

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

As we have seen, reading is not a passive activity. Reading is a process in conducting meaning. In reading, readers want to get information. Parris and Stahl stated that reading requires the delicate interaction of several component processes that integrate information from the page that the student is reading with his or her background knowledge and experience, subject to a multitude of contextual constraints.<sup>1</sup> Joseph Bennette also stated that reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image.<sup>2</sup>

Based on experts' opinions, the writer can conclude that reading is a process in which students create a meaning from the text and combine it with the knowledge that was previously owned so that the reader can comprehend the contents of the existing literature. It is not an easy thing to be taught by teacher, so that they have to understand the nature of reading comprehension well.

Reading is an activity that can be done in oral and silent. Within silent reading, there are two types of reading:

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<sup>1</sup>Scott G. Parris and Steven A. Stahl, *Children's Reading Comprehension and Assessment [Electronic Version]*. (London: Lawrence Erlbaum Associates Publisher, 2005) pp. 71

<sup>2</sup>Joseph Bennette. *A Course in Light Speed Reading [Electronic Version]*. (1997) p. 23

a. Intensive Reading

Intensive reading is a strategy in which the reader understands the reading in more detail to obtain more specific information. Nation states that it can also improve his comprehension skill.<sup>3</sup>

Day and Bamford put forward ten characteristics identified in successful Extensive Reading Program:<sup>4</sup>

- 1) Usually classroom based
- 2) Reader is intensively involved in looking inside the text
- 3) Students focus on linguistic or semantic detail of a reading
- 4) Students focus on surface structure detail such as grammar and discourse markers
- 5) Students may draw picture to aid them
- 6) Texts are read carefully and thoroughly, again and again
- 7) Aimed at building more language knowledge rather than simply practice the skill of reading
- 8) Seen more commonly than extensive reading in classroom.

b. Extensive reading

Extensive reading is fast reading, just focuses on the meaning of literature in general. It aims at obtaining information from a reading. Extensive reading fits into the meaning-focused

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<sup>3</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing [Electronic Book]*. (New York: Routledge, 2009).pp. 49

<sup>4</sup>Maija MacLeod, Retrieved on May 14<sup>th</sup>, 2012 <http://fis.Ucalgary.ca/Brian/611/readingtype.html>

input and fluency development strands of a course, depending on the level of the books that the learners read.<sup>5</sup>

Day and Bamford put forward ten characteristics identified in successful Extensive Reading Program:<sup>6</sup>

- 1) Students read as much as possible
- 2) A variety of materials on a range of topic is available
- 3) Student select what they want to read
- 4) The purposes of reading are usually related to pleasure, information and general understanding
- 5) Reading is its own reward
- 6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar
- 7) Reading is individual and silent
- 8) Reading speed is usually faster than slower
- 9) Teachers orient students to the goals of the program
- 10) The teacher is a role model of a reader for the students

## **2. The Nature of Reading Comprehension**

Reading is inseparable from comprehension. Fluent reading is defined as the ability to read at an appropriate rate with the adequate comprehension.<sup>7</sup> Reading comprehension is an activity in searching information and thinking process in the same time. According to

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<sup>5</sup>Opcit, pp. 49

<sup>6</sup>Opcit.

<sup>7</sup> David Nunan,, *Practical English Language Teaching*, (New York: McGrawHill, 2003).p. 68

Webster's Dictionary, comprehension is the capacity for understanding fully; the act or action of grasping with the intellect.<sup>8</sup> In addition, Elizabeth stated that comprehension is the process of deriving meaning from connected text.<sup>9</sup>

Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved.<sup>10</sup> Therefore, reading comprehension requires the use of *strategies* before, during, and after reading. Moreover, according to Judie and Debby, good reader is always asking themselves questions before, during, and after reading.<sup>11</sup> In the context of reading comprehension, strategies can be defined as deliberate actions that readers take to establish and enhance their comprehension (Jimenez, Garcia, and Pearson, 1996; Pritchard and O'Hara, 2008)<sup>12</sup>.

In reading, the readers try to construct meaning of the text. As supported by Westwood cited in Blanton, et al say that 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<sup>13</sup>. In order to understand text, a reader must be able to identify words rapidly, know the meaning of

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<sup>8</sup>Reading Comprehension. Retrieved on April 4<sup>th</sup>, 2012. <http://academic.cuesta.edu/acasupp/as/301.htm>

<sup>9</sup>Elizabeth S. Pang, et al, *Teaching Reading[Electronic Version]*.(IBE) pp. 14

<sup>10</sup>Kristin Lems, et al, *Teaching Reading to English Language Learners*. (London: The Guilford Press, 2010), p. 170

<sup>11</sup>Judie Haynes and Debbie Zacarian. *Teaching English Language Learners [Electronic Book]*. Alexandria: ASCD, 2010).p. 79

<sup>12</sup>Op. Cit, pp. 172

<sup>13</sup>Peter Westwood. *What Teacher Need to Know about Reading and Writing Difficulties[Electronic Version]*. (Australia: Acer Press, 2008), pp. 31

almost all of the words, and be able to combine sequential units of meaning into a coherent message.<sup>14</sup>

Of all the opinions from the experts that have been described above, the writer concludes that in reading comprehension, it is the level where the students or readers try to find needed information from the text and construct meaning from a passage in the same time.

### **3. Teaching Reading Comprehension**

Learning reading is a process that runs, and ended in reading comprehension. Hasibuan and Ansyari said that traditionally, the purpose of learning to read in a language has been an access to the literature written in a language.<sup>15</sup> Learn to understand the reading required for the student or the reader can interpret any passage provided. Teaching reading comprehension in the field of English language study is not an easy task for a teacher. The goal of teaching reading is comprehension. Hasibuan also states that to accomplish this goal, instructors focus on the process rather than its products.<sup>16</sup>

Teachers need to find approaches, methods, techniques and the proper strategy to be applied to students according to their educational level elaborated at this time. It certainly should be done in order to achieve results in accordance with the syllabus of school education.

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<sup>14</sup> Ibid. pp. 30

<sup>15</sup> KalayoHasibuan, and Muhammad Fauzan Ansyari, *Teaching English as the Foreign Language(TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press. (2007). pp. 113

<sup>16</sup> Ibid, 116

It is not easy but reading comprehension can be taught by teacher. To achieve the effectiveness of the teaching strategies in teaching learning process, the teachers should be able to explain and demonstrate how the procedure of the strategy.

There are several techniques that can be used to improve students' skill in reading comprehension:

- 1) **Graphic organizers.** Semantic maps and concept maps are two ways to help students make connections between important ideas and key concepts. These techniques are especially effective for students who are primarily visual learners.
- 2) **Model and think aloud.** When you introduce a new concept or procedure, such as developing a concept map or other graphic organizer, describe the mental processes for the steps that you are following. If students are expected to discover the steps for themselves, provide a set of procedures for them to follow.
- 3) **Provide temporary support.** We often forget that students need direct instruction to learn new concepts and skills. They also need support while they master them. Teachers have long provided this support through scaffolding techniques such as verbal prompts and cues and visual highlighting and diagrams.
- 4) **Activate background knowledge.** Students' ability to learn and remember new material depends on how effectively they can relate it to things that they already know.

Some of the techniques described above can of course be used in teaching and learning. Teacher can apply various techniques in learning process to avoid saturation in classroom. It can also help teacher in teaching and learning process goes into more effective and achieve the desired goals as outlined in the syllabus.

#### **4. Recount Text**

In teaching English at school, there are some kinds of texts that are taught by English teachers as it has been written in chapter one. In this research, the writer concentrates the problem on recount text.

Recount text is a piece of writing that tells what happened, as your experiences. The text relates events in the time order.<sup>17</sup> Recount text is a text which retells something that is happened in the past. The purpose of recount text is to entertain the readers. Recount text is the one of the texts that is taught by teacher in senior high school especially in SMA YKPP UP II Dumai.

There are three generic structures in recount text:

a. Orientation

Orientation is the first part of recount text and that tells readers where the scene, who was involved, and when it happens.

b. Event

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<sup>17</sup>Recount text. Retrieved on June 6<sup>th</sup>, 2012. <http://www.e-dukasi.net/index.php?mod=script&cmd=Bahan%20Belajar/Modul%20Online/view&id=1&uniq=4>

Event is the second part of the recount text, and that tells you what happened and tell according to the sequence of events.

c. Reorientation

Reorientation is the last part of recount text that tells you the end of the story.

## 5. Peer Tutoring Strategy

### a. The Concept of Peer Tutoring Strategy

Peer tutoring strategy is a strategy that can be used in teaching learning process to help students in their learning. Gordon says that peer tutoring is an independent activity that lets students “do their own thing” within the boundaries of the tutoring program.<sup>18</sup>In addition, Greenwood, Delquadri, and Carta in Dupaul and Stoner stated that peer tutoring can be defined as any instructional strategy within two students who work together in an academic activity with one student providing assistance, instruction, and/or feedback to another.<sup>19</sup> Salandanan stated that peer tutoring is commonly employed when the teacher requests the older, brighter and more cooperative member of the class to tutor other classmates.<sup>20</sup>

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<sup>18</sup> Edward E. Gordon, *Peer Tutoring [Electronic Version]*. (United States: Scarecrow Education, 2005), pp. 3

<sup>19</sup>George J. Dipaul and Gary Stoner, *ADHD in the School [Electronic Version]*. (New York: Guilford Press, 2003), pp. 179

<sup>20</sup>Gloria G. Salandanan, Ph. D, *Teaching Approaches Strategies [Electronic Version]*. (Quezon City Philipines: Katha Publishing, 2000), pp. 79

Based on the experts' opinion above, writer can conclude that peer tutoring is a strategy that will help students and teacher in teaching learning process by asking students to teach their own classroom and creating new comfortable atmosphere in the classroom.

**b. The Procedure of Peer Tutoring Strategy**

Peer tutoring is more effective by drilling and practicing activities rather than by introducing the new information. With this in mind, the following are some ideas for implementing peer tutoring that is described by Gordon:<sup>21</sup>

- 1) The students are paired
- 2) The first student is stronger and the second students is weaker
- 3) Each of students has opportunity to be a tutor
- 4) The students read the story together
- 5) The students sight the word (vocabulary practice)
- 6) Find the meaning of unfamiliar word together
- 7) The students complete reading comprehension task together
- 8) The students discuss assigned reading
- 9) Each session is ended with a debriefing time when tutors and tutees provide positive feedback to each other. This is also a time when the supervising teachers provide specific feedback to the tutors and tutees.

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<sup>21</sup>Edward E. Gordon, Peer Tutoring [*Electronic Version*]. (United Stated: Scarecrow Education, 2005), pp. 3

### c. Example of Using Peer Tutoring Strategy in Recount Text

The writer gives one example of using peer tutoring in text as follows:

Recount Text	Peer Tutoring Strategy
<p style="text-align: center;"><b><u>Ball Dome</u></b></p> <p>• <b>Orientation</b> Last night our family went to Ball Dome to watch the Kings play the Shooters.</p> <p>• <b>Events</b> When we got to the stadium, an usher showed us our seats. Just as we sat down the band played the national anthem so we stood. After the anthem both teams entered the court. As they did, the cheerleaders waved their steamers. Next, the referee placed his whistle in his mouth and signaled the start of the play. The game was so hot that the supporters of the two teams yelled out their chants every time a player scored the point.</p> <p>• <b>Reorientation</b> In the end, the Shooters won and our family was happy that both teams had given their best.</p>	<ol style="list-style-type: none"> <li>1. Students are paired in their own class <ul style="list-style-type: none"> <li>- Rudi &gt;&lt; Wahyu</li> </ul> </li> <li>2. Students are paired with the stronger and weaker <ul style="list-style-type: none"> <li>- Rudi's score is 90</li> <li>- Wahyu's score is 60</li> </ul> </li> <li>3. Each student has chance to be tutor</li> <li>4. The stronger students is the first one that will be the tutor <ul style="list-style-type: none"> <li>- Rudi is the first tutor</li> </ul> </li> <li>5. The weaker students will listen <ul style="list-style-type: none"> <li>- Wahyu will listen Rudi's explanation about recount text</li> </ul> </li> <li>6. Each of student has opportunity to be a tutor</li> <li>7. The student read the story together <ul style="list-style-type: none"> <li>- Rudi and Wahyu read the text</li> </ul> </li> <li>8. The students sight or see the word(vocabulary practice)</li> <li>9. Find the meaning of unfamiliar word <ul style="list-style-type: none"> <li>- Referee, whistle, anthem, streamer, etc</li> </ul> </li> <li>10. The students complete reading comprehension task <ul style="list-style-type: none"> <li>- What is the main idea of the text?</li> <li>- As <i>they</i> did.... (Paragraph 3). The word "they" refer to?</li> <li>- What is the purpose of the text?</li> <li>- "our family was happy..." The similar of the word "happy" is...</li> <li>- Where did the games play?</li> </ul> </li> <li>11. The students discuss assigned reading <ul style="list-style-type: none"> <li>- Rudi and Wahyu answer the question above</li> </ul> </li> <li>12. The tutor and tutees provide positive feedback to each other <ul style="list-style-type: none"> <li>- "I understand what you explained before"</li> <li>- "Do you have another question or difficulties?"</li> <li>- "Sorry, can you explain one more time about this part? I don't get it"</li> <li>- Etc</li> </ul> </li> </ol>

#### **d. The Effectiveness of Peer Tutoring Strategy**

Salandanan stated that there is some effectiveness in using peer tutoring strategy as follows:<sup>22</sup>

- 1) The tutees receive individualized instruction. The tutees are provided with their own teacher. As such they are checked immediately for errors or misconceptions. Likewise they are rewarded instantly for correct responses.
- 2) The tutees receive more instruction. They are afforded more contact hours by a tutor.
- 3) A tutor may be 2 or 3 years older knows better the tastes, interactions including non-verbal clues than older teacher.
- 4) The tutor may be more sensitive and are able to recognize difficulty in understanding better than adult teachers.
- 5) Since the tutors are little older and better-equipped, the tutees feel more secure in their presence be it in social or academic setting.
- 6) The teacher is free at the same time to do other classroom chores while the members are being handled by the tutors. They have more time to attend to higher concerns such as the curriculum, lesson planning, etc.

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<sup>22</sup>Gloria G. Salandanan, Ph. D, *Teaching Approaches Strategies [Electronic Version]*. (Quezon City Philipines: Katha Publishing, 2000), pp. 80

- 7) This kind of arrangement reduces a large class into smaller working groups.
- 8) Disciplines problems are lessened because there are more assistants looking after small groups.
- 9) The spirit of cooperation, camaraderie and reciprocity are highlighted.
- 10) The tutors stand to gain more since teaching is an excellent learning situation.
- 11) They can likewise improve their own self-concept.

## **B. Review of Related Finding**

As a matter of fact, there are several studies related to this strategy. The first is regarding with the Use of Peer Assisted Writing Activity to Promote ESL/EFL Students' Narrative Writing Skill that was conducted by Adeline K. Teo, (2006). In her experimental research, she focused her research on the effectiveness of peer assisted writing toward the students' narrative writing skill and found out that peer assisted writing activity could help promote ESL/EFL students in narrative writing skills at all grade level. Furthermore, she suggested that to achieve its optimal effectiveness, teacher should provide students with constant modeling of the strategies in each step of the activity.

Second, almost similar research was also conducted by Rod D. Roscoe and Michelene T. H. Chi. In their quantitative research, they stated

that Peer tutoring and cross-age tutoring are popular and cost efficient educational interventions in which students provided instruction for other students. In this research, their findings showed that the tutees played a very important role in shaping the learning activities and learning opportunities of the tutors.

Based on both of the studies described above, they used peer assisted writing and peer tutoring cross age tutoring toward the sample they used. The research figured out that the strategies can influence the understanding of students' skills in English. Meanwhile, in my research, using this peer tutoring strategy is assumed to be beneficial in improving students' reading comprehension.

### **C. Operational Concept**

According to Syafii, operational concepts are derived from related theoretical concepts on all of the variables.<sup>23</sup> Operational concept will be constructed in simple word of each variable that writer observes. There are two operational concepts of the variables used here:

Variables X (Peer Tutoring Strategy):<sup>24</sup>

1. Teacher pairs student with another student in their own class

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<sup>23</sup> M. Syafi'I S. *A Writing of English for Academic Purpose*. (Pekanbaru: LBSI, 2011), pp. 122

<sup>24</sup> Edward E. Gordon, *Peer Tutoring [Electronic Version]*. (United States: Scarecrow Education, 2005), pp. 3

2. Teacher pairs students with the stronger and the weaker
3. Each student has chance to be a tutor
4. Teacher asks the stronger students to be the first one that will be the tutor
5. Teacher asks the weaker students to listen
6. Each of the students has opportunity to be a tutor
7. Teacher asks students to read the story together
8. Teacher asks students to sight the word (vocabulary practice)
9. Teacher asks students to find the meaning of unfamiliar word together
10. Teacher asks students to complete reading comprehension task together
11. Teacher asks students to discuss assigned reading
12. Each session is ended with a debriefing time, teacher asks the tutors and the tutees provide positive feedback with each other. This is also the time when the supervising teachers provide specific feedback to the tutors and the tutees.

Variable Y (Reading Comprehension):<sup>25</sup>

- 1) Students are able to identify the main idea of recount text
- 2) Students are able to identify pronominal reference in recount text
- 3) Students are able to find out the purpose of the writer in the recount text
- 4) Students are able to infer the meaning of an unknown word in recount text

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<sup>25</sup>Arthur Hughes, *Testing for Language Teachers*, (United Kingdom: Cambridge University Press, 2003).pp. 139

- 5) Students are able to make propositional informational inferences, answering question beginning with who, when and what in recount text
- 6) Students are able to identify the generic structure (orientation, event and reorientation) of recount text.

#### **D. Assumption and Hypothesis**

##### **1. Assumption**

In this research, the writer assumes that students' reading comprehension is various. Teaching reading comprehension by using peer tutoring strategy can influence the students' reading comprehension.

##### **2. Hypothesis**

Ho : There is no significant effect of using peer tutoring strategy toward students' reading comprehension at the first year of Senior High School YKPP UP II Dumai

Ha : There is a significant effect of using peer tutoring strategy toward students' reading comprehension at the first year of Senior High School YKPP UP II Dumai