

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

Dorn said that reading is a complex process involving a network of cognitive actions that work together to construct meaning.<sup>1</sup> It means that if the readers are able to think actively while reading process, they can comprehend what the reading material is about. Moreover, Nunan said that reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>2</sup> It means reading is an activity to get the meaning from the text. Reading is also a way to get information and knowledge.

Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency)<sup>3</sup>. In this process, the reader interacts dynamically with the text as he/she tries to get the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Patel mentioned that reading is an active process which consists of recognition and comprehension skill<sup>4</sup>. Reading is an important activity in life with which one can update his/her knowledge. Reading is the most important activity in any language class. Reading is not only a

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<sup>1</sup>Linda J. Dorn and Carla Sofflos, *Teaching for Deep Comprehension: A Reading Workshop Approach* (Portland: Stenhouse, 2005), 6, <http://library.nu/> (accessed October 01, 2011).

<sup>2</sup>David Nunan, *Practical English language Teaching: Young Learners* (New York: McGraw-Hill, 2005), 69, <http://library.nu/> (accessed June 04, 2011).

<sup>3</sup>Hesham Suleiman Alyousef, “Teaching Reading Comprehension to ESL/EFL Learners,” *The Reading Matrix* 5 (2005): 144.

<sup>4</sup>Patel, *English Language Teaching* (Jaipur: Sunrise, 2008), 113-114, <http://library.nu/> (accessed December 28, 2010).

source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.

Reading is the practice of using text to create meaning<sup>5</sup>. If there is no meaning being created, there is no reading taking place. Moreover, Johnson stated that reading is a constantly developing skill<sup>6</sup>. Reading integrates visual and nonvisual information. Furthermore, Murcia<sup>7</sup> defined reading also provides the foundation for synthesis and critical evaluation skills. In addition, reading is the primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities.

Reading is an activity with a purpose<sup>8</sup>. Reading is not only for information to verify existing knowledge, or for critique a writer's ideas or writing style but also for enjoyment, or to enhance knowledge of the language being read. Besides that, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning<sup>9</sup>. The goal of reading is comprehension. It means, learning, and pleasure are the ultimate goals of learning to read<sup>10</sup>. It means that to get information from the written language, we need to find the meaning of it well. Background knowledge is needed in finding meaning of the written language.

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<sup>5</sup>Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (United Kingdom: Rowman and Littlefield Education, 2008), 3, <http://library.nu/> (accessed February 23, 2009).

<sup>6</sup>Ibid, 4.

<sup>7</sup>Marianne Celce-Murcia, *Teaching English as a Second Foreign Language* (Mexico: Heinle & Heinle, 2001), 187.

<sup>8</sup>Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as a Foreign Language (TEFL)* (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 114-115.

<sup>9</sup>David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill, 2003), 68.

<sup>10</sup>Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), 2, <http://library.nu/> (accessed October 14, 2011).

Reading is the act of linking one idea to another<sup>11</sup>. According to Johnson<sup>12</sup>, reading helps students become better writers. Through reading, students have incidental contact with the rules of grammar. Students develop a sense for the structure of the language and grammar that increases their vocabulary. In addition, Hasibuan<sup>13</sup> said that reading is an interactive process that goes on between the reader and the text, resulting comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is. Reader knowledge, skills, and strategies include:

- a. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistics competence: knowledge about different types of texts 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).

Based on the definition above, it can be concluded that reading is an activity. By reading a written text, there has message for reader in order to make the reader understand the writer's thought, idea, and knowledge. It is clear that the readers must have a good interaction with the text in order to get the meaning from the text.

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

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<sup>11</sup>Andrew P. Johnson, *Op.Cit*, 4.

<sup>12</sup>Ibid, 7.

<sup>13</sup>Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as a Foreign Language (TEFL)* ( Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 114-115.

According to Anderson in Nunan, the aim of reading is comprehension<sup>14</sup>. The readers should master the comprehension skill. It requires prior knowledge to have the comprehension skill. The more we have good prior knowledge the easier we comprehend the reading text. According to Dorn<sup>15</sup>, comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences. Furthermore, Karen<sup>16</sup> said that comprehension is the central of reading. It is the important one in reading. Without comprehension, the readers are not able to find out the meaning of the text. It is the important one in reading. Without comprehension, the readers are not able to find out the meaning of the text. Comprehension results are from the mind's ability to make links and ask questions regarding the particular reading event.

Reading comprehension is considered the “essence of reading”<sup>17</sup>. The readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text. In addition, Dorn said that a reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation, and problem-solving strategies.<sup>18</sup> It means that there are many ways and factors that influence reader's comprehension.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>19</sup>. Reading comprehension refers to reading for meaning, understanding, and entertaining. Further, reading comprehension

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<sup>14</sup>David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw Hill,-2005), 71, <http://library.nu/> (accessed June 04, 2011).

<sup>15</sup>Linda J. Dorn and Carla Sofflos, *Teaching for Deep Comprehension: A Reading Workshop Approach* (Portland: Stenhouse, 2005), 14, <http://library.nu/> (accessed October 01, 2011).

<sup>16</sup>Karen Tankersley, *The Threads of Reading Strategies for Literacy Development* (Virginia: ASCD, 2003), 90, <http://library.nu/> (accessed October 14, 2011).

<sup>17</sup>Robert Reid and Torri O. Lienemann, *Strategy Instruction for Students with Learning Disabilities* (New York: The Guilford, 2006), 147, <http://library.nu/> (accessed January 10, 2011).

<sup>18</sup>Linda J. Dorn and Carla Sofflos, *Op.Cit.*, 6.

<sup>19</sup>Catherine Snow, *Reading for Understanding: Toward an R&D Program in Reading Comprehension* (Arlington: RAND, 2002), 11, <http://library.nu/> (accessed December 22, 2009).

is closely related to the cognitive competence of the readers, because this will produce comprehension.

Reading comprehension is dependent on three factors<sup>20</sup>. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.

There are five basic comprehension processes that work together simultaneously and complement one another.<sup>21</sup>

a. Microprocesses

The reader's first task is to derive meaning from the individual's idea units in each sentence and to decide which of these ideas to remember. The initial chunking and selective recall of individual idea units within individual's sentences can be called microprocessing. At least, two processing skills are required for the understanding of individual's sentences. The first is the ability to group words into meaningful phrases. And the second major skill required for microprocessing is the ability to select what idea units to remember.

b. Integrative Processes

Readers can recall what they read only if the individual ideas are connected into a coherent whole. This means that the relationships between clauses and/or between sentences

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<sup>20</sup>Karen Tankersley, *The Threads of Reading Strategies for Literacy Development* (Alexandria: ASCD, 2003), 90, <http://library.nu/> (accessed October 14, 2011).

<sup>21</sup>Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007), 8-12, <http://library.nu/> (accessed October 14, 2011).

must also be comprehended. The process of understanding and inferring the relationships between individual clauses and/or sentences can be called integrative processing. Integrative processing requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

c. Macroprocesses

Ideas are connected and retained in memory more effectively if they are organized around an overall organizational pattern. The main topics in an organized text make up a kind of summary. The process of synthesizing and organizing individual idea units into summary or organized series of related general ideas can be called macroprocessing. At least two skills are necessary for macroprocessing. The first is the ability to select the general ideas and to summarize the passage. And the second major macroprocessing skill is the ability to use the author's general organizational pattern to organize one's own memory representation.

d. Elaborative Processes

We often make inferences not necessarily intended by the author and not required for a literal interpretation. For instance, we may make a prediction about what might happen, we may form a vivid mental picture, or we may think about how the information relates to something similar we have experienced. The process of making inferences not necessarily intended by author can be called elaborative processing.

e. Metacognitive Processes

Metacognitive may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension or long-term recall. The process of adjusting one's strategies to control comprehension and long-term recall can be called metacognitive processing.

### **3. Teaching Reading**

Teaching reading is very important skill because this is the stage where the knowledge of learners starts to the flight. The selection of reading material should be authentic. How the teacher can make his teaching reading effective is follows:<sup>22</sup>

- a. Teacher should tell about the topic first to the learners. He should motivate students. Teacher should not read first but he should allow the students to read the text.
- b. Teacher should not allow the students to murmur while reading.
- c. The subject matter should be interesting and effective, selected from the reading material developed for it.
- d. Eclectic approach can be used by teacher for better comprehension and understanding.

Teaching reading is one of the important parts in the curriculum stated in Indonesia curriculum not only for Elementary School, Junior High School, Senior High School, but also for the college students and adults. The aim of teaching reading is to develop the students' ability, so that they can read and understand the English text effectively and efficiently.

According Hasibuan, these strategies can help the students read more quickly and effectively including:<sup>23</sup>

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<sup>22</sup>Patel, *English Language Teaching* (Jaipur: Sunrise, 2008), 123, <http://library.nu/> (accessed December 28, 2010).

- a. Previewing: readers review the titles, section headings, and photo captions to get a sense of structure and content of reading section.
- b. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension.
- c. Skimming and scanning: using a quickly survey of the text to get the main idea, identify the structure, confirm or question predictions.
- d. Guessing from the text: we use prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up.
- e. Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text.

Harmer also said, there are some principles that should be concerned by teacher, they are:<sup>24</sup>

- a. Reading is not a passive skill.

Reading is an incredibly active occupation. Thus, we have to understand what the words mean, see the pictures the words are painting, understand the arguments. and work out if we agree with them.

- b. Students need to be engaged with what they are reading.

The teacher should choose the interesting topic for the students in order that the students can get much more from what is in front of them.

- c. Students should be encouraged to respond the content of a reading text, not just to the language.

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<sup>23</sup>Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as a Foreign Language (TEFL)* ( Pekanbaru: Alaf Riau Graha UNRI Press, 2007), 120-121.

<sup>24</sup>Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching* (England: Longman 1998), 70 .

It means that the teacher should give the students a chance to respond about the content or the message of the text and how their feelings think about the text.

- d. Prediction is a major factor in reading.

The teacher should give students the hints / book cover, headline, the word processed page, So that they can predict what will be discussed and it will make them better and more engaged reader.

- e. Match the task to the topic.

The teacher should not only choose good reading topic but also the teacher should choose the good reading task – the right kind of questions, engaging and useful puzzle.

- f. Good teachers exploit reading texts to the full.

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

There are some tips to create good conditions for learning to read:<sup>25</sup>

- a. Help children fall in love with books.
- b. Create a space every day for sustained, silent reading.
- c. Allow children to make choices about their reading material.
- d. Connect reading pleasure for reading practice.

According to Hedge as quoted in Alyousef, learning goals of teaching reading includes:<sup>26</sup>

- a. The ability to read a wide range of texts in English

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<sup>25</sup>Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (United Kingdom: Rowman and Littlefield Education, 2008), 11-12, <http://library.nu/> (accessed February 23, 2009).

<sup>26</sup>Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners," *The Reading Matrix* 5 (2005): 147.

- b. Building a knowledge of language which will facilitate reading ability
- c. Building schematic knowledge
- d. The ability to adapt the reading style according to reading purpose (i.e. skimming. scanning)
- e. Developing an awareness of the structure of written texts in English
- f. Taking a critical stance to the contents of the texts

#### **4. Narrative Text**

Narrative text relates a realistic, imagined or fictitious story. It is written to entertain or amuse and interest the reader but simultaneously teaches, explains or informs.<sup>27</sup> It is a kind of text to retell the story of past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story. It provides an esthetic literary experience to the reader.

Narrative text is organized to focus on at character oriented. It builds how to use descriptive familiar language and dialogue. There are some genres of literary text which fit to be classified as the narrative text. The generic structure of narrative text usually has four components, they are:

##### 1. Orientation

It sets scene and introduce the participants (it answers the question : who, when, what, and where)

##### 2. Complication

Tells the problems of the story and how the main characters solve them. It explores the conflict in the story. It will show the crisis, rising crisis and climax of the story.

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<sup>27</sup> John Barwick, *Targeting Text Upper Level*, (Singapore: Blake Education, 2006), p.4.

### 3. Resolution

The crisis is resolved, for better or worse. It shows the situation in which the problems have been resolved. It must be our note “resolved” that means accomplish whether succeed or fail. In the last paragraph of the smartest parrot story, readers see the problem that is finished.

### 4. Re-orientation

The ending of the story

The language features of narrative texts, such as:

- 1) Noun : as personal person, animals, and noun in the story, e.g. stepmother, household, etc.
- 2) Focus on specific and usual individualized participants
- 3) Use past tense, e.g. went, ran, ate, etc.
- 4) Use temporal conjunctions and temporal circumstances, e.g. after, before, soon, then, after that, etc.
- 5) Action verbs, the verbs that show events or activity, e.g. stayed, climbed, killed, etc.
- 6) Saying verb and thinking verbs that show report, e.g. said, told, promised, though, understood.

### Example of Narrative Text

Orientation	Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister
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	and stepmother. They were very bossy. She had to do all housework
Complication	One day an invitation to the ball came to the family. Her stepsister did not let her go, so cinderella was very sad. The stepsister went to the ball without her.
Resolution	Fortunately, the fairy god other came and helped her to get the ball. At the ball, cinderella danced with the prince.
Re-orientation	The prince fell in love with her then married her. They lived happily ever after.

## 5. The Concept of Exclusion Brainstorming Strategy

As mentioned above, in reading comprehension needs the strategies to gain the level of reading comprehension itself. Garner in Heisat states that reading strategy is an

action or series of actions employed in order to construct meaning.<sup>28</sup> Furthermore, strategy is one of the factors that may contribute to the development of reading comprehension besides listening comprehension, fluency and decoding. Based on the explanation above, a reader needs to use a strategy in order to ease the students to construct the meaning from the text. If the readers know about a lot of reading strategies, it will be easy for them to comprehend the reading material and become the effective reader. In this case, the writer suggests a good strategy to make students understand about the text. The name of this strategy is Exclusion Brainstorming.

According Blachowicz, Exclusion Brainstorming strategy is to assist students as they think about words and ideas that they already know related to a specific topic. It also helps them to activate and build prior knowledge while expanding their comprehension of the topic. This strategy promotes engagement and encourages critical and complex thinking<sup>29</sup>.

According Thompkins, Exclusion Brainstorming is a strategy used to introduce or expand understanding of key concepts during pre-reading. Exclusion brainstorming can be used with fictional or non-fiction texts to help introduce vocabulary and help develop understanding.<sup>30</sup>

#### a. **The Procedure of Exclusion Brainstorming Strategy**

The procedures of Exclusion using Brainstorming Strategy in teaching reading comprehension will come as follows :

1. The teacher displays the title of the reading selection for all students to see.

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<sup>28</sup> Heisat *et al*, *The Use of Reading Strategy in Develoving Students' Reading Competency among Primary School Teachers in Malaysia*, *European Journal for Social Science*, Volume 12, No 2, 2009, p.311.

<sup>29</sup> Blachowicz, C. L. Z., *Making Connections: Alternatives to the Vocabulary* (Notebook. *Journal of Reading*, 1986), p. 643-649.

<sup>30</sup> Tompkins, G. E. *Fifty Literacy Strategies: Step by Step*. ( New Jersey: Pearson Education, 2004), p. 34.

2. The teacher asks the students to lists five words or phrases related to the topic, five words or phrases that are not related to the topic, and five ambiguous words or phrases.
3. The teacher asks students to eliminate any words or phrases they believe that are not related to the topic.
4. The teacher asks students to select the words or phrases they believe that are most likely to appear in the reading selection.
5. The teacher asks students to list words they believe as ambiguous ones.
6. The teacher assigns the reading to the students and tell them that the purpose for reading will be to see whether previous selections were accurate.
7. The teacher facilitates a discussion of the content.

## **B. Relevant Research**

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research itself.<sup>31</sup> Besides, we have to analyze what the point that was focused on informs the design, finding and concluding of the research:

1. The is research was done by Carol et al, in 2007<sup>32</sup> : entitled “ The Impact of Exclusion Brainstorming in Teaching English in Multiple Grade ” The experiment group received the Spell Read Program for eight weeks while control class received only regular classroom reading instruction. The experiment class was better than control class

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<sup>31</sup> Syafi'i S.M, M. Fauzan Ansyari dan Jonri Kasdi, *The Effective Paragraph Development: The Process of Writing for Classrooms Settings*, (Pekanbaru: Lbsi, 2007), p.122.

<sup>32</sup> Carol A. Rashotte, Kay MacPhee, Joseph K. Torgesen, “The effectiveness of Exclusion Brainstorming with Poor Readers in Multiple Grades, *Canada*” (A Thesis, Florida State University, 2001), 2

on phonological awareness and decoding, reading accuracy, comprehension and spelling. The results of the *research* was provide supportive evidence for small-group instruction as an effective remedial alternative for deficient readers

2. This research was done by Dian Suryana (2011) : entitled “The Implementation of Brainstorming Technique For Teaching Reading at the First Year Students of SMAN 1 Tanjung Balai Karimun” the purpose of research was to increase the students’ ability in reading comprehension. She took sample of two classes with total 61 participants. After doing the research, she found that the students’ ability in reading comprehension was categorized into less level. It can be proved by average percentage that was 53.65%.

In this research the writer found that there was a significant effect of using exclusion brainstorming strategy toward reading comprehension in narrative text of the second year students at SMA IT Bangkinang, where  $t_{\text{observed}}$  shows 5.949 at significance level of 5%,  $t_{\text{table}}$  shows 2.00, and at the level of 1%  $t_{\text{table}}$  shows 2.65. Thus, Null Hypothesis ( $H_0$ ) is rejected and alternative Hypothesis ( $H_a$ ) is accepted, which shows  $2.00 < 5.949 > 2.65$ .

### **C. The Operational Concept**

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 exclusion brainstorming strategy as independent variable that gives the effect on students. And variable Y is reading comprehension as dependent variable that receives the effect of variable X.

#### **1. The Procedures of using exclusion brainstorming strategy are as follows:**

- a. The teacher gives the topic to the students.

- b. The teacher asks the students lists five words or phrases related to the topic.
  - c. The teacher asks students to eliminate any words or phrases not related to the topic
  - d. The teacher asks the students to select the words that appear to the topic.
  - e. The teacher asks students to search the word meanings, ambiguous.
  - f. The teacher assigns the reading to the students and tell them the purpose of reading.
  - g. The teacher facilitates a discussion of the content.
2. **The indicators of students' reading comprehension are as follows:**
- a. The students are able to find out main idea of the narrative text.
  - b. The students are able to identify specific information of the text.
  - c. The students are able to identify type of the text.
  - d. The students are able to find out the meaning of vocabulary in narrative text.
  - e. The student are able to find out the generic structure of narrative text.<sup>33</sup>

## **E. The Assumption and Hypothesis**

### **1. The Assumption**

This research is based on these following assumptions:

- a. Teaching reading by using Exclusion Brainstorming may improve students' reading comprehension in narrative text.
- b. Students' reading comprehension in reading narative is various

### **2. The Hypothesis**

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<sup>33</sup> Silabus Bahasa Inggris SMAS IT Bangkinang 2011/2012, Bangkinang (Unpublished)

$H_0$  : There is no significant difference of using Exclusion Brainstorming strategy toward reading comprehension of the second year students at SMA IT Bangkinang.

$H_a$  : There is a significant difference of using Exclusion Brainstorming strategy toward reading comprehension of the second year students at SMA IT Bangkinang.