

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading

Reading is one of four skills that must be mastered by students. It is very basic to learn a new language. Learning a foreign language is long and complex undertaking. Reading can be easier to do if we do it as pleasure.

Cullingford states in Westwood (2004: 85) that children learn to read from the moment that they make sense of language, for reading brings together the abilities of visual and auditory discrimination that children explore from birth, and the sense of meaning that language engenders'. However, reading is acknowledged to be a complex skill, and it is not surprising that some students encounter learning difficulties in this area.

Reading could be enjoyable activity when it is carried out efficiently. Students should be motivated to acquire this competence and they should read a lot to cover the information and to increase their knowledge. Reading is not something that every individual learns to do, but in fact it is probably true to say that more time is spent in teaching reading more than any other skill. Reading can mean such diverse thing as interpreting, analyzing, or attempting to make predictions. On the other hand, it is means of language acquisition, of communication, to sharing information and ideas. Like all languages, it is complex interaction

between the text and the reader which is shaped by reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students. Harmer (1998:68) states that, at the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Reading texts also provide good models for English writing. When we teach the skill of writing, we will need to show students models of what we encouraging them to do.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lesson.

Reading is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. Anderson states in Nunan (2003: 68) that reading is a fluent process of readers combining information from a text and their own background knowledge to build a meaning. The goal of reading is comprehension. Strategic reading is

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defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. Meaning does not rest in the reader nor does it rest in the text. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency, comprehension and strategies combined together define the act of reading. In this case, readers' engagement in reading process is based on their past experience, both in learning how to read and also in ways reading first in to their lives.

Many students begin to feel that their reading is not complete until they have said something about the book in their own words, completing the communication loop between the author and the reader.

1.1 Reading Comprehension

Reading cannot be separated from comprehension because the purpose of the result of reading activity is to comprehend what has been read. The aim of reading is to comprehend. In other words, reading is focused on comprehension.

According to Westwood (2008: 31) to comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. Efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge,

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and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting.

Reading is comprehension. Comprehension is what reading is all about. Effective comprehend not only make sense of the text they are reading, they can also use the information it contains.

Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. Snow (2002: 11) stated that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with the written language. She also mentioned that comprehension entails three elements, such as:

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

In addition, Snow (2002: 13-14) states that to comprehend, a reader must have a wide range of capacities and abilities. These include:

- 1) Cognitive capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).
- 2) Motivation (a purpose for reading an interest in the content being read, and self-efficacy).

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- 3) Various type of knowledge (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

According to Richards (2010: 108) states that comprehension is the identification of intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions. In addition, Hornby (1995: 174) states that, comprehension is the mind of act or power of understanding.

Aside from attending to genres of text, the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability. According to Brown (2003: 187) explained that the micro- and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension. There are micro skills for reading comprehension:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.

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- c. Process writing at an efficient rate of speed to suit purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc), systems (example: tense, agreement, pluralization), patterns, rules and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

There are macro skills for reading comprehension:

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

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- e. Distinguish between literal and implied meanings.
- f. Detect between literal and implied meanings.
- g. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- h. 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 interpretation of the texts.

Based on the opinion above, the researcher concluded that the measurement of reading comprehension above can be the guidance for the teacher who wants to assess the reading comprehension of the students.

In this research, researcher formulates indicators as a measurement of students' comprehension indicators as follows: students' ability in identifying main idea, identifying the specific information, identifying the communicative purpose, and identifying the generic structure of narrative text.

1.2 Teaching Reading Comprehension

Teaching reading comprehension is a guideline for the teacher to help the students in comprehending in a text easily. According to Klingner (2007:8) teaching reading comprehension is a multi-component and highly complex process that involves interaction between students and teacher. It is supported by Harmer

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(2008: 99), in teaching reading comprehension the teacher must consider some aspects, they are students' reason for reading, reading levels, and reading principle.

According to Snow (2002: 11), she divides three elements of reading comprehension. first; the reader – who is doing the comprehending the text, second; the text – the text which is to be comprehend, and third; the activity – what activities which are to be done in the classroom in comprehending the text. First factors influencing comprehension related to the reader who is doing the comprehending. He or she should have capacities and competencies in comprehending the text. The reader's capacities such as sight-word vocabulary, decoding, past experience, level of intelligence, and the capacity for remembering are influencing in doing the comprehending. Second, the written material or the text is another factor which influences comprehension ability. The complexity and density of ideas, the rate at that the ideas represented, and the vocabulary chosen to communicate in the text are significant that enter into every instance of successful or unsuccessful comprehension. Furthermore, the text can be difficult or easy to be comprehended depending on the level of complexities on text features or language features that are presented on it. Third, the term activity means that the reader does some activities to achieve the goals of comprehending. The engagements of reading

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as the relationship between the material and the reader also come into play because factors like motivation and interest in content affect comprehension ability.

In conclusion, the reader, the text and the activity are fundamental factors influencing comprehension. In other words, the successful reader does not only need capacities and competencies such as having (high vocabulary knowledge, good word recognition, fluency, superior memory intelligence for remembering, and connecting to the prior knowledge), understand complexities of text features or language features (genre, syntax, sentence structure and vocabulary), but also presents some activities such as (purpose for reading, strategies for reading, motivation for reading, and interest in the content of reading) in enabling to comprehend the message or meaning from a text well.

In other hand, teaching reading comprehension is a complex activity to make the students comprehend and deepen understanding from what they read on the text, where the teacher has the important role in order to help students to be a good reader.

2. The Concept of Narrative Text.

To make the students feel enjoyable and pleasure in learning reading, teachers must select interesting reading text to teach reading comprehension. The researcher chooses narrative texts as the reading material.



Narrative text is one of various genres of text. It belongs to non-factual text that is written or listened to entertain the reader or listener. Anderson and Anderson (2003:8) mentioned that narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener.

Anderson and Anderson (2003:8) state that there are five parts of generic structure of narrative. They are:

1. An orientation (can be a paragraph, a picture or opening chapter) in which the narrators tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.
2. A complication that sets off a chain of events that influences what will happen in the story.
3. A sequence of events where the characters react to the complication
4. A resolution in which the characters finally sort out the complication
5. A coda that provides a comment or moral based on what has been learned from the story (an optional step).

As a kind of genre, narrative has its language features. Literacy and Education Research Network and for the Directorate of Studies, NSW Department of School Education (1991:30) mentions that the language features of narrative are:

1. Focus on specific (usually individualized) participants.
e.g. *Snow White, her mother, MalinKundang, lion, etc.*
2. Use of past tense

e.g. *lived, was, didn't care, was looking for*, etc.

3. Use of temporal conjunctions and temporal circumstances

e.g. *a few years ago, sometimes, once upon a time, for three months*, etc.

4. Use of material (or action) process

e.g. *Rapunzel lived, would not play, the crocodile jumped*, etc.

5. Use of relational and mental processes

e.g. *the mouse deer was unhappy, his friends were fascinating*, etc.

3. The Nature of Paired Reading Strategy

3.1 The Concepts of Paired Reading Strategy

The Paired Reading strategy encourages peer teaching and learning. Students are divided into pairs and read along together or take turns reading aloud to each other. Pairs can have the same reading ability or can include a more fluent reader with a less fluent reader. Each student reads and provides feedback about their own and their partner's reading behaviors.

According to Topping (2014: 59) Paired Reading (PR) for peer or parent tutoring is a form of supported oral reading which enables students to access and comprehend texts somewhat above their independent readability level, within a framework of predictable and non-intrusive error correction.

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Paired Reading can be used with many types of reading materials including student produced stories, and poetry. This strategy frees up the teacher to observe paired reading sessions and work with different students while other students continue reading together. Reading with someone encourages students to try reading materials that may be just above their normal reading level. Paired Reading can also be used to build oral skills so that reluctant readers can work toward reading in front of a large group.

Begin by introducing students to the Paired Reading strategy. This includes:

- 1) Establishing a routine for students to adopt so that they know the step-by-step requirements for engaging in paired reading (i.e. Will they read out loud, simultaneously? Will they take turns with each person reading a paragraph? A page? Or will one person read while the other person listens?)
- 2) Teaching students an error-correction procedure to use when supporting each other's reading (i.e. re-reading misread words; signals for difficulty)
- 3) Modeling the procedure to ensure that students understand how to use the strategy
- 4) Pairing students either by same reading ability or by high level readers with low level readers

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- 5) Ask students to begin reading in pairs and adjust reading speed if reading simultaneously so they stay together. Students should offer feedback and praise frequently for correct reading.
- 6) Monitor and support students as they work. You may wish to take notes about how each student is reading as a way to keep track of development and progress.

Topping (2014:58-65) states that the steps in paired reading are:

1. List the students in order from highest to lowest according to reading ability. Divide the list in half. Place the student in the top slot of the first list with the student in the top slot of the second list; continue until all students have been assigned a partner. Adjust partners as necessary, being sensitive of students with special needs. According to Falchikov (2002: 9) states that students may vary according to age or experience or according to skill level, and may be paired in order to provide support and assistance to the less able partner. It will be support their reading activity achieved.
2. Allow some time for students to chat with their new partners; considering presenting them with some "getting to know you" questions to ask and answer with each other. Topping (2014:66) states that when doing Paired Reading, children get a bit of their own their own peaceful, private attention from their helper, which they might not otherwise have had. Thereis some evidence that just giving children more attention can actually improve their reading.

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3. Choose any book or text (fiction or nonfiction), where students will take turns reading by sentence, paragraph, page or chapter. If the students will be reading individually (rather than at the same time), the reader from the first list should read first while the reader from the second list listens and follows along. Topping (2014:66) states in Paired Reading and Related Methods for Improving Fluency that Paired Reading increases the amount of sheer reading practice children get. Because children are supported through books, they get through them faster. The number of books read in a week goes up, the number of words children look at in a week goes up, and more words stick in the child's memory. Children are encouraged to pursue their own interests in reading material. They have more enthusiasm from reading about their own favorite things, and so try harder. Paired Reading gives them as much support as they need to read whatever book they choose.
4. The second reader should pick up where the first reader stops. If additional practice is needed, the second reader can reread what the first reader read. While reading, the partners can help each other with words or understanding, as needed. According to Topping (2014:66) states that children are given a perfect example of how to pronounce difficult words, instead of being left to work it out themselves.
5. Encourage pairs to ask each other about what was read and use illustrations (if applicable) as talking points, as well: "What was your

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page about? What was your favorite part?" Students may record their notes and feedback on a recording sheet. In addition, Topping (2014:66) explains that there's lots of emphasis of understanding - getting the meaning out of the words -and that's what reading is all about. It's no use being able to read the words out loud mechanically without following the meaning.

Table II. 1
The Steps of Paired Reading Strategy

No	Divided students in pairs	The students discuss each other	The students choose the text that will be read	The first reader read the text	The second reader continue read the text	The teacher asks about what was read
1						

1.2 The Advantages and Disadvantages of Paired Reading Strategy

According to Topping (2014: 66) there are some advantages of using paired reading strategy in the classroom, as follows:

1. Students are encouraged to pursue their own interests in reading material. They have more enthusiasm from reading about their own favorite things, and so try harder. Paired Reading gives them as much support as they need to read whatever book they choose.
2. Students are more in control of what's going on - instead of having reading crammed into them, they make decisions themselves in the light of their own purposes (e.g. about choice of books, going onto Reading Alone, going on longer in the session.)

3. Paired Reading is very flexible - the student determines how much support is necessary according to the current level of interest, mood, degree of tiredness, amount of confidence, difficulty of the books, and so on.
4. The student gets lots of praise - it's much nicer to be told when you're doing well, instead of just being moaned at when you go wrong.
5. There's lots of emphasis of understanding - getting the meaning out of the words -and that's what reading is all about. It's no use being able to read the words out loud mechanically without following the meaning.
6. Paired Reading gives continuity - it eliminates stopping and starting to "break up"hard words. Doing that often leaves students having forgotten the beginning of the sentence by the time they get to the end. With Paired Reading it is easier for students to make sensible guesses at new words, based on the meaning of the surrounding words.
7. During Reading Together, a student can learn (by example) to read with expression and the right pacing - e.g. by copying how the tutor pauses at punctuation, or gives emphasis to certain words.
8. Students are given a perfect example of how to pronounce difficult words, instead of being left to work it out themselves and then perhaps thinking their own half-right efforts are actually 100% correct.
9. When doing Paired Reading, students get a bit of their own their own peaceful, private attention from their helper, which they might not

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otherwise have had. There is some evidence that just giving students more attention can actually improve their reading.

10. Paired Reading increases the amount of sheer reading practice students get. Because students are supported through books, they get through them faster. The number of books read in a week goes up, the numbers of words students look at in a week goes up, and more words stick in the student's memory.

11. Paired Reading gives tutors a clear, straightforward and enjoyable way of helping their students - so no-one gets confused, worried or bad-tempered about reading.

In conclusion, actually paired reading can teach the students to be active in learning because they must do in pairs and one student must pay attention to the other students and help each other in give meaning, translate the difficult word and share the interest point of the story. Paired reading also provides language practice in the various skills; reading, speaking, listening and writing.

In spite of the advantages, the Paired Reading strategy also has some disadvantages, they are as follows: 1) Not all students focus on the topic (questions) given, because they can share everything with their partner out of the topic (questions) given. 2) There is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs. To anticipate the disadvantages are by giving the students time limitation to do the exercises given by the researcher so there is no chance for them to discuss out of the topic. The





second is the researcher must be known the students reading achievement by giving pretest first. So it can be seen how many students in high and low achiever. Then, the researcher can divide the high and low in one group.

B. Relevant Research

1. The first research was conducted by Stephanie Anna Gerdes (2000). In her research, she focused on the effects of Repeated Reading, Paired Reading and Demonstration on Reading Fluency. She is concluding that based on the analysis data, when repeated reading, paired reading, and demonstration are implemented into a regular educational classroom they have a positive effect on reading fluency. Furthermore, this study demonstrates that these strategies can help create a positive classroom atmosphere and develop healthy self-concepts in students. This strategy also can make students more motivate and have a sense of achievement when understood and encourage further reading.
2. The second journal was conducted by Topping (2014). The title of his journal was Paired Reading and Related Methods for Improving Fluency. In his journal, he explained that Paired Reading resulted in greater fluency, fewer refusals (greater confidence), greater use of the context and a greater likelihood of self-correction, as well as fewer errors (greater accuracy) and better phonic skills. There is some evidence that PR might work by developing self-esteem, rather than through more mechanical means. It means that paired reading had an effect on reading fluency in order to affect reading comprehension.



C. Operational Concept

To make the research clear and to avoid misunderstanding, it is useful to clarify the concept of this research. This research involves two variables, the first variable is Paired Reading Strategy which is symbolized as X and the second variable is Reading Comprehension which is manipulated by variable X and symbolized as Y.

a. The indicators of variable X.

Indicators of Paired Reading Strategy (variable X), according to Topping (2014: 60) as follows:

1. The teacher divides the students in pairs in order highest to lowest according to reading ability.
2. The teacher asks the students to discuss about what they want to know by questioning and answering with each other.
3. The teacher asks the students to choose any book or text (fiction or nonfiction), where students will take turns reading by sentence, paragraph, page or chapter.
4. The first reader should read first while the reader from the second list listens and follows along. After that, the second reader should pick up where the first reader stops. If additional practice is needed, the second reader can reread what the first reader read. While reading, the partners can help each other with words or understanding, as needed.
5. The teacher encourages pairs to ask each other about what was read and use illustrations (if applicable) as talking points, as well: "What was your page about? What was your favorite part?"

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6. The teacher asks the students to record their each notes and feedback on a recording sheet.

b. The indicators of variable Y.

To know the students' reading Comprehension (variable Y) in reading narrative text at tenth grade students of Senior High School 5 Pekanbaru, the writer determines some indicators based on the micro and macro skill for reading comprehension stated in Brown (2003: 187) as follows:

1. Students are able to identify the main idea of the text.
2. Students are able to identify the specific information of narrative text.
3. Students are able to identify the communicative purpose of narrative text.
4. Students are able to identify the generic structure of narrative text.
5. Students are able to identify inference of narrative text.

D. Assumption and Hypothesis

1. Assumption.

In this research, the writer assumes that the students who are treated with Paired Reading Strategy achieve better reading comprehension than those who are not treated by Paired Reading Strategy. The better Paired Reading Strategy is applied, the easier students comprehend the text.

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2. Hypothesis

a. Null Hypothesis (H_0)

H_{01} : There is no significant effect of using Paired Reading (PR) Strategy on students' reading comprehension of narrative text at the tenth grade of Senior High School 5 Pekanbaru.

H_{02} : There is no significant difference on students' comprehension the narrative text who are taught by using and who are taught without using paired reading strategy at the tenth grade of Senior High School 5 Pekanbaru.

b. Alternative Hypothesis (H_a)

H_{a1} : There is a significant effect of using Paired Reading (PR) Strategy on students' reading comprehension of narrative text at the tenth grade of Senior High School 5 Pekanbaru.

H_{a2} : There is a significant difference on students' comprehension the narrative text who are taught by using and who are taught without using paired reading strategy at the tenth grade of Senior High School 5 Pekanbaru.