

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.¹

Also, according to Kalayo, reading is an interactive process that goes on between the reader and text, resulting in comprehension.² Marianne says that reading is the ability to read - taking general comprehension as the example - requires that the reader draws information from a text and combines it with information that expectation that the reader has.³ It means that reading is an active process of our mind to convey the message of the written text into our deep comprehension.

According to Nunan, reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the

¹Elizabeth S. Pang, et. al, *Teaching Reading* (Geneva: International Academy of Education (IAE), 2003). p. 6

²Kalayo Hasibuan and Muhammad Fauzan Anshari, *Teaching English as a Foreign Language (TEFL)*, (Riau: Alaf Riau Graha UNRI Press, 2007),p. 115.

³ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, Third Edition (Boston: Heinle and Heinle Thompson Learning, inc., 2001), pp.188

printed words and also comprehend what we read⁴. This statement is supported by Harmer that reading text provides opportunity to study language: vocabulary, grammar, punctuation, and the way to construct sentence, paragraph, and text⁵. It means that in the process of reading we also learn the components of reading simultaneously to make easy in comprehension.

From the explanation above, the writer can conclude that reading is an activity to get the meaning or to get the writer's message by using some strategies that the reader needs.

2. Reading Comprehension

Nowadays, we demanded to read many reading resources because it is our need and important part of our life. Read everything as long as it is useful of us. But, the phenomenon occurs when we read some readings, one of them is comprehension. Larry Lewin (2003) states that reading comprehension is a very complex activity. Reading is difficult-because one most work, one most accomplish multiple things simultaneously. Good readers can afford to forget this because they have become very good at juggling the skills, strategies and aptitudes for understanding the reading.⁶

Reading is one of the most useful abilities that college students can develop or improve.⁷ According to Josh, reading is like conversation between two people. It is dialogue between reader and author. Good readers bring their knowledge and experience to an author's words to help them understand and recall the text. Good readers, like good conversationalist, are able to use the information to arrive at a deeper understanding of something.⁸

⁴David Nunan, *Practical English Language Teaching: Young Learners*. (New York: Mc GrawHill, 2005), p. 69

⁵Jeremy Harmer. *How to Teach English*. (Malaysia: Addison Wesley Longman, 1998), p. 68

⁶Larry Lewin, *Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in Grades 6-12* (San Fransisco: Jossey-Bass, 2003), pp. 2-3

⁷Richard Veit and Christoper Gould, *Writing, Reading and Research*, Eight Edition (Boston: Wadsworth Cengage Learning, 2009), p. 83

⁸Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions and Technologies* (New Jersey: Lawrence Erlbaum Associates, inc.,2007), p.7

Comprehension involves more than the rapid and accurate identification of individual words. Many students in the middle and upper school with reading difficulties cannot identify and process the information contained in phrases, sentences and relationships between sentences and so cannot comprehend the text. They do not understand the purpose of reading a particular text and are unaware that they are failing to meet the requirements of the reading task. Frequently, readers in the middle primary grades struggle to make the transition from learning-to-read, to being independent readers able to read to meet the various demands of the curriculum (reading to learn).

As successful readers process text, they are active, they skim the text and make predictions, they relate ideas in text to their prior knowledge, they construct images, generate questions and summaries. Furthermore, they identify the purpose of the reading task and the main ideas in the text, monitoring their ongoing understanding of the story or content, repairing breakdowns when comprehension failures occur and integrating the content of the text with what they already know.⁹

The writer can conclude that reading comprehension is the acquisition of someone to understand the meaning of the text or reading. It is very crucial in reading, because if we do not understand what we read, it is useless. Someone who reads without comprehending it, they just waste their time. So, we should be able to get the meaning of the writer's intend.

3. Assessing of Reading Comprehension

Hughes explained that indicators of reading comprehension must be taught are as follows¹⁰;

- a. Interpret topic sentences

⁹Robert Garran, *Teaching Reading* (Barton: Commonwealth of Australia, 2005).p.27

¹⁰Arthur Hughes, *Testing for Language Teachers*;2nd Edition, (Cambridge: Cambridge University Press, 2003), p. 139.

- b. Outline logical organisation of a text
- c. Identify discourse markers
- d. Identify addressee or audience for a text.

4. The Narrative Text

Narrative text is a text that tells an imaginative story, although some narratives based on fact. Also, Narrative is a text focusing specific participants which tells an interesting story. According to Emilia, Narrative text is a text type which tells a story in which people encounter a problem of crisis that they need to overcome it shows how people or groups of people overcome a problem or crisis in their lives.¹¹ Narrative text has generic structure in their story. It is orientation, complication and resolution. Based on the statement above, the writer can conclude that narrative is a story that is interesting to read but has moral value as guide of our life.

The main purpose of narrative is to entertain and engage the reader in an imaginative experience. Kalayo also states that the social purpose of narrative is to entertain, to create, to stimulate emotions, to motivate, to guide, and to teach the reader.¹² The all purposes of narrative above are sometimes not included in whole of story. It is based on the reader what they get from the story itself.

Narrative text has some text types, they are such as folktales, fairytales, legend, fables, myths, cartoon, and many more. The story of narrative is often fictitious and tells story in past event.

In addition, According to Kalayo Hasibuan, narrative text has developed in some parts, as follows¹³:

- a. Orientation

¹¹ Emi Emilia. *Teaching Writing Developing Critical Learners*. (Bandung: Rizqi Press, 2010), P. 167

¹² Kalayo Hasibuan and Muhammad Fauzan Anshari, *Op.Cit.*, p. 130

¹³ *Ibid.* P. 130

Introduces the main characters in a setting of time and place. It also tells the physical context of the story, including who are the characters, what they do, when and where they do it. It gives a hint about the problem which the characters will encounter.

b. Complication or Problems

The main characters find ways to solve the problem. Complication is the center of narrative. It is the reason why the story is told. This is where the reader discovers the problem and something happens which the characters do not expect.

c. Resolution

Is where the problem solved.

Narratives have some linguistics features, which can be listed below¹⁴:

- a. It is sequenced in time, and this is signaled by a range of time connectives: *one upon a time, after a while, first, then.*
- b. It uses past tense: *they argued for a long time.*
- c. It uses many action verbs which express material processes that describe what happens: *blew, wrapped, shone, exhausted.*
- d. It contains dialogues and uses a number of saying verbs (verbal processes), such as: *said, asked, and replied.*
- e. Many narratives also use thinking verbs that give us information about what participants are thinking or feeling, such as *wondered, remembered, thought, felt, disliked.*

¹⁴Op. Cit, Emi Emilia. P. 169

- f. Use descriptive language to describe people and things: *bitterly cold day, long, thick, warm coat*, and to describe how action occurs: *easily, harder, and warmly*.

In conclusion, narrative text is a text that has orientation (introduce the characters, time and place), complication or problem (the characters face problem), and resolution (it will be presented to solve the problem). At the ending of narrative text, the story may present happy or sad ending, also show the moral value of the story.

5. Jots and Doodles Strategy

Many teaching strategies have been contributed by teachers and professionals to improve the student's ability in comprehending English text. Every teaching strategy has a variety of purposes. As mentioned before, this research tends to use Jots and Doodles strategy that has purpose to improve students' reading comprehension.

This strategy is used to visualize the text to aid comprehension in reading. Visualization is a powerful tool for facilitating reading comprehension. Proficient readers create visual images in great detail and then use these images to deepen their understanding of text. Today's millennial learners use multiple modes of text such as visual imagery to interpret and construct their own meaning.

Unfortunately the struggling adolescent reader may not evoke imagery while they read. Comprehension strategies that should be taught explicitly are rehearsing, elaborating and comprehension monitoring. Jots and Doodles strategy is an effective method for engaging adolescent in rehearsing, elaborating, and comprehension monitoring of narrative text. Meltzer, Smith, and Clark in Patricia say that rehearsing requires students to underline and take notes

while they read. Elaborating asks students to create mental images and to summarize. When students monitor for comprehension, they self-question and check for understanding.¹⁵

The jots and doodles strategy has wonderful imagery. This strategy provides ways in while reading, the teacher has students doodle, take notes, write questions and write down new vocabulary words while reading. Students can discuss questions and new vocabulary words in small group discussions. These visuals could help the students when they are jotting notes. This strategy would be great for students with poor reading skills because it uses visual images to help students understand the text.¹⁶

This strategy has an important role to the students in reading a text silently, by having them jot down thoughts or visual representations that occur to them. They might note important information, write down an interesting or unusual sentence, make note of a question, or record an unfamiliar word. After all students have read the material, students may respond, offer a comment, or help clarify a confusing point or unknown word.¹⁷ By doing all of those steps, the students can be easier to comprehend the text and visualize what they have read.

Jots and doodles strategy is to help adolescent readers evoke visual images while they read and to monitor their comprehension. As students engage in this strategy, they jot down questions and what they do not understand, note vocabulary words, and illustrate themes. It means that they can afford the meaning and remember longer of the information in written text.

6. Teaching Procedure by using Jots and Doodles Strategy

The procedures for the Jots and Doodles strategy are as follows¹⁸:

¹⁵Patricia A, Op.Cit. p. 108.

¹⁶Alex awards, <http://lme527summer2012.wikispaces.com> retrieved on April, 13 2012

¹⁷ Karen Tankersley, *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. (Alexandria: Association for Supervision and Curriculum Development, 2005), p.130

¹⁸ Patricia, Op.Cit., p.109

- a. The teacher reads the text aloud and models how to jot down questions, illustrate images, note unfamiliar words, or take a notes while reading.
- b. The teacher provides students with a new text passage to read silently.
- c. Students read silently, creating doodles of image or themes, noting vocabulary words, taking notes and writing questions.
- d. Students should focus their mental images on the topic they read only.
- e. The teacher leads the debriefing by asking students to share examples of their doodles and how the images aided comprehension. Any questions that remain unanswered are presented to the whole group and answered by referring the text.
- f. The teacher asks the students to put new vocabulary words that partners discussed on the word wall.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous reseaches conducted by other reseachers in which they are relevant to our research itself.¹⁹ Besides, we have to point that was focused on, inform the design, finding and concluding of the previous research.

A research was conducted by Abdul Rasid in 2012 entitled : *the effect of using mind's eye strategy toward students' reading comprehension at the second year at state senior high school 3 Pekanbaru*. He concluded that mind's eye and conventional methods had significant level with consideration $t_o = 4.679$ was higher than T_{table} either in significance level of $5\% = 2.00$ or in

¹⁹ M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/LBSI, 2007), p. 122

significance level of $1\% = 2.65$. It can be read $2.00 < 4.675 > 2.65$. It means that H_a is accepted and H_o is Rejected.

Gambrell and Bales in 2000 (University of Maryland) conducted a research about *“Mental imagery and comprehension monitoring performance of fourth and fifth grade poor readers Charles Country, Maryland, Public School”*. They just investigated the effect of mental imagery upon comprehension monitoring of poor readers. The result was interpreted as support of the use of mental imagery as a comprehension monitoring strategy.

From the finding above, mind’s eye strategy is a strategy that builds student's capacity to create mental images from texts, while Mental Imagery is the human ability to visualize images in our minds. So, mind’s eye and mental imagery strategy have similarity or relevance with jots and doodles strategy in visualizing and imagining the text for students’ reading comprehension.

C. Operational Concept

Operational concept is the concept used to avoid misunderstanding and misinterpreting in scientific study. It is necessary to explain about the variables used in this research. There are two variables used in this research, they are variable X that refers to Jots and Doodles strategy and variable Y that refers to reading comprehension.

1. Teaching Procedures by using Jots and Doodles Strategy are as follows:

- a. The teacher reads the text aloud and models how to jot down questions, illustrate images, note unfamiliar words, or take a notes while reading.
- b. The teacher provides students with a new text passage to read silently.
- c. The teacher asks the students to read silently, creating doodles of image or themes, noting vocabulary words, taking notes and writing questions.

- d. The teacher asks the students to focus their mental images on the topic they read only.
 - e. The teacher leads the debriefing by asking students to share examples of their doodles and how the images aided comprehension.
 - f. The teacher asks the students to put new vocabulary words that partners discussed on the word wall.
2. The indicators of variable Y (Reading comprehension):
- a. Students are able to identify the topic on narrative text.
 - b. Students are able to identify the generic structure (orientation, complication and resolution) on narrative text.
 - c. Students are able to identify the language features on narrative text.
 - d. Students are able to identify the communicative purpose on narrative text.

D. Assumption and Hypothesis

1. Assumption

The assumption for this research can be exposed as in the following:

- a. Reading comprehension on narrative text has been studied by the second year students. Thus, it is assumed that the second year students at Senior High School 10 Pekanbaru are able to do assignments on reading comprehension on narrative text.
- b. The better Jots and Doodles is implemented in teaching reading comprehension; it is assumed that the students' reading comprehension on narrative text can be better result.

2. Hypothesis

The hypothesis of this study can be forwarded as follows:

- H_0 : There is no significant effect of using Jots and Doodles strategy toward reading comprehension of the second year students at senior high school 10 Pekanbaru.
- H_a : There is a significant effect of using Jots and Doodles strategy toward reading comprehension of the second year students at senior high school 10 Pekanbaru.

