

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Frame Work

1. The Nature of Reading Comprehension

Reading is one of the skills that should be mastered by the students. It is an important subject in teaching and learning process. According to Caroline, reading is a set of skills that involves making sense and deriving meaning from the printed word.¹ Besides, Peter stated that reading involves two main processes of identifying words and comprehending connected text.² It means that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately. So if we want to know the meaning from printed words, we should be able to understand the printed words and also comprehend what we read.

Another definition comes from Smith who stated that the word "reading" is properly employed for all manners of activities when we endeavor to make sense of circumstances; its original meaning is "interpretation."³ In reading, If

¹ Caroline.T Linse.*Practical English Language Teaching: Young Learners*. (Sidney: McGraw, 2005). p.69

²Peter Westwood.*What teachers need to know about Reading and writing difficulties*.(Victoria: ACER Press, 2008). p. 14

³Frank Smith.*Understanding Reading. Six Edition*. (New Jersey: Lawrence Erlbaum Associates, inc, 2003),.p. 2

someone talks about reading, it is always related to reading skill. Reading is a process to get comprehension. By reading, the reader will know what they read and be challenged to respond to the ideas of the author. Reading is an activity with the goals. When we read, sometimes we read to get main idea, to get new information, for enjoyment, etc. William and Stoller said that students learn to read for multiple purposes, including at least: reading to search for information, for general comprehension, to learn new information, and to synthesize and evaluate information.⁴ In line with statement above, Kalayo and Ansyari stated that a person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style, for enjoyment or to enhance knowledge of the language being read.⁵ Reading has many purposes. By knowing the real purpose of reading, it can help the students reach the goal of understanding. To reach the goal of understanding a passage, the students must be able to understand the meaning of each word.

Based on the explanation above, it can be concluded that reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately.

Comprehension is a thinking process in which a reader constructs meaning to get a deeper understanding of concepts and information in a text. Comprehension is the essence of reading because the goal of written language is

⁴William Grabe and Fredricka I. Stoller, *Op.Cit.*, p. 187

⁵Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English As Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2008). p. 114

communication of messages.⁶ So if we cannot comprehend the message or information, we are not reading. Reading is comprehending. If readers can read the words of a text, but do not understand what they are reading, they are not reading. According to Caroline Janette et al., Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁷ It means that when we read from the printed word, we must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message.

1.1. Factors influencing reading comprehension

Torgesen in Peter stated that a reader's understanding of text is influenced by a broad range of factors, including his or her motivation, interest, vocabulary, general knowledge, knowledge of the particular subject, word identification skills, reasoning ability, use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure.⁸

In addition, Anthonin Manzo and Ula Manzo in Dona, states that there are two factors that influence reading comprehension. The external factors come from

⁶Gerald.G. Duffy. *Explaining Reading. A Resource for Teaching Concepts, Skills, and Strategies. Second Edition.* (New York: The Guilford Press, 2009). p. 14

⁷Janette, Sharon, and Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties.* (New York: The Guilford Press, 2007). p. 8

⁸Peter Westwood. *Reading and Learning Difficulties Approaches to Testing and Assessment.* (Victoria: ACER Press, 2001). p. 23

the outside reader's head and the internal factors come from the inside reader's head.⁹ it means that the external factors have a close relationship to reading material and teacher of reading whereas the internal factors come from the reader himself or usually known as personal factors because the factors have existed inside the reader.

The internal and external factors of reading comprehension can be seen below:

External	Internal
Size Print	Linguistic competence
Text Format	Word meaning
Clanty of writing	Prior knowledge about the topic
Distraction	Goal/ purpose of readding
Interest of material	Interest in the topic

1.2. Teaching Reading

Teaching reading is one of the important parts in the curriculum stated in indonesian's curriculum not only for Elementary School, Junior High School, Senior High School, but also for the college students and adults. The aim of

⁹Dona Rahmawati. "The effect of Reading for Meaning strategy toward ReadingComprehension of the Second Year Students at State Junior High School 1 Salo Kampar Regency". (Pekanbaru:Unpublished, 2009). p. 19

teaching reading is to develop the students' ability, so that they can read and understand the English text effectively and efficiently. According to I.S.P Nation there are four principles for teaching reading. ¹⁰They are:

a. Meaning-focused Input

- 1) Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.
- 2) Learners should be doing reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.
- 3) Reading should be used as a way of developing language proficiency.

b. Meaning-focused Output

- 1) Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

c. Language-focused Learning.

¹⁰I.S.P, Nation. *Teaching ESL/EFL reading and writing* ,(New york: Routledge, 2009). pp. 6-9

- 1) Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.
- 2) Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.
- 3) Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading (CORI).
- 4) Learners should become familiar with a range of text structures, such as those used in news paper reports, stories, recounts and information reports.

d. Fluency Development

- 1) Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities

like speed reading, repeated reading, paired reading, scanning, and skimming.

- 2) Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books).
- 2) Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

1.3. Reading in Curriculum

Curriculum has central position in whole of the Education process. The curriculum in Indonesia has been changing and developing overtime. The latest one is the 2004 curriculum which was then modified and changed in 2006 to the School Based Curriculum (*KTSP*). School Based Curriculum (*KTSP*) is an operational curriculum that is implemented at each educational institution from elementary until senior high school. In teaching English, there are four skills that should be mastered by the students. One of them is reading. In School Based Curriculum (*KTSP*), reading must be taught and learned by the teachers and students. Reading is taught and learned to all grades, from the first grade into the third grade. In Junior High School, reading is taught twice a week with duration of time 80 minutes for one meeting. It means that they have to learn English 160 minutes in a week. In School Based Curriculum (*KTSP*) there are two competences namely standard competence and basic competence which need to

be mastered by the students, and these competences are stated in syllabus as guidance for teachers in arranging teaching and learning design/ lesson plan. According to syllabus 2012-2013 in the second semester, the standar competence in Reading skill at the second year is to understand the meaning in short simple essay such as Descriptive, Recount, and Narrative, sustained in daily life. And then, the basic competence of reading comprehension is responding the meaning and rethorical step of short simple essay accurately, fluently, acceptably in form of narrative and recount to interact in daily life context. In this research the writer focuses on narrative text. The minimum passing grade for reading is 70. meanwhile for writing and speaking are 65 and for listening is 70.

1.4. The Assesment of Reading

Assesment refers to collecting information and making judgements on a learner's knowledge.¹¹ It is very important to determine whether the students have been achieved the goals and purposes in teaching and learning. assesment is an ongoing process that encompasses a much wider domain.¹² It can be in formal or nonformal assesment. In assesing reading, Douglas categorizes reading

¹¹ Caroline t.linse, *Op.Cit* p. 138

¹²H.Doughlas Brown. *Language Assesment: Principles and Classroom Practices*. (New Jersey: Longman Inc, 1991). p. 4

assessment into several types, such as; multiple-choices, short-answer, editing (longer texts), etc.¹³

Besides, I.S.P. Nation points out that comprehension test can use a variety of question forms, such as ¹⁴:

1) Pronominal questions.

These questions require learners to make a written answer which can range in length form of a single word to several paragraphs,. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

2) True/False, Yes/No, Alternative questions and Multiple Choice.

These question forms are all grouped together because the answer to the question is contained within the question or instructions, and thus, the learners do not have to compose their answer. Multiple choice questions can focus on details and more general aspects of the text. Multiple choices are useful when there are very large numbers of test to be marked.

3) Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of the text.

¹³*Op.Cit.*, pp.204-207

¹⁴I.S.P. Nation. *Op.Cit.*, p. 77-78

In this research the writer just uses multiple choices to assess the reading comprehension of the second year students at State junior High School 2 Pasir Penyus Indragiri Hulu Regency.

1.5 Students' Reading Comprehension of Narrative Text

Student him/herself is the reader. The reader actively interacts with the text. Thus, the students as the readers will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Narrative text is one of the texts taught in majority of classroom context. Therefore, students must interact with this text genre.

As a writer has limitation in the research she used narrative text in reading comprehension, the writer will explain about narrative text. According to John Narration is storytelling, whether we are relating a single story or several related ones. Through Narration, we make a clear statement by relating in detail something that has happened to us.¹⁵ Narration is story telling, it can be a fiction or not. So narrative essay can be really enjoyable to write and to read. It is a story telling. In this case, story is told clearly and sharply. If the story is told clearly and detail, the reader will be able to understand what the writer's message or what the

¹⁵John Langan. 2001. College Writing Skill with Reading. (New York: McGraw Hill). p. 203

writer is talking about. The purpose of narrative text is to entertain, to express feelings, to relate experience, to inform, (to explain what happens when a person is arrested), to inform (to teach a lesson), to persuade (to convince the reader that community service should be required in high school).¹⁶

The generic structures of narrative text are as follows¹⁷:

1. Orientation: (Introduction) in which the characters, setting and time of the story are established. Usually answers who? When? Where?. Complication or problem: the complication usually involves the main character(s) (often mirroring the complications in real life)
2. Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

In the syllabus, the following indicators are expected to the students to master in reading narrative text that students are able to¹⁸:

1. find out main idea of narrative text.

Main idea is what the writer wants to say about the subject. The main idea of the text is the overall fact, feeling, or idea the author wants to convey about the subject. Main ideas are often stated in topic sentence. In longer

¹⁶Barbara Fine Clouse. *The Student Writer. Seventh Edition.* (New York: McGraw Hill, 2008). p. 186

¹⁷Te Kete Ipurangi Communities School, Ministry of Education. *Narrative.* (Retrieved on June 9, 2013 <http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/features-of-text-forms/Narrative>)

¹⁸Syllabus. *Op.Cit.*

texts, each paragraph has a main idea and each idea works to support the overall main idea of the passage. The students usually can find main idea of narrative text in the first paragraph.

2. Identify references of narrative text.

Recognizing reference words and being able to identify the words or phrases to which they refer will help the reader understand the reading passages. In narrative text, we can easily find references in every paragraph. Example: once upon a time, there was a beautiful girl called Cinderella. She lived with her step sisters and step mother (orientation). Her stepmother did not allow cinderella to go to the party. Suddenly a fairy got mother came and help her to come to the party (complication).

3. Identify the generic structure of narrative text.

Generic structure refers to text structure. Text structure refers to how different kind of writing that can be organized.¹⁹ The particular text has its own generic structure. Narrative text consists of orientation, complication, resolution.

4. Determine the language feature of narrative text.

Language features refer to the language characteristic and grammatical aspect in a spoken and written text. Language features in narrative text usually refer to the use of past tense, adverb of time, time conjunction,

¹⁹Kristin Lens, et.al. *Teaching reading to English Language Learners: Insight from Linguistic*. (New york: The Guildford Press, 2010). p. 179

specific character, verbs, direct speech.²⁰ For specific character the students can find it in orientation.

5. Locating the meaning of vocabulary in context. It means that the reader could develop her guessing ability to the word which is not familiar by relating the close meaning of unfamiliar words to the information and the topic of the paragraph.

2. The Nature of Bookmark Technique

According to Maureen and Allen, Bookmark Technique helps students monitor their comprehension while reading and making evaluative judgements about aspects of text.²¹ It means that this technique helps the students focus on what they are reading and develop information to contribute to class discussion to make them understand about the text.

In the Bookmark Technique students “mark” areas of interest or concern as they read a text. Bookmark Technique is comprised of four bookmarks. The four bookmark, focuses on students’ ability to use visual while reading a text. When students complete bookmarks, they each have four pieces of information to contribute to discussion. Students appear to be motivated by the opportunities bookmark technique offers to express their thought about what they find most interesting, to choose a vocabulary word to discuss, to select a visual support, and

²⁰ Ade Ulfayani, *Narrative Text*. (Retrieved on February 2, 2014 <http://adeulfayani.wordpress.com/narrative-text-2/>)

²¹Maureen McLaughlin, Mary Beth Allen. *Op.Cit.* p. 131

to explain what they found to be confusing.²² Then June points out that The Bookmarks allows struggling readers to detail important information in a manageable manner. Likewise, the bookmarks provide a simple but effective framework for taking notes.²³ Then, Maureen and Allen points out that Bookmark Technique can be used in narrative or expository text.²⁴ It means that, this technique can be applied by using the text that have different point of view.

In Bookmark Technique the teacher as the center of the process in teaching and learning in the classroom.

3. The advantages of Bookmark Technique

There are some advantages of Bookmark Technique as follows²⁵:

- a. Bookmark Tehnique allows students to record important information while they are reading.
- b. Keeping track of important characters or information
- c. Logging the reader's questions, ideas, and opinions during reading
- d. identfyng vocabulary words that the reader may not know.
- e. The bookmarks helps students pay attention better to what they are reading.

²² Maureen, McLaughlin, *Bookmark Technique A Teaching Essential*. The Utah Journal of literacy. (Vol. 16 No 1 Spring. 2013. Pp. 30-31

²³ June Preszler. *On Target: Strategies to Help Struggling Childrens*. (Rapid City: Black Hills Special Service Cooperative (BHSSC, 2005). p. 15

²⁴ *Op.Cit.*,

²⁵ Katherine S. McKnight. *The Teacher's Big Book of Graphic Organizer*. (San Fransisco: John Wiley and Sons, Inc, 2010). p. 99

2.1 Teaching Reading by Using Bookmark Technique

According to Maureen et.al, the procedures of Bookmark Technique are as follows:²⁶

1. The teacher begins by Explaining bookmark technique. The teacher explains that there are four bookmarks.as students read, they make decisions and record (write or sketch)information on each bookmark. This includes the page and paragraph where their choice is located and the following specific information for each bookmark:

Bookmark One: Write or sketch the part of the text that was most interesting.

Bookmark Two: they Write or sketch a part of the text that is confusing.

Bookmark Three: they Write a word of the whole class that should be discussed to provide apossible meaning.

BookmarkFour: they Write/sketch about an illustration, map, chart, or graph that helps students understand the text.

2. The teacher think-aloud while demonstrating how to use the Bookmark Technique.
3. The teacher invites students to complete bookmarks.
4. The teacher uses completed bookmarks as the basis of discussion.

²⁶Maureen Mc.Laughlin., Amy Homoyer, and Jennifer Sassaman.*Research Based Reading Lessons: Grades 4-6.* (New York: Scholastic.inc, 2006). p. 196

Based on the explanation above, the learning principle of *bookmark one* in reading is to get information about the text. So the students can find main idea in this bookmark. Getting information and ideas of the text is very important when we read to build comprehension of what the text means. According to duke, when we comprehend, we gain new information that changes our knowledge which is then available for later comprehension.²⁷ in *bookmark two*, the students are monitoring their comprehension while reading the text, whether it makes sense or not. The students write or sketch a part of text that is confusing them. Duffy stated that :

Monitoring is a process of talking to oneself about whether the meaning being encountered is the meaning anticipated—that is, whether the original prediction is coming true. Monitoring and questioning are virtually the same, because questioning is also a process of talking to oneself about whether the meaning makes sense. That is, the reader is constantly asking, “Does this make sense? Is this what I had predicted was going to happen?” If the answer is “No,” then the reader begins self-talk about what new prediction needs to be made, given the new information encountered in the text. The reader says something like, “Given what I’m reading here, and my prior knowledge about information like that, what must I now predict is going to happen?”²⁸

Meanwhile, the *bookmark three* asks students to identify vocabulary words that the students may not know and then the teacher helps them to understand it. It

²⁷Duke, Pearson, Strachan, & Billman. *Essential Elements of Fostering and Teaching Reading Comprehension*.

²⁸Duffy. *Op.Cit.* p. 107

needs because there is a significant relationship of language and vocabulary to reading comprehension; vocabulary impacts comprehension, repeated exposure, especially in different context, is the key to learn word meaning. lastly the learning principle of *bookmark four* is to support text structure instruction. When we use illustration, map, or graph, it can be powerful tools for comprehending, learning, and remembering material from, in, and with text.²⁹ It means that when students write illustration, map, chart, or graph, it helps them acquire knowledge and inquiry skill in a specific domain.

The Bookmark Technique blacklines are as follows:³⁰

The image shows two bookmark blackline templates side-by-side. Both are enclosed in a decorative border. The left template is titled "Bookmark One" and contains the text "Name _____", "The most interesting part was...", "Page", and "Paragraph _____". The right template is titled "Bookmark Two" and contains the text "Name _____", "Something that confused me was...", "Page", and "Paragraph _____".

²⁹*Loc.Cit.* p. 71

³⁰Maureen McLaughlin, *Op.Cit.* p. 201-202

<p>Name _____</p> <p>Bookmark Three</p> <p>A word I think the whole class needs to talk about is...</p> <p>I think the word means...</p> <p>Page _____</p> <p>Paragraph _____</p>	<p>Name _____</p> <p>Bookmark Four</p> <p>The illustration, chart, map, or graph that helped me understand what I was reading was...</p> <p>Page _____</p> <p>Paragraph _____</p>
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B. Relevant Research

A. Research from AgvemiZulhadi Alga

In 2009, Agmi conducted a research entitled “The effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the first year students of SMAN 1 Cirenti”. In his research, he concluded that the second hypothesis was accepted, because in T-table at the 5% level of significance that referred to 2.01. While in the level of significance of 1% was 2.68. So, it can be analyzed that t_o was higher than T-table in either at 5% or 1%. It can be read that

(2.01<8.26>2.68). he found that there was a significant effect of Directed Reading Thinking Activity (DRTA) Strategy toward students' reading comprehension on the first year students of SMAN 1 Cirenti.³¹

B. A Research from Nurul Husna,

In 2012, Nurul conducted a research entitled "The Effect of Using KWL Technique Toward Students' Reading Comprehension: An Experimental Research in TeachingProgramHortatory Exposition Text at SMAN1 Batipuh". This research was an experimental research, which consisted of two groups, control group and experimental group. In her research, he concluded that the second hypothesis was accepted, because in t observed was 4.42 while the value of t table was 2.00, and the level of significance 0.05. It means that the t observed was higher than t table. She concluded that KWL Technique has a positive effect on reading comprehension at SMAN 1 Batipuh.³²

B. The Operational Concept

³¹AgvemiZulhadi Alga. "The effect of Directed Reading Thinking Activity (DRTA) Strategy toward Reading Comprehension of the first year students of SMAN 1 Cirenti. (Pekanbaru:Unpublished, 2009)

³²Nurul Husna. "The Effect of Using KWL Technique Toward Students' Reading Comprehension: An Experimental Research in TeachingProgramHortatory Exposition Text at SMAN1 Batipuh", 2012).

The operational concept is the concept used to give explanation about theoretical framework in order to avoid misunderstanding. It should be interpreted into particular two variables (variable X and variable Y) in which variable X is the effect of using Bookmark Technique as an independent variable that gives the effect on students. And variable Y is the students' reading comprehension as a dependent variable that receives the effect of variable X.

The indicators of variable X (Bookmark Technique) are as follows:

1. the teacher shows the bookmark technique blacklines.
2. The teacher explains the four different bookmarks that students will be using :
In Bookmark One The students write or sketch the part of the text that is most interesting.
In Bookmark Two The students write or sketch a part of the text that is confusing.
In Bookmark Three The students write a word of the whole class that should be discussed that provides a possible meaning.
In Bookmark Four The students write about an illustration, map, chart, or graph that helps students understand the text.
3. The teacher demonstrates how to use bookmark technique by using read aloud and think aloud the text.
4. The teacher distributes hand outs the reading text in form of Narrative and asks students to read it.

5. Then teacher asks students to create four bookmarks by folding and cutting a sheet of paper into four equal parts
6. The teacher asks the students to work with partners to complete Bookmarks.
7. The teacher uses completed bookmarks to promote discussion about the text.

The indicators of variable Y (Students' reading comprehension) are as follows:

1. The students are able to find out main idea of narrative text
2. The students are able to identify reference of narrative text.
3. The students are able to determine the generic structure of narrative text.
4. The students are able to determine the language feature of narrative text.
5. The students are able to locate the meaning of vocabulary in context

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the students who are taught by using Bookmark Technique will have better reading comprehension achievement. Furthermore, the better implementation of Bookmark

Technique in reading subject, the better students' reading comprehension will be.

2. The Hypothesis

Based on the assumption above, the writer can formulate hypothesis as follows:

a. **H_a** : There is a significant difference between the students' reading comprehension on Narrative Text before being taught by using Bookmark Technique for experimental class and without using Bookmark Technique for control class at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.

H_o: There is no significant difference between the students' reading comprehension on Narrative Text before being taught by using Bookmark Technique for experimental class and without using Bookmark Technique for control class at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.

b. **H_a** : There is a significant difference between the students' reading comprehension on Narrative Text after being taught by using Bookmark Technique for experimental class and without using Bookmark Technique for control class at State Junior High School 2 Pasir Penyuh Indragiri Hulu Regency.

H₀ : There is no significant difference between the students' reading comprehension on Narrative Text after being taught by using Bookmark Technique for experimental class and without using Bookmark Technique at State Junior High School 2 Pasir Penyau Indragiri Hulu Regency.

c. **H_a** : There is a significant effect of using Bookmark Technique Toward Students' Reading Comprehension on Narrative Text at State Junior High School 2 Pasir Penyau Indragiri Hulu Regency.

H₀ : There is no significant effect of using Bookmark Technique Toward Students' Reading Comprehension on Narrative Text at State Junior High School 2 Pasir Penyau Indragiri Hulu Regency.