

CHAPTER II

Review of Related Literature

To strengthen the conceptual framework of the research, this chapter presents some supporting theories which related with this research. This chapter includes the review of the theories, review some relevant studies with this research.

A. Reading

Reading is something that common for everyone. It has many definition. Each expert defines it differently. Wallace (1998 : 4) states that reading is interpreting which means reacting to a written text as a piece of communications. In academic context, reading has important rule to the teaching and learning. In addition, reading can defines as a window to see any information in the outside of mind. It is not only about English, almost of the learning subjects will be acquired by reading. Hossein (2008) says that reading is an integral part of academic affairs and it is equally important outside academic context.

According to Paul Leedy (1956: 3), he stated that reading is know where to look to discover main ideas and supporting detail. Michigan Department of Education (2005: 1) writes that reading is the process of constructing meaning through the dynamic interaction among the readers' exiting knowledge, the information suggested by the next and the context of the reading situation . Murdoch (2006: 18) states

that reading is a complex behavior that involves conscious and unconscious use of various strategies, including problem-solving strategies to build a model of the meaning which the writer is assumed to have intended and reading is an intrinsic part of the classroom teaching of the content.

Based on statements above, reading can be said as a process to get information or meaning from written text by using certain strategies to catch it as wide as possible. Reading has closer correlation with academic purposes. Kovak (2011 : 07) states reading in academic purposes consist of two related processes; word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's of spoken language. Comprehension is the process how making of words, sentences and connected text .

B. Reading Comprehension

There are a lot of definitions of reading. Linguists give definitions about reading in various ways. They say that reading is the process to get, to understand, to catch the content of the reading. They also add that reading is a process to understand a written text which means extracting the required information from it, as efficiently as possible. Smith (1994:3) defines that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics –it is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must clearly exercise

control. Hedgcock (2009:49) adds that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on bottom-up processes (for decoding and comprehending the text) or top-down skills (for activating the background knowledge and prediction strategies of the reader) and according to Brown and Yule (in Lems, 2010:171), reading involves learning how to make —reasonable interpretations|| of a written text.

Reading covers a lot of things. It does not simply know the meaning of individual words in a particular text. In other words, reading can be defined as a process of making reasonable interpretation in apprehending a text which has four characteristics; purpose, selection, anticipation, and comprehension. Talking about comprehension as one of the characteristics of reading, Mikulecky and Jeffries (2007:74) state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows. According to Smith (2008:41), comprehension may be regarded as relating aspects of the world around us— including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.

Richards and Schmidt (2002:99) say that comprehension is the identification of the intended meaning of written or spoken

communication. They also adds that contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing). It is also supported by Smith (1994:165) that readers learn the meaning by making sense of words from their context, using what is known to comprehend and learn the unfamiliar. Making sense of words is basically related to the vocabulary mastery as Smith also continues that vocabulary provides a permanent basis of knowledge for determining the probable meaning and pronunciation of new words. If readers know both the meaning and the pronunciation, they will have little difficulty in comprehending and saying a new word.

In other words, reading comprehension is a process of relating the readers' background knowledge with the information in the text to get the message of the text. Reading comprehension is not only the matter of knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct meaning of the text.

C. Processes of reading comprehension

In the discussions about reading and comprehension, experts generally mention about the bottom-up and top-down process. Both of them are the processes of reading comprehension and according to the recent research, there

is one more kind of processing reading comprehension, called interactive reading.

1. **Bottom-up processing**

In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanism to impose some sort of order on these signals. These data-driven operations obviously require knowledge of the language itself. From among all the perceived data, the reader selects the signals that make some sense to what is called —meaning|| .

2. **Top-down processing**

Top down, is a process in which the readers draw their own intelligence and experience to understand a text.

3. **Interactive reading**

Interactive reading is a combination of top-down and bottom up processing. It is almost always a primary ingredient in successful teaching methodology because both processes are important.

D. Strategies in Reading Comprehension

According to Richards and Schmidt (2002:44), reading comprehension strategy is way of accessing the meaning of texts, which are employed flexibly and selectively in the course of reading. To be able to read

texts, students should have their strategies. Process of reading is not a merely instant process that occurs without any strategy and sequence. There are some strategies in reading proposed by Brown (2007:306). They are 1) identifying the purpose of reading, 2) using graphonic rules and patterns to aid in bottom up decoding, 3) using efficient silent reading techniques for relatively rapid comprehension, 4) skimming, 5) scanning, 6) guessing when the reader is not understand, 7) analyzing vocabulary, 8) distinguishing between literal implied meaning, and the last 9) capitalizing on discourse markers to process relationship.

Aside Brown's strategies, Pearson (in Tovani) isolates seven strategies used by successful readers. The seven strategies are 1) using existing knowledge to make sense of new information, 2) drawing inferences from the text, 3) monitoring the reader's own comprehension, 4) using fix-up strategies when meaning breaks down, 5) determining what is important, and 6) synthesizing information to create new thinking.

Referred to Brown's and Pearson's, strategies in reading help the teacher to assist students into efficient and successful readers. By applying strategies in reading the teacher and students are expected to be more organized in understanding a text. However, this research focus only on some strategies which are linear to the students' reading problems in identifying the purpose of reading, guessing meaning from context, analyzing vocabulary, using

existing knowledge to make sense of new information, and asking questions about the text before, during, and after reading.

E. Teaching Reading Comprehension

This section comprises some discussions related to teaching reading comprehension. They are the teaching and learning process of reading, teaching reading comprehension, principle in teaching reading comprehension, types of classroom reading performance, and assessment of reading

1. Teaching and Learning Process of Reading

Brown (2006: 7) defines learning as a process of acquiring or getting of knowledge of a subject or a skill by study, experience or instruction. Brown (2006: 8) also breaks down learning definition into smaller components; 1) learning is acquisition or —getting|| , 2) is retention of information of skill in which retention implies storage systems, memory, and cognitive organization, 3) learning involves active, conscious focus on and acting upon events outside or inside the organism, 4) learning is relatively permanent but subject to forgetting, 6) it involves some form of practice, perhaps reinforced practice, and learning is a change of behavior.

From the definition above, apparently, learning is an activity done by human being as an effort to get knowledge, to create attitudes, and to raise

concept and skills as a result of the interaction with the environment. Learning is actually related to the process of acquisition and skill or information retention in the cognitive organization. Learning can also be carried out through some form of reinforced practice. In learning process, the dominant activity is the interaction between teacher and the students.

According to Brown (2006:7) similarly, teaching may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. In other words, teaching is a way of providing someone to get knowledge, to create attitudes, and to raise concept and skills. Teaching activity cannot be separated from learning. It is because the process of teaching should be based on how students learn and it will determine the teaching style, techniques, and strategies of teaching to meet the students' needs of learning

2. Teaching Reading Comprehension

Comprehension skills are strategies readers use to retrieve information and construct meaning from a particular text. They are the thinking processes, broken down into steps that are used to comprehend.

These must be taught explicitly. Three types of comprehension skills are described below: pre-reading, during reading, and post-reading (Johnson, 2008:110). Teaching reading comprehension is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn and sets the condition for learning (Brown, 2007:7). Guidance is done by leading students to do activity in the effort of getting knowledge. The activity itself can be done by giving them tasks. However, an important point dealing with giving tasks to the students is about the consideration of technique used. A Teacher should consider the best technique to be applied for a particular task or activity.

In teaching reading comprehension, the teacher also helps students to learn micro skills and macro skills of readings, as stated by Brown (2007:189) as follows:

- **Micro skills**

- 1) Discriminate among the distinctive graphemes and orthographic patterns of English.
- 2) Retain chunks of language of different lengths in short-term memory.
- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of words, and interpret word order patterns and their significance.

- 5) Recognize grammatical word classes (noun, verb, etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
 - 6) Recognize that a particular meaning may be expressed in different grammatical forms.
 - 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses
- **Macro skills**
 - 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
 - 2) Recognize the communicative functions of written texts, according to form and purpose.
 - 3) Infer context that is not explicit by using background knowledge.
 - 4) From described events, ideas, etc., infers links and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
 - 5) Distinguish between literal and implied meaning.
 - 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

- 7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

The micro and macro skills are in line with the strategies of reading comprehension. Thus, in teaching reading comprehension, a teacher should provide the students with three steps of reading comprehension; before, during, and after reading through to facilitate the students build the context and get the ideas of a text in order to achieve the macro and micro skills of reading.

3. **Principles in Teaching Reading Comprehension**

There are some principles behind the teaching of reading proposed by Harmer (2001:70). They are:

- 1) Principle 1: Reading is not a passive skill.

Understanding the meaning of the words, understanding arguments and working out for the agreement of the statements are included as active occupation in reading.

- 2) Principle 2: Students need to be engaged with what they are reading.

Harmer considers that students can get more benefit from reading if they are engaged and interested in reading text.

3) Principle 3: Students should be encouraged to respond to the content of a reading text, not just to the language. In this principle, the point is that students should have opportunities to respond to the message of the text and thus provoking personal engagement of the students.

4) Principle 4: Prediction is a major factor in reading.

The fourth principle is about the students' expectations and active process of reading is ready to begin when they can get the hints of the text so they can predict what's coming in the next segment of a particular text.

5) Principle 5: Match the task to the topic.

Choosing the good tasks for students in reading is important since it can undermine boring and inappropriate questions so the reading activity can be more exciting and challenging for the students.

The five principles behind teaching reading propose some important points that need to be considered by the teacher in teaching reading, such as it is important to make the students engaged with and have the abilities to respond to the texts. The principles also highlight that predicting is crucial in reading since it is related to the students' active process of reading. In addition, choosing the good tasks is one of the considerations to make the reading activity be more exciting and challenging. By

referring to those principles, the teacher and students can be facilitated to attain a good-quality of reading process.

4. **Types of Classroom Reading Performance**

Brown (2007:312) classifies types of classroom reading performance into two types; oral reading and silent reading. The latter is subcategorized further into intensive and extensive reading. Oral reading occasionally employed for the beginners and intermediate level. Oral reading can (a) serve as an evaluative check on bottom-up processing skills, (b) double as a pronunciation check, and (c) serve to add some extra student participation if the teacher want to highlights a certain short segment of a reading passage.

Not only having some benefits, oral reading also has the disadvantages. Oral reading is not a very authentic language activity, while one student is reading, other students can easily lose attention (or be silently rehearsing the next paragraph). It may have the outward appearance of students' participation when in reality it is mere recitation.

Another type of classroom reading is the silent reading. As mentioned earlier, silent reading is subcategorized into intensive and extensive reading.

a) **Intensive reading**

Intensive reading leads the students to focus on the language features of a particular text. Intensive study of reading texts can be a means of increasing learners' knowledge of language features and their control of reading strategies. It can also improve their comprehension skill. It is because intensive reading focuses on comprehension of a particular text with no thought being given to whether the features studied in this text will be useful when reading other texts. (Nation, 2008:25). Brown (2007:312) also adds that it supports the students to center their attention in the linguistic and semantic detail of a passage, such as grammatical forms, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationship, and the like (Brown, 2007: 312). This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: reading a recipe how to cook something, so, it usually deals with a short text.

b) **Extensive reading**

Readers deal with a longer text as a whole. They require the ability to understand the component part and their contribution the

overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding, for example reading a newspaper, article, short story or novel. Nation (2008:49) states that reading is a source of learning and a source of enjoyment. As a source of learning, reading can establish previously learned vocabulary and grammar, it can help learners learn new vocabulary and grammar, and through success in language use it can encourage learners to learn more and continue with their language study. As a goal in its own right, reading can be a source of enjoyment and a way of gaining knowledge of the world. As learners gain skill and fluency in reading, their enjoyment can increase.

Brown (2007:313) also says that extensive reading is carried out to achieve a general understanding of a usually longer text. It is also reading for pleasure and reading without looking up all of the words in the text. While the intensive reading calls the students' attention into detail information of a passage, extensive reading develops a global understanding of a particular text. Hence, it shows that the types of reading comprehension depends more on the variety of the text and the purpose of reading. Intensive reading is more suitable for a shorter text which needs reading in detail whereas the extensive

reading can be applied for longer texts so it won't be a time-consuming to read in detail.

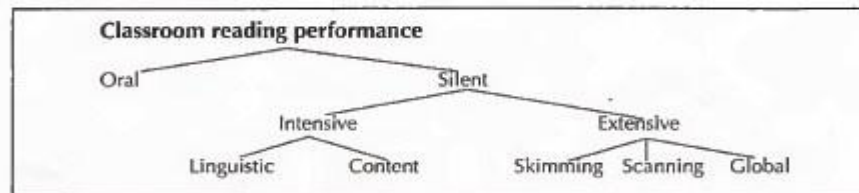


Figure 2.1 Type of Reading Performance by Brown

Based on Grellet (1998:4), there are some types or form of reading comprehension. Reading comprehension is divided into four parts, they are:

1) Skimming

Skimming is sometimes referred to as gist reading. Skimming may help in order to know what the text is about. It might be applied in magazine or newspaper. Students might typically skim to search for a name in a telephone directory. Students can reach a speed count of even 700 words per minute if you train their self well in this particular method. Comprehension is of course very low and understanding of overall content very superficial.

2) Scanning

Picture their self-visiting a historical city, guide book in hand. They would most probably just scan the guide book to see

which site they might want to visit. Scanning involves getting their eyes to quickly scuttle across sentence and is used to get just a simple piece of information. Interestingly, research has concluded that reading off a computer screen actually inhibits the pathways to effective scanning and thus, reading of paper is far more conducive to speedy comprehension of texts. Something students sometimes do not give enough importance to is illustrations. These should be included in your scanning. Special attention to the introduction and the conclusion should also be paid.

3) Intensive Reading

Students need to have their aims clear in mind when undertaking intensive reading. Remember this is going to be far more time consuming than scanning or skimming. If they need to list the chronology of events in a long passage, they will need to read it intensively. This type of reading has indeed been beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods of time and knowledge resulting from intensive reading persists in your long term memory. This is one reason why reading huge amounts of information just before an exam does not work very well. When

students do this, they undertake neither type of reading process effectively, especially neglecting intensive reading. They may remember the answers in an exam but will likely forget everything soon afterwards.

4) Extensive Reading

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading it is unlikely that students will undertake extensive reading of a text they do not like. It also requires a fluid decoding and assimilation of the text and content in front of them. If the text is difficult and you stop every few minutes to figure out what is being said or to look up new words in the dictionary, they are breaking the concentration and diverting their thoughts.

5. **Reading Assessment**

To check the students' score or result about the topic or material needs a form assessment on reading. Assessment used to know how far the students understand the topic or material and to check student problems about the material.

According to Ardika (2014: 16) assessment is very important to know the ability of students and also to measure their potential study.

Other explanation came from Cohen et al (2007: 418) describe that the several purpose of the test they are to diagnose a students' strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential and to identify readiness for a program. Actually, to assess the students understanding on the topic also needs a test or an exercise.

To make a test or exercise the researcher will make a question which includes explanation about the topic. Because, it also used enable to know about the effectiveness of the teaching program in the method delivery and resources. Westwood (2008: 72) defines that the main function of assessment are to enable a teacher to evaluate the effectiveness of the teaching program and to make any necessary modifications to method of delivery, learning activities or resources.

Then, related with assessment on the reading process Pang et al (2003: 18) describe there are two forms of reading assessment. The first is to find out how well students are reading in order to help them improve (diagnosis). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both forms of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in

this way. Beyond this stage, assessment should focus primarily on text comprehension.

F. MURDER Technique

This section concerns the explanation of MURDER technique. The explanation covers two points. Those are the definition of MURDER and teaching reading comprehension using MURDER technique. It is presented as follows;

a. Definition of MURDER Technique

Murder is one types of cooperative learning which it was developed by Hytecker, Danserau and Rocklin. According to Jacob (1998:56), MURDER is acronym from mood, understand, recall, detect, elaborate and review. In the first step, students are introduced with the topic of written text. The topic should be interesting for them. It is called mood step. Next, students are given the written text, read it carefully and make notes which one the information that they do not understand. It is called understand step. For the next step, students are asked to retell any information what they have been get from it. It is called as recall step. In the next step, students are asked to look for the answer of the information that they do not understand and reconsider it. It is called detect. In the next step is elaborate. This step is a step when students make correlation between what they have already learn and the situation in real life or activate their prior knowledge. The last step is review. This step is a step when they are read for once, twice or more then summarize it and teachers give any exercise for them to measure how far students'

knowledge in materials. As stated above, MURDER is a part of cooperative learning. So, this technique will be done in group or pair. It is possible for students to discuss and solve any difficulties each others.

MURDER technique contains any advantages for learners. Referring to Hytecker, Danserau and Rocklin (1988: 26-29), every steps of this technique has advantage. For mood step, learners are given a space to relax on the process of comprehending text. They are divided into small group or pairs. In that situation, they will feel confident and feel free to speak about the topic with others. So, the learners may collect any informations to imagine the topic that will be learnt. In the next step, learners read a written text. This step is well known as understanding. By reading that text, they will get new knowledge and any unclear informations to identify. They can give mark, such as circling it or underlining it. In recall step, learners may define their new knowledge by using own words. It will be more understandable for them. After defining the material, learners may predict the meaning or the explanation of the unclear contain of material above. That is called as detect step. Next, the learners should memorize new information as complete as possible. To make this process easier, learners should make linking the material with learners' life or linking the material with learners' prior knowledge. It is called as elaborate step. The last step is review. In this step, learners are asked to make summarize about all of material as clearly as possible.

In the practice, there are many kinds of written text. However, not all of written text can be used as the material of reading class by using MURDER technique. Reading material for MURDER technique or well known as MURDER-script have two objectives. According to Ingo, Fischer and Hesse (2006:11), the first is learners are supposed to acquire knowledge about text content. Second, they are supposed to acquire text-learning strategies. Those strategies include cognitive skills such as explaining and metacognitive skill such as monitoring. So, the MURDER-script should contain clear knowledge, such as the script contains material for recount text, material of narrative text, report text, etc. In other hand, the script can be used as media for do every steps in MURDER technique run well.

b. Procedure of MURDER Technique

When researcher used this strategy to improve reading ability he or she must watch the procedure of the strategy. Procedure bring researcher to some aspect about the strategy. Based on Dasilva (2006 : 187-188) he stated that procedure of MURDER strategy is The “M” in MURDER stand for “mood”, the first step in which the students should attempt to find a time and place that set a positive mood. This will allow the individual to study more effectively, because an individual will usually not be able to read effectively if he or she is in an environment that is distracting or just generally irritating. The “U” in MURDER stand for “understand”, which the students marks

any information in the text that he or she does not understand by circling it, highlighting it, or simply drawing a question mark next to it. The “R” in MURDER stands for “recall” which the students should attempt to paraphrase and note everything that he or she learned from the section that he or she just went over. The “D” in MURDER stand for “digest/detect”, suggests that the students should go back over each topic that he or she marked earlier and reread that material in an attempt to understand that material better. The “E” in MURDER stand for “expand/elaborate”, suggests that the students should go back and start asking and attempting to answer questions about the specific topics that he or she still does not understand even after completing the digest step. The “R” in MURDER stands for “review” all of the material that the individual actually does understand in order to refresh material in the students' mind.

The procedure helps the researcher to arrange the method and use MURDER in teaching reading and improving reading ability. Procedure of MURDER Strategy must do step by step and chronological because there are relationships between each step on MURDER strategy. Each step of the strategy brings a meaning which makes the students to go in the next step. If one step can finish as well, students can go in the next step. But, if the step cannot finish as well, students must stand on the step until they finish the step.

c. Process of Using MURDER Technique

There are six steps in MURDER and each step has several purposes considered as the advantages of MURDER strategy (Hytecker, Danserau, and Rocklin, 1988: 26-29). Those advantages are as follows:

- 1) Mood : learners are divided into pairs. Next, they are given a space to make little chit-chat about the topic of written text. They can make little discussion about the procedures about the technique itself.
- 2) Understand : this step is a time to prepare the suitable written text. Then, teacher can divide the written text into some sections or choose a written text that consists of some chapters. The learners are asked to read the text silently.
- 3) Recall : after read the written text, one member of pairs act as recaller. He or she is asked to mention the key ideas for each paragraphs or parts of the first section.
- 4) Detect : The partner of the pairs looks at the text. He or she listen carefully on his or her friends' retell. If he or she get any unclear information, unnecessary information, etc. Discuss it with the recaller. And the role of recaller and detector will rotate for each sections.
- 5) Elaborate : To make learners easier for memorize, learners are asked to elaborate the information. The types of elaborations include the following; connecting with another things that learner have been studied before, making

link between the topic of the section with learners' real-life, learners add any information that is not included in the text.

- 6) Review : The last step is review. It will do when all of part have been completed to discuss. The learners are asked to summarize as the output or the result of the technique.

G.Review of Related Literature

There are some studies about M.U.R.D.E.R technique as follows; The research was conducted by Geta Ariani (2012) with the title “*Improving Reading Comprehension Using Mood, Understand, Recall, Detect, Elaborate, and Review (MURDER) A Classroom Action Research at Eleventh Grade Students of SMA Negeri 2 Karanganyar in the Academic Year of 2011/2012*”. She focused on improving students reading comprehension through MURDER technique. The result of this research says that MURDER technique give significant improvement for students' score and students' motivation in reading class. The next related studies come from Salmia Nur Ardiani (2015) with the title " *The Use of MURDER technique in Teaching Reading*". She focused on teaching learning process in reading. The research is successful in improving students' ability and built students' interested in reading. Another research come from Ni Wayan Krismayani with tha title "*The Application of MURDER Technique to Improve Reading Comprehension*". Based on this research, this technique can improve students' participations and get their attention in reading. The research from I

Wayan Ardika (2014) with the title "*The Implementation of MURDER Technique to Improve Reading Comprehension of the Eleventh Grade Students at SMK Widya Wisata Graha Amlapura in Academic Year 2013/2014*". The result of this study says that MURDER technique is effective and give significant improvement for students.