

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

According to Rosenblatt in Judi Moreillon, reading is a transaction among the reader, the text, and the intention of the author¹. According to Catherine Snow, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.²

According to Anderson et.al in Karen R. Harris and Steve Graham reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.³ And according to Judy Willis, reading comprehension covers how the brain takes in new information through a variety of neural networks using patterns, categories, and relational connections, and builds the new data into comprehended knowledge.⁴

¹Judi Moreillon, 2007, *Collaborative Strategies for Reading Comprehension* (Chicago: Library Association) p. 19

²Catherine Snow., Chair., 2002, *Reading for Understanding, Toward an R&D Program in Reading Comprehension*, (San Monica: RAND Education), p. 11

³ Karen R. Harris and Steve Graham, 2007, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press), p. 2

⁴Judy Willis, 2008, *Teaching the Brain to Read*, (New Jersey: Association for Supervision and Curriculum Development), p. 127

Debra L. Cook et al. said Reading is the key to open doors to all students and Comprehension refers to how struggling readers make sense of the written page in any content area.⁵

Jennifer Serravallo said Comprehension is the heart of what it means to really read and Reading is thinking and understanding and getting at the meaning behind a text.⁶ Gerald G. Duffy said Comprehension is the essence of reading because the goal of written language is communication of messages⁷. And according to Baker et al. In Linda J. Dorn and Carla Soffos, Reading is a complex process involving a network of cognitive actions that work together to construct meaning⁸.

Based on explanation above, researcher concludes that, reading is the process to get main idea, information and message from the author. Comprehension is the key of missing element in reading instruction, how we can get information and interpret it into deeper meaning of the text.

Based on the explanation from the expert above, the writer can conclude that factors of students' reading comprehension come from students' experience, background knowledge and strategies for constructing meaning. And in this research the writer user Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy to improve students' reading comprehension.

⁵Debra L. Cook, Hirai Irene, Borrego Emilio, Garza Carl T. Kloock.,2010, *Academic Language/Literacy Strategies for Adolescents A "How To" Manual for Educators*, (New York: Routledge), p. 75-76

⁶Jennifer Serravallo, 2010, *Teaching Reading in Small Groups, Differentiated Instruction for Building Strategic, Independent Readers* ,(Inc.,heinemann Portsmouth: Greenwood Publishing Group), p. 43

⁷Gerald G. Duffy, 2009, *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategies Second Edition*, (New York:The Guilford Press),p. 14

⁸Linda J. Dorn and Carla Soffos,2005, *Teaching for Deep Comprehension a Reading Workshop Approach*, (Portland: Stenhouse Publishers), p.6

To learn reading, the students should have good comprehension in order to understand the text. Comprehension cannot be separated from reading because the purpose of reading is to comprehend what they have been read. Reading comprehension is the process of constructing meaning by coordinating number of complex processes that include word reading, word and world knowledge, and fluency.⁹

Reading comprehension is not alone as an application of a learning theory, but it is an outstanding example of the challenges facing teacher and students who need to dedicate time, effort, motivation and growing skills to the development of fluent reading ability.¹⁰

In other words, reading comprehension is a process that can make the readers use some strategies and also combine with their knowledge to comprehend something that they are reading or understanding about 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.

From the above definitions, it can be concluded that Comprehension is the mind act or the power of understanding. When one reads something, he actively goes along to comprehend what the writers' intended message by predicting, evaluating, selecting, significant details, organizing, etc. Therefore,

⁹Ibid p.2

¹⁰Willyam Grabe, 2009, *Reading in a Second Language : Moving from Theory to Practice*, (NewYork: Cambridge University Press),p. 17

reading comprehension means understanding what has been read. It is an active process that depends not only comprehension skill, but also readers' experience and prior knowledge.

2. Components of Reading Comprehension

According to Brown, there are eight components of reading comprehension features. They are main idea, expression/idiom/phrase in context, inference, grammatical feature, detail including facts not written, supporting idea, and vocabulary in context.¹¹ But in this research, the writer only discusses five components which are appropriate with the senior high school curriculum, as follow:

- a. Finding Detail Information. It requires readers to scan specific details. Nunan says that while reading, the readers must be able to recognize the detail information such as person, places, events, and time. The detail information questions are generally prepared to focus on wh-questions for obtain information¹².
- b. Identifying Main Idea. The main idea is what the author wants you to know about the topic. Efficient readers understand not only the ideas but also the relative significances as expressed by the writer.

¹¹H. Douglas Brown, 2003, *Language Assessment: Principle and ClassroomPractice*. (California: Longman Pearson), p. 206

¹²David, Nunan,, 1991, *Language Teaching Methodology: A Text Book for Teachers*. (New Jersey: Prentice Hall), p. 78

It is selected in beginning, middle, and at the end of paragraph. Sometimes, the main idea is not stated clearly.¹³

- c. Locating the meaning of vocabulary context. When you encounter an unfamiliar word, a good strategy is to infer (or guess) its meaning from the context. You may not always be able to infer an exact meaning, but you can often get the general meaning enough to continue reading with understanding.¹⁴
- d. Identifying references. In order to avoid repeated words or phrases, the authors use reference words. Nuttal says that recognizing reference words and being able to identify the words or phrase to which they refer will help the reader understand the reading passage.¹⁵ The exercise helps learners to recognize some of the signal that shown a sentence related to something that has been mentioned elsewhere in the text.¹⁶
- e. Making inference from reading text. Good readers make inferences as they read. That is, in addition to reading the words, they use their imagination and their knowledge about the world to fill in facts and ideas that are not stated in the text. This is sometimes called "reading between the lines." It is often necessary to read between the lines because a writer cannot include all the possible

¹³Kathleen T. McWhorther, , 1986, *Guide to College Reading*. (Boston: Little, Brown and Company), p. 78

¹⁴Mikuleckyop.cit, p.36

¹⁵ Christine Nuttal, , 1982, *Teaching Reading Skills in A Foreign Language*. (London: Heineman Educational Book), p. 90

¹⁶ I.S.P. Nation, 2009, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge Press), p.44

information about a topic or situation. Writers leave out information that they think readers will know already or will be able to guess.¹⁷

3. Narrative Text

In learning English, there are various kinds of text learned by the students. One of them is narrative text. This text is one of the text types learned by students in every education level, starting from high schools until university. According to Syafi'i et al narrative is storytelling. Whether it tells a true story or fiction¹⁸ A key characteristic for narrative text types in the genre, however, is the requirement to orientate or introduce the reader/listener to the people, time and place in the story, sequencing a series of events, stories use the sequence to set up one or more complexities or problems. It is this problem making that usually draws the reader into the narrative, provided that the reader can empathise with the characters.¹⁹

Its social function is to tell stories or past events and entertain the readers.²⁰ The generic structures of narrative are as in the following:²¹

- a. Orientation, introduced who were involved in the story, when and where.
- b. Complication, is a problem arises followed by other problems.

¹⁷ Beatrice ,op.cit., p.88

¹⁸M. Syafi'i, M. Fauzan Ansyari & Jonri Kasdi, 2007, *The Effective Paragraph Developments: The Process of Writing for Classroom Setting* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive), p. 53

¹⁹ Peter Knapp and Megan Watkins, , 2005, *Genre, Text, Grammar: Technologies for teaching and assessing writing*, (Australia: University of New South Wales Press Ltd), p. 222

²⁰Sudarwati op.cit., p. 30

²¹Ibid. P.30

- c. Resolution, showing the way of participant to solve the crises, better or worse.

In linguistic characteristics of narrative text, the grammatical features of narrative, there are:²²

- a. Use simple past tenses.
- b. Use particular nouns to refer or describe the particular people, animals, or things in the story.
- c. Use the adjectives to build nouns groups to describe the particular people, animals, or things in the story.
- d. Use the conjunction and time connectives to sequence events through time.
- e. Use the adverbial phrases to locate the particular incidents or events.
- f. Use of saying and thinking verb to indicate what characters are feeling thinking and saying.

Based on the statements above, it seems that there are some different points of generic structures of narrative text, but they actually have the same purposes. Narrative text has orientation (introduces the characters, places, and time), complication or problem (the characters face problems), resolution (problem solving). At the end of narrative text, the story might be presently happy or sad ending.

²²RahmatWahidi, 2009. *Genre of the Text*. <http://rachmatwahidi.wordpress.com>. Retrieved January on 9th 2013.

according to Judith Westphal Irwin said students reading comprehension measurable by their ability to find factual information, identify main idea, identify supporting idea, locate the meaning of vocabulary context and identify references²³.

4. The Factors Influencing Students' Reading Comprehension

According to Torgesen in Peter Westwood, a reader's understanding of text is influenced by a broad range of factors including his or her motivation, interest, vocabulary, general knowledge of the particular subject, word identification skills, reasoning ability use of effective strategies to identify main ideas and supporting detail, and an appreciation of text structure. Reading with understanding involves the smooth co-ordination of higher order cognitive processes (thinking, reasoning, analysing, connecting, reflecting) and lower order processes (word recognition, decoding).²⁴

Carver in Peter Westwood, states that some children are poor comprehenders because they lack fluency in lower order reading processes. For example, slow reading caused by inefficient decoding very seriously impairs the understanding of text, while fluent reading normally enhances it. In the case of good readers, automaticity in word recognition allows short-term cognitive capacity (working memory) to be devoted almost entirely to comprehension.²⁵ Conversely, a lack of automaticity in word recognition or decoding causes short-

²³ Judith Westphal Irwin, 1986, *Teaching Reading Comprehension Process*, Prentice Hall, New Jersey, p. 4.

²⁴ Peter Westwood., 2001, *Reading and learning difficulties: approaches to teaching and assessment*, (Camberwell, Victoria: The Australian Council for Educational Research Ltd), <http://www.library.nu> (Accessed May 15th, 2012)

²⁵ *Ibid.*

term cognitive capacity to be overloaded or used inefficiently as the reader searches for contextual or other clues to help identify the words children with limited vocabulary have comprehension difficulties for obvious reasons; they do not know the meanings of many words on the page, unless the text is very simple. Birsh in Peter Westwood indicates that reading comprehension is closely related to a child's oral language comprehension and vocabulary.²⁶

There are two factors that influence reading comprehension, they are:

1. Internal Factor

The internal factor means the factor which comes from the reader himself, or usually known as personal factor, because the factor has existed inside the reader. This factor deals with self motivation and interest.

a. Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from text. Brown divided the motivation into two kinds, they are; intrinsic and extrinsic motivation. Edward Dice in Brown defines intrinsic motivation, as follows:²⁷

Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curiously internally rewarding consequences, namely, feelings of competence and self determination.

b. Interest

²⁶ *Ibid.*

²⁷ H. Douglas, Brown, 1994, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Englewood Cliffs, New Jersey: Prentice Hall, Inc.), <http://www.library.nu> (Accessed October 25th, 2011)

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

2. External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a. Reading Material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b. Teacher of Reading

The teacher should be careful in choosing the text, strategy, and giving the tasks because they are related to the students' reading comprehension achievement. In line with the explanation of the factors that influence students reading comprehension, in this study the writer is interested to use think, predict, read, and connect strategy toward students' reading comprehension.

5. The Nature of Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy

Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy is one of the strategies that help the students to increase their reading comprehension. This strategy was developed by Dr. Walter Pauk by the Reading Study Centre in Cornell University. There are some kinds of strategies that can be used to improve reading skills, such as OARWET, SQ3R, PQRS, EVOKER, OKRRRR, etc.

According to Joseph Agbebire, Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy is another study strategy that has proved to be effective in getting the best out of any student.²⁸ It is an inductive procedure except that only one case is studied. According to Jessica Sikorski, Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy is developed by Dr. Walter Pauk, is similar to the more familiar SQ3R (Survey-Question-Read-Recite-Review) study strategy.²⁹ An effective system to help the students focus on their reading text.³⁰

Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy is a reading framework to help you read more efficiently. Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy is a strategy that individuals can use to help them better comprehend written material. Based on the experts' explanation above, we can conclude that Overview, Key ideas, Read,

²⁸ Agbebire Joseph, 2012, *Strategies FOR Academic Excellence*, (Nigeria: The Holy Bible Limited) http://www.booksie.com/other/book/joseph_agbebire/strategies-for-academic-excellence-part-4 (Accessed March, 2013)

²⁹ Jessica Sikorski, *Ibid*

³⁰ Ann Dillon, 2008, *Get Connected Study Skill*, (London: Thomson Wadsworths), p. 11

Recall, Reflect and Review (OKRRRR) strategy that helps individual focus on organizing information in their minds and making it meaningful.

Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy is one of an effective strategy to improve students reading comprehension. Diana states that teaching reading comprehension by using Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy will pass some of the procedures as follows :

a. Overview

In this step, the students read the title, the introductory and summarizing paragraphs and all the heading included in the reading material. Then you will have a general idea of what topics will be discussed. Do the chapter by chapter.

b. Key Ideas

Now begin to work. Go over the text again and look for key idea. These are usually located in the first sentence of each paragraph and diagrams and captions or go back and skim the text for the key ideas (usually found in the first sentence of each paragraph). Also read the italics and bold type, bulleted sections, itemizations, pictures and tables. After this you know what the author's his saying about his topic.

c. Read

After students do the overview and you get Key Ideas which has prepared to read carefully and actively. The students read the reading to comprehensively, do this activity repeatedly while trying to get the author

ideas. If you come to a new word which you do not know, look it up and make a note of it. Perhaps its meaning will be clear as you complete that particular sentence but it is better to look for the word meaning. Or read the material this is frequently the only step that students perform.

d. Recall

In this step, close the book and immediately try to recall the main points of what you have read. This will help solidify the information in your mind. Put aside the text and say or write, in a few words all that you have read. Say with the general topic when you make the survey key words or sentences, major points of what they have read (this is the time to put down read notes in your loose-leaf book).

DR. Walter Pauk's says that one minute spent in immediate read nearly doubles retention of that piece of data.

e. Reflect

We have discussed before how meaningfulness can help improve learning. In this step, try to relate what they have read to things that already know. Try to find significance in what they have learned. In this step, students should reflect on the text as you reading it, trying to understand it, think of examples, and to relate the material to prior knowledge.

f. Review

At a later time, go over the text again to review material and refresh your memory. If you notice anything that you have forgotten, study those

part again. It should be done for the next short quiz, and then again for later test throughout the term. Several reviews will make that knowledge.³¹

Based on the experts' explanation above, the writer concludes Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy that has six steps. Such as Overview, Key ideas, Read, Recall, Reflect and Review.

6. Using Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) Strategy on Students' Reading Comprehension

Here, the writer would give an example of applying the OKRRRR strategy in comprehending the reading text.

a. Overview

1) The teacher ask to students read the title, the introduction summarizing paragraphs and all the headings in the reading material.

2) After that the students will have a general idea of what the topics.

b. Key Ideas

1) The students go over the text again.

2) Skim the text for the key ideas.

c. Read

1) The students read the reading text comprehensively.

³¹ Clemens Jerry, 2012, *OKRRRR Textbook Reading System :Adapted from DR. Walter Pauk (Cornel University)*, <http://www.LZ95.org/msn/faculty/jclemens>

2) Do this activity repeatedly while trying to get author's idea.

d. Recall

1) The teacher ask to the students close the book.

2) The students should be immediately try to recall the main points of what they have read.

e. Reflect

1) The students try to relate what they have read to things that they already know.

2) The students should reflect on the text as them read and trying to understand it and then think of examples.

f. Review

1) The students go over the text again to review material and refresh they memory.

B. Relevant Research

The writer has some previous researcher are that relevant with this research . One of them was conducted by Nestiti Bastian³². In his research, he found that there was a significant effect of Using OK4R in Improving English Students Reading Comprehension of Second Year Students at SMA N 5Pekanbaru. And another research was conducted by NahrikaYanti. She found that PQ4R(Preview, Question, Read, Reflect, Recite and Review)could increase students' reading

³²Nestiti Bastian,2010, The Effect of Using OK4R Method in Improving English Students Reading Comprehension of Second Year Students at SMA N 5,(Pekanbaru:Unpublished)

ability in recount text at the first year students of senior high school 2 Benai district of Kuantan Singingi regency.³³

Based on previous research that the writer has found, it is clear that the problem the writer is willing to conduct has not been discussed yet. This research focuses on the effect of using Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy on students' reading comprehension at the eleventh grade students of MAN Kampar Timur.

C. Operational Concept

The operational concept is the concept to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research. There are two variables used in this research, they are variable X and variable Y. Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy is as variable X that gives the effect on students' reading comprehension as variable Y. The indicators that will be compared are about students' reading comprehension before and after being taught Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy

This research consists of two variables: they are X that refers to OKRRRR Strategy and Y refers to students' reading comprehension

1. The indicators of variable X (OKRRRR strategy) are:
 - a. The teacher asks the students for surveying the chapter, title, heading, and conclusion of the text.

³³Nahrika Yanti, , 2012, The Effect of Using PQ4R Strategy toward Students Reading Ability in Recount Text at the First Year of Senior High School 2 Benai District of Kuantan Singingi Regency, (Pekanbaru:Unpublished)

- b. The teacher asks the students for reading whole passage in the text.
 - c. The teacher proposes the students for underlining the material that explain section's heading
 - d. The teacher assists the students to write brief notes on the material and write a summary of the main points of the chapter by their own word.
 - e. The teacher asks the students to review the material for ensuring the students comprehension.
2. Indicators of variable Y (Reading comprehension) according to Judith Brown are³⁴:
- a. Students are able to state main idea on narrative text.
 - b. Students are able to identify generic structure on narrative text (orientation, complication and resolution).
 - c. Students are able to make inference on narrative text.
 - d. Students are able to analyze the meaning of certain word on narrative text.
 - e. Students are able to identify fact, such as the name of characters, the time of the story or the place of the story on narrative text.

D. The Assumption and Hypothesis

1. Assumption

In this research, the writer assumed that:

³⁴*Ibid*, p.13

- a. The students' reading comprehension taught by using Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy is various.
- b. The students' reading comprehension taught without using Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy is various.
- c. The better implementation of using Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategy in reading, the better students' reading comprehension will be.

2. Hypothesis

- a. Alternative Hypotheses (Ha):there is significant effect of Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategyon students' reading comprehension at the eleventh grade at MAN Kampar Timur.
- b. The Null Hypotheses (Ho)

Ho: there is no significant effect of Overview, Key ideas, Read, Recall, Reflect and Review (OKRRRR) strategyon students' reading comprehension of the eleven year at MAN Kampar Timur.