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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of Reading

Reading is a very important skill to learn. We can enlarge our knowledge and insight by reading. Almost every aspect in our life is covered by reading whether to get some pleasure or only to get some information. Almost every day we read books, magazines, advertisement, etc.

Reading is a set of skills that involves activity of making sense and deriving meaning from the printed word (Linse, 2005, p. 69). Meanwhile, Rubin defines reading as bringing and getting of meaning from the print page (Syatriana, 2005, p. 69). It means that, reading is a process to gain information from the writer that is expressed in the text.

Reading is also an interactive process because there are various processes involve in reading which are carried out simultaneously. Moreover, reading is defined as an interactive process that goes on between the reader and the text, resulting in comprehension (Hasibuan & Fauzan, 2007, pp. 114-115). In addition, reading is also a fluent process of readers combining information from a text and their own background knowledge to build meaning (Nunan, 2003, p. 68).

Based on the theories above, it can be concluded that reading is about identification and recognition of the information, drawing the

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meaning to interpret information, and building the main idea from the text which leads to cognitive context named comprehension.

2. The Nature of Reading Comprehension

Reading activity demands readers to get information and understand the meaning and context of the information from what they have read. This process of extracting and constructing information is the outcome which is known as comprehension. Comprehension in reading is about knowing what the material that we have read. 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 (Syatriana, 2010, p. 29). It indicates that the existence of comprehension is crucial which leads to the existence of reading comprehension concept.

Comprehension is active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas (Vaughn and Thompson, 2004, p. 98-99). Furthermore, Duffy (2009, p. 14) also states that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading.

To achieve good reading comprehension, the readers have to acquire reading sub skills systematically starting from phonemic awareness, phonic and decoding, fluency, vocabulary, and word

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recognition. Ideally, reading comprehension involves the process of coordination among decoding, word reading, fluency, integration of background knowledge, vocabulary, and previous experiences (Klinger et al., 2007, p. 12). It indicates that reading comprehension engages multicomponent which is integrated each other and it is not as simple as it is seen.

As mentioned previously that reading comprehension involves multicomponent and multi-complex process, it will result with different level of understanding or comprehension. There are two levels of comprehension in which the information processed; they are surface level and deep level (Dorn & Soffos, 2005, p. 14). The explanations are as follows:

a. Surface level

The surface level of comprehension is a literal level of understanding which deals with the textually explicit and what is directly stated. This level relies on the reader's mind ability to recall the information from the text. However, a reader who is lack of interest to think beyond the surface level will inhibit the mind's potential for growth in knowledge although he has possessed some strategy to think deeper.

b. Deep level

The deep level of comprehension is a conceptual level of understanding. It relies on the reader's mind ability to think beyond

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the text and integrating the author's intention based on the reader's point of view. However, the reader's background experience that consists of multiple sources of information and personal goals is important in gaining the deep comprehension.

In addition, Smith in Westwood also stated that there are four levels of comprehension as follows:

- 1) **Literal level.** At the literal level, the basic facts are understood.
- 2) **Inferential level.** At the inferential level, the reader is able to go beyond what is written on the page and add meaning or draw conclusions.
- 3) **Critical level.** At the critical level, the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.
- 4) **Creative level.** At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. This level stimulates the reader to new and original thinking.

3. The Characteristics of Reading Comprehension

Students in the classroom study reading to get information and understanding about the text given by the teacher. At the end of teaching learning process, the students will get a test to make the teacher knows whether the students understand about the text or not. Teacher makes some

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questions to measure the students' comprehension of the text and make sure by answering the questions the students understand about the text.

The Barrett Taxonomy is designed originally to assist classroom teachers in developing comprehension questions and / or test questions for reading, especially useful for classroom questioning in other content areas as well. Barrett taxonomy consists of five parts:

a. Literal Comprehension

It focuses on ideas and information which are explicitly stated in reading selection. Literal comprehension is divided into 2 parts:

- 1) Recognition: It requires students to locate or identify ideas or information explicitly stated in reading selection.
- 2) Recall : It requires students to produce from memory ideas and information explicitly stated in reading selection.

b. Reorganization

It requires the students to analyze, synthesize, and / or organize ideas or information explicitly stated in the reading selection.

c. Inferensial comprehension

It is demonstrated by the student when he/she uses the ideas and information explicitly stated in the reading selection, his/her intuition, and his/her personal experiences as a basis for conjectures and hypothesis.

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d. Evaluation

It requires responses by students which indicate that an evaluative judgment has been made. Students may compare idea presented in the reading selection with external criteria provided by the teacher, other authorities, or written source with internal criteria provided by students' experiences, knowledge or value.

e. Appreciation

It involves all the previously cited cognitive dimensions of reading and it deals with the psychological and aesthetic impact of selection on the reader.

In conclusion, Barrett taxonomy is important to be used by teacher as guidance to make relevant questions to develop students' reading comprehension.

4. The Nature of Narrative Text

Every genre of the texts has its own purpose, including narrative. Narrative text generally presents a life lesson. It has great advantages since it amuses the readers with a vicarious experience and gives meaningful lesson. Moreover, narrative is not typical of most paragraphs because it does not require the traditional introduction, body, or conclusion (Syafi'i et al., 2011, p. 53). The generic structure or text organization of narrative is as followed:

- a. Orientation: tells about who involved in the story, when and where the story happened.

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- b. Complication: a problem is arisen followed by other problems.
- c. Resolution: solution of the problem.

In addition, the language features of narrative text are:

- a. Noun phrase: beautiful princess, a huge temple.
- b. Connectives: first, before that, then finally.
- c. Adverbial phrases of time and place: in the garden, two days ago.
- d. The simple past tense: he walked away from the village.
- e. Action verbs: walk, sleep, wake up.
- f. Saying verbs: say, tell, ask.
- g. Thinking verbs, feeling verbs, verbs of senses:
 - She thought she was clever.
 - She felt hungry.
 - She smelt something burning.

The general organization of the text as described above is useful to help readers in making connection among ideas. In addition, Mandler and Johnson states that the text structures are often called a story grammar, in which the text follows a single, general, and structural pattern (cited in Klinger et al., 2007, p. 76).

Therefore, it is very ideal to state that the interpretation of the information in the text by using prior knowledge represents the reader's mind of what the text is about. This representation is the foundation from which the reader can retell the story, apply the acquired knowledge,

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identify the theme, and so on. The life lesson that the reader gets based on the interpretation is very useful for self-improvement and development.

5. Teaching Reading Comprehension

To make the process of teaching successful and becomes a great challenging act for teacher who teaches reading. The teacher must decide what kinds of method that they will use and what kinds of reading text that they give. There are some key principles of teaching reading as follow:

- a. Exploit the reader's background knowledge
- b. Build a strong vocabulary base
- c. Teach for comprehension
- d. Work in increasing reading rate
- e. Teach reading strategies
- f. Encourage readers to transform strategies into skills
- g. Build assessment and evaluation reading into your teaching
- h. Strive for continuous improvement as a reading teacher

In gaining successful teaching reading process, there are some stages that should be systematically followed:

- a. Pre-reading activity

Pre-reading activity is the activity before reading process then, the aims of this activity are:

- 1) To introduce and arouse the interest of the students to the topic. In this case, teacher introduces to the students the topic which they will discuss in English class.

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- 2) To motivate the students to give a reaction for reading text. Teacher can ask the students some questions related to the topic.
- 3) To provide some language preparation for the text. In this term, teacher can show some language preparation, such as : the words, phrases, or sentences that can be used to lead the students' attention the material.

b. Whilst-reading activity

Whilst-reading activity is the core of the lesson. What it needs to be done is to develop students' reading skill by scanning and skimming. Skimming is reading rapidly to get general information, while scanning is reading rapidly to find special information. It means that scanning involves searching a particular piece of information in a text.

c. Post reading activity

Post reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage.

6. The Nature of Anticipation-reaction Guide Strategy

Anticipation-reaction Guide strategy activates students' prior knowledge on a specific topic by asking students to identify their existing idea or attitudes. This enables students to become interactive readers. Anticipation-reaction guide allows students to identify their ideas and see

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them in relation to information offered in the text. It also allows them an opportunity to discuss these perceptions with others (Bouchard, 2005, p. 66).

The application of anticipation-reaction guide strategy can activate students' prior knowledge, promote students' interest in text processing during reading, and increase students' participation in post-reading stage. Moreover, this strategy can make students concentrate on topics mainly (Roozkhoon&Samani, 2013, p. 132). It means that students will have more concentration on the reading and achieve better comprehension. In addition, anticipation-reaction guide strategy also encourages students to make a personal connection with the topic or nit of work, so that they can integrate new knowledge with their background knowledge and comprehend the whole text easier (Merafoni et al., 2014, p. 155).

It becomes clear that by relating background knowledge to the topic will be able to make them understand the new knowledge provided in the reading which becomes easier and simpler by the help of anticipation-reaction guide strategy.

7. The Procedures of Anticipation-reaction Guide Strategy

Anticipation-reaction guide strategy consists of a list of statements that are related to the topic of text read by students. While some of the statements may be clearly true or false, a good anticipation guides includes statement that provokes disagreement and challenge students' belief about the topic. Therefore, there are some steps or procedures to follow in

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applying anticipation-reaction guide strategy for learning reading of English (Margaret Bouchard, 2005:67):

1. Begin by identifying three to five major concepts- implicit or explicit.
2. Write a clear, short, declarative sentence for each idea.
3. Give each student a copy of the anticipation-reaction guides before reading the selection, students react to the statements and check the appropriate-box Agree/Disagree. Students discuss their reaction and be prepared to defend them. Students then read the selection. The anticipation reaction guide is revisited and “after reading” responses recorded. Students compare their “before” and “after” responses and discuss any changes in ideas or perception.
4. After completing this activity in a whole group, it can also be done in a small cooperative group setting.

B. Relevant Research

Relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to this research. Besides, the researcher has to analyze what the point that was focused on, informs the design, finding, and conclusion of the previous researcher (Syafi'i, 2007, p. 122). It aims at avoiding plagiarism in the design and finding of previous researchers. There are several relevant researches of this research:

- a. The research by Mudasir (2014) entitled "The Use of Shared Reading Strategy to Improve Students' Reading Comprehension". His research

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aimed at finding out the effect of using shared reading strategy in improving students' reading comprehension. The questionnaire was administered to identify the students' responses towards the implementation of shared reading strategy and showed that almost all of the students were interested, motivated, and became more active in the learning process. As the result, the writer concluded that there was a significant effect of using Shared Reading Strategy, with consideration $t_0 = 12.000$ is higher than T-table either in significant 5% = 2.01 or in significant 1% = 2.68. It means that H_a is accepted and H_o is rejected. So, it can be concluded that there is significant difference between Students' Reading Comprehension taught by using Shared Reading Strategy. In other words, there was a significant effect of using Shared Reading Strategy. The difference between Mudasir research and the present research is the strategy. The researcher applies Anticipation-reaction Guide Strategy in teaching reading comprehension while Mudasir used Shared Reading Strategy.

- b. Another research conducted by Egis Farjuna El- Mubarak. He conducted a research entitled "The Effect of Pre-Questioning toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior high School Ar-Royyan At-Taqwa Pekanbaru." From the research, he found that the second hypothesis was accepted because T-table at the 5% grade of significance refers to 2.01. While, in the level of significance 1% is 2.68. Therefore, it can be analyzed that t_o is higher than T-table in either

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at 5% or 1% grade of significance. It can be read that $2.01 < 8-26 > 2.68$, it means that there is significant effect of Pre-Questioning toward reading comprehension at the second year students of Integrates Islamic Junior High School Ar-royyan At-taqwaPekanbaru.

Based on the explanation above, it shows that there is similarity between the previous researcher and this research that both of them are aimed at obtaining the effect of the students' reading comprehension by using some specific strategies. Furthermore, based on the research finding of previous researches, it indicated that the use of the strategies was successful and could be applied to improve students' reading comprehension.

C. Operational Concept

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in a research paper (Syafi'i, 2007, p. 122). The operational concept is a concept that is used as the way to make something clear and avoid the misunderstanding. It is also used to measure something easily. It means the variables that are going to be investigated should be brief and clear. The language that is used should be in the simple words and understandable so that it can be easily measured and evaluated with the treatments and assessments that are applied by the researcher.

In this operational concept, the researcher would like to explain about the variables of this research briefly. There are two variables used in this research. The first is Anticipation-reaction guides which refers to the teacher's

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strategy in teaching narrative text in experimental class in Islamic Junior High School Syahrudiniyah Sungai Pagar that is known as an independent variable (Variable X). The second variable is a dependent variable (variable Y) which is known as the students' reading comprehension in Islamic Junior High School syahrudiniyah Sungai Pagar. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicator of variable X (Anticipation-reaction guides):
 - a) The teacher gives one topic to the students
 - b) The teacher introduces the strategy (Anticipation-reaction-guide)
 - c) The Teacher Give each student a copy of the anticipation-reaction guides before reading the selection.
 - d) The teacher ask the Students to react the statements and check the appropriate-box Agree/Disagree.
 - e) The teacher ask the Students to discuss their reaction and be prepared to defend them.
 - f) The teacher ask the student to read the selection.
 - g) The teacher gives a copy of the narrative text
 - h) The teacher asks the students to read a copy of the narrative text
 - i) The teacher discusses why the students before and after answers are different and what did students learn that caused them to change their answers.
2. The indicators of students' reading comprehension in narrative text are:
 - a) The students are able to identify main idea in narrative text.

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- b) The students are able to identify the supporting details of narrative text.
- c) The students are able to identify the generic structure of narrative text.
- d) The students are able to identify pronominal reference in narrative text.
- e) The students are able to infer the meaning of unknown word from context

D. The Assumption And the Hypotheses**1. The Assumption**

There are many strategies which are effective to improve reading comprehension; one of them is Anticipation-reaction guide strategy. Therefore, the researcher assumes Anticipation-reaction guides strategy is useful to be implemented especially in improving students' reading comprehension.

2. The Hypothesis

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

- a) H_0 : There is no significant effect of Anticipation-reaction guide strategy on reading comprehension in narrative text of the eighth grade students at Islamic Junior High School Syahrudinayah Sungai Pagar of Kampar Regency.
- b) H_a : There is a significant effect of Anticipation-reaction guides strategy on reading comprehension in narrative text of the eighth-

grade students at Islamic Junior High School Syahrudinayah Sungai Pagar of Kampar Regency.



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