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CHAPTER II

REVIEWED OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Reading Comprehension

Reading is one of the language skills—reading, writing, speaking and listening. It should be learned by each student. Besides, it is categorized as receptive skill. Dealing with the statement, Harmer (2003, p.199) defined receptive skills are the ways in which people extract meaning from the discourse they see—especially in reading. Many benefits can be gotten by reading to get information. In other words, it is also crucial for their study purpose.

Many definitions of reading are familiar, according to Anderson in Nunan (2003, p.68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Richard and Schmidt (2010, p.483) also mention reading as a process by which the meaning of a written text is understood.

As a learner, reading not only looks at a written text but also understand about it. As stated by Westwood (2001, p.10), Many definitions of reading related to the process of getting meaning from print and understanding the information as a comprehension while the understanding from reading is known as comprehension. Anderson in Nunan (2003, p.68) also argued the goal of reading is comprehension.

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According to Grebe (2009, p.14), reading is a linguistic process centrally a comprehending process which is the activity to get information from a text and the background knowledge to build the meaning.

Moreover, Dorn and Carla (2005, p.7) defined reading comprehension in three words. Comprehension (a noun) is as an outcome of thinking, and comprehending (a verb) is as the active process of thinking. With the result comprehending is an ongoing process that continues as long as the reader is thinking about the message. Effective comprehension requires that the reader maintains the meaning throughout the reading of the text. If meaning is lost, the reader should be aware of this fact immediately and take necessary compensatory action.

Guthrie et al (2004, p.12) stated that reading comprehension is the process of constructing the conceptual knowledge from a text through cognitive interaction and motivational involvement with the text. Klingler (2007, p.8) also concurred reading comprehension is a 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 itself (interest in text, understanding of text types). In addition, McNamara (2007, p.111) defined reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation.

Therefore, reading comprehension is very important in order to seek knowledge from discourse. It is a process to get information and

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knowledge from written language while reader should have good interaction to the text because without interaction between readers and texts how can achieve the goal of reading hence reading comprehension also the result of interaction between the readers and the text.

2. Type of Reading Comprehension

As described above regarding the definition of reading comprehension, reading comprehension is the ability to process and to understand its meaning. In that process, the experts argue about the type of reading comprehension. As explained by Richard and Schmidt (2010, p.483) the type of reading can be differentiated according to its purpose. Each type is important in helping readers truly understand the meaning of text. Four types of reading comprehension as follows:

a. Literal comprehension

Basically, literal comprehension is in purpose to know information in general in order to understand, remember, or recall the information explicitly contained in a passage.

b. Inferential comprehension

Reading involves determining what the text means. In order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring (inferencing).

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c. Critical or evaluative comprehension

Reading to critical or evaluation often faces more complex interaction of reading process because reading in order to compare information in a passage with the reader's own knowledge and values.

d. Appreciative comprehension

Reading in order to gain an emotional or other kind of valued response from a passage.

Therefore, the four types of reading comprehension stated by Ricard and Sechmidt are related to the purpose in reading. Each type is important to the learner even has different function in each type.

3. Reading Comprehension of Narrative Text

In this study, the researcher focused on students' reading comprehension of narrative text. According to Richards & Schmidt (2010, p.384), narrative is written or oral account of a real or fictional story. They also mentioned that the purpose of narrative is to tell a story or to entertain. Dealing with the statement, Klingner (2007, p.77) stated that Type of narrative texts include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures. Thus, narrative text is a text which tells a real or fictional story to entertain readers.

There are some aspects in narrative text that should be known by readers. In term of generic structure of narrative text can be analyzed as follows:

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a. Orientation

In term of orientation, this stage sets the scene and introduces the participants involved of the story such as characters, time and place. Hence, orientation provides the introduction of the characters, time and place involved of a story. According to Motgomery (2007, p.259), the opening of the narrative called orientation, and may include a representation of the place where the narrative is to take place and perhaps some initial details about the characters.

b. Complication

Complication refers to the problem appeared and developed in a story. According to Tankersley (2003, p.100), text narrative is followed by background events relating to the problem or conflict. When the story reaches the highest point of dramatic tension or problem, this is identified as the “critical moment” or climax. Thus, the complication refers to the problem happened in the story.

c. Resolution

In term of resolution, it refers to the problem or the complication is resolved or attempted to be clear. According to Tankersley (2003, p.100) after the climax, then it generally provides a resolution to the problem and winds up the action with closure. In other words, the characters find out the solution of the problem happened.

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Then, the narrative also can be identified with some language features below:

a. Use action verbs

Action verbs are verbs showing the performance of an action. They are dynamic verbs showing something happening. Say for examples: walk, run, take, go, jump and others.

b. Use of temporal conjunctions

Temporal conjunction is a type of word that is used to connect words or classes of words and it is related to time. Say for example: after, as soon as, before, finally, since, while etc.

c. Use past tense

The simple past indicates that an activity or situation began and ended at a particular time in the past.

4. Students' Reading Comprehension of Narrative Text

Based on the explanation above, there are some indicators that should be known by the readers to understand narrative text. Based on the syllabus of Islamic Junior High School PP Assalam Naga Beralih, here is the explanation that refers to the indicators of narrative text:

a. Identifying topic of texts

A paragraph can be defined as a group of related ideas. The sentence relates to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. Topic is what the entire paragraph is about.

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b. Identifying specific information of texts

The students are expected to identify central ideas based on the specific information from the text. According to Klingner (2007, p.77), Students with poor comprehension, may not have developed this understanding on their own, such as selecting important information, making inferences, and identifying story themes.

c. Identifying rethorical steps or generic structures of texts

According to Gillis & Olson as cited by Klingner (2007, p.77), By the time they begin school, most children have developed some sense of story structure and can use this knowledge to comprehend simple stories. It refers to the different elements the reader can expect to find in a story, such as the characters, setting, plot (including a problem that needs to be solved), and a resolution to the problem. In other words, the narrative text has generic structures; orientation, complication, and resolution.

d. Identifying language features in texts

According Tankersley (2003, p.120), vocabulary is necessary in order to develop students' reading comprehension. To comprehend what they have read, readers should have a good grasp of vocabulary and word meaning. Moreover, he suggested that vocabulary development is stressed with students in all areas of the curriculum. In finding the meaning of vocabulary, They can identify vocabulary and word meanings by developing their guessing ability to the word which

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is not familiar with them by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has or nearly the same meaning as another word.

e. Identifying communicative purpose of texts

The communicative purpose of narrative text is to entertain readers by appealing to their imagination. In this case the students are demanded to know the goals or the communicative purposes of narrative text.

5. The Concept of Oral Reading

When reading is done, there are various types of reading techniques in the classroom. The first is oral reading. According to Richard and Schmidt (2010, p.483), it is kind of reading activity that saying a written text aloud.

Actually, reading aloud is important for students. Pertaining to the statement, Guthrie (2004, p.19) noted that oral reading will help provide support for word recognition. Patel and Paviin also deal with reading aloud that must be given to students in order to support their words pronunciation.

Brown (2000, p.312) stated that oral reading can:

- a. Serve as an evaluative check on bottom-up processing skills. Moreover, oral reading allows the teacher to assess the students' strategies and to monitor their fluency in reading.

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- b. Double as a pronunciation check, when students read aloud a text then the teacher listens so it will make a teacher analyze what students read and speak. Besides, Guthrie (2004, p.19) stated it supports the teacher to provide the word recognizing.
- c. Serve to add some extra students participation if you want to highlight a certain short segment of a reading passage.

Besides, Al-Jawi (2010, p.22) also mentioned about some points that should be considered in characteristics while reading orally:

- a. Pronunciation: The teacher becomes a model so giving adequate and clear pronunciation to each word are necessary. In spite of oral reading is done aloud students should get model to sound the words while reading.
- b. Rational reading: Reading aloud means read sounding the word hence the readers will read with reasonable speed.
- c. Pauses: Teacher makes proper pauses and correct stops to help learners understand the reading passage. Unnecessary pauses create confusion in grasping the meaning of the passage.
- d. Tone: teacher gives the accurate tones of a falling or a rising voice.
- e. Stress: sounding the reading will produce a word or a syllable with louder and longer duration using more air from the lung than the surrounding words or syllables.

Based on the explanation above, Al-Jawi explained about the characteristics while oral reading related to the teachers activity in the

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classroom. It is clear that oral reading is also helpful in some aspects of the reading primarily on word recognition and pronunciation.

Al-Jawi suggested some procedures of Oral reading for EFL students as follows:

- a. Students get constant practice about reading passage. Teacher may use some media or other ways to encourage students' reading comprehension.
- b. Students look up while reading aloud. A student is asked to read to the teacher and classmates.
- c. The students start discussing the reading passage. Teacher may ask students to retell about the text and discuss about some comprehension questions to students.

Based on the procedures above, Patel and Praveen suggested to make teaching oral reading become effective, teacher should present the material first as a model dealing with the level of students in order that they can understand well. Besides, teacher should care about all readers while process of reading is going on. When any mistake is committed by student, Teacher should correct it friendly. Besides, AlJawi argued this technique is very useful for the students because the sentence will be read orally in other hand there is an effort to memorize and remember it by sounding out the text.

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Patel and Praveen (2008, p.122) elaborated the advantage and disadvantage of oral reading. The advantages of oral reading are as follows:

- a. It enables students to develop the skill of reading very well by speaking or expressing ideas.
- b. It helps students to develop the skill of pronouncing very well and remembering about some words.
- c. It makes reading very enjoyable while teacher uses reinforcement during reading.
- d. Language learning is a kind of imitation. When teacher says anything or read any text, the learner also tries to imitate that. So teacher should have innovative ideas so that it can make this activity very affective.

Disadvantages of oral reading :

- a. Over crowded class is very big problem. It will make others can easily lose attention. The teacher can not provide sufficient opportunities to all students.
- b. At earlier stage reading aloud is very necessary. If enough training of reading aloud is not given at primary level, it will be difficult to read aloud at secondary stage.
- c. Only bright and intelligent students learn to read aloud very well because they get chance frequently while average/students hardly get the chance of reading. So they become the passive learners.

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- d. Reading aloud takes more time so it is time consuming. All students can not read at a time so managing classroom becomes impossible.

However, sometimes this is very useful because by sounding the sentence that is read is held in the mind for a few minutes. There is an effort to memorize and remember it instead of only sounding out the print. As what Dorn and Carla (2005, p.28-29) stated one of the greatest benefits of reading aloud is its potential to build memory capacity that can be easily mobilized to understand a particular event is needed for deep comprehension. Therefore, oral reading became a way to make effective way to take comprehension of students when they should pay attention to read it orally.

6. The Concept of Silent Reading

The second type of reading techniques in this research is silent reading. The students read a text silently. The majority of reading is done silently especially for adult learners. Pertaining to the idea, Anderson in Nunan (2003, p.69) said that silent is primarily activity of reading. So that most of the people read silently in order to concentrate when reading.

A proficient reader can adopt the following point of characteristics while reading silently, as what Al-Jawi (2010, p.21) also mentions about characteristics while reading silently as follows:

- a. Eye movement: The students should move eyes very rapidly from left to right without looking back at the previous words.

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- b. Complete silence: Patel and Praveen (2008, 116) also agree silent reading means reading completely silently, without even moving the lips. They should make no lip movement and produce no oral words, no muttering or murmuring.
- c. Accurate eye fixations: They should make fewer pauses than reading orally. They should make, say, two fixations per line.
- d. Speed: They should increase the rate of reading. Quick reading results in better understanding of the printed material. Both speed and comprehension should be emphasized in silent reading.

Based on the explanation above, Al-jawi mentions about some points in silent reading, as English language learner and teacher should consider it in order to get effective reading silent. Aljawi also gives some following procedures in using silent reading for students:

- a. Students get a short and easy but interesting passage to students. They should be familiar with its topic.
- b. Students read it silently but rapidly without moving their lips or pronouncing its words.
- c. Sets up the time for the reading passage.
- d. Formulate some comprehension questions on the reading passage.

Besides, to Patel and Praveen (2008, p.122) also elaborated the advantages and disadvantages of silent Reading. The advantages of silent reading are as follows:

- a. This reading makes students very active and accurate.

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- b. Silent reading concentrates the attention of learners toward subject matter and learns naturally.
- c. It saves time because this activity is done at a time. All students participate together in this activity at a time.
- d. It is very useful to develop the skill of reading fast.
- e. This skill plays main role to increase the knowledge of students.

Disadvantages of Silent Reading:

- a. This technique is not useful at earlier stage of language learning.
- b. Through this skill one can learn the pronunciation.
- c. In this skill the learner can cheat the teacher if subject matter is not interested.
- d. Only bright and intelligent students can learn this skill but average students learn it hardly.

Because of this, reading is usually done silence especially for high level. They are required to read complex texts. Silent reading gives many advantages. Even though there are some students prefer reading aloud to silent reading. When student read silently, they will not spend much time to read. Moreover, when they will do examination. They should be in quiet conditions and utilize the time available.

7. Oral and Silent Reading in Reading Comprehension

Theoretically, many experts viewed about oral and silent reading. Patel and Praveen (2008, p.20) stated that a teacher can develop reading habit among his students through reading exercise in the mother tongue. In

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other words, both of oral and silent reading are useful to develop reading comprehension. According to Brown (2000, p.307-312), oral reading and silent reading are useful for beginning to intermediate level. As stated before, Guthrie (2004, p.19) argued oral reading will help provide support for word recognition. According to Brown, silent reading will help them to increase their efficiency in reading.

Pertaining to the statement, Rasinski states in Francher (2007, p.11), oral reading is used in order to develop comprehension because students can better understand the author's purpose and the meaning of the text. In short, it can help English language learner and struggling readers better comprehend what they read by doing reading aloud or oral reading as well expressed by Dorn and Carla (2005, p.44) Reading aloud is helpful students to comprehend the text because readers regulate their actions and amplify their thoughts as they use sensory data to assist with the analysis of the text information.

Besides, silent reading is a vital reading activity. The majority of reading is done silently to achieve the goal of reading, surely it will effect reading comprehension as Patel and Praveen (2008, p.20) also argue that silent reading develops power of quick comprehension in reading. Therefore, both oral and silent reading related to reading comprehension despite having its own benefits in many aspects but still deals with aspects of reading comprehension in several grades no exception for junior high school.

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8. Assessing of Reading

According to Brown (2003, p.4), assessment is an ongoing process that encompasses a much wider domain. According to Richard and Schmidt (2010, p.35), assessment is a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence. According to Grabe (2009, p.353), assessment provides feedback on the skills, processes, and knowledge resources that represent reading abilities.

Commonly, dealing with assessment, Brown (2003, p.7) stated that assessment has been categorized in some terms. First is norm reference and criterion reference testing. Norm reference means doing assessment in order to interpret in relation to scores of mean (average score), median (middle score), standard deviation (extent of variance in scores), and/or percentile rank. While criterion reference testing, designed to give test-takers feedback, usually in the form of grades, on specific course or lesson objectives. Second is formative and summative assessment. According to Harrison and Terry (2002, p.85), formative assessment is related to interactive in the class. It is for teachers to decide as part of their ongoing, day-to-day teaching. In other hand, Summative assessment is used to assign students at the end of project like final examination. Third is formal and informal (alternative) assessment. Formal assessment is specifically design based on the curriculum and informal assessment is not

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contributing to the scoring as feedback by saying “good job!”. The last is proficiency, achievement, placement, and diagnostic assessment.

The skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. The micro and macro skills bellow represent the possibilities for objectives in the assessment of reading comprehension. According to Hughes (1992, p.11), the macro skills in reading assessments as follows:

- a. Scanning text to locate specific information
- b. Skimming text to obtain the gist
- c. Identifying stages of an argument
- d. Identifying examples presented in support of an argument

While Micro skills of reading assessment as follows:

- a. Identifying referents of pronouns, etc.
- b. Using context to guess meaning of unfamiliar words
- c. Understanding relations between parts of text by recognising indicators in discourse, especially for introduction, development, transition, and conclusion of ideas

Assessment may be done by test, interview, questionnaire, observation, etc. Besides, Brown (2004, p.201-212) divided reading assessment into four types—perceptive, selective, interactive and extensive. The appropriate type for senior high school is interactive. Students should interact to the text. Mostly the text consists of several paragraphs to one page or more. That is, reading is a process of negotiating

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meaning. Moreover, some possible activity which can be done in term of interactive reading, they are:

a. Cloze Tasks

Cloze task is ability to fill in gap in an incomplete text with appropriate words and calculate guess, using linguistic expectancies, background experiences and some strategic competence.

b. Impromptu Reading Plus Comprehension Questions

In this activity, reading comprehension passages also provide some questions in form of multiple choice question. The questions that cover these features of comprehension are main idea (topic), expression/idioms/phrases in context, inference, grammatical features, detail, excluding facts not written, supporting ideas and vocabulary in context.

c. Short-Answer Tasks

In this activity, there are reading passages and questions which must be answered in sentences. Questions might cover the same specifications indicated above, but it is in form of open-ended questions.

d. Editing

Test-takers have to detect grammatical or rhetorical errors in passages of 200 to 300 words.

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e. Scanning

In this activity, test-taker will be given texts (can be in form of prose or something in chart or graph) and it requires rapid identification of relevant information.

f. Ordering Tasks

In this activity, test-taker will be given some sentences and need to assemble it into a story.

g. Information Transfer: Reading Charts, Maps, Graphs, Diagram

In this activity, test-taker will be given such charts, maps, graphs, or diagram and need to interpret the information include there.

Based on explanation above, there are some activities that can be done in assessing students' reading comprehension. Thus, in this study, researcher will use multiple choice or impromptu reading plus comprehension questions in assessing students' reading comprehension by considering its function and features that include.

B. The Relevant Research

To support the researcher's research required the other researchers that are relevant to the researcher's research. We have to analyze the relevant researches and find the point of the researches. There are quite many previous researchers regarding the correlation between Psychological aspects and speaking English. According to Syafi'i (2007, p.122), relevant research is very useful reference widening our comprehension on related topic. Based on

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the researcher's effort to find the relevant research related to the comparison on students' reading comprehension between oral and silent reading. the researcher only puts the relevant researches related to the comparison on students' reading comprehension between oral and silent reading.

1. A research was conducted by Syahrifal entitled "The comparison on reading comprehension of students who taught by using reading strategies intensively and those who are taught by using reading strategies unintensively at SMKN 1 Pekanbaru." He found that H_0 was rejected and H_a was accepted or there was a significant difference of reading strategies between the students who are taught by using reading strategies intensively and unintensively. It can be seen from the table of interpretation of t value, the result showed that t_0 was higher than t_{table} of significant for two tailed $2.00 < 7.130 > 2.65$.
2. A research was conducted by Elsha Rizki Sumbari entitled "A Comparison between Reading Comprehension on Narrative Text Taught by Using Paired Reading Technique and Jigsaw Technique at the Second Year of State Senior High School 3 Pekanbaru" She found that Statistically, there is a significant difference on reading comprehension on narrative text between the students taught by using Paired Reading technique and Jigsaw technique of the second year students at Senior High School 3 Pekanbaru. It was based on the result of the data analyses that showed the obtained was higher than the t_{table} . ($2.00 < 3.926 > 2.65$). It can be concluded that H_a is accepted and H_0 is rejected. In other

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words, it shows that Jigsaw technique is more effective than Paired Reading technique for students' reading comprehension of narrative text at the second year of Senior High School 3 Pekanbaru.

The researches above are relevant to this research, which has been done by the researcher because they also did a research about comparison on reading comprehension. The differences are the purpose that the researcher wanted to put type of reading techniques that are not only oral reading but also silent reading.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in the research. There are two variables used in this research. There is variable X that refers to Type of reading style both oral and silent reading and variable Y that refers to the students' reading comprehension. Therefore, variable X is as independent variable and variable Y is as dependent variable.

Based on the procedures of oral reading technique in theoretical framework, researcher took the indicators of variable X1 (oral reading) as follows:

1. Students get constant practice about reading passage. Besides, students may get some media or other ways to encourage their reading comprehension.

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2. Students look up while reading aloud. A student is asked to read to the teacher and classmates.
3. The students start discussing the reading passage. Teacher may ask students to retell about the text and discuss about some comprehension questions to students.

Based on the procedures of Silent reading technique in theoretical framework, researcher took the indicators of variable X2 (silent reading) as follows:

1. Students get a short and easy but interesting passage. They should be familiar with its topic.
2. Students read it silently but rapidly without moving their lips or pronouncing its words.
3. Students set up the time for the reading passage.
4. Students formulate some comprehension questions on the reading passage.

Therefore, based on the syllabus, the indicators of variable Y (students' reading comprehensions) are as follows:

1. Students' ability to identify the topic of the narrative text.
2. Students' ability to identify the specific information of the narrative text.
3. Students' ability to find out the reference of the narrative texts.
4. Students' ability to identify steps rhetoric or generic structure of narrative texts.

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5. Students' ability to identify linguistic characteristics of the narrative texts.

D. Assumption and Hypothesis

1. The Assumption

In this study, the researcher assumes that:

- a. Reading comprehension of students who use oral reading or silent reading is various.
- b. The better types of reading technique that students use the better reading comprehension will be.

2. The Hypothesis

Besed on the assumption above, the writer can formulate hypothesis as follows:

- a. Ho : There is no significant difference on students' reading comprehension between using oral and silent reading at the second year of MTs PP Naga Beralih Kampar.
- b. Ha : There is a significant difference on students' reading comprehension between using oral and silent reading at the second year of MTs PP Naga Beralih Kampar.