CHAPTER II

REVIEW OF RELATED LITERATURE

To conduct the understanding about the study, this chapter is show the theory regarding the topic, and will be present in here. The point that will be show is the theory about the nature of reading comprehension, the nature of fix-up strategy, and relevant research. All of this will be show briefly and will make an understanding regarding to the topic and variable.

A. Reading

It described the definition of reading, types of reading, strategies of reading, approaches in reading, principles for teaching reading, and the techniques in teaching reading.

1. The Definition of Reading

As one of language skills, reading roles so urgently in communication. Reading is the receptive skill, meaning that the way in which people extract meaning from the discourse they see. In addition, Patel and Jain (2008: 113) stated that reading means to understand the meaning of printed words (written symbols). Reading is an active process, which consists of recognition and comprehension skill. In short, reading is

the process of receiving the written information regarding what the reader see.

According to Roe et al (2006: 377), reading is perceived as a complex act of communication in which a number of textual, contextual, and reader-based variables to produce comprehension. The similar perception stated that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning than the goal of reading is comprehension.

In conclusion, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension.

2. **Types of Reading**

According Parel and Jain (2008: 117) there are four types of reading, there are Intensive Reading, Extensive Reading, Silent Reading and Aloud Reading.

a. Intensive Reading

Intensive reading is related to further progress in language learning under the teachers' guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel and the type of material the advance student would enjoy.

Intensive reading is text reading or passage reading. In this reading, the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners needs book to acquire knowledge is the kind of intensive reading. There are few characteristics of intensive reading:

1. This reading helps learner to develop active vocabulary.

2. Teacher play main role in this reading.

3. Linguistic items are developed.

4. This reading aims at active use of language.

5. Intensive reading is reading aloud.

6. In Intensive reading speech habit emphasized and accent, stress, intonation and rhythm can corrected.

b. Extensive Reading

The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral report, to the rest of the class, or full class discussions. It may be the source for written compositions in which students deal with specific issue arising from the material in the book. On occasions, the class may divide into groups to read interrelated materials. Each group may prepare some part of the project on some present a group repots to the rest of the class. This

type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity.

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

Few characteristics of Extensive reading:

1. It helps learners to develop to active vocabulary.

2. Extensive reading is silent reading.

3. In extensive reading, the subject matter is emphasized.

4. In the extensive reading, the learners play the main role because they ask for measures.

5. In extensive reading the idea can be developed.

6. The aim of extensive reading is to enrich the learners' knowledge.

7. Through extensive reading the good reading habit can be developed.

c. Reading Aloud

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation. What the teacher can do for better and effective teaching of reading as under:

1. The material, which, teacher presents before students, should be according to previous knowledge of the students or related to their own experience.

2. The teacher should emphasize on the stress of learners.

3. The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, be should correct it. Correction should be friendly and productive.

4. The teacher should care about all readers. Moreover, draw his attention toward weak readers.

5. While teacher present model reading, this model reading should be according the level of readers, so that readers could understand it very well and pronounce very well.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enable to read without any audible whisper.

Teaching reading is very important skill because this is stage where the knowledge of learners starts to flight. How teacher can make the teaching reading by silent reading effective:

1. Teacher should tell about the topic first to the learners, should motivate the learners. The teacher should not read first but should allow the students to read the text.

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3. The subject matter should be interested and effective and selected from the reading material developed for it.

4. Eclectic approach can use by teacher for better comprehension and understanding.

B. Reading Comprehension

1. The Definitions of Reading Comprehension

Reading and comprehension so tightly connected because comprehension is the result of reading. If there is no comprehension in reading, there is no communication, mainly in written communication. Based on the study of Richard and Renandya (2010: 483), Reading comprehension is the understanding resulted through the process by which the meaning of a written text is understood. In addition, Thombury (2003: 41) stated that comprehension skills are the heart of the reading process and we bring our life experiences to the act of the reading. Next, in her research, Snow defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement

with written language. Neufeld in Beyer (2007: 2) went on further to say that, comprehension involves two important features being actively involved with the text and using appropriate background knowledge to interpret the text.

The purpose for reading and type of text determine the specific knowledge, skills, and strategies that reader needs to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Reading comprehension is about much more than answering literal questions at the end of a passage, story, or chapter. Paris and Stahl (2005: 134) defined that reading comprehension is the ability to identify meaningful relations between the various parts of a text and between these parts and the readers' background knowledge.

Based on the theories and explanation above, the writer can conclude that reading comprehension is not an easy process, but also interactive which entails the readers to comprehend not only literal meaning of the text, but also text organization and to be able to make conclusion from the text. Besides, the readers must be involved emotionally into the contents explicitly and implicitly in the text. In addition, reading comprehension can be defined as a simultaneous process of constructing meaning of the written text and relating it to the life experience.

2. **Factors that Influence Students in Reading Comprehension**

There are many factors influencing reading comprehension, according to David Pearson (1987: 9) "the factors are influencing reading comprehension into two categories, inside factors and outside factors."

Inside factors are divided into four components. The first is linguistic component, what the readers know about the language. When the students learn language, they learn three systems they are:

1. *Phonological Knowledge*; it includes of different phonemes (individual sounds) in language.

2. *Syntactic Knowledge*; it refers to orderly arrangement among words in sentences.

3. *Semantic Knowledge*; it refers to our knowledge of word meaning. It is also includes our knowledge of the relationship among words.

The second component of inside factors influencing reading comprehension is interest. It is important thing in reading comprehension. If the students interested in the topic presented in their class, they will understand more about the topic. As a facilitator, the teacher has to give the explanation about the material in many ways. Therefore, the teachers have to use various resources related to topic. The teachers give opportunity to their students to read everything from any resources such as magazine, books, journal, etc. their interest can influence their comprehension.

The third component is motivation. Most of reader usually read what they want to read. Therefore, motivation can influence the student's comprehension because the different reasons of the readers have different power to make the reader try to understand more what they read. There are two kinds of motivation, intrinsic and extrinsic motivation. Intrinsic motivation is in the reader. It comes from the leaner itself. As the teacher, we try to give the extrinsic motivation so that they will be more motivated. We offer incentives, feedbacks, and other stimuli as try to alter a student's level motivation. In line with the explanation of motivation and interest above, in this study the writer interested to use questioning to build up the students' motivation and interest, and also want to see the effect of using questioning strategy in relationship with the students' reading comprehension achievements. Because, it is impossible for the students to understand the text if they has no interest and motivation to read. Therefore, it can be concluded that the good interest and motivation result the good achievement of the students.

The last component is reading ability. It explains how well the reader can read. It is almost to say that the more reading ability one possess, the better one will comprehend. The readers have to read everything and try to understand what they read.

The outside factor influencing reading comprehension is divided into two categories. The first is the written massage such as books, magazines, newspaper, etc. There are some factors in the written message

which could affect comprehension such as word frequency, story structure, the math information, and visual displays can all be manipulated to increase or decrease comprehension.

The second outside factors is the environment, which could affect comprehension. Pearson (1978: 18) explained, "There are two factors in reading environments; home environment and school environment." In the home environment, the parents have significant role to improve the reading skill of their children.

School environment is another factor to develop students reading ability. Reading environment will be constructed if the teacher motivates their students to read and make students want to read more. Besides that school environment especially teachers, pears, and the classroom ecology, all influence the reading object. The comprehension is process to in getting the information. The writer concludes that reading comprehension is a process to understand contains of the text, which is done by the readers to get information. It is given through written language and aimed to comprehend the meaning of the text.

3. **Reading Comprehension in Recount Text**

According to Anderson (in Dwi, 2010: 16) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. The aim of the text is retell the past event or to tell someone's experience in chronological order.

Recount text is a text written to retell for information or entertainment (Wikipedia, free encyclopedia, 2010). This type of text is not only use at school, but also at other media written and electronic, it used in many real social contexts. For example used in diary, blog, letter, biography, travel report, police report, sport report, etc.

Fauziati et al (2013: 231) stated that a recount tells past events, which occurred in a sequence. Narrative and recount texts are similar that is both tell the past events, so they commonly use Past Tense, either Simple Past Tense or Past Perfect Tense. Besides, they use sequences of time in telling the past events. Narrative text often found in storybooks about fable, myths, folklore, etc, while Recount text usually found within biography. The difference lies on their structures. Narrative texts raise conflicts within the events, which are natural, social, or psychological. Recount texts do not include conflicts but only retell a sequence of events, which occurred in the past.

4. Generic Structure of Recount Text

Anderson and Anderson (1998: 24) recommended the steps for constructing recount texts; they have three main parts:

1. A first paragraph, that gives background information about who, what, where, and when (an orientation).

2. A series of paragraph that retells the events in the order in which they happened.

3. A concluding paragraph that may include a personal comment (not always necessary).

Anderson and Anderson (1998: 25) also proposed a scaffold as a guide for constructing a piece of text. Some recounts do not have a conclusion. We can see clearly in the following chart.

The three parts recount scaffold

Introductory paragraph that tells who, what, where, and when.

A sequence of events in the order in which they occurred

A conclusion

The two parts recount scaffold

Introductory paragraph that tells who, what, where, and when.

A sequence of events in the order in which they occurred

In short, the generic structure of recount text should consist of the following:

TEXT ELEMENTS	CONTENT
Orientation	Information about an event and its setting. If provides details of who, what, when, where, or why.
Events	A sequence of events which happened in a chronological order. What happened? First..., Next…, Soon..., During...,

	Eventually…, Finally…
Closing **(reorientation)**	Conclusion/ summary of the events What you think, feel or decide about the occurred events.

5. Language Features of Recount Text

The language features in Recount Texts include the following indicators:

1) Nouns and pronouns instead of person, animals, or things involved, such as Angela, the donkey, we, etc.

2) Action verbs such as run, sleep, ride, etc.

3) Past tense such as she went to the hospital, he was happy, etc.

4) Conjunctions and time connectives, which order events, happenings, or actions, such as; after that, then, but, etc.

5) Adverbs and adverb phrases to show location, time, and manner, such as right here, in my house, yesterday afternoon, slowly, often, etc.

6) Adjectives to modify nouns such as beautiful, funny, childish, tiny, small, etc.

C. Fix-Up Strategy

1. The Definitions of Fix-Up Strategy

In reading process, it is unusual if a reader monitors the meaning of the reading material, but there is sometimes a thing that makes no sense. In this problem, the reader usually tries to find a problem-solving technique. One of the appropriate techniques to resolve this problem is by using Fix-it or Fix-up strategy.

In the study of Tovani (2000: 49), Fix-up strategy is what you use to help yourself get unstuck when you are reading confusing text. According to Neufeld in Beyer (2007: 11), *fix-up* strategy is use to help students deal with information they have questions about. Furthermore, in the study of Moreillon (2007: 116), He stated that Fix-up options are tools that readers can rely upon to find their way home, to make sense of what they read.

In addition, Duffy (2009: 130) stated that Fix-up strategy are also frequently referred to a strategy in which readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading. To use it, readers first need to understand that it is essential to monitor meaning getting as you read and that good reader's stop when a problem encountered. In short, a reader first should realize that he/she does not understand about the particular word meaning in the text, and then try to find the meaning by reread, use prior knowledge, think, and reflect, to find

out the problem. After finding the problem, the reader can visualize, retell, and notice about what already understood from the text.

According to Tovani (2000: 51), there are several steps of using fix-up strategy used by the reader or students as follows:

a. Make a connection between the text and:

Your life.

Your knowledge of the world.

Another text.

b. Make a prediction.

c. Stop and think about what you have already read.

d. Ask yourself a question and try to answer it.

e. Reflect in writing on what you have read.

f. Visualize.

g. Use print conventions.

h. Retell what you have read.

i. Reread.

j. Notice patterns in text structure.

k. Adjust your reading rate: slow down or speed up.

In brief, fix-up strategy is one of strategies in reading comprehension that is used to help the readers being unstuck in reading text to make sense

about what they read, especially when they have the difficulties about the unknown words or the meaning of the text they can make several steps in fix-up strategy to solve their problem.

2. **Teaching Reading Comprehension by Using Fix-Up Strategy**

As fix-up strategy is a reading strategy, or in common as learning strategy, the teacher does not use it, but the students use it. However, the students will not be able to use the strategy if the teacher does not teach them before. Thus, the roles of the teacher are also very important in implementing the strategy; it can be seen as the following list:

What is the Role of the Teacher during Strategic Teaching and Learning?

1) Teach a few strategies through modeling and guided practice.

2) Teach them in depth.

3) Teach them over a long period.

4) Teach using a variety of text—genre and difficulty.

5) Use effective prompting and questioning.

6) Monitor student understanding to adjust instruction accordingly, providing additional modeling/support to scaffold student learning.

7) Teach for independence.

Specifically in fix-up strategy, the role of the teacher is as a guide and of model of using this strategy. According to Tovani (2000: 60), there

are three steps of modeling the use of fix-up strategy to the students; it can be seen as follows:

1.) Share material you find confusing. Remind students that even good readers get confused when they read. Demonstrate what you do when you recognize a problem in your comprehension. Show students how to flag interruptions in meaning. Try reading aloud a difficult piece of text and have students record the fix-up strategies you use to regain meaning. Teaching point: Good readers isolate confusion and make a plan to repair meaning. They know that if they continue reading without doing anything to help them, their confusion will get worse.

2.) Give a list of fix-up strategies to your students. Ask them to use these strategies while reading their class assignments. Ask them to try at least one fix-up strategy before you help them clear up their confusion.

Teaching point: Good readers do not quit when they become confused. They use fix-up strategies to repair confusion.

3.) Demonstrate how listening to the voices in your head helps you know which fix-up strategy to use. Let students know that not every fix-up strategy works in every situation. Tell them that it is okay to abandon a fix-up strategy if it is not helping.

Teaching point: Good readers use fix-up strategies flexibly. When one does not work, they try another one.

Another expert, Duffy (2009: 136), described about the modeling of fix-up strategy used in teaching English subject as follows:

Say something like:

"Let's read on. Tell me the first time you come to a problem. What is the first problem you find? Okay, in the middle paragraph on page 11, you stopped at the word *bondage* because you were monitoring and it stopped making sense when you ran into that word. That is a hard one to figure out, but let us apply our look-back strategy and see if we can fix it. First, we have to identify the problem. What is the problem? Yes, we do not know a word. So now, we have to think about whether we know anything that would help us solve that problem. Do we have a strategy? Yes, just as before, we can use our context strategy to figure out words we do not know. So first look back and see if there are context clues you can use. Yes, the word *slaves* and *escape* are clues. By thinking what it is that slaves try to escape, maybe 'bondage' means the same thing as 'slavery.' Let us test it out. Does that make sense there? Yes, so we can read on".

Based on the explanation above, to teach the students the fix-up strategy, the teacher can use the following steps:

1) Ask the students to read and let the students tell the problem found.

2) Have the students stop in the word that considered not making sense.

3) Ask the students to figure out and let them use the look-back or fix-up strategy.

4) Instruct the students to identify the problem and to think if the students know anything about the problem (unknown words) to help them resolving the problem.

5) Ask the students to use context strategy that can resolve their problem by looking back the text to find the words related to the words in problem (using context clues).

6) Let the students test if the words make sense or not.

7) The students can continue reading and do the fix-up strategy if they find more problems.

D. Relevant Research

In order to avoiding the plagiarism, the writer stated some research findings dealing with the use of fix-up strategy or reading comprehension. In fact, there were some of research reports that had relevancy toward this research proposal paper. The first title that conducted by Indrasari (2012). This is an experimental research. The experimental research was conducted at SMP Negeri 2 Temanggung, from March to April 2012. The sample of the research was two classes; those were VIIID, which was treated as experimental class taught by using fix up strategy, and VIIIG, which was treated as control class, taught using by direct teaching. Each of them consisted of 26 students. The data were in the

form of quantitative data that were taken from reading test and self-confidence questionnaire. The data of reading test were used to know the students' reading skill. The data of self-confidence questionnaire were used to know the students' level of self-confidence. The data of reading test were the scores of students' reading test that was administered after having eight times treatment for each class. The researcher analyzed the data using ANOVA or analysis of variance.

Based on the result of data analysis, the research findings are: (1) Fix up strategy is more effective than direct teaching to teach reading; (2) the achievement of students' skill in reading does not depend on the level of the students' self-confidence; and (3) there is an interaction between teaching strategies and students' self-confidence.

Based on the research finding, it can be concluded that fix up strategy is an effective strategy to teach reading for the students having at the eighth grade students of SMP Negeri 2 Temanggung.

The second title that conducted by Suryati (2013). The type research was quasi-experimental research, which the researcher cannot create a new participant groups for this experiment. The focus of this research was to find out the significant effect of using fix-up strategy towards students' reading comprehension in narrative text at the second year of SMAN 2 Tapung Kampar Regency. The subject of this research was the second year students at SMAN 2 Tapung Kampar Regency, while the object of this research was the using of Fix-up Strategy towards students' reading comprehension in narrative text. In this research, the researcher took two classes; experimental class and control class

from the four classes of the second grade. There were 51 students as the sample from 103 students of population that taken from second year classes by using clustering sample randomly based on group. In collecting the data, the researcher used reading test. It consisted of 25 multiple-choice items based on the text. In analyzing the data, the researcher used t-test formula that operated by using SPSS 16.0 versions.

Finally, the research found that H_a was accepted and H_0 was rejected. Besides, it can be proved according to the analysis of the data by using t-Test, it was obtained that t_o is 2,87 in which it is higher than t_t on the level of significance 5% = 2,01 and 1% = 2,68. It can be concluded that there is significant effect of using fix-up strategy towards reading comprehension of the second year students of SMAN 2 Tapung Kampar Regency. Based on the research finding, it can be concluded that fix-up strategy is an effective towards reading comprehension of the second years students of SMAN 2 Tapung Kampar Regency.

The third title that conducted by Christine D. Bremer Et.al (2002). The writer considered this research finding as relevant research because Fix-up Strategy that was found by Klingner and Vaughn is the part of this strategy. It mentioned in the point of *Click the Clunk*. The data of this research is obtained, by reading comprehension test of student of third semester of English education of STKIP Nias Selatan. Data obtained from these tests were analyzed using T-test. Based on the results of data analysis, it was found that tcount is larger than ttable. In a sense Collaborative Strategic Reading (CSR) strategy has an impact on

students' reading comprehension. Strategy is very helpful for students in determining the main idea and draw conclusions from a text that is read.

To differ with the writer research it is for the basis year of the subject, which is study on second year student or eight grade students and for the reading comprehension especially in recount text.