

## CHAPTER II

### LITERATURE REVIEW

#### A. The Theoretical Framework

##### 1. The Nature of Reading

Reading is very important skill that we have learned. We can enlarge our knowledge by reading. Almost every aspect in our life is covered by reading whether to get some pleasure or only to get some information. Almost every day we read books, magazines, advertisement, etc.

There have been many definitions of reading given by many theories. According to Linse, reading is a set of skills that involves making sense and deriving meaning from the printed word.<sup>1</sup> While, Rubin in Syatriana defines that reading is the bringing and the getting of meaning from the print page.<sup>2</sup> It means that, reading is process to gain information that the writer wants to express from the text.

Reading is also interactive process. The various processes involved in reading are carried out simultaneously. While recognizing words is very fast keeping them active in working memories and also organizing structure of sentences to assemble the most logical clause-level meanings, building a main idea model of text comprehension in our heads, monitoring

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<sup>1</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, New York: McGraw-Hill [Electronic Book], 2005, p. 69

<sup>2</sup> Eny Syatriana, *Developing a Model of Teaching Reading Comprehension for EFL Students*, TEFLIN Journal Volume 21, Number 1, February 2010, p. 29

comprehension and so on. In addition, Hesham justifies reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency.<sup>3</sup> And also Hasibuan states that reading is an interactive process that goes on between the reader and the text, resulting in comprehension.<sup>4</sup> Besides that Nunan states, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>5</sup>

Based on the theory above, it can be conclude that reading is about identification and recognition of the information, drawing the meaning to interpret information, and building the main idea from the text.

### **1.1. The purpose of reading**

Moreover, according to National Capital Language Resource Center in Riswita there are three basic purposes of reading; reading to learn the language, reading for content the information and reading for cultural knowledge and awareness.<sup>6</sup> In addition, Grabe and Stoller in Dhitareka believe that reading purpose can be classified in seven points that include:<sup>7</sup>

1. Reading to find out simple information.
2. Reading to skim quickly.

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<sup>3</sup> Hesham Suleiman Alyousef, *Teaching Reading Compehension to ESL/EFL Learners*, The Reading Matrix Journal vol.5, No.2, September 2005, p. 143

<sup>4</sup> Kalayo Hasibuan and Muhammad Fauzan, *Teaching English as a Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p. 114-115

<sup>5</sup> David Nunan, *Practical English Language Teaching*, New York: Mc Graw Hill, 2003, p. 68

<sup>6</sup> Riswita anjang Sari, *The Use of Jigsaw Technique in Improving students' achievement in Reading Exposition Text: A Quasi Experimental Study to the Second Grade students of a Senior High School in Cimahi*, (Bandung: Unpublished, 2012), p. 11

<sup>7</sup> Putri Aulia Dhitareka., *The Use of Suggestopedia in teaching Reading Comprehension*, (Bandung, unpublished, 2012), p. 13

3. Reading to learn from text.
4. Reading to integrate information.
5. Reading to write.
6. Reading to critique text.
7. Reading for general comprehension.

Hedge in Hesham also states that any reading comprehension of an English language course may include a set of learning goals for:<sup>8</sup>

- 1) The ability to read wide range of texts in English. This is a long-range goal that most teachers seek to develop through independent readers outside EFL/ESL classroom.
- 2) Building knowledge of language will facilitate reading ability.
- 3) Building schematic knowledge.
- 4) The ability to adapt the reading style according to reading purpose (i.e. skimming and scanning).
- 5) Developing an awareness of the structure of written texts in English.
- 6) Taking a critical stance to the contents of the texts.

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<sup>8</sup> Hesham Suleiman Alyousef, *Op.Cit.*, p. 147

## 1.2. The Type of Reading

According to Patel and Jain, there are four types of reading, namely:<sup>9</sup>

### 1. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text.

### 2. Extensive Reading

Extensive reading is reading for pleasure. The purpose of this reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

### 3. Aloud Reading

### 4. Silent Reading

## 1.3. The Process of Reading

Patel and Jain suggest that the process of reading may be broadly classified into three stages:<sup>10</sup>

### 1) The Recognition Stage

At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon

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<sup>9</sup> Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Technique)*, Jaipur: Sunrise Publisher & Distributors [Electronik Book], 2008, p. 117-123

<sup>10</sup> Dr. M.F. Patel and Praveen M. Jain, *Loc. Cit.*, p.114-116

the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

2) Structuring Stage

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3) Interpretation Stage

This is the highest level in process of reading. The learner comprehends the significant word, a phrase, or a sentence in the overall context of the discard. In this stages at which a person really reads for information or for pleasure.

## 2. The Nature of Comprehension

Comprehension is active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.<sup>11</sup> Furthermore, Duffy also states that comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we are not reading.<sup>12</sup>

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<sup>11</sup> Sharon Vaughn and Sylvia Linan-Thompson, *Research-Based Methods of Reading Instruction Grades K-3*, USA: ASCD [Electronic Book], 2004, p. 98-99

<sup>12</sup> Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies 2nd Edition*, USA: The Guilford Press [Electronic Book], 2009, p. 14

According to Dorn and Soffos, there are two levels of comprehension as follows:<sup>13</sup>

1) *Surface level*

The surface level of comprehension is a literal level of understanding represented by the ability to recall factual information from the text.

2) *Deep level*

The deep level of comprehension is a conceptual level of understanding the results from the reader's the author's intentions with the reader's point view.

In addition, Smith in Westwood also stated that there are four levels of comprehension as follows:

- 1) *Literal level.* At the literal level, the basic facts are understood.
- 2) *Inferential level.* At the inferential level, the reader is able to go beyond what is written on the page and add meaning or draw conclusions.
- 3) *Critical level.* At the critical level, the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

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<sup>13</sup> Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach*, USA: Stenhouse Publishers [Electronic Book], 2005, p. 14

- 4) ***Creative level.*** At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. This level stimulates the reader to new and original thinking.

### **3. Reading Comprehension in Curriculum**

Generally, reading comprehension can be defined as a process to get meaning and understanding what the text talks about. Reading comprehension is very important for each reader. It does not just understand the words or the grammar. It means, learning, and pleasure are the ultimate goals of learning to read.<sup>14</sup> Furthermore, Snow states that Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement language.<sup>15</sup> It means that, if the readers are able to think actively while reading process, they can comprehend what the reading material is about.

In reading comprehension the students must be able to Understand the meanings in short simple essay in functional text such as narrative text and the meaning and rhetorical step of short simple essay accurately, fluently and acceptably of narrative text to the interaction in daily life context.

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<sup>14</sup> Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press [Electronic Book], 2007, p.2

<sup>15</sup> Catherine Snow, *Reading for Understanding: toward a research and development program in Reading Comprehension*, Arlington, Rand Education [Electronic Book], 2002, p.11

Example of material:

### **The Two Friends and The Bear**

One day, two young friends, Ida and Rizki decided to go exploring together. Before they set out they promised that if they met with any danger they would face it together.

They went deep into a deserted part of forest. Suddenly, a bear came out from the bushes towards them. Ida quickly climbed the nearest tree. Rizki saw that he did not have time to escape. So he laid down on the ground and pretended to be dead.

The bear growled as it came closer and closer. It sniffed around Rizki and went close to his ear. Rizki held his breath and kept very still. A short while later, the bear grunted and went away. It is known that some bears will not touch you if you 'play dead'.

Ida came down from the tree and asked, "Why did the bear put its mouth to your ear?" "Yes, Adam replied, the bear told me not to make friends with people who ran away and left others to face danger by themselves".

According to Vaughn and thompson, reading comprehension includes the following:<sup>16</sup>

- a. Applying one's knowledge and experiences to the text.
- b. Setting goals for reading, and ensuring that they are alligned with the text.
- c. Using strategies and skills to construct meaning during and after reading.
- d. Adapting strategies that match the reader's text and goals.
- e. Recognizing the author's purpose.
- f. Distinguishing between facts and opinions, and
- g. Drawing logical conclusion.

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<sup>16</sup> Sharon Vaughn and Sylvia, *Loc.Cit.*



#### 4. Teaching Reading Comprehension

Teaching reading is a very important skill because it is the stage where the knowledge of learners starts to flight. The selection of reading material should be authentic. The purpose of teaching reading is to develop the students ability, so that they can read and understand the English text effectively and efficiently. According to Harmer, there are six principles in teaching reading:<sup>17</sup>

*1. Reading is not a passive skill*

In reading there are some activities that interact each other like the reader and the text, we have to understand what words mean, see the pictures the words are painting, understand the arguments and work out if we agree of them.

*2. Students need to be engaged with what they are reading*

Choose the interesting topic for the students, because when they are really fired up by the topic or task, they get much from what is in front of them.

*3. Students should be encouraged to respond to the content of a reading text, not just to the language*

The teacher should give a chance to respond about the content or the message of the text and how to express their feelings about the-thus personal engagement with it and the language.

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<sup>17</sup>Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, England, Longman [Electronic Book], 1998, p. 70

4. *Prediction is a major factor of reading*

The teacher gives the students the hints-the book cover, the headline, the word processes page, and students' brains start predicting what they are going to read, it will make them better and more engaged reader.

5. *Match the task to the topic*

The teacher needs to choose good reading tasks-the right kind of questions, engaging and use puzzles. The most common place passage can be made really exciting with imaginative and challenging tasks.

6. *Good teachers exploit reading texts to the full.*

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

## **6. Narrative Text**

There are various kinds of the text learned by the students. One of them is narrative text. And there are many types of narrative like, fables, myths, legends, fairy tales, folk tales, biography and etc.

1. **Definition Of Narrative**

Narrative is text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative is a fundamental tool in the construction of inter subjectivity of the ability to recognize mental states in ourselves, and through imagination and projection to recognize the potential reciprocity of

mental states in other their beliefs, intentions, desires and the like – and it is this (and not simply the existence of language) that make us distinctive as human beings.<sup>18</sup>

2. The generic structure of a narrative text
  - a. Orientation is introducing the participants and informing the time and the place.
  - b. Complication is describing the rising crises in which the participants have to do with.
  - c. Resolution is showing the way of participant to solve the crises, better or worse.
3. Language features of narrative text
  - a. Focus on specific participants
  - b. Using processes verb
  - c. Using temporal conjunction
  - d. Using simple Past Tense<sup>19</sup>

## **7. Finding Signal Word Strategy**

### **a. The Definition of Finding Signal Word Strategy**

Finding Signal Word provides students with a variety of prompts that help them generate questions before, during, and after they read. *Signal words* are words or phrases that cue the reader about

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<sup>18</sup> Colin Harison, *Understand Reading Development*, London, Thousand Oaks, New Delhi, SAGE Publications, 2004, p. 16

<sup>19</sup> Nofri Anten, M.Pd, Discussion Materials of Genre for Senior High School Students, Solok, 2010, p.14

an organizational pattern in the text or show a link or transition between ideas.<sup>20</sup>

Students can use signal words to identify the Question and the required format of the response. When students know the question, they can reread the problems with deeper understanding. In other types of reading, the initial paragraph clearly identifies the purpose of the text.

**b. The Procedures of Finding Signal Word Strategy**

The procedures of finding signal word are as follows:

**Before**

1. Show a familiar text passage that has signal words highlighted (e.g., *before*, *after*, *during*, *next*, *during*, *on top of*, *next to*, *in addition*).
2. Tell students that authors use particular words to link ideas together and organize their writing, and to help readers understand the flow of ideas.
3. Have students determine the pattern (sequential, compare and contrast) of these words and suggest possible purposes for them in this reading passage.

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<sup>20</sup> Cross-Curricular Literacy: Strategies for Improving Secondary Students' Reading and Writing Skills, pp. 20-21.

4. Identify the contextual information that these words give the meaning of the text (e.g., time, location, sequence, importance, summary, comparison, contrast).
5. Model for students how to use these words to provide hints for reading the passage.

**During**

1. Ask partners to scan the selected text and identify the words the writer has used to help guide their reading.
2. Ask students to identify some of the signal words and note how they relate to the meaning of the passage (e.g., “These signal words indicate a sequence. This will help me track the ideas and information in order. A sequence pattern sometimes means, I will be reading a procedure or a set of instructions.”).
3. Ask students to use the signal words to help them read to understand the ideas and information in the passage.

**After**

1. Model how to summarize the main ideas using the signal words and phrases to organize the summary.
2. Create a class chart of the signal/ transition words and how they might be used to help the reader understand the text.
3. Model for students how to create a personal dictionary of signal words and their meanings.

4. Ask students to describe how to use the signal words that help them to understand and summarize the content. Students might record their responses in a learning log or share orally with a partner.

## **B. 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. Besides that, the writer has to analyze what the point that was focused on, informs the design, finding, and conclusion of the previous researcher.<sup>21</sup> It aims at avoiding plagiarism in the design and finding of previous researcher. There are several relevant researches of this research especially in reading skill:

1. A research that was conducted by Meri Gusti Ayu , the title is *The Effect of Using Questioning the Author (QtA) Approach toward Students' Ability in Reading Comprehension at Junior High School 1 Tambang.*" The design of this research is quasi experimental research, the writer used two classes as sample which consisted of 50 students. The first class was experimental group and the second was control group. The technique of data analysis used was T-test formula in order to find out the difference of students' mean score between experimental group and control group, and the writer concluded that there was a significant effect of using

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<sup>21</sup> M. Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purpose*, Pekanbaru, Lembaga Bimbingan Syaf Intensive (LSBI), 2007, p.122

Questioning the Author (QtA) toward Students' Ability in Reading Comprehension at Junior High School 1 Tambang, with consideration  $t_0 = 12.000$  is higher than T-table either in significant 5% = 2.01 or in significant 1% = 2.68. It means that  $H_a$  is accepted and  $H_o$  is rejected. So, it can be concluded that there is significant difference between Students' Reading Comprehension taught by using Questioning the Author (QtA) Approach, and control group taught by using Conventional strategy at Junior High School 1 Tambang. In other words, there was a significant effect of using Questioning the Author (QtA) Approach toward Students' Ability in Reading Comprehension at Junior High School 1 Tambang.<sup>22</sup>

2. Another research conducted by Egis Frajuna El- Mubarak. He conducted a research entitled "The Effect of Pre-Questioning toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior high School Ar-Royyan At-Taqwa Pekanbaru." From the research, he found that the second hypothesis was accepted because T-table at the 5% grade of significance refers to 2.01. While, in the level of significance 1% is 2.68. Therefore, it can be analyzed that  $t_o$  is higher than T-table either at 5% or 1% grade of significance. It can be read that  $2.01 < 8-26 > 2.68$ , it means that there is significant effect of Pre-Questioning toward

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<sup>22</sup> Meri Gusti Ayu, "The Effect of Using Questioning the Author (QtA) Approach toward Students' Ability in Reading Comprehension at Junior High School 1 Tambang." Pekanbaru, State Islamic University of Sultan Syarif Kasim Riau, 2012

reading comprehension at the second year students of Integrates Islamic Junior High School Ar-royyan At-taqwa Pekanbaru.<sup>23</sup>

### C. Operational Concept

Operational concept is the concept used to give an explanation and limitation about theoretical framework in order to avoid misunderstanding in this research. Syafi'i explains about operational concepts derived from related theoretical framework of all of the variables.<sup>24</sup> In this research, variable X or independent variable is the use of Finding Signal Word Strategy. And variable Y or dependent variable is reading comprehension.

There are two variables

Indicators of variable X or Finding Signal Word:

1. The teacher gives a copy of the narrative text.
2. The teacher introduces the strategy (Finding Signal Word).
3. The teacher gives the students sample of signal words and note how they relate to the meaning of the passage (e.g., "These signal words indicate a sequence.
4. The teacher uses the signal words to help students read to understand the ideas and information in the passage.

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<sup>23</sup> Egis Frajuna El-Mubarak, effect of Pre-Questioning toward Reading Comprehension at the Second year of Integrated Islamic Junior High School Ar-Royyan At-taqwa Pekanbaru, (Pekanbaru: Unpublished, 2009)

<sup>24</sup> ibid



5. The teacher describes how to use the signal words that help them to understand and summarize the content. Students might record their responses in a learning log or share orally with a partner.

Indicators of variable Y on Reading Comprehension:<sup>25</sup>

1. Student's ability to identify main idea in narrative text.
2. Student's ability to identify the supporting details of narrative text.
3. Student's ability to identify the generic structure of narrative text.
4. Student's ability to identify pronominal reference in narrative text.
5. Student's ability to infer the meaning of unknown word from context.

#### **D. The Assumption and Hypothesis**

##### **1. Assumption**

In this research, the writer assumes that (1) Narrative text has been studied by the students. Thus, it is assumed that the students at the eight grade of Junior High School 4 Kunto Darussalam are able to examine the narrative text well. (2) The better Finding Signal Word strategy is applied in teaching and learning narrative text, the better students' comprehension on reading narrative text will be.

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<sup>25</sup> Department of National Education, *School Based Curriculum Syllabus of English*, 2006, p.

## 2. Hypothesis

Based on assumption above, the hypothesis of this study can be forwarded as follows:

- a.  $H_0$  : there is no significant effect of Finding Signal Word strategy on reading comprehension in narrative text of the eighth grade students at SMPN 4 Kunto Darussalam of Rokan Hulu Regency.
- b.  $H_a$  : There is significant effect of Finding Signal Word strategy on reading comprehension in narrative text of the eighth grade students at SMPN 4 Kunto Darussalam of Rokan Hulu Regency.