

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is not only the process in which the reader reads the words, sentences or the text but also by reading the reader intends to get something from the reading materials. In addition, Reading is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought.¹ This skill needs more attention from students, because in reading the students must have good comprehension with the text to get the meaning from the text. The purpose of reading is to connect the ideas on the page to what the reader already knows. By reading the students can get information what they want to know.

According Baker and brown, Reading is a complex process involving a network of cognitive actions that work together to construct meaning.² Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of

¹ Joseph Bennette. *A Course in Light Speed Reading a Return to Natural Intuitive Reading*. (Salem: First Published, 1997). p. 23

² Linda J. Dorn and carla soffos. *Op Cit*. p.6

texts and wide reading for various purposes over a lifetime.³ It means that to get knowledge of the language allows readers to identify the printed words and sentences. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.

2. The Nature of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers, of course, intend to have connection to the material that they read. The process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. According to Danny Brassell & Timothy Rasinski reading comprehension is the ability to take information from written text and do something in a way that demonstrates knowledge or understanding of that information⁴

It is clear that comprehension is the main goal of reading. Comprehension includes constructing meaning and understanding from reading materials to the readers. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension and comprehension is influenced by the readers' motivation, knowledge, cognitive abilities, and experience. Dorn and Soffos say that comprehending involves interpreting and synthesizing ideas

³ Randi Stone. *Best Practices for Teaching Reading what Award-Winning Classroom Teacher do.* (California: Corwin Press a Sage Company, 2009), p.85

⁴ Brassell Danny & Rasinski Timothy. *Op cit.* p.19

in ways that influence the reader's mind.⁵ A good reader will integrate four types of knowledges to expand their reading comprehension.

While Rand Corporation in Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁶ Based on the explanation above, the writer then concludes that when the reading comprehension happens, there is a connection between the reader and the reading material, because the reader will connect their background knowledge and the new information from the text. Reading comprehension can also be called as a complex cognitive process for every reader.

According to Durkin in Klingner, typical comprehension is to improve reading comprehension. She summarized reading comprehension instruction based on the following a three-step procedures: mentioning, practicing, and assessing. Teachers would *mention* the skill that they wanted students to use, then they would give them opportunities to *practice* the skill through workbooks or skill sheets, and finally *assess* whether or not they use the skill successfully.⁷ Reading comprehension is not as simple process, though. There are many processes that must be

⁵Linda J. Dorn and Carla Soffos. *Op Cit* p. 14

⁶Karen, Tankersley, *Op Cit* p., 108

⁷Janette K. Klingner, Sharon Vaughn, and Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. Karen R. Harris and Steve Graham (eds). (New York: The Guildford Press, 2007),p.2

passed by a reader in order to reach the comprehension itself and be an effective reader.

Good effective readers will make connection between their background knowledge and the new information. They also need to monitor their comprehension, make inference, use prediction and also visualize the information in the text.⁸

In reading comprehension, there are five lessons that follow cover the basics of reading comprehension. By the end of this section, you should be able to;⁹

1. find the basic facts in a passage.
2. determine the main idea of a passage.
3. determine the meaning of unfamiliar words from context.
4. distinguish between fact and opinion.

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.¹⁰ They are eight factors that may influence the comprehension. They are as follows:¹¹

- a. Limited of vocabulary knowledge. Studies have confirmed that reading comprehension is closely related to a student's level of spoken language competence.

⁸Karen Tankersley. *Op Cit.*, p. 91

⁹ Chesla, Elizabeth L. *Reading Comprehension Success in 20 Minutes a Day. 3rd Ed. II. Title: Reading Comprehension Success in Twenty Minutes a Day.* (New York: Learning Express, 2009).p.17

¹⁰ Peter Westwood. *Op Cit.*, 33

¹¹*Ibid*

- b. Lack of fluency. There appears to be an optimum rate of fluency in reading that allows for accurate processing of information.
- c. Lack of familiarity with the subject matter. It is much easier to read with understanding if the reader already possesses some prior knowledge of the topic.
- d. Difficulty level of the text (readability). The difficulty level of text is a major factor influencing whether or not material can be read with understanding.
- e. Inadequate use of effective reading strategies. Unlike skilled readers, weaker readers do not approach the interpretation of text strategically.
- f. Weak verbal reasoning. The ability to understand text, and particularly to go beyond the words on the page in order to make relevant connections among facts and to critique the ideas, reflects the operation of verbal reasoning.
- g. Problems with processing information. In order to maintain the meaning of text as the sentences and paragraphs accumulate, a reader has to be able to keep relevant information within working memory and make necessary connections between ideas.
- h. Problems in recalling information after reading. Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details.

In this research, the result of reading comprehension text was evaluated by focusing on five component below:

1. Students are able to find factual information. In order to maintain the meaning of text as the sentences and paragraphs accumulate, a reader has to be able to keep relevant information within working memory and make necessary connections between ideas.
2. Students are able to identify main idea. It is important to let the students to respond the meaning of the message of the reading text.
3. Students are able to locate the meaning of vocabulary in context. Studies have confirmed that reading comprehension is closely related to a student's level of spoken language competence.
4. The students are able to identify references. Students are able to understanding about the text, for example "Do you know what ...the Stone Flower was? **It** was actually a swallow's nest (paragraph 7)". The word **it** refers to?
5. Students are able to make inferences from the reading text. For example What can you infer from the text entitled Stone Flower that Arungbinang is....

3. Teaching Reading

In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of the teaching and

learning process. In teaching reading is not easy, a teacher must have many strategies to teach reading to students.

The purpose of teaching reading is to develop students' comprehension of what they read. Reading with comprehension is the important part because the goal of reading itself is to communicate with the text. If the readers cannot understand what has been read is useless. Reading comprehension refers to reading for meaning, understanding, and entertainment. In addition, reading comprehension is a technique for improving students' success in extracting useful knowledge from text. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.¹² To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.

4. Narrative Text

a. Definition of Narrative

There are various kinds of text learned by the students. One of them is narrative text. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. While Richards points out that narrative is the written or the

¹²Blanton in Peter Westwood. *What Teacher Need to Know about Reading and Writing Difficulties*. (Victoria: Acer Press,2008). p. 31

oral account of a real or fiction story.¹³ A narrative text gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humor.

b. Generic Structure of narrative Text

1. Orientation

Introducing the characters of the story, the time and place that story happened. It usually answer who? When? Where?

2. Complication

A series of events in which the main character attempts to solve the problem

3. Resolution

The ending of the story containing the solution.¹⁴

c. Language Features of Narrative

a. Using part of speech

Nouns: home, travelers, stone and etc. Pronouns: they, their, its and etc. Adverb: angrily, in horror, etc. Verbal process: asked, told, spoke, etc.

b. Using temporal connection and conjunction: one day, a week later, then, a long, etc.

c. Using simple past tense.¹⁵

¹³ JackC. Richards and Richard Schimids. *Op Cit.*, p. 349

¹⁴ Anna Valentina, Dwi Wahyu Priyanto (ed). *Look Ahead 2 an English Course for Senior High School Students Year XI*. (Jakarta: Erlangga, 2006).p.52

¹⁵*Ibid.* p.74

Clouse stated that there are six purposes of narration they are as follows:¹⁶

1. To entertain. It is about account of your first meeting with your first meeting with your father-in-law, when you mistook him for an annoying insurance salesmen
2. To express feelings. It is about an account of what happened when your best friend betrayed you.
3. To relate experience. For example, an account of the time you got lost I the wood for two days.
4. To inform (to explain what happens when a person is arrested).For example, an account of the time you were wrongly arrested for shoplifting.

5. The Nature of Visualizing Strategy

a. Concept of Visualizing Strategy

According to Robert and Duke, Visualization is often suggested as a literacy teaching strategy in supporting students as they read literature.¹⁷ Visualization is also a key component of good comprehension. Learning to visualize while reading is an important skill for students to develop. Visualization helps students better relate to the story, brings life to the story and the characters, and also

¹⁶*Ibid*

¹⁷ Kathy Ganske and Douglas Fisher (edr). *Op Cit*.p.65

strengthens imaginative thinking.¹⁸ In Visualizing, students construct mental images that represent text content. Extension: students construct graphic representations of their mental images.¹⁹

At key points in the story, stop reading and ask students to describe what they are seeing in their minds at that moment. After the book is finished, have students draw one of the pictures they were seeing and link it back to the passage they were hearing. Discuss with students the idea that reading should help us visualize and make a connection to pictures in the mind.²⁰

Struggling readers often have difficulty visualizing the events or characters in a story while they are reading. Help students visualize the story by making pictures or “movies” in their mind of the story as they read. Ask students to talk about the movies they are seeing and how it helps them see characters and action more clearly. Model your own thinking and visualization process for the students as well.²¹ So, students find solution for their problems when they visualize the story. By using visualizing, students are easier to comprehend the lesson because students visualize the story by making pictures to make themselves understood, and they naturally adjust their input to make it comprehensible. Therefore, teacher can facilitate language acquisition to their students by using visualization.

¹⁸ Karen Tankersley. *Op cit.* p.94

¹⁹ Janette K. Klingner, Sharon Vaughn, and Alison Boardman. *Lot cit.* p.140

²⁰ Karen Tankersley. *Op cit.* p.90

²¹ Karen Tankersley. *Ibid.* p.88

Effective readers visualize the information in the text as they read and create images using the different senses to better understand what is read.²² So, Visualization is a teaching strategy to visualize the story, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject.

In addition, Effective readers know how to visualize the text as they are reading; they can “see” the characters, the setting, and how the action unfolds.²³ The benefit of using visualizing strategy is to construct a visual image, readers must attend to the text in an active way, modifying their images as the text unfolds.²⁴

b. **Procedure of Using Visualizing Strategy**

The procedures for teaching Visualizing Strategy are as follows:²⁵

1. The teacher teaches students to visualize the content in a passage of what is happening. For example the story about Cinderella.
2. For stories, have students visualize what is happening at the beginning, middle, and end of the story. For example, what is main idea of Cinderella, what did Cinderella sad, What can you infer from the story that Cinderella?

²² Janette K. Klingner, Sharon Vaughn, and Alison Boardman. *Loc cit.* p.140

²³ Karen Tankersley. *Op Cit.* p.136

²⁴ Donna M. Scanlon, Kimberly L. Anderson and Joan M. Sweeney. *Early Intervention for Reading Difficulties the Interactive Strategies Approach.* (New York: The Guilford Press, 2010), p.287

²⁵ Janette K. Klingner, Sharon Vaughn, and Alison Boardman. *Loc cit.* p.140

3. The teacher asks students to explain their images after they read the story about Cinderella.
4. Have students compare the picture in their minds with what they are reading about Cinderella.
5. Extension: Have students draw diagrams or pictures to represent their visualizations.

B. Relevant Research

This research has relevance with other research in Variable X, a research from Izza Dinillah.²⁶She conducted a research entitled “ The Effect of Visualization Strategy toward students’ Writing ability on writing descriptive paragraph of the First grade at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang Regency.In his research, she concluded that the second hypothesis is accepted, because in T-table at the 5% grade of significance that refers to 2.01. While in the level of significance 1% is 2.68. So, it can be analyzed that t_o is higher than T-table in either at 5% or 1%. It can be read that $(2.01 < 8.26 > 2.68)$. She found that there is significant effect of Visualization Strategy toward students’ writing ability on writing descriptive paragraph of the first grade at Islamic Boarding Senior High School Daarun Nahdhah Thawalib Bangkinang Regency.

²⁶Izza Dinillah. *The Effect of Visualizing Strategy toward Writing Ability on Writing Descriptive Paragraph of the First Grade at Islamic Boarding High School Daarun Nahdhah Thawalib Bangkinang Regency*. (Pekanbaru:Unpublisher, 2013)

Another research in Variable Y, a research from Ecal Ade Yansyah.²⁷ He conducted a research entitled “The Use of Group Work Activities to Improve Students’ Reading Comprehension at Language Program of MAN 1 Pekanbaru. In his research, he concluded that the second hypothesis is accepted, because in T-table at the 5% grade of significance that refer to 2.05. While in the level of significance 1% is 2.76. So, it can be analyzed that t_o is higher than T-table in either at 5% or 1%. It can be read that $(2.05 < 3.445 > 2.76)$. In conclusion, according to the result of the hypotesis testing, teaching reading by using group work activities is effective to improve students’ reading comprehension at grade XI of Language Program in MAN 1 Pekanbaru.

C. Operational Concept

In order to avoid miss understanding about this study, it is necessary to explain the variables used in this research. Operational concepts are derived from related theoretical concepts on all of the variables that should be operated empirically and practically.²⁸ Actually, there are two variables in this research. They are variable X and Y. Variable X as independent variable (Visualizing Strategy) and variable Y as dependent variable (reading comprehension)

²⁷ Ecal Ade Yansyah. *The Use of Group Work Activities to Improve Students’ Reading Comprehension at Language Program of MAN 1 Pekanbaru*. (Pekanbaru: Unpublished. 2011).

²⁸ M. Syafi’i. *From Paragraph to Research Report: Writing for Academic Purposes*. (Pekanbaru: LBSI,2007). p. 122

1. The procedures of Visualizing Strategy (Variable X) are as follows: ²⁹
 - a. First, Teacher teaches students to visualize the content in a passage what is happening.
 - b. For stories, teacher has students visualize what is happening at the beginning, middle, and end of the story.
 - c. Teacher asks students to explain their images after they read.
 - d. Teacher has students compare the picture in their minds with what they are reading.
 - e. For extension: teacher has students draw diagrams or pictures to represent their visualizations.
2. The indicators for students' reading comprehension (Variable Y) in Narrative Text are as follows:
 - a. Students are able to find factual information.
 - b. Students are able to identify main idea.
 - c. Students are able to locate the meaning of vocabulary in context.
 - d. The students are able to identify references.
 - e. Students are able to make inferences from the reading text.

²⁹Janette K. Klinger. *Loc Cit.*p.140

D. Assumption and Hypothesis

1. Assumption

There are many strategies which are effective to improve reading comprehension; one of them is Visualizing Strategy. The writer assumes that the good strategy is Visualizing Strategy that can give good improvement of students' reading comprehension.

2. Hypothesis

Ho: There is no a significant effect of using Visualizing strategy on reading comprehension in Narrative text of the second grade students at Senior High School 2 Tambang Kampar Regency.

Ha: There is a significant effect of using Visualizing strategy on reading comprehension in Narrative text of the second grade students at Senior High School 2 Tambang Kampar Regency.