

CHAPTER II LITERATURE REVIEW

A. Theoretical frame work

1. The Nature of the ReadingComprehension

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 success not only in learning English, but also in learning in 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 build meaning. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Students should practice their experience. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words.

The main thing that should be considered in reading process is reading comprehension which means understanding the text that has been read by the reader. Comprehension involves understanding vocabulary, seeing the relationship among words and concepts, organizing ideas, recognizing the author purposes, making judgment and evaluating.¹ The related important skill in reading comprehension is grasping the main idea from reading paragraph or passage. Irwin said that reading comprehension is a process of using one's own prior

¹Kustaryo, S. *Reading Techniques for College Students*. Jakarta: DepartemenPendidikandanKebudayaan, 1998. p. 12

experience (reader contact) and the writer cues (text context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and/or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), and making inferences not necessarily intended by the author (elaborative processes).² So, it can be said that reading comprehension is a process to understand the text read by the reader by involving some processes.

There are two skills in reading comprehension. They are:³

a) Micro skill of reading comprehension

The micro skill refers to producing the smaller chunks of language, such as;

- 1) Discriminate among the distinctive graphemes and orthographic pattern.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.
- 5) Recognize the grammatical word classes (Noun, verbs, etc), system (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

²Judith Westphal Irwin. *Teaching Reading Comprehension Process*. New Jersey: Prentice-Hall, 1986. p. 9

³H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. USA: Pearson Education, Inc., 2007. P. 367

6) Recognize that a particular meaning maybe expressed in different grammatical form.

b) Macro skills of reading comprehension

- 1) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- 2) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 3) Recognize the communicative functions of written texts, according to form and purpose.
- 4) Infer context that is not explicit by using background knowledge.
- 5) Infer links and connections between events, ideas, etc.; deduce causes and effects; and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 6) Distinguish between literal and implied meanings.
- 7) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 8) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of word context, and activating schemata for the interpretation of text.

Finally, skilled reader may employ one type of processes which is more than other when the situation allows them in doing this without affecting their

comprehension. But unskilled reader may tend to employ on one type of processing with poor comprehension resulted.

2. Level of comprehension

According to Burns et al, they state that reading comprehension is divided into four levels, they are:⁴

a. Literal reading

Reading for literal comprehension which involves acquiring information that is directly stated in a selection, recognizing stated main ideas, details, cause-effect, and sequencing in the basis of literal and a through understanding of vocabulary, sentence, meaning, and paragraph meaning is important. Details are explicitly stated parts of paragraph or passage that contain the basis information in literal reading. The main idea of the paragraph is organized. It is often, but not always expressed in a topic sentence. It is considered a literal skill when the cause-effect relationship explicitly stated in written passage. The ability to read and follow directions is prerequisite for virtually all successful schoolwork. This skill is considered an art of literal reading comprehension. It involves understanding details and sequence.

b. Integrative reading

⁴Burns, et. Al. *Teaching Reading in Todays Elementary Schools*; Third Edition. Boston: Houghton Mifflin Company

As the reader progresses through individual sentence, he or she is processing more than individual meaning unit within sentence. He or she is also actively making connection across sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing.⁵ In other hand, interpretative reading involves between the lines or making inferences. It is the process of deriving ideas that is implied rather directly stated.

c. Critical reading

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timelines. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all of the material. Critical reading depends upon literal comprehension and interpretive comprehension and grasping implied ideas especially important. The mature critical reading must consider and evaluate the person who wrote the material; Author's purposes, author's point of view, author's style and tone, author's competence.

d. Creative reading

Creative reading involves going beyond the material presented by the author. Creative reader must be able to analyze the reasons for the action in

⁵Janett, K.Klingner, Vaughn Sharon, Alison Boardman. *Teaching Reading Comprehension to The Students with Learning Difficulties*. New York: The Guilford Press, 2007. p. 9

the story: they see the colors, hear the sounds, feel the textures, taste the flavors and smell the odors described by the writer; they are able to determine whether the actions of characters are reasonable or unreasonable; they relate the things they read to their own personal problem; able to predict what will happen next in the story, reacting and drawing conclusions and able to make the story more interesting.

3. The context of contextual redefinition strategy

a. The definition of contextual redefinition

Contextual Redefinition strategy is to assist students with contextual analysis by helping them make educated guesses related to the meaning of a specific word.⁶ In this case, Contextual Redefinition is a very useful and effective strategy for the students in reading narrative text because students will be better prepared to read efficiently and proficiently about text. This strategy can be applied in some types of the text such as fiction and nonfiction. Besides that, Contextual Redefinition strategy can be easily modified for most contents areas. The question in this strategy should follow the levels of bloom taxonomy.

b. Teaching Procedures of Contextual Redefinition Strategy

The procedure of Contextual Redefinition:⁷

⁶Burnner Judi Tilton. *Idon't Get It Helping Students Understand What They Read.* (Estover Road The Rowman& Littlefield Publishing Group).P 4

⁷Ibid p.5

- 1) Select unfamiliar vocabulary word from the reading.
- 2) Write a sentence that includes each word. The sentence should give clues to the meaning of the vocabulary.
- 3) Divide students into small group.
- 4) Present individual word to group of students.
- 5) Instruct students do define each word based upon background knowledge, and to be prepared to explain why the definition is correct.
- 6) After students have finished providing their own definition, give each group vocabulary word in the context of how they will appear in the reading.
- 7) If necessary, ask students to use the sentence to modify previous definitions.

c. The Advantages of contextual redefinition

- 1) Provides a structure for teaching students how to use context clues to decode and understand challenging text.
- 2) Providesteacher flexibility and opportunity to differentiate instruction depending upon the words given to each group.
- 3) Facilitates a deeper understanding of the text.
- 4) Actively engages students in the process of deliberation.
- 5) Encourage students for independent reading.
- 6) Provides a framework for a civil and respectful discussion.
- 7) Moderate advance preparation required by the teacher.

4. The concept of narrative text

According to Th.M. Sudarwati and Eudia Grace, narrative deals with problematic event which leads to a crisis or turning point of some kind (climax), which in turn find a resolution.⁸ It includes legends, plays, science fiction, myths, cartoons, adventure stories, etc. Moreover, Otong said that narrative text is kind of story, narrative or legend text that has purposes to assume the reader which is indicated by showing a problem and the way to response the problem and response commonly is a solution.⁹

The narrative contents can be nonsense story or the fact story. Narrative can be found in scientific books, journal, magazines, newspapers, articles, academic community and educated people. We can use narrative text to entertain the reader or listener.

The social purposes of narrative are to amuse or to entertain, to deal with actual vicarious experience in different ways. While, Kalayo Hasibuan and M. Fauzan Ansaryari said that the purposes of narrative are to entertain, create, stimulate emotion, motivate, guide, and teach.¹⁰ The language features of narrative are; focused on specific and individualized participants, use of material process (action verb), use some of behavioral and verbal processes, use of relation

⁸Th.M.Sudarwati and Eudia Grace. *Look Ahead Book; An English Course For Senior High School Students Year XI*. Jakarta: Erlangga, 2005. p.64

⁹Otongdjuhari setiawan. 2007 *Mengerti Bahasa Inggris untuk SMA*. Bandung: Yrama Media 2007. p.436

¹⁰Op.Cit kalayo. p.436

process and mental process, use of past tenses, and use of temporal conjunctions and temporal circumstance.

Furthermore, the generic structure of narrative usually has three main parts. They are called as orientation, complication, and resolution.

- a. **Orientation:** Introducing the characters of the story, the time and the place of the story happened (who/what. When and where).
- b. **Complication:** a series of events in which the main character attempts to solve the problem. It is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situation. It means that some time there is more than one complication.
- c. **Resolution:** it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that has been accomplished by the characters.

5. The nature of reading comprehension in narrative text

Nature relates a realistic, imagined or factious story. It is written to entertain amuse and interest the reader but simultaneously teaches, explains or informs.¹¹ This text commonly describes human or human's fantasy creature experience. Narrative can be divided into two types.¹²

- a. Traditional fiction

Traditional fiction including:

¹¹Noviantisrirejeki. The effect of using 3H strategy toword reading comprehension in narrative text of the first year students at SMA N 1 Tapung of Kampar regency.(unpublished,2012)p.12

¹²Ibid.p 12

1. Folktales: Folktales are stories that has been padded down orally from one generation to another. The characters usually have a good or bad character and by the end of story they are rewarded or punished.
 2. Legend: This can be untrue or based on fact story. This genre commonly tells the ancient and traditional people and the exaggerations of hero.
 3. Fairy tales: This kind of traditional tales that tell of magic and talking animal, and of elves, sprites and other little people.
 4. Myths: An ancient story created to explain the mysteries some natural force of nature, religious belief of social phenomenon. The god and goddess have supernatural power but human characters often do not.
 5. Parables: A short story used to example a belief, a moral or spiritual lesson.
 6. Moral tales: Moral tales is a story which teaches the reader to be good habit. This genre convinces the reader to become mannerly human.
 7. Fables: Fable is a story which often contains animals as the character. This story usually has animals that speak and act like human beings. This text teaches a moral or lesson to the reader.
- b. Modern fiction

Modern fiction can be classified into the following:

- 1) Modern fantasy: the story is set in an imagery world involving magic or adventure. This story containing elements that are not based in the world as it exists.

2) Contemporary realistic fiction: this looks like a realistic story but is not.

This is human's imagination story. The events in this genre are perfectly similar to the contemporary daily life of human. This story portrays characters and setting that could exist in real life. This is a story using made of characters that take place in modern time.

6. Students' reading comprehension in narrative text

There are many kinds of text including narrative. Narrative text differs to the others text genre in case of its story elements and text structure in fact , comprehending narrative text will be connected to the comprehension of teaching narrative text, in the syllabus's perspective, the following indicators are indicators are expected to the students to master in reading narrative text that students are able to.¹³

a. The students are able to identify main idea of the text

Main idea is the writer wants to say about the subject. Main ideas are often stated in topic sentence. A sentence that expresses the main idea of a paragraph is a topic sentence. Main idea can be found in whole passage.

b. The students are able to identify the sequence of event of the text.

Story special narrative text is built based on several moments or events. The events usually occur in orientation, complication, series of events and resolutions.

¹³Ilhamakbayarmi, the effect of using directed reading-thinking activity(DRTA)strategy toward students' reading comprehension of narrative text at the first year of senior high school al hudapekanbaru.(unpublished:2012),p.21-22

- c. The students are able to identify the character from the text

Characters in a story refer to the objects that play in a story. Characters can be like talking animal, human, or human's imaginary creature.

- d. The students are able to identify communicative purpose of the text.

A piece of writing has certain goal to be told to the reader. The purpose is what the author may convey to the reader. Narrative text is commonly written to entertain or amuse the reader. This will affect the emotional, psychological and esthetical feeling toward the reader.

- e. The students are able to identify generic structure of the text.

Generic structure refers to text structure. Text structure refers to how different kind of writing can be organized. The particular text has its own generic structure. Narrative text consists of orientation, complication and resolution.

B. The Relevant Research

To avoid the same title used in the research, then the writer shows the relevant research, which was done by previous students of English Education Department of UIN SUSKA RIAU. According to Syafi'i, the researcher is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting.¹⁴ Besides, we have to analyze what the point that what

¹⁴M. SyafiiS..*From Paragraphs to a Research Report: A writing of English for Academic Purposes*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2011. p. 122

focused on, inform the designs, findings and conclusions of the previous research, that of:

1. The research was conducted by Rika Rahmadayani entitled "the effect of using contextual redefinition strategy toward students' reading comprehension at senior high school (A study at XI Grade of SMAN 1 RanahPesisir)"¹⁵ 2012. She used quasi-experimental research design. From the research she found that using contextual redefinition strategy toward students' reading. Gave good improvement to the students' reading comprehension.
2. The research was conducted by KundalDeepti B entitled "The Effectiveness Contextual Redefinition on Vocabulary Development at the Smt.M.M Shah College of Education, Wadhwan City, Gujarat(India)."¹⁶ 2013. He used quasi-experimental research design. From the research he found the effectiveness of contextual redefinition on vocabulary development. It gave good improvement to the students' vocabulary development.

C. The Operational Concept

Operational concept is a concept as guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. Operational concept is the concept used to clarify the theories used in the research, to

¹⁵Rika Rahmadayani, the effect of using contextual redefinition strategy toward students' reading comprehension at senior high school (A study at XI Grade of SMAN 1 RanahPesisir. Padang: Unpublished, 2012.

¹⁶KundalDeepti B entitled "The Effectiveness Contextual Redefinition on Vocabulary Development. India: Unpublished. 2013

know the students ability in reading narrative text of first year students at state senior high school 1 Tambusai, RokanHulu Regency.

This research is an experimental research and consists of two variables: they are:

1. Variable X is using Contextual Redefinition strategy (experimental class), an independent variable. Contextual Redefinition strategy refers to the teacher's strategy in teaching reading.

The following treatment as a collection of procedures of the implementation of contextual redefinition strategy can be seen as in the following steps:¹⁷

- 1) The teacher asks to the students to select unfamiliar vocabulary word from the reading.
- 2) The teacher asks to the students to Write a sentence that includes each word. The sentence should give clues to the meaning of the vocabulary.
- 3) The teacher divide students into small group.
- 4) The teacher asks to the student to present individual word to group of students.
- 5) The teacher asks to the students to define each word based upon background knowledge, and to be prepared to explain why the definition is correct.
- 6) After students have finished providing their own definition, give each group vocabulary word in the context of how they will appear in the reading.
- 7) If necessary, ask students to use the sentence to modify previous definitions.

¹⁷Judy titlonburner,etal,op.cit p.5

2. Variable Y is without using Contextual Redefinition strategy (control class), students' reading comprehension in narrative text is dependent variable.

Control class is one of the classes in experimental research used to look at the different result from the experimental class in applying a technique, strategy, way, method of research. This class was taught without being taught by using Contextual Redefinition strategy.

Variable Y (Students' Reading Comprehension in narrative text):

- a. The students' ability to identify factual information of the text.
- b. The students' ability to identify main idea of the text.
- c. The students' ability to identify reference of the text.
- d. The students' ability to identify inference of the text.
- e. The students' ability to identify meaning of the words in the text.

D. The Assumption and Hypothesis

1. The assumption

In this research, the writer assumes that:

- a. The students reading comprehension taught by using Contextual Redefinition strategy is various.
- b. The students' reading comprehension without being taught by using Contextual Redefinition strategy is various

- c. The better implementation of using Contextual Redefinition strategy in reading is the better students' reading comprehension will be

2. The hypothesis

- a. H_0 : There is no significant difference between students' reading comprehension taught by using Contextual Redefinition strategy and using conventional strategy at the second year students of State Senior High school 1 Tambusai, RokanHuluRegency.
- b. H_a : There is a significant difference between students' reading comprehension taught by using Contextual Redefinition strategy and conventional strategy at the second year students of state Senior High School 1 Tambusai, RokanHulu Regency.