

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Theoretical Framework

#### 1. Reading Comprehension

Reading is the process in searching information that we can get from some texts. It is as a way that we always use to search some information about knowledge. Reading is one of the four skills in English besides writing, speaking, and listening. It is also the way that we use as the tool to get information about what we need from reading some texts or articles. Reading is one skill that should be learned in order to enrich much information that we need in daily life. Reading is crucial to be learned and mastered by everyone. It means that by reading people can widen their knowledge from information based on their reading. Reading is the ability to draw meaning from the printed page and interpret this information appropriately.<sup>1</sup> It means that we should have skill and try hard to achieve the goal of our readings. Learning is conscious knowledge of language rules, does not typically lead to conversational fluency and is derived from formal. Learning is conscious knowledge of language rules, does not typically lead to conversational fluency and is derived from formal instruction.<sup>2</sup> It means that in learning we have to be running as well as the rules of learning itself.

Linse said that reading is a set of skills that involves making sense and deriving meaning from text to printed word.<sup>3</sup> Reading is usually conceived of as solitary activity in which the reader interacts with the text in isolation.<sup>4</sup>

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<sup>1</sup>William Grabe and Fredicka I. Stoller. *Teaching and Reseraching Reading* (London: Pearson Education, 2002), p.9

<sup>2</sup> Rebecca L. Oxford. *Language Learning Strategies* (New York: Newburu House Publisher, 1990),pp. 4

<sup>3</sup>Caroline T.Linse. *Practical English Language Teaching; Young Learners* (New York: Mc.Graw Hill Componies Inc, 2005), p.69

Reading comprehension describes what we should do to make us understand about the topic that we have read and how to be active readers. Comprehension in reading is needed to know what the material that we have reading talking about. When we read something, we should know what text is telling about, because reading is the comprehension in understanding what we read. Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.<sup>5</sup>

Gerrald as cited by Nuriman said that reading is important when we use reading to achieve an important goal to them, to achieve a purpose of theirs, or to answer questions they want to answer. In short, they are motivated to read when reading empowers or enriches them.<sup>6</sup> Reading comprehension result is when the readers are aware of what the material they have already read, know and comprehend the purpose of their reading. By practice we get better in reading. If we do not practice we cannot get the meaning of the text. Reading practice helps us become better readers. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension.<sup>7</sup> It means that when we read a text the result process of comprehension is begun. The purpose of reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve the comprehension.<sup>8</sup>

Comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. In such contexts the word

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<sup>4</sup>David Nunan. *Language Teaching Methodology; A Text Book for Teacher* (London: Pearson Education Ltd, 2000), p.72

<sup>5</sup>Vough, Sharon and Silvia. *Loc.,Cit*

<sup>6</sup>Nuriaman "The Effect of Using Compare And Contrasts Strategy toward Reading Comprehension at the Eight Grade Students at Junior High School 5 Tambang" (Pekanbaru: Unpublished, 2012), p.8

<sup>7</sup>Kalayo Hasibuan And M. Fauzan Ansyari. *Op.,Cit.*,p. 144

<sup>8</sup>*Ibid* p. 115

frequently does not appear alone, but in such combinations as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process.<sup>9</sup> It means that the comprehension in our reading can be done if we catch the point and understand about what the content of the text is.

When we read a text, we should know what we want from that text. We should have the purposes in our reading activities. There are many purposes in reading activities such as to get the actual information, to entertain ourselves, to find out something that is interesting from the text, and of course to get the knowledge. But, we have to know the purposes of reading from the experts. William Grabe and Fredricka had divided the purposes of reading that become seven purposes. Those are:<sup>10</sup>

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from the texts
4. Reading to integrate information
5. Reading to write (or searching information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

The more we read the more knowledge will be gotten. Sometimes we read to get the main ideas of the text and also to gain the information. Basically, when reader reads a

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<sup>9</sup>Frank Smith. *Understanding Reading Six Editon* (London: Lawrance Erlbaum, 2004), p.12

<sup>10</sup>William Grabe And Fredricka I. Stoller.*Op.,Cit*, p.13

text, she or he has some purposes. Marianne-celce stated that there are some purposes of reading itself. The purposes are as follows:<sup>11</sup>

1. To search for information
2. For general comprehension
3. To learn new information
4. To synthesize and evaluate information.

Reading is a way to get the knowledge. People search the information by reading for their knowledge. Michael F. Graves et al stated that there are three types of knowledge:<sup>12</sup>

1. Declarative knowledge

Declarative knowledge is often described as “knowledge that”. It means that declarative knowledge is about what the learners know about something. It could be concrete or abstract, simple or difficult thing.

2. Procedural knowledge

The procedural knowledge is described as “knowledge how”. It is about something the learners/ students can do. It involves the ability to do something.

3. Attitudes and inclinations

Attitudes and inclinations are as important as knowledge because they engage in various activities.

In reading some texts, we need to comprehend the texts well. In order to achieve the comprehension, the readers need to apply some of ways to get the meaning from the written texts they have read. The reader uses knowledge, skill, and strategies to determine

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<sup>11</sup>Marianne Celce- Murcia. *Op.,Cit.*, p.187

<sup>12</sup>Micheal F.Graves.*Teaching Reading in the 21<sup>st</sup> Century* (Boston: A Pearson Education Company, 2001),p. 27

what the meaning from the text is. Kalayo and Fauzan stated that reader knowledge, skill, and strategies include:<sup>13</sup>

a. Linguistic competence

The ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.

b. Discourse competence

Knowledge of discourse makers and how they connect parts of the text to one another.

c. Sociolinguistic competence

Knowledge about the different types of the texts and their usual structure or content.

d. Strategic competence

The ability to top-down strategies as well as knowledge of the language (a bottom-up strategy).

## 2. The Nature of Paragraph Puzzle Activity

In order to get the information from the written texts, we have to know the content of the text itself. The content of the text is a crucial thing to make the reader know what they look for. Kalayo said that reading comprehension results when the reader knows in which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purposes.<sup>14</sup> According to that statement, the writer suggests an activity which is called paragraph puzzle. Paragraph Puzzle activity offers the students opportunities to read various information text in short, manageable the lengths in order to understand and imitate the functions and forms of these same types of

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<sup>13</sup>Kalayo Hasibuan and Fauzan Ansyari.*Op.,Cit.*, p.115

<sup>14</sup>Nuriman”The Effect of Using Compare and Contrast Strategy toward Reading Comprehension of the Eight Grade Students at Junior High School 5 Tambang’ (Pekanbaru: Unpublished,2012),p. 14

informational texts.<sup>15</sup> This activity is to give students the opportunity to practice the deeper level structure of comprehension in their reading.

Paragraph puzzle is similar to using picture books and other types of the texts as model of reading- only with puzzle paragraph the reading activities provide success for students who needs consistent, easy-to-understand and easy-to-follow.<sup>16</sup>

The procedures of Paragraph puzzle technique as follows:<sup>17</sup>

1. Distribute a copy of sample paragraph.
2. Introduce unfamiliar words in the paragraph.
4. Read the paragraph loud.
5. Duplicate the puzzle paragraph pages.
6. Cut a part the sentence strips.
7. Put one strip to each sentence of the paragraph in to a paper bag or paper clip the set of strips, so that each student who receives a bag or a set of strips gets an entire paragraph.
8. Students reconstruct the paragraph by putting the strips in order (students can refer to the graphic organizer).
9. Ways to differentiate this include

The ways are working in pairs, providing students with the beginning middle and the ending sentences and omitting the attention-getter sentences.

Paragraph puzzle is very useful to increase students' reading comprehension.

Paragraph puzzle helps them to monitor the text they have read. When the students face a

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<sup>15</sup>Christine Boardman Moen. *Puzzle Paragraph: Taking a Mystery Out of Writing Nonfiction*. (Dayton: A Lorenz Company)p.5

<sup>16</sup>*Ibid.* p. 8

<sup>17</sup>Christine Boardman Moen., *Loc.,Cit* pp.28-30

text and most of them have difficulties in catching the point of the text, it is better for teacher to apply this activity. This activity helps the students to monitor their comprehension while reading the text. When the students are confused to comprehend the written text, paragraph puzzle activity will helps them to understand text well.

Paragraph puzzle is the students cut up their paragraphs into separate sentences and the other students tried to piece them together in the correct order.<sup>18</sup>In this activity, the students will try to find the information and generic structures of the text by arranging the puzzle sentences in to a good text. Viens also said that this activity will make the teacher and the students work together to arrange the puzzle sentences in order to find the correct information and search to each other.<sup>19</sup>

Paragraph puzzle is an activity that students put puzzle strips together to make a paragraph by sticking them on the chalkboard. Read aloud the paragraph and rearrange the puzzle strips until the organization makes sense and writing flows well. Erase parts of sentences and rewrite as necessary.<sup>20</sup>

Paragraph puzzle is an activity in reading comprehension which student reorganizes the passages.<sup>21</sup>The procedures of this activity according to Bronfman Jewish Education centre are separate reading passage in to four or five sections, print each section in its own pieces separate pieces of paper that each of them contains different passage, reorganize the passage so that it is not in the proper order, give the students all the sections of the passage and have them to read aloud the passage, ask the students to

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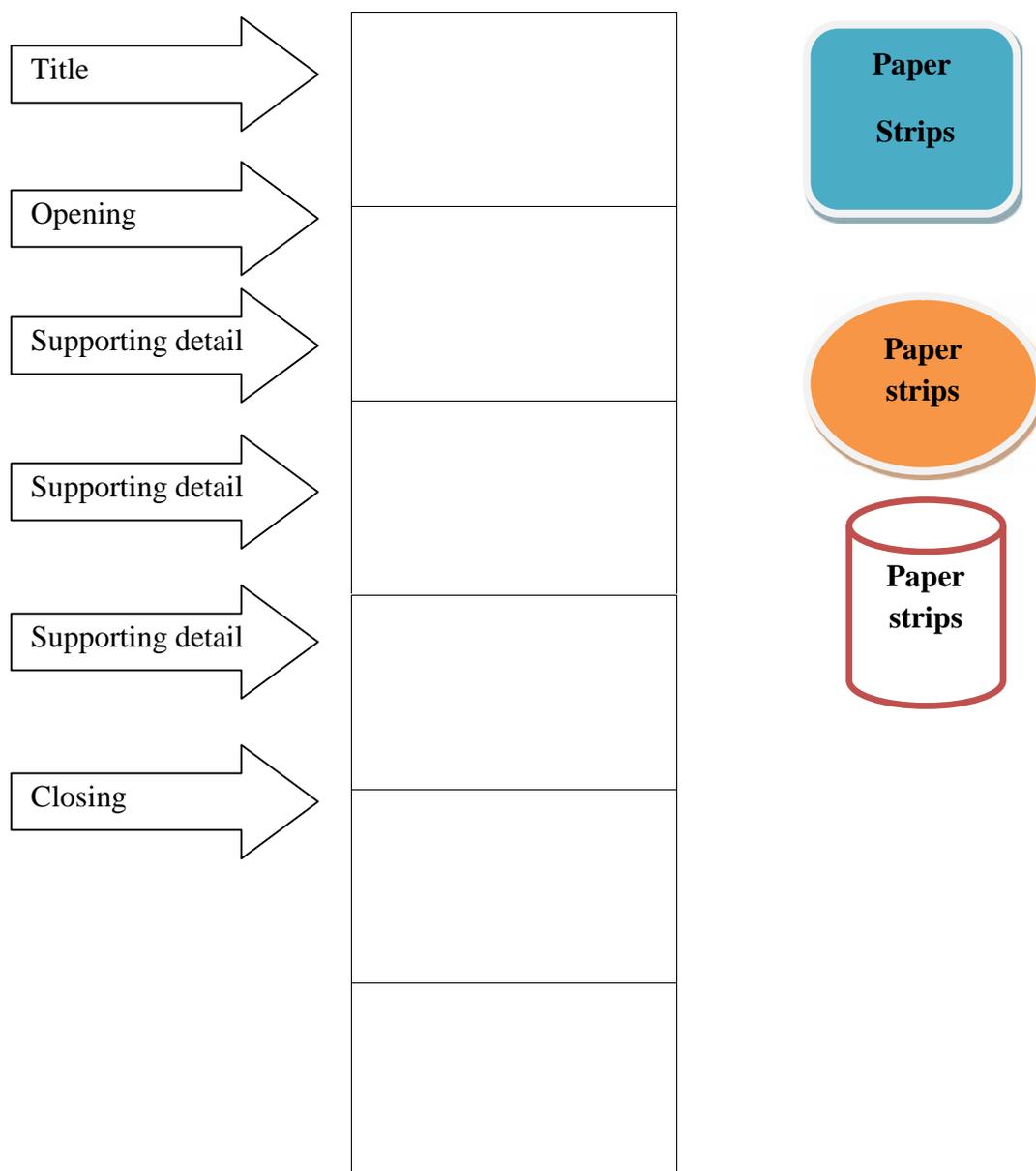
<sup>18</sup>Julie Viens. *Multiple Intelligences and Adult Literacy*. (New York: Teachers Collage Press, 2004), p.71

<sup>19</sup> *Ibid*

<sup>20</sup> Beth Means and Lindy Lindner, *Teaching Writing in Middle School: Tips, Tricks, and Techniques*, (Colorado: Teacher Ideas Press, 1998), p. 114

<sup>21</sup> Bronfman Jewish Education Centre. *Paragraph Puzzle*, p.1 (Retrieved on 19 March 2013), <http://teachingenglishonline.net/paragraph-puzzle/>.

read think aloud while they put the passage back together in the proper order, ask the students to read aloud and ask them if the text makes sense.<sup>22</sup>



### 3. Recount text

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<sup>22</sup> *Ibid*

Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many postmodern narratives play with these conventions.<sup>23</sup> Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Recounts, of all the written text types, most closely resemble the grammar of speech. As we have already seen, recounts basically sequence events temporally. We would, therefore, expect to see a predominance of action verbs (bold) and temporal connectives (*italicised*).<sup>24</sup>

There are several types of recount text. They are;

- a. A **personal recount** is where the author is recounting an experience that they were involved in directly .
- b. A **factual recount** can be used to retell a particular incident or event, such as an accident or newspaper report.
- c. An **imaginative recount** is the retell of an imaginary event through the eyes of a fiction character, such as, the day in the life of Shrek.

There are three generic structures of recount text:<sup>25</sup>

1. Orientation: Introducing the participants, place and time. it is impossible to tell a story unless we see that there are characters set up in a particular time and place.

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<sup>23</sup>Peter Knapp and Megan Watkins. *Genre, Text and Grammar: Technologies for Teaching and Assessing Writing*. (Sydney: University of New South Wales Press Ltd, 2005), p. 224

<sup>24</sup>*Ibid* .p.229

<sup>25</sup>*Ibid*. p.224-225

2. Sequences of Events: Describing series of event that happened in the past. It is more complex that provides a record of all the important activities that happened on the excursion.<sup>26</sup>
3. Reorientation: It is optional stating personal comment of the writers to the readers.

#### **4. The Use of Paragraph Puzzle Activity**

Paragraph Puzzle activity offers the students opportunities to read various information text in short, manageable the lengths in order to understand and imitate the functions and forms of these same types of informational texts.<sup>27</sup> This activity is to give students the opportunity to practice the deeper level structure of comprehension in their reading. In this technique the students is asked to arrange the random sentences to know their interaction with the text to find the main ideas, to find the generic structures of the text. It happens as the interaction between the reader and the text.

Paragraph puzzle is an activity using the reader's interaction with the text. The reader needs to pay attentions while reading the random or puzzle sentences. It is because while the reader reads the text, they have to find the ideas of the text, content, what they know or do not know and ask the question about the text. The interaction between the reader and the text make the reader become active reader. It is because they practice the deeper level structure of comprehension.

### **B. Operational Concept**

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<sup>26</sup>Melgis Dilkawaty Pratama. *Teaching Writing: A Handbook of Teaching Productive Skills*. (Pekanbaru: Education Matters Most Publishing, 2012),p.26

<sup>27</sup>Christine Boardman Moen., *Loc., Cit*, p.5

Operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in a research paper.<sup>28</sup> The operational concept is a concept that is used as the way to make something clearly and avoid the misunderstanding. It is also used to measure something easily. It means the variables that are going to be investigated should be brief and clear. The language that is used should be in the simple words and understandable so that it can be easily measured and evaluated with the treatments and assessments that are applied by the researcher. In this operational concept, the researcher would like to explain about the variables of this research briefly. There were two variables used in this research. The first is paragraph puzzle activity which refers to the teacher's technique in teaching recount text in experimental class In Islamic Junior High School of Darel Hikmah Pekanbaru that is known as an independent variable (Variable X). The second variable is a dependent variable (variable Y) which is known as the students' reading comprehension in Islamic Junior High School of Darel Hikmah Pekanbaru.

1. The procedures of using Paragraph Puzzle activity are as follows:
  - a. The teacher distributes a copy of sample paragraph.
  - b. The teacher introduces unfamiliar words in the paragraph.
  - c. The teacher asks the students to read the paragraph loud.
  - d. The teacher duplicates the puzzle paragraph pages.
  - e. The teacher cuts a part the sentence strips.
  - f. The teacher put one strip to each sentence of the paragraph in to a paper bag or paper clip the set of strips, so that each student who receives a bag or a set of strips gets an entire paragraph.

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<sup>28</sup> M. Syafi'I . *From Paragraph to A Research Paper; A Writing of English for Academic Purposes* (Pekanbaru: LBSI, 2007),p.122

g. The teacher asks students to reconstruct the paragraph by putting the strips in order (students can refer to the graphic organizer).

h. The teacher can choose ways to differentiate this include

The ways are working in pairs, providing students with the beginning, middle and the ending the sentences and omitting the attention-getter sentences.

2. The indicators of students' reading comprehension

According to some indicators that must be achieve by the students on reading comprehension, the writer took the indicators from the syllabus of the school. The indicators are:<sup>29</sup>

a. The students are able to find the factual information of recount text.

b. The students are able to find the general information of recount text.

c. The students are able to find the generics structure of recount text.

d. The students are able to locate the meaning of vocabulary in context.

e. The students are able to identify purpose, and supporting detail of recount text.

### **C. Relevant Research**

This research has relevance with the other research. The relevant research is researchers' explanation about some previous researches that were conducted by other researchers. Relevant research should be relevant to the writer's research. In the relevant research, the writer has to analyze what the point that is focused on, gives the explanation about the design of someone's research, finding and conclusions about some previous research. It is used to avoid the

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<sup>29</sup> Syllabus for the eight grade students at Islamic Junior High School of Darel Hikmah Boarding School Pekanbaru.

“plagiarism” toward the design and the finding of the previous researches.<sup>30</sup> Those are some relevant researches of this research:

Eti siska handayani (2014)<sup>31</sup> in her research focused on the effect of using paragraph puzzle toward Writing Ability of Recount Paragraphs of the Second Year Students at State Junior High School 4 Tambang. She found that the mean score of experimental group which was taught by using scramble words game was 64.77. While the mean score of control group which was taught without using paragraph puzzle was 54.55. It means that there was a significant effect of using paragraph puzzle.

Eddi Rusydi Ar (2009)<sup>32</sup> in his research focused on the effectiveness of using scramble words game in improving grammar mastery of second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru. Scramble words game is the students have to arrange the letters become a word and arrange the words become a sentence. He found that the mean score of experimental group which was taught by using scramble words game was 94.34. While the mean score of control group which was taught without using scramble words game was 65.34. It means that there was a significant effect of using scramble words game.

It is different from this research. In this research, the writer used paragraph puzzle activity to give effect to students’ reading comprehension in recount text at the Islamic Junior High School of Darel Hikmah Pekanbaru.

## **D. The Assumption And the Hypotheses**

### **1. The Assumption**

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<sup>30</sup> *Ibid*

<sup>31</sup> Eti Siska Handayani” The Effect of Using Paragraph Puzzle toward Writing Ability of Recount Paragraphs of The Second Year Students at State Junior High School 4 Tambang” (Pekanbaru: Unpublished, 2014)

<sup>32</sup> Eddi Rusydi Ar” The Effectiveness of Using Scramble Words Game in Improving Grammar Mastery of Second Year Students at Islamic Integrated Junior High School Of Al-Fityah Pekanbaru” (Pekanbaru: Unpublished, 2009)

In this research, the researcher assumes that the better using the paragraph puzzle activity, the better students' reading comprehension in recount text at Islamic Junior High School of Darel Hikmah Pekanbaru will be.

## **2. The Hypothesis**

- a. Ho : There is no significant effect of using paragraph puzzle activity on students' reading comprehension in recount text at the eight grade students of Islamic Junior High School of Darel Hikmah Boarding School Pekanbaru.
- b. Ha : There is any significant effect of using paragraph puzzle activity on students' reading comprehension in recount text at the eight grade students of Islamic Junior High School of Darel Hikmah Boarding School Pekanbaru.