

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading

Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. In other way, Smith broadly defines the word 'reading' is properly employed for all manner of activities when we endeavor to make sense of circumstances. He further states that we have done reading in our daily activities everyday like reading the weather, people's feelings and intentions, animal tracks, maps, signals, signs, symbols, the law, music, mathematics, minds, body language, etc. He claims reading when employed referring to interpretation of a piece of writing, is just a special use of the term.¹³ It means that all the things that we try to interpret bring us to the word reading as general.

Reading is an activity of getting information of the written form of language. It requires the readers to have some components of knowledge in terms of reading to support them to understand the written form of the language. Pang *et.al* states that reading involves the

¹³ Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, Ed.7. (London: Lawrence Erlbaum Associates, 2004), p. 15.

processes of word recognition and the comprehension.¹⁴ Word recognition means the process of perceiving the written language and comprehension refers to the process of making sense of the words or sentences. Furthermore, Tankersley states that reading is a complex process made up of several interlocking skills and processes; phonemics awareness, phonics and decoding, fluency, vocabulary and word recognition, comprehension, and higher-order thinking.¹⁵ It shows that reading needs some aspects to master in order that the readers are able to think and evaluate what reading focuses on.

Reading means to have a contact between the reader and the writer. While reading, the reader is trying to understand what the author tries to rise in the text. Graves believes that predicting, interpreting, and understanding the text are the processes of reading that include sub skill.¹⁶ In line with that, Thornbury also concludes that reading is an active and even interactive process.¹⁷ It is an active work and influence in improving the knowledge of the writer to the reader.

¹⁴ Elizabeth S. Pang, *et.al*, "Teaching Reading", *International Academy of Education*, Vol. 12 (2003), p.6

¹⁵ Karen Tankersley, *The Treads of Reading: Strategies for Literacy Development*, (USA: ASCD Publications, 2003), p.2

¹⁶ Kathleen Graves, *Designing Language Course: A Guide for Teacher*, (Canada: Thomson Heinle, 2000), p.48

¹⁷ Scott Thornbury, *An A-Z of ELT: A Dictionary of Terms and Concept Used in English Language Teaching*, (Great Britain: Macmillan Publisher, 2006), p.190

2. The Nature of Reading Fluency

In connection with reading, fluency is necessary for effective reading. Fluency is an important contributing factor to overall reading success and an expected component during reading instruction. Based on research, reading fluency is defined as the ability to read the text quickly, accurately and with proper expression.¹⁸ Furthermore, Rasinski states that fluency is an indication of automaticity-the ability to read words with little effort, resulting in an increased capacity used for comprehension process.¹⁹ It means that reading requires the reader not only to read the text accurately but also automatically that includes in fluency reading process.

According to Rasinski, there are several components included in reading fluency namely:²⁰

1. Accuracy – the ability of readers to decode words accurately in text. The students can master the phonemic awareness and phonics. Students in phonemics are those who understand sounds of spoken language that work together to make word.

¹⁸National Reading Panel.*Report of The National Reading Panel Teaching Children to Read: An-Evidence-Based Assesment of the Scientific Research Literature on Reading and its Implications for Reading Instruction.* (Washington, DC: National Academy Press, 2000), pp.3-5

¹⁹ Timothy V. Rasinski. *The Fluent Reader: Oral Reading Strategies for Building Word Recognition, Fluency, and Comprehension.* (New York: Scholastic Publishers, 2003), p.12

²⁰Timothy V. Rasinski, *Assesing Reading Fluency. Pacific Resources for Education and Learning,* (Honolulu; Hawai’I, 2011), p.5

2. Automaticity – the ability of readers to decode words in text with minimal use of attention resources. The students read text rapidly automatic naming letters, syllables, and high frequency words.
3. Prosody – the ability of readers to appropriately use phrasing and expression. The students can read text with appropriate expression, phrase, and pace.

Based on the components above, the indicators of fluency are related to accuracy, automaticity, and prosody. Accuracy relates to the ability of students' phonemic and phonics. Automaticity relates to students' ability in reading the text spontaneously and quickly. Prosody relates to the students' ability in reading the text expressively with a good rhythm and stress.

The following are the scales of National Assessment of Educational Progress (NAEP) that can be used to assess the ability of the students in oral reading fluency:²¹

Scale 1 : Read primarily word-by-word. Occasional two- or three-word phrases may occur – but these are infrequent and/or they do not preserve meaningful syntax, lacks expressive interpretation. Reads text excessively slowly. A score of 1

²¹Pinnell, G.S., et.al., *Listening to children Read Aloud: Oral Fluency*, (Washington DC: U.S. Department of Education, National Center for Education Statistics, 1995), (Retrieved on January 16, 2014), <http://nces.ed.gov/pubs95/web/95762.asp>

should also be given to a student who reads with excessive speed, ignoring punctuation and other phrase boundaries, and reads with little or no expression.

Scale 2 : Reads primarily in two-word phrase groups with some three- and four-word groupings. Some word-by word reading may be present. Word groupings may seem awkward and related to the larger context of the sentence or passage. A small portion of the text is read with expressive interpretation. Reads significant section of the text excessively slowly or fast.

Scale 3 : Reads primarily in three- and four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present. Reader attempts to read expressively and some of the story is read with expression. Generally reads at an appropriate rate.

Scale 4 : Read primary in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from the text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author' syntax is consistent. Some or most of the story is read with expressive interpretation and at an appropriate rate.

Based on the scales above, it is used four scales to identify students' reading fluency. In this research, scale 1 has score 20; scale 2 has score 40; scale 3 has score 60; and scale 4 has 80. This discrimination is based on the readers' check.

3. Teaching Reading Fluency on Recount Text

Fluency is the ability to read the text with speed, accuracy and expression. Fluency is important because it provides a bridge between word recognition and comprehension. Fluency doesn't ensure comprehension, but comprehension is difficult without fluency. If a reader is constantly stopping to decode and figure out unknown words, the meanings will be disrupted, and the process of reading becomes long and laborious. When students make gains in reading fluency, they are able to put their energies into comprehension and are able to analyze, interpret, draw conclusion, and infer meaning from texts.

Text can be classified into several types. One of them is recount text. Recount text is a text that tells the reader about one story, action or activity.²² It means that recount text is a text containing sequence of event happens in the past time to entertain the reader. This text has also a goal to inform the reader. In general, recount text is

²²ArtonoWardiman, et.al, *English in Focus for Grade VII*, (Surakarta: Putra Nugraha, 2008), p.61

telling the personal experience of the writer by using the past tense.

Recount text has several social functions, they are:²³

- a. To tell something happened. Recount retells past event started by telling the reader who was involved, what happened, where the event took place, and when it happened.
- b. To inform something to the reader. It informs the reader about what event was involved and like what the condition of the event was.
- c. To entertain. Recount text retells the reader a funny story or experience as its general function to entertain and amuse the reader.

According to Mukarto, recount text has also generic structure as the other texts like narrative, descriptive, or procedural text, they are:²⁴

- a. Title, this usually summarizes the text and informs specific participations for example friends, family, or close people.
- b. Orientation and content, these provide the background information. Orientation answers the question who, when, what, and where. Content presents the detail of the event.

²³*Ibid*

²⁴Mukarto, *EnglishonSky 2 for Junior High School Students Year VIII*, (Jakarta: Erlangga, 2006), p.62

- c. Reorientation, this presents the concluding comments. It expresses the author's personal opinion regarding the event.

4. The Students' Reading Fluency on Recount Text

In reading fluency there are three components of fluency: accuracy, rate, and prosody. There are several genres of text that can be learned by the students. One of the genres is recount text. Recount text differs from other texts in case of its stories, elements, and text structures. In the syllabus perspective, the following indicators are expected for students' fluency in reading recount text, namely:

- a. The students are able to read text with good accuracy. Accuracy can help the students to decode words accurately in text. When the students read the text, the students can pronounce the words with good pronunciation and students use cues to identify words in text. Students understand the sounds of spoken language that work together.
- b. The students are able to read text with appropriate expression and intonation. In a story, we can see that many dialogues involved in recount text. So, the students should be able to mention the words or sentences with good expression, phrase, and appropriate intonation like

an original story, or students should be able to read text with good stress, pauses, and feeling.

- c. The students are able to read text automatically. In recount text, when the students read the text, the students read text with a good speed. The students are required to read quickly and accurately to identify words as well as speed and fluidity to read connected text.

5. The Influential Factors of Students' Reading Fluency on Recount Text

Recount text as one of the genres in reading text has several interesting aspects that make readers enjoy reading. One of the aspects is the interesting information which exists in the text. Another aspect is that recount text can be powerfully influence the readers to try to imagine any sequence of the story into the reality in their minds. It means that the readers figure the story out as the imagination in their minds.

According to Rasinski, reading fluency certainly affects reading comprehension.²⁵ This means that to comprehend a text well, fluency plays an important role as the fluency can not be separated from comprehension. If students could learn to decode

²⁵Timothy V. Rasinski, *Assessing Reading Fluency, Pasific Resources for Education and Learning*.Honolulu: Hawai'I, 1990), p.2

words accurately, they would be successful in reading the printed text, while it is true that accuracy in decoding is important for fluency. In essence, Rasinski states that reading fluency refers to accurate and automatic decoding of the words in the text, along with expressive interpretation of the text, to achieve optimal comprehension.²⁶

At the most basic level, fluency is the speed, accuracy and prosody (expression) that a person uses when reading a text. Because it is multifaceted, fluency involves a reader's ability to use multiple skills simultaneously, as a reader reads a text it is important that students be able to efficiently decode and comprehend the individual words and complete phrases and sentences that students encounter.

When the students stop at each word and spend time trying to pronounce it or determine its meaning, the students are unable to develop an overall understanding of the text. This aspect of fluency makes perfect sense. To see how expression is influential, comprehension considers the experience of reading of the sentences without any sort of emotional expression. Prosody is not the only emotion represented in reading, but the phrasing and reader's interpretation as well.

²⁶Ibid.

In conclusion, reader cannot avoid the importance of fluency aspect in reading text. It is not easy, especially in recount text. Therefore, the existence of technique is important to make reader easier and more effective in term of fluency in recount text. Listening passage preview technique is very useful to be used in order to make it easier for the reader.

6. Approach, Method, Technique and Strategy

In the context of learning, there are familiar with the terms of approaches, methods, techniques, and strategies. But many of the students of education (prospective teachers) and even the teachers who do not understand deeply, so it can not be explained what are the exact similarities and differences of the terms. Most of them understand each of the terms. Others think differently to these terms, but not able to explain how the difference.

Approach is the way of teachers view the learning process. It is the personal philosophy of teaching related to the nature of teaching, the rule of the teacher, the students, the administration, the parent, or how the teacher approaches the students in teaching and learning process. It may be very depending on students he teaches. Anthony in Murcia defined an approach to language teaching is something that reflects the searching model or research paradigm²⁷. In short, approach

²⁷Marianne Celce Murcia, *Teaching English As a Second or foreign Language* (Third Edition), (Boston: Heinle & Heinle Thomson Learning, 2001), p.4

is like a collection of theories, there is no procedure and it is still general.

Then, method can be considered as a way of learning that must be taken to realize the teacher's in a real and practical activity in the classroom to achieve learning objectives. Anthony, furthermore, explains that method is a set of procedures or generalized set of classroom specification for accomplishing linguistics objectives.²⁸ In short, method is more specific than approach and less specific than technique. Thus, method is about theory and also the procedures of theory.

Afterwards, a technique is a classroom device or activities and thus represents the narrowest among the three (approach, method and technique).²⁹ On the other hand, techniques are specific activities manifested in classroom that are consistent with the method and thus, are in harmony with an approach as well. It concludes a wide variety of exercises, activities or tasks used in a language classroom. Thus, a technique is a very specific type of learning activity used in one or more methods. Strategy is under the learners' conscious control; they are operations with the learners' choices to use to direct or check his or her own comprehension.³⁰ Thus, strategy is about students perform a few steps in learning process.

²⁸*Ibid.*

²⁹*Ibid*

³⁰*Ibid*

7. The Nature of Listening Passage Preview Technique

Technique is a specific way or tool brought by the teacher in the teaching learning process. A technique is a detailed list of rules or a guideline for any teaching activity. According to Lemov, a technique is a thing that teacher says or does in a particular way in teaching.³¹ This is slightly different from the strategy which means a generalized approach to problems, or a way to inform decisions. A good technique really affects the final achievement of the teaching's goal. Considering the difference between technique and strategy leads the teacher to prepare well and adapt appropriately to the condition he or she encounters in the learning process, especially in teaching reading fluency.

There are so many techniques applied by experts to promote reading fluency, and they have tried many interventions conducted one by one or combined to find out the effective ways to gain the reading fluency mastery. Listening passage preview (LPP) is one of the common techniques attracting the research.³² Listening passage preview is exactly included one of the three basics of passage preview interventions: (a) silent passage preview, where the student reads the passage silently prior to instruction and/or testing; (b) oral passage preview, where the student reads the passage aloud prior to instruction

³¹ Doug Lemov, *Teach like a Champion*, (San Francisco: Jossey-Bass, 2010), p.3

³²Therrien, W. J. "Fluency and comprehension gains as a result of repeated reading: A meta-analysis", *RemedialandSpecialEducation*, 25, (2004), pp. 252-261.

and/or testing; and (c) listening passage preview, where the student listens to a more skilled reader read the passage (e.g., a teacher, parent, more skilled peer, an audiotape) while following along silently. The efficacy of passage preview procedures on students' reading fluency has also been well documented by researchers, and listening passage preview contributed the most support over other types of passage preview interventions.³³

According to Rose and Sherry, listening passage preview is specifically used to improve students' reading fluency and increase the rate of accurate oral reading³⁴; however, many researchers have tried to see the effect of this technique on reading comprehension. Listening passage preview is typically used when students have difficulties in reading some of the words in a passage or reading them at very slow rates. In listening passage preview, teacher gives model of reading a passage by reading it aloud to the students and ensuring them to follow along with their fingers. Then, teachers observe students frequently to make sure they are following. After students follow along while the teacher reads, they are asked to reread the passage.

During listening passage preview, students are grouped together and the teacher begins by reading scripted directions that

³³ Daly, E. J., & Martens, B. K. "A comparison of three interventions for increasing oral reading performance: Application of the instructional hierarchy". *Journal of Applied Behavior Analysis* (1994), pp, 459-469.

³⁴ Rose, T. L., and Sherry, L., "Relative effects of two previewing procedures on LD adolescents' oral reading performance", *Learning Disability Quarterly*, 7(1), (1984), p.39

explicitly instructs the students what to do during the session. The teacher then reads passage twice. During each reading the teacher reads with good expression and at a pace only slightly faster than students can read the passage. Students hold a copy of the passage and are instructed to read along silently as the teacher reads, and they are asked to point to the words in the passage to demonstrate they are following along. In addition, the teacher stops reading the passage and selects a student in the group to say the next word in the passage. The listening passage preview components take approximately 2 minutes to complete.³⁵

Many researchers have found the benefits of LPP. First, the procedures of LPP are relatively simple to apply. Implementing LPP does not require extensive training for either the teacher or the students involved. Second, providing a model of fluent reading may allow students to focus more cognitive effort on comprehension as well.³⁶ LPP are also versatile. It has been implemented with individual and or with small groups of students.³⁷ The procedures can be implemented by a variety of people (e.g., teacher, peer), or students can work independently with a tape recording. This technique can also be applied in a variety of populations, students with or without learning

³⁵Begeny, J., & Silber, J., "An Examination of Group-Based Treatment Packages for Increasing Elementary-Aged Students' Reading Fluency". *Psychology in the Schools*, 43(2), (2006), pp. 183-195.

³⁶LaBerge, D., & Samuels, S. J., "Toward a theory of automatic information processing in reading". *Cognitive Psychology*, 6, (1974), pp. 293-323.

³⁷ Timothy V. Rasinski, "Effects of repeated reading and listening-while-reading on reading fluency". *Journal of Educational Research*. 83. (1990), pp.147-150.

disabilities.³⁸ LPP activities also may be more efficient than other effective approaches for improving fluency, such as repeated reading in which reading through of text in repeated reading interventions often may be slow and labored.³⁹

8. Procedure of Teaching Reading Fluency by Using Listening Passage Preview

The following are the procedures in conducting listening passage preview technique:⁴⁰

1. Sit with the students without too many distractions. Position the book selected for the reading session so that teacher and the students can easily follow the text.
2. Say to the students, “Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud.”
3. Read aloud from the book for about 2 minutes while the students read silently. If you are working with younger or less-skilled readers, you may want to track your progress across the page with your index finger to help the students to keep up with you.

³⁸Skinner, C. H., Cooper, L., & Cole, C. L. (1997).The effects of oral presentation previewing rates on reading performance. *Journal of Applied Behavior Analysis*, 30, 331-333.

³⁹Timothy V. Rasinski, *Loc.Cit.* pp.147-150.

⁴⁰ Jim Wright, *The Savvy Teacher's Guide: Reading Interventions That Work*, (Washington, DC: National Institute of Child Health and Human Development, 2001), p.15

4. Stop reading and say to the students, “Now it is your turn to read. If you come to a word that you do not know, I will help you with it.” Have the students read aloud. If the students commit a reading error or hesitates for longer than 3-5 seconds, tell the students the correct word and have the students continue reading.
5. Repeat steps 3 and 4 until you have finished the selected passage or story.

B. Relevant Research

Below are some researches by other researchers which are relevant to this research:

1. A quasi-experimental research conducted by Edward J. Daly, III and Brian K. Martens entitled “A comparison of three interventions for increasing oral reading performance: application of instructional hierarchy” in 1994. Here, they tried to compare the effect of three instructional interventions (listening passage preview, subject passage preview and taped words) on subject’s oral reading performance on word lists and passages. Subjects were 4 male students with learning disabilities who ranged in age from 8 years 10 months to 11 years 11 months. A multi element design was used to compare the effects of the three interventions to each other and to baseline. They

found that listening passage preview intervention (which contained modeling, drill, and generalization components) produced the largest performance gains.⁴¹

2. A quasi-experimental research conducted by John C. Begeny and Jennifer M. Silber entitled ‘An Examination of Group-Based Treatment Packages for Increasing Elementary-Aged Students' Reading Fluency’ in 2006. In this study, they tried to examine the four group-based treatment packages containing two or more reading interventions: repeated reading, listening passage preview, and practicing difficult words in isolation. Effects of each treatment packages were evaluated with 4 third graders using an alternating-treatments design, and effects were evaluated for both immediate and retained reading fluency gains. Through this research, they found that the combination of all three intervention components was most effective.⁴²

The first research focused on the examination of group-based treatment packages for increasing elementary aged students’ reading fluency and the second one focused on the comparison of three interventions for increasing oral reading performance. However, this study is different from

⁴¹Daly, E. J., & Martens, B. K. “A comparison of three interventions for increasing oral reading performance: Application of the instructional hierarchy”. *Journal of Applied Behavior Analysis* (1994), pp, 459-469.

⁴²Begeny, J., & Silber, J., “An Examination of Group-Based Treatment Packages for Increasing Elementary-Aged Students’ Reading Fluency”. *Psychology in the Schools*, 43(2), (2006), pp. 183-195.

the two researches above since this study focuses on the effect of listening passage preview technique on students' reading fluency.

C. The Operational Concept

The operational concept is the concept used in accordance with review of related literature. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify the variables used in this study. The indicators are clue and techniques applied in the implementation of various methods. The indicators are:

1. The use of Listening Passage Preview Technique in teaching reading as the independent variable is symbolized by "x". the indicators are:⁴³
 - a. Teacher invites the students to look at reading text selected and ask them to point selected reading.
 - b. Teacher reads the reading text while the students read along the text silently.
 - c. Teacher reads the text for about 2 minutes and makes sure that the students keep up.
 - d. Teacher asks the students to read the same part loudly. If the students make an error for longer than 3-5 seconds, teacher tells the correct one and has them read again.
 - e. Teacher does these until finishing the selected reading text.

⁴³Jim Wright, *The Savvy Teacher's Guide: Reading Interventions That Work*, (Washington, DC: National Institute of Child Health and Human Development, 2001), p.15

2. The students' reading fluency as the dependent variable is symbolized by "y". The indicators are:⁴⁴
 - a. Students are able to read the text accurately.
 - b. Students are able to recognize the reading text spontaneously and quickly.
 - c. Students are able to identify the punctuation of the text.
 - d. Students are able to read the text by appropriate rate.
 - e. Students are able to read the text by appropriate phrase, intonation, and stress.

D. The Assumption and the Hypothesis

1. The Assumption

In this research, the writer assumes that:

- a. The students' reading fluency taught by using listening passage preview is various.
- b. The students' reading fluency taught without using listening passage preview is various.
- c. The better listening passage preview is applied in teaching or learning recount text, the better students' reading fluency in recount text will be.

⁴⁴Timothy V. Rasinski, *Assesing Reading Fluency. Pacific Resources for Education and Learning*, (Honolulu; Hawai'I, 2011), pp.3-9

2. The Hypothesis

Based on the assumption above, the writer can formulate hypothesis as follow

- a. H_0 : There is no significant effect of using Listening Passage Preview Technique on students' reading fluency at MTs Ponpes Darel Hikmah Pekanbaru.
- b. H_a : There is a significant effect of using Listening Passage Preview Technique on students' reading fluency at MTs Ponpes Darel Hikmah Pekanbaru.