

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses related theories to support the study. This includes: definition of reading, the purpose of reading, strategies in reading, approaches in reading, teaching reading, technique in teaching reading, testing reading, definition of reading comprehension, strategies for reading comprehension, types of reading comprehension, the definition of think aloud strategy, how to use think aloud strategy, narrative text.

#### **A. Reading**

##### **1. The Definition of Reading**

There are four skill in English, they are: speaking, listening, reading and writing. All those skills are very important for English learner. Each skill has different function in English. So it is better for English learner to master all of those skills. One of those skills is reading skill.

Definitions of reading appear in various perspectives. According to Tarigan (1990:7) reading is as a process that is done by the readers to be used for getting the message conveyed the writer on the medium of writing text. Based on Harmes (2007:99) reading is useful for language acquisition. Heilman (1981:4) states reading is an active and ongoing process that is affected directly by an individual's interaction with his environment. Reading is a process of understanding written language. Since reading is a process, it starts from viewing the linguistic surface representation and ends with the

certain ideas or meaning about the messages intended by the writer. Thus reading is the combination of perceptual process and cognitive process.

Swan (1975:1) says “if we say that student is a good as comprehension we means that he can read accurately and efficiency, so as to get maximum information from the text”. It means the readers try to find the message from what they have read. Moreover reading is an active process. Active means while the readers are reading, they try to actively to interact with the printed text with meaning. This message is the idea of the writer. There are three steps that are involved in reading activities; they are the writer, written text and reader.

Reading involves an interaction between thought and language. It means that the reader carries to the task a formidable amount of information and ideas, attitudes and beliefs. This knowledge joined with the ability to make ability predictions, determines the expectation of the readers. Concerning the reading, Simanjutak said (1980:14), propose definition of reading that:

“Reading as the meaningful interpretation of printed written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbols that represents language and reader’s language skills and the knowledge of the world. In the process the readers tries to recreate the meaning intended by the writer”.

In addition, the reading is perceiving and saying a written text in order to understand its content. Reading is an intellectual and emotional perception

of printed message, leading to the understanding that the perception of the reader is influenced by feeling and language prompted by the writer.

There are two kinds of reading, they are:

a) Silent Reading

Silent reading is usually used in order to understand the result of reading that is done.

b) Oral Reading

Oral reading is saying a written text aloud. This can be done with or without understanding its contents.

From the definition above, it can be concluded that a reading is not a passive process and not merely word recalling. So, it can be said that reading is a process of perceiving a written text in order to understand its contents.

## **2. The Purpose of Reading**

In doing reading, it is to understand the content of the written text. According to Cahyono et al. (2011:68) the purpose of reading is as follows:

- a. Readers are able to discriminate among events as they have been presented.
- b. They recognize the order of presentation in the stated sequence.
- c. The reader identifies the main idea of a paragraph.
- d. They must have knowledge of prescribed or denotative meaning.
- e. They understand from figurative language.

### **3. Strategies in Reading**

Reading may be defined as decoding and attaining the meaning as the result of the interplay between perception of graphics symbols that represent a language and the memory traces of reader's experiences. A process is a method, a movement toward an end that is accomplished by going through all necessary steps. According to Mukhroji (2011). A product is the consequence of utilizing certain aspects of a process in an appropriate sequence. Reading is not only receiving meaning in a literal sense, but it is also bringing the one's entire life experience and thinking power to bear to understand what the writer has encoded.

The purposes of the reading cannot be separated from comprehension. Each purpose will determine what to achieve after reading process. Reading comprehension requires the ability to perceive the exact nature of the passage being read or communicated. Based on Mukhroji (2011), there are three strategies in reading, that involve bottom-up strategies, top-down strategies, and interactive strategies.

#### **a) Bottom-up Strategies**

Mukhroji (2011) states that the bottom-up strategies of reading assume that process of translating print to meaning begins with print. The process initiated by decoding graphic symbols into sounds. Therefore, the reader first identifies feature of letters; link these features together to recognize letters;

combine letters to recognize words; and then proceeds to sentences, paragraph, and text level processing.

The process of deriving meaning from print in bottom-up strategies is triggered by graphic information embedded in print. By applying the bottom-up strategies, readers start to process the text from the low linguistic level to the higher one. According to mukhroji (2011) the readers start from identifying to recognize words; and then proceeds to the phrase, sentences, paragraph, and then text level processing. The understanding is constructed based on the visual data that are on the page. It triggers from one linguistic step after another, beginning with the recognition of the letter and continuing to words-by-words, sentences-by-sentences until reaching the top-the meaning of the text being read.

The bottom-up strategies are also used by the readers when they feel the text being read is difficult. The difficult of the text can be about the language and contents of the text. When the language text is felt difficult, readers start to identify the words meaning. Then, they combine the word meaning to get the understanding of the phrases, sentences, and paragraph until reaching the entire meaning of text.

#### b) Top-down Strategies

The process of deriving meaning of the text in top-down strategies starts the reader's prior knowledge and experience to the print. By top-down strategies, reader start to process the text by applying the higher level stage.

In this case, readers start with hypothesis and predictions and attempt to verify them by working down the print stimuli. These strategies are in line with what indicates that reading is a process that involves the use of available language cues selected from perceptual input on the basis of the reader's predictions.

Readers usually use top-down strategies when they have background knowledge and sufficient language competence about the text being read, and when the cues in the text can activate the content schemata. Although readers have sufficient knowledge about the topic and can understand the meaning of every word in the text.

#### c) Interactive Strategies

The interactive strategies of reading assume that the process of translating print to meaning involves making use of both print and prior knowledge. The process is initiated by making prediction about the meaning and or by decoding graphic symbols. Interactive strategies in reading require both bottom-top and top-down strategies combination. Readers in understanding a text use these two strategies interactive and simultaneously.

According to Mukhroji (2011), the interactive strategies suggest that the process of reading is initiated by decoding letters and words and by formulating hypotheses about the meaning. Readers in understanding a text start at the first by processing the visual information that exists in the text. In understanding a text, readers apply more interactive strategies than two other

strategies. In the attempt of getting meaning of the text, readers cannot just rely on visual information or non visual information. The knowledge is applied interactively.

#### **4. Approaches in Reading**

The range of approach to teaching reading in the classroom may include several aspects within the skills to whole language instructional continuum. A major approach should meet two basic criteria; observable in actual classroom and derived from theoretical base that is top-down, bottom-up, or interactive. Adhering to these criteria, there are four major approaches to the teaching of reading: prescriptive approach, basal reading approach, language experience approach, and literature based approach.

##### **a) Prescriptive Approach**

According to Mukhroji (2011) prescriptive approach is a kind of individualized which is often favored by the teachers who devote large chunks of the reading period to work on phonic. They focus on sound-letter relationship instruction. This approach of teaching reading has come to mean two very different approaches to teachers.

##### **b) Basal Reading Approach**

Based on Mukhroji (2011) states, basal reading is kind of approach occupying the central and broadest position on the reading instructional continuum. This approach used basal readers to teaching reading. Basal

reading program comes to the closest to an eclectic approach. That is, within the basal reading program itself some elements of the other approaches are incorporated.

#### c) Language Experience Approach

Language experience approach needs students to experience reading as a rewarding and successful process. It is difficult to assemble an adequate supply of literature for the wide range of abilities found in every classroom, especially if some of the students are not proficient in English. This approach is tied closely to an interactive or top-down theory of reading. It is considered a kind of beginning reading approach although strategies of teaching are often connected to writing process.

#### d) Literature-Based Approach

Literature-based approach is also named a whole language approach in which students engage in reading for enjoyment and for the purpose of locating information, rather than in order to earn a good grade. Mukhroji (2011) states that literature-based approach is an approach that the teacher uses to provide individual students interesting and enjoyment. In this approach, teachers encourage their students to personally select books that they want to read and then share and compare insight gained. Reading instruction emanates from assumption about the reading process is interactive and top-down.



## **5. Teaching Reading**

The teacher has to be more concern in teaching reading because it is very important to increase students' knowledge and information in learning foreign language. There are many reason why getting students' to read English text is an important part of the teacher's job.

Reading is a good thing in language's learners. At the very least, some of the language sticks in their mind: part of the process of language acquisition. Reading text also can provide good models for English writing.

In teaching reading, the teachers have to concern about the material that is used. The topic and type of reading texts are worth considering too. This topic and reading texts should depend on who students are. If the students are science students, reading scientific text may be a priority. If the students are junior high school students, reading narrative text may be a priority.

According to Mukhroji (2011), teaching reading is more influence by interactive strategies. Teachers teach skill directly, especially in the beginning and provide plenty opportunities for the students to experience by having them read whole books. In regard, the teaching of reading indicates process interactive models of reading.

In reading class, the teachers have to decide what the purpose in reading will be done. It is reading for pleasure or reading for getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free, such as narrative. If the purpose

of reading text that will be done is for getting understands the passage, the topic of reading text should be prepared before.

## **6. Techniques in Teaching Reading**

Psycho linguistically, 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-reading activities.

### **a) Pre-reading Activities**

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the students' background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students' 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 reader does while reading takes place. Mukhroji (2011) mentions that while reading includes: (a)

identify the main idea, (b) finding detail the text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

During whilst reading activities are instructional activities that are going on while reading activities are happening. According to Mukhroji (2011), five activities to do while reading. First, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

#### c) Post-reading Activities

Post-reading activities are the activities conducted by a reader after reading. In post reading activities, students do post-questions, feedback. The post-questions are more effective in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. According to Mukhroji (2011) point out that post-question, feedback, and group and whole class discussions are activities that can be done in the phase of reading activities. The activities function to check students' comprehension about the text being read. The post-questions a after reading class activity are very important since information of both greater and lesser important learned. Besides asking

question, summarizing the contents of the text is also applicable to the students.

The activity of post-reading can also be in the form class discussion. The discussion may depend on the class size. If the is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

## **7. Testing Reading**

Similar to listening skill, reading skill is a receptive skill. The task of language tester is, then to set reading task which result in behavior that will demonstrate their successful completion.

The reading macro-skill (directly related to course objectives) are scanning text to locate specific information, skimming text to obtain general idea, identifying stage of argument, and identifying examples presented in support of an argument. The micro-skill underlying reading skill are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between part of the text.

There are several ways of testing reading, ranging from multiple choice items, true or false items, matching items, re-arrangement items, completion items, completion table of items, and open-ended question (Heaton, 1989:107).

## **B. Reading Comprehension**

### **1. Definition of Reading Comprehension**

It is very important to talk about reading comprehension. Based on McNeil (1992:16) comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. According to Cahyono et al. (2011:55) reading is a means of transferring information between the writer and the reader. Therefore reading comprehension understands a written text means extracting the required information from it as efficiently as possible (Grellet,1981:3).

Reading comprehension is very importance for everyone who to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem.

Reading perceives a written text in order to understand its contents or silent reading. The understanding that result is called reading comprehension. A formal definition of reading comprehension may see unnecessary because the term is use to widely and is meaning is assumed to be generally understood. Teachers think of reading comprehension as what students are thought to do in reading interaction during the early school years and as reading capacities they are expected to display throughout the middle and high school years.

According to Tarigan (1990:8), reading is bringing meaning and getting meaning from printed or written material. Reading is foreign language consist of grasping meaning in that language through its written representation. Reading comprehension that also called reading for comprehension is an activity means to extract certain kinds of information from English text.

One of the most important aspect of teaching reading is to enables students understand what they have to read. To read well, students have to master four skill in comprehending reading text. Tarigan (1990:12) states, that comprehension skill can be divided into activities.

- a) Extensive reading, it consists of survey reading skimming, superficial reading.
- b) Intensive reading, it consist of close reading, comprehension reading, critical reading, reading ideas, foreign language reading, and literary reading.

## **2. Strategies for Reading Comprehension**

Reading comprehension is primary a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up and top down process. Following the strategies, Brown (2001:306) states that there are strategies for reading comprehension, such as:

- a. Identifying the purpose in reading
- b. Using grapheme rules and patterns to aid in bottom-up according
- c. Using efficient silent reading technique
- d. Skimming the text for main idea

- e. Scanning the text for specific information
- f. Using semantic mapping or clustering
- g. Guessing when you are not certain
- h. Analyzing vocabulary
- i. Distinguishing between literal and implied meaning
- j. Capitalizing on discourse markers to process relationship

### **3. Types of Reading Comprehension**

Reading is bringing meaning and getting meaning from printed or written material. Reading in foreign language consists of grasping meaning in that language through its written representation. Reading comprehension that is also called reading for comprehension is an activity meant to extract certain kinds of information from English text. Reading in foreign language may face some difficulties, such as: difficult words, difficult to get information from the passages and difficult to make a conclusion of the passages. To minimize all those problems, according to the reader's purpose in reading and the type of reading used; the following are commonly referred to:

#### **a) Literal Comprehension**

Reading in order to understand, remember or recall the information explicit in a passage.

#### **b) Inferential Comprehension**

Reading in order to find information which is not explicitly stated in a passage using the reader's experience intuition by inferring.

c) Critical and Evaluative Comprehension

Reading in order to get information in a passages with the reader's own knowledge in values.

d) Appreciative Comprehension

Reading in order to gain other kind of valued response from a passages.

## **C. Think Aloud**

### **1. Definition of Think Aloud**

In this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. Afflerbach and Johnston cited by McKeown and Gentilucci (2007), claim that think-aloud serves firstly as a method of measuring the cognitive reading process, then as metacognitive tool to monitor comprehension. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

Another definition of this strategy is provided by Pressley et al. in McKeown and Gentilucci's (2007) work: "think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it" (p. 1). Through the interactions that think aloud promotes, a better understanding of the texts may emerge in the classroom. Think aloud is also a



process in which readers report their thoughts while reading (Wade 1990). It helps students to reflect upon their own reading process.

In a similar way, Keene & Zimmerman, (1997) declare that “think aloud is a technique in which students verbalize their thoughts as they read” (p. 1). Thus, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading texts. Another illustration about think aloud is provided by Tinzmann in Teacher Vision website (2009), he says that:

When students use think out loud with teachers and with one another, they gradually internalize this dialogue [...] it becomes their inner speech, the means by which they direct their own behaviours and problem-solving processes. Therefore, as students think aloud, they learn how to learn, and they develop into reflective, metacognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is difficult.

This argument encloses all the issues that imply think-aloud in a reading process. Think aloud are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996 in teacher vision). These sub-strategies will be defined in the ensuing sections.

The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to

understand a text (Baumann, Jones, & Seifert-Kessell, 1993; Davey, 1983; Wade, 1990). Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions.

These comments reveal readers' weaknesses as well as their strengths as comprehenders and allow the teacher to assess their needs in order to plan more effective instruction.

## **2. Using of Think Aloud**

How to use this strategy

“when the teachers make the invisible mental processes visible, they arm readers with powerful weapons, I stop often to think out loud for my students. I describe what is going on in my mind as I read. When I get stuck, I demonstrate out loud the comprehension strategies I use to construction meaning.” (Tovani,2000, p. 27)

- a. Explain that reading is a complex process that involves thinking and sense-making; the skilled reader's mind is alive with questions she asks herself in order to understand what she reads.
- b. Explain that reading is a complex process that involves thinking and sense-making; the skilled reader's mind is alive with questions she asks herself in order to understand what she reads.
- c. While students read this passage silently, read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems. It is helpful if you alter the tone of

your voice, so students know when you are reading and at what points you begin and end thinking aloud.

d. Coping strategies you can model include:

- Making predictions or hypotheses as you read: "From what he's said so far, I'll bet that the author is going to give some examples of poor eating habits."
- Describing the mental pictures you " see" : "When the author talks about vegetables I should include in my diet, I can see our salad bowl at home filled with fresh, green spinach leaves."
- Demonstrating how you connect this information with prior knowledge: "'Saturated fat'? I know I've heard that term before. I learned it last year when we studied nutrition."
- Creating analogies: "That description of clogged arteries sounds like traffic clogging up the interstate during rush hour."
- Verbalizing obstacles and fix-up strategies: "Now what does 'angiogram' mean? Maybe if I reread that section, I'll get the meaning from the other sentences around it: I know I can't skip it because it's in bold-faced print, so it must be important. If I still don't understand, I know I can ask the teacher for help,"

e. Have students work with partners to practice "think-aloud" when reading short passages of text. Periodically revisit this strategy or have students complete the assessment that follows so these meta comprehension skills become second nature.

## **D. Narrative text**

### **1. Definition of narrative**

Narrative text is one of kind of the text. The purpose of narrative text is to amuse or entertain the readers; it deals with actual/imaginative experiences in different ways. It usually talks about fiction story. It can be folk, tale, legend, fable, etc.

### **2. The Generic Structure of Narrative**

#### a). Orientation

Introducing the characters of the story, the time and place the story happened. (Who/What, When, and Where).

#### b). Complication

A series of events in which the main character attempts to solve the problem.

#### c). Resolution

The ending of the story containing the solution.

### **3. Language feature of narrative**

- a) Focus on specific and individualized participants
- b) The use of material process (action verb)
- c) The use of behavioral and verbal process
- d) The use of relational and metal process
- e) The use of past tense, and
- f) The use of temporal conjunctions and circumstances

The example of narrative text

**Why do the moon and the sun never appear together?**

Long, long ago, the sun and the moon lived happily together in the sky. They always appeared together during the day and the night.

One day, the sun shone brightly so that it almost burned the moon. The sunlight hurt the moon's eyes very much. This made the moon blind. The moon left sun although the sun had apologized to the moon.

The sun loved the moon very much, so he chased her. He chased and chased through the years and centuries but has never caught the moon.

That's why the sun shine during the day and at night the moon appears. They will never reunite again. (Sudarwati, 2007:52)