

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is approached as a thinking process—one in which the student interacts with the textual material and sorts, evaluates, and reacts to its organization and content. Numerous strategies for perceiving patterns and structure within sentences are included.

In addition, According to Nunan (2003:68), “reading is fluent process of readers combination of word recognition, intellect and emotion interrelated with prior knowledge to understand the message communicated”. It means that the participants or the readers transfer meaning from the text and give assessment from the text to understand the message communicated.

Good reader can identify by knowing what the text talking is about, making conclusion and taking information from the text. Brown (2004:189) points there are five basic types of reading performance, they are:

a. Perceptive

It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing is implied

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2. The Nature of Reading Comprehension

a. Definition of Reading Comprehension

Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. “Reading comprehension involves much more than readers’ responses to text. Janet, Sharon and Allison (2007:8) state reading comprehension is a multicomponent, highly complex process that involves many interactions between reader and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)”. The purpose of reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

Reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes. So, there are two concepts of reading comprehension (Nunan: 1991):

1) Bottom-up

Bottom-up is the process to find out the information only after the act of reading activities. It means that the readers’ understanding of the text will depend on the meaning of the words, sentences, and paragraph. The meaning of the words will contribute to the meaning of a sentence, a sentence to a paragraph and so on.

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2) Top-down

Top-down reading is the process where the reader can find out the information of the text, and understanding the text based on their knowledge about the text. Many readers do not fully understand the text, because they have not appropriate background knowledge about the text. In order to read confidently, students should understand what they read.

b. Categories of Reading Comprehension

Douglas Brown (2001) states there are two categories of reading comprehension, as follows:

1) Microskills for reading comprehension:

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.

2) Macroskills for reading comprehension

- a) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

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- b. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- c. Recognize the communicative functions of written texts, according to form and purpose.
- d. Infer context that is not explicit by using background knowledge.
- e. Infer links and connections between events, ideas, etc; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- f. Distinguish between literal and implied meaning.
- g. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- h. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

On the other hand, Rivers and Temperley says the macroskills imply the reader's focus on the larger elements such as (Nunan: 2001);

- a) To obtain information for some purposes or because we are curious about some topic.
- b) To obtain instruction on how to perform some tasks for our work or daily life.
- c) To act in apply, play a game do the puzzle
- d) To keep in touch with friend by correspondence or to understand business letters.
- e) To know when and where something will take place and what is available

- f) To know what is happening or happened
g) For enjoyment or excitement

Finally, skilled reader may employ one type of process more than the other when the situation allows them to do this without affecting their comprehension. However, less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the idea that knowledge-based processing is not appropriate reading activity, so that they fail to use knowledge they have.

c. **Comprehending a Narrative Text**

1. **Definition of Narrative Text**

According to M.Syafii (2014), a narrative text is a text telling the readers about a true or fiction story. He also mentioned that the narrative text tells a story for making a point or explaining an idea or event. Gerot and Wignell (1994) mention the function of the narrative text is to amuse, to entertain and to deal with actual or vicarious experience in different ways.

2. **The Generic Structure of Narrative Text**

According to Grace and Sudarwati (2006:154), the generic structures of narrative text are:

a. **Orientation**

Sets the scene: where and when the story happened, introduces the participants of the story: who and what are involved in the story.

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b. Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants

c. Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending

3) Language Features of Narrative Text

Grace and Sudarwati (2006:154) state the language features of narrative text are:

- 1 Nouns: *travelers, bundles, tree, road etc.*
- 2 Pronouns: *they, their, its, it etc.*
- 3 Noun phrase: *the dusty and rough road, a big old tree etc.*
- 4 Time connectives and conjunctions: *one day, a week later, then, a long time ago, when etc.*
- 5 Adverbs and adverbial phrases: *angrily, in horror etc.*
- 6 Material processes (action verbs): *arrived, ate, went, laughed etc.*
- 7 Verbal processes (saying verbs): *asked*

3. Teaching Reading Comprehension

a. Teaching Reading

The purpose of teaching reading is develop the students' ability to understand the text effectively and efficiently. According to David Nunan (2003), there are several principles in teaching reading:

- 1) Exploit the reader's background knowledge

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- 2) Build a strong vocabulary base
- 3) Teach for comprehension
- 4) Work on increasing reading
- 5) Teach reading strategies
- 6) Encourage readers to transform strategies into skills
- 7) Build assessment and evaluation into your teaching
- 8) Strive for continuous improvement as reading teacher

b. Principles for Teaching Reading Comprehension

There are some processes that involve in teaching reading comprehension to the student that gets difficulties. Janette, Sharon and Allison (2007: 9) describe five basic comprehension processes that work together simultaneously and complement one another, they are:

1) Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within.

2) Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences.

3) Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way.

4) Elaborative Processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text.

5) Metacognitive Processes

Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading.

The teacher can provide the students by teaching fluency skills for comprehension on reading. A few pointers to facilitate fluency include the following:

- 1) Monitor students' progress in reading by asking them to read information passages at the grade level you are teaching. Calculate the correct words read per minute. Ask students to monitor their progress by graphing results.
- 2) Ask students to reread difficult passages.
- 3) Ask students to work with peer partners to read and reread passages.
- 4) Identify key words and proper nouns and preteach prior to asking students to read text.
- 5) Students' fluency increases when they listen to books or text on tape prior to reading independently.
- 6) Give opportunities to students to showcase their reading by asking them to prepare a passage or dialogue to read aloud to the class. Advanced preparation allows students time to read and reread material—an effective practice for improving fluency.
- 7) Names of people, places, and things are often difficult to read; teach these prior to reading.

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The skills and strategies that good readers use include:

- 1) Rapid and accurate word reading
- 2) Setting goals for reading
- 3) Noting the structure and organization of text
- 4) Monitoring their understanding while reading
- 5) Creating mental notes and summaries
- 6) Making predictions about what will happen, checking them as they go along, and revising and evaluating them as needed.
- 7) Capitalizing on what they know about the topic and integrating that with new learning
- 8) Making inferences
- 9) Using mental images such as visualization to assist them in remembering or understanding events or characters.

4. Assessing Reading Comprehension

Assessment refers to a systematic approach to collect information and make inference about students' ability which can be done by test, interview, observation, questionnaires. According to Brown (2004), assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students' ability by using test, interview, observation, questionnaires etc. In assessing reading comprehension for Junior High School students, Brown (2004) also mentioned some possible activities which can be done in term of selective reading, they are:

- a. Multiple-Choice

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

b. 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.

c. 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.

d. 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.

e. Gap-Filling Tasks (Fill in the Blank)

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

Based on the explanation above, there are some activities that can be done in assessing students' reading comprehension. Thus, in this research, the researcher used multiple choice to measure students' reading comprehension consisting of 25 questions.

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5. Teaching Reading Comprehension by Using Adapted Materials Strategy

a. Definition of Adapted Materials Strategy

Using Adapted Materials strategy in the classroom is one of the ways to encourage students to learn English. Furthermore, McGrath (2002:64) says that adaption is modifying material in such a way that they seem more relevant to learners' interest and needs. In addition, Kitao Sergio in Masuhara (2008) states adapted materials involve changing existing materials in some form so that they become suitable and specific. Adapted text is made to more relevant to the learners, by using adapted text the learners can understand and do not get bored to read a long text.

b. Procedures of Teaching reading by Using Adapted Materials Strategy

The procedures of using Adapted Materials Strategy are (Vonica and Isyam: 2013). First, choose the topic. The next activity is the teacher asks the students to read individually. Then, the teacher also explains the social function, generic structure, and language features of narrative text. The teacher asks the students to answer the questions based on the text. Then, teacher discusses the best answer with the students. The teacher asks the students being active in the classroom. By answering the question together, it is hoped that the students get the guidelines information as the material for reading their narrative text. Moreover, the teacher collects the answer from all the students and writes down the best answer by explaining the modality and simple past tense that is used.

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After answering the question, the teacher gives another text that is related to narrative text by groups. The teacher divides the students into several groups. It purposes to work together in group in order to motivate students to read a text easily and interestingly. Firstly, the students are divided into group of four, then teacher gives a text to each group, next the students read and answer the question in group. The teacher gives the time around 10 minutes to each group to answer it. After finishing the answer, the teacher asks one of the group members to read their answer or result. Then, the teacher again guides the students to have discussion with other groups to check their answer.

The teacher and the students all together try to find the difficulties in narrative text. Then, teacher gives some viewpoints to the students and gives a chance to students in their each group to develop comprehension in reading. Before that, they should check the best answer with another group in the class by doing group correction. Teacher checks the group that can understand their friends' answer and they can explain what it is so. Finally, takes the number of the group randomly to come in front of the class showing their answer. This way has a purpose to make the students more understand about the lesson. Using Adapted Material Strategy has a purpose for the students to get comprehension in teaching reading. Besides, the students become easily to get the text that they want to read. Nonetheless, it is better if the teacher can develop the variety of exercise to make the students more interested in learning.

In conclusion, this strategy can be illustrated by some procedures as follows:

1. Teacher asks students to read narrative text individually

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2. Teacher asks one student to read aloud and others listen to him or her.
3. Teacher explains the social function, generic structure, and language features of narrative text.
4. Teacher asks students to answer the questions based on the narrative text
5. Teacher gives another text related to narrative text by groups
6. Teacher asks students to finish it
7. Teacher asks one of the group members to read their answer or result

B. Relevant Research

To avoid the same title in the research, the researcher shows the relevant research, which is done by one previous researcher. That is the research conducted by Sergio Antonio Duarte and Leonardo Alberto Escobar (2008) entitled “Using Adapted Material and its Impact on University Students’ Motivation”. This research aimed at knowing the influence of using Adapted Materials on university students’ motivation. The result indicated that implementing any kind of material could have significant and decisive influence on learners’ motivation in the process of learning English as a foreign language.

In 2011, J. R. van Seters, M. A. Ossevoort, J. Tramper, and M. J. Goedhart conducted a research entitled “The Influence of Student Characteristics on the Use of Adaptive E-Learning Material. The aim of this research was to investigate how individual student characteristic influence the learning path they follow and the learning strategies they use when working with adaptive e-learning materials.

This research is different from the two researchers above. In this research, the researcher used Adapted Materials Strategy to know the significant effect on

students' reading comprehension in narrative text at the eighth grade of Islamic Junior High School As-Shofa Pekanbaru.

C. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research was an experimental research in which focused to gain the effect of using Adapted Materials Strategy on students' reading comprehension in narrative text at Islamic Junior High School As-Shofa Pekanbaru. Therefore, to analyze the problem in this research, there were two variables used. The first was using Adapted Materials Strategy which referred to the teacher's strategy in teaching reading. The second was students' reading comprehension in narrative text at Islamic Junior High School As-Shofa Pekanbaru. Using Adapted Materials Strategy was an independent variable and comprehends the narrative text at Islamic Junior High School As-Shofa Pekanbaru was a dependent variable. In operating the investigation on those variables, the researcher worked based on the following indicators:

The Indicators of Adapted Materials Strategy (variable X):

1. Teacher asks students to read narrative text individually.
2. Teacher asks one student to read aloud and others listen to him or her.
3. Teacher explains the social function, generic structure, and language features of narrative text.
4. Teacher asks students to answer the questions based on the narrative text.
5. Teacher gives another text related with narrative text by groups.

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6 Teacher asks students to finish it.

7 Teacher asks one of the group members to read their answer or result.

The Indicators of Students' Reading Comprehension (variable Y):

- 1 Students are able to identify the meaning of some words in the narrative text.
- 2 Students are able to identify the information of the narrative text.
- 3 Students are able to identify the generic structures of the narrative text.
- 4 Students are able to identify the language features of the narrative text.
- 5 Students are able to identify the communicative purposes of the narrative text.

D. Assumption and Hypotheses

1. Assumption

In this research, the researcher assumed that the students who are treated with Adapted Materials Strategy will achieve better reading comprehension than those who are not treated by using Adapted Materials Strategy. The better Adapted Materials is applied, the better students' reading comprehension will be.

2. Hypotheses

Ha1: There is a significant difference of the students' reading comprehension in narrative text taught by using Adapted Materials Strategy at the eighth grade of Islamic Junior High School As-Shofa Pekanbaru.

Ho1: There is no significant difference of the students' reading comprehension in narrative text taught by using Adapted Materials Strategy at the eighth grade of Islamic Junior High School As-Shofa Pekanbaru.

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Ha2: There is a significant effect of using Adapted Materials Strategy on students' reading comprehension in narrative text at the eighth grade of Islamic Junior High School As-Shofa Pekanbaru.

Ho2: There is no significant effect of using Adapted Materials Strategy on students' reading comprehension in narrative text at the eighth grade of Islamic Junior High School As-Shofa Pekanbaru.

