CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading

1.1 Definition of Reading

Teaching English cannot be separated from the four skills. Each of them have to be mastered, they are speaking, listening, writing and also reading. Reading is one of the language skills that should be mastered by students. Reading is the key of knowledge, so through reading the students will get much information about anything.

There are many definitions of reading; according to Moreillon (2007) Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. Besides, Dorn (2005) defined reading as a complex process involving a network of cognitive actions that work together to construct meaning. In addition, Reading is very necessary to widen the mind and gain an understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language (Patel and Praveen, 2008, p. 114)

Reading is about understanding written texts. It is a complex activity that involves both perception and thought (Pang et al, 2003, P. 6). So, the term of

reading is not only to read sentences of the text or passages but also to get the information of the text. Then, comprehension is needed in achieving the goal of reading.

1.2 The Types of Reading

According to Brown (2003:189), there are several types of reading. They are:

1. Perceptive Reading: Perceptive reading task involves attending to the component of larger stretches of discourse: letters, words, punctuations, and other grapheme symbols

2. Selective Reading: This category is largely an artifact of assessment forma. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical task are used: picture-cued task, matching true/false, multiple choice etc. stimuli include sentences, brief paragraph, and simple chart and graphs.

3. Interactive Reading: Interactive reading included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genders that lend themselves to interactive reading anecdotes, short narrative text, and description, except from longer texts, questionnaires, memos, announcement, direction, recipes, and real life. The focus of the interactive task is to

identify relevant features (lexical, symbolic, grammatical and discourse) within texts, of moderately short length with the objective of retaining the information that is processed.

4. Extensive Reading: Extensive reading, applies to text of more than a page, up to and including professional article, essay, technical report, short stories and books.

Based on the explanation above, the type of reading that is appropriate for senior high school is Interactive reading. Because Interactive reading means the students interact with the text, such as give their own response to the text and in this type the text is relatively short, and the focus of the task is to identify the relevant features and the objective is to retain the information of the text. So, in this research, the researcher focuses on Interactive reading.

2. Reading Comprehension

2.1 Definition of Reading Comprehension

Reading comprehension comes from two words, reading and comprehension. Reading is the activity of somebody who reads and the comprehension is the ability to understand (Oxford Dictionary). According to Sadoski (2004) Comprehension is about understanding something and getting its meaning. Comprehension is also the ability to know or grasp ideas with the mind (Brassell, p. 16). Then, Comprehension can be defined as the capacity of the mind to perceive and understand. So, Reading

comprehension, would be the capacity to perceive and understand the meanings communicated by texts.

Reading comprehension is the ability to read text, process it, and understand its meaning. Vocabulary clearly plays a critical role in understanding what has been read. Although this definition may seem simple; it is not simple to teach, learn or practice. The reader must also be intentional and thoughtful while reading, monitoring the words and their meaning as reading progresses. According to Vaughn (2004), comprehension is the active process of constructing meaning from the text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas (Vaughn, 2004, p. 98).

Brassell (2008) stated that in order to grasp (understanding) the meaning of the text, the reader has to require an action because reading comprehension is not a passive activity. Comprehension cannot be learned though rote instruction, but requires a series of techniques or techniques that influence understanding of text. Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding (Brassell, 2008, p. 18).

Comprehension entails three elements, those are the reader who is doing the comprehension, the text that is to be comprehend and the activity in which comprehension is a part (Snow, 2002, p. 11):

2.2 The Levels of Reading Comprehension

The level of reading comprehension can be seen as the crucial part before choosing what kind of activities will be done in teaching reading comprehension. According to Brassell (2008) has suggested the following three types of action with his three-level taxonomy of reading comprehension:

1. Literal Comprehension

   Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot. It means that in this level the reading is to find the information contained in general

2. Inferential Comprehension

   Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. Inferential comprehension is more sophisticated than literal

comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers— their background knowledge. Then, the readers aim at finding specific information of the text.

3. Critical Comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read.

Moreover, in-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy. In this level the readers aim to compare and conclude their own knowledge and values with the text and bring the readers to go within an emotional response from a text.

All three levels of comprehension are important and need to be fostered. However, it is necessary to know all of the types of reading comprehension discussed above before testing and assessing the students' ability in reading.

3. Double Entry Journal Technique

3.1 The Definition of Double Entry Journal Technique

Double Entry Journal consists of "Double" "Entry" and "Journal". Double means that this technique has double columns or two columns and journal is about the readers own opinion, short response, thought and so forth. According to Vasqueze (2010), Double Entry Journal technique is a technique which gives students the opportunity to express their thoughts and become actively involved with the material they read. Double Entry Journals promote active reading. Students must stop and reflect on what they are reading and pay closer attention to the content of the text. In short, this technique pushes the students to read the text in detail and focus on the text.

Double Entry Journal is useful technique to help the students in identifying and comprehending the content of the reading text that they read. Double-entry journals allow students to pick out the parts that they think are important, and to ask the questions that they have, instead of doing exercises that the teacher made up. Double Entry Journal can be used in various subject areas including language arts. The student takes notes on content and

information on one side of the page and places relative comments and questions on the other side.

One of the best ways of promoting thinking about your own thinking and thinking about your teaching is to read professional materials and respond in a double-entry journal (Peery, 2004, p. 64). It means that by using double entry journal, the students or the reader will be easy to comprehend and respond to the text.

In other hand, Roessing (2009) argues that the most effective way to train this skill is Double Entry Journal. A Double Entry Journal allows students to record their thoughts on text or text feature as the text they read. Otherwise, Conni (2000) stated that Double Entry Journal is the great way for students to select the significant information and think critically about the information. It means that Double Entry Journal gives them a place to record and categorize the information which leads to a deeper understanding.

This technique is easy to implement but should be used frequently to be effective. Students keep an ongoing record in a notebook or loose-leaf binder of learning as it occurs. Students write in their own language about what they are learning. For teachers and students, entries influence learning by revealing problems, questions, connections, and concerns. Double-entry journals serve a variety of purposes. Students record their thoughts and feelings or reactions to text excerpts or features, teacher- provided prompts, and/or to their own questions and areas of interest relating to the text.

3.2 The Purpose of Double Entry Journal Technique

The purpose of this technique is to help students focus attention on significant aspect of content we want them to consider or learn because when the students use this Double Entry Journals, they will tend to pay close attention on their reading. In short, the Double Entry Journals plays an important role in helping students' reading comprehension. Because when the students are applying this technique in reading, the students will give their response to the text in the writing form. Writing enables students to process, organize, formulate, and extend their thinking about what they have been learning (Sejnost, 2010, p. 79).

Double Entry Journal technique allows students to make solid connections to the content of the text they read and further their thinking or learning through reflection and questioning to the text, this strategy is using two columns of the paper, where the left column of the paper contains direct quotes from the text and the right column contains the reader personal response.

The purpose of double-entry journal (DEJ) is to give students an opportunity to express their thoughts and become more involved with the material they encounter. Then, when the students write everything that they have read it will help them in comprehending the text that they read. Because Rebecca said on her book "Research on The Reading-Writing Relationship"

that reading and writing are to be understood and appreciated fully, should be viewed together, learned together, and used together (Barr, 1991. P. 275).

Double-Entry Journal improves students' comprehension, vocabulary, and content retention. This interactive technique activates prior knowledge and presents feelings, and promotes collaborative learning. It fosters the connection between reading and writing as students are able to "reply" to the author or speaker as they write their responses.

3.3 The Procedures of Double Entry Journal Technique

According to Tomlinson (2005), the procedure of Double Entry Journal are the students will divide their paper into two columns. On the left side of column, they will copy down short quotes from the text that they find interesting in some way. In the right column, they will write their personal responses to the quotes on the left. Then, they write their reactions to the quote that they choose. Their reactions can include their own opinions, disagreements, interpretations, event in their life that the quote reminds them of, comments about grammar, and guesses about the meaning of new words.

. Words or phrases from the reading are recorded in the left column and students' comments, questions, connections and/or analyses are recorded in the right column. In effect, they are talking back to the author or speaker as they write their responses. This technique is useful for students to make connections between text content and personal affect.

In the book *I Read It, But I Don't Get It*, Tovani (2000) suggested keeping the process simple as we teach students this Double Entry method. By focusing on one area of comprehension, we help students hone in on particular aspects of their thinking as they read. After students become more proficient at using the journals, they can broaden the ideas and reactions they record in the second column. Tovani suggests the following headings:

Direct Quote/Page#   This reminds me of. . .

Direct Quote/Page#   I wonder. . .

Direct Quote/Page#   I visualize. . .

Direct Quote/Page#   I'm confused because. . .

Sejnost (2010) stated the steps to applying the double entry journal technique as follows:

1. The teacher directs the students to read a section of a text, and then prepare a piece of paper and divide into two columns.

2. In the left column, students write information from the text such as quotation or concept they want to discuss, or question. They should include the page number where they found the information

3. In the right column, the students respond to the information written in the left column by recording opinions, reactions, questions, analysis, and concerns.

Barbara (1997) is also stated there are three steps of using Double Entry Journal

1. The first, the students divide a sheet of paper in half

2. The second, the teacher asks the students to read a text, then the students identify a particular passage or quotation of significance in the text, the reader copies it on the left half of the paper

3. The third, on the right side, the reader gives their response, questions, elaborates, makes their personal connection, evaluates, reflects, analyzes or interprets the passage or quotation on the left half of the paper.

According to Angelo (1993), there are four procedures of teaching Double Entry Journals Technique in reading comprehension, as follows:

1. The teacher asks the students to divide their paper into two columns

2. The teacher asks the students to read the text and select an important part or quotation of a text from the course reading. The text or passage should be challenging and provocative but also relatively short and self-contained

3. On the left column, the teacher asks the students to copy a few lines or short passages from the text (3-5) that they find particularly meaningful or they interest with

4. On the right column, the teacher asks the students to write their reaction to those excerpts it can be their agreements, disagreements, questions, and so on. Suggest that they think of their double entry journal as a dialogue- a conversation with the text

Then, it can be concluded that the procedures of this technique is on the left hand page we take notes from the readings and the right hand page for our reflections. On the left include the source of the reading, quotations that stand out, a summary of key points, steps or procedures, models or frameworks. Then, the right hand page we put our reflections about the reading. We might include our responses to the material, how we are going to apply what we have read, any questions we have, something new we have learned. We can include points we agree with, ideas we disagree with, areas which were not clear, critiques of the clarity of the writing, or the ideas presented in the text.

B. The Relevant Research

According to Syafi'i (2015), a relevant research refers to researches which were conducted by the previous researchers. In other words, the relevant research is the

researches conducted by the previous researchers which have same context but different in problems. In order to avoid the same title used in the research, then the researcher shows the relevant researches which were done by previous researchers as follows:

The first is the research from Toni Roltgen (*Whitehall Preparatory and Fitness Academy*). He conducted a research to determine whether Reciprocal Teaching and Double Entry Journals would increase the comprehension of his seventh grade students. The study was conducted over four weeks in a regular classroom setting. Each reading technique was introduced and modeled extensively by the teacher before the students were required to perform them in a group setting or individually. Their progress was monitored by observations, graphic organizers, reading journals, and pre- and post-tests. The pre- and post- test data showed that there was an increase in students' comprehension.

The second is a research from Amanatul Firdausyah. She conducted a research in 2016. The research aimed at knowing how Double Entry Journal assesses learners' critical thinking of second grade of MA Mu'allimat NU Kudus and students' response to Double Entry Journal in assessing their critical thinking. The research was a Qualitative research. The object of the research was students of XI IPS 1 of MA Mu'allimat NU Kudus. The result of that research was the students' critical thinking of XI IPS 1 of MA Mu'allimat NU Kudus was low, but they were interested in using Double Entry Journal. In her research, she suggested the English teachers

used Double Entry Journal as an assessment technique to assess students' critical thinking and media to improve their writing.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain the variables used in this research. There were two variable used in this research. Variable "X" refers to the effect of using double entry journals technique and variable 'Y" refers to the students' reading comprehension. Therefore, variable X is as independent variable and variable Y is as dependent variable.

1. The Indicator using Double entry Journal are as follow:

Double Entry Journal has some operational concepts. According to Angelo (1993), the procedures of teaching Double Entry Journals Technique can be illustrated by some procedures as follows:

a. Teacher asks the students to divide their paper into two columns.

b. The teacher asks the students to read the text and select an important part or quotation of a text from the course reading. The text or passage should be challenging and provocative but also relatively short and self-contained

c. On the left column, the teacher asks the students to copy a few lines or short passages from the text (3-5) that they find particularly meaningful

d. On the right column, the teacher asks the students to write their reaction to those excerpts it can be their agreements, disagreements, questions, and so on.

Suggest that they think of their double entry journal as a dialogue- a conversation with the text

2. The Indicator of reading comprehension as dependent variable

The reading comprehension of analytical exposition text as the dependent variable (Y) has some indicators. Based on Syllabus at the eleventh grade students of Islamic Senior High School Darel Hikmah Pekanbaru, the indicators of analytical exposition text can be seen as follows:

a. The students are able to identify the content/ information of the analytical exposition text

b. The students are able to identify the communicative purposes of the analytical exposition text

c. The students are able to identify the generic structures of the analytical exposition text.

d. The students are able to identify the vocabulary of the analytical exposition text.

e. The students are able to give the conclusion of the analytical exposition text

D. The Assumption and The Hypotheses

1. The Assumption

In this research the researcher assumes that:

a. Students' reading comprehension Islamic senior high school Darel Hikmah Pekanbaru is various

b. The students who are treated by Double Entry Journal technique will achieve better reading comprehension than those who are not treated by using Double Entry Journal technique. In other words, the better using double entry journal technique is they better reading comprehension will be

2. The Hypotheses

a. The alternative hypothesis (Ha). There is a significant effect of using Double Entry Journal Technique on reading comprehension of the Eleventh Grade Students at Islamic Senior High School of Darel Hikmah Pekanbaru

b. The null hypotheses (Ho). There is no a significant effect of using Double Entry Journal Technique on reading comprehension of the Eleventh Grade Students at Islamic Senior High School of Darel Hikmah Pekanbaru.