

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is presented to highlight some theories functioning as the basic of the research. It covers reading, teaching reading, reading material, teacher selection on reading material and students' self-selection on reading material.

A . Definition of Reading

According to Harmer in *The Practice of English Language Testing* (1991:153) "Reading is an exercise dominated by the eyes and the brain". Reading is one of complicated part because the readers have to concentrate with two aspect: eyes and brain. Specifically, Nunan (1991:20) in his book also said that "Reading is a process of decodin written symbols, working from smaller units (individual letters) to larges ones (words, clauses and sentences)". Reading is the most useful and important skill for people to elaborate idea from the new knowledge from the written text. Reading is not only source of information, but it is also an active process how to comprehend the text. Reading is certainly important activity for developing ones knowledge of the language. (Patel, 2008:114) consider that reading involves the comprehension and interpretation of ideas symbolized by the written or printed page. According to Brown (2004:185) reading is what the reader to get the meaning that the readers needs from textual sources. So, reading is one of resourses of information that stored in textual sources.

Based on the definition above, it can be concluded that reading is an interactive and a thinking process of transferring printed text materials into meaning of the text that derived from understand the content in order to communicate certain message between the writer and the reader. In reading actively a reader adds her or his background knowledge, emotion, experience to convey his or her idea in understanding meaning of the text. Reading is interactive process that goes on between the reader and the text, it is gotten from the result in reader's comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. Therefore reading become the important thing in learning process, mainly in language learning. Because there is no new knowledge without expanding the new one by reading.

B . Reading Comprehension

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he or she engages in a complex array of cognitive processes. They simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of act of reading is reading comprehension. It cannot occur independent of the two

elements of the process. At the same time, it is most difficult and most important of the three. Suyanto (2010:65) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts. It is necessary for the students of Junior High School to master reading comprehension. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. Besides that, reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types) (Klinger, et al 2007:8). The writer concludes, without comprehension, reading is nothing more than tracking symbols on page with the eyes and sounding them out. Reader may appreciate the words aesthetically and even be able to draw some small bits of meaning from the page, but readers are not really reading the text. The words on the page have no meaning. They are simply symbols. People read for many reasons but understanding is always a part of their purpose. Reading

comprehension is important because without it reading doesn't provide the reader with any information

C. Type of Reading

According to Brown (2011:312), there are several types of reading in classroom.

1. Oral reading and several reading

Sometimes teacher will have reason to ask the students to read orally. At the beginning and intermediate levels, oral reading can:

- Serves as an evaluative check on the bottom up processing skill.
- Double as a pronunciation check.
- Serve to add some extra students participation if teacher want to highlight a certain short segment of reading passage.

For advance levels, usually only advantages can be gained reading orally. The teacher wants to use oral reading to serve this purpose because the advantages of oral reading can easily come into:

- a. Oral reading is not authentic language activity.
- b. While one student is reading, the others can easily lose attention.
- c. Silent reading may be subcategorized into intensive and extensive reading.

2. Intensive reading

Intensive reading is reading shorter text (anecdotes, short, narrative descriptive, etc.) to extract specific information. This is more accuracy involving reading for details. In this course, each text is read carefully and thoroughly for maximum comprehension. In intensive reading, teacher provides direction and

help before, sometimes during and after reading. Students do exercises that require them to work in depth with various selected aspect of the text. Intensive reading calls students attention to grammatical form, discourse markers and other surface structure details for the purpose of understanding literal meaning implication and rhetorical relationship.

3. Extensive Reading

Extensive reading involves somewhat longer text than we have been dealing with up to this point. According to Carrel and Carson in Richards (2002:295) “extensive reading generally involves rapid reading of large quantities of material or longer reading (e.g., whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language.

4. Selective Reading

Just above rudimentary skill level of perception of letters and words are category in which the test designer focuses on formal aspects of language (lexical, grammatical, and few discourse features). This category includes what many incorrectly thing of as testing “vocabulary and grammar” and never feature any other skill besides reading. Lexical and grammatical aspects of language are simply the forms we use to perform all four of the skill of listening, speaking, reading and writing (Brown, 2004:194).

D. Theory of Self Selected Reading

During the self selected reading block, teachers are focused primarily on supporting students in making choices about the materials they read and the way they will respond to their reading (Erickson & Koppenhaver: 2007:41). Self-

selected reading has many purposes: it gives students an opportunity to apply the skills they have learned in their other literacy sessions; it exposes students to a broad range of books; and, it helps them to see why they might choose to read once they can. Many times, self-selected reading is an easy block to set up in classrooms. However, some teachers, particularly teachers who have older students who are emergent readers and writers, find they need to do a more structured setup so that they can follow the two guiding rules of self-selected reading. the two guiding rules of self- selected reading.

1. It isn't self-selected if you don't choose it yourself.
2. You can't get better at it if it's too hard.

One concern that is often mentioned is that many older students prefer to read chapter books, even though they may be too difficult for them. Another issue is finding enough material at an easy-to-read level that interests them

There are many statement from Jane Farral about Self Selecetd Reading strategy that are:

Self selected reading, also commonly called independent reading, is the time when students are free to read books of their own choosing, on their own level. Most classrooms in grades kindergarten through our have a classroom library that is sorted by subject and reading level. In lower grades, students maintain a small basket, or bag of self selected books that are slightly below, just at and slightly above their reading level. In older grades students have an on-level chapter book that they read during this time. When students finish a self-selected reading book,

they fill out a short "reader's response" form or record the book in a reading log. (Farral,2013:34)

Self-selected reading is often seen as the easiest literacy block. However, to develop a student's love of reading requires careful resource curation and an awareness of their interests and preferences. Below is a checklist I use with teachers in working through the self-selected reading block in their classroom. The two main guiding rules are: It isn't self-selected if you don't choose it yourself. You can't get good at it if it is too difficult (Farral,2014:12)

Self-selected reading has many purposes: it gives students an opportunity to apply the skills they have learned in their other literacy sessions; it exposes students to a broad range of books; and, it helps them to see why they might choose to read once they can. Many times, self-selected reading is an easy block to set up in classrooms.(Farral, 2011:4)

In other hand Self-Selected Reading is important for children with disabilities because it builds fluency and a love for reading. During this time, teachers do not require children to read and respond, but rather set up environment where children want to read and want to respond (Erickson & Koopenhaver, 2016:25) Self- selected reading also allows students to develop their interest in reading (Rodriguez & Lira, 1998). Self selected reading is one of method that can conducted on reading activity. By doing self selection students can select their own material for reading. So the students can determine the story what they like on.

E. Guidelines of Self-Selected Reading

According (Newton, 2016:47) There are several main guidelines for conducting self selected reading that are:

- ✓ The teacher shares a read aloud of book.
- ✓ The children choose a book to read on their own
- ✓ The teacher will conference with the students about what they are reading
- ✓ Children are given the opportunity to share their reading with class

F.Type of Self Selected Reading Strategy

Based on Erickson and Koppenhaver (2016:34) Self-Selected Reading includes:

- Teacher read-alouds

The teacher reads aloud to the students from a wide variety of literature, text forms, and technologies. Don't always have to read the whole book!

- Mini-lessons

The teacher assists students in learning how to find books of interest and demonstrates strategies and technologies so that students can read and share more independently.

- Students reading 'on their own levels' from a variety of books.

Books in the classroom library may include books related to curriculum being studied, wordless picture books, predictable books, comics, student- or teacher- authored books, and books available online. This book should be on their reading level. Each child in the classroom may be on a different book. The teacher should provide on all materials students' reading levels. In some classroom

children may sit at their desk and read from baskets of books placed at the students' tables. In the other classroom, students may be reading at centers. The centers may include big books, magazine, class made books, non-fiction books, and books on tape. And the students rotate throughout the week.

- Teacher conferencing with students

While the students read, the teacher conferences with individual students to observe and provide support so that students can grow in their independent reading. This time conference is the only one on one time that the teacher has with the child. Some teachers prefer to go from table to read with students while other teachers prefer sit at one location and call the students to come to walk with them. During this time the teacher should be using positive comments about the students' reading, directing weak readers towards appropriate level book and steering proficient readers toward challenging books

- Opportunities for students to share what they are reading with their peers

Some students may have communication and learning differences that make the talking about text challenging and require extra support to do so. Teachers can be very creative with this section of self selected reading. some ideas for sharing are allowing students to speak into a microphone, having a special location in the room for sharing, have reading parties, or allow older students to read to younger students.

G. Benefit of Self Selected Reading

Self-selected reading can:

- Provide students with a daily opportunity to practice new skills and understandings across tasks, texts, and environments
- Build reading fluency
- Increase receptive language by listening to books read out loud
- Develop reading comprehension through one-to-one conferences
- Expand expressive language by sharing what was read
- Help students develop the skills to select reading materials that they find interesting
- Provide opportunities for students to share and respond to what they are Reading
- Provide exposure to a wide range of texts and text types
- Build confidence in students as readers
- Create an enjoyment for reading.

H. Self Selected Reading In Teaching Narrative Text

Self-selected reading encourages independent reading practice. As following the statements above we can touch upon about the reading interest that mostly favoured in narrative text. May narrative text being a high presentage because as take a look at the purpose of the text is to entertain or amuse the reader. Its not doubted anymore because usually the content of the narrative text involves rhe emotion of the readers. Studies also show when students are allowed to self-select the books they read, standardized test scores increase (Ley, Schaer,

& Dismukes, 1994; Vaughn, 1994). Kragler and Nolley (1996) state "self-selection allows students more latitude to be deeply involved with the learning process, thus fostering an interest in, as well as developing an ownership of, the reading process" (p. 354). Mercurio (2005) reported that less than 33% of students are allowed to choose books themselves. Many students feel books that are assigned by the teacher are not interesting and are about characters they do not relate to. Books that children enjoy and are interested in are often not assigned. Students may think of reading in a negative manner if they are not allowed to self-select books they read for pleasure (Rodriguez & Lira, 1998).

Self-selected reading is one way to positively affect reading motivation. They have to read their compulsory books or other materials related to their lesson. In this context is about reading in narrative story. Self-selection is one way to positively affect reading motivation. Rasinski (1988) states students' interest and choice should be an integral part of a reading program if students are going to become excited about reading and become lifelong readers. Self selection can make student's more enjoy in do reading activity because they allowed to choose their own favorite text. The importance of choice was revealed through interviews between teachers and elementary school students. Teachers have observed that when allowing self-selection, students were able to solve reading problems without their assistance (Fresch, 1995). As students solve these problems on their own, they become stronger, more independent readers. When students are allowed to self-select they strengthen and extend developing reading skills. By using self selected reading student can elaborate the content of the text

independently. Choosing an suitable strategy can motivate them to learn more about the meaning or content that provided on the text. Carver and Leibert (1995) discovered student improvement in reading achievement when allowed to self-select books at their instructional level. Therefore, self-selected reading material affected their reading. Especially in student's reading motivation.

Follos (2007) believes students who are forced to read books in their classes that are dull and old fashioned, books that they endure and struggle with learn their distaste for literature is warranted. Students who read for fun almost everyday performed better than those who read less frequently (Krashen, 2004). As teachers, we must focus on helping students learn and practice self-selected reading behaviors. Reading materials for self-selected reading should be easy and accessible. Moreover, when they reading narrative text that has many part over there. That is orientation, complication, resolution. It will make the students have to think critically about the plot and comprehend the content of the story.

Then, to address student motivation in assigned or self-selected reading, the match with a student's reading skill level and content areas of interest are very important (Faral, 2015). One constant in self-selected assessment at high school level involves the use of a "reading log". There are four main areas of assessment (Farrall, 2015):

- Reading Attitudes
- Reading Strategies
- Comprehension
- Literary Skills.

I.Narrative text

According to M. Anderson and Anderson (1998:3), a narrative text is text that tells a story narrative text is a story and in doing so, certain the audience. With complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Narrative text is kinds of the text that consist of story, or story text. According to Cahyono (2001:51) narrative is one of the text types that junior high school students learn in their English classroom.

The purpose of narrative text is to amuse or to entertain the reader with a story. Other than providing entertainment, can make the audience think about an issue, teach them lesson, or excite their emotion.

Generic structure of the text, the narrative text has organized included:

1. Orientation

Introducing the characters of the story, the time and place the story happened. (who, when and where).

2. Complication

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

3. Resolution

The ending of the story containing the resolution.

The language features of narrative text are focus on specific and individualized participants, the use of material process (action verb), the use of behavioral and

verbal process, the use of relational and metal process, the use of past tense, and the use of temporal conjunctions and circumstance.

3. Types of Narrative text

There are many different types of narrative text, that are follows:

a. Humor

A humorous narrative is one of that aims to make audience laugh as part of telling story.

b. Mystery/horror

This type contain about identify, investigate, secret and surveillance.

c. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

d. Fantasy

May simply be a basic chronological narrative set in fantasy world but some fantasy narratives extend the fantastical element to the structure as well. For example, the story may play with the concept of time so that characters find themselves moving through time in a different way.

e. Science Fiction

Science fiction narratives that the setting involving science and technology.

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society.

f. Folktales

Folktales usually feature ordinary and hardworking folks who use their wits and smarts to get them out of difficult situations. For example: Malin Kundang.

Kundang.

g. Diary Novels

This type of narrative has the text presented like diary entries.

h. Adventure

A story which includes exciting and dangerous events and the characters have to solve; e.g. de Junior. Adventure contains about the struggle, dangerous, survived, heroic, and treacherous.

i. Fables

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings.

j. Myths

Myths focus on stories that try to explain something about creation or the origin of people, places and things. They also try to explain some type of phenomena, either in nature or in regards to a person who has a unique ability. Example: Hercules.

k. Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history. Typically, a legend is a short, traditional and historicized narrative performed in a conventional mode. Some define legend as folk tale. For example: Rawa Pening, Sangkurian, Prambanan Temple, etc.

I. Fairy Stories

Fairy stories is an English language term for a type of short narrative. A fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantment.

m. Personal Experience

Personal experience narrative is an account of significant events in the life of the narrator or the community (Risdiyanto, 2012 p. 130).

By learning the types of narrative text, the students can get comprehensive understanding about the types of narrative text and the purpose of narrative text. The students can know detail information of narrative text briefly. So, they can build imagination when they have read with the knowledge they have got by the teacher explanation.

4. The Language feature of narrative text

In this research, the students have to more pay attention when they want to write narrative text. Learners have to focus on some language features in narrative text. Related with the generic structure of narrative text L. Spencer (2005) have argued that narrative text usually include the following grammatical features:

- a. Action verb: action verb provided interest to writing.
- b. Written in first person (I, we) or in the third person (he, she, they).
- c. Usually past tense
- d. Connective, linking words to do with time
- e. Specific noun: strong nouns have more specific meaning, eg. *Oak* as opposed to *tree*.

f. Active noun: make nouns actually do something, eg. It was raining could become rain splashed down or there was a large cabinet in the lounge could become a large cabinet seemed to fill the lounge.

g. Careful use of adjectives and adverbs: writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information.

h. Use of the senses: where appropriate, the senses can be used to describe and develop the experiences, setting, and character:

J. Previous Studies

First, Ashley (2017) has conducted a research with the title "Independent Reading: The Power of Self-Selection and Café Discussions in A Seventh Grade Classroom" it had shown that the students has grown as a enthusiast reader when they have found enjoyment in reading books. Second, Booknight (2016) has conducted a research "Fifth Graders's Reading Choices" she/he examine the fifth grades as her sample and the result had shown that the students interest increase by reading a book that chosen by themselves. Third Jensen, (2015) "Comprehensive Self Selected Reading and Student with the Novel: A Program Evaluation" it was shown that reading a novel that they interest with, its can also increase their reading engagement.

Based on the following statement above it can touched upon in the previous studies that SSR had implemented in various grade. Such as in elementary level either in undergraduate students. Yet, there is no evidence that SSR is sucessfully enough implemented in vocational school level. Furthermore, this study discuss about SSR in vocational school.