

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher presents some points related to this research including reading, reading comprehension, teaching reading, testing reading, recount text, chunking a text strategy, and previous studies.

A. Reading

1. Definition of Reading

Reading is a skill that students have to be mastered because reading is the part of teaching learning process. In the reading process, students can get any informations or knowledge from many sources, such us: books, newspapers, novels, and any others. Reading is also a important role for academic success. Students get better opportunities in achieving their studies if they have good ability in reading. In contrary, students get the difficulties in achieving their studies if they have poor ability in reading. In order the students can improve their reading ability, students have to practice reading more and more.

Many experts have given definition about what reading exactly means. River (1968:24), reading is not only as a source of information in any activities of class, but also as means of extending, consolidating an idea, and knowledge of language. According to Nunan (2003:68), reading is fluent process of combining information from a text and background knowledge to

build the meaning. Both of definitions have goal for reaching comprehension. Reading can be defined as the combination of the reader, text, fluency, and strategy. The reader's combination can be gotten from the correlation between reader's background knowledge and the text. Meanwhile, a strategy can be decided to reach reading purpose if the students face the reading difficulties. Fluency is necessary for increasing reading comprehension (John J. Pikulski and David J. Chard: 2005).

Reading is an active process to get the informations. It involves predicting, guessing, checking, and asking onself question (Grellet, 2010:8). According to Kelly (2007), reading as an active process in which readers interact with the text to reconstruct the author's messages. Meanwhile, Cahyono and Kusumaningrum (2011:55), reading is transferring information between the author and the reader. So, reading basically an activity to understand the message from a text from the author.

From the definition above, it can be concluded that reading is the process where the readers construct the writer's messages from the text. Then, the readers can get any informations and ideas based on the ways of the students' thinking. Reading also helps the students increase their vocabulary.

2. Types of Reading

According to Petel and Jain (2008:1170), reading has four types, those are intensive reading, extensive reading, aloud reading and silent reading.

a. Intensive reading

Intensive reading refers to get the specific information. In this type, readers read the shorter text to develop their active vocabulary, how to read the alphabets and combination of letters or simple words. intensive reading is usually for study activities that take place (not always) in the classroom. Teacher has main role in this reading activity. The goal of this reading is at active use of language. According to Brown (2001:312), the teacher of this reading gives the direction and help the students before, during, and after their reading.

According to Parel and Praveen (2008:119), there are few characteristics of intensive reading, they are: help the students to develop active vocabulary, teacher plays role in this reading, linguistics are developed, the aim of this reading is at active use of language, the students have to read aloud, speech habit is emphasized, accent, stress, intonation and rhythm can be corrected.

b. Extensive reading

Extensive reading is done which students read material that they can understand (Harmer: 283). This reading builds students' pleasure and enjoyment because the students are given freedom to choose reading any reference materials form original fiction and non-fiction books based on their proficiency such as novels, newspapers, magazines, web pages, text-book. The materials of this extensive reading are longer than intensive reading. From this

reading, the students can develop their knowledge and develop their reading habit.

According to Parel and Praveen (2008:120), there are few characteristics of extensive reading, they are: help the students to develop active vocabulary, the students have to read in silence, the subject matter is emphasized, the idea from material can be developed. The aim is to enrich students' knowledge, the good habit reading can be developed, the students have main role to ask for measures.

c. Aloud reading

Aloud reading is used for students to develop the reading skill by speaking or expressing idea. In this type of reading, students engage their eyes to read the text correctly and their brain to understand what the text said. The lip movement is enable to use and also the sound should be aloud to understand the content of the text. This reading is useful to check the students' pronunciation. So, if the stdents pronounce words incorrecty, the teacher can correct it.

d. Silent reading

Silent reading is done to find understanding, and get a lot informations from the text. this activity is enable to get deep meaning from the text. in this type of reading, the students should be quite in reading the text than reading fluently. Silent reading is

usually used for students mediate level who have good ability in reading to develop students' rapid reading in understanding the text.

3. Purpose of Reading

Reading has some purposes in many kinds of book that depends on the reader's goal. Mikulecky (1998:2) states that the easiest way to become a better reader in english is reading for pleasure. It is because the reader can choose a book based on their enjoyment and satisfaction. According to William Grabe and Frederick L. Stoller (2002:124), there are four main purposes of reading to get information or pleasure:

a. Reading for searching simple information

This is common way for readers to get simple information as a reading ability. Readers typically use a skimming process to scan a text for getting specific information or specific word. Skimming is a common strategy in reading many tasks for readers and useful skill in this purpose of reading.

b. Reading for learning a text

Readers in academic usually use this reading to learn considerable amount of informations from a text. Re-reading and reflection strategies are used to help for remembering informations.

c. Reading for integrating information, writing, and giving critique on a text

This reading is purposed to compose, giving critique, and select information from text. This reading is common for academic tasks to integrate information.

d. Reading for general comprehension

This reading requires rapidity and very limited time constraints to form a general meaning representation of main ideas.

B. Reading comprehension

1. The Definition of Reading Comprehension

Comprehension is the students' ability to understand and interpret the meaning from spoken or written text. comprehension is skills based on the readers experiences with the text early. According to Pressley (2002), expeirences come from how to decode that becomes fluent, increase vocabulary by founding new words from the text, and learning how to get the meaning from the text using comprehension processsen. In addition, comprehension means as a thinking process in which the students get awareness of the idea, understand the text by using experimental background, and interpret the text in relation to the students' need and purposes (Khoiriyah:2010:1).

Reading comprehension is an activity to understand the messages from any texts. According to Cahyono and Widiati (2011:149), define that reading comprehension is an activity that aims to understand the messages of a particular text. Wherease, Snow (2002:11), reading comrehension is the

process corporate between extracting and constructing meaning through interaction and involvement with the text.

Reading comprehension is a generating meaning process from varied sources directly by observing phenomena, looking at a sign, cartoon, painting, listening the discussion, watching a movie (Robert:63). Comprehension has connection between what the reader knows and the reader does not know, the to build understanding. According to Wilma H: 2000: 183), comprehension is constructing meaning from the printed material such as a book and newspaper. The envolving process of comprehension comes when the readers begin before a material is opened, continue to read the material, and change after reading material is completed. As a consequence, comprehension is called an interactive process that requires using prior knowledge to interact with the aspects of the material before, while, and after it has been read. According to Smith and Johnson (1980), comprehension means the understanding, evaluating utilizing of information, gain the interaction between reader and author.

Reading is a complex process in which the readers use mental content to construct the meaning from written material in order to the readers are supposed to recognize the meaning of printed words (Smith:1998:27). Thus, reading cannot be separated with comprehension. reading with comprehension is an capability to understand and grasp the ideas from the passages of material. The readers should be able to recall informations afterwards. According to Grellet (1981:3), reading comprehension is an

understanding a written text means extracting as efficiently as possible the required information from the material.

Based on some definitions above, reading comprehension is an activity to understand the content passages by drawing what the information or meaning is about from the printed material.

2. The Level of Reading Comprehension

According to Heilman (2016), Level of reading comprehension has more an active role on the part of the reader:

a. Literal comprehension

At this level of comprehension has minimum involvement on the part of the reader that contains the simple understanding words or ideas of the author. Thus, the author's message is received but not get evaluation, utilization, or examination in any way.

b. Interpretive comprehension

This level of comprehension, the reader gets more being active participation as a reader. Readers go beyond the simple knowledge from the text that has been read. The readers have effort to grasp relationship, compare fact with personal experience, understand sequences, look for cause and effect relationship and interpret author's messages.

c. Applied comprehension

At this level of comprehension, the reader have to evaluate the author's ideas, either accepting or rejecting, or applying the ideas in any situations than receiving and interpreting the author's messages.

d. Critical comprehension

The readers analyze, evaluate, and personally react information which is presented in a passage.

Those four levels of comprehension generally brings the readers to understand the ideas and concepts contained in the reading passages, especially on difficult material.

C. Teaching Reading

Teaching reading is important part to be done in teaching learning activity. But, there are complex activities that can be doing in teaching learning process. The teacher should determine what the students' need, include the selecting material, teaching strategy and media, classroom management, and so many things. The purpose is to make students being active participants.

Teaching reading is a process transferring material or informations from the teacher to the students. According to Harmer (2007:107), teaching is transferring knowledge from the teacher to the students, creating conditions in a class, and atudents who learn for themselves. Whereas, according to Brown (2000:7), teaching is giving instruction, helping

students how to do something, guiding students to learn something, providing knowledge that cause an understanding. Teaching reading is not simple job, but it is necessary one to help the students achieve the goal. According to Harmer (2007:23), teaching reading is not easy, but it is necessary one to help the students and it can be satisfying when the students show the progress.

There are five roles of technique teaching reading according to Smith (2011:20-21). The aims of this role are checking wether the teaching reading is success or not and also developing students' reading skill efficiently and effectively:

a. Helping students to read

The teacher's roles as a facilitator and promotor to encourage and help students in onder they can be participant and active in the teaching reading proses.

b. Providing a chance to the students to learn

The teacher should give the students an opportunity to read by themselves in order to they overcome some problems in the text. Thus, they can understand what the problems and explain by their own words.

c. Teaching letters and words

In reading activity, the students always find new letters and words from the text. So, The teacher should help the students in

remembering and memorizing new words easily by using appropriate strategy.

d. Encouraging the students

The teacher should increase the students' motivation in comprehending text when they read the text critically by identifying unfamiliar words.

e. Creating interesting and meaningful reading activities

The teacher has to be able to make a good condition and atmosphere in calssroom in order to the students can be followed the teaching reading activity. It can influence the students' interest to comprehend the text.

D. Testing Reading

There are ten types of testing reading according to Hughes (1989) in Isnawati (2015):

- a. Multiple choices. The test-takers should mark against one out of a number of alternatives answers.
- b. True or false. The test-takers should choose true or false as an answer to the provided statement.
- c. Completion. The test-takers should complete a sentence with a single word.
- d. Short answer. The test-takers are required to answer the question briefly.

- e. Guided short answer. The test-takers should complete a sentence by using provided alternatives short answers.
- f. Summary cloze. The test-takers summarize a reading passage, then the test-takers also are required fill the blank to complete the missing words of the text.
- g. Information transfer. The test-takers read, or listen, or view an appropriate text or video. Then, they complete a reading task by supplying simple information in a table, following a route on a map, labelling a picture, chart, list, form, diagram, diary, and so on.
- h. Identifying order of events, topics or arguments. The test-takers are required to give the number as a sequence of events, etc.
- i. Identifying referents. The test-takers should be able to identify the reference that refers to any words. The example is: What does the word “it” (paragraph two) refers to?
- j. Guessing the meaning of unfamiliar words from context. The example is: Find a single word from the passage which has the same meaning as “ugly”.

Those kinds of testing reading above have aim for measuring students reading ability.

E. Recount text

1. Definition of Recount text

Recount text is a text which retells any past experiences or events to entertain the readers. The content of the text can be a sad or happy story, an action, an adventure, an experience, or an activity. Derewianka (1990) defines that recount text is a piece of text which retells what happened in the past events that usually involved who plays a role in the story, what happened, where the place of events (setting), and when it happened. Meanwhile according to Anderson (1997:49), recount text is a piece of text that retells past event, usually in the order in which they happened.

2. The purpose of Recount text

A recount text is a kind of genres which has main social function or communicative purpose about “what happened” in the past. Recount text is typically retelling the past events by dealing with a sequence of events that have a relationship between writer or author and reader or speaker and listener. the writer gives the reader a description of who played a role, what occurred, and when it occurred. The purpose is to document a series of events.

3. Types of Recount Text

According to Derewianka (1990:15-17), there are three types of recount text:

- a. Personal recount

Personal recount is a recount to retell the writer activity in which the writer has been personally involved in (e.g. diary entry). The used of language features are:

- 1) Use first pronoun “I, We”.
- 2) Personal responses can be included at the end (Re-Orientation).
- 3) Details are usually chosen to add humor or interest.

b. Factual recount text

Factual recount text is a recount that record the particulars of an accident. (e.g. news report, police report, historical recount, science experiment). The used of language features are:

- 1) Use third person pronouns “He, She, It, They”.
- 2) Details are selected to help the readers in reconstructing the incident accurately.
- 3) Mention personal feelings is not appropriate.
- 4) Details of time, places, and manner are needed to be precisely stated (e.g. 8 a.m, at Victoria street, a man drove a car)
- 5) Use descriptive details to provide precise information (e.g. a man with blue jacket, black boots, and blue jins, weighing 65 kilos and approximately 175 cm tall).

- 6) The passive voice may be used (e.g. a man was killed by a robber)
- 7) Explanation and satisfaction may be include.
- 8) The ending sometimes describes the outcome of the story.

c. Imaginative recount

Imaginative recount is a recount that use an imaginary role and give details of events (e.g. a day in the life of a spiderman).

4. Generic Structures of Recount Text

According to Anderson (1997:653) generic structures of recount text has three main parts as follow:

a. Orientation

This part introduces the background information of participation, place, time that answer the question “who?, when?, why?, what experience?”.

b. Series of events

This part consists of paragraphs that depends on the creativity of the writer. The paragraph comes in second paragraph to the last paragraph that tell the events chronologically.

c. Re-Orientation

Re-Orientation summarizes outcome or results of a series of events. This part gives a personal comment or opinion of the

writer. It also can predict what happen next in the future. But, not all of recount have re-orientation. It is optional.

In a conclusion, Recount text is a text that tell the readers about the past event in which orientation comes in first paragraph to introduce the event. It is continued by series of events that tell events cronogically. Then, it is closed by re-orientation where personal comment is given.

F. Chunking a Text

1. Definition of Chunking a Text

Chunking a text strategy is the students' ability to break down the text from longer into smaller pieces. According to Valentine and Franks (1979) define that chunking is the process of organizing or clustering information into a small unit such as phrase or clause. Meanwhile, according to Casteel (1998), Chunking a text is a group of words in a sentence that can break down into short meaningful phrases (usually three to five words). This strategy helps students to develop their ability in paraphrasing, and make students easier to synthesize oand organise information. Chunking is an alternative technique which expected to give a variation in the learning process. This technique is good in order to activate the students prior knowledge. Chunking can be used in any lenght of texts. A paragraph can be chunked into a small unit as phrase, clause, and sentence meanwhile reading for a view pages can be

chunked into sections. It is useful for having the students information record about each chunked. Chunking also makes students feel comfortable in reading. By doing this, students are able to find and identify key ideas and words, improve their ability to paraphrase, organize students' thinking, and unifying information as they describe in their own words (Brown and Fallon, 2010:68).

Chunking is a tool for brain to digest the new information easily. The reason because the brain is a working memory. In manipulating pieces of informations, it holds limited amount of information at once (Malamed :2012). According to George Miller (1956), limited amount that is around seven pieces of information at that time can be placed in short-term memory. However, Miller states that the students can store more informations if they are able to chunk or combine some pieces of information from the text. So it can be long term memory if the students can chunk and organize a large amount of informations in the text. In addition, by chunking each pieces by pieces into large informations, the students can improve and understand the amount of informations that students already remember.

2. The Procedure of Chunking

A procedure is needed when the startegy is used for the students. According to Malamed (2012), the procedure of chunking a text strategy in teaching reading comprehension consists of five steps. Those steps are as follow:

a. Preparation

Preparation is the first step that the students should be followed. The teacher introduces the chunking a text itself to make students understand before doing the chunking. It is often helpful to have students' record information about each "chunk" in a graphic organizer, which the students want to prepare in advance.

b. Review reading strategies

Before the students work on paraphrasing the text, it is helpful to go over specific decoding strategies. The aim of this step is to make students get new vocabulary and remember the important points from the text. this step can also be called as "reading reminders". The students should circle or write words that are unfamiliar. Then, the students find the meaning by using synonym, antonym, context clues to help define, or looking up the meaning of unknown words. The students also circle the important things in the text such as: place, time, and name. Then, the students also should read aloud in multiple times to reinforce the memory.

c. Chunk the text

The important point of this step is the students have to chunk a text by themselves, or partner, on in grouping. Chunking can be used in any length of text for challenging. the lengths of chunks can vary. A paragraph can be chunked into phrases and sentences. Meanwhile, if the students read a several pages, it can be chunked into paragraphs or

sections. To chunk a text, it can depend on students reading level. A struggling students may work with phrases rather than sentences because the students use this strategy for the first time. But, A stronger students can often work with longer chunks.

Example:

Orientation: Last Wednesday, I came late to my school because I played play-station until 2.00 am in the night. Because that I woke up late.

Event 1: I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

Event 2: I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

Re-orientation: It was my bad experience and I hoped I would not do that again.

The students can underline or give slash (/) the text for easy job.

This step gives the students tool to break down the longer passages and read smaller informations, more manageable pieces for better understanding.

d. Paraphrase meaning

The students have to rewrite “chunks” into their own words. By the end of this activity, students should have a paraphrased version of the original text. It is aimed at whether the students understand what the text is about or not.

e. Assessment and sharing

The students’ paraphrased version can be used to evaluate students’ understanding and reading ability. The teacher can also ask the students to compare their own version to their friend in finding different meanings in the same words (discussing about interpretation).

In order to find detail information and main idea, chunking a text has variants to help the teacher to teach students easily:

- a. Identify and Define Key Words: to help students move from reading the text to paraphrasing, ask them to first identify and define the key words found in that chunk. You can add a space on a graphic organizer for this step.
- b. Create a Visual: to improve comprehension and retention of ideas, have students visually represent the selected chunk as a picture or symbol. They can create the symbol or image, or they can find one in a magazine or online.
- c. Paragraph Shrinking: to help students clarify main ideas, ask them to summarize the meaning of a paragraph in ten words or less.

- d. **Identify Significance and Connections:** after students summarize a portion of the text, ask them to respond to these ideas. Questions you might use to prompt their thinking include: What do these ideas remind you of? What questions do they raise? Why is this idea important? To whom?
- e. **Jigsaw Chunking:** you can divide a longer text into sections and have small groups work on summarizing a paragraph or two each. Groups can share the meaning of their section with the rest of the class by using the Jigsaw strategy or by having small-group presentations. This variation works well with a text that has clearly divided parts, such as the Bill of Rights, because students need to be able to paraphrase their section without having read prior sections.

G. Previous Study

There are some studies related to the use chunking a text in teaching reading. The researcher summarizes some previous studies as a guidance for the researcher in conducting the new research, and explains the different from previous studies.

The first is written by Maryani (2015). The design of this study was classroom action research which consisted of two cycles. Each cycles consisted of planning, action, observing, and reflecting. The result of this study showed that after conducting the cycle 1, the use of chunking a text

was not successful to improve the students' reading comprehension. But when she conducted a cycle 2, the chunking a text strategy could improve students's reading comprehension. The majority of the students became active and they had a high motivation because of theirs positive responses toward this strategy. She found that teaching reading by using chunking a text strategy was more interesting and enjoying.

The second is written by Rini Anggraeni (2015). The design of this study was quasi experimental design consisted of one experimental group and one control group. She used six meetings for treatment of experimental group. The result of pretest scores of the control and experimental group were low, but those students' score of experimental group was more higher than control group. It meant that using chunking was effective to improve students reading comprehension. This strategy could help students' understanding, get new vocabulary, encourage motivation and remember informations of the text easily.

According to the researchs above, it has similirities and differences from this research. The similarities are those studies using chunking a text strategy in teaching reading. The differences are the technique of research design, genre of text, and data collection method.