CHAPTER II

REVIEW OF LITERATURER REVIEW

This chapter discussess the theories about reading, reading comprehension, Annatoting Text Strategy, recount text and also discuss about the previous study.

A. Reading

1. Definition of Reading

Reading is the meaningful interpretation of printed or written verbal symbols. It is a complex process in which the recognition and comprehension of written symbols are influenced by readers, perceptual skills, decoding skills, experienced, language background, mind set and reasoning ability as they anticipate meaning on the basis of what has been read (Tarigan, 2008). In different way, according to Alyousef (2005) reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic 12 knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Students may read a text for the following objectives (Rivers, 1981: 265), those are:

a. To get information for some purposes o curious about some topics.

b. To get instuctions on how to perform some tasks for our work daily life (e.g knowing how an appliance works.)

c. To act in play (e.g play a game like o a puzzle.)

d. To keep in touch with friends by correspondence or to understand bussines letter.

e. To know when or where something will take place orwhat is available.

f. To know what is happening or has happened (as reported in newspapers, magazines, or reports.)

g. For enjoyment or exitement.

2. The Importance of Reading

The explanations above clearly states that reading is very important to students when they are want to understand meanings, ieas, knowlegde, information, or only to expresstheir hobbies. Reading is viewed considerably important because by reading students can enlarge an enrich their knowlwgde and experiences because most of information they need are served in written form. So, reading is not only to fulfill our teaching and learning process, hobbies or habits but reading can help us to get more information an new knowledge.

To conclude, reading is an interactive and complex process between a reader and a text. Reading skill is influenced by perceptual skills, decoding skills, experienced, language background, mind set and reasoning ability along with this process various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the ability to process of the text , understand its meaning, and to integrate with what the reader already knows. An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intertextuality, actual events vs. narration of events, etc.) and practicing deep reading.

According to Whorter as cited in Rahemi (2013) comprehension is the main goal of reading that refers to understanding what is being read. Readers usually make use of background knowledge, vocabulary, and grammatical knowledge, experience with text and other strategies to help them understand

written text. Similarly, reading comprehension is the interaction among word identification, prior knowledge, comprehension strategies, and engagement. Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer .reading comprehension is only a term referring to reading skill through the important thing is not on the pronouncing or load reading, but it is the understanding taken into consideration.

Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning. Without all of these skills, one cannot comprehend properly and, therefore, not read properly (Prado and Plourde as cited in Harvey, 2013). Besides, according to Nation (2004) comprehension is the ultimate goal of reading. Everyone agrees that reading comprehension is not a simple matter of recognizing individual words, or even of understanding each individual word as our eyes pass over it. All models of comprehension recognize the need for readers to build up mental representation of text, a process that requires integration across a range of sources information, from lexical features to kinowledge concerning events in the world.

According to Alyousef (2005:2) stated that, reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as

schematic knowledge (through top-down processing). The word "skill" in Oxford Advanced Learner's Dictionary skill is the ability to do something well. It means that skill is the ability to comprehend the passage requires the power of understanding the total meaning of the passage. A skill is something to do automatically without thinking about it and to do it the same way every time.

Moreover, skill is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptive carryout complex activities or job functions involving ideas, things, and people. Based on the definition of above, the researcher concluded that reading comprehension skills can be defined as the reading process which the readers understand the passage of the text, understand total meaning of the text, both implicit and explicit meaning and to be able to answer the question about the text well.

Reading comprehension is a skill, which the reader must be guess and answer question, and explain again what the purpose and massage author. After the reader reads the title of the text, the students predict what will happen next in a story to get the main ideas and supporting detail easily. So the students can understand the massage or the structure, understand the meaning of unknown words of the text of the text and inferring the point of the reading material. In this research the researcher focus on skills in understanding of massage or structure of the text and understanding main idea and the meaning of unknown words.

The explanation above clearly state that reading is very important to students when they are want to understand meanings, ideas, knowledge, information, or only to express their hobbies. Reading is viewed considerably important because by reading students can enlarge 11 and enrich their knowledge and experiences because most of information they need are served in written form. So, reading is not only to fulfill our teaching and learning process, hobbies or habits but reading can help us to get more information and new knowledge. Therefore in reading, comprehension is a very essential thing because, without reading comprehension there would be no reading. The amount of information gained in reading will vary greatly defending on several factors.

To comprehend a text, a reader hasto construct the meaning of a written text. Lems, et al. (2010: 170) state that reading comprehension is the ability to construct meaning fom a given written text. Reading comprehension is not a static competency, it varies according to the purpose for reading and the text that is involved. Additionally, reading comprehension is an interactive pocess of meaning construction. Meanwhile, Samuels (2007) in Lems, et al. (2010: 148) put it even more simply: " In order to comprehen a text, one must ientify the words on the page and one must construct their meaning".

According to Smith and Johnson (1980) states that reading comprehension means the understanding, evaluating utilizing of information and gained through the interaction between reader and author. Reading comprehension means understanding what has or have been read. Reading is a complex process in which the reader uses mental content to contain the meaning from written materials it

means that the reader is supposed to recognize the meaning of printed words (Smith:1988:27). It can be said that reading comprehension is the capability to understand or grasp it ideas of one passage. Reading comprehension refers to reading with comprehension. Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities .When we read, we should be able to recall information afterwards. Meanwhile, according to Jannette Klingner "Reading comparison is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. The RRSG define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Chaterin:2002:1).

2. There are three elements in reading

The Elements of Reading Comprehension comprehension:

1. The reader who is doing the comprehending To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

2.   The text that is to be comprehended The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader constructs different representation of the text that are important for comprehension (Chaterin:2002:14).

3.   The activity in which comprehension is a part A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity, all which occur within some specific context. The initial purpose for the activity can change as the reader reads. Processing the text involves decoding the text, 18 higher-level linguistic and semantic processing, and selfmonitoring for comprehension. These three dimension (reader, text, activity) define a phenomenon that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of the three elements (chaterin:2002:11).

3. The Level of Reading Comprehension

It may help to understand the comprehension process if you at it the way many experts in reading does. They often talk about three levels of comprehension. Each level involves more of an active role on the part of the reader.

1. Literal comprehension. This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple

understanding of the words and ideas of author. The author's massage is received but not examined, evaluated, or utilized in any way.

2. Interpretive comprehension. At this level the reader not only knows what the author said but goes beyond that simple knowledge. it involves an effort to grasp relationship, compare facts with personal experiences, understand sequences .see cause and effect relationship, and generally interpret the massage. It requires a more active participation on the part of the reader.

3. Applied comprehension. At this level reader does more than merely receiving and interpreting the massage. The reader evaluates the author's ideas, either accepting or rejecting them or applying then to some new situation.

The essence of reading act is "Reading Comprehension" it becomes primary challenge in teaching and learning of reading skill. Reading comprehension is important, not only to understanding text, but for broader learning, success in education, and employment (Oakhill, 2015:1). Therefore, someone cannot get information or meanings of the text completely without comprehending the text itself. Comprehending means understanding the meaning or the point of a topic where it is do to get the meaning of something because, it is an active cognitive process that acquires the construction of meaning from incoming information and prior knowledge (Dubin, Eskey and Grabe, 1986:6).

In relation to reading, "Reading comprehension is a complex intellectual process involving a number of abilities to understanding, evaluating and utilizing

of information and idea gained through the interaction between the reader and the author" (Rubin, 1997:91). Therefore, it can be concluded that "Reading Comprehension is a readers' ability in understanding, evaluating, and utilizing the text to find information accordance with the readers' purpose.

Based on a review of the literature, reading is commonly defined as the ability to read and interpret meaning from varied texts. We reviewed three primary sources to identify national or commonly used definitions. These include:

(1.)   The National Assessment of Educational Progress (NAEP) is a nationally representative measure of trends in U.S. students' academic achievement in grades 4, 8, and 12. NAEP defines reading as follows, but notes this definition is only for the purposes of the assessment: Reading is an active and complex process that involves: (a) understanding written text, (b) developing and interpreting meaning, and (c) using meaning as appropriate to type of text, purpose, and situation.

(2)   The National Reading Panel (NRP), convened in 1997, synthesized current research on reading development of children in preschool through grade 12 (though very little research existed at the time on preschool children). The NRP produced two major reports in 2000. No single definition of reading is identified in the report, however, the panel found the following skills critical to reading development: phonemic awareness, phonics, reading fluency, and reading comprehension.

(3) Selected reading researchers identify the following definitions:

• Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.

• Reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context of the reading situation.

• "…reading proficiency at the end of elementary school requires that students be able to identify the words on the page accurately and fluently; that they have enough knowledge and thinking ability to understand the words, sentences, and paragraphs; and that they be motivated and engaged enough to use their knowledge and thinking ability to understand and learn from the text. We want to emphasize that motivation to understand and learn from text is a critical component of reading comprehension..."

• Reading proficiency requires three sets of interrelated skills that develop over time: language and communication, mechanics of reading, and content knowledge.

C. Annotating

1. Definition of Annotating

Annotating is a writing-to-learn strategy for use while reading or rereading. Annotating helps readers reach a deeper level of engagement and promotes active reading. It makes the reader's "dialogue with the text" (Probst) a visible record of the thoughts that emerge while making sense of the reading. Before teaching annotating, we ask that students examine their written responses to a short story and determine the ways readers think about text after reading. Students read a sentence from their responses and we ask the class, "What type of comment is this? What category would that sentence fit into?" Once a category is named and recorded on newsprint or an overhead transparency, we have students read additional sentences that would fit into the category statement by Porter-O'Donnell (2004).

According to Rona and David annotating text includes the following components:

(a) writing brief summaries in the text margins in the students own word,

(b) enumering multiple ideas (e.g. cause and effect relations, characteristic,

(c) noting examples in the margins, (d) putting information on graps and charts if appropriate

(e) marking possible test question

(f) noting confusing ideas with a question mark in the margins, and

(g) selectively underlining key word or phrases.

Here are some steps of annotating text :   a. Mark key points of the text (thesis). b. Mark key terms and unfamiliar words. c. Underline important ideas and memorable images. d. Write questions or comments in the margins. e. Write personal experiences that relate to text. f. Mark confusing sections that may require re-reading the text.   g. Underline the sources that were used (if any).

The role of the teacher is to provide a short passage from a work, the students are reading and explaining. Both the teacher and students cooperate in making efforts of understanding the material that is being taught. Once the list of categories is completed, the students create a cluster or another visual aid that they can use as reference while writing about their reading. Depending on the class and the responses that emerged, we might continue adding categories and specifics related to the categories as we examine more responses to text. For example, students might make connections to similar personal experiences or their actions in similar situations, but they might add connection to other texts (books, short stories, movies, TV shows, lyrics, artwork, and so forth) on their visuals to remind them of the varied ways of making connection.

The Advantages of Annotating text.

Text annotation can have several advantages for the students. It will:

1. Improve concentration, so you will not become distracted and have to reread the text.

2. Provide an immediate self-check for your understanding of the text's key ideas.

3. Help you remember more.

4. Assist you in getting ready for test on the material.

5. Negate the need of time spent in rereading the chapters.

6. Help you state ideas in your own words.

Based on explanation above, the writer concludes that procedure to annotating text strategy: mark key points of the text, mark key terms and unfamiliar words, underline important ideas and memorable images, writes questions or comments in the margins, write personal experiences that relate to text, make summarize from that text.

Students can hear what each type of response sounds like and see the variety of ways to react or respond to a text. Typically, classes generate six or seven ways of responding. Readers usually make predictions, ask questions, state opinions, analyze author's craft, make connections, and reflect on the content or their reading process. Once the list of categories is completed, we have students create a cluster or another visual aid that they can use as a reference while writing about their reading. Using the Categories to Teach Annotating, we use a short story that can be read aloud in one class period. We make each student a copy of a story from the class anthology and make an overhead transparency of each page.

In addition, we make a transparency of the Annotating Text bookmark, shown in Figure 1, with ideas for symbols to use and marginal comments to make. My colleague Monica Fairman was influential in designing this format to support active reading. We also help students to distinguish between marks and marginal notes they might use for surface meaning and other marks for identifying deep-meaning ideas. For example, students might create a coding system of circles, squares, and underlining to identify information related to the surface meaning (vocabulary, who, what, when, where, and why) of the text. While annotating for deep meaning or underlying messages, students might mark these areas with a symbol such as an asterisk, and marginal notes would be shortened versions of the types of responses readers write after reading.

While listening to the first page of the short story, students use the symbols listed on the overhead to mark information typically found in the opening pages. At the end of the first page, or at a natural pause in the text, we stop reading and give students time to go back and add marks. Next, we ask them to share what they have marked, and we make the same markings on the transparency of the first page of the story. We also ask if anyone wrote any comments in the margins. Typically, if the problem or conflict has been introduced, several students will have written a prediction. If this happens, we write the prediction on the overhead. If there are none, the teacher can write a prediction, a question, or a connection to the story that has been read to this point. Statement by Porter-O'Donnell (2004).

Finally, the researcher ask that students go back and make at least one marginal comment related to this portion of the text. The researcher continue reading aloud and stopping every few paragraphs, at the end of the page, or at a natural break in the text, and the researcher continue to solicit marginal comments from the class and record them on the overhead transparency. If the researcher see that some types of comments are not being used, we ask for annotations based on a certain type. After going through a short story in this way, the researcher provide each student with an individual bookmark with the same information that was on the overhead.

Many students use it as a reference while they read and to guide their written responses. In the next days of class, students practice annotating short stories or the opening chapters of a novel that they purchase.

2.   Teaching Reading Recount Text with Annotating Strategy

Teaching is an activity to show or help students to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge (Brown, 2000:7). Therefore, "Teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge". Teaching reading itself is a complex process involving decoding skills, fluency and reading comprehension (Hibbard and Elizabeth, 2013:8). The teachers' responsibilities in helping learners or students to achieve these goals will be to motivate reading by selecting or creating appropriate text, to design useful reading tasks, to set up

effective classroom procedure, to encourage critical reading, and to create a supportive environment for practicing reading because, each learners will have different strength to build on and different weakness to overcome.

.Teaching Reading Comprehension In teaching reading comprehension needs some strategies to help students comprehend the reading texts. There are ten strategies can be applied in teaching reading comprehension (Brown, 2000:306-309):

a. Identifying the purpose in reading.

b. Using graph emic rules and patterns to aid in bottom up decoding (especially for the beginning level learners).

c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

d. Skimming the text for the main ideas.

e. Scanning the text for specific information.

f. Using semantic mapping or clustering

g. Guessing when you are not certain

D. Techniques of Teaching Reading Comprehension in Junior High School

In teaching reading comprehension is needed appropriate technique. Technique in teaching and learning is one of the main factors that determines the success of a teaching and learning process and also one of the determiner factors of the purposes of study achievement. So, it is reasonable enough to think that the appropriate technique selection in teaching is considerably important. The teacher should creative to make their teaching and learning process more active, interest, enjoyable, and make the students easy to understand about the materials. Annatoting text strategy of the alternatives among various language teaching techniques.

A good teacher should be able to make the situation and condition in the classroom as attractive as possible in order to make the students fell excited and more interested in learning and the use of small group discussion in teaching reading comprehension is a suitable alternative. In group learning, students may enjoy from time to time getting away from the usual pattern of learning and provides opportunities for students' initiation, for face to face, give and take, for practice in negotiation of meaning for extended conversation exchanges (Brown, 2000:178).

Furthermore, Johnson (1995) suggest: "Students should be arranged so that each student can see all other members of his group and can be heard without

shouting and disturbing the other groups". "Most of the teaching learning process lately focuses on the teacher (teacher-centered), whereas this type of teaching and learning process is proven less effective. Therefore, it is hoped that by using the small group discussion technique, the process of teaching and learning will be better and the target of learning is able to be achieved. The using of annatoting text strategy, especially reading comprehension, will enable the students to get the meaning of passage by getting information from his friends and teacher. The students can share the difficulties the reading text to each other and provide themselves with the knowledge.

E. Pocedure of Teaching Reading

Annotating text well requires that you think critically and read actively rather than passively. Annotating a piece of text (either an article, a novel, a textbook, etc.), ensures you will remember more of the material, stay more engaged with the reading, and most importantly, eliminate rereading due to lack of understanding the first time. Expert readers employ several key strategies to monitor their comprehension and engage with the text as they read: summarizing, asking and answering questions, concept mapping, activating prior knowledge, and recognizing patterns. Non-expert readers greatly benefit from explicit instruction in these strategies, particularly when the strategies are used to study meaningful course content.

Annotation is one of the best ways to instill these reading strategies and make them visible for both students and teachers. Because annotation encourages students to read texts closely and actively, it is one of the primary ways to deepen learning.

Components of Successful Annotation

- Selective: Annotating requires students to select key pieces of text for analysis. Students should be reading for a purpose and using annotations to focus their attention.

- Metacognitive: Annotating allows students to track how they are thinking as they read. Gaining insight into what students struggle with and how they construct knowledge is useful to both the student and the teacher.

- Textually dependent: Annotations should reference the text and interpret what the author is trying to say. Annotations that merely reflect personal opinions have been shown to be less effective in developing reading comprehension.

- Useful: Annotating should help students organize and retain information that is pertinent for class discussion and further study.

Modeling

Educator explains and models key annotation strategies through a think-aloud, projecting a document for the class and annotating it or sharing photocopies of an annotated document. The annotation strategies will vary according to the objectives of the assignment and the particular text being read. Key strategies to highlight:

- Summarizing

- Questioning

- Predicting

- Making connections

- Finding the main idea and key details

- Outlining text structure

- Identifying and defining new words

    Source : https://sites.ewu.edu/.../files/.../Annotating-with-a-Purpose.pdf

F. Previous Studies

There are some previous studies about Annatoting Text Strategy by the reseacher. First, Ardiyan Syah (2013) was conducted a study on title *"Improving Students' Reading Comprehension Of The Eleventh Grade Of Language Program Of Man Bawu Jepara In The Academic Year 2012/2013 By Using Annotating Text Strategy".* In these study the researcher conducted the research in eleventh grade

students of Man Bawu Jepara. The writer conducted a classroom action research. The writer used field note, observation sheet, and some test to monitor the process and the students' improvement. To analyze these data, the writer used a descriptive qualitative and a simple quantitative measurement.

Second, Yayah Fauziyah (2015) conucte the research on title *"The Effectiveness of Using Reading, Encoding, Annotating, and Pondering (REAP) Technique towards Students' Reaing Skill of Descriptive Text"*. In these study the researcher conducted the research in seventh grade of Mts Salafiyah. This research using quantitative approach an also using experimental research.

Based on the previous study above, the researcher focus on study "*The Effectiveness of Using Annotating Text Strategy to Students Reading Comprehension of The Second Grade of Mts Ma'arif Bakung Udanawu"*. This research explains is there any significant difference on students reading comprehension before an after taught by using Annotating Text Strategy in reading comprehension at the second grae students at Junior High School. The researcher use the quantitative approach and also used pe-experimental design to describe the effectiveness of Annotating Text Strategyof reading compehension. The researcher choose the narrative text for treatment of Annotating Text Strategy at second grade of Mts Ma'aif Bakung Udanawu.

The difference of this research with the previous study above, first is the differences with the research from Ardiyan Syah conducted a classroom action research. In these study the researcher conucted the research in eleventh grade

students. The similarity, the writer use a simple quantitative study. Secondly, the differences research from Yayah Fauziyah the title is use Reading, Encoding, Annotating, and Pondering (REAP) Technique. And the research for seventh grade students. For the similarity is use quantitative aprroach and using experimental research.