

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

In learning foreign language, reading is likewise a skill that teacher simply expects learner to acquire. Reading is important to learn, because by doing reading the reader can get some information by reading text, the readers can exercise their ability in learning English by comprehending the text. According to Smith and Robinson in Tarigan, reading is an active activity to understand the message or information to be conveyed by the author¹.

So, reading is an activity to get information by text, text books, newspapers, and also internet. Reading is one of the receptive skills in English that should be mastered by students. There are many types of reading:

- 1) *Preceptive*. Involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.
- 2) *Selective*. Involves the to as certain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.
- 3) *Interactive*, Stretches of language of several paragraphs to one page or more in which reader must, in psycholinguistic sense, interact with the text.

¹ Smith and Robinson. *A Practical Approach to Teaching Reading*. (Boston: Allyn and Bacon, 1993), p. 36.

- 4) *Extensive*. Extensive reading applies to text of more than page, up to including professional articles, essays, technical report, short story, and books².

Based on explanation above, the types of reading is coherent to each other.

Reading is a process for understanding, according to Patel and Jain, there are three stages of reading, as follows:

- 1) The recognition stage. At this stage, the the learner simply recognizes the graphic counterparts of the phonological items, for example, he/she recognize the spoken words in this written form.
- 2) The structuring stage. The learner sees syntactic relationship of the items and understands the structural meaning of the syntactical units.
- 3) The interpretation stage. The learner comprehends the significance of words, phrase, or sentences in the overall context of discard³.

So, the process of reading is stated by the way of the reader to know about the spoken words of the written form of reading material; then the reader understands about the sentence structure of the text; and the last, the reader interprets the context of the reading material.

Reading is an extraordinary achievement when considering the number of levels and componets that must be mastered⁴. The National Reading Panel (2000) said, the effective reading intruction addresses five critical areas, these five

² Douglas H. Brown. *Principles and Classroom Practices*. (San Francisco State University: Longman, 2000), p. 189.

³ M. F. Patel and Praveen M. Jain. *English Language Teaching*. (Jaipur: Sunrise Publisher and Distributors), p. 113.

⁴ Danielle S. Mc Namara. *Reading Comprehension Strategies: Theories, Investions, and Technologies*. (New York: Lawrence Erlbaun Associates, 2007), p.3

aspects work together to create the reading experience. As students learn to read they must develop skill in all five of these areas in order to become successful reader⁵.

1) Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate the sound of spoken language. This includes noticing rhyme and recognizing the separate, small sounds in the words (phonemes). Phonemic awareness is commonly defined as the understanding that spoken words are made up of separate units of sound that are blended together when words are pronounced. Phonemes are the sounds that make up spoken words. They are the smallest segments of sound within spoken language. For example, the word no made up of two phonemes: /n/ and /o/.

2) Phonological Processing

Phonics is the understanding of relationship between written letters of the alphabet and the sound of spoken English. This knowledge allows a reader to “decode” words by translating the letters into speech sounds.

3) Fluency

Fluency is the ability to read quickly, accurately, and with proper expression. Fluent readers can concentrate to understand about what they read because they do not have to focus on decoding. In Reading fluency, there are some components, they are:

⁵ Department of Education U.S.A *Closer Look at The Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research For Teachers.* (Naperville: Learning Point Associates, 2004), p.1

- a) Accuracy : The ability of readers to decode words accurately in the text.
- b) Automaticity : The ability of readers to decode words in text with minimal use of attention resources.
- c) Prosody : The ability to read with appropriate rhythm, intonation, and expression⁶.

Reading fluency is also highly correlated with reading comprehension. Fluent readers are able to decode text with speed, accuracy and expression.

4) **Vocabulary**

Vocabulary includes all the words that readers can understand and use. The more words the student knows, the better he or she will understand what is read. Knowing how words relate to each other is building block that leads to comprehension.

5) **Text Comprehension**

Comprehension involves constructing that is reasonable and accurate by connecting what has been read to what the reader already knows and think about all of this information until it is understood. Comprehension is the final goal of reading instruction.

Reading comprehension is the main purpose of reading activity. All readers of course intend to have connection to the materials that they read. But, the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of reading material. Comprehension is an active

⁶ Rasinski Timothy V., Ph.D. *Assessing Reading Fluency. Pacific Resources for Education and Learning.* (Honolulu: Hawai'i, 2011), p. 5

process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge⁷. While Tankersley pointed out that comprehension is drawing meaning from words; it is the “essence of reading”⁸.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency⁹.

Reading the text needs reading word by word, sentence by sentence, and paragraph by paragraph in order to get the meaning of the text. Reading comprehension is the process to get, to understand, to catch the content of the reading. Reading comprehension is also a process to understand written text which means extracting then required information from it as efficient as possible.

Reading comprehension must be about thinking and constructing meaning. It's much more than pronouncing words. Researchers today define reading comprehension as a complex, recursive thinking process.¹⁰ Therefore, we should comprehend the text as the center of reading.

Reading comprehension means a complex process of thinking in assigning meaning from printed materials which involve most of the reader's intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. Besides, reading comprehension is a useful activity in which students should have this skill. It means that the primary activity of reading

⁷ Judith Westpall Irwin. *Teaching Reading Process*. (Colorado: Prentice-hall, 1986), p.7

⁸ ibid

⁹ Janette K. Klinge et. al. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: Guilford Press, 2007), p.2

¹⁰ Cris Tovani. *I Read It but I Don't Get It (Comprehension Strategy for Adolescent Readers)*, (Colorado : Stenhouse Publishers Portland, 2000), p. 17

comprehension is to comprehend what the text is about. Many readers cannot catch the idea or what the writer talks about. It is caused they do not know the exact meaning of the words that the writer used. Understanding reading is not easy matter. We need to have technique in order to get easiness in comprehending the text.

Reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.¹¹

In conclusion in reading comprehension, thinking, imaginative and transactive thinking is processes to make the reader will comprehend the text. Readers understand about the text through motivation to think, imagine, and the reader's background of reading is a reader's activity having process and some purposes in reading a written language. Reading comprehension is connection between the reader and the reading material, because the readers will connect their bacground knowledge and the new information from the text.

¹¹ ibid

2. Reading Comprehension on Narrative Text

Reading comprehension is the ability to construct a given written text. To be able to read effectively, the students have to gain a particular purpose in their mind before they interact with the text.

There are some texts that are taught in senior high school, such as recount, narrative, procedure, and expository in form of monologue or essay. Narrative text is the text that is concerned with talking about the events. Moreover, narrative is the text that tells the events that happened in the past time that consist of problem-solving such as folktale, legend, and fable. The main characteristics of narrative text are as follows:

- a. The generic structure of narrative text are follows:¹²
 - 1) Introduction : it sets the scene and introduces the characters, time and place.
 - 2) Complication : the problem that arise 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. Social conflict is the struggle of man against his society. And internal or psychological conflict is a conflict which happens inside the participants.
 - 3) Resolution : the character find out the solution of the problem happened.

¹² Siti Rahmi Utami, *The Effect of using Self-Monitoring Strategy towardss Students' Reading Comprehension at Second Year of SMAN 14 Pekanbaru*, Pekanbaru: Unpublished, 2012, p. 23

b. Grammatical features of narrative text are follows:¹³

- 1) Use of simple past tense.
- 2) Use of particular nouns to refer to or describe the particular people, animals, and things that the story is about.
- 3) Use of adjectives to build noun groups to describe the people, animals, or things in the story.
- 4) Use of conjunction and time connectives to sequence event through time.
- 5) 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.

3. Students' Reading Comprehension on Narrative Text

Reading comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing.¹⁴ So, if someone wants to get the aim of reading, she or he has to understand what they read, and integrate text information with their own knowledge.

¹³ Siti Rahmi Utami, Loc.cit

¹⁴ *Seven Comprehension Strategies for Making Independent Readers*. (Retrieved from <http://www.suite101.com/content/seven-comrehension-stratetegy-for-making-independent-readers-a2009> on April 12th, 2013)

To comprehend, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming information from the page. There are some aspects to make efficient interpretation of text involves:¹⁵

- a. Combination of word recognition skills
- b. Linking of new information to prior knowledge, and
- c. Application of appropriate strategies such as locating the main idea, making connections, questioning, inferring, and predicting.

Klengner stated that reading comprehension involves many interactions between readers and what they bring to text as well as variables related to the text itself.¹⁶ It means that reading comprehension has been broadly involvement, such as the connection between readers and the text, and readers, text and readers' background knowledge.

1) The Nature of Self-Efficacy

According to Bandura, self-efficacy is defined as an individual's belief in one's ability to acquire new information or complete task or activity to a prescribed level of performance¹⁷. Self-efficacy is how someone feels being able to do something.

¹⁵ Peter Westwood. 2008. *What Teachers Need to Know about Reading and Writing Difficulties*. Australia: Acer Press. P. 31

¹⁶ Janette K. Klingener. *Op Cit*, P. 8

¹⁷ Mark Allen Nevill, *The Impact of Reading Self-Efficacy and the Regulation of Cognition on the Reading Achievement of an Intermediate Elementary Sample*. Retrieved on april 8th. 2013) <http://www.dspace.iup.edu>

In the other way, self-efficacy is the belief that one is competent and can get things accomplished¹⁸. Based on the definition above, the writer concluded that self-efficacy is the individual's belief on the ability to manage performance and action to reach an aim where individual is certain to face all things and can predict their ability.

1) **Dimension of Self-Efficacy**

According to Bandura cited in Devi, the belief of individual's capability is varied in each dimension. The dimension are¹⁹:

a. Magnitude

Magnitude is a the stage of individual belief that can do task or not. The individual self-efficacy in doing task is different in the difficulty levels of the tasks. An individual has high self-efficacy in doing the easy and simple tasks or the complicated one which needs more competences. The individual who has high self-efficacy tends to choose the complicated task which fits to his or her ability.

b. Strength

This dimension focuses on the level of the individuals' strength or stability toward their belief. Self-efficacy shows that the individual action will bring the potential result which is expected by that individual. Self-efficacy becomes the background of their theory effort to struggle, even when the obstructions are found.

¹⁸ Curt R. Baron and Anne M. Bartol. *Introduction to Forensic Psychology: Research and Application*. (Los Angeles: SAGE, Inc), p. 463

¹⁹ Devi Risma. 2005. "Pengaruh Kecerdasan Emosional Terhadap Kinerja Karyawan". (Jogjakarta: Unpublised), p. 49

c. Generality

This dimension is related to the individual fluency at certain study or job. The individual can explain that she or he has self-efficacy whether in the wide or limited activities only in certain domain function. The individual who has high self-efficacy can handle some factors simultaneously to get a task done. The individual who has low self-efficacy is only able to handle less factors in working a task.

2) Sources of Self-Efficacy

According Bandura in Imron, there are four major sources of self-efficacy²⁰ as follows:

a) Mastery Experience

People's belief about their efficacy can be developed by four main sources of influence. The most effective way of developing a strong sense of efficacy is through mastery experience. Performing a task successfully strengthens our sense of self-efficacy. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

b) Social Modeling

The second way of creating and strengthen self belief of efficacy is through the vicarious experiences provided by social models. Witnessing other people successfully completing a task is another important source of self-efficacy.

²⁰ Imron Wahyudi. 2012. "The Correlation between Self-Efficacy and Their Writing Ability at the Second Year of Islamic SMA, Darel Hikmah Pekanbaru". (Pekanbaru: Unpublished), p. 23

In same way, observing other's fail despite high effort lower observers' judgements of their own efficacy and undermines their efforts. The impact of modeling on perceived self-efficacy is strongly influenced by perceived similarity to the models.

c) Verbal Persuasion

The third way of strengthening people's belief that they have what it takes to succeed²¹. Consider a time when someone said something positive and encouraging that helped him/her achieve a goal. Getting verbal encouragement from other help people overcome self-doubt and instead focus on giving their best effort to the task at hand. To the extent that persuasive boots in perceived self-efficacy lead people to try hard enough to succeed, they promote development of skills and a sense of personal efficacy²².

d. Psychological Responses

According to Bandura, our own responses and emotional reactions to situation also play an important role in self-efficacy²³. People also rely on their somatic and emotional states in judging their capabilities. They interpret their stress reactions and tension as sign of vulnerability to poor performance.

Moods, emotional states, physical reactions, and stress level can all impact how a person feels about their personal abilities in a particular situation. A person who becomes extremely nervous before speaking in public may develop a weak sense of self-efficacy in these situation.

²¹Ibid P.25

²² Imron Wahyudi, *Op.Cit* P.25

²³ *Op. Cit.* P.26

4. The Relationship of Self-Efficacy and Reading Comprehension in Taxonomy Bloom.

Bloom's Taxonomy as a reference to a theory by Benjamin S. Bloom, state that there are three domains of educational objectives: Cognitive, Affective and Psychomotor²⁴.

a) Cognitive

Which refers to the development of knowledge and intellectual skills in learning.

b) Affective

Which refers to attitude in learning. This domain is usually not tested, but the teacher observes the students' attitude in class.

c) Psychomotor

Which refers to the skills. This domain is usually tested by practical tests, such as laboratory assignments.

These domains then are broken down into sub categories²⁵, starting from the simplest behaviors that are expected from the students to the more complex ones. Cognitive domain :

a) Knowledge

Exhibit memory of previously learned materials by recalling facts, terms, basic concepts and answers.

²⁴ Bukisa. 2013. *Bloom Taxonomy Theory*. (Retrieved on Mei 21th 2013)
<http://www.bukisa.com>

²⁵ David R. Krathwohl. 2002. *Revising Bloom's Taxonomy*. (Retrieved on Mei 21th 2013)
<http://www.unco.edu/Krathwohl.pdf>

b) Comprehension

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main ideas.

c) Application

Using new knowledge. Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way Questions.

d) Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

e) Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

f) Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

The five levels in the affective domain from the lowest order to the highest are:

a. Receiving

The lowest level shows the student passively pays attention. Without this level no learning can occur. Receiving is about the student's memory and recognition as well.

b. Responding

The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way.

c. Valuing

The student attaches a value to an object, phenomenon, or piece of information. The student associates a value or some values to the knowledge he acquired.

d. Organizing

The student can put together different values, information, and ideas and accommodate them within his/her own schema; comparing, relating and elaborating on what has been learned.

e. Characterization

The student holds a particular value or belief that now exerts influence on his/her behaviour so that it becomes a characteristic.

Bloom himself has never created subcategories for psychomotor domain. The subcategories are created by other theorists. In psychomotor domain, the subcategories are:

a) Perception

The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection to translation.

b) Set

Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).

c) Guided response

The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.

d) Mechanism response

This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.

e) Complex response

The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.

f) Adaptation

Skills are well developed and the individual can modify movement patterns to fit special requirements.

g) Origination

Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.

According to Chen and Graves, Self-efficacy in reading can also be supported by explicit instruction in previewing materials prior to reading²⁶. As long as people continue to believe in their abilities to perform a given activity, they act habitually on that belief. According to Quirk, Schwanenflugel, and Webb, a person's academic self-beliefs, specifically his/her reading self-efficacy, is related to motivation²⁷. In other words, the beliefs that individuals hold about their abilities and outcome of their efforts influence the great ways how they will behave to determine the success of children in learning reading comprehension.

B. Relevant Research

To avoid any similarities in the title of the research, the writer needs to present relevant researches which were done by previous undergraduate students at the English Education Department of UIN Suska Riau. First, the research conducted by Imron Wahyudi in 2012 entitled, The correlation between self-efficacy and their writing ability at the Second year of Islamic SMA Darel Hikmah Pekanbaru. The writer found there was significant correlation between Self-Efficacy and writing ability of the second year of Islamic SMA Darel Hikmah Pekanbaru, where the coefficient of "r" product moment with df 32 in the level of significant 5% was 0,349 and the level of significant 1% was 0,449. At

²⁶Cynthia D. Shellberg. 2009. *Exploring Self-Efficacy in Reading*. (Retrieved on april 9th. 2013)

<http://www.hamline.edu>

²⁷Philip Gibson. 2012. *The Connection between Reading Self-Efficacy and Reading Proficiency in a First Grade Class*. (Retrieved April 8th. 2013)

<http://wwwsmcm.edueducationstudies.pdf>

this level of significant, the coefficient of 0,491 was higher than the “r” table either at 5% or 1% levels ($0,349 < 0,491 > 0,449$).

The second study conducted by Nina Khairiyani in 2012 entitled, “The Effect of Using Synthenizing Strategy on Students’ Reading Comprehension at the Second Year of SMA LKMD Kandis the Regency of Siak. This study also involved self-efficacy as the observed dependent variable. The writer found there was an effect of Synthenizing Strategy on the students’ reading comprehension at SMA LKMD Kandis.

C. The Operational Concept

In order to clarify the theories used in this research, the writer needs to explain briefly about variable of this research. This research is a correlational research in which it focuses on correlation between students’ self-efficacy and their reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used.

They are: Variable X is students’ self-efficacy.

Variable Y is students’ reading comprehension.

Variable X is Independent variable.

Regarding the focus of the study, the students’ self-efficacy will be investigated by indicators dedicated as in the following:

1. Students believe in their ability in reading comprehension.
2. Students strengthen their ability in reading comprehension.
3. Students have adequate fluency in reading comprehension.

Variable Y is dependent variable:

The indicators of students' comprehension (Variable Y) are as follows²⁸:

1. The students are able to identify the entire needed information of the text.
2. The students are able to infer the meaning of unknown words of the narrative as their major reading text.
3. The students are able to find out the main idea, supporting ideas, etc.
4. The students are able to identify the language features of the narrative text.

D. Assumptions and hypotheses

1) Assumptions

In general, the assumptions of this research can be expressed as follows:

- a) Each English learner has strong and weak self-efficacy in learning English, especially in their belief towards reading comprehension.
- b) Students' self-efficacy influences their confidence in reading comprehension.
- c) The stronger self-efficacy the students have the better ability they would be in reading comprehension.

2) Hypotheses

Based on the background of the problems above, the researcher proposes two hypotheses as follows:

²⁸ Department of National Education, 2006, *School Based Curriculum Syllabus of English*.

Ha: There is significant correlation between students' self-efficacy and their reading comprehension at SMA Negeri 1 Moro Karimun Regency.

Ho: There is no significant correlation between students' self-efficacy and their reading comprehension at the second grade of SMA Negeri 1 Moro Karimun Regency.