

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of the four language skills (listening, speaking, reading, and writing). Reading is important to be learned and mastered by everyone. Reading is a natural passage of ideas and concepts from one person to another (mind-to-mind communication).¹ It means reading is the communication between the author and the readers and they can interpret what the authors are imagining.

In addition, Nunan stated that reading is a fluent process of readers to combine information from a text and their own background knowledge to build meaning.² The readers can integrate their background knowledge with the text to create the meaning. A reader's background knowledge can influence reading comprehension. So, to comprehend the text, own background knowledge is one of the important parts to read the text meaningfully.

¹Bennete, Joseph, 2001. *A Course in light speed reading* (USA, Salem) p. 23

² Nunan, David. 2003. *Practical English Language Teaching; 1st Edn*, (Singapore: Mc. Graw Hill). p. 68

The purpose for reading also determines the appropriate approach of reading comprehension. Klingner, Vaughn and Boardman argued that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency.³

In reading activity, it is important for the reader to understand or comprehend the reading text, because one of the purpose of reading itself is to get information or knowledge. Margaret said that in reading comprehension, thinking is a basic component of comprehension, when we are reading a book we have to see relationship, make comparison, follow sequence of events, and engage in any number of similar. So, it should hardly seem necessary to persuade you that reading involves thinking⁴.

Reading with comprehension is the important part because the goal of reading itself is to communicate with the text. If the readers can not understand what the text means, we are not reading. Based on the Gerald

³ Klingner, et. Al., 2007. *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guildford Press) p. 2

⁴G. Margaret Mckim.1981. *Guiding Growth in Reading*. (Newyork: The macmillan Company) p. 153

explanation comprehension is the essence of reading because the goal of written language is communication message.⁵

In addition, Gerald explained that definition of comprehension. They are:

- a. Proactive, because the reader must be actively thinking and constantly monitoring the meaning.
- b. Tentative, because prediction made in one moment may change in the next moment
- c. Personal, in that meaning resides in the reader's interpretation, which in turn is controlled by prior knowledge
- d. Trans active, because the reader's background interact with the author intention
- e. Thoughtful, because we must analyze the clues the author provide
- f. Imagistic, because (in narrative text particularly) we use the author's descriptive language to create the picture in our mind of what is happening.
- g. Inferential, because the reader can only make a calculated guess about the author's meaning since the author was operating from one set of experiences and the reader from another.
- h. Reflective, in that good readers evaluate what they have read and determine in significance and/or how it can be used after finishing reading.⁶

⁵ Duffy. G Gerald. 2009.*Explaining Reading*. (New York : The Guildford Press) p. 14

⁶*Ibid* p. 19

On the other hand, 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.

Harris and Smith stated that there are five factors of reading comprehension⁷. They are:

a. Background experience

In reading activity, by having background experience the pupil will be easy to comprehend the reading text.

b. Language Ability

In the process of reading comprehension, language ability is important. One must have basic knowledge of English language such as syntax, semantic, etc. In order to read a reading text.

c. Thinking Ability

Thinking is a basic component of comprehension, when we read a book we have to see relationships, make comparisons, follow sequences of events and engage in any number of similar mental operations, so it should hardly seem necessary to persuade you that reading involves thinking.

⁷ Harris, A Larry and Smith, B carl. 1986.*Reading Intruction*. (Newyork: The Guildford Press) p. 48

d. Affection

Affective factors are important to comprehensive educators who are increasingly recognizing that the students' interest, motivations, attitudes, beliefs and feeling as important factors that can not be taken for granted or ignored in educational process.

e. Reading Purpose

The purpose of reading is important. The purpose may help some students focus on a key issue and result better understand and important aspect of the story.

In conclusion, reading comprehension means the basic of component person to activate skill, knowledge, understanding of words, by seeing the relationship among words and concept, and organizing the ideas.

2. Teaching Reading Comprehension

Reading for comprehension is the primary purpose for reading⁸ because reading is an activity with purpose. And the purpose for reading also determines the appropriate approach to reading comprehension⁹. It means that people who want to read depend on their purpose or need and they will choose what the material are suitable for their purpose. Yet for comprehension, the reader should use some approaches or strategies.

⁸Richards, Willy A., *Methodology in Language Teaching*, (New York :Cambridge University Press,2002),p. 227

⁹Kalayo H, Fauzan A, et al, *Op Cit*, p.114

According to Grabe, reading comprehension is a combination of identifying and interpreting skills. Then, he stated that active process of comprehending [where] students need to be taught strategies to read more efficiently (e.g., guess from context, define expectations, make inferences about the text, skim a head to fill in the context, etc)¹⁰. It means that reading comprehension is the result of teaching and learning processes that individual can explain or define a unit of information in their own words and students are required to get some strategies to read effectively and efficiently.

Reading comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing¹¹. Reading comprehension is related to prior knowledge to the new knowledge contained in written texts, prior knowledge, in turn depends on lived experience. and having more prior knowledge will be having more comprehension¹². So, reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what they read or in other words reading without understanding is useless.

¹⁰ Hashem Sulaeiman Al-Yousef, *The Teaching Reading Comprehension to ESL/EFL Learner*, (The Reading Matrix, Vol5 No. 2, 2005), November 11 2011, p.143

¹¹ *Seven Comprehension Strategies for Making Independent Readers*. (retrieved from <http://www.suite101.com/content/seven-comprehension-strategy-for-making-independent-readers-a2009> on april 12 2011).

¹² Elizabeth, Angaluki M, Elizabeth B, Michael L, et al, *Teaching reading*, (Educational Practice Series-12, The Educational Academy of Education, 2003), p. 19

According to Smith in Syaifullah comprehension is bound to be lost in such circumstances and learning becomes impossible. The tendency to stop dead at the first difficult word and thus to struggle uncomprehendingly through print a word at time is a characteristic of poor reader of all ages¹³. It means that to comprehend the text, the reader should read a whole of the text and if the reader do not know what the meaning of unfamiliar word do not stop it but just continue because comprehension cannot be got from one by one word meaning but generally.

According to Whiter in Khairani, various characteristics and circumstances can affect reading rate of comprehension for somebody. These include:

- a. Your background knowledge: the amount of knowledge you have about a topic influence how easily and how fast you will be able to read about it.
- b. You are physical and recovering from a cold, and whether you are recovering from a cold, and whether you are happy or relaxed after enjoying a dinner can all affect your ability to read and concentrate. Ideally, try to complete analytical or careful reading assignments

¹³ Syaifullah, *An article a Compiled and Practice: Extensive Reading*(Unpublished: 2009), p.68

when you are at your physical peak and can maintain an optimum level of concentration.

- c. Your interest level: most of the people have little difficulty of understanding and remembering material if the subject is highly interesting. Interest, then, can facilitate comprehension and rate; a lack of interest or motivation can have an adverse affect.
- d. Your reading skill. Your ability to comprehend directly influences how well and how fast you are able to read a given page; your vocabulary is also an important factor. If your vocabulary is limited, for example, you will encounter numerous unfamiliar words that will impair your comprehension and slow you down¹⁴.

It can be concluded that there are many effects of someone's comprehension. Oral language, phonological and phonemic awareness, fluency, and prior knowledge can also give the effect to someone's comprehension in reading texts. Then good readers are aware of how well they understand a text while reading and also how well they take active steps to overcome difficulties in comprehension.

¹⁴Khairani, *The Correlation between Teaching Reading Activities and Students' reading Achievement in Answering Questions based on Reading Text at the Second Year of SMA Negeri 2 Rambah Hilir*, (unpublished: 2007), P. 1-2

3. The Factors Influencing Reading Comprehension

There are several factors that influence reading comprehension. They are:¹⁵

a) Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculation that can often account for a large portion of the difference between successful and unsuccessful comprehension. Teachers must begin by assessing whether or not this is true by providing background information and vocabulary instruction when necessary, and by helping students to select what information they will need to apply and when to apply it.

b) Motivation and Interest

Comprehension is also improved when students are motivated and interested. To some extent, teachers facilitate motivation each time they make the tasks easier by making sure that students have the requisite skills and schemata. Interest in the material leads to more motivation and students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

¹⁵ Judith Westphal Irwintio. 1986. *Teaching Reading Comprehension Processes*. (New Jersey: Prentice Hall) p. 102

c) Cultural differences

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to differences in prior knowledge, vocabulary, and interest. Moreover, teachers should be careful to recognize the validity of the thinking strategies of culturally different students, even when trying to teach standard one.

d) Decoding fluency

Finally, students can not be expected to comprehend passage when they are devoting large amounts of attention to identifying individual words. They should be given material they can decode fluently if they are to develop their comprehension skill.

4. The Concept of Literature Circle Strategy

Literature Circle Strategy is a used inside of the classroom within small groups that are based upon a student's interest of literature.¹⁶ Prepare students to choose their first and second choices from the texts. Group students based upon their selections into groups of four or five members. It means that, literature circle Strategy can be seen as one of cooperative learning to improve students' reading comprehension.

¹⁶Greef, E. 2002. *The Power and The Passion: Igniting the Love of Reading through Literature Circle*. International Association of school librarianship. New York. P. 311

Literature circle strategy is a strategy which is applied in the classroom done by a teacher who is able to fully explain what the literature circles are and how they are used to promote reading comprehension.¹⁷ It means that this strategy can be applied in the classroom to increase students' reading comprehension.

Literature circle is becoming more and more present inside the classroom as a way of instilling the strategy of guided reading but in such a way that students can interact on their own. Literature circle can even be compared to books club in the way that students are choosing their own books and materializing their own question that will lead conversations. It is supported by Daniel the consistent outcome is that kids are falling in love with books they have chosen.¹⁸

In addition, Daniel explains that the students will be able to interact and will be more independent by using literature circle strategy.¹⁹ In other words, this strategy can help students to make their self independently and make their active in the classroom.

Then, Lloyd argues that implementing literature circles strategy are a way to engage students in reading as well as gain independence for their

¹⁷Daniel, H. 1994. *Voice and Choice in the students-centered Classroom*. New York. StenHouse Publisher P. 26

¹⁸ Daniel, H. 2006. *What's the next big thing with literature Circle?Voice from the Middle*. New York. StenHouse Publisher P. 10

¹⁹*Ibid*, p. 11

own reading.²⁰ It means that, literature circle is the strategy to make students more independent in read the text that chosen by themselves.

Besides, the students are able to use the strategies within their own reading and then this allows a time to engage in a meaningful conversation about the text.²¹ By using this strategy the students can comprehend the text and teaching reading by using this strategy can improve students reading comprehension.

In addition, Judy states that other benefits of this strategy are:²²

- a. Provides students choose reading material.
- b. Encourages students-initiated discussion.
- c. Engages most students.
- d. Encourages active and purposeful learning.
- e. Straightforward, easy to explain and understand.
- f. Provides novelty.
- g. Can be done as culminating activity or as a review for a more formal assessment.
- h. Differentiation of content based upon selection of reading material and sample discussion questions.

²⁰ Lloyd, S.L 2004. Using *Comprehension Strategies as a Spring Board for Student Talk*. Journal of Adolescent and Adult Literacy 48:2. P. 114

²¹*Ibid*, p. 116

²² Burner, Judy, 2011. *I don't Get it* Maryland, Rowman & Littlefield Publishing, Inc P. 67

Then, Judy explains that this strategy may be used with fiction or nonfiction literature with any text and poses issues that may have different point of view.²³ It means that, this strategy can be applied by using the text that have different point of view. Based on the syllabus of the second grade at SMAN 1 RETEH base competence of reading understanding functional text and express the information of genre of texts, such as monologue of narrative, report, and analytical exposition. So, the writer will use analytical exposition text to teach in the classroom by using literature circle strategy.

In conclusion, literature circle strategy can be applied for all students and can be used for all literacy. In this study, literature circle strategy is used for the second grade students in teaching reading comprehension.

5. Teaching Reading by Using Literature Circle Strategy

According to Judy, how to teach by using literature circle strategy includes;²⁴

- a. Teaching the Strategy
 - 1) Direct the students to choose their own reading selection.
 - 2) Assign student groups based upon chosen reading material.
 - 3) Encourage students to use sticky notes, highlighting, or other forms of note-taking.

²³*Ibid.* p. 68

²⁴Burner, Judy, 2011. *I don't Get it* Maryland, Rowman & Littlefield Publishing, Inc P. 69

- 4) Tell students they will be participating in small-group discussions.
- 5) Encourage students to make personal connection to the material.
- 6) Explain that all students are to participate equally during the discussion.

Kane explains that the teaching procedure of literature circle strategy.

Can be seen as follows:²⁵

Before reading:

1. Prepare a text set of books, magazines, newspapers, internet sites or other sources on one topic or theme.
2. Give book-talks to introduce each of the reading selections. Highlight important concepts or areas of interest.
3. Allow students to choose their first and second choices from the texts.
4. Group students based upon their selections into groups of four or five members.

During reading: Have students read independently or in groups, keeping in mind their role if they are using them. They should record their responses to the text in order to share with their group members.

²⁵Kane, 2007. Literature Circle
<http://www.teachervision.fen.com/group-work/teaching-methods/48704.html#ixzz2Nn42Uz2h>

Post-reading: After students have read a selection, they should meet within their groups. Meetings should be scheduled regularly so that readings, roles, and thoughts are prepared for the group appropriately. Students should take turns leading the discussion, but all should be involved.

Besides, to see the strategy of Glaas and Zygouris who explain the steps of what students do before using the literature circle strategy. Those steps are:²⁶

1. Decide on an article that will be engaging to students.
2. The next day, explain what literature circles are and why you as a teacher value them.
3. Pass out a master sheet that explains the roles you have selected for your literature circles.
4. Divide the class in half. One half of the class is told to go over the article for 10 minutes.
5. The other half of the class will jot down connections they can make to the article.

²⁶Glaas, C and Zygouris-Coe, V. 2005. *Literature Circle*. Florida Department of Education. Florida p. 3

6. After ten minutes, ask for the students to volunteer to share their passage or connection.
7. During sharing, the teacher takes on the role of the facilitator-inviting everyone to participate and keeping track of time.
8. Repeat the same procedures with each of the roles you have chosen for literature circles.
9. Continue until you are sure students understand each of the roles.

After the instruction the teacher will use the procedures of the strategy. They are:²⁷

- a) Choose 3-4 pieces of text and obtain multiple copies of them.
- b) Present the pieces of the text to your students and allow them to write their preferences. In order on an index card.
- c) Make a response journal for each student or have them bring in a notebook for this purpose.
- d) Students read alone, with a partner, or in small groups.
- e) As students read, they mark discussion points in their books with sticky notes or write in response journals.
- f) Meet with one group at a time, or move from group to group as they meet.

²⁷*Ibid* p. 4

- g) When groups are done with the text, they should evaluate their experience.

Based on the explanation above, it is clear enough that literature circle strategy is very useful for students in reading comprehension. Therefore, the writer can conclude that the literature circle strategy is an effective strategy to improve students' reading comprehension.

6. Example of Using Literature Circle Strategy in Analytical Exposition

Text

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

Analytical Exposition Text	Literature Circle Strategy
<p>The Important of English</p> <ul style="list-style-type: none"> • Thesis I personally think that English is the world's most important language. Why I think like that? • Arguments Firstly, English is an international language. It is spoken by many people around the world although it is a second language. Secondly, English is also the key which open the window to scientific and technical knowledge, which is needed for economic and political development of many countries in the world 	<ul style="list-style-type: none"> - The teacher asks students to choose their own reading selection materials about analytical exposition which are prepared by the teacher. Aldi chooses The Important of English - The teacher assigns student groups based upon chosen reading material. Every student needs to have a group based on materials with the same content dealing with analytical exposition they got. Aldi sits with other students that have the same title (The Important of English) - The teacher encourages students to use forms of note taking (generic structure of the important of english those are thesis, arguments, and conclusion). The students have to comprehend analytical exposition text they got then they have note taking after reading and comprehending it. Aldi has to take notes - The teacher asks students to participate in small group-discussion. The students have to participate besides they are active and critical in discussing analytical exposition based on the material they got Aldi discusses the text about generic structure of the

<p>Thirdly, English is top requirement of these seeking jobs. Applicant who masters either active or passive English is more favorable than those who do not.</p> <p>Conclusion</p> <p>From the fact above, it is obvious that everybody needs to learn English to greet the global era.</p>	<p>text (The Important of English), those are thesis, arguments, and conclusion with other students</p> <ul style="list-style-type: none"> - The teacher encourages students to make personal connections to the material (the students should be able to comprehend the text “the important of english” clearly about generic structure and gramatical features). The students have to interact each other in group discussion to discuss about analytical exposition text. <p>Aldi makes personal connection to the material (The Important of English)</p> <ul style="list-style-type: none"> - The teacher asks students to participate equally during the discussion. Every student interacts in group discussion to discuss and comprehend analytical exposition text. <p>Aldi and other students interact each other</p>
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7. The Nature of Analytical Exposition

a. Definition

An analytical exposition text is a factual text used to a point of view, or an argument. These types of text can be found in scientific book, journal, magazine, news paper article, academic speech or lecture, research report etc.

Analytical exposition is popular among science, academic community and educated people. In addition, an expository text gives information such as: explaining something, giving direction, and showing how to do something to the reader.²⁸

²⁸ M. syafi'I, M. Fauzan., & Jonri Kasdi. 2007. *The effect Paragraph development: The Process of Writing for Classroom Setting*. (Pekanbaru: LBSI). p. 62

Peter stated that analytical exposition text is a text type which clearly focuses students on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it.²⁹ In this research, analytical exposition text is a text that the students will write by using error monitoring strategy. Analytical exposition text is a text that is to analyze, elaborate, and persuade by giving arguments for the readers so that the readers can believe our writing; also, they can be persuaded. It is a text that elaborates the writer's idea about the phenomenon surrounding. Therefore, to make arguments, we can see the phenomena happened around us. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.³⁰

b. The Generic Structure of Analytical Exposition Text

Generic Structure is package of events in a text. It will explain how the stages move through to attain the purposes. The generic structure exposition usually has three components: thesis, arguments, and reiteration or conclusion.

- a. Thesis : Introduces the topic and shows speaker or writer's position; outline of the arguments are presented.

²⁹Peter Knapp and Megan Watkins. 2005. *Genre, Text, Grammar; Technologies for Teaching and Assessing Writing [Electronic Book]*. (Australia: A UNSW Press book). p. 191.

³⁰Atikah Cikok shakar. Analytical Exposition. 2010. Retrieved on June 12, 2011. <http://www.scribd.com/doc/23978194/Analytical-Exposition>

- b. Arguments : Consists about point and elaboration point, states the main argument elaboration, develops and supports each point of argument
- c. Conclusion : Reiteration (restatement), restates speaker or writer's position.

The Sample of Analytical exposition

The Importance of English

Thesis : I personally think that English is the world's most important language. Why I think like that?

Arguments

- a. Firstly, English is an international language. It is spoken by many people around the world although it is a second language.
- b. Secondly, English is also the key which open the window to scientific and technical knowledge, which is needed for economic and political development of many countries in the world
- c. Thirdly, English is top requirement of these seeking jobs. Applicant who masters either active or passive English is more favorable than those who do not.

Conclusion : From the fact above, it is obvious that everybody needs to learn English to greet the global era.

In conclusion, analytical exposition text is the text that students should master in teaching reading comprehension. In this research, the writer will use analytical exposition text to teach students by using literature circle strategy.

B. The Relevant Research

According to syafi'i³¹, relevant research is required to observe some previous researchers conducted by other researcher in which they are relevant to our research. Besides, we have to analyze what the point that was focussed on, informing the design, found and concluded of the previous research, that of:

1. Bedee, Sarah E. conducted a research entitled "The Impact of Literature Circles on Reading Motivation and Comprehension for Students in a Second Grade Classroom". The research included into True-Experimental research. Pre-test Post-test Control Group design was used to conduct the research. The research was designed to determine the impact of literature circle on reading motivation and comprehension. The subject of the research was fifth grade students in a elementary school in Georgia were the subjects. Three variant factorial analyses of covariance were run to analyze the data and the results were reported from the unique sums of squares procedure

³¹M. Syafi'i. S. 2007. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI). P. 122

through the SPSS package to account for the disproportional cell size. The analysis of covariance (ANCOVA). Another, literature circle did improve the students' achievement on the posttest measure although they were not always successful in helping students modify their understandings.

2. A research was conducted by Muslih (2008). The title is Improving Reading Comprehension of the Second Year Students of MAN Temanggung through "GRASP" Strategy. This study was conducted to improve the reading comprehension of the second year students of MAN Temanggung. The design of the study was collaborative Classroom Action Research. Meanwhile, this study focused on analytical and hortatory exposition as the text types which must be taught to the second year students of Senior High Schools. The study was conducted through cycle activities to collect the data consisting of preliminary study, planning, implementing, observing, and reflecting. There were two criteria to determine that the study was considered successful, namely: the students' mean score increased from 56.00 into 73.31, and the students were actively involved in the teaching learning activities.

These relevant researches which were conducted by previous researchers give contribution toward the research that will be conducted by the writer. The first research entitled "The Impact of

Literature Circles on Reading Motivation and Comprehension for Students in a Second Grade Classroom” and the second one was “Improving Reading Comprehension of the Second Year Students of MAN Temanggung through “GRASP” Strategy. They are as references to the writer because the previous researchers show that literature circle strategy is effective strategy to improve comprehension. So, the writer is interested in conducting this research. The differences between previous researches and the research that will be conducted by the writer are different subject and object of the research, different situation that will be faced, different research design because the writer’s research design is quasi-experimental design.

C. Operational Concept

The operational concept, the writer would like to explain briefly about variables of the research itself. There are two variables that will be used. The first is literature circle strategy as the teacher’s strategy in teaching reading comprehension, the second is students’ ability in reading.

Literature Circle strategy is an independent variable and reading comprehension is a dependent variable, to operate the investigation on the variable, the writer works based on the following indicators:

1. The procedures of variable X (Literature Circle Strategy)
 - a. The teacher asks students to choose their own reading selection materials about analytical exposition which are prepared by the teacher.
 - b. The teacher assigns student groups based upon chosen reading material. Every student needs to have a group based on materials with the same content dealing with analytical exposition they got.
 - c. The teacher encourages students to use forms of note taking. The students have to comprehend analytical exposition text they got then they have note taking after reading and comprehending it.
 - d. The teacher asks students to participate in small group-discussion. The students have to participate besides they are active and critical in discussing analytical exposition based on the material they got.
 - e. The teacher encourages students to make personal connections to the material. The students have to interact each other in group discussion to discuss about analytical exposition text.
 - f. The teacher asks students to participate equally during the discussion. Every student interacts in group discussion to discuss and comprehend analytical exposition text.

2. The indicators of variable Y (Reading Comprehension)
 - a. The students are able to read and comprehend the analytical exposition text. Besides, they are able to identify main ideas in the text.
 - b. The students are able to identify the communicative purpose of analytical exposition text.
 - c. The students are able to identify generic structure of analytical exposition text.
 - d. The students are able to answer the questions related to analytical exposition text.
 - e. The students are able to know lexicon grammatical features of analytical exposition text.
 - f. The students are able to identify regular and irregular verbs in analytical exposition.

D. Assumptions and Hypotheses

1. Assumption

In this study, the researcher assumes that

- a. Analytical Exposition text has been learned by the second year students at the first semester. It is assumed that the first semester of the second year students of SMAN 1 Reteh understand about analytical exposition text.
- b. Teaching by using Literature circle strategy can influence the students' reading comprehension.

2. Hypotheses

H_0 : There is no significant difference of using literature circle strategy toward reading comprehension of the second year students at SMAN 1 RETEH.

H_a : There is a significant difference of using literature circle strategy toward reading comprehension of the second year students at SMAN 1 RETEH.