

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

Reading comprehension is “a process of making sense of a written text. However, it is not a passive one-way decoding process. Instead, it is an active two-way process in which the reader and the text interact”¹.

Reading is very important as it is a mean of seeking knowledge. Reading is one of the four language skills. Edge states that reading as one of the receptive skills is the skill necessary in written communication and it is the main motivation for learners². Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

According to Nunan, reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes³. Reading is a multi-dimensional [cognitive process](#) of decoding symbols for the purpose of deriving meaning ([reading comprehension](#)) and/or constructing meaning. Written information is received by the [retina](#), processed by the [primary visual cortex](#), and interpreted in [Wernicke's area](#).

¹Hornby. *Oxford Advance Learners Dictionary of Current English*. (UK: Oxford University Press, 1989), p.9

²Edge. *Reading in the 21st Century*. (New Jersey, 1993), p.105

³David Nunan. *Second Language Teaching and Learning*. (Hongkong: University of Hongkong, 1990), p.33

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of language), and comprehension. Readers may use morpheme, semantics, syntax and context cues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory). Other types of reading may not be text-based, such as music notation or pictograms. Reading text is now an important way for the general population in many societies to access information and make meaning.

Reading is a useful activity in which students should have this skill. Understanding reading is not easy thing. We need to have techniques in order to get easy in comprehending reading text. According to Marianne Celce - Murcia:

"Reading is to learn unique thinking skills in which ESLIEFL learners must have ability to comprehend the material from a text by using their own through activities which help them into an outline, be able to find comparison and contrast or cause and effect examples, following an argument in the text, choose relevant topic under discussion."⁴

Besides, by reading we will get science, experience, insight, and many others that we do not know before.

The aim of teaching reading is to help students develop their ability, so that they can read English text effectively and efficiently, and also enable them to interpret what they read.

⁴Cerçe Marianne Murcia.*Extensive Reading for General Information*. (New York: Cambridge University Press. Inc., 1991), p.201

Effective reading is always purposeful. Donough and Shawn say that much of the current thinking on reading tend to focus primarily on the purposes of the activities even if reading is done for pleasure, it is purposeful. In general, the purposes of reading are classified into as follows:

1. Getting general information from the text
2. Getting specific information from the text
3. Reading for pleasure or interest⁵.

Reading text analysis involves the careful examination of a text in order to identify the specific elements that will support and or challenge students in their reading⁶. In order to understand a text, students need ability. Without ability, students must not be able to analyze a reading text completely. When this happens, they are presumably not able to comprehend the meaning stated in the text. In relation to this, Walter mentions that students' performance or ability in reading covers the following:

1. Vocabulary comprehension
2. Sentence structure and comprehension
3. Paragraph structure
4. Comprehension of the whole reading selection⁷

The person who can help students comprehend a text is a teacher. In this case, Brown says that teaching is showing or helping someone to learn how to do something, giving information, giving instruction, guiding in the study of something, providing with knowledge

⁵Donoughand Shawn.*Materials and Methods in ELT*, (Massachusetts: Blacwell Publisher. Inc., 1998), p.102

⁶Walter. *Reading Strategies Focus on Comprehension*. (Katonah: New York, 2004), p.60

⁷*Ibid.*, p.69

causing to know or understanding⁸. The teacher is the main factor that much influences the result of teaching and learning process.

In conclusion the teacher wants his/ her students to be successful in teaching and learning process, of course, the teacher must know some points that can make them understand the lesson. Here, reading is focused. Therefore the teacher must know about the strategies and techniques that make the students understand the reading text easily.

2. Strategies for Teaching Reading Comprehension

Moreover, Brown says that there are 12 strategies used for reading comprehension:

1. Identifying the purpose in reading.
2. Using Grapheme rules pattern to aid in bottom-up decoding making the correspondence between spoken and written English is one of the difficulties encountered by students in learning to read. They may need to be given hints and explanations about certain English orthographic rules and peculiarities.
3. Using efficient silent reading technique for relatively rapid comprehension. In this strategy, there are some rules that can help the students increase their efficiency in reading as follows:
 - a. You need to pronounce each word to yourself.
 - b. Try to visually perceive more than one word at a time, preferably phrases.

⁸H. Douglas Brown. *Language Assessment: Principle and classroom Practices* (United States of America: Longman, 2004, p.70

c. Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

4. Skimming

Skimming consists of quickly running one's eyes across a whole text to get the gist.

The advantages of this strategy are as follows:

- a. The students are able to predict the purpose of the passage.
- b. The students are able to predict the main topic or message.
- c. The students are able to predict some of the developing or supporting idea.

5. Scanning

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask student to look for names or dates, to find a definition of a key concept or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through the whole text.

6. Guessing

The students can use the strategy of guessing to:

- a. Guess the meaning of a word
- b. Guess a grammatical relationship.
- c. Guess a discourse relationship
- d. Infer implied meaning (between the lines)

- e. Guess about a cultural reference.
- f. Guess content message

7. Vocabulary analysis

8. Distinguish between literal and implied meaning

In this strategy, the students are asked to find implied meaning from the passage because not all language can be interpreted appropriately by attending to its literal meaning. Implied meaning usually has to be derived from processing pragmatic information.

9. Capitalize on discourse markers to process relationship.

There are many discourse markers in English that signal relationship among ideas expressed through phrases, clauses and sentences. Clear comprehensions of such markers can greatly enhance learners' reading efficiency.

10. Extensive reading

Extensive reading is reading longer texts, usually for pleasure. This is fluency activity, mainly involving global understanding⁹

11. Intensive Reading

The different ways of reading are not mutually exclusive. For instance, one often skims through a passage to see what it is about before whether it is worth scanning a particular paragraph for the information that is looking for.

The skill in comprehending the reading text is different from every student, although he/she read the same material¹⁰. Therefore, the students should focus on

⁹*Ibid.*, p.201

messages, not on grammatical rules. Here, the students' skill in reading comprehension should cover:

1. Retelling passage in own words
2. Talk about the character
3. Recalling the main idea
4. Recalling the supporting details
5. Understanding story sequence
6. Making inferences¹¹

In relation to this, Brown says the features of comprehension as the follows:

1. The main idea (topic) of the text
2. The expression/idioms/phrases in context
3. The implied details (inference)
4. The grammatical features
5. The details (Specifically stated details)
6. The excluding facts not written (unstated details)
7. The supporting ideas
8. The vocabulary in context¹²

Based on definitions above, it can be concluded that Reading is not an easy work. Because to understand the reading text, we need to have strategy or technique in order to get easy in comprehending reading text.

¹⁰*Ibid.*, p.110

¹¹Walter. *loc.cit.*, p.75

¹²Brown.*Loc.cit.*, p.206

3. Reading Comprehension in Narrative Text

Comprehension was the process of making sense words, sentences, and connected text. Phang stated that comprehension is the process of deriving meaning from connected text¹³. It involved word knowledge as well as thinking and reasoning. Readers must use the information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. According to Catherine Snow, she mentioned that comprehension entails three elements¹⁴:

- a.. The reader who is doing the comprehension
- b. The text is to be comprehended
- c. The activity in which comprehension is a part

Comprehension was an activity where reader must be able to interpret and alter what he/she reads in accordance with his/her prior knowledge about the text. Therefore, reading comprehension means understanding what has been read. It was an active processed that depend not only on comprehension skill, but also in readers' experiences and prior knowledge.

Good comprehenders could be engaged in many different types of text¹⁵. Narrative text was one of the types of paragraph in reading that should be mastered by students especially for the second year students of junior high school. Whether it tells a true story or fiction, a

¹³ Elizabet Phang. Et al, *Teaching Reading*. France: SADAG, belljearde), p.15
<http://www.curtin.edu.au/curtin/dept/smec/ia> (Retrieved on February 24th, 2011)

¹⁴ Catherine Snow and Chair. *Op. Cit.* p.11

¹⁵ Catherine Snow and Chair. *Op. Cit.* p.14

narrative text gives an account of one or more experiences¹⁶. This paragraph tells about a story to make a point or explain an idea or event that can be fun to read.

In this case, reading comprehension means a process of understanding the text in order to get the purposes of reading such to get informations and the meaning of the texts. There were several kinds of narrative text such as fairytales, legends, plays, cartoon, and adventure stories¹⁷. All of the narrative paragraph types have the social purpose to entertain and instruct the reader. The generic structure of narrative text is consists of three parts: orientation, complication/problems, and resolution¹⁸.

Example of narrative text:

Cinderella

Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day an invitation to the ball come to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy good mother come and helps her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.

| Title | Cinderella |
|---|---|
| Orientation (Characters, Setting, Main idea) | Once upon a time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework. |
| Complication (Body) | One day an invitation to the ball come to the family. Her |

¹⁶ Syafi'i S, Fauzan A, et al. *The Effective Paragraph Developments, the Process of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive: 2007) p.53

¹⁷ Kalayo Hasibuan and Muhammad Fauzan A, *Op Cit*. p.130

¹⁸ *Ibid*.

| | |
|------------|--|
| Resolution | <p>stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.</p> <p>Fortunately, the fairy good mother come and helps her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They lived happily ever after.</p> |
|------------|--|

Structure of Narrative text:

- a. Orientation: this sets the scene, creating a visual picture of the setting, atmosphere and time of the story. Characters are introduced and clues are in place for coming complication.
- b. Complication: this revolves around conflicts or problems the hero is prevented from reaching his or her goals.
- c. Series of events: the story continues through a series of expected or unexpected event.
- d. Resolution: a solution is found for the problem or challenge¹⁹.

Moreover, efficient comprehension required the ability to relate the textual material to one’s own knowledge. Comprehending a narrative text was an interactive process between the reader’s background knowledge and the text. It is involves more than just relying on one’s linguistic knowledge.

4 Generative Vocabulary Strategy

Vocabulary takes a very important role in reading. It is because knowing words can help the readers to find the meaning. If we analyze vocabulary from its meaning, Longman

¹⁹ Cliff Watt, Targeting Text: Narrative, Poetry, Drama, Upper Level, (Singapore: Blake Education, 1999), p 4-5

gives some definition for that. First, it is all the words that someone knows, learns, and uses. Second, it is the words that are typically used when talking about a particular subject. Third, it is all the words in particular language, and there are still many others.²⁰ It can be defined as the words we must know to communicate effectively. In addition, educational service also defines vocabulary to words in recognizing meaning. But, it uses such these words: "...Reading vocabulary refers to words we recognize or use in print."²¹ Vocabulary becomes important then because readers must know what most of the words mean before they can understand what they are reading.

Generative vocabulary strategy itself uses generative vocabulary. Is this vocabulary as same as the vocabulary explained on the above? The answer is not exactly alike. The vocabulary mentioned above is pure the meaning of vocabulary in general. But, generative vocabulary itself is a vocabulary where the reader or the writer might understand or create another vocabulary from that one vocabulary.

Dowden and Cook on Department of Washington Education site states that generative vocabularies are vocabulary that allows the user to create novel messages.²² This explanation means that by having a generative vocabulary, the readers are enabled to figure out the meaning of another vocabulary without consulting the dictionary. The reader just needs to notice the keyword or possible sentences. Therefore vocabulary knowledge is needed here.

The vocabulary knowledge is very important in language acquisition. It is one of crucial elements in second or foreign language acquisition. By learning new words, students

²⁰ Pearson Longman. *Longman Advanced American Dictionary: The Dictionary for Academic Success: New Edition*. (United States of America: Pearson Education Limited, 2008), p. 1764

²¹ Educational Service Unit#1. *Reading Intervention: Vocabulary*. Retrieved on: <http://www.esu1.org/SPED/RtI-readvocab.html>

²² Augcomm Glossary. *AAC Glossary*. (Seattle: Augmentative and Alternative Communication at the University of Washington) Retrieved on: http://depts.washington.edu/augcomm/00_general/glossary.htm.

will not only be able to increase their reading but also their listening, speaking, writing vocabularies. Besides, it can improve comprehension and production in learning the language. Nassaji in Reima found that ESL students who had wider vocabulary knowledge made more effective use of certain types of lexical inferencing strategies than their weaker counterparts. Depth of vocabulary knowledge made a significant contribution to inferential success over and above the contribution made by the learner's degree of strategy use. Also in Reima, August, Carlo, Dressler & Snow found that English language learners who experienced slow vocabulary development were less able to comprehend texts at the grade 3 level than their English-only peers. Such students were likely to perform poorly on assessments in these areas and were at risk of being diagnosed as learning disabled.²³ In conclusion, gaining vocabulary knowledge is very urgent for language learners.

Then, to be able to detect the meaning and possess the vocabulary knowledge, we do need strategy or strategies. Generative vocabulary strategy is the answer for this. In teaching or learning this strategy the teacher, the readers or the students will use generative instructional vocabulary. This strategy will three different strategies become a single strategy. The three strategies are possible sentences, keyword strategy, and vocabulary self-collection strategy. These three strategies are found by the writer from Jo Rowan. It has been stated too in the writer's background for the definition of Jo Rowan about generative vocabulary.²⁴

As conclusion there is some consideration in teaching reading. What we have explained is a set of what we believe as the most important principles. Teaching reading is

²³Prof. Reima Al-Jarf. *Making Connections in Vocabulary Instruction*. (Riyadh, Saudi Arabia: King Saud University, 2006), pp.2-3

²⁴Kelly Jo Rowan. *loc.cit.*,

difficult work, the teacher must be aware of the students progress in making and adjust instruction to the changing abilities of students. It is also important to remember that the goal of reading is to understand the texts and to be able to learn from them. Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to the knowledge. Good teaching enables students to learn to read and read to learn.

5. Teaching Generative Vocabulary Strategy

In teaching generative vocabulary strategy, the tutor or the teacher can choose instructional words (generative vocabulary instruction) or the students can choose their own words. It is very useful in reading class because when students read, sometimes they ignore the words they do not understand for its meaning. But, by knowing generative vocabulary, they students may learn several words through a word.²⁵ To support this Shane Templeton also writes in her slide about generative vocabulary instruction that “when you learn a word you learn ten”.²⁶ Therefore, this strategy is very effective to help the students to find meaning.

Vocabulary strategy is a must to be taught then. It is because the students will get help in detecting the meaning of word parts. From a word, the students can create or detect another meaning. So, the students will be skilled in generating possible meanings from their knowledge of roots and affixes as written by Doug Buehl. The following is its quotation:

“...teaching vocabulary strategies that help students detect meaningful word parts is referred to as generative vocabulary

²⁵George Wilson. *Generative Vocabulary Instruction Helps Students Find Meaning*. Retrieved on: June 15, 2010 at <http://wfr10.wordpress.com/2010/06/15/generative-vocabulary-instruction-helps-students-find-meaning/>

²⁶Shane Templeton. *Generative Vocabulary Instruction: Teaching Core Academic and Content-Specific Academic Vocabulary to English-Only and English Learning Students*. (Reno: University of Nevada), Retrieved on: wst@unr.edu)

instruction-students become skilled in generating possible meanings of a string of new words based on their knowledge of roots and affixes.”²⁷

In generating the words, learners will use their vocabulary knowledge. It is all about prefix, suffix, and base words. This is also explained by Templeton in his slides about generative vocabulary.²⁸

The Following is the procedures of generative Vocabulary strategy:

a. **Possible Sentences:**

1. Teachers list and pronounce 6-8 new vocabulary words central to the major concepts to be learned that are adequately defined by context within the upcoming text. They also present several related terms from the text that students should already know.
2. Students, individually or in groups, use at least two words from the list to write "possible sentences" that they think may be in the text. It does not matter at this point if their sentences are incorrect.
3. Students read and find the targeted vocabulary to verify/correct their predictions.
4. Students evaluate their sentences for accuracy and amend them to reflect the meaning gained from the text.
5. Students generate new sentences using the targeted vocabulary and use the text to defend their choices.

- b. **Keyword Strategy:** This strategy builds on mnemonic devices and visual images to define new words.

²⁷Doug Buehl. *Generative Vocabulary Instruction Helps Students Find Meaning*. Retrieved on:http://www.weac.org/news_and_publications/education_news/2007-2008/readingroom_generative.aspx)

²⁸ Shane Templeton. *Op.cit.*,

1. Teachers review students on the meanings of new vocabulary words and ask them to create personal, visual images to help them remember the meaning.
2. Students create memorable images and discuss them with one another and with teachers.
3. Words and their images are recorded in a vocabulary notebook.

c. **Vocabulary Self-Collection Strategy (VSS):**

1. Students reading a common text each select a word they consider important that should be shared with the class.
2. Teacher and students present the words, defining them from context. They may clarify and expand on definitions and a dictionary or thesaurus may be consulted for final clarification. Students also present reasons to support why they believe their word is important for understanding the text.
3. Once all words are explored, a final list is made of those the group considers to be the most important for understanding. Students record these words in vocabulary journals.
4. Follow-up activities ensure that words are learned.²⁹

Regarding to the above explanation, the writer concludes that teaching generative vocabulary strategy is teaching students with morphology to generate the words where the students will use their vocabulary knowledge of root base, prefix, suffix, etc. to detect the meaning of possible words by finding the keyword.

²⁹SEDL.*Loc.Cit.*

6. The Relevant Research

1. Nassaji. She found that ESL students who had used generative vocabulary strategy were able to comprehend text at the grade 3 level of junior high school. The strategy was very effective to help the students to find meaning.
2. Ardiansyah Firman Effendi. In his research, he focused on The Reading Comprehension of Recount Text of the Eighth Grade Students at MTs Safinatul Huda Kedung Jepara in Academic Year 2012/2013 Taught by Using *Generative Vocabulary Instruction strategy*. The result of this research showed that the reading comprehension of recount text of the eighth grade students of MTs Safinatul Huda Kedung Jepara in the academic year 2012/2013 before being taught by using *Generative Vocabulary Instruction strategy* was categorized as sufficient. The score of mean and standard deviation are 66.27 and 9.94. Meanwhile, the reading comprehension of recount text of the eighth grade students of MTs Safinatul Huda Kedung Jepara in the academic year 2012/2013 after being taught by using *Generative Vocabulary Instruction strategy* was categorized as good. The score of mean and standard deviation are 79.58 and 8.05. So, the calculation of t-observation got results 5.36 in the level significant 0.05 and degree of freedom (df) 35 which is gained from $N-1=36-1=35$, the t (critical) is 2.04. It means that there is a significant difference between the reading comprehension of recount text of the eighth grade students of MTs Safinatul Huda Kedung Jepara in the academic year 2012/2013 before and after being taught by using *Generative Vocabulary Instruction strategy*. Based on the result above, it means that *Generative Vocabulary Instruction strategy* work well to develop student's reading comprehension.

7. The Operational Concept

In order to avoid misunderstanding about this study, it is necessary to explain about the variables used in this study. As mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concept.³⁰ There are two variables of this research, X and Y Variable. X Variable is the effect of using generative vocabulary strategy and Y variable is **Students' Reading Comprehension**. X variable is independent variable and Y variable is dependent variable.

X variable (Generative vocabulary) can be seen in the following indicators.³¹

1. Possible strategy

1. The teacher asks students to use at least two words from the list to write "possible sentences" that they think may be in the text.
2. The teacher lets the students find the target vocabulary to verify/correct their predictions.
3. The teacher asks students to evaluate their sentences for accuracy and asks them to reflect the meaning gained from the text.
4. The teacher asks students to generate new sentences using the targeted vocabulary and use the text to defend their choices.

2. Keyword Strategy

1. The teacher asks students to create personal, visual images to help them remember the meaning.

³⁰M. Syafi'i. *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2007), p. 122

³¹SEDL. *Building Reading Proficiency at the Secondary Level: A Guide to Resource*. Retrieved on: <http://www.sedl.org/cgi-bin/mysql/buildingreading.cgi?showrecord=23>

2. The teacher let the students create memorable images and discuss it with one another.

3. Vocabulary Self-Collection Strategy (VSS):

1. The teacher asks students to present the words, defining them from context.
2. The teacher asks students to clarify and expand the words on definitions
3. The teacher asks students to present reasons to support why they believe that their word is important to understand the text.

Y'' variable can be seen in the following indicators³²:

1. The students are able to answer questions of main idea in the reading text.
2. The students are able to answer the questions of meaning of vocabulary in the reading text.
3. The Students are able to identify the information from the text.
4. The students are able to answer the questions of word reference in the reading text.
5. The students are able to answer the questions of generic structure in the reading text.

8. The Assumption and the Hypothesis

1. The Assumption

In this research, the writer assumes that the result of this research shows there is significant difference of using generative vocabulary strategy on reading comprehension of narrative text of the second year students at MA Daarun Nahdhah Bangkinang.

2. The Hypothesis

³² Syllabus for the Second Year Students of MA Daarun Nahdha

H₀: There is no significant difference of using generative vocabulary strategy on reading comprehension of narrative text of the second year students at MA Daarun Nahdhah Bangkinang

H_a: There is any significant difference of using generative vocabulary strategy on reading comprehension of narrative text of the second year students at MA Daarun Nahdhah Bangkinang