

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading included receptive skill, that we receive information. According to Beatrice, Reading is one important way to improve our general language skills in English. There was way to help students' in reading¹:

1. Reading helps students to think in English
2. Reading can enlarge students' English vocabulary
3. Reading can help students to improve their writing
4. Reading may be a good way to practice our English if we live in a non-English-Speaking country
5. Reading can help us prepare for studying in an English-Speaking country
6. Reading is a good way to find out about new ideas, facts, and experiences.

¹Beatrice S. Mikulecky, *More Reading Power: Reading Faster, Thinking Skills, Reading for Pleasures, Comprehension Skills*, (Wesley Publishing Company, Inc: New York,1996),p. 1

In addition, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Therefore, it also means developing and maintaining the motivation to read. According to Patel, Reading is an active process which consists of recognition and comprehension skill. It is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success.²It can help the learners to gain new information and can also encourage learners' interest to learn about new vocabulary and grammar.

According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that, the students can get information from writer text and understand the content of text.³In addition, Reading iscomprehending. If student can read the words of a text, but do not understand what they are reading, they are not really reading. How much and how easily readers comprehend depends on variables within and outside them. These key variables of reading comprehension include the reader, the activityof reading, and the textand three intersections affect how well comprehension occurs.⁴

²Patel, M.F and Praveen M. Jain. *English Language Teaching (Method, Tool, and Technique)*,(Jaipur: Sunrise Publishers & Distributor, 2008).p.113

³David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003) p. 68

⁴ Ellen McIntyre, Nancy Hulan and Vicky Layne. *Reading instruction for diverse classrooms*. (The Guilford Press: new york, 2011).p. 113

In reading activity, the students are expected to comprehend the text. Because, if they do not comprehend the text, they can not get meaning of the text. According to Karen, effective readers can analyze and evaluate what is being read that synthesizes the material, and makes interpretations regarding the content of the material.⁵ The readers have good comprehension and reading is a complex process made up of several interlocking skills and processes.

From the ideas above, it can be stated that reading is the power to get an idea or meaning from a written text, and reading makes comprehension from what the readers read.

Types of reading

According to Brown, there are several types of reading performance typically identified, and these will serve the organizers of various assessment tasks as follows:

1. Perceptive: perceptive reading tasks involve attending to the component of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom-up processing is implied.
2. Selective: this category is largely an artifact of assessment formats in order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language. Certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc.

⁵Karen Tankersley, *the Threads of Reading Strategies for Literacy Development*. (Alexandria: Association for Supervision and Curriculum Development (ASCD), 2003),p. 1

3. Interactive: the focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed.
4. Extensive: extensive reading applies to texts of more than a page, up to including professional articles, essays, technical reports, short stories, and books⁶

In relation to patel and preven there are four types of reading, they are:⁷

1. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading is text reading or passage reading. Learner read the text to get information.

2. Extensive Reading

In extensive reading, the reader read the text for enjoyment. The reader read what they want to read. The purpose of the extensive reading is to enrich learner's knowledge.

3. Aloud Reading

Teacher must know that the training of the reading aloud must be given at primary level because it is the base of word pronunciation.

4. Silent Reading

This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.

⁶H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (California: Longman press, 2003). p. 189

⁷*Op Cit*, p. 117

In addition Nancy state that reading has many multiple purposes achieved by students based on English for Academic Purposes (EAP) reading curriculum:⁸

1. Reading to search for information
2. Reading for general comprehension
3. Reading to learn new information
4. Reading to syntesize and evaluate information.

After seeing many definitions about reading, then it can be concluded that reading is an activity of making sense from printed word, effective readers can analyze and evaluate what is being read, combining information from a text and their own baground knowledge to build meaning of text.

2. The Nature of Reading Comprehension

Reading cannot be seperated from comprehension because the purpose of reading activity is to comprehend what has been read. Reading without understanding what has been read is useless. According to Anderson in linse, the aim of reading is to comprehend.⁹In addition, reading comprehension involves much more than readers' responses to text. It is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous

⁸Nancy Leonhardt, *Teaching English as a Second or Foreign Language:Third Edition*.(Australia: Heinle and Heinle Thomson Learning, 2001).p 187

⁹Caroline T, Linse, *Practical English Language Teaching Young Learners*, (New York: Mc Graw-Hill Companies, Inc, 2005).p, 71

knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹⁰

To comprehend the meaning of reading texts, the students should be aware of information in it. Because, one of the reading purposes is to get some information what the text is about. According to Judi Moreillon, that reading is making meaning from print to visual information, it is an active process that requires a great deal of practice and skill. It means that learners must be able to decode the printed words and comprehend what they read to get the language.¹¹

Reading is the act of creating meaning with text. Three types of comprehension skills are described below:¹²

1. Prereading Comprehension Skills

Prereading comprehension skills are used primarily to preview the structure of the text to be read or to connect new information to knowledge that readers might already know.

2. During-Reading Comprehension Skills

During-reading comprehension skills are used to monitor comprehension, to evaluate ideas gleaned from each paragraph, and to begin to organize ideas within the structure of the text as students are reading.

¹⁰Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (The Guilford Press: New York, 2007), p, 8

¹¹Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension*.(Chicago: American Library Association, 2007). p. 10

¹²Andrew P. Johnson. *Teaching Reading and Writing: Guidedbook for Tutoring and Remediating Students*,(New York: Rowman & Littlefield Publishers, Inc., 2008).p. 111

3. PostReading Comprehension Skill

Postreading skills are used to reconstruct important ideas, organize those ideas, and evaluate those ideas after reading a chapter or article.

According to Snow, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements, such as:¹³

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part.

Reading is not easy to do because in reading process, the reader not only reads the words, sentences, paragraphs and text but also comprehend what the contents of our reading material. It is the process by which person understands the meaning of written language.

3. The Nature of Report Text

Report text is a text, which presents information about something, as a result of systematic observation and analysis. Social functions to describe the way things are, with reference to arrange of natural, man-made and social phenomena in our environment. In report text, there are two generic structures, They are as follows:

¹³Catherine Snow and Chair, *Reading for Understanding toward an Research and Development Program in Reading Comprehension*, (Santa Monica: Rand, 2002).p.11

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general, tells what the phenomenon under discussion is.
2. Description: Telling what the phenomenon under discussion is like in terms of:
 - part (and their function)
 - qualities
 - habits / behaviour or 'uses' if non-natural

The purpose of a report is to describe and classify information. In addition, the language features of report text are:

- a. Focus on generic participants (group of things)
- b. Use of simple present tense
- c. Use of relational processes to state what is and that which it is
- d. Use of linking verbs and behavioural verb
- e. Use of technical term¹⁴

4. The Indicators of Reading Comprehension on Report Text

- a. The students' ability to identify the main idea in report text

The main idea is what the author wants you to know about the topic.¹⁵ The readers understand not only the ideas, but also the relative significances as expressed by the writer. It is selected in beginning, middle and at the end of paragraph. Sometimes, the main idea is not stated clearly.

¹⁴Tim Penyusun. *Rencana Pelaksanaan Pembelajaran SMA 1 Siak Kecil 2013/2014*.

¹⁵Kathleen T. McWorther. *Guide to College Reading*. (Boston: Little, Brown Company, 1986)p. 76

- b. The students' ability to identify the character in a report text

Characters in a story refer to the objects that describe in a story.

Characters can be like thing, animal and human.

- c. The students' ability to identify the cases and events in report text.

Nunan says that while reading, the readers must be able to recognize the detail information such as person, places, events, and time. The detail information questions are generally prepared to focus on WH-questions for obtaining information.¹⁶ It requires readers to scan the specific details.

- d. The students' ability to identify the generic structure in report text

Report text also has generic structure of the story.¹⁷

1) General classification : Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general. tells what the phenomenon under discussion is.

2) Description : tells what the phenomenon under discussion is like in terms of:

part (and their function)

qualities

habits / behaviour or 'uses' if non-natural

- e. The students' ability to identify the language features in report text

Report text also has language features.¹⁸

¹⁶David Nunan. *Language Teaching Methodology: A text Book for Teacher*. (New Jersey: Prentice Hall, 1991) p. 78

¹⁷Asep Dadang dan Dian Anggreani, *Be Smart Bahasa Inggris: untuk Kelas IX SMP/MTS*,(Jakarta: Grafindo Media Pratama, 2006),p. 27

- 1) Focus on generic participants (group of things)
- 2) The use of simple present tense
- 3) The use of relational processes to state what is and that which it is
- 4) The use of linking verbs and behavioural verb
- 5) The use of technical term

5. The Concept of What Do You Know? Game

a. The Definition of What Do You Know? Game

This game helps the students to comprehend what they are reading. So, a game is an activity that can make the students more active and joyful in the classroom. According to Steve, game is an amicable way for an educator to present material and assess material learned, in a way that appeals to all students.¹⁹ By reading a lot and talking a lot about what you are reading together, the game focuses on specific comprehension strategies that come automatically to good readers: following the sequence of a story, understanding the difference between the story's main ideas and supporting details, and more.

What do you know? game is a game that, the more we read, the more we know. The more we know, the more we read.²⁰ *What do you know?* Game helps the students to build general knowledge easily to improve reading comprehension and practice skimming, categorizing, and distinguishing fact from opinion. The purpose of this game to increase

¹⁸ Ibid, p. 27

¹⁹ Steve Sugar & Kim Kostoroski Sugar, *Primary Games*, (San Francisco: John Wiley & Sons, Inc, 2002), p. 4

²⁰ Lori Goodman and Lora Myers. *Op Cit*. P.88

comprehension and memory of key ideas by asking questions about what you read.²¹This activity a fun way to encourage students to ask questions as the students read and to review and remember information about what has been read.²²Additionally, games have the advantage of allowing the students to practice and internalize vocabulary, grammar and structures extensively. In other words, game can make classes fun. If the students arehaving fun, they will find that learning English is very interesting.

*Get to know you*questiona really easy, adaptable game for all sorts of circumstances. Mostly its' fun to ask gets to know you questions (especially quirky or unusual ones) to family and friends. The ways to play with get-to-know-you questions are endless. The easiest way is to just take turns asking questions to each other and answering them. You can all sit in a circle and take turns picking a question, reading it aloud, and then each giving an answer in turn.²³This game has similar steps and purpose with *what do you know?*game to build the general knowledge to improve reading comprehension by using question and answer. Questions can be effective because they:²⁴

- a. Give students a purpose for reading
- b. Focus students' attention on what they are to learn
- c. Help students to think actively as they read

²¹Karen R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties* ,(The Guilford Press: New York, 2007), p, 126

²²*Ibid*, p, 127

²³ Jeff Wheeler, 2009, *Get to Know You Questions*,(retrived on October 16,2014) <https://www.thegamegal.com/2013/10/18/get-to-know-you-questions/>.

²⁴ Adler, C.R. (Ed). *Put Reading First: The Research Building Blocks for Teaching Children to Read*, (National Institute for Literacy, 2001),p.54.

- d. Encourage students to monitor their comprehension
- e. Help students to review content and relate what they have learned to what they already know

This game is designed to get to know things about something you might not know at all, but that doesn't stop you from playing with a group of people who know each other well, either. Learning is shaped by students' prior knowledge, happens a great deal through social interaction, has close ties to particular people and situation, involves face-to-face numerous approaches and techniques. We learn from one another, from sharing and walking together, not from books alone.²⁵ It means, this game can be applied by students anytime and anywhere, the students read the books.

b. The Procedure of What Do You Know? Game

The steps of *What Do You Know?* Game in teaching reading comprehension includes six phases²⁶:

- a. Give each player a text or article and allow everyone time to skim through it.
- b. From text or articles, players are to find three words naming one person, one place, and one thing and write each on a separate index card.
- c. Collect the cards, shuffle, and place them face down on the table.
- d. Player one picks a card and throws the dice. The number that turns up is the number of things the player must state about the person,

²⁵ Robert E. Rubenstein, *Hints for Teaching Success in Middle School*, (Colorado: Teacher Ideas Press, 1994), p. 55

²⁶ *Op cit.*, pp. 88-89

place, or thing on the face of the card. For example, if the first index card says Hero and the dice turns up on number three, player one must state three things she knows about heroes (“They’re fearless, they rescue people or animals, and they can be men or women”).

- e. If player two rolls a four and turns up a card that says Canada, he might say “It’s in North America, it’s a neighbor of the United States, some people speak French there, and it has moose.”
- f. If the player comes up with the full number of details dictated by the roll of the dice, she earns a point for each one. If she can’t state the full number indicated by the dice, any other player can supply information to complete the number of facts required—not to earn points, just to be helpful. The details can be obvious or little known, but they must be true. Any facts that sound questionable—for example, that the president has green eyelashes—can be challenged by any player and checked for accuracy in a dictionary, encyclopedia, or atlas.

c. The Variations of What Do You Know? Game

There are varieties of ways to set up a successful *What Do You Know?* Game. According Harris, *What Do You Know?* Game to increase comprehension and memory of key ideas by asking questions about what you read.²⁷

²⁷ Karren R. Harris and Steve Graham, *Op.Cit*, P. 126

- a. Students read a passage and then write questions with a partner in specific teacher selected question categories that will be used during the *what do you know?* Question game. Questions can be arranged by topic area (e.g., dates, travel information, about the explorers), by question type (e.g., right there, think and search, other and you) or by other categorize related to the topic or skill you are addressing in class.
- b. Student used index card to write question and their answer in selected categorize.
- c. The teacher collects and organizes the questions and puts up the game board. The sample game below (which can be drawn on the board) has question organized by QAR question type.
- d. To play the game, students form heterogeneous groups of four or five. A group selects a question type, and the teacher asks the question. The group is given a specified amount of time to confer and agree on the answer. The teacher may call on any of the group members to give the group's answer, so every one is accountable. If a group does not have the connect answer, another group can attempt the answer. Points are awarded accordingly.

B. The Relevant Research

To avoid the same title used in the research, then the writer shows the relevant researches which were done by two previous students of English Education Department of UIN SUSKA RIAU. According to syafi'i, relevant

research is required to observe some previous researches that had been conducted by other writers in which they are relevant to our research.²⁸ Below are some researchers conducted by some writers relevant to this research.

A research was conducted by Desi Nugraheni entitled “The Effectiveness of Using Mad Libs Game in Teaching Noun Phrase in Report Text at The Second Year Students of SMPN 03 Dayun”. In this research, she aimed at offering an alternative game in teaching noun phrase by using mad libs game. Teaching noun phrase by using mad libs game in report text at SMPN 03 Dayun was effective. The experimental students’ ability in identifying noun phrase by using mad libs game was categorized high (69,8). The control class students’ ability without mad libs game was categorized into enough (55,1). It shows that using mad libs game had positive effect toward students’ noun phrase in report text.²⁹ It is the same as this research; the writer got the high categorized by implementing *what do you know?* Game.

A research was conducted by Jastriana entitled “The Effect Of Using Think, Predict, Read, And Connect Strategy Towards Students’ Reading Comprehension Of SMAN 2 Bangko Bagansiapiapi”. He intended and aimed at offering alternative strategy in teaching reading comprehension to the second year students of SMAN2 Bangko Bagansiapiapi. This strategy the teacher applied the think predict read and connect strategy as 71,875% categorized into good level. The teacher applied conventional strategy as 3.12% categorized into enough

²⁸M. Syafi’i, S. *From Paragraph to a Research Report: a Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/ LSBI, 2007). p. 122

²⁹Desi Nugraheni.” The Effectiveness of Using Mad Libs Game in Teaching Noun Phrase in Report Text at The Second Year Students of SMPN 03 Dayun.” Pekanbaru: Unpublished.

level. The students who were given the treatment had higher motivation than the students who were not given the treatment.³⁰ This strategy had similar purpose with *what do you know?* game remembering, understanding, applying, analyzing and evaluating.

C. The Operational Concept

Operational concept is the concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in the research. As mentioned by syafi'i that all related theoretical frameworks can be operated in the operational concept.³¹ This research is designed into two variables, variable x is an independent variable and variable y is a dependent variable. To measure each variable, the writer identifies them in some indicators as follows:

1. The use of *what do you know?* Game as the independent variable is symbolized by "x". The indicators are:
 - a. The teacher divides students into several groups.
 - b. The teacher gives a text or article about report text to each group. Ask them to read the text silently to comprehend the text.
 - c. The teacher asks each person of every group to write three words naming one person, one place, and one thing and write each on a separate index card.

³⁰ Jastriana, "The Effect Of Using Think, Predict, Read, And Connect Strategy Towards Students' Reading Comprehension Of SMAN 2 Bangko Bagansiapiapi." Pekanbaru: unpublished.

³¹ *Ibid.*, p. 122

- d. The teacher collects the cards, shuffle, and places them face down on the table.
 - e. The teacher starts the game, first player picks a card and throws the die on the table. If the player gets six number in the die and gets the name of animal in a card, the students should tell six sentences about the animal in a card.
 - f. The teacher orders the students to play this game until finish.
2. The students' reading comprehension as the dependent variable is symbolized by "y". The indicators are:
 - a. The students' ability to identify the main idea in report text
 - b. The students' ability to identify the character in a report text
 - c. The students' ability to identify the cases and events in report text
 - d. The students' ability to identify the generic structure in report text
 - f. The students' ability to identify the language features in report text.

D. The Assumption and Hypothesis

1. The Assumption

Based on the theories and explanation above, the writer has assumption. *What Do You Know ?* Game is assumed to contribute to the significant effect on the students' reading comprehension in report text.

2. The Hypothesis

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

Ha : There is a significant effect of using *What Do You Know?* Game on students' reading comprehension in report text at SMAN 1 Siak Kecil Bengkalis Regency.

Ho : There is no significant effect of using *What Do You Know?* Game on students' reading comprehension in report text at SMAN 1 Siak Kecil Bengkalis Regency.