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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is difficult to be mastered, hence it has many aspects that must equip in reading. According to Nunan (2003:68), reading is a fluent process of reader 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.

The successful reading of the students, the students have to understand the text. It is important to apply reading skill to the student in order to student success as a good reader. According to Murcia (2001:200), reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own through activities which can help them to analyze text, such as summarizing passage, determining main ideas, and following the argument in the text.

In brief, reading is a achieving meaning of the writer to the reader in order to get new information. Reading activity is important because it

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includes message communicated and to understand something that is not found from oral communication.

a. Types of Reading

There are four basic types of reading performance, Brown (2003:189), they are:

1) Perceptive

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

2) Selective

This category, the students can give a brief response from the text that are intended as well, in other word, a combination of bottom-up and top-down processing in teaching reading.

3) Interactive

It is a type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact the text.

4) Extensive

It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books.

All four components can sign for students' reading performances. To achieve these reading performance purposes, we need to be active



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on kind of the text. People cannot imagine that it is the same as developing oral language ability. Therefore, in developing reading skill, it involves a qualitatively different process.

2. The Nature of Reading Comprehension

Comprehension of 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. According to Dorn (2005:33), reading comprehension is a complex process regulated by cognitive, emotional, perceptual and social experiences. According to Westwood (2008:31), reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. According to Klinger et al (2007:2), Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.

Willis, (2008:128) 'In line with this quotation "successful comprehension is an argument when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading". It is clear that comprehension need understanding, interesting with the text and the purpose for reading.



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There are five reading components that help students to read carefully, King and Stanley (1998:330). They are:

a. Finding Main Idea

Getting the main idea of the reading passages or textbook is very crucial because reading is concerned with meaning to greater extent. It can be stated that an efficient reader understand not only the ideas but also the relative significant as expressed by the author. In order words, some of the ideas are super ordinate (more important) and others are subordinate (less important).

b. Finding the Factual Information

To obtain the factual information of the English reading texts, a reader requires scanning for specific details or information in order to make sense. Scanning can be done by reading questions given and find the content words-synonym or the same words.

c. Locating References

References are words or phrase to which pronoun refers to recognize references identifying the words or phrases to which they refer will help the reader to understand the reading passage or textbook. References are generally symbolized by possessive adjectives (I – my, you-yours, they-them, we-us, he-him, she-her, it- it).



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d. Making Inference

Pamale state that an inference is the logical conclusion based on evidences as a direct statement of fact. Understanding is one of the most important aspects in reading. The writer uses language efficiently and recognizes what can be inferred from their sentences. In other words, an efficient reader is reader that is able to understand those implications-inferences.

e. Finding the Meaning of Vocabulary

Your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which, if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has it or nearly the same meaning as another word.

1). Measurement of Reading Comprehension

Assessing students' reading comprehension divides into two skills, micro-skills and macro-skills, to become the objectives of an assessment task, Brown (2003:187-188) :

a). Micro-skills for reading comprehension:

There are some of the kinds of micro-skills for reading comprehension:

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

b). Macro-skills for reading comprehension

There are some of the kinds of macro-skills for reading comprehension:

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.

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- c) Infer context that is not explicit by using background knowledge.
- d) 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.
- e) Distinguish between literal and implied meaning.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) 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.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning of a written text, understand it according to experimental background or prior knowledge and interpret it with the readers need and purpose.

3. The Nature of Narrative Text

Narrative text is a kind of the text that tells a story using a series of events. According to Kane (2000) a narrative is a meaningful sequence of events told in words. Moreover Crown (2008:1) has stated that narrative central to students' learning. They use it as a tool to help them organize their ideas and to explore new ideas and experiences.

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Composing stories, whether told or written, involves a set of skills and overall knowledge, but it is also an essential means for students to express themselves creatively and imaginatively. The range of narrative that students will experience and create is very wide. Many powerful narratives are told using only images. Narrative text can be fiction or nonfiction. So the essential purpose of narrative is to tell a story, but the details purpose may according to type of narrative text itself. There are several type of narrative text that have the purpose each one, these are:

- a. Mystery is to intrigue and entertain.
- b. Fantasy has the purpose to entertain and fuel the imagination.
- c. Myth that is to provide a fictional explanation for natural phenomena. Many cultures use myth to explain the world and its mysteries by handing them down from one generation to the next. Myths can also pass on cultural, religious or spiritual beliefs and traditions.
- d. Legend is to provide information about the way particular people lived, and what they believed. It also helps students to reflect on their own lives because it often deals with issues that are cross-cultural and relevant today.
- e. Fairy Tale is to amuse and to convey cultural information that influences behavior, such as where it is safe to travel and where it is dangerous to go. It is found in most cultures and many derive

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from the oldest stories ever told. Some modern fairy tales could be included in the more recently categorized type of fantasy.

- f. Fable sets out to teach the reader or listener a lesson they should learn about life.

The generic structures of narrative text as follows:

- a. Orientation

It tells about opening text where the characters of the story are introduced as well as time and place of occurrence.

- b. Complication

Complication section contains an overview of the emergence of crises or problems experienced by the characters in the story or in other word where the problems developed in the story.

- c. Resolution

Resolution contains characters from a story about how the solve the problems that exist in the complication.

- d. Re-orientation

This is a closing remark to the story and it is optional, can be added or not. It consists of a moral lesson, advice or teaching from the writer.

Narrative text also has the language features. They are as follows:

- 1) Using past tense
- 2) Using adverb of time, e.g. long time ago.

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- 3) Using time connectives and conjunction to arrange the events, e.g. then, before, soon, etc.
- 4) Using action verbs
- 5) Using specific noun as pronoun, e.g. the king, the queen, etc.

Based on all of explanation about narrative text above, it can be concluded that narrative text is generally used to tell a story and entertain the reader or listener. Knowing the generic structures and the language features of narrative text can help the students make good narrative text easily.

4. Teaching Reading Comprehension

Reading comprehension is the ability to read the text and understand the meaning of the text. Students' reading comprehension can be influenced by the use of effective strategy for teaching and learning process.

a. Principles for Teaching Reading Comprehension

According to Klingner (2007:9-12), there are some processes that involve in teaching reading comprehension to the student that gets difficulties.

1) Microprocesses

Micro-processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or cluster words that carry

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meaning, and require an understanding of syntax as well as vocabulary.

2) Integrative Processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences, he or she is also actively making connections across sentences. This process of understanding and inferring the relationship among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand.

3) Macro-processes

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. He or she may either automatically or deliberately (i.e, subconsciously or consciously) select the most important information to remember and delete relatively less important details. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas (i.e, a story map that includes characters and setting/ problem/ solution in a narrative or a compare-and-contrast structure for an expository passage).

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4) Elaborative Processes

When students' read, students' tap into our prior knowledge and make inferences beyond points described explicitly in the text. Students make inferences that may or not correspond with those intended by the author.

5) Metacognitive Processes

Much has been made of the importance of metacognition that is, thinking about thinking. 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 metacognitive strategies the reader uses include rehearsing (i.e., repeating, information to enhance recall), reviewing, underlining important words or sections of passage, note taking, and checking understanding.

Successful comprehension occurs when the reader has sufficient knowledge to fill in the blanks between the author's meaning and the surface features of the text. Therefore, if the reader is unable to make inferences while reading, comprehension will be severely limited. Proficient readers constantly make inferences as they read, using their background experiences to monitor and guide their comprehension. A reader's comprehension is influenced by a range of internal factors,



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including perceptions, beliefs, motivation, and problem-solving strategies. The line between perception and cognition is blurred. So, understanding of reading comprehension is related to the cooperation between the teacher and the students in teaching process.

5. The Nature of Reciprocal Questioning (Request) Strategy

Reciprocal Questioning (Request) is a strategy that teachers students' how to analyze their comprehension when reading. This strategy involves the teacher and students generating and responding to questions. According to Manzo & Estes (2001:134), reciprocal Questioning is a reading strategy that gives students the opportunity to ask questions of the teacher. Reciprocal Questioning gives the teacher and students opportunities to ask each other their own questions following the reading a selection. According to Manzo (1969), Reciprocal Questioning (Request) is a questioning strategy that encourages students to ask informed questions.

Reciprocal Questioning has been tested and found to be an effective strategy for improving reading comprehension as well as for activation and improving student questioning behaviors. According to Manzo (1969) ReQuest is designed to improve the student's reading comprehension by providing an active learning situation for the development of questioning behaviors. The teacher encourages the student, in a specified manner, to ask questions about textual material and to set his own purpose for reading.



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6. Procedure of Reciprocal Questioning (Request) Strategy

This strategy can be done through the procedures as follows, Manzo (1969:123-126):

- a. Divide the class into small groups and provide each group with a reading selection.
- b. Explain the ReQuest process: students read a selection and develop discussions questions directed toward the teacher.
- c. Allow time for students to read their selections independently and to write a list of potential questions.
- d. Have the groups combine and revise the team members' questions into a final form.
- e. During the class discussion, a spokesperson for each group asks the questions to the teacher. The teacher answers the questions to reinforce learning.
- f. In a post-exercise discussion, ask students to identify strategies they used in reading and refining questions.

Based on the problems above, it is considered that the reciprocal questioning strategy can be used in teaching reading. By using this strategy, to help students develop the ability to ask and answer questions about their reading comprehension.

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7. The Benefit of Reciprocal Questioning (Request) Strategy for Students' Reading Comprehension

Reciprocal Questioning strategy has some advantages in reading, there are, Bruner (2011:82-84):

- a. Requires active participation from the reader.
- b. Encourages reader to consider answers to the questions posed.
- c. Requires only moderate advance preparation from the teacher.
- d. Good activity for substitute teachers.
- e. Encourages a positive student attitude toward strategy.
- f. Teacher modeling of higher-level questioning and responses.
- g. Encourage silent reading.
- h. Helpful in classroom with students having a wide range of academic ability.
- i. Teachers “think aloud” with students about how answers were formulated.
- j. Works one on one, with small groups, and with the whole class.
- k. Breaks the passage into manageable parts for students and teacher.

8. The Use of Reciprocal Questioning (Request) Strategy on Reading Comprehension in Narrative Text

Reading comprehension should be one of the minds from the students. According to Westwood (2008:31), reading comprehension can be defined as an active thinking process through which a reader



intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. According to Manzo (1969), Reciprocal Questioning (Request) was design to teach students to ask and answer question as they read. We know that good readers engage in questioning as they read, and the theory is that teaching all students will improve their comprehension. According to Manzo (1969) ReQuest is designed to improve the student's reading comprehension by providing an active learning situation for the development of questioning behaviors. The teacher encourages the student, in a specified manner, to ask questions about textual material and to set his own purpose for reading. The teacher presents himself as a model of questioning behavior and helps the student to modify his questions by providing direct feedback about the student's questions.

According to Wisendanger (113), the purpose of Reciprocal Questioning (Request) strategy is to encourage students to formulate their own questions about the material they are reading and to develop appropriates questioning behavior. In doing so, students improve their reading comprehension skills, set purposes for reading, and develop an active, inquiring attitude toward reading. This strategy can be used with grades kindergarten through college and with narrative and expository text.



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9. The Relevant Research

- a. A research from Elsi Susanti on 2013, “The Effect of Using Reciprocal-Questioning (Request) Procedure towards Reading Comprehension of the Second Year Students at MA Diniyah Putri Pekanbaru”. Based on the writer’s preliminary study, it was found that the students could not comprehend the meaning of the text in their text book at the school. The problem was caused by some factors. For example, some of the students had difficulties in getting ideas from the reading text and had difficulties analyzing the reading text. The subject was the second-year students of Madrasah Aliyah Diniyah Putri Pekanbaru, and the object of the research was the effect of using Reciprocal Questioning (Request) Procedure towards Reading Comprehension. The design of the research was Quasi Experimental research. The population of this research was all the second-year students. The total number of population was 50 students. Because the number of population small, the writer used total sampling by taking only two classes as sample; XI IPA A consisted 25 students as experimental class and XI IPA B consisted 25 students as control class, so the number of the samples from two classes was 50 students. To analyze the data, the writer adopted independent sample t-test formula by using software SPSS 16. After analyzing the data, the writer found that there is any significant difference of Reciprocal Questioning

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(Request) Procedure toward Reading Comprehension of the second year students at Madrasah Aliyah Diniyah Putri Pekanbaru, where T shows 4.053 at significant level 5% it shows 2.01, and at the level of 1% it shows 2.68. Thus, null hypothesis (H_0) is rejected, and alternative hypothesis (H_a) is accepted which shows $2.01 < 4.053 > 2.68$.

- b. Rima Mauliana on 2015 “The Effect of Using Reciprocal Questioning (Request) Strategy on Students’ Reading Comprehension of Descriptive Text at State Senior High School 1 Karimun of Riau Island Province”. In this research, the learners still had problems in learning reading. For example, some students could not understand and comprehend reading materials and identify the detailed information of the text. They also could not answer the questions given after reading a text especially in descriptive text. The objective of this research was to find out whether there is significant effect of using Reciprocal Questioning (Request) strategy on Students’ Reading Comprehension. The design of this research was quasi experimental design. The population of this research was the first year students at State Senior High School 1 Karimun. The total number of population was 74 students. The sample was taken by using cluster sampling. The sample was class X B consisted of 37 students as experimental group and class X C consisted of 37 students as control group. So,

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the number of sample from the two classes was 74 students. To analyze the data, the researcher adopted independent sample t-test formula by using SPSS 16 version and Paired Sample T-test. After analyzing the data, the researcher found that the score of sig. is higher than $\alpha(0.05 > 0.005)$. it can be concluded that there is significant effect of using Reciprocal Questioning (Request) strategy on students' Reading Comprehension of Descriptive Text at State Senior High School 1 Karimun of Riau Island Province. The percentage of coefficient of using Reciprocal Questioning (Request) strategy contributed 86%. It means that the effect of using Reciprocal Questioning (Request) strategy had very significant effect on reading comprehension on descriptive text.

10. The Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this research, there are two variables: Reciprocal Questioning (Request) strategy as (X) variables and reading comprehension as (Y) variables.



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To measure each variable the writer will identify them in some indicator as follows:

a. Reciprocal Questioning (Request) strategy (X variable)

- 1). The teacher divides the class into small groups and provides each group with a reading selection.
- 2). The teacher explains the ReQuest process: students read a selection and develop discussion questions directed toward the teacher.
- 3). The teacher allows time for students to read their selections independently and to write a list of potential questions.
- 4). The teacher asks to have the groups combine and revise the team members' questions into a final form.
- 5). The teacher asks during the class discussion, a spokesperson for each group asks the questions to the teacher. The teacher answers the questions to reinforce learning.
- 6). The teacher in a post-exercise discussion, ask students to identify strategies they used in reading and refining questions.

b. Reading comprehension (Y variable)

- 1). The students have an ability to identify the main idea of the narrative text.
- 2). The students have an ability to identify the generic structure of the narrative text.

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- 3). The students have an ability to identify the language features of the narrative text.
- 4). The students have an ability to identify the reference of the narrative text.
- 5). The students have an ability to identify the meaning of the words of the narrative text.

11. The Assumption and Hypothesis

a. The Assumption

In this research, the writer assumes that the respondents are taught by using Reciprocal Questioning (Request) strategy to achieve better reading than those are taught without using Reciprocal Questioning (Request) strategy on students' reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency.

b. The Hypothesis

H_0 : There is no significant difference of using Reciprocal Questioning (Request) Strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency.

H_a : There is a significant difference of using Reciprocal Questioning (Request) Strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency.

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H_0 : There is no significant effect of using Reciprocal Questioning (Request) Strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency.

H_a : There is a significant effect of using Reciprocal Questioning (Request) Strategy on reading comprehension of eighth grade students at State Junior High School 10 Tapung Kampar regency.