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## CHAPTER II

### REVIEWING OF THE RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

Various definitions of reading have been given by many theorists. The definitions are very useful for the researchers in conducting a research. In this paper, the writer will give some definitions of reading from experts. According to Nunan (2003), reading is set of skill that involves making sense and deriving meaning from the printed word. While Richards and Schmidt (2002:443) explains that reading is perceiving a written text in other to understand its contents; saying written text aloud (oral reading). In other words, reading is a skill to get meaning from the printed text. Then reading can be done silently and orally to get the information from the text.

Furthermore, Kalayo (2007:102), explains that reading is an interactive process that goes on between the reader and text. It means that reading process should consist two points that are the reader and the text then the goal of reading process is to acquire comprehension. The similar words come out from Brown (2004:185), explains that the process of reading should focus on bottom-up and top-down for processing separate letter, word, and phrases. Then the reader must develop appropriate content and schemata (background knowledge)

and also cultural experience to carry out the interpretation effectively. As long as we know the reading process is an activity to read text or passage and we have already known that in text itself. There are letter, word, phrases, sentences and paragraph. Therefore, we need to recognize each of them in gaining information. Moreover, personal experience and schemata also have a big role in understanding a text in reading process because the schemata or background knowledge will affect the interpretation of readers' understanding.

Reading is used to understand the text, which is called reading comprehension. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that includes word reading, word and world knowledge, and fluency. Furthermore, Snow (2002:113) that reading to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting. On the other hand, reading comprehension facilitates students in reading passage to get the point of the text in order to make them interest in reading. She also said that reading comprehension instruction is often minimal or ineffective. Teachers often assume that students will learn to comprehend merely by reading, although some will, many others will not. Then, In reading comprehension the reader try to construct a full meaning from the text, this suitable with statement from wiki Ed journal

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that says “construction process” because it involves all of the reading process to working together as a text is read to create a representation of the text in the reader mind.

According to Snow (2002), reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. She also mentioned that comprehension entails three elements such as; the readers who is doing the comprehension, the text is to be comprehended, and the activity in which comprehension is a part.

Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. To comprehend, Snow states that a reader must have a wide range capacities and abilities.

Based on the explanations above, the writer concludes that reading is an activity by reading a written text that has message for reader in order to make the reader understand the writer’s though, idea and knowledge. Without reaching the comprehension, the reading activity becomes useless because you get nothing from it.



## 2. The Nature of Narrative Text

Narrative text is a text that tells an imaginative story, although some narratives are based on facts. This text is one of the text types learned by the students in every education level, starting from high schools until university level. According to Jack C. Richards and Richard Schmidt (2003:349) narrative is the written or oral account of a real or fictional story; the genre structure underlying stories. Narrative text is stories involving a sequence of related events.

The main purpose of narrative text is to entertain and engage the reader in an imaginative experience. As Kalayo and Fauzan (2007) states that the purpose of narrative text is to entertain, create, stimulate emotions, motivate guide and teach. Some narratives also have other purpose, e. g. they may seek to explain a phenomenon (myth and legend) or to teach a lesson (fables). There are many types of narrative text such as folktales, fairytales, fables, myths, legend, science fictions, modern fantasy, short stories, picture – story books and ballads.

Additionally, Barwick (1999) states that narrative also has the structure of the story. There are five stages in narrative. They are as follows:

- a. Orientation: the function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.
- b. Complication: the function of complication is to revolve around the conflicts or problems that affect the setting, time or characters.



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- c. Series of events: this part shows the series of unexpected or expected events.
- d. Resolution: this part brings the series of events to a close and resolves the main problem, challenge or situation.
- e. Reorientation: this part sets the scene again and locates the characters in it.

### 3. The Nature of Selective Highlighting Strategy

Hedgcock and Ferris (2009: 176) states that highlighting is a valuable intensive reading skill, both for comprehension monitoring while reading and for review after reading. Effective highlighting focuses primarily on key ideas in a passage that capture the sense of the text in author's own voice. This strategy helps students easier to identify and find everything that students want to read. This strategy focuses on key idea and important information from the text. Selective Highlighting is a simple strategy with a great benefit. The students can share their knowledge with the other students.

According to Bouchard (2005: 73) by using selective highlighting, students will know how to pick out the main ideas and information that are important to underline or highlight. In order, help them to organize and remember important information in the text by differentiating between important information and less significant details. Then, the writer can conclude that highlighting strategy is one of strategy that can be used by the teacher to help students organize what they



have read by selecting what is important information from the text. This is a good strategy to make students easy in understanding and increase comprehension in reading. This strategy make student remember where the important information in the text.

Furthermore, Bouchard (2005: 73) adds that the benefit of this strategy is when students highlight text; they are actively engaged in a decision-making process. For ELLS (English Language Learners) who may come to the learning situation with little prior knowledge of a subject, highlighting text helps them determine important versus subordinate information and their relationship to the content. Highlighting also helps ELLs break large amounts of amounts of information into manageable units that are easily located within the text. In teaching reading, the teacher has to know how to apply Selective Highlighting strategy in order to motivate students in reading and enjoy in their reading activity.

According to Cervany and Cotti (2003:18) as in Taufik (2014: 5) there are four steps of highlighting. The first, select an article from a journal, newspaper, book or primary source document that is reproducible. For the beginner study, the teacher prepares about the text or material that will be teach to the students. The Second is Provides highlighters for each student, preferably an assortment of colors. Then, decide on your purpose for underlining or highlighting, demonstrate and model and then allow students plenty of opportunity to practice and share. In



this step, the teacher asks students to start highlight the important clue in the text.

Moreover, teacher allows students to use variation colors to highlight. For instance: for cause and effect use pink color, for generic structure use read color, and for definition use two color and so on in order that students essential to understanding of the text. In this strategy, students may then get together in pairs to share, compare and discuss their highlighting. After students highlight the important keys in the text, the teacher asks students to discuss with their friend about what they have highlighted and what thing those still make them confuse.

Moreover, McLaughlin (2009: 209) as in Bernadet (2013) claims selective highlighting steps are: firstly, the teacher asks students to read through the selection first. Secondly, asks the students to highlight main ideas and supporting details. Next, asks students to highlight only the facts which are important or the key vocabulary not the entire sentence. After students highlighting, teacher looks at what they have highlighted and summarize what they read. Take what was highlighted and write a summary paragraph. Teacher may wish to have students use various colors of highlighters to identify main ideas from details.

According to Nist and Hoglebe (1987) states that, when students are trained in highlighting techniques (i.e., to read a paragraph, decide what is conceptually important, and the highlight that information), they perform better than students



who do not receive such training. Highlighting may take the marked portion of text more memorable because it stands out from the surrounding non-highlight text. Indeed, some evidence supports this type of role for highlighting: when students read pre-highlighted passages, they recall more of the highlighted information and less of the non-highlighted information compared to students to receive an unmarked copy of the same passage. And then highlighting might also enhance the effectiveness of re-study opportunities via encoding variability.

Moreover, Hintzman (1974) states that, if highlighting attenuates these disadvantages by leading learners to encode the passage differently in a second reading, such beneficial effects should be relatively greater in massed than spaced conditions. Moreover, active highlighting might possibly dispel the misleading effects of fluency that tend to discourage deep processing of information upon a reading. The goals of the present research were to assess possible benefits of highlighting as well as individual differences in the use highlighting and to explore effects of highlighting in relation to distributed study and met cognitive beliefs about highlighting as a study tool.

#### 4. The Advantages of Selective Highlighting Strategy

There Highlighting strategies have advantages for the students. According to La Cotti (2003:18) states that highlighting can be applied to just about any reading assignment. So take the advantage of teachable moments in your day that





allow you to reinforce a concept just reading needs. Provide time to complete the second item on the “ after reading” side of the bookmark. This will be enable you to see if students can explain how highlighting helps them understand the text.

### 5. The Indicators of Selective Highlighting Strategy

According to Bouchard (2005: 73) by using selective highlighting, students will know how to pick out the main ideas and information that are important to underline or highlight. In order, help them to organize and remember important information in the text by differentiating between important information and less significant details. The indicators of Selective Highlighting strategy are :

- a. The teacher asks the students to make a groups.
- b. The teacher asks the students to copy the content selection.
- c. The teacher asks the students to underline and develop basic guidelines for selective highlighting selection.
- d. The teacher asks the students to read selection aloud and highlight main idea and important concept.
- e. The teacher asks the students to highlight their selection.
- f. The teacher asks the students present it to the class.

### 6. The Use of Selective Highlighting Strategy on Students’ Comprehension in Narrative Text.



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Comprehension is the goal of reading which needs readers' understanding to what they read. Klingener (2007: 8) states that reading comprehension is a multicomponent, highly complex that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest text, understanding of the text types). This means that reading comprehension is the process that we do while reading which relates the knowledge of the readers and the reading text in order to get what the text is telling about.

There are actually some strategies related to reading comprehension. One of the commonly strategies is selective highlighting strategy. It is one of the common strategies used to improve students' reading comprehension. McLaughlin and Allen (2009:209) in Bernadet (2013) mention selective highlighting Strategy is used to help students organize what they have read by selecting what is important. This strategy teaches students how to highlight only the key words, phrases, vocabulary and ideas that are central to understanding the reading. In addition, in this strategy the teacher allow the students to use various color to highlight the important ideas.

Based on the explanation above, selective highlighting strategy can improve students' understanding of reading text. By giving highlight to important information in the text, the students will be easier in understanding the text about. They will also enjoy in reading because this strategy allows them to use various



color of highlight with various meaning for each color. This makes them easy to understand what they read.

Therefore, selective highlighting strategy will be expected as a good strategy to improve students' reading comprehension. This strategy resulted in improvements in students' reading comprehension and more importantly, in their overall reading achievement.

## B. Relevant research

In this research, there are several research related to this research as follows:

1. A research by Rello, et. All in 2014 students of *Universitat Pompeu Fabra* Barcelona, Spain, entitled "Keyword Highlighting Improves Comprehension for People with Dyslexia". This research was aimed to know whether there was or there was no significant effect on the comprehension score by using highlighted text among 62 native Spanish speakers, 31 with a confirmed diagnosis of dyslexia.<sup>5</sup> The ages of the participants with dyslexia ranged from 13 to 37, with a mean age of 21.09 years ( $s = 8.18$ ). The ages of the control group ranged from 13 to 40, with a mean age of 23.03 years ( $s = 7.10$ ) which was designed in experimental research design. The research findings found that there was a significant effect on the comprehension score ( $W = 178.5$ ,  $p = 0.022$ ).
2. A research by Ridder in 2002, a student of University of Antwerp, entitled "Visible or Invisible Links: Does the Highlighting of Hyperlinks Affect Incidental



Vocabulary Learning, Text Comprehension, and the Reading Process?”. According to the results of this study, highlighted or visible links increased reader’s text comprehension.

3. A research by Gal Ben-Yehudah and Yoram Eshet-Alkalai, students of The Open University of Israel, entitled “The Influence of Text Annotation Tools on Print and Digital Reading Comprehension”. In this research, there were three annotation tools observed in both print and digital reading; Keyword, Note-taking, and Text Highlighting and Underlining. There were 93 participant (72 women and 28 men, age: 20-54 years) with three kind of tests (a demographic questionnaire, a test of text comprehension, and an experimental text-comprehension task). This research was experimental research. The research finding showed that highlighting improved comprehension only for the inference questions and had no effect on the performance for factual questions.

### C. Operational Concept

To make this research clear and to avoid misunderstanding, it is necessarily to clarify the concept of this research. This research involves two variables, the first variable is the use of selective highlighting strategy which is symbolized as X and the second variable is the students’ reading comprehension which is symbolized as Y. To make easy in conducting this research, then, there are some indicators used in the variable X and variable Y. The indicators as follows:

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1. Indicators of variable X (the use of selective highlighting in teaching reading comprehension) by Bouchard (2005: 73):
  - a. The teacher asks the students to make a groups.
  - b. The teacher asks the students to copy the content selection.
  - c. The teacher asks the students to underline and develop basic guidelines for selective highlighting selection.
  - d. The teacher asks the students to read selection aloud and highlight main idea and important concept.
  - e. The teacher asks the students to highlight their selection.
  - f. The teacher asks the students present it to the class.
  
2. Based on the school based curriculum syllabus of English (2006;199), the indicator of Variable Y: (the students' reading comprehension) are as follows :
  - a. The ability of students find out the main idea of narrative text.
  - b. The ability of students to get the meaning of word references or similar meaning of narrative text.
  - c. The ability of students to find out the information of narrative text.
  - d. The ability of students to identify the language features of narrative text.
  - e. The ability of students to identify the generic structure of narrative text.

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## **D. Assumption and hypothesis**

### **1. Assumption**

In this research, the researcher assumes that the students who were taught by using Selective Highlighting would have better reading comprehension achievement. Furthermore, the better implementations of Selective Highlighting Strategy in reading subject, the better students' reading comprehension would be.

### **2. Hypothesis**

Based on assumption above, there are two hypothesis proposed:

- a.  $H_0$ : There is no significant effect of using selective highlighting toward students' reading comprehension at the ninth grade of Junior High School SMP 14 Pekanbaru.
- b.  $H_a$ : There is a significant effect of using selective highlighting toward students' reading comprehension at the ninth grade of Junior High School 14 Pekanbaru.