

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the theories about reading, reading comprehension, REAP strategy, narrative text and also discuss about the previous study.

#### **A. Reading**

##### **1. The Nature of Reading**

Reading is one of the four language skills. Nuttal (in Dwi, 2015:8) assumes that reading means a result of interaction between the writer's mind and the reader's mind. It can be seen from the way the reader tries to understand and get the writers' message on the text. To understand the writer's message, readers have to do word recognition first before doing comprehension. Pang (2003:6) also emphasizes that reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Celce-Murcia in Adhitya (2014: 9) views reading as an interactive process. It involves a text, a reader, and a social context in which the reading process

occurs. This implies that the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading influence reader's interpretation about the text.

Silberstein (1994: 12) adds that reading is a complex information processing skills in which the reader interacts with text in order to re-create meaningful discourse. The goal of reading program is to develop fluent, independent readers who set their own goals and strategies of reading. Another definition of reading is stated by Nunan (2003: 68). He states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.

Reading is important skills in learning English to be mastered by the students besides the other skills. Reading is not merely a way to learn new information but becomes a way to engage in new kinds of thinking. It means that when the students reading something (such as; books, article, news paper and etc) is not a way to get new information. Because, if the students do not understand from what they read, they can not get something. So, it can make the students think hard how to get the information from they read based on they way of thinking.

From those statement, it can be concluded that reading is a process where the readers constructing meaning from the word. Those, the readers can get ideas, and additional information from the text, based on they ways of thinking. Then, reading can help the students to get information and increase their vocabulary.

## 2. Reading Skill

Reading is not easy as people thought. There are two elements which should be mastered to be a good reader. Brown (2004: 187-188) states that reading skills consist of two big elements, there are microskills and macroskills. The microskills are: (1). Discriminating among the distinctive graphemes and orthographic patterns of English, (2). Retaining chunks of language of different length in short-term memory, (3). Processing writing at an efficient rate of speed to suit the purpose, (4). Recognizing a core of words, and interpreting word order patterns and their significance, (5). Recognizing grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms, (6). Recognizing that a particular meaning may be expressed in different grammatical forms, (7). Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, the macroskills include: recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of written texts according to form and purpose, inferring context that is not explicit by using background knowledge.

To be a good reader we must know the reading skill, there are :

### 1. Scanning

Scanning is also known as reading for specific information. This sub skill can be used to find any specific information in a text. For example, to look for a number in a telephone directory.

## 2. Skimming

Skimming is also called reading for gist or reading quickly through a text to get a general idea of what it is about. For example, to look quickly through books in a bookstore to decide which one to be bought.

## 3. Reading for detail

This sub skill is used to get the meaning of every word in a text.

Besides the skill of reading there are two types of reading are extensive reading and intensive reading.

### a. Extensive Reading

Day (2003:21) states that “Extensive reading is based on the well-established premise that we learn to read by reading”. Teacher encourages students to read our first language as well as foreign language. In foreign language extensive reading is approach students to read, read, and read more. When students reads extensively, they become fluent readers and they can increase their vocabulary and be a better writer.

Harmer (2007:283) states that “ Extensive reading materials is one of the fundamental condition of successful extensive reading programme is that students should be reading material which they can understand”. The main goal of this activity is if they can understand of every word so they can hardly reading for pleasure.

Extensive reading is reading for pleasure, students can choose what they want to read. The students can read the text more and more and also mainly global understanding.

b. Intensive Reading

Nation in Gonzales (2011:38) states that “ Intensive reading involves the detailed reading of text with the two goals of understanding the text and learning language features through a deliberate focus on these items”. At least intensive reading is a reading focus on specific text. Grellet (2010: 4) states that “Intensive reading is reading shorter text, to extract specific information. This is more an accuracy activity involving reading for detail”. From those statements can conclude that intensive reading is reading a short text by focus on the content of the text.

### **3. Reading Process**

Understanding the process of reading means understanding models of how words are recognized and how long they are kept in working memory (Nunan, 2003:70). The models of reading process can be divided into three categories (Nunan, 2003:70-73). Those categories are:

a. The Bottom-up Model

The first category is called bottom-up model. The bottom-up model typically consists of lower-level reading process. In this model readers read from the bottom- the text – to readers’ eyes. Readers identify the text then identify the pattern of the word,

sentence and text. Last, reader identify the meaning of the text.

Readers interpret the text by hierarchical and analytical process.

b. The Top-down Model

The second category is called top-down model. The top-down model, readers draw upon their knowledge of the world and the structure of the sentences to analyze a text. In this model the reader connected their prior knowledge with the text and then read the written text to make prediction in making meaning of tyhe text. Then the readers compare with their prior knowladge with their prediction.

c. The Interactive Model

The interactive model of reading combines elements of both bottom-up and top-down models. In one side reading involves getting of meaning and the other side reding is the role of knowledge. When the reader evaluate their understanding on the writers' meaning, they use their knowledge to clear up their understanding and then the reader analyzing language features on the text to know what the relationship between the meaning and their prior knoladge. The interactive model is about the interaction between the reader and the written text.

## **B. Reading Comprehension**

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

According to Grellet (1981:3) reading comprehension is understanding a written text means extracting the required information from it as efficiently as possible. Based on Klingner (2007:2), reading comprehension is “the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarizes reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing and assessing. Teachers mention the skills that students want to use then, they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skills successfully.

To comprehend a text, a reader has to construct the meaning of a written text. Lems, et al. (2010: 170) state that reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static competency, it varies according to the purpose for reading and the text that is involved. Additionally, reading comprehension is an interactive process of meaning construction. Meanwhile, Samuels (2007) in Lems, et al. (2010: 148) put it even more

simply: “In order to comprehend a text, one must identify the words on the page and one must construct their meaning”.

Furthermore, there are also three elements entailed in reading comprehension. Snow (2002; 11) explains these three elements are the reader, the text and the activity. The first element is the reader who is doing the comprehending. A reader, when he tries to comprehend a text, brings all his capacities, abilities, knowledge and experiences to the act of reading. The text that is to comprehend is also has a large effect on reading comprehension. The third element is the activity in which comprehension is a part. This includes the purposes, processes and consequences associated with the act of reading. These three elements are interrelated in the reading process.

In reference to the above definitions from the experts, it can be concluded that reading comprehension as the aim of reading is not only a process of identifying the word but also a process of constructing and understanding a meaning from a written text to get information related to the text and also to give students pleasure. Moreover, reading comprehension can be seen as the ability to find the stated or unstated writer’s idea in the text. The essence of reading comprehension is to understand all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.



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

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-top and top-down process. Following the strategies, Brown (2001:306) states that there are strategies for reading comprehension, such as: (1). Identifying the purpose of reading, (2). Using graphemic rules and patterns to aid in bottom-up decoding, (3). Using efficient silent technique, (4). Skimming the text for main idea, (5). Scanning the text for specific information, (6). Using semantic mapping or clustering, (7). Guessing when you are not certain, (8). Analyzing vocabulary, (9). Distinguishing between literal and implied meanings, (10). Capitalizing on discourse markers to process of relationship.

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

Reading comprehension that is also called reading for comprehension is an activity mean to extract certain kinds of information from English text. Reading as foreign language may face some difficulties such as: difficult word, difficult to get information from passages and difficult to make a conclusion of the passages. To minimize all those problems according to the reader's purposes 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 states in a passage usig a reader's experience and intuition by inferring.

c. Critical and Evaluative Comprehension.

Reading in order to get information in a text with the reader's own knowladge in values.

d. Appreciate Comprehension.

Reading in order to get other kind of values response from a text.

**C. Read, Ancode, Annotate, and Ponder (REAP) Strategy**

REAP is a strategy that encourages students to share the ideas encountered in their reading. REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. It can be employed as a study technique, thereby assisting long term memory. REAP is an effective strategy for students of grade four up to high school level. Because it is a multisensory approach to learning its effectiveness is enhanced. It is particularly beneficial for students with learning problems because it encompasses analysis and synthesis. Eanet and Manzo (1976:1) state that REAP is a strategy which ensure meaningful reading and encourage concise writing and thinking. REAP is also a technique for imprinting information in long term memory.

Students must assimilate the information read into their own schemata to facilitate long-term memory. Read-Encode-Annotate-Ponder (REAP) is one of the most basic ways to facilitate higher-order thinking through reading, writing, and

thinking. According to Eanet and Manzo (1976:1), REAP is designed to improve *thinking*, the underlying musculature for active reading and meaningful writing.

The idea for this reader-writer exchange system are used as a means of improving and supporting a national content area reading and writing project essentially for urban schools. REAP primarily is a cognitive-enrichment approach that teaches students to think more precisely and deeply about what they read, by following the four-step strategy symbolized by its title: *Read* is to get the writer's basic message; *Encode* is the message into your own words while reading; *Annotate* your analysis of the message by writing responses from several perspectives, and; *Ponder* what you have read and written—first by reviewing it yourself, then by sharing and discussing it with others, and finally by reading and discussing the responses of others.

Furthermore, Allen (2004:34) states that REAP is a strategy for helping readers read and understand a text. Each stage asks students to analyze the text at a higher level to increase and deepen comprehension. Furthermore, (Eanet & Manzo) cited in Mehmet (2010:1) states that REAP is a strategy which is aimed to help readers synthesize the author's thoughts in their own words, thus improving their comprehension and writing skills so as to enable learning and remembering to occur.

REAP can also be used as a way of observing students' thought development when asked to communicate ideas they have gleaned from a passage they have read. Moreover, Allen (2004:1) mentions that REAP strategy for

reading comprehension is applied in teaching and learning process after giving modeled and provided practice to ask students to:

- a. *Read* the text on their own by jotting down the title and the author.
- b. *Encode* the text by putting the gist of what they read in their own words or in other words, it can be said that readers need to write the main idea in their own words or language.
- c. *Annotate* the text by writing a statements that summarize the important points.
- d. *Ponder* what they read by thinking and talking with others in order to make personal connections and make a summary of the text, develop questions about the topic, and/or connect this reading to other reading they have done or in other words, it can said that readers need to ponder the text by thinking and talking about what they learned and why the author wrote the text.

In conclusion, by using REAP strategy, the readers do not need to understand all of the meaning of every word in the text. In REAP strategy the students can use their own language in take the content of a text. In using REAP strategy the teachers can lead the students to comprehend the text easily.

#### **D. Narrative Text**

Narrative text is kinds of text that consist of story. Wahidha states that (2013: 14) narrative text is interesting text which is the function is to amuse, entertain and to deal with actual or various experience in different ways. It means that narrative text can use as a reading material in teaching reading.

Furthermore Ermawati (2010: 22) states that narrative is a basic and constant form of human expression regardless of ethnic origin, primary language, and enculturation. Narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, cinema, comics, news item, and conversation.

The social function of narrative text is to amuse or entertain the reader it deals with actual or imaginative experiences in different way. Then language fetures 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 simple past tense, and the use of temporal conjunction and circumtances.

There are some generic structures of narrative text, they are :

a. Orientation

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

b. Complication

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

c. Resolution

Showing the end of the story and the way of participant to solve the crises of story containing the solution.

In conclusion narrative text is a text that deals with some problems which lead to the climax and then turn into a solution to a problem. Narrative is an

account of a sequence of events, usually in chronological order. Relating to kinds of text, which student has to complete studying in high school, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story.

#### **E. Previous Studies**

There are some previous studies about REAP strategy that found by the researcher. First, Fitrah Mutia; Anshari Syafar and Anjar Kusuma Dewi (2016) were conducted a study on tittle “*Applying Read, Encode, Annotate, and Ponder (REAP) Technique to Develop Reading Comprehension of The Tenth Grade Studens*”. In these study the researcher conducted the research in tenth grade students of MA Al- Khairaat Pusat Palu. In their research they use quantitative approach, and they use quasy experimental research design. Their findings revealed that applying REAP technique develop the students’ reading comprehension of the tenth grade students at MA Al- Khairaat Pusat Palu.

The second research was conducted by Vera Maria Santi (2015) on tittle “*Improving Students’ Reading Comprehension by Using REAP (Read, Encode, Annotate, Ponder) Strategy*”. The researcher conducted her research in seventh grade students of SMPN 14 Bengkulu. In this research she used quantitative and qualitative approach and also used clasroom action research. The result of her research shows that using REAP strategy successfully improved students’ reading comprehension. There were 83, 7 % students reached the very good category or got the score >75.

Third, Dessy Nuke Wulandari; Diemroh Ihsan; and Rita Hayati (2014) conducted the research on title “ *Teaching Reading Comprehension to The Eighth Grade of SMP Negeri 53 Palembang Trough REAP Strategy*”. They conducted the research by using quantitative approach and using quasy experimental design. On their result findings there was significant different in reading comprehension achievement between the students who were taught through REAP strategy and those who were not. It could be proven by analyzing the students’ pre-test and post-test scores of the esperimental group and control group using independent sample t-test.

Fourth, Yayah Fauziah (2015) conducted the research on tittle “ *The Effectiveness of Using Reading, Encoding, Annotating, and Pondering (REAP) Technique towards Students’ Reading Skill of Descriptive Text*”. In these study the researcher conducted the research in seventh grade students of MTs Salafiyah. This research using quantitative approach and also using quasi-experimental research. The result is REAP strategy is effective towards reading skill of descriptive text in the seventh grade of MTs Salafiyah, the students’ reading skill in the experimental class after being given the treatment of using REAP technique were higher than the students’ reading skill in the control class who did not get the treatment of using REAP technique.

The last, Fanny Dwi Pratiwi (2012) conducted the research on tittle “*The Effect of Using REAP Strategy Towards Reading Comprehension in News Item Text of The First Year Students at State Islamic Senior High School Dumai*”. In this research on the first year at State Islamic Senior High School Dumai. The

researcher using quantitative approach and also using quasi-experimental design. The result was significant effect of using REAP strategy for reading comprehension at experimental class that compare with the control class that does not give the treatment.

Based on the previous study above, the researcher focus on study “*The Effectiveness of Read, Encode, Annotate, and Ponder (REAP) Strategy Toward the Students’ Reading Comprehension Ability on Narrative Text of The Eighth Grade Students at Mts Sunan Ampel Ringinrejo Kediri*”. This researc explains is there any significant difference on the students reading comprehension before and after taught by using REAP strategy in reading comprehension on narrative text at the eighth grade students of Junior High School. The researcher used the quantitative approach and also used pre-experimental design to describe the effectiveness of REAP strategy toward reading comprehension. The researcher choose the narrative text for the treatment of REAP strategy at eighth grade of MTs Sunan Ampel Ringinrejo.

The difference of this research with the previous study above, first is the differences with the research from Fitrah Mutia et al. that their research use quasy experimental design and conducted the research in the tenth grade students of Senior High School. Meanwhile, the similarities in this research there are from the text that used on their research that is a narrative text and also use same quantitative approach. Secondly, the differences with the research from Vera Maria Santi, her research use classroom action research (CAR) and conducted the research in the seventh grade students of SMPN 14 Bengkulu and her research use



qualitative and quantitative approach. Third, the difference with the research from Desy Nuke Wulandary et al. there are they use quasy experimental reserach and also use quantitative approach. The similarity from this research is they also conducted the research at eighth grade students of Junior High School. Fourth, the differences with the research from Yayah Fauziyah are the researcher use Quantitative research design, the researcher conducted the research at seventh grade students of Junior High School and implemented the strategy on descriptive text. The last is the defferences with the research from Fanny Dwi Pratiwi are the researcher conducted the research by using quasy experimental design at tenth grade students of Senior High School and impemented the strategy on news item text. the the researcher used the quantitative approach and also used pre-experimental design to describe the effectiveness of REAP strategy toward reading comprehension. The researcher choose the narrative text for the treatment of REAP strategy at eighth grade of MTs Sunan Ampel Ringinrejo.

The previous researches have discussed the effectiveness of using REAP strategy by using experimental design and quantitative approach. The result of the research showed that REAP can improve or increase the students' reading comprehension. It can be seen on the data of the previous study.