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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

There are many definitions of reading given by expert. According to Nunan (2003), reading is a fluent process of readers combining information of a text and their own background knowledge to build meaning. It means that in reading the text, the readers involve their prior knowledge. In line with Nunan's statement above, Anthony et.al in Syahputra (2014) stated that reading is the process of constructing meaning through the dynamic interaction among the reader's knowledge, the information is provided by the written language, and the context of reading situation. It means that reading is the process of catching the writer's ideas by readers' previous knowledge, information from the text, and the choice of reading context.

Reading is not an easy process to get the meaning of the text because there are complicated ways in reading process. Reading is the process of recognition, interpretation, and perception of written or printed materials (Khand, 2004). In other words, reading is a process to understand the text by recognizing, interpreting, and making perception of the text. Furthermore, according to Crawley and Mountain in Somadayo (2011), reading is a complicated thing that involves many things, not only pronounce the written,



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but also involve the visual, thinking, and metacognitive activity because the visual process of reading to translate the letter symbol into the oral language. Thus, the actual reading is translating password or symbols presented in the writing form in terms of certain symbols and interpret it.

Accordingly, the writer points out the experts' statements above that reading is an activity to grasp the meaning or to catch the information of the text by involving the readers' previous knowledge, making prediction of the writer's ideas to get the content of the text, and translating the symbol of written text to oral text.

2. Nature of Reading Comprehension

Reading comprehension is one of the aims of reading. According to Wooley (2011), reading comprehension is the process of making meaning from text. In addition, according to RAND in Kwiatkowska (2012), reading comprehension is the process of extracting and constructing meaning together through interaction and involvement with written language. It can be said that in comprehending the text, the readers are taking and building the meaning of the text.

However, reading comprehension is an activity based on the reader previous knowledge and strategy that they use to get the meaning of the text. Similarly, according to Klinger, Vaughan, and Boardman (2007,) reading



comprehension is a complex process that involves many interactions between readers and what they bring to the text that includes previous knowledge and strategy used as well as variables related to the text itself (interest in text, understanding of text types). In line with the statement above, Duffy (2009) 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 use to get the meaning of the text. In line with the experts' statement above that in catching the point what the writer conveys of the text is by comprehending everything contained in the text.

In brief, reading comprehension is the information or message that the reader gets from what text they read. Reading is also the interaction between the reader and the writer because in reading activity, the reader should interpret what the writer conveys in text as a tool of the reader and writer interacts.

3. Assessing Reading Comprehension

The teacher can measure the students' knowledge or skill by their score. Assessing is the way to give their score. Assessing the students should be appropriate with the guidance of syllabus or theory to achieve the goal of

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learning process. In line with the statement above, Brown (2003) classified four types of assessing reading:

1. Perceptive

This type refers to the components of discourse such as letter, words, punctuation, and other graphemic symbol.

2. Selective

The assessment of this type involves the recognition of lexical, grammatical, or discourse features of language within a very short stretch a language.

3. Interactive

This type of assessment involves the stretch of language of several paragraphs. Also, reading is a process of negotiating meaning. It means that the reader brings a set of schemata to understand the text.

4. Extensive

The type of this assessment refers to the text that more than one page. It includes the article, essay, technical report, short stories, and book.

Based on the explanation above, it can be concluded that the eleventh grade students of State Senior High School 1 Kundur are including into interactive type. On the other hand, Hughes (2003) stated that there are many techniques that can assess the students' comprehension, but the writer used multiple choices as the instrument to measure the students' reading comprehension of narrative text. Furthermore, indicators can be measured



and observed, so, it can be used as the basic or guidance of assessing arrangement.

Consequently, the indicators of reading comprehension above are the guidance for the writer to make the instruments in measuring students' reading comprehension.

4. Teaching Reading Comprehension

Teaching reading is important because students face many English text books and pieces of text in English subject. Reading is also mostly down in examination. According to Anderson in Nunan (2003), students have to monitor their comprehension process and be able to discuss with teacher what strategies they use to comprehend the text whether cognition and metacognition or not. By doing this, students should use both their cognitive and metacognitive skills. In addition to comprehension monitoring, Illinois states that:

“comprehension monitoring concerns the students' ability both to evaluate his or her ongoing comprehension processes while reading through the text and to take some sort of remedial action when these process bog down” (Illinois, 2007, p. 3).

Based on the statement above, it means that the use of comprehension monitoring is to know the students' understanding during reading. It can be good or not.



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Furthermore, Orasanu in Alyousef (2005) states that the knowledge a reader brings to a text is a principal determiner of how that text will be comprehended, and what may be learned and remembered. It means that the students' knowledge in reading activity is helpful for the teacher in teaching reading.

In conclusion, in teaching reading, the teacher should guide the students to get their comprehension of the text.

5. Principles of Teaching Reading

According to Anderson in Nunan (2003), the principles of teaching reading are:

1. Exploit The Reader's Background Knowledge

The reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.

2. Build a Strong Vocabulary Base

Levine and Reves in Nunan (2003) stress the great need for a teaching program that builds general, basic vocabulary. It means that vocabulary is the important factor in reading.

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3. Teach for Comprehension

In teaching reading, the teachers monitor their children to verify that the students' prediction about the information they have is correct and check that the reader making necessary adjustment when meaning is not obtained.

4. Work on Increasing Reading Rate

The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus on fluent readers as one who reads at a rate of 200 words-per-minute with at least 70 percent comprehension.

5. Teach Reading Strategies

To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Teaching the students how to do the strategy should be a prime consideration in the reading classroom

6. Encourage Readers to Transform Strategies into Skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic.



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7. Build Assessment and Evaluation Into Your Teaching

In teaching reading, teacher has to provide assessment to develop student's reading comprehension from both a formal and an informal perspective requires time and training.

8. Strive For Continuous Improvement as a Reading Teacher

Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each student discover what works best.

Based on the explanation above the writer concludes that teaching reading is not only asking students to read the text, but also to guide them to comprehend the message of the text itself.

6. Processes of Teaching Reading

According to Irwin in Syahputra (2014), there are five reading processes that should be considered by the teacher, namely:

1. Microprocesses

This process is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. There are two processing skill are required for the understanding of individual sentences. The first is the ability to group word into meaningful phrases. And the second is the ability to select what idea units to remember.



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2. Integrative Process

Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

3. Macroprocesses

The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macroprocessing. At least two skills require for organizing and synthesizing the idea. First is the ability to select general idea and to summarize the passage. And the second is the ability to use the author's general organizational pattern to organize one own memory.

4. Elaborative Process

The process of making inferences not necessarily intended by author can be called elaborative process. For example, we interpret what might happen or we think about how the information correlates to our similar experience.

5. Metacognitive Process

This process is the process of adjusting one strategy to control comprehension and long-term recall. Metacognitive may define as conscious awareness and control of one's own cognitive process.



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In conclusion, the fundamental of teaching reading is grouping the word in meaningful phrase, selecting the ideas that need to remember, identifying the relevant inferences, synthesizing and organizing, interpreting the content of text related to experience, and control the comprehension.

7. Nature of Narrative Text

Narrative text is a kind of text that tells a story. According to Hazel (2007) narrative is a representation of reality from a particular perspective. It means that narrative is a kind of texts that close to real life. According to McWorther (1986) narrative text reviews the events that have happened. She added that it also tells a story to make a point or to explain an idea. In addition, she suggests some steps to read a narrative. They are:

1. Determine when and where the events are taking place.
2. Notice the sequence of events.
3. Notice how the story is told and who is telling it.
4. Look beyond the specific events to the overall meaning. Ask yourself why the writer is telling the story.
5. Watch for the writer's commentary as he or she tells the story.

According to Syafi'i (2013), narrative is the type of text that tells the true story or fiction that gives one account of one or more experiences. It means that narrative text is the text that tells a story of events that have already happened. Hence, the types of the text above are:



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1. Legend

A legend is a narrative human action that is perceived both by teller and listener to take place within human history. Typically, a legend is a short, traditional and histories narrative performed in conversational mode. Some define legend as folktale. According to William (1965), legend tells the purported history of a people.

2. Fable

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. Furthermore, fable as a mythological fiction, an imaginary event attached to the history of a particular religion (P. Larousse in Wolosky, 2014, p. 19).

3. Fairy tale

Fairy tale is an English language term for type of short narrative. A fairy tale typically features such folkloric characters as fairies. The fairy tale, also known as the wonder or magic tale, underwent numerous transformations before the invention of print led to the production of fixed texts and conventions of telling and reading (Zipser, 2011, p. 221). It means that fairy tale contains magic belief recognized by listeners.

Furthermore, narrative text consists of the generic structure. The generic structure is as follows:



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1. An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audiences about what, when and where the action is happening. Also, it is called as setting. Setting information includes (time, character, location) Leu & Kinzer in Coffman & Reed, 2010, p. 7. It means that orientation is a part of introductory.
2. A complication tells the beginning of the problem which leads to the crisis of the main of participant. Furthermore, conflict is the tension within the plot between characters (Hancock in Coffman & Reed, 2010, p. 7). In brief, complication is a part to tell the conflicts that appear in the text.
3. A reorientation provides the final series of the events either in happy or and ending. It can be called as the climax of story. It is the results of the character's action, whether they are successful or unsuccessful in reaching their goal (Fetzer, 2006, p. 30).

In conclusion, narrative text is a kind of text that flashback or retells the event. Also, it consists of generic structure namely, orientation, complication, and reorientation. Besides, there are many types of narrative text such as, fable, legend, and fairy tale.

The example of narrative text and the structures below were adopted from Core Knowledge, 2013, p. 15:



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Orientation

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. 1 It was lonely for him watching the sheep all day. No one was near, except for three farmers he could sometimes see working in the fields in the valley below.

Complication

One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, “Wolf! Wolf!” The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile. The boy enjoyed the company so much that a few days later he tried the same prank again, and again the men ran to help him.

Complication

A few days later, a real wolf came from the forest and began to steal the sheep. The startled boy ran toward the valley, and more loudly than ever he cried, “Wolf! Wolf!”

Reorientation

But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep.

The Boy Who Cried Wolf

8. Concept of OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review)

Method

As mentioned above, reading comprehension needs a method to gain the level of reading comprehension itself. One of the methods that can be used in order to ease the students to comprehend the reading material is OK4R (Over view, Key Ideas, Read, Recall, Reflect, Review) method.



According to Pauk in Turkel (2011) the purpose of reading is to comprehend the content of the text. In comprehending the content of text, he demonstrates the procedures of OK4R method that should be followed namely: *firstly* overview refers to skimming to get the general information of the text, *secondly* key ideas refer to scanning the text to obtain the key ideas or main ideas, *thirdly* read refers to read the text carefully, then *fourthly* recall refers to remember the information that is read by writing down the important point. *Fifthly*, reflect refers to talk about the material from the readers' understanding. *Sixthly*, review refers to reread what have write until the information firmly in mind.

Furthermore, Turkel (2011) states that the reader will do a lot assignment faster and remember a lot more if they follow the OK4R method. It means this method can help students to develop their reading comprehension that is useful in doing the exercise based on reading text. The procedures of OK4R method are as follows: (Turkel, 2011, p. 3)

1. Overview, the reader reads the title, the introductory and summarizing paragraphs and all the headings included in the reading material. Then, the readers will have a general idea of what topics will be discussed.
2. Key Ideas, the reader has to go back and skim the text for the key ideas (usually found in the first sentence of each paragraph). Also read the italics and bold type, bulleted sections, itemizations,

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pictures and tables. Now, the reader will know what the author is saying about his topic.

3. Read, the reader has to read their assignment from beginning to end. They will be able to do it quickly because they already know where the author is going and what he's trying to prove.
4. Recall, the reader puts aside the text and says or writes, in a few key words or sentences, the major points of what you've read. (This is the time to put down reading notes in the reader's loose-leaf book.)
5. Reflect, the previous step helps to fix the material in the reader's mind. To keep it in their memory forever, relate it to other knowledge; find relationships and significance for what you've read.
6. Review, this step doesn't take place right away. It should be done for the next short quiz, and then again for later tests throughout the term. Several reviews will make that knowledge indelibly them.

Besides, Mc. Whorther in Zulhidah (2010) states that there are nine reading systems with the efficient steps that are used when reading in foreign language texts and one of the systems is OK4R. In addition, Ewumi (2013, p. 12) stated that OK4R method gives the effect in reading comprehension.

According to Abidin (2012), the advantages of OK4R method are to activate themselves in learning a concept through the activity of planning, monitoring, and evaluating the level of learning they do. In addition, he divides the OK4R method procedures into three steps; pre-reading, whilst

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reading, and post-reading. Below are the steps of OK4R method: (Abidin, 2012, p. 99-100)

1. Pre-reading

Teacher prepares the reading text that will be read by students. Also, the teacher introduces the passage. Then, they overviews the passage. After that, the students arrange some key words that will be existed in whilst reading. Then, keywords above develop into questions.

2. Whilst reading

The reader reads the text quickly. When they find the answer for their questions, they have to read slowly to make them remember the answer. The reader arranges the answers, then, retells the content of text. The process of retell the text can be written and oral.

3. Post-reading

Reflect; the reader compares the information that they got and new information that they got in reading and retelling. Review; The reader retells to make sure their comprehension. Their note can be used in recalling step.

In conclusion, OK4R method is a useful method that can help students to comprehend the content of reading text. So, the writer used this method to give the solutions to the students' reading comprehension.



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B. Relevant Research

The research can be accepted, and continued because it is relevant to several researches that had been conducted by the previous researchers. However, the researchers have the same objects but they have different problems. According to Syafi'i (2015), relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research. He also says that relevant research is intended to avoid plagiarism toward the designs and findings of the previous researches. There are relevant researches which have relevancy to this research.

1. The research was conducted by Fitria Anjani. 2015; The Effect Of Using OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) Method on Students Reading Comprehension A Study at XII Grade Students in SMAN 11 Padang in 2014/2015 Academic Year. In her research, there was the effectiveness of OK4R Method toward students' reading achievement. It was proved that t-test found the value of t-test was 2.13 and t-table was 2.00. She found that the mean score for the experimental class which was taught by using OK4R Method was 39.24 with variance 78.66, the mean score for the control class that was taught by using PQRST Method was 35.38 with variance 42.39. Further, this research did not use special method in control class, but it used teacher instruction. Also, this research was found the significant difference of students' reading comprehension taught and without using OK4R method. So, t-test



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of this research was 6.52 higher than t table 2.65. It means that H_0 was rejected and H_a was accepted. In conclusion, there is significant difference of students' reading comprehension taught and without using OK4R method.

2. The was carried out by Iin Kurniati. 2015; The Implementation of OK4R Method in Improving Students' Reading Comprehension on Text Based Learning of VA Grade Students at State Elementary School Pangungsari Ujungberung Bandung. In her research, she found that the learning result increased significantly and the students were more confident than before in learning. It is showed by the average of value in which the first cycle: 58.61, second cycle: 73.63 and third cycle: 81.86. In conclusion of her research is the application of methods OK4R (Overview, Key, Read, Recall, Reflect, Review) can improve the outcome of activity and the ability of students' reading comprehension and enable students to be more productive in reading activity. Nevertheless, this research was an experimental research. It means that there was difference in collecting and calculating the data.

Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Syafi'i (2014) said that operational concept is derived related



theoretical concept on all of the variables that should be practically and empirically operated in an academic writing of a research paper.

In order to clarify the theories used in this research, the writer would like to explain briefly about variables of this research. This research is an experimental research which focuses gaining of using OK4R method on students' reading comprehension of narrative text of the eleventh grade at State Senior High School 1 Kundur Karimun Regency. Therefore, in analyzing the problems in this research, there are two variables used, they are variable X and variable Y. OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) method as variable X is an independent variable that is given the effect on students' reading comprehension as variable Y is an dependent variable. The indicator compared are about the students' reading comprehension taught and without being taught by using OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) method. The indicators are as follows:

1. Variable X

Variable X is OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) method as an independent variable. It refers to the method for the teacher in teaching reading. The following procedures of OK4R method can be seen as follows:

1. Teacher introduces OK4R method to the students.
2. Teacher asks students to overview of the text. The students read the title, first paragraph, and last paragraph.

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3. Teacher asks students to find out the key ideas of the text. The students read the first sentence of each paragraph.
4. Teacher asks students to read the text carefully. The students read the supporting sentence of each paragraph.
5. Teacher asks students to remember or recall what they read by writing down the important points of the text.
6. Teacher asks students to reflect their understanding of the text. The students relate the text with the relevant information.
7. Teacher asks students to review their understanding of the text. The students read what they have written from the text.

2. Variable Y

Variable Y is reading comprehension. It was used for the instruments of reading comprehension.

- a. The students are able to identify the orientation of narrative text.
- b. The students are able to identify complication of narrative text.
- c. The students are able to identify the social function of narrative text.
- d. The students are able to identify the meaning of word of narrative text.
- e. The students are able to identify the generic structure of narrative text.



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In brief, the operational concept of this research consists of variable X and variable Y. Variable X is OK4R Method and variable Y is reading comprehension.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the better using OK4R (Overview, Key Ideas, Read, Recall, Reflect, Review) method in teaching English especially in reading comprehension is the better achievement in reading comprehension of the eleventh grade students at State Senior High School 1 Kundur Karimun Regency will be.

2. Hypothesis

H_0 : There is no significant difference between students' reading comprehension of narrative text taught by using and taught without using OK4R (Overview, Key ideas, Read, Recall, Reflect, Review) method at State Senior High School 1 Kundur Karimun Regency.

H_a : There is a significant difference between students' reading comprehension of narrative text taught by using and taught without using OK4R (Overview, Key ideas, Read, Recall, Reflect, Review) method at State Senior High School 1 Kundur Karimun Regency.