

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Reading is an activity with a purpose. Reading is one of the most important components of our language and it is an essential tool for lifelong learning for children. A person may read in order to gain information or verify existing knowledge¹. By reading the students can know everything for example about education, politics, religion, health, culture, etc. It means that reading is unlimited. Reading is also a fundamental to success in life. Reading opens the door to virtually all other learning. Reading opens the world of the mind to your students and greatly increases their life prospects.

Reading is a receptive skill because it gathers the information and knowledge from the text that has been read. Reading is not merely referring to the activity of pronouncing the printed material or following each line of page. Reading is also an active process that requires a great deal of practice and skill. It is a complex interactive between the text and the readers. According to Harris and Graham, reading is an activity that has a purpose². There is no doubt about it. People may read in order to get information and increase their knowledge. In the other words, through reading students can develop the other language skills such

¹Kalayo Hasibuan, and Muhammad Fauzan Ansyari. *Loc. Cit.* P. 114

²Janette K. Klinger, Sharon Vaughn, and Alison Boardman. *Loc. Cit.* P. 104

as writing and speaking and improve the language component as well, for instance vocabulary and grammar.

Therefore, reading is an interactive process that goes on between the reader and the text resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what that meaning is. Readers' knowledge, skills and strategies include:

- a. Linguistic competence: the ability to recognize the elements of the writing system; knowledge, of vocabulary, knowledge of how word are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to another.
- c. Sociolinguistic competence: knowledge about different types of text and their usual structure and content.
- d. Strategic competence: the ability to use top down strategies, as well as knowledge of the language (a bottom up strategy)³.

A person will read for getting information to find out something or to do something with the information she/he gets because reading is the most effective way to get information. A person also reads for a pleasure. The purpose of reading is to connect the ideas on the page to what the reader already knows. According to Patel, reading is most useful and important skill for people. This skill more important than speaking and writing because reading is not only source of information and a pleasurable activity but also as a mean of consolidating and

³ Kalayo hasibuan and Fauzan ansyari. Op. Cit. p. 115

extending one's knowledge of the language⁴. There are two types of reading, intensive and extensive reading. In this context, reading is especially a resource for continuing education, for the acquisition of new knowledge and skill for gaining information through media, especially newspaper, books, television, and the computers. Thus, it is evident that reading skill needs to be improved to attain the best education.

Collin stated that he emphasizes the importance, of reading in relation to human development. It means that more students with more reading about knowledge they will get much lesson more than before. Through reading students can develop other language components as well, for instance vocabulary and grammar. This statement is supported by Harmer that reading text provides opportunity to study language: vocabulary, grammar, punctuation, and the way to construct sentence, paragraph, and text⁵. The purpose of reading such as for pleasure, to find personal reasons, to find specific information of a text, to find specific topic in a book or article and to learn subject matter that is required for a class.

Reading cannot be separated with comprehension because the goal of reading is comprehension. Reading comprehension is defined as the level of understanding of a written language. Reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language⁶. Comprehension is one of the important

⁴M. F. Patel and Praveen M. Jain. *Loc. Cit.*

⁵ Jeremy Hammer. *How to Teach English*. (England: Longman, 2001), p. 68

⁶Reading Study Group. *Reading for Understanding toward R&D Program in Reading Comprehension (Elektronik Book)*. (New York: RAND, 2002), P. 11

factors that indicates how well people read. When we read extremely fast a text but we cannot understand what we have read, it means that we do not read it with comprehension. Comprehension is usually measured by comprehension questions from text we have read.

A reader's comprehension of a text can be different from the other. It is because the process of comprehending a text is affected by the knowledge. According to Catherine Snow, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language⁷. She also mentions that comprehension entails three elements, such as the reader who is doing the comprehension, the text to be comprehended and the activity in which comprehension is a part. In comprehending a text; students must be able to make a connection to a text and have knowledge about a lot of the components of the text.

Smith in Westwood's book states that reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal, inferential level, critical level, and creative level:

- a. Literal level. At the literal level the basic facts are understood. The reader is contained explicitly within the text.
- b. Inferential level. At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusion.

⁷Catherine Snow and Chair. *Reading for Understanding toward a Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002), P. 11

- c. Critical level. At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy, and any apparent exaggeration or bias.
- d. Creative level. At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking⁸.

Reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. Reading comprehension is basic activity to involving skill, knowledge, understanding of words, seeing the relationship among words and concept, and organizing the ideas. A good reader has a purpose for reading and uses his or her experiences and background knowledge to make sense of the text. Making connection is the key to comprehension.

Comprehension on reading text is an active process to which the reader brings the individual attitudes, interests, and expectations. The purpose of reading comprehension is a complex process of constructing meaning by coordinating a number skills related to decoding, word reading, fluency, the integration of background knowledge, vocabulary, and previous experiences. A reader's comprehension of text is influenced by his or her motivation, vocabulary, general knowledge, knowledge of particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of the text structure.

⁸Peter Westwood. *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. (Camberwell: The Australian Council for Educational Research Ltd, 2001). P. 22

Descriptive Text

A description text is a text type which describes about something, someone or place. As stated by Emi Emilia that it is used to describe about a particular person or thing⁹. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive has some characteristics that make it different with another text, it starts with the identification/classification which shows what aspect or the thing will be described. Then, the description tells the readers the detail description about something or someone.

The generic structure of descriptive text as follows:

a. Classification/identification

Introduction that introduces/classifies something or someone, introduces the topic. This stage can also give some general identifying information e. g. a general category and show what aspects of the thing will be described.

b. Description

Give a detail description about something or someone. This part describes the part and characteristics.

Descriptive has linguistics features, which can be listed below:

- a. Use specific participant, like *my friend, my cat, etc.*
- b. It uses present tense: *in Australia, monitor lizard **are** called goannas.*

⁹ Emi Emilia. *Loc. Cit.*

c. Use relational processes to describe characteristics of a thing or people.

*All goannas **are** daytime hunters; they **are** only lizard with forked tongues, like a snake.*

d. Use a lot of adjectives, as in: *Their necks are **long** and may have **loose***

*fold of skin beneath them. The legs are **long** and **strong**, with **sharp** claws on their feet.*

e. Verbs

The verbs usually used in description are "have" (have, has) and "to be" (*am, is, are*)

f. Action verb

They are like *works, gets up, studies, etc.*

g. Use noun phrases

They are a combination of adjectives and noun, e. g. *a big and clean classroom, two brown doors.*

To conclude, descriptive text has classification/identification (general category and show what aspects of the thing will be described). Description (give a detail description about something or someone). Descriptive text has social function that is to describe a particular person, place or thing.

The indicators of reading comprehension on descriptive text:

- a. Students are able to identify the topic of descriptive text.
- b. Students are able to identify the generic structure (identification and description) of descriptive text.
- c. Students are able to identify the language features of descriptive text.

- d. Students are able to identify the communicative purpose of descriptive text.

2. Running Dictation Strategy

Many teaching strategies have been contributed by teachers and professionals to improve the student's ability in comprehending English text. Every teaching strategy has a variety of purposes. As mentioned before, this research tends to use Running Dictation strategy that has purpose to improve students' reading comprehension on a descriptive text. Running dictation is a classroom exercise in which students run to a text, and then pass the message directly to a partner.

This strategy is part or variation of dictation technique there is very popular with learners and teacher¹⁰. Dictations help language learning by making learners focus on the language form of phrase and clause level construction, and by providing feedback on the accuracy of their perception. The value of a dictation is increased if the learners know what mistakes they made. A dictation text can be taken from material that the learners have studied before or will study. Actually, this strategy help the students learn by managing the time, being disciplined, cooperative and responsible. It also makes students more active in learning process.

Running Dictation is a strategy used in English teaching, especially in reading skill, using body movement. Running dictation is a lively activity which

¹⁰ I. S. P. Nation and J. Newton. *Loc. Cit.* P. 59

encourages teamwork/pair work, problem solving and memorizing strategies¹¹. This strategy requires students to use their ears to listen, mouth to read and the body to move. Running Dictation has made reading task more fun and interesting. This strategy improves the student's ability to learn with a group not individual. Discuss and learn with a group is more valuable. This strategy can be used with any level – just use an appropriate text and this is a great four skill activity that incorporates reading comprehension with a task activity that has kinesthetic movement.

Running Dictation is a type of dictation in which students are responsible for it from the start. Students work in pairs or small groups, it is good for supporting students to learn with their groups¹². Through this activity students can have some fun and use all the skills while at the same time reading, speaking, listening, and writing. Using this strategy is to make students read a text in detail. Studying with partner is more support the students are easy to understand about material that they have learn.

The benefit of Running Dictation is easier to apply in the classroom. Besides Running Dictation also makes students feel free to read English without intimidation. Running Dictation can reduce stress and boredom to accomplish reading task in the classroom. Running Dictation can help students to improve and practice their reading, listening, speaking, writing, and their critical thinking skill. Using Running Dictation has variations in applying in the classroom; it can use

¹¹http://thelanguagepoint.com/english_collections/show/Tips:%20Running%20Dictation. (Retrieved on November 11, 2013)

¹²I. S. P. Nation and J. Newton. *Op.Cit.*, p. 62

pictures, multiple sentences, place, use testing or testing learning, and as a warmer. The advantages of Running Dictation Strategy are follows:

a. Positive interdependence

The students are able to learn from each other. They must also work together to ensure there is one product to their learning. They must check that everyone can understand and answer the question.

b. It can be a very motivating and fun lesson for the students.

c. Dictation can also be used to promote the skill of inferring from context.

d. Running dictation has made reading task more fun and interesting.

Students are not able to comprehend a text if they are not interested in of a text. Especially to get specific information of the text, students have to make a self connection to the text.

e. Equal participation

Each student within the group has an equal opportunity to share. It is possible that one student may try to dominate. The teacher can check this does not happen.

The Purposes of Running Dictation Strategy

a. Students are able to process information. That is for general information or specific information; it can be encouraging student's ability to comprehend a text.

- b. Students become actively involved in thinking about the concepts presented in the lesson. They can explore their critical thinking about a concept of a material or lesson.
- c. This activity is often used to inject some fun into the learning, or to enliven a tired class.
- d. It can also be useful for introducing a new theme or topic. As the writer said before, this strategy can be used to teach material that the learners have studied before or will study.
- e. Students can focus on both accuracy (form) as well as meaning.
- f. Students can develop all four skills - speaking and pronunciation can be developed if the students do the dictating rather than the teacher.
- g. Give students the opportunity to notice features of pronunciation such as weak forms, linking and elision¹³.

Teaching Procedure by using Running Dictation Strategy

According to Andrew Wright, there are some procedures in Running Dictation strategy¹⁴:

- a. Depending on the size of the class, display one or more copies of the text on the classroom wall or on a table.
- b. Divide the learners into pairs and have each pair decide who will be Learner A and who will be Learner B.

¹³Amy Lightfoot. *Teaching English Using dictation* (Retrieved on November 11, 2013). 2005. <http://www.teachingenglish.org.uk/articles/using-dictation>

¹⁴ Andrew W, David B, and Michael B. *Games for Language Learning Third Edition (Cambridge Handbook for Language Teachers)*. (Cambridge: Cambridge University Press, 2006), P. 90

- c. Explain the rules of the game as follows: Learner A must run to the text, read it, and try to memorize as much of it as possible before running back to Learner B. Learner A should then dictate what they remember of the text to Learner B, who should record it in writing. Learner A can run to the text as often as is necessary to complete dictating the whole text. Ask each team to read out the text.
- d. Applaud the first pair to finish with no mistakes.

B. Relevant Research

1. Research from Sri Wuryani

SRI WURYANI. In 2010 conducted a research entitled "An Effort to Improve the students' English Ability Through Running Dictation Strategy (A Classroom Action Research on the Fifth Grade students of SD Negeri Sidomulyo, Pagerbarang District, Tegal Regency in Academic Year 2009/2010)". Quantitative data were gotten from the result of students' achievement which was analyzed by using the percentage. The indicator of the CARs' success was if at least 75 % of the students got score 5, 6 for working indicator. The research result showed that the students' English ability had increased. There were 18 students or 42 % of the students who fulfilled the Minimum Passing Criteria in Pre-test, 29 students or 67 % students in cycle I, 33 students or 77 % of the students in cycle II, and 34 students or 79 % of the students in Post-test. Consecutively, the mean of score which was gotten by the students was 47 in Pre-test, 58 in cycle I, 60 in cycle II, and 69 in Post-test. Besides, the observation result of the students' and teachers' activity during the cycle showed good category. Based on the result, it could be

concluded that the technique of Running Dictation strategy could improve the students' English ability¹⁵.

2. Research from Widayanto

Widayanto, in 2005 conducted a research entitled "The Effect of Using Running Dictation strategy to Improve Listening Skill of the Third Year Students at MAN 3 Malang". This research was including into true-experimental research. Pretest posttest control group design was used to conduct the research. In pre-test mean of treatment class was 52.5 and for control group was 52.2. Then in the posttest mean for treatment / experimental class was 62.5 and for control class was 54.8. It means that there was a significant difference between class that used Running Dictation strategy to improve listening skill and the class that used conventional strategy¹⁶.

C. The Operational Concept

1. Variable X is Running Dictation strategy.

The indicators of Running Dictation strategy are follows:

- a. Teacher divides students into group of four of five.

¹⁵Sri Wuryani, "An Effort to Improve the students' English Ability Through Running Dictation Game (A Classroom Action Research on the Fifth Grade students of SD Negeri Sidomulyo, Pagerbarang District, Tegal Regency in Academic Year 2009/2010)", Perpustakaan FKIP Universitas Pancasakti Tegal. 2010

¹⁶Widayanto, "The Effect of Using Running Dictation game to Improve Listening Skill of the Third Year Students at MAN 3 Malang", Malang. 2005

- b. Teacher displays one or more copies of the text on the classroom wall or on a table.
- c. Teacher tells the rule of Running Dictation:
 - 1) One student in every group will be a writer and the others will be reader.
 - 2) The first students will come to the wall/table and read the sentence or paragraph there. After he/she has finished reading, he/she has to come to the writer and tells what he/she has read. If the reader forgets the text, he/she has to look at the text on the wall/table again and read it.
 - 3) The next student will act the same as the first student.
 - 4) Continue until all pieces of sentences or text have been written by the writer.
- d. Teacher monitors the activity, teacher only controls students not to cheat like making note near the wall/table.
- e. Continue the activity by giving them quiz based on the text.

2. Variable Y is the students' Reading comprehension on descriptive text.

The indicators of student's reading comprehension on descriptive text as follows:

- a. Students are able to identify the topic on descriptive text.
- b. Students are able to identify the generic structure (identification and description) on descriptive text.

- c. Students are able to identify the language features on descriptive text.
- d. Students are able to identify the communicative purpose on descriptive text.

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumed that using Running Dictation strategy in teaching and learning process gave new contribution to support the students reading comprehension, and teaching strategy can influenced different ability in understanding the reading text.

2. The Hypothesis

H_0 : there is no significant effect of using Running Dictation strategy toward reading comprehension on descriptive text of the second year students of MTs Darul Hikmah Pekanbaru.

H_a : there is a significant effect of using Running Dictation strategy toward reading comprehension on descriptive text of the second year students of MTs Darul Hikmah Pekanbaru.