

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is one of four language skills that should be mastered by the students if they want to understand the text. Reading can be seen as an “interactive” process between a reader and a text.¹ It can be said that reading is a skill that needs more attention because it needs good interaction with the text in order to get meaning of text. Reading is getting out the text as nearly as the possible message that the writer put into it.² In another words, it means that when the readers read the text they should be tried to analyze the close meaning with their own thought about what the writer said in the text.

Reading is receiving a written text in order to understand its contents. Furthermore, according to Murcia, Reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own thought activities which can help them to analyze text, such as summarizing passages, determining main idea, and following the argument in the

¹ Alyousef, Hesham Suleiman. Teaching Reading Comprehension to Esl/ Efl Learners. (*The Reading Matrix Vol. 5, No. 2*, September 2005), p. 144, Retrieved on May 14, 2013 from: <http://www.readingmatrix.com/articles/alyousef/article.pdf>.

²Chritine, Nuttal,. *Teaching Reading Skills in a Foreign Language*, (London: Heinemann Educational Books, 1982), p.5

text.³ It means that the students must be able to catch the key points from the reading text.

Reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes. According to Nuttal,⁴ conscious development of reading skills is important because it is obviously impossible for us to familiarize our students with every text that they will ever want to read. In other words, Teachers must give them strategy for approaching texts of various kinds to be read for various purposes.

Penny states that when some-one needs a success in reading, he or she must know well about the characteristics of efficient reading. They are as follows:⁵

a. Language

The language of the text is comprehensible to the learners.

b. Content

The content of the text is acceptable to the learners if they know enough.

c. Speed

The reading progress is fairly fast and mainly because the reader has automated recognition of common combination, and the reader does not waste the time working out each word of group of words to learn.

³Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (New Jersey: Heinle & Heinle,2001), p. 200

⁴ Op. Cit, Christine Nuttal, p.22

⁵ Penny Ur, *A course in Language Teaching*, (Cambridge: University Press, 2009), p. 148

d. Attention

The reader concentrates on the significant bits and skim, the rest may even skip parts he or she knows to be significant.

e. Prediction

The reader thinks ahead hypothesize and predict.

f. Background information

The reader is motivated to read interesting content or challenging task.

g. Purpose

The reader is aware of a clear purpose in reading.

h. Strategies

The reader uses different strategies for different kinds of reading.

Based on explanations above, the writer concluded that reading requires understanding for the readers so they can comprehend the reading text well if they know characteristic of efficient reading. Therefore, the reader needs to understand the message from the writer (ideas, opinion, knowledge, feeling, and etc).

2. The Nature of Reading Comprehension

Comprehension is a part of live. Every minute, the brain is busy making sense of the world. The messages are constantly coming in about what you see, hear, touch, smell and taste. Then the brain receives these messages, interprets them, sorts them and save them. The same process happened when your are reading, the brain tells your eye what to look for in order to make connection.

Sometimes, the connection happened itself especially when the information is very interesting and important. But at other time, it is not simple, the text is difficult to comprehend.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. A successful comprehension involves the reader who can discovery the meaning. In teaching and learning process, reading comprehension is designed to assess students' ability to acquire written information through reading, including main idea, important facts and details, implied meaning and inferring author's view and attitude. Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text.⁶

According to Jhonson in Yusparizal, comprehension activity in which the reader must be able to interpret and alter what he reads in accordance with his or her prior knowledge about text.⁷ It tells us that the primary activity or reading is to comprehend what text tells about.

To read the text the reader must decode what the text literally says, but at the same reader must bring their knowledge to the text to determine what the text

⁶ Charl Nel, Carisma Dreyer and Mariaan Kopper, An Analysis Of The Reading Profiles Of First-Year Students At Potchefstroom University: A Cross-Sectional Study And A Case Study, (*South African Journal of Education*, Cop yright © 2004 EASA, Vol 24(1) 95 – 103), retrieved on May 14, 2013 from : <http://www.ajol.info/index.php/saje/article/download/24972/20656>.

⁷ Yusparizal, "The Effect Of Using Share One; Get One Technique Toward Reading Comprehension In Hortatory Exposition Text By The Second Year Students of State Senior High School 1 Kampar" (Pekanbaru: Unpublished, 2012), p.13

actually means (to reader).⁸ In this case, reading comprehension means a process of understanding the text in order to get information and the meaning of the text.

The successful in reading comprehension is a very important thing, so the students should know about the basic skills of reading comprehension; they are as follows:

a. Main Idea

Finding and understanding the main idea of a text is an essential reading skill. The main idea of a passage is the overall fact, feeling, or idea the author wants to convey about the subject. Main ideas are general enough to encompass all of the ideas in the passage. They also make an assertion about the subject that the rest of the passage develops and supports. Main ideas are often stated in topic sentences.⁹ In longer texts, each paragraph has a main idea (though it may not be explicitly stated), and each main idea works to support the overall main idea of the passage.

⁸ Martin Montgomery, et al., *Ways of Reading: Advance Reading Skill for Students of English Literature*, (New York: Routledge, 2007), p.20

⁹ Elizabeth Chesla, *Learning Express Skill Builders: 8th Grade Reading Comprehension Success*. (New York: LearningExpress, 2001). p.16

b. Specific Fact or Detail

It requires reader to scan specific information. The reader must be able to find the factual or certain information in detail, such as person, place, event, and time.¹⁰

c. Identifying References

Reference is the relationship which holds between word and things: words refer to things. This references can help the reader understand the reading text

d. Making Inference

Making an inference is looking for the clue and try to guess what the passage is about. Sometime the topic of text may not be stated directly.¹¹

Based on the point of view given above, the writer can conclude that reading comprehension is an active thinking process when the reader can construct and understand the meaning of reading text while they are reading the text.

¹⁰Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung:Angkasa.2013), p.10

¹¹Beatrice S. Mikulecky and Linda Jeffries.*More Reading Power:Reading for Pleasure,Comprehension skills,thinking skills,reading faster.*(United State of America: Addison-Wesley Publishing company,Inc.1996).p.150

3. Teaching Reading

Reading practice becomes an essential parts of language teaching at every level.¹² The person who can help students comprehend a text is a teacher. The success of the teacher can be decided by way of the presenting the material whether the language is acceptable and easy to understand by the students or not. According to Nunan there are eight principles for teaching reading. They are¹³:

- a. Exploiting the reader's background knowledge.
- b. Building a strong vocabulary base.
- c. Teaching for comprehension.
- d. Working on increasing reading rate.
- e. Teaching reading strategies.
- f. Encouraging readers to transform strategies into skill.
- g. Building assessment and evaluation into your teaching.
- h. Striving for continuous improvement as reading teacher.

4. The Nature of the Narrative Text

Narrative is a text focusing specific participants which tells an interesting story. Its social function is to tell stories or past events and entertain or amuse the readers. According to Thomas S. Kane, narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random.

¹² Kalayo Hasibuan and M. Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.113

¹³ David Nunan, *Practical English language Teaching*, (Sydney: McGraw Hill, 2003), p. 74

Sequence always involves an arrangement in time (and usually other arrangements as well).¹⁴

There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, and personal experience. Then, generic structures of narrative text are:

- a. Orientation: Introducing the participants and informing the time and the place.
- b. Complication: Describing the rising crises which the participants have to do with.
- c. Resolution: Showing the way of participant to solve the crises, better or worse.

Indeed, language feature of narrative text are:

- a. Using processes verbs
- b. Using temporal conjunction
- c. Using Simple Past Tense

¹⁴ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Barkley Books, 2000), p. 366.

5. The Nature of Rock Around the Clock Strategy

Rock around the clock strategy is an effective way to focus students attention on Key Points of Reading:

- a. main idea
- b. key words and meanings
- c. important points
- d. new learning/ insights
- e. unanswered questions

This strategy allows students to read for a purpose, involves collaborative learning that reinforces teamwork skills, and gives them practice with presentation skills.¹⁵ It's called "Rock Around the Clock" because student's presentation follows the order of the selected reading sections. According to Ellen Berg, Rock Around the Clock strategy can help students focus on the main idea, significant points, new insights, and important words or terms in a reading selection. The students will work in teams to record key points from reading, and then prepare a presentation.

The procedures of Rock around the clock strategy are:¹⁶

- a. The teacher divides text selection or reading into sections
- b. The teacher asks the students to work with group 3 or 4 in a team.

¹⁵ Ellen Berg, et a. *Reading Strategies for Career Academies and Career-Technical Education*, (New York: International Center for Leadership in Education, 2005), p. 230

¹⁶ *Ibid*, p. 230

- c. The teacher asks the students to read the article or textbook section that teacher assigns to the group (silently or aloud).
- d. The teacher asks the students while they are reading to highlight or mark the text to identify the Key Points of Reading:
 - 1) main idea
 - 2) key words and their meanings
 - 3) important points
 - 4) new learning/ insights
 - 5) unanswered questions
- e. The teacher asks the students to discuss the selection and notes that have been made. Together, determine the main idea, important points, key terms and meanings, insights, and unanswered questions.
- f. The teacher Instructs students to work as a team to design a presentation to help the class understand in section of the text.

Presentations should:

 - 1) Include the main idea, important points, key terms and meanings, insights, and unanswered questions from your reading.
 - 2) Incorporate a variety of visual aids.
 - 3) Be between two and five minutes in length.
 - 4) Feature a designated presenter or presenters.

6. Teaching Reading by using Rock Around the Clock Strategy

Brown¹⁷ defined teaching as showing or helping someone learn how to do something, giving instruction, guiding in the study of something, providing with knowledge causing to know or understand. Teaching reading is a job of teacher, helping the students to read by giving instruction, guiding them, providing with knowledge until they are able to understand the reading.

Based on the description above, in learning process, a teacher needs strategy to make students can comprehend about content text. The best strategy for students' reading comprehension is Rock Around The Clock Strategy. There are some steps in conducting Rock around the clock strategy in the classroom, especially in teaching and learning reading. The steps are:

- a. The teacher divides text selection or reading into sections
- b. The teacher asks the students to work with group 3 or 4 in a team.
- c. The teacher asks the students to read the article or textbook section that teacher assigns to the group (silently or aloud).
- d. The teacher asks the students while they are reading to highlight or mark the text to identify the Key Points of Reading:
 - (1) main idea
 - (2) key words and their meanings
 - (3) important points

¹⁷H. Douglas Brown, *Principles Language Learning And Teaching* , (San Fransisco: Addison Wesley Longman, Inc, 2000), p. 7

- (4) new learning/ insights
- (5) unanswered questions
- d. The teacher asks the students to discuss the selection and notes that have been made.
- e. The teacher Instructs students to work as a team to design a presentation to help the class understand in section of the text.

B. The Relevant Research

This research has relevant research with other researches. A research which is from Jamie Booth and Morteza Khoda in 2011,¹⁸ they found the significant increases in mean score of experimental group Iranian EFL. They concluded that the positive effect of Rock Around The Clock Strategy on improving learners' reading comprehension.

In 2012, Mardia Putri,¹⁹ conducted a research. She found the significant effect of Graphic Organizer toward reading comprehension. She concluded that teaching reading by implementing Graphic Organizer Method of the second year students at SMPN 15 Pekanbaru was better than without implementing Graphic Organizer Method. It is the same research, but the writer used the different strategy from her.

¹⁸ Jamie Booth and Morteza Khoda, "Rock Around The Clock Strategy in EFL Reading Comprehension", *International Journal of Scientific & Engineering Research*, Vol. 1, June - 2011, p.1

¹⁹ Mardia Putri, "The Effect of Graphic Organizers toward Reading Comprehension at Second Year Students of SMP Negeri 15 Pekanbaru", (Pekanbaru: Unpublished, 2012)

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation in conducting the research. It is necessary to explain briefly the variables used in this research. In this research, there are two variables: Rock Around The Clock strategy as (X) variables and reading comprehension as (Y) variable. Therefore, the operational concepts can be seen in the following indicators:

1. Using Rock Around The Clock Strategy as the X variable, the indicator are:
 - a. The writer divides text selection or reading into sections
 - b. The writer asks the students to work with group 3 or 4 in a team.
 - c. The writer asks the students to read the article or textbook section that writer assigns to the group (silently or aloud).
 - d. The writer asks the students while they are reading to highlight or mark the text to identify the Key Points of Reading:
 - 1) main idea
 - 2) key words and their meanings
 - 3) important points
 - 4) new learning/ insights
 - 5) unanswered questions
 - e. The writer asks the students to discuss the selection and notes that have been made.

- f. The writer Instructs students to work as a team to design a presentation to help the class understand in section of the text.
2. The students' reading comprehension as the Y variable, the indicator are:
 - a. The students are able to find the main idea of the narrative text.
 - b. The students are able to identify specific fact or detail of the text.
 - c. The students are able to identify reference of the narrative text.
 - d. The students are able to identify generic structure of narrative text.
 - e. The students are able to identify language features of the narrative text.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that there is a significant difference of using Rock Around The Clock Strategy on reading comprehension of the second year students at state junior high school 3 Teluk Kuantan.

2. The Hypothesis

Based on the assumption above, the hypothesis of this research can be formulated as follows:

- a. H_a : There is any significant difference on students' reading comprehension in narrative text between those are taught by using

Rock Around The Clock strategy and without using Rock Around The Clock strategy of the second year at state Junior High School 3 Teluk Kuantan.

- b. H_0 : There is no significant difference on students' reading comprehension in narrative text between those are taught by using Rock Around The Clock strategy and without using Rock Around The Clock strategy of the second year at state Junior High School 3 Teluk Kuantan.