

Hak Cipta Diindungi Undang-Undang

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CHAPTER II REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Concept of Reading

Reading is a basic of language skills in learning process that attended as primary source of comprehensible input. Reading is also a process to get knowledge and information through the text. It is as the reason why reading becomes one of the most important skills for the students in learning English. It is supported by Vacca (1989, p.14) that we like to think of reading as an interactive process and not merely the sum of various decoding and comprehension sub-skills. A reader interacts with print in an effort to understand the author's message. The fundamental concept is that the reader reorganizes the available information in the text not only based on the knowledge achieved from the text but also from the prior knowledge of the reader.

Reading is one skill that should be mastered by everyone. Reading is not only the process where the reader reads the words, sentences or the text, but also the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it. Besides as a skill, reading is clearly important. In many definitions, reading is an essential part to broaden knowledge. Reading plays an important role to catch information. Jhonson (2008, p.3) defined that Reading is the practice of using text to create meaning. The two key words

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here are creating and meaning. If there is no meaning being created, there is no reading taking place.

Reading can help students much more if they can read well, because reading is very important. Harrison (2004, p.3) reminds that reading is not only increases our life skills and extends our knowledge, but also goes much deeper. Reading has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence.

Furthermore, Namara (2007, p.3) states that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. Therefore, reading needs a concentration seriously. It also needs a critical thinking to comprehend the meaning of reading texts. A critical thinking will create the active learning, because the students not only learn by themselves but also discuss or share what they learn with their friends or their teacher. So, students have to improve their reading skill in order to identify the meaning of information of the text.

According to Leedy (1956, p.3), reading is knowing what to do with a page of print. Reading is knowing where to look to discover main ideas and supporting details. In this case, main idea is the chief point of an author in expressing about a topic. It sums up the author's primary message. According to Anderson (2003, p.86), every paragraph has a main idea, or topic, that tells us what the paragraph will be about. Often, you will find the main idea talked about in the first or second sentence of a paragraph. Supporting ideas usually

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follow the main idea. Sentences containing supporting ideas explain or give us more information about the main idea.

With reference to Hasibuan and Ansyari (2007, p.115), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

In reference to Grabe and Stoller (2001, p.1887) the ability to read requires that the reader draw information from a text and combine in with information and expectation that the reader already has. It means that in reading, the readers need to connect the text with their existing knowledge to understand the text. Furthermore, Linse (2005, p.69) reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to get the information of the text, the reader needs to interpret the meaning of the text itself.

In line with definition above, it can be concluded that reading is a way to get information from something that has been written. People have reasons to do something, especially in reading. Reading involves the interaction between reader and the passage the purpose of reading is to determine the appropriate approach to reading comprehension

Mackay in his book “How to Teach English” (1979, p.125) states:

This skill has been left untaught and unquestioned in comprehension exercises. In order to understand a text, it is important for students to know what words like “this”, “these”, “that”, “those”, “it”, and “them”, refer to. These words are most frequently used in order to

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refer back to a word, phrase, clause, sentence, or longer text appeared earlier. Frequently they are marked by “summary words”, e.g., “this type”, “that fact”, “these cases”, or “those factors”. Occasionally, even a native speaker is forced to stop to identify the referent.

Ramsay in his book “Basic Skill for Academic Reading” (1986, pp.63-67) divides references into two: pronoun reference within a sentence and pronoun reference between sentences. The explanation is as followed:

a. Pronoun reference within a sentence

Writers often use pronoun when they do not use the same noun more than one time in a sentence.

e.g.: John told Marsha *he* wanted to talk to her.

(He refers to John; *her* refers to Marsha)

b. Pronoun reference between sentences

Sometimes writers use a pronoun in one sentence to refer to a noun in a different sentence.

e.g.: more and more libraries are offering special services for their patrons. These include entertainment facilities, community activities, and facilities for blind reader.

(These refers to special services)

2. The Concept of Reading Comprehension

Reading involves the interaction between reader and the passage in transferring knowledge. The meaning of “comprehension” has been defined by Duffy (2009, p.14), comprehension is the essence of reading because the goal of written language is communication of message. If we do not

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understand the message, we are not reading. As Klinger et al (2007, p.8) also state 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 itself (interest in text, understanding of text types).

Reading cannot be separated from comprehension because the purpose or the results of reading activity is to comprehend what has been read. Reading without understanding is useless. That is also stated by Klinger et al (2007, p.2) state that reading comprehension is the process of conducting meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Snow (2002, p.11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She used the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part.

Grabe & Stoller (2001, p. 187) said there are multiple purposes of reading, they are:

- a. To search for information
- b. For general comprehension
- c. To learn new information
- d. So synthesize and evaluate information

In reading text, there are two kinds of information that will be analyzed by the reader, those are implicit and explicit information. As Larson (1984, p.) in Sang Zhonggang claims, the implicit information is that information “for which there is no form”, but which is “a part of the total communication intended or assumed by the writer. Larson suggests that some information is left implicit because of the structures of the source language, because of the shared information in the communication situations, or because it has been included somewhere else in the text or utterance. Very naturally, we may sense that the implicit information presumed in literary texts is brought about by attributes of their own.

Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. As McWhorter (1992, p.45) states that active reading is a process of thinking, predicting, connecting, and assessing performance. Then, Sadoski (2004, p.67) also says that comprehension is understanding something, and getting its meaning. Reading comprehension involves much more than readers’ responses to text. Duffy (2009, p.14) says that Reading comprehension depends on prior knowledge or knowledge about the world. Prior knowledge is expressed with words. When comprehending, readers say to themselves, in effect, “In my

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experience with words associated with this topic or situation, the author must mean something close to what I've experienced.” So they use the words in the text to build a meaning consistent with their past experience with these words.

In accordance with Vaughn and Thomson (2004, p.99), reading comprehension includes the following:

- a. Applying one's knowledge and experiences to the text
- b. Setting goals for reading, and ensuring that they are aligned with the text
- c. Using strategies and skills to construct meaning during and after reading
- d. Adapting strategies that match the reader's text and goals
- e. Recognizing the author's purpose
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusions

Based on the explanations above, the writer concludes that when the readers read, they should comprehend the contents of the text. The writer emphasizes that comprehending is more than just recognizing and understanding words. True comprehension means making sense of what readers read and connect the ideas in the text to what they already know.

3. The Principles of Teaching Reading

According to Brown (2003, p. 188), there are some principal strategies for reading comprehension as follows:

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- a. Identify the purpose of reading a text
- b. Apply spelling rules and conventions for bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meanings
- d. Guess at meaning (of words, idiom, etc.) when the reader is not certain
- e. Skim the text for the gist and for main ideas
- f. Scan the text for specific information (names, dates, key words)

Meanwhile, Harmer (1998, p.111) states that there are six principles of teaching reading, they are:

- a. Reading is not passive skill (It means reading as a continuous learning with understanding and practicing what the words mean)
- b. Students need to be engaged with what they are reading (there should be emotional relation and interesting respond to get what they read)
- c. Students should be encouraged to respond to the content of a reading text, not just to the language (it encourages students respond the message of the text not just the structure)
- d. Prediction is a major factor in reading (the hints can stimulate the student reading understanding)
- e. Match the task to the topic (the reading tasks depends on the what the right text)
- f. Good teachers exploit reading texts to the full (integrated learning for sustainable reading)

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In Reading comprehension, the reader has to know which skills and strategies are appropriate for the type of the text and understand how to apply them to accomplish the reading purpose. Enabling students to implement reading comprehension strategies and skill becomes the most important part in teaching reading comprehension. Teaching reading comprehension of the text is one of them. According to Nunan (2003, p.76), teaching them how to do this should be a prime consideration in the reading classroom. The only purpose of reading is absolutely comprehension.

In learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will affect the students to become easily to comprehend. This can be possibly applied. Therefore, achieving the learning indicators in syllabus of teaching will easily be accomplished if the teacher teaches the students to apply the reading comprehension strategies.

4. Skills of Reading Comprehension

Brown (2003, p.189) classifies the types of reading:

- a. Perceptive: Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied.

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- b. Selective: This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picturecued tasks, matching, true/false, multiplechoice, etc.
- c. Interactive: That is, reading is a process of negotiating meaning; thereader brings to the text a set of schemata for understanding it, and intake is theproduct of that interaction. Typical genres that lend themselves to interactive readingare anecdotes, short narratives and descriptions, excerpts form longer texts,questionnaires, memos, announcements, directions, recipes, and the like. The focus ofan interactive task is to identify relevant features (lexical, symbolic, grammatical, anddiscourse) within texts of moderately short length with the objective of retaining theinformation that is processed.
- d. Extensive: It should be noted that reading research commonly refers to “extensivereading” as longer stretches of discourse, such as long articles and books that areusually read outside a classroom hour. Here that definition is massaged a little in orderto encompass any text longer than a page.

Furthermore, Brown (2003, p.187) determines the skills required in reading including microskills and macroskills:

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a. Microskills

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in shorttermmemory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret a word order patterns and their significance.
- 5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense,agreement, pluralization), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling therelationship between and among clauses.

b. Macroskills

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.

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- 4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

5. Read as often as Possible Strategy

One of the main goals of education evolution is to enhance students' capability in learning how to learn. In order to attain this goal, teachers are needed to teach students the required knowledge, skills and strategies. Students also must reserve the taught knowledge and skills helping them become skillful long-lasting learners. Learning to learn is defined as the capability to strive and endure in learning to adjust learner's learning process over time and effectively managing the time and information. This process is related to the self-regulated learning. The process of self-regulated learning requires students' monitoring their learning strategies independent of the teacher and peers and adjusting them if necessary. Monitoring activities

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include checking content of study, judging learning difficulties, assessing progress and predicting learning outcomes (Cheng, 2011).

Read as often as possible is a strategy encouraging students to use independent and self-regulated learning. The strategy asks students to look for everyday life reading around them under teacher guidance. Teacher provides not only single text but also different texts every meeting. Thus, this strategy encourages students to read more much and easier to read every type of text. Students reading ability also will increase while often reading, much more vocabulary they get with this strategy applied unintentionally.

As Huegli (2008, p.3) states that Reading allows you to connect written ideas with what you already know. The more you read the easier it will get. Not only will practice help you to improve your reading skills, it will also allow you to expand upon what you already know.

It very important to teacher gives some examples and guidance in applying self-regulated or independent learning. Because Students will get own ways and experinces to solve some difficult materials. As Vacca (1989, p.22) states that guide material will also help students focus their attention on relevant segments of a text selection. Material which guide reading show students how to search for and interpret information.

Self-regulated or independent learning is a process that needs time for students to have experience and skill as maturing reader as Vacca (1989, p.23) states that as you can see, independent learning requires knowledge and awareness of cognitive processes. In other word, this strategy develops from

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extended experience with text, process explanations, and modeling. Thus, based on the explanation about, Vacca (1989, p.22) also finds that student need to be shown how to stick with print and work with an author's idea. One of our tasks is to plan instruction so that they will experience the satisfaction of learning from text. However, keep in mind that the long-term pay of is that students learn to control and regulate their own reading activities.

In the context of read as often as possible strategy, students will be asked to learn from the things around them, they are asked to find some daily text to read such as: cereal boxes, notes, brochures. In line with Prasetyarini (2013), Short functional texts (referred to henceforth as SFT) are types of informational texts to help the information receivers or readers grasp the information quickly. Since SFTs are intended to make the readers understand the texts quickly, they are usually characterized by:

- a. The use of clear, simple, and concise sentences.
- b. Pictures or symbols
- c. The use of particular words or letters.

SFTs can be in the form of notice, announcement, prohibition, invitation, memo, advertisement, etc.

There are some reading items that can be chosen by students in implementation of Read as often as possible strategy as bellow:

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Try to read:

- | | |
|-------------------|-------------------|
| ✓ Notes | ✓ Cereal boxes |
| ✓ Letters | ✓ Flayers |
| ✓ Bank statements | ✓ Brochures |
| ✓ Advertisements | ✓ Medicine labels |
| ✓ Newspaper | ✓ Emails |
| ✓ Magazines | |
| ✓ Books | |

Those type of readings are also called personal reading as Brown (2004, p.187) states personal reading (newspapers and magazines letters, emails, greeting cards, invitations messages, notes, lists schedules (train, bus, plane, etc.) recipes, menus, maps, calendars advertisements (commercials, want ads) novels, short stories, jokes, drama, poetry, financial documents (e.g., checks, tax forms, loan applications) forms, questionnaires, medical reports, immigration documents comic strips, cartoons)

Students are allowed to choose three reading items above to read and after students read and comprehend the items that they choose, teacher asked students to filled chart as bellow:

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Table 11.1

Reading Things from My Everyday Life

Reading #1

| | |
|--|--|
| What did you read? | |
| What did you learn from reading this? | |
| Did you learn any new words? If yes, what were they? | |

Reading #2

| | |
|--|--|
| What did you read? | |
| What did you learn from reading this? | |
| Did you learn any new words? If yes, what were they? | |

Reading #3

| | |
|--|--|
| What did you read? | |
| What did you learn from reading this? | |
| Did you learn any new words? If yes, what were they? | |

The chart is about what they read, what they learn, and what new words they learn. The chart in this strategy is very helpful to student evaluate their reading Comprehension. The Questioning chart is at the heart of comprehension, helping students to bridge the gap between surface-level

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understanding (what happens in the text) and deeper meaning (the theme or value).

This strategy helps students to get the purpose of their reading and give their attention to the information from daily text around them. By being accustomed to reading those texts, the students are familiar to have good reading habit for many aspects of life in the future.

Here is an example of using read as often as possible strategy on reading things from everyday life:

a. The Procedures of Read as often as Possible Strategy

According to Huegli (2008, p.4), the procedures of using read as often as possible as follows:

- 1) Find three things from your everyday life to read.
- 2) Look around you (at home, at school, or at work) to find three different things to read from your everyday life. See the list on reading items provided.
- 3) Read all three things.
- 4) Fill in the chart provided about the three things that you found and read.

B. Relevant Research

In the research paper the writer took two literature reviews. The first relevant research was from Najva Nejabati (2015) entitled “The Effects of Teaching Self-regulated Learning Strategies on EFL Students’ Reading

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Comprehension". In that research indicated there was statistically significant difference between mean scores of the two experimental and control group in posttest administration of the reading test ($P=.016<.05$). So, it could be concluded that teaching self-regulated learning strategies have effects on EFL learners reading comprehension. Therefore, it could be concluded that teaching self-regulated learning strategies had statistically significant effect on students' reading comprehension.

The second review was entitled "Self-Regulated Learning in Reading: Gifted Pedagogy and Instructional Settings" that researched by Angela Housand and Sally M. Reis (2008). Based on finding, the majority of students were able to maintain their self-regulated reading for the time specified. In conclusion, using self-regulated reading had given a better effect to Students' reading ability.

In line with both findings above, it can be concluded that it is suggested the teachers using this strategy to improve students' ability on students' reading comprehension related to support writers research.

C Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research (variable X and Y). Using read as often as possible strategy (variable X) is the independent variable and reading comprehension in short functional text at

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Senior High School Muhammadiyah 1 Pekanbaru (variable Y) is the dependent variable.

1. Variable X

The procedures of implementing Read as often as possible strategy as follow:

- a. Students are asked to find three things from their everyday life to read.
- b. Teacher asked students to look around (at home, at school, or at work) to find three different things to read from their everyday life.
- c. Teacher asked students to See the list on reading items that had been provided by teacher.
- d. Teacher asked students to read all three things.
- e. Students are asked to fill in the chart provided about the three things that they found and read.

2. Variable Y

Based on syllabus of School Based Curriculum (SBC) 2013, The writer determines the indicators of students' reading comprehension in reading subject as follows:

- a. The students' ability to identify the main idea of short functional text
- b. The students' ability to identify the implicit information of short functional text

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- c. The students' ability to identify the meaning of words in short functional text
- d. The students' ability to identify the references of word in short functional text
- e. The students' ability to identify the specific information of short functional text

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

In this research, the writer assumes that: Teaching strategy by Read as often as Possible influence students' comprehension in reading text. The students who are taught by using Read as often as Possible Strategy will have better reading comprehension as the strategy applied. Furthermore, the better implementation of Read as often as Possible Strategy in reading subject is the better reading comprehension will be.

2. Hypothesis

Based on the background of the problem above the writer formulated two hypotheses as follows:

- a. The Null Hypothesis (H_0)

There is no significant difference of students' reading comprehension of short functional text between those who are taught by using Read as often

as possible strategy and those who are taught without using Read as often as possible strategy at Senior High School Muhammadiyah 1 Pekanbaru.

b. The Alternative Hypothesis (Ha)

There is significant difference of students' reading comprehension of short functional text between those who are taught by using Read as often as possible strategy and those who are taught without using Read as often as possible strategy at Senior High School Muhammadiyah 1 Pekanbaru.

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