CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Reading comprehension

a. The Concept 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 one 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. According to Richard (2010), comprehension refers to an active process defining both on information contained in the bottom-up processing, background knowledge, information from the context and from the listener's and reader's purposes or intention (top-down processing).

Comprehension is multicomponent that involves many interactions between reader and what he brings to the text, as well as variables related to the text itself. According to Pang et. al (2003), reading comprehension is a process in understanding the written texts which involves someone's perception and thought. It means that understanding the meaning comes from understanding each word, the whole words that include in sentence. Based on the syllabus of junior high school, the indicators of competencies in reading comprehension are students should be able to identify the

text structure, social function, language features and determine the topic of 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.

As mentioned by Johnson (2008), the types of reading comprehension skill can be illustrated below:

1) Pre-reading Comprehension Skills

   Pre-reading comprehension skills are used to preview the structure of the text read and to prepare the students focused on what they will see relating to the knowledge of the readers.

2) During-reading Comprehension Skills

   During-reading comprehension skills are used to monitor comprehension, to evaluate ideas gleaned from each paragraph, and to begin in organizing ideas and the structure of the text as students are reading.

3) Post-reading Comprehension Skill

   Post-reading skills are used to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article.

Furthermore, according to Snow (2002), the comprehensions entail three elements as follows:

a) The reader who is doing the comprehension

b) The text that is to be comprehended

c) The activity in which comprehension is a part.

In term of the reader, it includes all the capacities, abilities, knowledge and experiences that reader brings to the act of reading. In term of the text, it is broadly formed in form of oriented or electronic text. In considering the activity, it includes the purpose, processes and consequences associated with the act of reading. Hence, before reading a text, it is necessary to know the elements of comprehension. We are required to know our knowledge, purpose and kinds of text involved.

The successful comprehension is augmented when students practice it by implementing the strategies for monitoring their understanding, increasing their interest in the text, and creating goals and purpose for their reading (Willis, 2008). Pertaining to the statement above, Duke and Pearson (2002) stated that the aspects affecting the comprehension of reading are as follows:

a) Motivations/purpose/goals/engagements.

b) Vocabulary/word knowledge/background knowledge.

c) Automaticity of decoding.

d) Understanding and using employed strategies by effective readers.

e) The nature of the text itself (the difficulties and interest)

f) The type or genre of text.

g) The amount of reading done.

It means that the students are required to implement those aspects in order to comprehend the text given. Conversely, if they cannot implement them fully, it means that the learning process cannot be running well

b. 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 Irwin in Jannetteklingner (2007, p.8), there are five basic comprehension processes that work together one another; microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes.

1) Microprocesses

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

It means that the reader's first task is to derive meaning from the individuals' idea units in each sentence

and to decide of these ideas to meaningful phrase and ability to select what idea units to remember.

2) Integrative Process

Integrative process is individuals' understanding and inferring the relationships among clauses. Sub skills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer cassation or sequence.

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

3) 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. Reader selects the most important information to remember and delete relatively less important details.

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

4) 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 take a prediction about what might happen, or we may think about how the information is related to something similar we have experienced.

5) Metacognitive process

Metacognitive is the readers' conscious awareness of control cognitive process. In the metacognitive process the reader is involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing, reviewing, understanding, underlining, note taking, and checking understanding.

It means that Metacognitive process is defined as conscious awareness and control of one's own cognitive process. This involves knowing when understanding or

not about something and knowing how to go about achieving a goal for successful comprehension.

Referring to the elements above, the students are required to develop their ability in order to bring all of these elements together simultaneously and rapidly. Thus, it is necessary to provide the information and practice in all of the systems of reading program contributed in order to make the process work.

Based on the explanation above, it is distinctly explained that reading is a process of making meaning involving the readers, the text, and their prior knowledge for gaining information, getting enjoyment and enhancing the knowledge of the language being read.

c. Teaching reading comprehension

Reading comprehension is very important to be mastered. To comprehend reading, we should know the strategies and our ability to understand the meaning. Brown (1994, p.291) points out that the aim of teaching reading is to make students become effective readers. In order to get the target, the teacher needs to use strategies of reading comprehension. Some strategies are related to bottom up procedures and others enhance the top-down process. It means that there are some ways in order to improve students' reading text comprehension. They are as follows:

1) Identify the purpose in reading

   Efficient readings consist of clearly identifying the purpose in reading something. The teacher knows what he is looking for and can weed out potential distracting information. Whenever the teacher is teaching a reading technique, make sure students know their purpose in reading something.

2) Use efficient silent reading technique for relatively rapid comprehension.

   If the teachers are teaching beginning level students, this particular strategy will not be applied because they are still struggling with the control of a limited vocabulary and grammatical patterns. However, intermediate level students need not to be speed-readers, but the teachers can help them increase efficiency by teaching a few silent reading rules:

   a) Try to visually perceive more than one word at a time, preferably phrase.

   b) Unless a word is absolutely crucial to global understanding, skip over it and try it's meaning through it context.

   c) Teachers do not need to "pronounce" each word.

3) Skimming

In skimming, the reader focuses on silent reading activities and goes through text quickly, not noting every word but trying to get the main idea of what the text is about. This is sometimes called getting the gist of the text. The more background knowledge that a reader brings to skimming, the faster the skimming speed is likely to be. Skimming gives readers the advantages of being able to predict the purpose of the passage, the main topic, or messages, and possibly some of the developing our supporting ideas.

4) Scanning

Scanning is quickly searching for some particular piece of information in a text. It is an exercise that may ask students to look for names or dates, to find a definition of a key concept, or to list certain specific information without reading through the whole text. For academic English, scanning is absolutely essential.

5) Semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader provide some order to the chaos. Making such semantic

maps can be done individually, but they make for a productive group work technique as students collectively induce order hierarchy to a passage.

6) Guessing

The students can use guessing to their advantage to guess about a cultural reference and content messages. The teacher can help students become accurate guessers by encouraging them, to use effective compensation strategies in which they fill gaps in their competence by intelligent attempt to use whatever clues are available to them.

Based on the points above, there are many ways to comprehend when reading. It is better to analyze and choose which one is appropriate and easier for us to comprehend our reading.

d. **Factors that Influence Reading Comprehension**

Reading comprehensions related to factors are known to influence the comprehending for all readers, these factors involve individuals and situations factors. According to Donoghue (2006, p.175), there are some factors that influence reading comprehension:

1) Purpose

The first of these factors is purpose, which focuses the readers' attention and helps them understand the text. It is important for teacher in helping students focus in the classroom,

self-directed purpose is better to promote the feeling that leads students to independent reading. In the classroom, students can make individual prediction about their reading and this prediction then becomes a purpose in reading. To sum-up, the comprehension is stronger when the purpose is specific.

2) Being an active reader

The second is being an active reader, because active readers think as they read. During reading, the readers use their prior knowledge and their vocabulary as well in order to help them to comprehend what they are reading presently.

3) Type of the text

The third factor that affects reading comprehension is the type of texts being used. Children who have had experience with story book may find difficulty with expository or informational materials. So they should be introduced early about the concert, vocabulary, and pattern of each different type of the texts. This idea keeps mind us that less familiarity students have with expository materials, it is difficult to them to comprehend the text.

4) The quality of literacy instruction

The fourth factor that affects comprehension is the quality of literacy instruction. The quality is related to the management aspects of classroom learning process, such as planning,

scheduling, and students' behavior and they maintain an environment characterized by fair rules, high expectations, and learning atmosphere.

5) Interest

The fifth factor influencing comprehension is interest. When children are curios about a subject, they will read to seek information and discover answer to satisfy the curiosity of them. So, they will try and retry to get the information and experience about something.

6) Independent practice

The final factor that affects comprehension is independent practice preceded by adequate instruction. The students will choose their type of book that they want. Then, they should read, reread, and more read to practice their ability to comprehend the meaning. In this case, the students not only read a book, but also have the opportunity to discuss and share with classmates.

Based on these factors above, we know every single thing that occurs when we are reading. Become an effective reader we should be able to know the factors that will influence our comprehending what we have read.

e. Assessing Reading Comprehension

Richard (2010) stated that the assessment refers to an evaluation or opinion collecting information and making inferences about the students'

work or ability. Furthermore, according to Brown (2003), the assessment refers to the ongoing process covering a wide range of methodical techniques. Thus, the assessment can be defined as the evaluation of the students' performance. Furthermore, Brown (2003) also mentioned there are some possible tasks in assessing the students' reading comprehension in term of the selective reading level or the Islamic Junior High School students. They are:

1) Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and it can be scored quickly.

2) Matching Tasks

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

3) Editing Tasks

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

4) Picture-Cued Tasks

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

5) Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

In this research, the writer focused on using multiple-choice in consideration of its purpose to make it easier to be administered and can to scored quickly, so that writer used it in assessing the students' reading comprehension at eight grade of MTsN Model Kuok Kampar.

2. The Oral Reading Fluency

a) The Concept of Oral Reading Fluency

Basically, oral reading provides a window for the listener to understand the integration skills that the students use to read. Students who read accurately, quickly, and in phrased units, often do better on assessments of reading, their attitudes toward reading are more positive, and they are more likely to read for pleasure. Fluency plays an important role in becoming a good reader. We also know that the integration of reading skills appropriate to the text level and genre, foster reading rates and accuracy related to comprehension.

Oral reading fluency refers to the oral translation of text with accuracy, speed, and appropriate expression (Breznitz, 2006; Fuchs et al., 2001; Rasinski, 2000). In other words, there are three basic sub-skills of oral reading fluency are accuracy, speed and prosody. Reading accuracy refers to the ability to decode and generate the phonological representations of written words (Penner-Wilger, 2008a). To achieve this, the reader needs to first master the basic alphabetic principles and then able to blend separate sounds to form a word (Torgeson & Hudson, 2006; Courbron, 2012). Reading accuracy is in line with the automaticity theory because when a reader is able to decode a word quickly and soundsit out correctly with little cognitive effort or attention, it makes comprehension much easier to attain. Alternatively, when a reader needs to give full attention to decode the sounds of a word, the reader is less likely to comprehend what he or she just read. Therefore, accuracy is always being associated with reading comprehension as when a reader reads incorrectly, the meaning of the passage is often distorted and misinterpreted.

The second sub-skills, the speed or automaticity of reading is also known as the reading rate. It refers to the speed and fluidity in which a reader moves through connected text (Hudson, Lane & Pullen, 2005). According to Courbron (2012), reading with appropriate speed is an indication that the reader has a functional

working memory, able to chunk the words together, and can comprehend the words read. In relation to this, there was research evidence which pointed to the relationship between reading rate and reading comprehension (O" Connor, Swanson & Geraghty, 2010). Meanwhile, the third sub-skill, i.e., reading prosody,refers to the "naturalness of reading" (Penner-Wilger, 2008b, p. 3).

In other words, it refers to the ability of a reader to read with proper phrasing and expression and to imbue text with suitable volume, stress, pitch and intonation(Penner-Wilger, 2008). To read with the appropriate expressions, the reader needs to be able to divide the text into meaningful chunks and able to actively construct the meaning of the passage he or she read. A study by Dowhower (1991) revealed that poor readers are less prosodic in their reading when compared to good readers. In particular, Binder et al. (2012) found that poor readers pause longer and more frequently than good readers. The use of prosody in reading shows that a reader could perform both decoding and meaning construction by connecting prosodic features inherent to the text (Hook & Jones, 2002). As a result, using prosody correctly is another indication of oral reading fluency that the reader comprehends what he or she has read.

Among elementary and middle-grade readers, oral reading fluency plays a fundamental role in the comprehension of connected text (Catts, Adlof, & Hogan, 2005; Gough, Hoover, & Peterson,

1996; Juel, 1988). Oral reading fluency is moderately predictive of performance on reading comprehension measures (Hintze & Silberglitt, 2005; Reschley, Busch, Betts, Deno, & Long, 2009), with individual differences in oral reading fluency helping to account for individual differences in children who struggle to comprehend text (Catts et al., 2005; Cirino et al., in press; Hock et al., 2009; Jenkins, Fuchs, van den Broek, Espin, & Deno, 2003). In addition, in latent variable studies, oral reading fluency is a construct that shows some independence from untimed reading accuracy measures and from comprehension measures (Cirino et al., in press).

Then, Oral reading fluency reflects overall reading competence and the ability to read connected text fluently is one of the essential requirements for successful reading comprehension (Fuchs, Fuchs, Hosp, & Jenkisn 2001). Oral reading fluency is identified as component in effectively gaining meaning from text. A reciprocal correlation exists between the two that allow one to comprehend more thoroughly as one reads fluently. According to Speece& Ritchey (2005), oral reading fluency can be defined as translating written text into an oral output with speed and accuracy. Most measures of oral reading fluency, therefore, contain two important components of reading fluency, accuracy and automaticity. Some researchers (Fuchs, Fuchs, Hosp & Jenkins, 2001) have argued

that oral reading fluency is an important indicator of overall reading competence, which includes reading comprehension.

b) Assessing reading fluency

Various means in assessing reading fluency, it can be assessed by all of the components of fluency. According to Denton, et al. (2010, p. 24), reading fluency is usually measured as a combination of the rate and level of accuracy at which a student reads. In this case, the teacher can assess a student's general level of reading fluency simply by listening and recording the student who reads orally. Caldwell (2007, p. 166) states that reading speed is one of factors in fluency, but it is not the whole picture, and reading rate suggests automaticity of word recognition. It means that automaticity is one of the components in fluency process, and reading fluency can influence comprehension.

Fluent readers decode words accurately and automatically, without use of their limited attention or conscious cognitive resources. The theory that supports this aspect of fluency begins with the notion that readers have limited attention resources. If they have to use a large portion of those resources for word decoding, those resources will not be available for comprehension. The theory of automaticity in reading suggests that proficient word decoding occurs when readers move beyond conscious, accurate decoding to automatic, accurate decoding (La Berge & Samuels,

1974; Samuels, 2002; Stanovich, 1991). At the automatic level, readers are able to decode word with minimal attention to the activity of decoding. Most adult readers are at this level of processing. They do not have to examine closely or sound out most of the words they encounter and read the text like natural language. They simply recognize the words instantly and accurately on sight. This type of processing frees the reader's conscious attention to comprehend or construct meaning from the text.

Samuels (2006) in Kuhn, et al (2010, p. 231) described that automatic word recognition is central to the construct of fluency and fluency's role in the comprehension of text. It is added by Wright (2013, p. 7), a student's accuracy and automaticity in reading aloud are an obvious observable indicator of that students' reading ability. Thus, students automatically read text faster and accurately, they must comprehend the text more than the students who are slow in reading text.

3. The Narrative Text

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and

of how they relate. In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. There are three features of narrative text:

1. Social function

   Social function of narrative text means the function of narrative for the readers in their social life. The social function narrative text is to amuse or entertain the readers with actual or imaginary experience ways.

2. Generic structure

   The generic structure of narrative text are as follows:

   a) Orientation is a set of the scene, where and when the story happened, introduces the participants of the story: who and what is involved in the story.

   b) Complication is an initiating event; the event that starts the main character of on a series of event to solve the problem.

   c) Resolution is series of events in which the main character attempts to solve the problems.

Excitement builds the climax, the high point in the story where the problems are solved.

3. Lexicogrammatical features

Lexicogrammatical is called genre-grammar connection which studies the wording. Wording is characterized such that they are able to explain meaning. They also add that lexicogrammatical is needed to help the students to know how texts work, learn, understand and produce the text.

In conclusion, the researcher can conclude that narrative text is a text that retells story, event or experience in the past. And its purpose is to entertain or to inform the reader.

4. **The Correlation between Oral Reading Fluency and Reading Comprehension**

The correlation is close to relationship or not connection (oxford learner's pocket dictionary), 1991, p.92). Correlation always has relation between one and others always influenced in it. Fluency is an important reading skill that is crucial in the understanding of text. If children are not fluent in their reading, they are unable to make connections and fully comprehend the reading. Reading fluency is an important skill to master as it creates a bridge to reading comprehension. Implementing fluency strategies into the balanced literacy framework can help improve overall

reading comprehension for children. Fluency is the ability to read with speed, accuracy, and proper expression (Rasinski, 2006).

The correlation between oral reading fluency and reading comprehension also has deep relation. Oral reading fluency may serve as of the best indicators of basic reading competence. Student's performances regarding oral reading fluency have been identified as possessing a powerful, direct link to reading profiency. Developing oral reading fluency in students helps to ensure the creation of independent, self-monitoring readers (Styter & Allington, 1991).

Reading comprehension and oral reading fluency draw upon many of the same underlying processes, such as oral language comprehension, word identification accuracy, and naming speed (Wolf & Katzir-Cohen, 2001). The relationship between oral reading and reading comprehension may be a reciprocal one (Meyer & Felton, 1999), with causality running in both directions. However, there is a strong empirical basic attesting to a relationship between fluency and reading comprehension. Oral reading fluency on particular, defined in terms and speed in reading connected text, has been found to be a reliable indicator of reading comprehension. According to Fuchs (2001), high correlation between oral reading fluency and various kinds of reading comprehension measures such as high stakes state mandated comprehension test, as well as a variety of comprehension test using different formats (e.g., multiple choice, open questions, cloze procedures or story recall protocols).

In short, the purpose of this study is to know about the students' oral reading fluency, students' reading comprehension and the correlation between students' oral reading fluency and their reading comprehension of narrative text at MTsN Model Kuok Kampar.

5. The Relevant Research

According to Syafi'i (2015, p.103), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research you are conducting. It means that the researcher finds some previous researches that are relevant to researcher's title which has aim to avoid plagiarism toward the design and the finding of the previous researchers.

This research is relevant to several researches that had been conducted before. However, the research has the same object but it has different problem. It can be seen from several previous researches below:

First, a research was conducted by Hanik Habibah (2015) entitled "The Correlation Between Oral Reading Fluency and Reading Comprehension Achievement of The Eight Grade Students of Mts Paradigma Palembang". She focused on descriptive quantitative method through correlation study. She found that the correlation between oral reading fluency and comprehension achievement was R 8.36 and it was concluded that there is a significant correlation between oral reading fluency and reading comprehension

achievement of the eight grade students of Mts Paradigma Palembang.

Secondly, a research was conducted by Neneng Guspita Sari (2012) entitled "The Correlation Between Students' Reading Aloud Activity and Their Ability In Pronunciation Accuracy at MTs BahrulUlumIslamy Kampar Regency". She focused in correlational research on students' reading aloud activity and their ability in pronunciation accuracy. She found that there is a significant correlation between reading aloud activity and ability in pronunciation accuracy. However, this research has the same object but it has different problem. She concluded that there is a significant correlation between reading aloud activity and ability in pronunciation accuracy of the first year students at MTs BahrulUlum Al Islamy Kampar Regency.

All of the researches above have similarity with this research. They are variable X as oral reading fluency which uses reading aloud. Commonly, all of them indicate that has correlation each other. Whereas, the second research used ability in pronunciation accuracy as variable Y but in this research the researcher used reading comprehension as variable Y. From the relevant research above, it can be concluded that oral reading fluency has correlation in academic achievement and of course it includes reading comprehension.

6. The Operational Concept

As stated by Syafi'i (2011, p.122), operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing of a research paper. This research is correlation research which focuses on gaining the correlation between students' oral reading fluency and their reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are variable X and variable Y. Variable X is students' oral reading fluency. It is an independent variable. Then, variable Y is students' reading comprehension, it is a dependent variable.

a. Indicators of oral reading fluency according to J. Zutell and Timothy V. Rasinski, Ph.D (1991).

   1) Students are able to read with good expression and enthuasiasm throughtout the text. Sounds like natural language.

   2) Students are able to read good phrase, mostly in clause and sentence units, with adequate attention to expression.

   3) Students are able to read smoothly with somebreaks, but word and structure difficulties are resolved quickly, usually through self-correction.

   4) Students are able to read consistenly conversational.

b. Then, the indicators of students' reading comprehension as the dependent or variable Y are as follows (based on BSNP, 2006)

1) Students' ability to identify topic of narrative texts

2) Students' ability to identify specific information of narrative texts

3) Students' ability to identify generic structures of narrative texts

4) Students' ability to identify meaning of words in narrative texts.

5) Students' ability to identify communicative purpose of narrative texts.

1. **The Assumption and The Hypothesis**

   1. **The Assumption**

      In this research, the researcher assumes that there is a significant correlation between students' oral reading fluency and their reading comprehension.

   2. **The Hypothesis**

      Ho   : There is no significant correlation between students' oral reading fluency and their reading comprehension at MTsN Model Kuok Kampar.

      Ha   : There is a significant correlation between students' oral reading fluency and their reading comprehension at MTsN Model Kuok Kampar.