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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading

Reading is one of the activities that cannot be separated from the humans' habit and behavior. The role of reading in human life is so crucial. Human as a social creature needs to search, to find, and to seek information about their nearest environment through reading. Reading becomes one of the important skills in education of language, especially English language.

Many experts explained about the definition of reading. According to Hasibuan and Fauzan Anshari (2007, pp.114-115), reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Reading is important to be learned and mastered, because reading is a way to get knowledge and information from the text. Through reading, students will be easier to absorb any knowledge and ideas which are very useful to support their materials in the classroom activity.

Regarding with the statement above, Debra (2010, p.75) stated that the more we read, the better we get at it, the more we like it, the more we do it. Reading is also to develop our skill or ability in transferring the author's purpose. Purpose the following hints to

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develop reading skills. Teach the students to concentrate on the text and not on the sentence. So, reading ability is the ability of the person to understand the texts, comprehend the texts and integrate text information with their own knowledge.

Jeremy Harmer (2000, p.99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Moreover, Namara (2007, p.3) states that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.

The purpose for reading also determines the appropriate approach to reading comprehension. Klinger and friends (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. In line with the definition, it can be concluded that reading is a way to get information from something that was written. Reading involves the interaction between reader and the passage.

Finally, the writer can conclude that it is clear that reading can be defined as a complex activity to gain meaning from the written text. The readers will draw the meaning of symbols by interacting with the text in isolate activity. The information that readers get from reading

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activity is very useful for them self-cause it will increase and improve their knowledge about topic that they are reading about. Therefore, reading skill is not an important skill anymore, instead it cannot be separated by language learners' activity.

b. Nature of Reading Comprehension

In according with Caroline T.Linse (2005, p.71) 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 what has been useless. That is also stated by Kalayo Hasibuan (2007, p.37) the purposes for reading and the type of text determine the specific knowledge, skill, and strategies that readers need to apply to achieve comprehension. The meaning of "comprehension" has been defined by Gerald Duffy (2009, p.14) that comprehension is the essence of reading because the goal of written language is communication of message. If we do not understand the message, we are not reading.

Charl Nel and friends (2004) on their journal state that the first point to be made the reading process is reading comprehension. Reading with comprehension means understanding what has been read. Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. The purpose in such reading is to dig out essential meaning, the central theme, or general

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information of the material. The information may be feeling or emotion expressed.

Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. “Reading comprehension involves much more than readers’ responses to text. Martin and friends (2007, p.20) said that to read the text the reader must decode what the text literally says but at the same reader must bring their knowledge to the text to determine what the text actually means (to reader).

Regarding with Karen Tankerlay (2003, p.90) reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

According to Sharon Vaughn (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.

c. Teaching Reading

According to Paulston and Burder (2000, p.203), reading is the most important skill of all for most students of English throughout the world; is a skill that has been much neglected in audio-lingual tradition of language teaching. Reading is not an isolated process. Four language processes work together to enhance the development of each of the others: speaking, listening, reading, and writing. Listening and reading are the receptive processes (taking in information), and speaking and writing are the productive processes (giving out information). We might also include a fifth language process: thinking (language that takes place in your head).

Teaching reading is a learning process. The process is such as recognizing words, assigning meaning to words, constructing the meanings of sentences and larger units, and relating the information gleaned from the text to information we already have. Besides, there are three activities of teaching reading: pre-reading, during-reading,

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and post-reading activities. Following are the activities of reading subject:

a. Pre-reading activities

Pre-reading activities get students ready both cognitively and effectively to read selection. Taking time to prepare students before they read can pay big dividends in terms of their understanding what they read and finding reading an enjoyable experience. Obviously, pre-reading activities take place prior to reading a selection. The following list shows some of the many uses of pre-reading activities:

- 1). Motivating and setting purposes for reading
- 2). Activating and building background knowledge
- 3). Building text-specific knowledge
- 4). Relating the reading to students' lives
- 5). Pre-teaching vocabulary and concepts
- 6). Pre-questioning, predicting, and direction setting
- 7). Suggesting comprehension strategies

b. During-reading activities

During-reading activities include both things that students do themselves as they are reading and things that do to assist their activities that facilitate or enhance the actual reading activities. The following list shows five types of during-reading activities:

- 1). Silent reading
- 2). Reading to students

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- 3). Oral reading by students
- 4). Guided reading
- 5). Modifying the text

c. *Post-reading activities*

Post reading activities encourage students to do something with the material they have read, and sometimes to transform their thinking into actions. Post reading activities can be categorized into seven kinds:

- 1). Questioning
- 2). Discussion
- 3). Reading
- 4). Drama
- 5). Artistic and nonverbal activities
- 6). Re-teaching

Based on the explanation above, teaching reading is a crucial activity because the students have to follow the steps in reading activity such as pre reading activity, while reading activity, and post reading activity.

2. Nature of Recount text

Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, Peter and Megan Watkins (2005, p.224) stated that it is impossible to tell a

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story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions. Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Recounts, of all the written text types, most closely resemble the grammar of speech. As we have already seen, recounts basically sequence events temporally. We would, therefore, expect to see a predominance of action verbs (**bold**) and temporal connectives (*italicised*).

There are several types of recount text. They are;

- a. A **personal recount** is where the author is recounting an experience that they were involved in directly .
- b. A **factual recount** can be used to retell a particular incident or event, such as an accident or newspaper report.
- c. An **imaginative recount** is the retell of an imaginary event through the eyes of a fiction character, such as, the day in the life of Shrek.

Peter and Megan Watkins (2005, pp.224-225) stated that there are three generic structures of recount text:

- a) Orientation: Introducing the participants, place and time. it is impossible to tell a story unless we see that there are characters set up in a particular time and place.



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- b) Sequences of Events: Describing series of event that happened in the past. It is more complex that provides a record of all the important activities that happened on the excursion.
- c) Reorientation: It is optional stating personal comment of the writers to the readers.

3. Nature of View-Talk-Summarize-Refine Strategy

Kalayo and Fauzan Ansyari (2007, p.113) stated in their book that comprehension results when readers know in which skills and strategies are appropriate for the type of the text and understand how to apply them to accomplish the reading purpose. In short, it means that if the readers apply the appropriate strategies, techniques, games, methods in their reading, they will gain the comprehension about the text they just read. In teaching and learning process of reading, the existence of strategy is a crucial one. Strategy is a tool and technique that can be used to help the students easier to learn the material in teaching and learning process. Actually, there are so many strategies in teaching reading. Based on the explanation of the problems above, one of the appropriate strategies which can be applied is View-Talk-Summarize-Refine strategy.

Sanchez (2010, p.122) stated that there are three main objectives of applying this strategy in the process of teaching and learning; to understand a complex text, to summarize a text, and to move from the explicit content of a text to its implication. Hopefully, by applying the strategy in the process of teaching and learning especially in reading term,

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the students' reading comprehension in recount text can be better than before.

The procedures of using View-Talk-Summarize-Refine strategy in teaching reading especially in recount text:

- a. Teacher informs the students about View-Talk-Summarize-Refine strategy and the way to apply it.
- b. Teacher selects a certain reading or text (recount text)
- c. Teacher divides the text into four shorter segments.
- d. Teacher has the students to read (VIEW) one segment at a time
- e. Then the students are allowed to TALK or discuss with partner or table mate about what they has just read
- f. After that they SUMMARIZE one sentence the content of the segment they read
- g. Finally after reading all four text segments, the students REFINE their understanding of the text by writing one implication for each summary sentence.

Summary:
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B. Relevant Research

The relevant research is the researchers' review of the relevant research to observe some previous research conducted by other researchers in which they are relevant to the writer research itself. Syafi'i stated that (2007, p.122) the writer has to analyze what the point that was focused on, inform the design, finding the conclusion of the previous research. It aims at avoiding plagiarism toward the designing finding of previous researchers. There were several researches which are relevant with this research.

One of the researches that is relevant with this research is the research conducted by Ibrahim in 2012. The strategy in his research is almost the same (Indicator x: summarize the text) and the variable y is also reading comprehension. He conducted a research entitled The Effect of (SQ2RS) Skim, Questions, Reading, Response, Summarize strategy toward students reading comprehension at the second year of SMA Muhammadiyah Rambah Rokan Hulu. The aim of his study was to discover the effect of applying SQ2RS strategy in reading comprehension. His research was Experimental research. His research took place at SMA Muhammadiyah Rambah Rokan Hulu. There were 2 classes chosen as the sample with 35 students in each class. The classes were divided into two groups namely experimental and control group. The experimental group taught by using SQ2RS strategy and the control group was taught by using conventional method. The instrument used to collect the data was a set of multiple choice



tests, which divided as pre-test and post-test. The result of his research was analyzed by using t-test formula. The result showed that t-test was higher than t-table ($4,26 > 2,00$) at the level of significant 0,05 with degree of freedom (df) 60. It means that hypothesis alternative (H_a) is accepted which shows that SQ2RS strategy significantly improves the students' reading comprehension.

The other one research that is relevant with this research is the research conducted by Orde Koria. The strategy in his research is almost the same (Indicator x: read the text) and the variable y is also reading comprehension. In his research entitled the Effect of applying OK5R (Overview, Key idea, Read, Record, Recite, Review, Reflect) method toward students' reading comprehension achievement, the study was conducted as an attempt to discover the effect of applying OK5R Method toward students reading comprehension achievement. It was an experimental research. The subject was students of Grade XI, Senior High School 2 (Sekolah Menengah Atas: SMA 2), which consisted of 60 students. The research was divided into two groups: experimental and control groups. The instrument used to collect the data was reading comprehension test. To obtain the reliability of the test, the researcher applied Kuder Richardson 21 formula. The result of the reliability was 0.60, and it was found that the test was reliable. The data were analyzed by using t-test formula. The analysis showed that the scores of the students in trhe experimental group were significantly higher than the scores of the students in the control group at the

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level of significant $\mu = 0,05$ with the degree of freedom (df) 58, t-observed value $7.18 >$ t-table value 2.00. The findings indicate that using OK5R Method significantly affected the students reading comprehension. So, English teachers are suggested to use OK5R Method in order to improve students reading comprehension achievement. It is different from this research. In this research, the writer used View-Talk-Summarize-Refine Strategy to give effect on students' reading comprehension of recount text of the second year students at the Junior High School Yayasan Dwi Sejahtera Pekanbaru.

C. Operational Concept

The operational concept is a concept as guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this operational concept, the writer would like to explain briefly about variables of the research itself. There are two variables will be used. The first is View-Talk-Summarize-Refine strategy that will be used in teaching reading recount text (in experimental class) which is known as independent variable or variable X. the second one is that students' reading comprehension (reading recount text) which is known as dependent variable or variable Y.

According to Francisca Sanchez (2010, p.122) the procedures of using View-Talk-Summarize-Refine strategy in teaching reading especially in recount text:

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- a. Teacher informs the students about View-Talk-Summarize-Refine strategy and the way to apply it.
- b. Teacher selects a certain reading or text (recount text)
- c. Teacher divides the text into four shorter segments.
- d. Teacher has the students to read (VIEW) one segment at a time
- e. Then the students are allowed to TALK or discuss with partner or table mate about what they has just read
- f. After that they SUMMARIZE one sentence the content of the segment they read
- g. Finally after reading all four text segments, the students REFINE their understanding of the text by writing one implication for each summary sentence.

Summary:
1
2
3
4
Implication:
1
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3
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The indicators of students' reading comprehension in recount text:

- a. The students are able to identify the main idea of recount text.
- b. The students are able to identify the factual information of recount texts.



- c. The students are able to identify the meaning of word in recount text
- d. The students are able to identify the communicative purpose of recount text
- e. The students are able to identify the generic structure of recount text

D. Assumption and Hypothesis

a. Assumption

In this research, the writer assumes that (1) Recount text has been taught to the students. Thus, it is assumed that the students at the second year of the Junior High School Yayasan Dwi Sejahtera Pekanbaru are able to examine the recount text well. (2) The better view-talk-summarize-refine is applied in teaching or learning recount text, the better students' comprehension in reading recount text is.

b. Hypothesis

- a) H_0 : There is no significant difference of students' reading comprehension on recount text taught by using and without using View-Talk-Summarize-Refine strategy at the Junior High School Yayasan Dwi Sejahtera Pekanbaru
- b) H_a : There is any significant difference of students' reading comprehension on recount text taught by using and without using View-Talk-Summarize-Refine strategy at the Junior High School Yayasan Dwi Sejahtera Pekanbaru

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- c) H_0 : There is no significant effect of using View-Talk-Summarize-Refine strategy on students' reading comprehension on recount text at the Junior High School Yayasan Dwi Sejahtera Pekanbaru
- d) H_a : There is any significant effect of using View-Talk-Summarize-Refine strategy on students' reading comprehension on recount text at the Junior High School Yayasan Dwi Sejahtera Pekanbaru