

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is an essential skill for learners of English as a second language. For most of these learners, it is the most important skill to master in order to ensure the success not only in learning English, but also in learning any content class where reading in English is required. Reading is a fluent process of readers combining information from a text and their own background knowledge to built meaning.¹It means from reading the learner can get everything like new information from what they read. Besides, reading is exactly the most important one of four skills in a second language, especially in English as a second or foreign language around the world. Furthermore, reading is the main reason why students learn the language. Without reading, the learners never know anything.

According to Moreillon reading is making meaning from print and from visual information.² It means that to get knowledge of the language allows readers to identify the printed words and sentences. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Reading is not only a general rule about

¹David Nunan, *Practical English Language Teaching, First Edition*. (Singapore: McGraw Hill, 2003), p. 68

²Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: America Library Association, 2007), p. 10

learning related to the unknown but also, to know a little something about topic in order to understand something new. Based on the explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will get or know what they read and be challenged to respond to the ideas of the author.

Reading comprehension is the complex outcome of the process of constructing meaning from print. Reading with comprehension is the important part because the goal of reading itself is to communicate with the text. If the readers cannot understand what the text means, we are not reading. Based on Gerald's explanation, comprehension is the essence of reading because the goal of written language is communication message.³ In other words, reading comprehension gives ways for the readers to try to reconstruct a message.

Reading comprehension depends 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

³Duffy Gerald. *Explaining Reading*. (New York: The Guildford Press, 2009). p, 14

presented.⁴ When a reader reads for comprehension and understanding, it is an actively engaged and thoughtful process.

Reading comprehension can be conceptualized as an interactive process requiring the dynamic combination of a reader's background knowledge with the information decoded from text.⁵ Meaning that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the reader's need and purpose. Reading comprehension can be divided into three types:

1) Textually explicit

It suggests that information is in the text with little input from the readers' background knowledge. It focuses on what a character did in the story or a summary of the most important events are examples of textually explicit comprehension questions.

2) Textually implicit

The information is derived from the text, but readers must use their own knowledge and experience to assemble the ideas. Readers are required to read between the lines and combine information from previous experience and reading to make inferences. Providing adequate background knowledge and key concepts prior to reading

⁴Karen Tankersley. *The Threads of Reading Strategies for Literacy Development*. (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2003). p. 90

⁵ Bernice Y. L. Wong, *Learning about Learning Disabilities 3rd Edition*. (California: Elsevier Academic Press, 2004), p. 252

helps English language learners succeed with textually implicit questions.

3) Implicit only

The information that is not stated in the text or is only vaguely suggested.⁶

Moreover, efficient comprehension requires the ability to relate the textual material to one's own knowledge. The greatest importance is to assure students that reading comprehension is "sense making."⁷ Many English language learners have spent so much time reading words and text but they do not understand that they lose sight of making sense and learning from text. And many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of word and sentences.

Students' success in comprehension is influenced by how interesting and relevant they find the text they are reading, their competencies in recognizing, decoding, and pronouncing words fluently and accurately. In addition, there are some specifications that can measure students' reading comprehension; identify main idea, find specific information, infer the meaning of unknown word from context, identify reference, make inferences, and identify the generic structures of a text.⁸ By implementing those

⁶Sylvia Linan Thompson, and Sharon Vaughn, *Research-Based Methods of Reading Instruction for English Language Learners, Grade K-4*. (Alexandria: Association for Supervision and Curriculum Development, 2007), p. 115

⁷*Ibid.*, p. 114

⁸Arthur Hughes. *Testing for Language Teachers, Second Edition*. (Cambridge: Cambridge University Press, 2003), p. 139

specifications in testing students' reading comprehension, it will help the students to improve their reading comprehension.

From the explanation above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the reader's need and purpose. Therefore, the whole purpose of learning to read is to understand and learn from text.

2. The Factors Influencing Reading Comprehension

According to Karen reading comprehension is dependent on three factors,⁹ they are:

- a. The reader has command of the linguistic structures of the text
- b. 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. We have learned strategies for monitoring our own comprehension and knowing what to do when the material is difficult or our mind has wandered during the reading process
- c. The reader has adequate background in the content and vocabulary being presented. One of the things that good readers do during the reading process is to make connections between background knowledge and the new information in the text. Successful readers have mastered

⁹Karen Tankersley. *Op. Cit.*, p. 90

the ability to connect material to their prior knowledge base, make inferences as they read, formulate questions, visualize the information or story action, and synthesize as they read.

Based on the explanation above, we can see that there are three factors influencing reading comprehension such as the reader should understand about the text, know their level ability and have good background knowledge.

3. Reading Comprehension Process

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, communication, and sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. According to Klinger, there are some processes that involve in teaching reading comprehension to the student who gets difficulties, as follows?¹⁰

¹⁰Janette K. Klingner et al, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007),p.9

a. Cognitive process

What is actually happening when we comprehend what we are reading? The five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborative processes, and metacognitive processes. While reading about these different cognitive processes, keep in mind that the reader uses these different strategies fluidly, going back and forth from focusing on specific chunks of text, as with micro processing, to stepping back and reflecting about what has been read, as with metacognitive.

b. Micro processes

Micro processing refers to the reader's initial chunking of idea units within. "Chunking" involves grouping words into phrases or clusters of words that carry individual sentences meaning, and requires an understanding of syntax as well as vocabulary.

c. Integrative processes

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Sub skills involved in integrative processing include being able to identify and understand.

d. Elaborative processes

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author. This process is called elaborative processing.

e. Metacognitive processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

4. Hortatory Exposition Text

Hortatory exposition is a type of written text that is intended to explain to the listeners or readers that something should or should not happen or be done. Hortatory exposition is a text to persuade someone to do something and it possesses some characteristics of oral language.¹¹To

¹¹Mariana Achugar. *What We Remember The Construction of Memory in Military Discourse*. (Amsterdam: Jhon Benjamins Publishing Company, 2008), p. 145

strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. The generic structures of hortatory exposition text are Thesis statement;; announcement of issues concern, Arguments ; reasons why there is concern leading to recommendation, and Recommendation; contains solutions to something happen. The language features in hortatory exposition text are:

1. Focusing on the writer
2. Using abstract noun; policy, advantage, etc
3. Using action verb
4. Using thinking verb
5. Using modal adverb; certainly, surely, etc
6. Using temporal connective; firstly, secondly, etc
7. Using evaluative words; important, valuable, trustworthy, etc
8. Using passive voice
9. Using simple present tense

The writer uses Hortatory exposition text in this research because it is taught to theeleventh grade students of Senior High School. In addition, Hortatory exposition text is the suitable text to the strategy in this research.

5. The Nature of Multipass Strategy

a. The Definition of Multipass Strategy

Multipass is a suite of strategies intended to improve reading comprehension, learning acquisition, and generalization and paraphrasing skills.¹² It may be used for reading textbook assignments as well as journal articles and other forms of text. One advantage of Multipass is that registration of information in long-term memory is enhanced by going over the reading several times with different goals in mind. In addition, this strategy may be used to improve understanding of readings in a variety of subjects. The innovation Deshler, Schumaker, and team made in developing this strategy and many others appropriate to content area reading was not so much in the technique itself but in the teaching method they used.¹³ It means that this strategy prefers focusing on the practice of the strategy to materials as content area of reading.

According to Schumaker in O'Connor, important findings in Multipass strategy included not only increase in reading comprehension using the strategy, but also ability to generalize the use of Multipass to other grade-level material without further training.¹⁴ It means students could concentrate on the strategies without struggling to read the words.

¹²Mike, Multipass Strategy for Reading. Posted on Sunday, November 25, 2012 at aminlimpo.blogspot.com/2012/11/multipass-strategy-in-reading.html

¹³Wong, *Op.cit.*, p.272

¹⁴Rolland E. O'Connor, and Patricia F. Vadasy. *Handbook of Reading Interventions*. (New York: Guilford Press, 2011), p. 395

Beside that, Multipass strategy is a skill that needs to be taught and practiced.¹⁵It is useful for the students because some of the texts on their handbook are expository text. Moreover, most of the scientific textbook are in expository forms.

It can be defined that Multipass as a complex learning strategy is designed to enable students to gain information from a text by passing three steps (surveying the reading, sorting out main ideas, and sizing-up the information). Like other procedures that have demonstrated positive effects, Multipass strategy offers some procedures such as teachers explain the purpose for the strategy, model how to do it, coach students through it, have students verbally rehearse what they would do, then gradually released assistance as students gain independence through multiple opportunities to apply Multipass. Following this training, students are able to apply Multipass to their sosial studies texts, with the important outcome of improvement on grades in their classes and on experimenter tests.

b. The Procedures of Multipass Strategy

Thereare some procedures of Multipass strategy as in the following steps:

1. The first pass, *Survey* the chapter byreading title, subtitles, summary paragraphand paraphrasing information of the text.

¹⁵Carol Cummings, *Winning Strategies for Classroom Management*. (Alexandria: Library of Congress Cataloging data, 2000), p. 62

2. The second pass, *Sort out* the information in the chapter by looking for specific/ important information, reading the questions at the end of the chapter or make own questions and guessing the answer.
3. The last pass, *Size up* what has been learned from what needs to be learned; reading the text and answering the questions correctly and checking with teacher.

Like other procedures that demonstrated positive effects, following those procedures, students are able to apply Multipass strategy to comprehend the text.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research.¹⁶ Besides, we have to analyze what the point that was focused on, informs the design, finding and concluding of the research.

1. A research was conducted by Siti Nurfarida which entitled "The Effect of Using Previewing Strategy Toward Reading Comprehension of The Second Year Students at State Senior High School (SMAN) 12 Pekanbaru." From the research, she found that the second hypothesis is accepted because T-table at the 5 % grade of significance refers to 2.00. While in the level of significance 1% is 2.65. Therefore, it can be analyzed that t_0 is higher than T-table in either at 5% or 1% grade of significance. It

¹⁶M. Syafi'i, S., *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: LBSI, 2007), p. 122

can be read that $2.01 < 4.320 > 2.68$. It means that there is significant effect of Previewing strategy toward reading comprehension of the second year students at State Senior High School (SMAN) 12 Pekanbaru.¹⁷

2. A research was conducted by Umi Rofiah entitled “The effect of using Survey, Question, Vocabulary, Read, Respond, Review (SQV3R) strategy toward reading comprehension of the second grade students at State Junior High School 09 Tapung.” From the research can be seen that H_0 is rejected and H_a is accepted. The finding of t_o 5.922 while t-table at the 5 % grade of significance refers to 2.01 and the level of significance 1% is 2.68. Therefore, it can be analyzed that t_o is higher than T-table in either at 5% or 1% grade of significance. It can be read that $2.01 < 5.922 > 2.68$. Therefore, it can be concluded that there is significant effect of SQV3R strategy toward reading comprehension of the second grade students at State Junior High School 09 Tapung.¹⁸

Both of the researchs above are used in relevant research by the writer because they have similar procedures to Multipass strategy. Whereas the writer in this research uses Multipass strategy on students' reading comprehension at SMAS Purna Manunggal District of Kampar Regency.

¹⁷Siti Nurfarida. The Effect of Using Previewing Strategy Toward Reading Comprehension of The Second Year Students at State Senior High School (SMAN) 12 Pekanbaru. (Pekanbaru: Unpublished, 2013)

¹⁸Umi Rofiah. The Effect of Using Survey, Question, Vocabulary, Read, Respond, Review (SQV3R) Strategy Toward Reading Comprehension of the Second Grade Students at State Junior High School 09 Tapung. (Pekanbaru: Unpublished, 2014)

C. The Operational Concept

The operational concept is proposed to give the explanation about theoretical framework in order to clarify the theories which are used in this research. This research is designed into two variables; the effect of using Multipass strategy as independent variable (X) and students' reading comprehension as dependent variable (Y). To measure each variable the writer identifies them into some indicators as follows:

1. The indicators of Multipass strategy as variable X:
 - a. The teacher explains the model of Multipass strategy to students
 - b. The teacher gives time to the students to skim and paraphrase the text (Survey)
 - c. The teacher asks the students to look for specific/ important information in the text (Sort out)
 - d. The teacher asks the students to read the questions at the end of the chapter and to guess the answers (Sort-out)
 - e. The teacher asks the students to read the text to find the correct answers to the questions and to check with teacher (Size-up)

2. The indicators of students' reading comprehension as variable Y:
 - a. The students are able to identify main idea of the text
 - b. The students are able to find specific information from the text
 - c. The students are able to infer the meaning of an unknown word in the text

- d. The students are able to identify reference of the text
- e. The students are able to make inferences from the text
- f. The students are able to identify the generic structures of Hortatory exposition text (thesis, arguments, and recommendation)

D. The Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumed that (1) students' comprehension in reading the text is various, and (2) Multipass strategy is assumed to contribute the significant effect on students' comprehension in reading text.

2. The Hypothesis

H_0 : There is a no significant effect of using Multipass strategy on students' reading comprehension at SMAS Purna Manunggal District of Kampar Regency

H_a : There is significant effect of using Multipass strategy on students' reading comprehension at SMAS Purna Manunggal District of Kampar Regency