

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theoretical issues that related to this research. It begins with reading, models of reading, kinds of reading elements of reading skill, reading comprehension, components of reading comprehension, assessment of reading comprehension, learning reading in Junior High School, narrative text and some previous research that relate to this research.

2.1 Reading

Reading is defined as “the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader’s language skills, cognitive skill, and knowledge of the world Albert. J. et al as cited in Thao Le Thanh (2010, as cited in Souhila 2014). Moreover, Rumptz (2003, as cited in Souhila 2014) explains this in his words “Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words”.

In very similar view, Goodmann(1988, as cited in Souhila 2014) defined Reading as the process which requires readers to make the interpretation of graphic signs, delineates reading in a variety of ways, i.e. matching sounds to letters” . In this case, reading is as a cognitive process which could help readers to create meaning from the text.

2.2 Objectives of Reading

The purposes of reading are usually related to information and general understanding.

The purposes of reading according to Grabe and Stoller (2002, as cited in Annisa 2010):

1. Reading to Search for Simple Information

Reading to search for simple information is a common reading ability. It is used so often in reading tasks that is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or specific word.

2. Reading to Skim Quickly

Reading to skim (I.e. sampling segment of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in text and the using basic reading comprehension skills on segments until a general idea is formed.

3. Reading to Learn from the Text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension.

4. Reading to Integrate Information

Reading to Integrate Information requires additional decisions about the relative importance of complementary, usually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5. Reading to Write (or Search for Information Needed for Writing)

Classroom activity in which students read to gather information that they can use in a subsequent writing task.

6. Reading to Critique Texts.

7. Reading for General Comprehension.

2.3 Models of Reading

Reading models explain what happened in the process of reading, they describe how reader processes printed texts to construct meaning that means these models are concerned with how readers could be able to translate given printed words into meanings from the level of perception of the text by the eyes into analysis by the brain. This led us to shed a light on three main theoretical models of reading process that has been researched by many cognitive and behavioral scientists: Bottom-up, top-down and interactive models Marto Redondo (1997, as cited in Souhila 2014).

2.3.1 The Bottom-up Model

The Bottom up approach is known as *phonics*, which requires the learner to match letters with sounds in a defined sequence i.e. reading in linear process by which readers decode a text word by word, linking the words into phrases and then sentences Kucer (1987, as cited in Souhila 2014). This model of reading is concerned primarily with the recognition of individual letters, phonemes and words that means the meaning of the whole text begins from the word level, then the sentential level, and finally the text level Rumptz (2003, as cited in Souhila 2014).

2.3.2 The Top-down Model

Richards (1990, as cited in Souhila 2014) defined the top-down model referred to “the use of background knowledge in understanding the meaning of a given text that means readers make connection between their previous knowledge about a topic, situational or contextual knowledge,

or knowledge stored in long term memory in the form of “schemata” and “scripts” .

Grabe (1988, as cited in Souhila 2014) state also that reading in this model is not just extracting meaning from a text but a process of connecting information in the text with the background knowledge of the reader that is used in the act of reading. Reading, in this sense, is “a dialogue between the reader and the text”. The more readers know in advance about the topic and text to be read, the less they need to use graphic information on the page. So, this process is based on the interpretation of assumptions and drawing inferences.

2.3.3 The Interactive Model

Eskey (1988, as cited in Souhila 2014) see that “the interactive model takes into account the continuous interaction between bottom-up and top-down processing in the construction of the meaning of a text”. Rumelhart (1981, as cited in Souhila 2014) also view that it is “one in which data driven, bottom- up processing combines with top- down, conceptually driven processing to cooperatively determine the most likely the interpretation of input”. Additionally, Carell (1998, as cited in Souhila 2014) puts in his words: “The interactive model suggests that the reader processes reading by starting with a linguistic surface representation encoded by a writer and ends with meaning which the reader construct”.

2.4 Kinds of Reading

As reference to the conception of reading comprehension highlighted in preceding discussion, there are four types of classroom reading performance such as: (1) reading aloud, (2) silent reading, (3) intensive reading, (4) extensive reading.

2.4.1 Reading Aloud

The aim of reading aloud is to recognize the sound of the words in the text, this oral reading suitable for the beginning and intermediate levels. Oral reading can serve as an evaluate check and add some extra student participant if the teacher want to highlight a certain short segment of reading passage. Some activities that the teacher can use in reading aloud like guessing game, pictures description and missing letters to develop the students' reading comprehension. If one student is reading aloud, the teacher asks to the other students to pay attention to the next part of the text being read rather than listen to their friends (Mayuni, 2014).

Kenneth (2001, as cited in Mayuni, 2014) state the teacher must first make the distinction between reading aloud and reading for comprehension, since the term reading is often used for both. Practice in reading aloud is a preliminary step to both reading for comprehension and writing. Before the students can do either very well, the connection between the sound and its written symbol needs to be firmly established.

2.4.2 Silent Reading

In general assumption about reading is the students to improve their reading ability in reading a lot. Studies also have shown that the amount of time spent for reading is related to students' reading comprehension and vocabulary growth; they also develop more positive attitudes toward after silent reading sessions. Students like silent reading because it is quite, which much indication that is the only quite time in their entire day. Readers responded that since no one watches them they are not so worried when they make mistakes (Mayuni, 2014).

Silent reading is the opposite of reading a lot this activity is really intended to improve the

students' comprehension. They have to find out what is the content of reading text. The student will use all their semantics and syntax ability to predict the meaning of the whole text (Mayuni, 2014).

2.4.3 Intensive Reading

Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication rhetorical relationship, and the like. Grelet (2011, as cited in Mayuni, 2014) states intensive reading is usually concerned with shorter text for the student, it will be easier to extract specific information shortly, intensive reading is basically and essentially applied for information by doing this activity the students surely hope to find out something new in order to grasp and draw on different lexical clues and structural devices to extract meaning from different text as marked.

Some reading activity, including intensive reading, is certainly an activity with a purpose. The purpose of the reader determines the way in which they treat the reading material and the comprehension skills they need to use. Comprehension is defined as a text of skill, which develops over time as complex process involving all aspects of a deficiency in any aspect of reading interferes with the comprehension process (Mayuni, 2014)..

Besides that, Brown (1988, as cited in Souhila 2014) explains that intensive reading "calls attention to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like". Therefore, intensive reading is reading for a high degree of comprehension and retention over a long period of time Texas Women's University counseling Center (2014, as cited in Souhila 2014).

2.4.4 Extensive Reading

In extensive reading, it is reading in quantity, without bothering to check every unknown word structure. The main purpose in helping the classes with extensive reading should be train the students to read fluently in English for their enjoyment and with no help or guidance from the teacher. Grellet (2011, as cited in Mayuni, 2014) states that extensive reading is a fluency activity involving globing or holistic understanding of much longer reading text The topic of the text is usually different kind and they badly meet the interest and concern of the readers themselves. Extensive reading activities are therefore and it is usually done for one's pleasure or enjoyment.

Extensive reading is carried out achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional reading can also extensive. The letter, sometimes involves skimming and scanning as strategies for gaining the general sense of a text. After the students have done pre reading activity, skimmed for the gist, and scanned for come key details extensive reading is quite simply a relatively rapid and efficient process of reading a text for global or general meaning. Hedge believes that extensive reading varies according to students' motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities books for the students (Mayuni, 2014).

In addition, Bamford et. al (2004, as cited in Souhila 2014) defined "Extensive reading is a language teaching procedures where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text". According to Liana's Extensive Reading Journals (2011, as cited in Souhila 2014), it is "reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go". So, we can say that

extensive reading is connected to student choice and pleasure in reading in order to reach enjoyment.

2.5 Component of Reading

There are two component of reading that will be discussed here, they are vocabulary and grammar. Both of them are described as the following.

2.5.1 Vocabulary

How to understand the meaning of words, based on the context, is a very important factor in reading comprehension because many words have alternative meanings. This is essential to make sense of the whole text Smith (2001 as cited in Mayuni 2014). Vocabulary is one of the important things in language components, in learning English that need to be having more attention. It considered as important aspect because if the students have less of knowledge in vocabulary the might not able express their ideas. So the mastery of vocabulary will help learners in English especially in understanding the content of text.

2.5.2 Grammar

The students might encounter some difficulties in answering the best test especially in form of easy test. Most of the students were fail to answer the question because they do not understand how to answer the question with a good grammar, in term of structure. In this case, the aspect of grammar has an important rule as well as vocabulary that we cannot separated in

reading comprehension. Harmer (2002, as cited in Mayuni 2014) writes that besides vocabulary, there are also some other factors that make the reading text difficult. The difficulty may also be the cause of syntax complexity. The reading material, which is written in a very complex structure, will be difficult for the students to understand especially for those who have limited knowledge in grammar.

2.6 Reading Comprehension

Reading is not only to get information but to understand and comprehend some points from the text. In this case, reading and understanding are related to each other. Reading itself contains the activity to understand the text and information in the text.

The aim of reading is comprehension. Linse (2006, as cited in Alfajar 2015) says that “reading comprehension refers to reading for meaning, understanding, and entertainment.” People read the text not only to get information, but also to learn from texts, integrate information, critique texts, even to get pleasure.

Grabe and Stoller (2002, as cited in Alfajar 2015) mentioned that “general reading comprehension is the most basic purpose of reading, underlying and supporting most other purposes for reading.” Brown (2004, as cited in Alfajar 2015) stated that there are some principal strategies for reading comprehension. They are:

- 1) Identify your purpose in reading a text.
- 2) Apply spelling rules and conventions for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.

- 4) Guess at meaning (of words, idioms, etc.) when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.

2.7 Components of Reading Comprehension

In reading comprehension, there are some elements that cannot be separated. Sentence structure or grammar and vocabulary are two main components which have significant impact to improve reading ability. Vocabulary deals with the ability to find words meaning. When students are able to recognize the words meaning, they are able to comprehend what they read. It is like two aspects which cannot be separated for students in comprehending what they want to read. Meanwhile, when students do not know the words meaning of the text, they definitely cannot understand what they read (Adnyana 2014).

Baumann in Klingner et al. (2007, as cited in Adnyana 2014) states that vocabulary instruction is a necessary part of comprehension instruction because understanding text is significantly influenced by vocabulary development. It can be concluded that vocabulary development and comprehension development were walking together. It means that vocabulary and grammar become crucial aspects in comprehending a text. They are in the same way and could not be separated one to another. Therefore, if we want to develop reading comprehension,

it is also a need to develop students' ability in vocabulary as well because the vocabulary knowledge will really help reader in comprehending text.

In addition, Alderson (2000, as cited in Adnyana 2014) explains that vocabulary as the key of comprehending a text. He states that vocabulary is important to text comprehension and to test performance whether they are able to comprehend the text, vocabulary is still necessary. Not only vocabulary that must be mastered in comprehending a text, the other important component of reading comprehension is the grammar knowledge. Grammar is also as one of the pillars to comprehend a text. If students only know word meaning, it means that they only get a half of comprehending a reading text. Knowing about grammar is a must. It is very needed to be able to recognize the grammatical structure of the sentences or the paragraph in order to get valid information of the text.

From what have been explained above, it can be concluded that vocabulary and grammar skill are absolutely needed for the students. Both of those skills have their function. Grammar will help the students to get the valid information of the text while vocabulary helps students in getting the words meaning. Being able to master those two aspects (grammar and vocabulary), students will be easier comprehend the text.

2.8 The Assessment of Reading

Assessment is measurement done by the teacher to know how far the students have already understood the materials that have been discussed. In teaching reading comprehension, assessment is aimed to measure how far the students comprehend texts. According to Alderson (2000, as cited in Pratama 2013), there are some techniques that can be used by teachers to assess the reading comprehension of the students as follow:

1) Integrative tests

These tests are designed to obtain a much more general idea of how well students read a text.

2) The cloze test and gap-filling test

The cloze test is constructed from a collected text arranged by applying the random deletion procedure for words. The words deleted are between five and twelve. Meanwhile, the gap-filling test does not use random deletion, but it uses rational deletion. The words which are deleted represent the idea about what the whole sentence.

3) Multiple-choice techniques

It is a common technique usually done by teachers in assessing reading comprehension. This technique allows the students to choose the right answer from some possible answers given.

4) Matching techniques

This technique allows the students to match two sets of components. For example, the testers match the title with paragraphs.

5) Dichotomous techniques

This technique allows the testers to choose the two possible answers given i.e. true and false. The students have to choose one of those two choices.

6) Short-answer techniques

The short-answers technique is constructed by giving questions requiring a brief response in a few words. It is possibly used to interpret and to see whether the students have really understood the specific information of the text.

7) The summary test

This technique allows the students to summarize the main idea of each paragraph of the whole text.

2.9 Learning Reading in Junior High School

Based on the School Based Curriculum (KTSP, 2006), teaching reading at Junior High School has some purposes that is to find out the main idea of the text and to find out the general and the specific information of the text. Therefore, it can be said that comprehending the text is required by the students to gain the meaning of the text. This research focused on finding the general information and finding the specific information of descriptive text (Zulkarnaen et.all: n.d).

Besides that, Based on the standard competence, (*UU Permendiknas no 23 tahun 2006*) for reading, students in Junior High School have to be able to comprehend short functional texts and simple essays in the form of recount and descriptive. The learning genre is presented as one of the subjects in English lesson for junior high school students. The students learn how to comprehend the content of texts; they also study about the generic structure and what language used to construct the texts varying to each other. The generic structure and language features which are commonly found in different text from one to another which are used based on the purpose of each genre. Wiyasa (2015).

It can conclusion that teaching reading at junior high school is important. By comprehending the text is good for the students to gain the information and knowledge or the meaning of the text

2.10 Narrative Text

Narrative text is one of English text types. According to Anderson (1997, as cited in

Alberti 2014), narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002, as cited in Alberti 2014) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories.

Anderson and Anderson (2003, as cited in Alfajar 2015) state that there are five parts of generic structure of narrative. They are:

- 1) An orientation (can be a paragraph, a picture or opening chapter) in which the narrators tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening
- 2) A complication that sets off a chain of events that influences what will happen in the story
- 3) A sequence of events where the characters react to the complication
- 4) A resolution in which the characters finally sort out the complication
- 5) A coda that provides a comment or moral based on what has been learned from the story (an optional step).

According to Nancy (2006:21), a narrative text usually has description of features and rhetorical steps or part of narrative text structure, such as:

a. Plot

The plot answers the questions “What is happening in the story?” and “What is the sequence of events?”

b. characters

The character drives the action in the story. Characterization addresses the questions “Who are these people?” and “Are they believable?” Characters need to be authentic

for the reader to connect with them.

c. **Setting**

Setting informs the reader of where the story is taking place

2.11 The Characteristics of Narrative Text

Write narrative text is similar as academic writing. There is rule to make that story more interesting and the reader understands. Narrative have five stages, there are:

a. Orientation

- introduces the characters and tells the reader something about them
- tells the reader when, where, who, what and why
- gives a hint about the problems which the characters will encounter

b. Complication which is where the reader discovers the problem and something happens that the characters do not expect.

c. Evaluation which:

- is usually attached to the complication or woven into it
- is where the story teller comments on the events and this way give significance to them
- Makes the reader care about what happens to the characters
- slows the action down and creates suspense which makes the reader want to find out what happen next.

d. Resolution which is where the problem solved

e. Coda which rounds off the story with a short comment or what happened or with a comment about the future lives of the characters. Many fairy tales have a coda such as

And they lived happily ever after. (Setyowati, 2015)

2.12 Previous Research

In order to support this research, the researcher has found two related research studies. The first researched is Alfajar (2015) and the second researched belong to Raja et.al (2013)

The first research was conducted by Alfajar (2015). The objectives of his study are to know how is DRAW strategy applied in teaching reading comprehension of narrative text and in what ways are students' achievement improved after being taught by this strategy. The writer collected the data by using classroom action research. The action research was carried out in some steps. Those steps were pre-elimination test, spiraling the cycle of planning, acting, observing and reflecting. The instruments that were used are tests, observation sheets and questionnaires. The result of each cycle proves that students' achievement of reading comprehension was getting better after this strategy was conducted in teaching and learning process. Which is the class' mean score from pre-elimination test to cycle 1 test improved 37.6% and 64.2% from pre-elimination test to cycle 2 test.

The second research belongs to Raja et.al (2013). The aim of their research were to find out whether there is a significant difference of students' narrative text reading comprehension ability before and after being taught through serial pictures and to investigate if there was a increase of students' narrative text reading comprehension ability after being taught through

serial pictures. The samples of the research were the tenth grade of SMA N 8 Bandar Lampung in the year 2012/2013. Their applied one group pre-test post-test design. The result of the learning reading using serial pictures showed that there is a significant difference on students' reading comprehension ($p < 0.05$, $p = 0.00$). The average of post-test score (79.77) was higher than the pre-test (66.97), and it has gain 12.8. It means that there is increase of students' narrative text reading comprehension ability after being taught through serial pictures.

From this previous research above, this research have similarities and differences. The similarities are this research, Alfajar (2015) and Raja et.al (2013) wants to investigate about the reading comprehension in narrative text. And the differences were this research wants to know what the problem of students' reading comprehension in narrative text, meanwhile Alfajar (2015) wants to improve students' reading comprehension in narrative text by using DRAW strategy and Raja et.al (2013) using serial pictures.