

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Nature of Reading

Reading is a language skill that needs reader to comprehend the printed page. In reading process, the reader brings his own meaning and experiences to the printed information to obtain knowledge. Reading could be defined as a multileveled and interactive process in which readers construct a meaningful representation of text using their background knowledge.<sup>1</sup>In addition, Lems et al state that Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.<sup>2</sup>In other words, they are facilitated by their schemata or background knowledge to construct new information by accommodating and assimilating it with their certain knowledge stored in their memory. This activity can help them comprehend text easily.

Through reading, the students can develop their writing and improve the language components well, such as vocabulary and grammar. This statement is supported by Harmer who stated that a reading text provides one the opportunity to study a language: vocabulary, grammar, punctuation, and the way to construct sentence, paragraph and text.<sup>3</sup> In other words, reading needs more attention, so that readers and the students have good interaction with the text in order to fully

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<sup>1</sup>Ahmad Al-Issa, "Schema Theory And L2 Reading Comprehension: Implications For Teaching". *Journal of College Teaching & Learning* (7) 3. July, 2006. Web. 5 July. 2011.<<http://pdf-finder.com>>

<sup>2</sup>Kristin Lems, Leah D. Miller, and Tenena M. Soro, *Teaching Reading to English Language Learners : Insights from Linguistics*, (New York: The Guilford Press, 2010), p.33

<sup>3</sup>Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Cambridge: Longman, 1998), p.68

understand it. To do it successfully, the students have to understand what the words mean, see the picture the words are painting, understand the arguments and work out if we agree with them.<sup>4</sup>

Based on the definition above, it can be concluded that reading is a way to get information from something that was written. Reading involves interaction between a reader and a passage. So, it is the way, the reader gets message from the text. Then, reading has a great contribution to the students who want to get information and to enrich their knowledge.

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

Actually, reading is very important in our life. Reading comprehension cannot be separated because the purpose or the result of reading activity is to comprehend what has been read. Reading without understanding what has been useless. Kalayo and Fauzan stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.<sup>5</sup> Reading comprehension results when the reader knows which skill and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.<sup>6</sup>

In successful reading, comprehension is checked throughout the reading activity.<sup>7</sup> On the other hand, reading comprehension is a process that can make the readers use some strategies and also combine with their knowledge to comprehend

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<sup>4</sup>*Ibid*, p. 70

<sup>5</sup>KalayoHasibuan and Muhammad Fauzan A. *Teaching English as Foreign Language (TEFL)*.(Pekanbaru: Alaf Riau Graha UNRI Press, 2007). p. 114.

<sup>6</sup>*Ibid*, p. 113

<sup>7</sup>Thom Hudson. *Teaching Second Language Reading*.(New York: Oxford University Press, 2007). p. 109

something that they are reading or understanding what has been read. To develop the students' comprehension, the students have to know which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

Reading comprehension is the main purpose of reading activity. All readers of course intend to have connection to the material that they read. But of course the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of the material. Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success.<sup>8</sup>

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text ( previous knowledge, strategy use) as well as variable related to the text itself ( interest in text, understanding of text types).<sup>9</sup> It means that the primary activity of reading is to comprehend what the text is about.

According to Irwin on Klinger that there are five basic comprehension processes that work together simultaneously and complement as follow:<sup>10</sup>

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<sup>8</sup> Cain, K. and Oakhill, J.V. *Reading Comprehension: Nature, Assessment and Teaching*. Retrieved on May 25<sup>th</sup>, 2013 (<http://www.unige.ch/fapse/logopedie/formationcontinue/inscriptionenligne/cain-article2bis.pdf>)

<sup>9</sup> Jannete K Klingner, S. Vaughn & A. Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007). p. 97.

<sup>10</sup> *Ibid.* p. 9

1. Micro processes

Micro processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning and requires an understanding of syntax as well as vocabulary.

2. Integrative Processes

This process involves understanding and inferring the relationship among clauses. For example, the reader is reader is being able to identify and understand pronoun and to infer causation or sequence. So, the reader activity making connections across sentences.

3. Macro process

In this process, the reader is able to organizer idea in a coherent way. The reader can do this by summarizing the key ideas.

4. Elaborative processes

In this process, our prior knowledge make inference beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

5. Metacognitive Processes

Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember and regulating the strategies used when reading. The

metacognitive strategies the reader uses include rehearsing, reviewing underlining important words or sections of a passage, note taking and checking understanding.

### C. The Nature of Narrative Text

Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative text review events that have happened. Usually the events are presented in the order in which they occurred.<sup>11</sup> The story is told, however, to make a point or to explain an idea. Narrative can be divided into two types:

- a. Traditional fiction (folktales fables, pour quoi tales, legend, myth, and realistic tales)
- b. Modern fiction (science fiction, contemporary realistic fiction)

Narrative text is organized by using story grammar. Story grammar is the knowledge of how stories are organized with the beginning of the story containing the setting, the characters, and the characters' problem(s). A writer usually starts a story by introducing characters and problems that they face. The middle of narrative is organized around a plot. The plot is included a series of episodes that are written by the writer to hold reader's attention and build excitement as the story progresses. Commonly the generic structure of narrative text involves:

- a. Orientation: this sets the scene and introduces elements or the participants of the story such as the characters, time, and place.

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<sup>11</sup> Kathleen T. Mcwhorter. *Guide to College Reading*. (New York, 1985). p. 128

- b. Complicated: Describing a problem or series of problems arise in the story.
- c. Resolution: the way of participants or character that finds out the solution of the problem happened.

Narrative text has five common components. Most test questions refer to one of these five story elements (Narrative Text Strategies):

- a. Setting : A story can be set in the present, past, or the future. Some stories are set in faraway lands or imaginary places, others set in familiar places. Authors may tell the reader the exact time or place of the story, but often these must be inferred by the reader.
- b. Characters : People or animals in the stories.
- c. Plot :The plot of the story is the sequence of events. The plot of the story takes the reader through events that build to a climax or turning point in the story. The author then brings the story to a resolution. At times, an author may allow the reader to draw his own conclusion about resolution.
- d. Theme :The theme is the central idea of the story. A theme can be directly stated or through use of story elements.
- e. Vocabulary : The author uses vocabulary to enhance the reader's understanding of characters and events in the story. The

author's choice of vocabulary produces the mood and tone of the story.

These five components can be used as the indicators of reading narrative text. Because the students will be given several questions such as setting questions, character questions, plot questions, theme questions, and vocabulary questions.

#### **D. Students' Reading Comprehension on Narrative Text**

Students themselves are the readers. The reader actively interacts with the text. Thus, the students as the readers will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Narrative text is one of the texts that are taught in majority classroom context. Therefore, students must interact with this text genre.

There are many kinds of texts including narrative. Narrative text differs to the others text genre in case of its story elements and text structure. In fact, comprehending narrative text will be directly connected to the comprehension of teaching narrative text. In the syllabus's perspective, the following indicators are expected to the students to master reading narrative text that students are able to:<sup>12</sup>

- a. The students are able to identify main idea of the text.

Main idea is the writer wants to say about the subject. Main ideas are often stated in topic sentence. A sentence that expresses the main idea of a paragraph. Main idea can be found in a whole passage.

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<sup>12</sup>Kartika Wati, *The Effect of Using Story Gloves Strategy Toward Students' Reading Comprehension on Narrative Text of The First grade Students at SMAN 2 Mandau*. (Unpublished: 2014). pp. 21-22

- b. The students are able to identify the sequence of events of the text.

A story, especially narrative text is built based on several moments or events. The events usually occur in orientation, complication, series of events and resolutions.

- c. The students are able to identify the characters from the text.

Characters in a story refer to the objects that play in a story. Characters can be like talking animal, human or human's imaginary creature.

- d. The students are able to identify communicative purpose of the text.

A piece of writing has certain goal to be told to the reader. The purposes are what the author may convey to the reader. Narrative text is commonly written to entertain or amuse the reader. This will affect the emotional, psychological and esthetical feeling toward the reader.

- e. The students are able to identify generic structure of the text.

Generic structure refers to text structure. Text structure refers to how different kind of writing can be organized. The particular text has its own generic structure. Narrative text consists of orientation, complication, series of events, resolutions and coda.

Students in teaching reading narrative text play a role as the active readers.

Active readers apply some reading comprehension strategies to comprehend the



text including narrative text. Brown maintained some principal strategies for reading comprehension as follows:<sup>13</sup>

- a. Identify the purpose in reading a text
- b. Apply spelling rules and conventions from bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning
- d. Guess at meaning (of words, idiom, etc) when the reader is not certain
- e. Skim the text for gist and for main ideas
- f. Scan the text for specific information (names, dates, key words)
- g. Use silent reading techniques for rapid processing
- h. Use marginal notes, outlines, or semantic maps for understanding and retain the information
- i. Distinguish between literal and implied meaning
- j. Capitalize on discourse markers to process relationship

Anderson et.al., in Nunan<sup>14</sup> argued that to achieve the desired results, students need to learn how to use a range of reading strategies that match to their purpose for reading. Teaching them how to do this should be a prime consideration in the reading classroom. The only purpose of reading is absolutely comprehension. Carrying out the same ideas, Hasibuan and Ansyari maintained that reading comprehension results when the reader knows which skills and

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<sup>13</sup>H. Douglas Brown. *Language Assessments: Principal and Classroom Practices*. (New York: Pearson Education, Ltd., 2003). pp. 188-189

<sup>14</sup>David Nunan, *Practical English Language Teaching*. (Avenue of America, New York: McGraw-Hill Companies, Inc., 2003). p. 76

strategies appropriate for the type of text and understand how to apply the accomplish the reading purpose.<sup>15</sup> Enabling students to implement reading comprehension strategies and skill becomes the most important part in teaching reading comprehension. Teaching reading comprehension of narrative text is one of them.

In the learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will affect the students become easily to comprehend narrative text. This is not impossible to the literary in syllabus of teaching narrative text that will become easy if the teacher teaches the students to apply the reading comprehension strategies.

#### **E. The Factors Influencing Students' Reading Comprehension on Narrative Text**

As a kind of text, narrative will be the same as the other text genre. The comprehension occurrence, problem, and factors affecting comprehension and the failure to comprehend are absolutely the same as the other. Comprehension of a text will occur depend on the certain activity of the reader's self. Successful readers do the following activities consciously or unconsciously that enable them to comprehend the text well:<sup>16</sup>

- a. Recognize word quickly
- b. Use the text features (subheadings, transition, etc)

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<sup>15</sup>Drs. KalayoHasibuan&Fauzan Ansari, *Op. Cit.*p. 115

<sup>16</sup>Ibid, Kartika Wati p. 24

- c. Use the title to infer what information might follow
- d. Use the word knowledge
- e. Analyze the unfamiliar words
- f. Identify the grammatical functional of word
- g. Read for meaning, concentrate on decoding meaning
- h. Guess about the meaning of the text
- i. Evaluate guesses and try new guesses if necessary
- j. Monitor comprehension
- k. Keep the purpose for reading the text in mind
- l. Adjust strategies to the purpose for reading text in mind
- m. Identify or infer the main idea
- n. Understand the relationship between the part of a text
- o. Distinguish the main idea from minor ideas
- p. Tolerate ambiguity in a text (at least temporarily)
- q. Paraphrase
- r. Use context to build meaning and aid comprehension
- s. Continue reading even when unsuccessful, at least for a while.

To comprehend, reader must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page.<sup>17</sup> Efficient interpretation of the new information to prior knowledge, and

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<sup>17</sup>Peter Westwood. *What teacher Need to Know about Reading and Writing Difficulties*. (Australia: Acer Press, 2008). p. 31

application of appropriate strategies such as locating the main idea, making connection, questioning, inferring, and predicting.<sup>18</sup>

## **F. The Nature of Free Voluntary Reading Strategy**

### **1. Definition of Free Voluntary Reading**

Free Voluntary Reading is system for encouraging silents, selected reading of enjoyable books written at the students independent level it has been found to support reading comprehension, writing grammar, spelling and vocabulary development even through the text read are written at an easy reading level. Meanwhile, according to Marson states that Free Voluntary Reading is sustained silent reading in its purest form<sup>19</sup>.

According to Sugiharto Free Voluntary Reading is radically different from other types of reading as it has been used in the traditional reading approach in the national curricullum. It is light and easily comprehensible; it is selfselected; it is done voluntarily with no “accountability”, no tests, no book reports, and it is done for pleasure for the reader’s own sake, not for reward<sup>20</sup>.

On the other words The Free Voluntary Reading strategy will help the students to motivate students to read. It will help students in perform their performer in from the class. Free Voluntary Reading Strategy also will help the students to read with their own words about information that they get from the text.

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<sup>18</sup>*Ibid.* p. 31

<sup>19</sup>Drienne L. Herrell, *Fifty Strategies for Teaching English Language Learners*, (California: state university Fresno 2009), p.56

<sup>20</sup>Tati Sunarti Yenni, Yuli Triana, *Teaching reading Through Free Voluntary Reading Strategy at Junior High School*, (Padang march 2003) , p598

## **2. The Procedures in Teaching Reading Comprehension through Free Voluntary Reading Strategy**

In applying this Free Voluntary Reading strategy should do the following thing:<sup>21</sup>

- a. The teacher introduces the Free Voluntary Reading Strategy to the students
- b. The teacher explains that reading widely helps them to learn new english vocabulary.
- c. The teacher explains that reading improve their writing, spelling, and grammar even when the reading they are doing is not difficult.
- d. Set up system so they can check out books freely.
- e. Talk them home to read or read them during DEAR ( drop everything and read) time or free time in the classroom
- f. Ask the students to read text, that they take from any sources
- g. Ask the students to bring the text to the class.

Hernandez also explained some steps in implementing Free Voluntary Reading strategy <sup>22</sup>. They are:

- a. Identify the independent reading levels of the students in your class and gather a number of books at their levels
- b. Introduce the Free Voluntary Reading program to the students.

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<sup>21</sup>Tati Sunarti Yenni.Yuli Triana.Ibid p599

<sup>22</sup>Drienne L Herrell.Ibid p57

- c. Explaining that reading widely helps them to learn new english vocabulary and improves their writing spelling and grammar even when the reading they are doing is not difficult.
- d. Schedule informal literature discussions so the students can share their favorite books and talk about favorite author and keep the momentum going by adding new celebrations during the year such as creating video commercials for favorite books.

Based on procedures from the English Educators above, the researcher concludes the procedures of Free Voluntary Reading as follows:

- a. Teacher explains Free Voluntary Reading strategy to the students
- b. Teacher builds students background knowledge by reading a selection text or telling some information relates to the topic
- c. The students are divided into several groups, 4-5 groups
- d. Teacher distributes and show the topic to the students.
- e. Teacher lets them discuss what they know about the topic given based on their experience/knowledge of the .
- f. Teacher asks the students to identify about the content of the text and what things that they want to know from the topic given and ask them to write down in group.
- g. While and after reading, teacher ask them to place what they learn from the text, whether information or answers of their questions.
- h. Teacher together with the students discuss the text.

### **3. Free Voluntary Reading Strategy towards Students' Reading Comprehension on narrative text**

Free Voluntary Reading strategy is one of reading strategies which it has been provided, through many studies, to have been able to improve students' reading comprehension. Free Voluntary Reading strategy is developed by Krashen to help students in comprehending text.<sup>23</sup> Free Voluntary Reading strategy has many advantages in teaching reading and learning. First, Free Voluntary Reading strategy can help to improve their reading comprehension, vocabulary, and grammar. Second, the strategy can encourage the students to be active readers. Third, it can activate the students' prior knowledge. Then, the strategy can monitor students' reading comprehension as they are reading. Finally, the strategy can enhance students' curiosity about particular texts or text types. From the statement above, it is obvious that the Free Voluntary Reading strategy is effective to improve the students' reading comprehension, so it is appropriate to be used by English teachers in teaching reading.

However, many students get difficulties in comprehending reading text. The lack of reading comprehension on the students are caused by some reasons:

- a. The lack of interest and concentration in reading,
- b. Failure to understand words and sentences in a text,
- c. Insufficient knowledge background on the students about the topic of text.

So, the use of Free Voluntary Reading strategy can solve the problems. It can be used to improve the students' reading comprehension.

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<sup>23</sup>Drienne L Herrell.Ibid.p56

### G. The Relevant Research

1. A research which was done by Belda Susana, entitled *The Effect of Using SCROL (Survey, Connection, Read, Outline, Look Back) Strategy towards Students' Reading Comprehension at The Second Year of MTs DarulHikmahPekanbaru*. She found that there was a significant difference between students' reading comprehension taught by using SCROL strategy and students' reading comprehension taught by conventional. It can be seen from the mean score of experimental class which was 74.80 and the control class which was 54.27.<sup>24</sup>
2. A research by SukmaSetyowati, entitled *Improving Students' Reading Comprehension Using Free Voluntary Reading Strategy at the Second Year of SMPN 3 Kartasura*.<sup>25</sup> She found that  $t_o$  (2.845) was higher than  $t$ -table, at the level of significance of 5% and at significance level of 1%. So, the result of his research showed that there was significant difference of using Free Voluntary Reading Strategy toward reading comprehension at the second year students of SMPN Kartasura.

### H. The Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is experimental research which focuses on gaining the effect of using free voluntary

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<sup>24</sup>Belda Susana, "The Effect of Using SCROL (Survey, Connection, Read, Outline, Look Back) Strategy Towards Students' Reading Comprehension At The Second Year of MTs DarulHikmahPekanbaru". (Pekanbaru: Unpublished Undergraduate Thesis, 2011)

<sup>25</sup>Setyowati Sukma. "Improving Students' Reading Comprehension Using Free Voluntary Reading Strategy at the Second Year of SMPN 3 Kartasura." 2008. (Semarang: Unpublished)



reading strategy towards students' reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used, they are:

1. Variable X is free voluntary reading strategy.

Free voluntary reading strategy is an independent variable. It refers to the teacher's strategy in teaching reading.

2. Variable Y is students' reading comprehension.

Students' reading comprehension is dependent variable.

### **Variable X**

The following treatment as a collection of procedures of the implementation of Free Voluntary Reading strategy can be seen as the following steps:

- a. The teacher explains about the material
- b. The teacher shows the text to the students in the class
- c. The teacher asks the students to read the passage silently.
- d. The teacher makes sure that all words are correctly understood
- e. The teacher asks some questions to the students about the text.
- f. The teacher builds the students background knowledge about students past activity by asking some questions.

### **Variable Y**

To see any influence of treatment toward reading comprehension some indicators are stated in the following:

- a) Students are able to identify main idea.
- b) Students are able to identify generic structure.

- c) Students are able to make inference.
- d) Students are able to analyze the meaning of certain
- e) Students are able to identify facts.

## **I. Assumption and hypothesis**

### **1. Assumption**

In this research, the researcher assumes that:

- a. The students' reading comprehension taught by using free voluntary reading Strategy is various.
- b. The students' reading comprehension taught without using free voluntary reading Strategy is various.
- c. The better implementation of using free voluntary reading Strategy in teaching is the better students' reading comprehension text will be.

### **2. Hypotheses**

- a. Ha: There is significant effect of using Free Voluntary Reading Strategy on reading comprehension at the eleventh grade students at MAN Kampar.
- b. Ho: there is no significant effect of using free voluntary reading strategy on reading comprehension of the eleventh grade students at MAN Kampar Timur.