CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of the four language skills and it is the most important process in learning English. It cannot be separated with every learning process experienced by the students as long as they are still in educational process. Reading is one of the activities that is done by English language learners. Reading is also one of the English skills that must be mastered by all of the English language learners. Reading skill is the former need for people especially students in school. As one of the language skills reading takes a part as literacy skills where the students should be able to read in different sorts of text for different purposes. According to Nunan (2003:68), reading is a fluent process of readers to combine some information from a text and their own background knowledge to build meaning.

According to Murcia (2001:153), reading is probably the most important skill for second language learners in academic contexts, and part of it may come from an increase in the number of children worldwide who are learning English as a second or foreign language. It means reading concepts are about understanding the idea, which the students or readers will comprehend the texts that they have read by constructing the meaning for themselves.

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a. Types of Reading

Pertaining to the ideas stated above, Brown (2003:189-190) defined there are four types of reading, these are:

1). Perceptive

This type focused on attending to the set components of larges stretches of discourse: letters, word, punctuation and other graphic symbols. Bottom up processing is implied.

2). Selective

This category, the students can give brief response from the texts that are intended as well, in other words, a combination of bottom-up and top-down processing in teaching reading.

3). Interactive

Interactive reading is type of reading that stretch of language of several paragraphs to one page or more in which the reader must in psycholinguistic sense, interact with the text. That is reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and in take is a product of that interaction.

4). Extensive

This type is applied to the text more than a page, up to and including professional articles, essay and books. It means that massage a little in order to encompass any text longer than a page. It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books.

All of the component can sign for students' reading performance. In this research, the researcher used selective type. To achieve these reading performance purposes, we need to be active on kind of the text. People cannot imagine that it is the same as developing oral language ability. Therefore, in developing reading skill, it involves a qualitatively different process.

2. The Nature of Reading Comprehension

When we read a story or a newspaper or text we employ our previous knowledge as we approach the process of comprehension, and we deploy a range of receptive skills which ones we use will be determined by our reading purpose. In reading we try to understand and get the point of the main idea in a text. Dealing with the statement Dorn (2005:14) said that comprehension is a complex process regulated by cognitive,emotional, perceptual, and social experiences. So, comprehension means our mind process to grasp meaning in a text and also the writer's idea.

Comprehension is multicomponent that involves many interaction between reader and what he brings to the text, as well as variables related to the text itself. According to Klingner (2007:2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading. Understanding the meaning comes from understanding each word, then whole words that include in sentence. Duffy (2009:14) stated that reading comprehension depends on prior knowledge. Prior knowledge is expressed with word so the reader uses the words in the text to build a meaning consistent with their past experience with these words. It means that to comprehend the text, the reader involves their prior knowledge and strategy that they used to get the meaning of the text. In line with the experts' statement above, in catching the point what the writer conveys of the text is by comprehending everything that contains in the text.

In brief, reading comprehension is the information or message that the reader gets from what text they read and will make a connection between their background knowledge and the new information from the text. In reading comprehension the reader interacts with the message in the text to generate an understanding of writer's message. So, reading comprehension is an interaction or communication between writer and the reader. Then, a reader should have a concentration and enjoy with the reading text.

There are five reading components that help students to read carefully, (King and Stanly, 1998:330).They are:

a. Finding Main Idea

Getting the main idea of the reading passages or textbook is very crucial because reading is concerned with meaning to greater extent. It can be stated that an efficient reader understands not only the ideas but also the relative significant as expressed by the author. In other words, some of the ideas are super ordinate (more important) and others are subordinate (less important).

b. Finding the Factual Information

To obtain the factual information of the English reading texts, a reader requires scanning for specific details or information in order to make sense of it. Scanning can be done by reading questions given and find the content words- synonym or the same words.

c. Locating References

References are words or phrase to which pronoun refers to recognize references identifying the words or phrases to which they refer will help the reader to understand the reading passage or textbook. References are generally symbolized by possessive adjectives (I – my, you-yours, they-them, we-us,he-him, she-her, it-it).

d. Making Inference

Pamale states that an inference is the logical conclusion based on evidences as direct statement of fact. Understanding is one of the most important aspects in reading. Writer uses language efficiently and recognizes what can be inferred from their sentences. In other words, an efficient reader is reader that is able to understand those implications-inferences.

e. Finding the Meaning of Vocabulary

Your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has it or nearly the same meaning as another word.

3. **The Process in Reading Comprehension**

Reading comprehension involves more than readers' responses to text. Reading comprehension is a multicomponent, high complex process that involves interaction between readers and what they bring to read related to their interest and prior knowledge. According to Klingner (2007:8), there are five basic comprehension process that work together one another; microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes.

a. Microprocesses

Microprocessing refers to the reader's grouping words into phrases or cluster of words that carry meaning, and requires an understanding of syntax as well as vocabulary.

It means, the reader's first task is to derive meaning from the individual idea units in each sentence and to decide of these ideas to remember. In this field, need individual ability to group words into meaningful phrase and ability to select what idea units to remember.

b. Integrative Process

Integrative process is individual understanding and inferring the relationships among clauses. Subskills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer casation or sequence.

In own words, readers can recall what they read only if the individual ideas are connected into a coherent whole. This means that the relationship between clauses and between sentences must also be compehended. The process of understanding and inferring the relationships between individual clause or sentence, it is called by integrative processing.

c. Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. They select the most

important information to remember and delete relatively less important details.

In short, the process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macroprocessing.

d. Elaborative process

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. This elaborative process is related in making inferences not necessarily intended by author. For instance, we may take a prediction about what might happen, or we may think about how the information related to something similar we have experienced.

e. Metacognitive process.

Metacognition is the reader's conscious awareness to control cognitive process. The metacognitive the reader involves in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metecognitive strategies the reader uses include rehearsing, reviewing, understanding, underlining, note taking, and checking understanding.

In metacogntive process, researcher provides students a way to make their own learning process. This statement is supported by point-counterpoint strategy its self, in this strategy

students have to interpret their own opinion about the reading text and the last of session teacher evaluates the students' interpretation.

4. **The Factors Influencing Students' Reading Comprehension of Recount Text**

Reading is a complex process that involves a network of cognitive actions, it works together to construct the meaning. Dorn and Soffos (2005: 6). It means that the students have to learn much about how to be good readers. Moreover, the students have to know some factors that influence reading comprehension. According to Dorn and Soffos (2005:7), there are some factors that influence reading comprehension such as a range of internal factors; they are perceptions, belief, motivation, and problem solving strategies.

In addition, Carver (2009:27) stated that there are three primary factors that influence reading comprehension. First, the relative difficulty of the textual material or passages is involved. If the level of difficulty of the text is higher than the level of ability of the individual, so the Individual will get difficulty in reading comprehension. Second, the way in which the instructions are presented by the teacher. If the teacher gives clear instruction, reading activity will run well. Third, objective consequences. This will make students easy in their reading because they know what they are going to be required. Furthermore, Kahayanto in Mubarok (2009:14) also stated that the factors that

influence reading comprehension come from external and internal factors. External factors are including reading material and teacher of reading, while, internal factors are including motivation and interest.

Based on the statement above, it can be concluded that there are some factors that influence students' reading comprehension; they are motivation, interest, materials, prior knowledge, and the purpose of reading. It is better for the reader to know the factors that influence reading comprehension to minimize the struggle in comprehending the text. So, in this research, the researcher used Point-Counterpoint strategy that will help students to increase their reading comprehension and make them easy and familiar in reading recount text.

5. The Nature of Point-Counterpoint Strategy

Teaching reading comprehension needs collaborative among creative teacher, active students, well selected materials and an appropriate strategy. The teacher should be creative to manage the strategy. Good strategy will make teaching and learning process run well. Point-Counterpoint strategy has three parts: first is initial reading and responses to the story, second is discussion of class responses and interpretation, third is development of final responses. It can work because students are exposed to various interpretations, students are encouraged to compare their ideas with others, students reflect on and self-assess their interpretations and others, students are challenged to interpret a work on their own instead of depending on teacher.

According to Brunner (2011:72), procedures of point counterpoint strategy are: first, activate background knowledge by facilitating discussion, and the teacher asks the topic related to what students already know about the topic or subject. Second, instruct the students to write ideas or responses to the reading as the text is read. Third, after completing the reading, students should discuss with others what they wrote. Fourth, provide examples of how others may interpret the reading selection. And the last, after discussion within small groups or as a whole class, ask students to reconsider their interpretation and decide upon a final perspective.

According to Brunner (2011:72), Point-Counterpoint strategy is to empower readers with the ability to consider a variety of interpretation of a text or reading. It means that, it encourages students to interpret the reading for themselves as opposed to always deferring to the opinion or interpretation of teachers, books or others. Furthermore, Sejnost (2010:69) has an opinion that Point-Counterpoint strategy is a way helping student to develop their own interpretation of stories rather than depend on conventional or rely on the teacher view point. Moreover Wallis (2006:5) also has stated that Point-Counterpoint strategy is strategy allows students to build interpretive strategies as the focus on integrating prior knowledge, teacher interpretation, information from other reading (inter-textual) and knowledge of text structure. This

strategy encourages students to interpret their knowledge and information from the text.

So, based on the opinion above, the researcher concludes that Point-Counterpoint strategy can help the students to comprehend the reading text, because this strategy encourages students to interpret their knowledge and information from the text and also engages the students to interact with the text.

a. The Benefit of Point-Counterpoint Strategy

Brunner (2012:102) said that there are some advantages of using this strategy:

1) Provide structure for student when reading difficult and challenging material.

2) Provide the differentiation among student of the text.

3) Facilitates a deeper understanding of the text based on their interpretation.

4) Actively engage reader in the reading process.

5) Facilitates better preparation for reading material as an independent reader.

6) Encourages reflection on original ideas, including the ideas of others.

7) Facilitates critical thinking.

b. Teaching Reading Comprehension by Using Point-Counterpoint Strategy

Point-Counterpoint strategy has certain procedures in its implementation in teaching reading a story or recount text. The complete procedures in teaching reading by using Point-Counterpoint strategy are as follows :

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3) After completing the reading, students should discuss with others what they wrote.

4) Provide examples of how others may interpret the reading selection.

5) After discussion within small groups or as a whole class, ask students to reconsider their interpretation and decide upon a final perspective.

Using Point-Counterpoint Strategy will help students that are exposed to various interpretations, students are encouraged to compare their ideas with others, students reflect on and self-assess their

interpretations and others, students are challenged to interpret a work on their own instead of depending on teacher

Based on the statements above, the researcher concludes that Point-Counterpoint strategy will make the students easy in reading comprehension.

c. The General Procedures of Point-Counterpoint Strategy

According to Brunner (2011:72), procedures of point counterpoint strategy are:

1) Activate background knowledge by facilitating discussion, and the teacher asks the topic related to what students already know about the topic or subject.

2) Instruct the students to write ideas or responses to the reading as the text is read.

3) After completing the reading, students should discuss with others what they wrote.

4) Provide examples of how others may interpret the reading selection.

5) After discussion within small groups or as a whole class, ask students to reconsider their interpretation and decide upon a final perspective.

6. The Nature of Recount Text

According to Wardiman (2008:61), recount text is a text that is telling the reader about one story, action or activity. Its goal is to

entertain or inform the reader. It includes in a group of narration, similar to spoof and narrative. Recount text focuses on the series of event, on even followed by the others. Commonly recount text is arranged in chronological order.

Generic structures of recount text consist of:

a. Orientation

Orientation functions as the setting and to introduce participants, normally, it informs the reader about the place, the time, or the activity that happened.

b. Events

Events in time order tell the sequence or the chronicle of some activities that was happened.

c. Reorientation

Reorientation is an optional which functions to close a recount text. It may appear in the form of concluding sentences.

The language features in recount text are commonly in the followings:

1. Nouns as a personal pronoun, such as Martin, Sinta, Sari etc.

2. Individuals participants, focused on specific participants story.

3. Past tense (simple past tense and past progressive tense) such as: went, run, was coming, were walking etc.

4. Time connective and conjunction to sequence of the events such as: after, before, then, after that, finally etc.

5. Action verbs: a verb that shows the events or occurrence, such as: stayed, climbed, killed, etc. Adverb and adverb phrases to show place, time, and ways, such as yesterday, last week, at home, slowly, carefully, etc. The example of text recount:

'My Adolescence'

I had my adolescence when I was thirteen.

It started with acne that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my Mom gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience with adolescence, though therewere still lots of good experience too.

B. Relevant Research

There are many relevant researches which have relevancies to the research, especially in reading area. According to Syafi'i (2013:103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Researchers are various, either in general or in specific one. Dealing with this research, the researcher takes some relevant researches that have been

investigated by previous writer concerning about the area of reading, they are:

1. Lia Alfiani conducted a research entitled ''The Effect of Using Point-Counterpoint Strategy toward Reading Comprehension of the Second Year Students at SMAN 3 Siak Regency''. This research was conducted because some problems were faced by students in learning English especially in reading comprehension of narrative text. The problems were; some of the students could not understand about the content of reading text, some of the students could not find main idea in reading text, and the students also could not identify the detailed information of the text.

   The research was conducted with purpose to know whether or not there is significant effect on student's reading comprehension of narrative text for the students who were taught by using point-counterpoint strategy and those who were taught by using conventional strategy. The design used in this research was nonequivalent control group design in Quasi-Experimental research. In collecting data, the writer used test, it was used in order to collect the data of students' reading comprehension of narrative text at the second year of SMAN 3 Siak Regency. To analyze the data, the researcher adopted T-test formula by using SPSS. The total score oft-test was 4.029. Based on t-table, 2.00<4.029>2.72. Therefore, it can be concluded that there was a significant difference of students' reading comprehension after being

taught by using point-counterpoint strategy for experimental class and Conventional Strategy for control class of the second year students at SMAN 3 Siak regency. The similarity between her research and this researchis the strategy which is used "Point-Counterpoint". The differences between her research and this research are grade, kind of the text , location of the research and also the problems on students' reading comprehension of her research.

2. Nurlaily conducted a research in 2012. This research focused on the effect of using about/point strategy toward reading comprehension of the second year students of Bantan Tua Bengkalis Regency. The design of this research was quasi-experimental design. The research used two classes for social department. The total of number of the second year students of SMA 3 Siak Regency Bantan Tua Bengkalis Regency was 52 Students. In this research she found that the mean score of experimental group which was taught by using about/point strategy was 70.77, while, the mean score of control group which was taught by using traditional reading classroom is 56.00. That means that there was a significant difference between about/point strategy for reading comprehension and traditional reading strategy in hortatory exposition text of the second year students at Bantan Tua Bengkalis Regency. The similarity between her research and the present research is the strategy which is used ''Point-Counterpoint strategy''. The

differences between her research and the present research are grade, kinds of the text, and location of the research.

C. Operational Concept

Operational concept is a main element or a concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variable used in this research. This research is designed in two variables, variable X and Y.

a. Variable X

Variable x is independent variable that is Point-Counterpoint strategy. It refers to the teacher's strategy used to teach reading. The researcher identified some indicators as follows:

1). Activate background knowledge by using discussion

2). The teacher asks the topic related to what students already know

3). The teacher gives to the students the text material

4). The teacher asks the students to read the material

5). The teacher asks the students to write the idea or responses to the reading as the text is read

6). The teacher places the students in a group of three or four

7). The teacher asks the students to discuss what they have written

8). The teacher provides example of how others may interpret the reading selection

9). The teacher asks the students to consider their interpretation

b. Variable Y

Variable Y is dependent variable that is students' reading comprehension of recount text. The indicators of students' reading comprehension of recount text are as follows:

1). The students have an ability to analyze the main ideas of the recount text.

2). The students have an ability to identify the factual information of the recount text.

3). The students have an ability to identify the meaning of vocabulary of the recount text.

4). The students have an ability to identify the purpose of the recount text.

5). The students have an ability to identify the generic structure of the recount text

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumed thatthe students who are taught by using Point-Counterpoint strategy will have better reading comprehension achievement at SMP Negeri 10 Tapung Kampar regency. Furthermore, the better implementation of Point-Counterpoint strategy in reading subject, the better students' reading comprehension of recount text will be.

2. **Hypothesis**

H_o: There is no significant difference of the students' reading comprehension of recount text taught by using and without using Point-Counterpoint strategy at SMP Negeri 10 Tapung Kampar Regency.

H_a: There is a significant difference of the students' reading comprehension of recount text taught by using and without using Point-Counterpoint strategy at SMP Negeri 10 Tapung Kampar Regency.

H_o: There no significant effect of using Point-Counterpoint strategy on students' reading comprehension of recount text at SMP Negeri 10 Tapung Kampar Regency.

H_a: There is a significant effect of using Point-Counterpoint strategy on students' reading comprehension of recount text at SMP Negeri 10 Tapung Kampar Regency.