CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the result of reviewing of some theories that are relevant to the problem. These reviews are expected to serve important background information to support the study and the discussion of findings. The literature review consists about reading, reading comprehension, genres of the text, RAP strategy, and previous study.

A. Reading

1. The Nature of Reading

There are four skills in English language known by common people such as speaking, listening, reading and writing. All of those skills exactly have tight relation and all of them are very important to be mastered. Absolutely, each skill has purpose and function in English.

The term of reading may not strange in our life; everywhere we can get information from reading, even less in school every day we can't separate with these activities. Teacher always asks the student to read and understand the text. Rarely, most of them do not know what reading means.

Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge (Mikulecky, 2011 : 5).

Based on Ontario Ministry of Education (2008: 3) states reading is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. In addition, Cahyono (2011:57) said that reading is a means of communicating information between the writer and the reader. The reader tries to understand ideas that the writer has put in print.

Harmer (2007:99) states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read. Reading also has a positive effect on student's vocabulary knowledge, on their spelling or on their writing. Reading consists two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts. According to Nunan (2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.

It could be inferred that reading is a way in interpreting the authors' point of view in the form of text. The mechanical skills and comprehension skills are required in interpreting the information.

2. Types of reading skills

According Andrew Wright (1999:159) there are four easily identifiable skills reading; *skimming, scanning, intensive reading,* and *extensive reading*.

1. Skimming

Skimming is glancing rapidly through a text to determine it is general content example: quickly glancing through an article to see if it interest or not. Being able to look over material rapidly for given purposes without reading every phrase is great asset for a reader to posses. Skimming enables people to select content that they want to read and to discard, which is inconsequential for their purposes. Skimming permits people to again a general idea about material when that is their purposes rather to read all material in detail.

2. Scanning

Scanning is reading to locate specific information, example: locating telephone number in directory. Being able to research through material rapidly with given purpose in mind, in orders to find a specific fact or an answer to particular question plays a large role in much of a youngster's reading. Scanning enables people to locate specific information without reading all material around it.

3. Intensive reading

In intensive reading, the reader tries to absorb all the information given by the author. Example: reading dosage instruction for medicine.

4. Extensive reading

The reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to overall meaning.

Example: reading a newspaper article, short story, or novel.

Each kind of reading skills that has been explained above is used for certain purposes. Each also requires different approach and technique to achieve its goal. For example, skimming and scanning techniques are usually used by readers when they read a reading selection when take a reading test. By using techniques, they may be able find the information they need without have to read the reading passage and save their time.

3. Models of Reading

Barnett in Aebersold and Field (1997: 1719) provides three main models of reading as follows:

a. Bottom up theory

The readers construct the text from the smallest unit (letters to words to phrases to sentences, etc.) and that process of constructing the text from that small unit becomes so automatic that readers are not aware of how it operates. Decoding is an earlier term for this process.

b. Top down theory

Readers bring a great deal of knowledge, expectations, assumptions, and questions to the text, and given a basic understanding

of vocabularies, they continue to read as long as the text confirms their expectations (Goodman in Aebersold and Field, 1997:18).

c. The interactive school of theories

This process moves both bottomup and topdown, depending on the type of text as well as on the reader's background knowledge, language proficiency level, motivation, strategy uses, and culturally shaped beliefs about reading.

Text comprehension requires the simultaneous interaction of two modes of information processing, bottomup and topdown. Silberstain (1994: 7) states that when reader uses prior knowledge to make prediction about the data they will find in the text, they apply topdown (knowledge based or conceptually driven) information processing.

4. **Techniques in teaching Reading**

Reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-test reading activities (Cahyono, 2011:68).

a. Pre-reading activities

In pre-reading activities, activations is concerned with students background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate students' schemata related to the topic of the text by representing key

words, asking questions related to the topic or explaining briefly the contents of the text. Pre-reading is to motivate students. Motivation in reading attracts student's attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

b. During/whilst reading activities

During reading activities are the activities that a reader does while reading take places. To maximize reader interactions to a text, readers should be guided during reading activities. In whilst reading includes: (a) identifying the main idea, (b) finding details in a text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

c. post reading activities

Post reading activities are the activities conducted by a reader after reading. The activities are used to recheck reader understands on the text topic being read. The activity of post reading can also be in the forms of discussion. Students are asked to discuss the writer's ideas. This discussion can be in a group or whole class discussion. The discussion may depend on the class size. If the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

5. Testing Reading

Reading skill is a receptive skill. The task of language tester is to set reading tasks which will result in behavior that will demonstrate their successful completion.

According Isnawati (2012: 41), the technique that might be used to test reading skills are:

a. Multiple Choices

The test takers provide evidence of successful reading by marking mark against one out of a number of alternatives. Its strengths and weaknesses have been presented earlier.

Example: Tom was surprised when he met Ann at the party. He was under the impression she had gone away from the locality. The last time he saw her was when Bob was teaching her to drive. A few days afterword she had suddenly become ill. Tom was surprised when............

A. Ann went away

B. He met Ann at the party

C. Bob was teaching Ann to drive

D. Ann suddenly become ill

b. True / false

The test-takers should respond to a statement by choosing one of the two choices, true or false. Example: put a circle round the letter T if the statement is true and put a circle round the letter F if the statement is false.

The sun rises in the west	T	F
Fish can fly, but birds can't fly	T	F
Lagos is a large as London	T	F

c. Completion

The students are required to complete a sentence with a single word.

Example: .... was the man responsible for the first steam railway.

d. Short answer

It is in the form of questions and requires the students to answer briefly.

Example: according to the author, what does the increase in divorce rates show about people's expectations of marriage?

e. Guided short answer

This is the alternative of short answer in which students are guided to have the intended answer. They have to complete sentences presented to them.

f. Summary cloze

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by test-takers. This is really the extension of the guided short answer.

B. **Reading Comprehension**

    1. **Definition of reading comprehension**

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. It means readers can answer questions or explaining texts because they have comprehension with connecting each idea in the text.

Comprehension is the purpose of reading. Readers read texts to get opinions or ideas. They try to understand what the text tells about. After getting opinions or ideas, they can answer questions or make prediction. Trabasso (2007: 29) says that the core of comprehension is an ability to mentally interconnect different events in the text and form a coherent representation of what the text tells about. Understanding what texts tell about means that readers get ideas from texts. In addition, Trabasso (2007) also adds that the whole text consists of words, sentences and paragraphs. It means that to comprehend the content of the text, readers should comprehend words, sentences and paragraphs in the text. Meanwhile, the basic good comprehension of the content of the text is to understand the manner in which words are fused into meaningful phrases, phrases into sentences, and sentences into paragraphs. To sum up, comprehending a text refers to understanding the context of the whole text, not only comprehending words, sentences, but also paragraphs and the whole text. For general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Reading comprehension refers to reading with understanding. The understanding the written text means extracting the

information from it as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he has read without further recourse to the text. Reading is also defined as the process of understanding meaning from a piece of text.

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

2. The Levels of Comprehension

Learning to read requires many building-block skills such as phonological awareness and alphabet understanding. What is not as widely acknowledged is that reading comprehension, an even more complex process, also requires different building-block skills.

One model of reading comprehension proposes that understanding what we read is really the result of 3 levels of skills (Deni Basaraba, 2013: 349). There are:

1. Literal comprehension

   Answers the questions Who, What, When, and Where with information found directly in the text.

- Who was the girl who lost the glass slipper?

- What happened when the clock struck twelve?

2. Inferential comprehension

Build on facts in the text: Predictions, sequence and settings. Make a conclusion about the text.

3. Evaluative comprehension

Judgement of text based on: Fact or opinion, validity, appropriateness, comparison, cause and effect.

3. **Strategies for Reading Comprehension**

According to Brown (2001:291), for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others to enhance the top-down processes. The strategies for reading comprehension are:

a. Identify the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the students know what they are looking for. Whenever teaching a reading technique, make sure students know their purpose in reading something.

b. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners)

At the beginning levels of learning English, one of the difficulties students' encounters in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions.

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

In teaching beginning level students, this particular strategy will not apply because they are still struggling with the control of a limited vocabulary and grammatical patterns. Intermediate to advanced level students need not be speed readers, but you can help them to increase efficiency by teaching a few silent reading.

d. Skimming

Skimming is reading the text as a whole to get the gist. Normally it is performed quickly. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas.

e. Scanning

The purpose of scanning is to extract certain specific information without reading through the whole text. Scanning requires readers to search for a particular piece of information in a text. For academic English, scanning is absolutely essential. In vocational or general

English, scanning is important in dealing with genres like schedules, manuals, forms, etc.

f. Using semantic mapping or clustering

The strategy of semantic mapping, grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage.

g. Guessing

Guessing is a strategy in reading that needs to be practiced. But, this guessing is certainly not blind guessing. To avoid this, a procedure needs to be set up.

h. Analysising Vocabulary

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

1. Look for prefixes (co-, inter-, un-, etc) that may give clues.

2. Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech it is.

3. Look for grammatical contexts that may signal information

i. Distinguish between literal and implied meanings

This strategy requires the application of sophisticated topdown processing skills. The fact that not all language can be interpreted

appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information, as in the following examples: *He is taking a bath*. This sentence may function 'informing' in the context of a questions: *where is John?* but it may serve also to express an apology in the context of a responses to a call inquiry: *May I speak to John, Please?*

j. Capitalize on discourse markers to process relationship

Discourse markers are small words. There are many discourse markers in English that signal relationship among ideas as expresses through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners reading efficiency. Example of discourse markers are firstly, next, in addition, etc.

C. Genres of the text

According to Setiadi *et al* (2008:23), there are many genres of the text. The genres of the text are: descriptive, recount, report, procedure, spoof, news item, explanation, analytical exposition, hortatory exposition, reviews, discussion and narrative text. Each the text above has different meaning and function based each purpose of the text.

In this study, the researcher used narrative text. Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative text tells about what is happening or what has

happened. Narration is usually written in chronological sequence. A narrative text gives an account of one or more experiences. A narrative typically contains action, dialogue, elaborate details and humors. According to Syafi'i, narrative is story telling whether tells a true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event (Syafi'i: 2007). According to Sudarwati (2005: 72), the purpose of narrative is to amuse, to entertain and to deal with actual vicarious experiences in different ways. It is true because narrative text always contents various message for the reader that may entertain or give education to the reader. The writer can conclude that narrative texts have several purposes such as; to entertain and to educate the readers. Examples of the narrative text are legend, fairy tales, science fiction, myths, and adventure stories.

Narrative also has the generic structure of the story. There are three stages in narrative. They are as follows:

1) Orientation: the function of orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story.

2) Complication: the function of complication is to revolve the around the conflicts or problems that affect the setting, time or characters.

3) Resolution: this part brings the series of events to a close and revolves the main problem, challenge or situation.

Besides, the language features of narrative are:

1) Using process verbs

2) Using temporal conjunction

3) Using Simple Past Tense

D. The Concept of Read, Ask Question, and Put into Your Own Words (RAP) Strategy

1. Definition of RAP Strategy

RAP is a strategy that can improve the reading comprehension of students with and without disabilities and is extremely flexible. It can be used for elementary, middle, and high school students across many different content areas (Hagaman et al: 2010). This strategy requires students to engage in reading materials through questioning and paraphrasing to increase their comprehension of the material. From the questioning and paraphrasing, students process information for better understanding of what they read.

RAP is a three-step strategy: Read a paragraph; ask yourself, "What are the main idea and two details?" and Put it into your own words. RAP is a strategy that can help the students how to understand and remember what they have read. It means that this strategy is used to help students understand and remember what they read and can help learning process in the classroom. The RAP strategy is a reading comprehension strategy that asks students to find main ideas and details from each paragraph that is read and then to paraphrase orally that information. Joseph Boyle and David Scanlon (2010: 207) state that the purpose of this strategy is to help students become actively engaged in reading through searching for main ideas and details in paragraph and then transforming that information through paraphrasing to make it personally meaningful. Courtney Blume (2010:

5) also states that the purpose of the RAP strategy is to aid reading comprehension by helping students find the most important information in a given reading selection. Schumaker et. al. reported that the students who were taught to use the RAP strategy increased their recall of text from 48% to 84%. In addition, many researchers also used the RAP strategy in teaching reading found that they get good result of their research, for example; Ellis and Graves used the RAP strategy with 47 middle school students with Learning Disabilities (LD) to access its effects on students' ability to find the main idea of stories. Result of multiple-choice tests showed that compared to control students, students given the RAP strategy could identify significantly more main ideas from passages than control students.

2. **The Benefit of RAP Strategy**

   1) Providing opportunity for individual work or collaborative effort

   2) Encouraging attention to detail and student engagement

   3) Taking little teacher preparation

   4) Being straight forward and easy to explain and understand

3. **The Procedure of RAP Strategy**

   RAP is a three-step strategy: Read a paragraph; ask yourself, "What are the main idea and two details?" and Put it into your own words. In teaching reading, this strategy has three steps. They are as follows:

1) *Read a paragraph.*

Read the paragraph silently. As you read, be sure to think what the words mean.

2) *Ask yourself, "What were the main ideas and details of this paragraph?"*

After reading the paragraph, ask yourself, "What were the main ideas and details?" This question helps you to think about what you just read. You can also look quickly back over the paragraph to help you find the main idea and the details related to the main idea.

3) *Put the main idea and details in your own words.*

Now put the main idea and details into your own words. This will help you remember the information. Try to give at least two details related to the main idea. Based on the description above, the students will be asked to read each word-processed passage and they are allowed to ask for the teacher on unknown words, but the students did not receive additional support or assistance from the teacher. They can take notes while reading the passage to help them remember what they have read.

E. Previous Study

There are some previous studies of the use of RAP strategy. The first is thesis written by student of Medan State University entitled "The Effect of Read, Ask, and Paraphrase (RAP) Strategy on Students' Comprehension in Reading Narrative Text" by Dewi Bernike Tampubolon. This research was done in the

experimental group which taught by using RAP strategy and the control group by using conventional strategy. So, the conclusion can be described as follows: The student's achievement which was taught by using RAP strategy is higher than taught with conventional strategy. And from the t-test calculation it was found that t-test was 3,04 while the t-table is 2,00 with p = 0,05. It means that hypothesis alternative (Ha) is accepted which shows that RAP strategy significantly improves the student's reading comprehension. So, it can be proved that the use of RAP strategy is effective to be used.

The second thesis written by student of State Islamic University of Sultan Syarif Kasim Riau entitled "The Effect of Using Read, Ask Questions, and Put into your own Words (RAP) Strategy toward Reading Comprehension of The Second Year Students at Senior High School YLPI Pekanbaru" by Dahlia. Based on the data presentation and data analysis explained in chapter IV, finally the writer gives a conclusion of the research about the effect of using RAP strategy towards reading comprehension of the Second Year Students at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru as follows: (1) The mean pre-test of students' reading comprehension of experimental class was 63.09, which was categorized into enough level, and the mean of post-test after being taught by using Read, Ask Question, and Put into Your Own Words Strategy was 73.71 which was categorized into good level. (2) The mean pre-test of students' reading comprehension of control class was 57.26, which was categorized into enough level, and the mean of post-test of control class was 59.77 which were categorized into enough level. (3) There is significant effect of using

RAP strategy towards students' reading comprehension at the Second Year of of Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru. It can be seen from the result of data calculation ($2.00 < 7.180 > 2.65$). So, it can be concluded that Read, Ask questions, and Put into your own words (RAP) strategy has a positive effect on reading comprehension of the second year students at Senior High School Yayasan Lembaga Pendidikan Islam (YLPI) Pekanbaru.

Based on the two previous studies above on the use of RAP strategy, here, the researcher will conduct a research in teaching reading comprehension by using RAP strategy as well. So, it is the same on the use of RAP strategy.

Although it is the same on the use of RAP strategy, but it also has the difference. The first previous study written by Dewi Bernike Tampubolon, the design is experimental using experimental group and control group. It is to compare the scholastic achievement of experimental group and control group after the experiment and compare the scholastic achievement of high achievers and low achievers of experimental group and control group after the treatment. The second one is thesis written by Dahlia. It is an experimental research using quasi experimental research design. Meanwhile, in this research the researcher uses experimental research design using one group pre-test and post-test, and describes the effectiveness of using RAP strategy in teaching reading comprehension ability by comparing the students' score before taught by using RAP strategy and taught by using RAP strategy.