graphic organizers is to summarize what is important points in the text.</p>
3. The teacher instructs students to preview text by looking for subheadings, pictures, graphics, captions, etc. These will provide clues about significant points.	<p>According to Heng-Tsung Danny Huang (2009), previewing refers to the activity in which a written and oral preview is presented to students before they read a reading selection. It means that previews are provided prior to reading to equip readers with background knowledge essential for understanding the text.</p>
4. The students read their text	According to Nation(2000) , receptive carries the

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<p>silently and complete their own graphic organizers.</p>	<p>idea that we receive language input from others through listening or reading and try to comprehend it.</p> <p>According to Diane Larsen and Freeman(1986) silence is a tool. It helps to foster autonomy, or the exercise of initiative. It also removes the teacher from the centre of attention so he can listen to and work with students.</p>
<p>5. As an option, students find a partner to share their graphic organizers. And then use text to explain why the students write certain information.</p>	<p>Diane Larsen and Freeman (1986) stated that communicative interaction encourages cooperative relationship among students. It gives students an opportunity to work on negotiating meaning.</p>
<p>6. The teacher guides the students through a session of developing their own graphic organizers. Student-generated organizers will be suitable for individual learning styles.</p>	<p>Based on Diane Larsen and Freeman (1986)the teacher should be like an orchestra leader- conducting, guiding, and controlling the students behavior in the target language.</p>

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## 8. Teaching Reading Comprehension by Using Structured Note-Taking Strategy

In teaching and learning reading, an appropriate strategy or technique has an important role to help students in understanding the reading text. Structured note-taking is one of appropriate strategies to improve students' reading comprehension. This idea is also supported by Smith and Tomkins that this strategy ideas and opinion with discuss in a group.

According to Milligan (2014,p.3), note taking can provide a way to become actively involved in learning the material because you're asking more of your senses and your mind to act. Additionally, this strategy requires our thinking to determine what is important enough to write down and how the information is organized, as well as use the language of the concept. Dealing with the statement, Boch and Piolat (2005, p.102) stated that note taking is an essential tool in many information-transmission situation. It means that this strategy allows the students to collect information from teachers, books, or any other situation that they will later have to memorize.

Furthermore, the important reason from this strategy is to help the students progress in reading. And then for the students who use this strategy is to aid their studying later. Because they have to summarize and write the important information from the materials. So, the students can review notes frequently. The more they use notes, the more familiar the material will become and the more information they will retain for future use.

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The students who use structured note-taking strategy become active readers and improve comprehension of reading material. According to Milligan (2014, p. 3), there are many advantages from this strategy, namely:

- a. Students are able to improve concentration by allowing the teacher to be active with the information
- b. The teacher helps the students to determine the main point
- c. The teacher helps the students to decide they understand the material or not
- d. The teacher helps the students to prepare study materials, and
- e. The teacher helps the students to build new knowledge on the materials.

It means that structured note-taking strategy helps students retain information and understand textual organization by providing them with a visual framework for their notes. This strategy helps the students to deeper understanding of the text, especially in descriptive text.

Based on the explanation above, it is clear enough that structured note-taking strategy is very useful for students in reading comprehension.

## **B. Relevant Research**

Relevant research requires some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, the researcher has to analyze what the point that is focused on, inform the design, finding and conclusion of the previous research, that are:



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The first was conducted by Sulastri (2012), entitled “The Correlation between Using Two-Column Note Taking Strategy and Reading Comprehension of the Second Year Students at State Junior High School 29 Pekanbaru. The research was a correlation design, she used correlation research that involved collecting data in order to determine whether, and to what degree, a relationship exist between two or more quantifiable variables. She found that two-column note taking strategy could improve students’ reading ability at State Junior High School 29 Pekanbaru.

Then, the second research was conducted by A. Majid Hayati, entitled “The Impact of Note-Taking Strategy on Listening Comprehension of EFL Learners”. It was conducted by A. Majid Hayati. The research was included into true-experimental research. Pretest Posttest Control Group design was used to conduct the research. The reseacher divided the three groups taught with different technique of note taking.

These relevant researches which were conducted by previous researchers give contribution to the present research conducted by the writer. The first research was entitled: The Correlation between Using Two-Column Note Taking Strategy and Reading Comprehension of the Second Year Students at State Junior High School 29 Pekanbaru.” And the second one was “The Impact of Note-taking Strategy on Listening Comprehension of EFL Learners.” They are as the references to the writer because the previous research showed that structured note-taking strategy was effective to improve comprehension. So, the writer is interested in conducting a research entitled “The Effect of Using Structured Note-

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Taking Strategy on Students' Reading Comprehension of Descriptive Text at the Tenth Grade of State Senior High School 1 Siak." The differences between the previous researches and the present research are different object of the research, and different situation faced.

### C. The Operational Concept

According to Syafi'i(2013,p.94) operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing. This is very crucial because operational concepts are used to avoid misunderstanding and misinterpreting in scientific research. In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. In analyzing the problem in this research, there were two variables used, variable X was the use of structured note-taking strategy in teaching reading comprehension as an independent variable and variable Y was students' reading comprehension of descriptive text as a dependent variable. The indicators were operationally conceptualized as follows:

Variable X: (the use of structured note-taking strategy in teaching reading comprehension). According to Smith and Thompkins in Urquhart (2012, p.137),the procedures for teaching structured note-taking strategy are as follows:

1. The teacher gives students of a new short text to read independently.
2. The teacher gives students hand out blank graphic organizers sheets.

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3. The teacher instructs students to preview text by looking for subheadings, pictures, graphics, captions, etc. These will provide clues about significant points.
4. The students read their text silently and complete their own graphic organizers.
5. As an option, students find a partner to share their graphic organizers. And then use text to explain why the students write certain information.
6. The teacher guides the students through a session of developing their own graphic organizers. Student-generated organizers will be suitable for individual learning styles.

In the same way, based on curriculum 2013, the indicators of reading comprehension of descriptive text are as follows:

1. Students are able to analyze social function of descriptive text.
2. Students are able to analyze generic structures of descriptive text.
3. Students are able to analyze language features of descriptive text.
4. Students are able to identify main idea of descriptive text.

#### D. The Assumption and Hypothesis

##### 1. Assumption

In this research, the writer assumes that the students who are taught by using structured note-taking strategy will have better reading comprehension achievement. Thus, the better implementation of structured note-taking strategy applied, the better students' reading comprehension will be.

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## 2. Hypothesis

- Ha : There is a significant difference of using structured note-taking strategy toward reading comprehension at the tenth grade students of State Senior High School 1 Siak.
- Ho : There is no significant difference of using structured note-taking strategy toward reading comprehension at the tenth grade students of State Senior High School 1 Siak.
- Ha : There is a significant effect of using structured note-taking strategy on reading comprehension at the the tenth grade students of State Senior High School 1 Siak.
- Ho : There is no significant effect of using structured note-taking strategy on reading comprehension at the tenth grade students of State Senior High School 1 Siak.