

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Definition of Reading Comprehension

Many experts have shared their own definitions about the definition of reading. According to Klingner, “reading is an activity that has a purpose”¹. People may read in order to get information or increase their knowledge and sometimes to critique a writer’s idea or writing style. People also read for pleasure or enhance knowledge of the language being read. As stated by Nation “reading is a source of learning and a source of enjoyment”². Getting this consideration, the purposes of reading guide the reader to select better of text to read.

Reading is the main reason why students learn language. Without reading, the learners never know about anything. Stone says that “reading is a fundamental goal that children must master in order to be successful in school and in life”³. Furthermore, reading is not passive but rather than active process because reading cannot be separated from thinking. This is supported by Smith who states that “reading is a thought-full activity”⁴.

¹Klingner, Jannete K, Sharon Vaughn, Alison Boardman. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press, 2007. p. 104

²Nation, I.S.P. *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009. p. 49

³Stone, Randi. *Best Practices for Teaching Reading: What Award-Winning Classroom Teachers Do*. California: Corwin Press, 2009. p. 39

⁴Smith, Frank. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read-6th ed*. New York: Lawrence Erlbaum Associates, 2004. p. 27

In learning English as a second language, reading is an active cognitive process of interacting with print to build up meaning. According to Smith “reading is a direct relationship between print and meaning”⁵. Nunan interprets reading as “a fluent process of readers combining information from a text and their own background knowledge to build meaning”⁶. Linse defines reading as “a set of skills that involves making sense and deriving meaning from printed word”⁷. Tankersley simplifies reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”⁸.

Moreover, reading is not simple. Reading is also an active process that requires a great deal of practice and skill. It is supported by Stone who states that “reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis”⁹. Then, Harrison and Salinger say that “reading is a complex activity and accomplished readers to operate a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for considering and evaluating effects”¹⁰.

⁵Ibid. p. 172

⁶Nunan, David. *Practical English Teaching*. Singapore: McGraw Hill, 2003. p. 68

⁷Linse, Caroline T. *Practical ELT: Young Learners*. McGraw-Hill, 2005. p. 69

⁸Tankersley, Karen. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. Alexandria :Association for Supervision and Curriculum Development, 2003. p. 108

⁹Op.cit. p. 42

¹⁰Harrison, Collin and Terry Salinger. *Assesing Reading 1: Theory and Practice “International Perspectives on Reading Assesment”*. New York: Routledge, 1998. p. 89

Based on the definitions above, the writer concludes that reading is the active process of grasp meaning from the content of the writer's idea about the topic in a text.

Reading cannot be separated with comprehension. Comprehension has the same meaning as understanding. When the readers read a text, they need to comprehend what the writer tells about. Comprehension here is the capacity to grasp meaning from the writer's idea in a text.

There are some experts that have shared their own definition about reading comprehension. Gardner and McIntyre defined "reading comprehension as the ability to convert written language into forms near those used in either inner thought or dialogue"¹¹. Harris and Graham interprets "reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)"¹². Harris and Graham also states that "reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency (Jenkins, Larson, & Fleischer, 1983; O'Shea, Sindelar, & O'Shea, 1987) and the integration

¹¹Gardner and MacIntyre. *An Instrumental Motivation in Language Study: Who Says It Isn't Effective? In Second Language Acquisition*. Cambridge University Press, 1978. p. 68

¹²Op.cit. p. 8

of background knowledge, vocabulary, and previous experiences (Anderson et al., 1985)¹³.

Based on the description above, it can be concluded that reading comprehension is an active process of grasp meaning from the content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

Comprehension is ability that can be differentiated into the levels. Clymer in Brasswell and Rasinski described three levels of comprehension that are important and needed to be fostered¹⁴. They are;

a. Literal Comprehension

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. Questions assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text¹⁵.

¹³Op.cit. p. 12

¹⁴Brassell, Danny and Timothy Rasinski. *Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension [Electronic Book]*. Shell education, 2008. p. 16

¹⁵Ibid

b. Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning- drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension¹⁶. It refers to the ability of a reader to take the information that is inferred or implied within the text¹⁷.

c. Critical Comprehension

Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination is fact not opinion, the objectivity of the author, and whether or not the text is believable.

From statements above, it can be noted that in teaching reading comprehension the materials should be suitable for the level of students themselves. The teacher has to know students' ability in comprehending the text by considering this level. The

¹⁶ _____ . *Inferential Comprehension*. http://www.csuchico.edu/sped/onlineacademy/a303/lesson/lesson_1/glossary/inferent.html. Retrieved March 28 2011.

¹⁷*Op.cit.*

material of learning will be better if the aim of the learning is to improve students' level of comprehension.

2. The Factors Affecting Comprehension Skill

In the efforts to help the students achieve comprehension in reading activity, teachers must understand the factors that influence their students' reading process. As the result of reading process, there are also some factors that influence the students in their reading. Some experts have identified a number of factors affecting comprehension skill. According Dawson and Bamman, there are five factors which affect the comprehension skill. They are¹⁸:

a. Intelligence

Students have different intelligence, so it will be possible for them to produce different comprehension. The number of ideas that they understand the depth of their understanding will be largely dependent upon his general capacity to learn. Knowledge of text structure indicate how is students' intelligence.

b. Experience

Students with limited experience may have difficulty in comprehending many ideas and activities with which other students are familiar before they come to school.

¹⁸Dawson, Mildred A. and Henry A. Bamman. *Fundamentals of Basic Reading Instruction*. New York: David McKay Company, 1967. pp. 220-223

c. Mechanics of reading

Comprehension will be easy for the students if they have all mastered the skills of word attack and word meaning, and if they have learned to handle material books properly. Obviously, there must be a fine balance somewhat in each student between careful attention to word attack skills and to comprehension skills.

d. Interest and interest span

It is truism that we will respond quickly to what we read if we are interested in the topic or at least familiar with it. The interest span is related to personality factors; a disturbed student who has encountered many unfortunate experiences at home or at the school may be unable to preserve when being required for comprehending reading passages.

e. Skills of comprehending

Another obvious factor, which influences the depth and amount of comprehension, is the skill, in which the students have developed the purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

From description above, the teacher should consider these factors that affect comprehension skill for every students to be successful in

improving their ability in reading comprehension. These factors are better to be implemented in every material in every teaching process.

Making connections is the key to comprehension. We don't comprehend unless we make connections and are able to process the words that we read at the thinking level"¹⁹. Moreover, Dorn and Soffos said that "if we do not have the background experience to relate to the reading event, the message can be meaningless. Comprehension results from the mind's ability to make links and ask questions regarding the particular reading event"²⁰. From the explanation above, it is clear that comprehending text is not easy to do. It needs some special skill and knowledge. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences.

3. Knowledge of Text Structure

There are some factors that are involved in reading comprehension, those are: Prior knowledge, Knowledge of text structure, and An active search information.²¹ In this case, knowledge of text structure is very important thing of comprehension, because the better knowledge of text structure is, the better comprehension will be. The students also require to

¹⁹Op.cit. p. 90

²⁰Dorn, Linda J and Carla Soffos. *Teaching for Deep Comprehension: A Reading Workshop Approach*. Stenhouse Publishers, 2005. p. 6

²¹Jean Wallace Gillet et al, *Understanding reading Problems*, Harper Collins Publisher.

combine their knowledge of text structure when they are reading in order that they are easy to comprehend the text.

Knowledge of text structure is critical for reading to learn. By identifying the organizational structures of texts, students can observe how authors arrange ideas and determine which kinds of structures are used to interrelate ideas.²² Therefore, a better knowledge of text structure is necessary to comprehend meaning and to catch the idea of the text.

In as much as content information is differentially organized into distinct text types, Text structure knowledge heavily contributes to comprehension.²³ As students read, their understanding of the structure of the text facilitates their comprehension.

According to Diane and Shelley, A text structure guides readers in predicting the forthcoming content in a text in comprehending the text.²⁴ For example, while reading a narrative text, readers with knowledge of narrative text structure anticipate reading about characters, plot, and setting. After having read an introduction of characters, they become curious about the plot (e.g., what happens to the characters in one particular setting). To make the use of knowledge of text structure in reading a particular genre, readers must become familiar with its structure (Paregoy & Boyle, 2000)

²² www.literacyleader.com/?q=textstructure. Retrieved August 20 2013.

²³ Keiko Koda, *Insights into Second Language Reading; A Cross-Linguistic Approach*. New York: Cambridge University Press. 2004. p.259

²⁴ Diane M. Barone and Shelley Hong Xu, *Literacy Instruction for English Language learners Pre K-2*. New York: The Guilford Press. 2008. p.147

4. Narrative Text Structure

There are some texts that are taught in junior high school, such as recount, narrative, procedure, and expository in form of monologue or essay. Narrative text is found in stories and has a structural organization that includes beginning, a middle, and an end of the story. Around this organizational structure may be built several story episodes comprising characters, setting, problem, goal, actions, and resolution/solution.²⁵ Moreover, narrative is the text that tells the events that happened in the past time that consists of problem-solving such as folktale, legend, and fable. The main characteristics of narrative text are as follows:

- a. The text structure of narrative text are as follows:²⁶
 1. Title : it functions as representative of writing content.
 2. Orientation : it sets the scene and introduces the characters, time and place.
 3. Complication : the problem that rises in the story. The complication is divided into three types; physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical word.

²⁵ Angela Carrasquillo, et.al, *Beyond the Beginnings; Literacy Interventions for Upper Elementary English Language Learners*. Clevedon: Multilingual Matters Ltd. 2004. P.74

²⁶ Kalayo hasibuan and Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 130

Social conflict is the struggle of man against his society. And internal or psychological conflict is a conflict which happens inside the participants.

4. Resolution : the character find out the solution of the problem that happened.

b. Grammatical features of narrative text are follows:²⁷

1. The Use of simple past tense.
2. The Use of particular nouns that refer to or describe the particular people, animals, and things that the story is about.
3. The Use of adjectives to build noun groups to describe the people, animals, or things in the story.
4. The Use of conjunction and time connection to sequence event through time.
5. The Use of adverbs adverbial phrases to locate the particular incidents or events.
6. Use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

5. The Students' Knowledge of Text Structure of Narrative Text

Angella said that, the ability to identify what the important information in a text is an essential factor that influences how the reader

²⁷ Ibid

constructs meaning.²⁸ Knowledge of text structure can be a useful tool in identifying the key points in a selection. In this case the students are ordered to identify the structure of a text. Especially in narrative text. There are orientation, complication, resolution, and title.

- a) Title, A title is usually taken place at top of text. In this case, title of narrative text is on the top of text themselves.
- b) Orientation, is usually taken place at first paragraph, it can be looked at as the example of orientation from the story entitled "Beauty and the Beast" below:

*Once upon a time there was a prince. He was good looking and very rich. He lived in a beautiful castle together with his staff and servants.*²⁹

The paragraph above tells about setting a time 'once upon a time...', setting place, 'he lived in a beautiful castle...', it also tells about character, 'he was good looking and very rich.'

- c) Complication, is usually taken place at the middle of text, we can look at the example of orientation from the story entitled "Beauty and the Beast" below:

One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn't like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

²⁸ Angella, Op.Cit p. 70

²⁹ Mukarto, et.al. *English on Sky 2- for junior high school students year VIII*. Jakarta:Erlangga 2007. p. 124

One day an old man named Maurice was travelling pass the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him. After some time, Maurice daughter, belle, began to worry about him.

She started to look for him. Finally she arrived in the castle and she foun her father there. She asked the beast to let her father go but he refused. Belle, then agreed to stay in the castle so that her father could go home.³⁰

The paragraphs above tell us the problems that were appeared and became complications. We can look at the sentence: *The prince didn't like her and sent her away; She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture; When the beast saw him, he captured him.; She asked the beast to let her father go but he refused.*

- d) Resolution, is usually taken place at the end of text, we can look at the resolution paragraph below:

While Belle was staying at the castle, the beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after he declared her love for him the spell was broken. The beast and his servant became human again. Then the Beast and Belle got married. They lived happily ever after.³¹

The paragraph above tells about the solution from the problem that appeared at previous paragraphs. It can be identified from the sentences: *While Belle was staying at*

³⁰ Ibid

³¹ Ibid

the castle, the beast slowly changed. He was not mean anymore.Etc.

The paragraph also tells ending of the story: *The beast and his servant became human again. Then the Beast and Belle got married. They lived happily ever after.*

B. The Relevant Research

Relevant research requires some previous researchers by other researchers in which they are relevant to our research itself. Besides, the writer has to analyze what the point is focused on, inform the design, finding and conclusion of the previous research, that of:

1. A research by Juarsih, in 2012 an alumnus of State Islamic University of Sultan Syarif Kasim Riau, conducted “The Correlation between Prior Knowledge and Reading Comprehension of The Second Year Students at SMPN 21 Siak”. The design was correlational research. She found that mean of prior knowledge is 67, 8000 and mean of reading comprehension is 64, 4000, and the score of correlation coefficient $0.473 > 0.361$. The result of this research H_0 (Hypothesis Null) is rejected and H_a (Hypothesis Alternative) is accepted in other words, prior knowledge has the significant correlation with reading comprehension at the second year students of SMPN 21 Siak. It can be seen that the sig.(2- tailed) is $0.008 < 0.05$.³²

³² Juarsih. “The Correlation Between Prior Knowledge and Reading Comprehension at the Second Year Students of SMPN 21 Siak”. (Unpublished Undergraduate Thesis, Pekanbaru: UIN Suska Riau, 2012).

2. A research by Fathromi Ramdlon, in 2012 an alumnus of State Islamic University of Sultan Syarif Kasim Riau, conducted “The Students’ Ability in identifying Text Structure of Narrative Paragraphs of the Second Year at SMPN 5 Siak”. The design was descriptive research. He concluded that the majority of the second year students of SMPN 5 Siak are still able to identify parts of text structure of narrative paragraph well. It is relevant to the factors that influence the students’ ability in reading narrative paragraph, in which the influences rate is included into moderate influence.

C. Operational Concept

The operational concept is the concept used in accordance with literature reviewed in order to avoid misunderstanding in carrying out a research. In the research plan, we must interpret the concept into particular words to ease the measurement of the research operation.

The indicators of variable X:

1. Students know the orientation of narrative text.
2. Students know the complication of narrative text.
3. Students know the resolution of narrative text.
4. Students know the title of narrative text.

The indicators of variable Y:

1. The students are able to find out main ideas in narrative text.

2. The students are able to identify vocabularies in narrative text.
3. The students are able to identify generic structure in narrative text.
4. The students are able to identify reference in narrative text.
5. The students are able to make inference from narrative text.

D. The Assumption and Hypothesis

1. The Assumption

In this research, by considering a lot of explanation and relevant research about students' knowledge of text structure stated above, the researcher assumes that the better student's knowledge of text structure, the better reading comprehension of the second grade students at state junior high school 17 Pekanbaru will be.

2. The Hypothesis

Ha: There is significant contribution of knowledge of text Structure toward reading comprehension in narrative of the second grade students at SMP N 17 Pekanbaru.

Ho: There is no significant contribution between knowledge of text Structure toward reading comprehension in narrative text of the second grade students at SMP N 17 Pekanbaru.