CHAPTER II

REWIEW OF RELATED LITERATURE

This chapter deals with the review of underlying theory of literature. It contains of two main sub-chapters. First of all deals with the review of theoretical research including general concept of reading ability, teaching reading, and context clue technique. Second, it is about review of the previous research.

A. Reading

1. Definition of Reading

Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe, 2002:9). The other theories came from Kamhi & Catts (2008:2) reading is an interactive process consisting of inferring, knowing correct sounds and comprehension. Harmer (2007:99) states that reading is useful for language acquisition; the more the students read, the better they get at it. In addition, reading also has positive effect on students' vocabulary knowledge, on their spelling, and on their writing. According to Urquhart & Weir (1998:4) reading is a cognitive ability which a person is able to use when interacting with text. Extracting meaning from text is to understand what the author has explicitly or implicitly stated. Constructing meaning is to interpret what the author has written based on the reader's background knowledge, experience, capabilities and abilities. Snow (2002:11) defined reading comprehension as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language".

The students in junior high school spend the majority of their days in content-area classes. As the students advance in school, students should become more discipline, comprehend specific texts and grasp the concepts being communicated in them. This is a particular concern as the students are ask to read become increasingly complex with unique linguistic and cognitive features that are not necessarily shared across disciplines.

The goal of reading ability is to help the students understand written languages. The students who comprehend well monitor their understanding as they read and use strategies or technique to understanding breaks down meaning, then the students can understand what the content about of the texts, finally they can make a conclusion about what they have read to show their understanding after reading activity. Many students struggle to comprehend texts due to a lack of background knowledge, an inability to relate content to prior knowledge, an inability to attend to meaning while reading, deficits in metacognitive (they are not aware that they are not comprehending and difficulty understanding the meaning of words). Teacher teach comprehension so that students can read a variety of materials with ease and interest, can read for variety purposes and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting (Snow, 2002:xiii). This is particularly true for students who increasingly need to gain meaning from conceptually texts.

The materials can be used to teach reading comprehension in junior high school is just like magazine, newspaper articles, internet sources, library books and all of which can support teaching learning in reading.

2. Level of Reading Comprehension

The students' reading comprehension levels are varieties. In different grades of the students, they will be different in levels of reading comprehension. In each level, the students are expected to acquire the objectives of each level in reading comprehension. There are some levels of reading comprehension based on Burns (1984:177) those are:

a. *Literal reading* or reading for literal comprehension which involves acquiring information that directly stated in a section, is important and also prerequisite for higher level understanding. At this level, the readers are able to comprehend what the author has said.

b. *Interpretive reading* involving reading between the lines or making inferences, it is the process of deriving ideas that are implied rather than directly stated. At this level, the readers are able to understand what the author means.

c. *Critical reading* is evaluating written material comparing the ideas discovered in the material, which is known standards and drawing conclusion about their accuracy, appropriateness. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

d. *Creative reading* involves going beyond the material presented the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imagination.

Based on the explanation about levels of reading comprehension above, the researcher opined that the students in senior high school especially in the tenth grade, they are categorized into still in literal reading level. The students gained the information that directly state in the section. In this level, the students are expected to comprehend what the author said.

B. Teaching Reading

There are many challenges to teaching reading for EFL students, sometimes teacher face problems. As a teacher, they have responsibility to achieve purpose of learning. Teacher should be able to select appropriate strategy and technique to teach the students, knowing the students' background knowledge and the students' problem in their reading. If teacher knows the students' problem, so teacher is easier to help the students solve their problems. Besides that, as teacher, they should be able to control teacher's problem in teaching reading, especially teaching EFL students.

1. Reading models

a. Bottom-up mode

Is a reading model that emphasize the written or printed text, is says that reading is driven by a process that result in meaning (on in the other words, reading is driven by text) and reading proceeds from part to whole.

b. Top-down model

Is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by a meaning and proceeds from whole to part. It is also called as concept-driven model.

c. Interactive model

Interactive models assume that a pattern is synthesized based on information provided simultaneously from several knowledge source. The compensatory assumption states that a deficit in any knowledge source result in a heavier reliance on other knowledge sources, regardless of their level in processing hierarchy.

In conclusion, reading models that appropriate used by the students to comprehend the texts and relates with context clue technique is *top-down model*. In this model, the students do not gain the precise the perception and identify all of the elements in a word, but the students try to gain the meaning by their own word through their previous experiences and their prior knowledge.

2. The nature of reading

Reading is very important to the EFL students. Reading is look at and understands the meaning of written or printed word or symbols, to discover or find out about something, to interpret something in particulars way, a way in which something is interpreted or understood. Therefore, reading is not simple looking but involves deriving meaning from the printed words. Comprehension is the power of understanding, an exercise aimed at improving or testing one understands of a language (spoken and written).

a. Schema theory and reading

   The mental structures which store our knowledge are called schemata, and the theory of comprehension based on the schemata is called schema theory. According to the theory, reading is an interactive process between what the writer writes. It is not simply a matter of applying decoding conventions and grammatical knowledge to the text. Good readers are able to relate the text and their own background knowledge efficiently.

b. Reading skills and reader purpose

   It is important to bear in main that reading is not an invariant skills, that there are different types of reading skills which correspond to the many different purposes for reading. Based on Rivers & Temperley (1978:187) the second language learners or foreign language learners want to read for the following purposes:

   1. To obtain information for some purpose or because they are curious about some topic.

      The students read the texts because they are interest, curious and to get information from the texts that they read. The students read the texts to understand what the texts about, topics and all of information in the texts.

   2. To obtain instruction on how to perform some task for our work or daily life.

The students understand with the instruction by reading activity. When the students get a task from their teacher, the tasks contain of some instructions to guide the students for do their work. In the other hand, reading also needed in students' daily life.

3. To act in a play, play a game, do a puzzle.

The students necessary to understand the rules and to know how to play a game or do a puzzle by conduct reading activity. If they do not read the rules or instruction of a game, so they can not play a game or they will difficult to play a game.

4. For enjoyment or excitement.

The students read the texts or others to amuse their self. For example they read narrative texts, so they feel entertaining.

5. To know what is happening or has happened.

Reading activity also has the purpose to gain information about something happen in the students' environment. It is give more advantages for the reader.

Based on the explanation about the purposes of the students want to read, the researcher has opinion that the students' purpose is to obtain information about the texts, the students understand the topic that makes them curious and in the end of the reading sections, the students can deliver and answer the questions that relate with texts.

3. Kind of techniques in reading

a. Storyboard technique

According to Heinich et.al (2002:131) storyboarding is a handy method of planning. This technique, borrowed from film and video production. In storyboarding, there is a card or a piece of paper, it is contain of sketch or simple representation of the visual and use along the narration and production notes that link the visuals to the narration.

b. Jigsaw technique

Slavin (1995:122) says that jigsaw is one of the working group or cooperative activities which are applicable in the teaching reading comprehension. It is one type of the simplest method of cooperative learning. It is developed by Elliot Aronson at the University of California. In this technique, the students divided into some groups. Each group consists of 5-6 students. A teacher define the topic then the students discuss sub topic with their group before then they join to other group to explain what the students learn based on result of their main group discussion.

c. Context clue technique

Heinich et.al (2002:33) suggested that context clues (Learning Well) provides practice in determining the meaning of a difficult word encountered in sentence context. This technique helps the students to understand the texts although the students do not know the exact meaning of words. To help the students the write adds clues before or

after the difficult word. There are some kinds of clue in context clue technique. Those are: definition, synonym, antonym, example and inference.

Context clue technique is more appropriate used to the students in the tenth grade according to the researcher, because by using context clue technique, the students do not need to open dictionary if they do not know the meaning of the words. The students can gain the meaning by identify the clues that the author's serve and find the meaning based on their own word. Frequently open dictionary will spent their time in their reading section. Context clue involve the students prior knowledge to makes the students are able to understand the texts.

4. Problems some EFL/ESL reading teacher

Most the reading teachers have problem in teaching reading for EFL/ESL learners. Problems some EFL/ESL teachers face include the following Gebhard (2000:210).

a. The *"I want to read faster"* problem

Some the students want to read faster, because they feel slow in their reading. It is because the students feel the material is too difficult. There are too many new words, the grammar is too complex, they do not have the background knowledge to process the intended meaning or they have more combination of these problems. Another reason is because most of the students read a word at a time and look up in dictionary, although they know the meaning of that word.

b. The *"vocabulary building"* problem

Vocabulary is necessary to understand the texts or passages. To increase the students' vocabulary, teachers can guide the students to read extensively, so that the students acquire a larger reading vocabulary. Another way is guide the students to use dictionary and identify part if speech of words in dictionary or the students look for synonym and antonym of words.

c. The *"background knowledge"* problem

The students' ability to comprehend the content of reading material depends in part on their knowledge about the topic of reading section. When the students familiar with the topic, they easier to understand the content about. In the contrary, if the topic of texts that they read have not familiar yet, they are difficult to understand the content of the texts. The way to help the students understand the content of texts that not familiar yet, teacher can lead them with a short discussion before they read and give the students as set of questions related with the topic.

d. The *"getting students to read"* problem

The students are not always motivated to read, and when teachers faced with such an attitudinal or motivational problem, teachers are often at a loss about what to do. To invite the students to read, teachers should give attractive material and it is should consider with the students level.

Most problems of the students in the tenth grade is they want to read faster and vocabulary building. The students often open dictionary if they do not know the meaning in their reading. The students look up in dictionary of the meaning being the students' habitual although they know the meaning of the word. Sometimes they do not sure about the meaning and they often use precise meaning to understand the texts, so that they spend more time. The problem can coped by appropriate techniques that teacher give. In this case, teacher should be able to select appropriate technique to their students.

C. Context Clue Technique

1. Definition of context clue

Heinich et.al (2002:33) suggested that context clues (Learning Well) are provide practice in determining the meaning of a difficult word encountered in sentence context. Based on McDougal Littell Reading Toolkit, context clue is the words, sentences, and ideas that come before and after a words or phrase. In the same line, Chastain (1988:238) suggests that using contextual clues to guess the general meaning; to skip unknown words; and to focus on cognates, roots, prefixes, and suffixes while reading a text. There are some scales in infer the meaning of word by use context clue, those are:

a. Extremely unlikely that the target word can be guessed correctly. The next contains no contextual clues that and may be misleading.

b. It is unlikely that the exact meaning of the target word can be inferred. However, information in the context may lead to partial knowledge of the target word's meaning.

c. Information in the context may make it possible to infer the meaning of the target word. However, there are a number of choices. Participant may gain partial knowledge.

d. Participant has a good chance of inferring the meaning correctly. There are few meanings that are logical apart from the context meaning. Participant should gain at least partial knowledge.

In conclusion, context clue has several scales to the students gain the meaning. Context clue are involve prior knowledge to gain the meaning of words, so in each scale of context clue the students should be able to utilize their prior knowledge because sometimes the author does not provide certain clue in their texts. In easy scale, the students have a good chance to gain the meaning easier because the students can find clue easily. While when the author does not provide exact clue in their texts, so the students have to infer the meaning by using their prior knowledge and they should be understand deeply the texts about, because sometimes it is misleading.

2. Teaching reading by using context clue

Teaching this skill supports self-agency so the students can define unfamiliar words independently. The following are devices that authors use to incorporate context clues into their writing. The point is not that students memorize each type of context clue. It is more that they come to understand that authors give hints in all kinds of ways to help learners figure out what words mean so they are alert to these devices. Although the following list seems straightforward, neat and tidy, demonstrate to students to read the surrounding

passage in which unfamiliar words appear. This helps readers infer a word's meaning and appreciate the entire passage where the word resides to make the learners understand what the content of the text.

Sometimes writer uses some of clues to lead the reader to understand their passages. In context clue technique, there are some kinds of clue that writer use. Those are:

a. Definition/explanation

The word is defined directly and clearly in the sentence in which it appears.

Example: the explorers landed in **alien** environment, a place both foreign and strange to their beloved homeland.

The definition is set off by a comma following the phrase in which the word appears. Alien means strange or foreign.

b. Synonym

Other words are used in the sentences with similar meaning.

Example: the **slender** woman was so thin her clothes were too big on her.

c. Example

Providing examples of the unknown word can give readers a clue to meaning.

Example: The bird's appetite is **voracious**. In one day he ate enough worms to equal three times his body weight.

The example illustration that the bird ate an extraordinary amount, therefore voracious means greedy.

d. Comparison

Comparison clues show that two or more things are alike. Words like similar, as well as, both and likewise show that comparison is possible.

Example: The smell of the flower was as **compelling** as a magnet's pull on a paper clip.

Since a magnet will pull a paper clip to it, the comparison suggests that the smell of the flower had an attraction. Comparing means attracting.

e. Antonym/contrast

Opposite information about the unknown word can be offset by words and phrase such as unlike, as opposed to, different from.

Example: In America, she is an **eminent** scientist even though she is virtually unknown in England.

It means well known or famous.

f. Inference

Word meanings are not directly described, but need to be inferred from the context.

Example: Walt's **pugnacious** behavior made his opponent back down.

Based on Rebecca Oberg, Mc. Dougal Littell Reading Toolkit, there are five easy steps to becoming an expert at using context clues:

a. Circle the word or phrase you do not understand.

b. Underline key phrases and ideas in the sentence. Look for words that give synonyms, antonyms, examples, etc.

c. Give the main idea of the paragraph the new word is in.

d. Say the sentence in your own words.

e. Guess at what the new word means. Use what you underlined to prove your guess is right.

3. Advantages and disadvantages of context clue

Each techniques or strategies have advantages and disadvantages. Using context clue also have disadvantages, such as *the intention of vocabulary acquisition.* Vocabulary mastery has a big point in understanding the sentence. Context clues are supporting sentences for providing information on the meaning of difficult words. Therefore, when we just have a little vocabulary mastery, of course will be directly proportional to the mastery of context clues. For example, when there is a sentence and we do not even understand the meaning of it. We do not know the meaning of each word or we know a little word only, context clues will not be running, as it should. To overcome this problem at least should first increase our vocabulary mastery. By mastering vocabulary well, is expected there will creativity enhancement in word processing, especially relation to the ability to read. In reading, one must have an adequate vocabulary so that he can figure out the meaning of reading's content. Context clues are a combination of reading

skills, vocabulary mastery, and creativity. Three of those should go together. The second *stimulate critical thinking of reader.* Creativity is needed when we are dealing with context clue. Carefulness in reading the information, such as punctuation, and keywords will greatly affect the accuracy in guessing unfamiliar word. In deciphering punctuation for example, a dash (-) or mark (,) has a big share in applying context clues. They are information which provided by the author to the reader or in the determination of key words. Foresight is needed once again. as described by Chelsa (2005) The first thing to do is deciding which one is the unfamiliar word, and then determine the type of context clues after that the application of context clues and the last is inferring or determine the meaning of the word. When readers begin to use context clues, the reader is required to stay focused and keen in taking and determining the information. It will indirectly lead the reader to think critically. Logical in the use of this approach will stimulate readers to think critically and more critical so that readers know the meaning of the passage perfectly.

While disadvantages of context clue is t*he context clue sometime does not sufficient and leads the reader in wrong guessing***.** The contexts in which unknown words are presented in text are not always helpful and in some cases, can mislead the students into making false inferences about word meanings. Negative learning probabilities have been attributed to misleading contexts within the stories read aloud to young children, and lack of contextual support hindered high school students who tried to derive the meaning of rare words in naturally occurring text. Manipulating the text to increase word learning has had mixed

results. Some researches indicate that text revised to be more considerate or to provide more useful contextual information. It can produce significantly higher scores on measures of word learning. A high density of unknown words in a text was found to obstruct incidental word learning. The other advantages *depend on our background knowledge.* Intelligence factor makes it especially needs to be considered in the use of context clues. In addition, the limitation of the information which is provided by the author is less adequate. The use of this technique also depends on our background knowledge. The more information we know, the more information we can apply in information that already exist on sentence or textbook that contains some unfamiliar words.

D. Previous Research

There are some previous researches that related to context clue technique and reading comprehension. That some researches categories as below:

There are previous researches that related to various technique/strategy that used in reading comprehension. Pribadi conducted research used context clue technique. His research was different with this research in research design. He used class action research as method design, while this research used quasi-experimental design. The kind of the text that used did not explain. This research used recount and narrative text. Indrayani used main mapping technique to improve reading comprehension and the text that used is narrative text. While this research uses context clue technique and the text that uses are recount and narrative text. Kusrini conducted research by using jigsaw technique to improve reading comprehension, while this research uses context

clue technique. In the other technique is collaborative strategic reading (CSR) that conducted by Puspita. The differences of her research and this research are in the research design and technique/strategy. She used class action research as design of her research, while this research uses quasi-experimental design. The last research that used another technique/strategy is conducted by Rachmawati. She used card sort to improve reading comprehension. Her research design was class action research, while this research uses quasi-experimental. The text that used did not clear, while this research uses recount and narrative. Nurhayati conducted research by using picture series to improve students reading comprehension. Her research used class action research as research design. While this research used quasi-experimental design.

Some previous research that related with focus of research was conducted by Padlillah, Suri and Sasmita. The first was conducted by Malik. She focused on the use of context clue to increase vocabulary mastery, she used pre-experimental as research design. The second research was conducted by Suri. He focused on reading comprehension. His research design was quasi-experimental. The text that used was narrative text. The last is Sasmita. His research focused on reading ability. He used descriptive quantitative research as research design and the text that used was expository. The previous research above was different with this research. This research used quasi-experimental design that focuses on reading ability and the text that uses is recount and narrative text.

The other previous research that related with context clue technique was conducted in several subjects. Those are: the first conducted by Qonita. Her

subject of research was the students at primary school. She focused on vocabulary mastery and use pre-experimental research design. The second research conducted by Pribadi. His research focused on the use of context clue technique to improve the students reading comprehension. Junior high school exactly at eight grades of students was his subject of his research. He used class action research as research design. The third research was conducted by Rahayu. The subject of her research was students in senior high school exactly at second grade of students. She focused on reading comprehension. The design of her research was pre-experimental design. The differences previous research with this research is the subject, especially in the grade of students. This research focuses on context clue technique toward students' reading ability at tenth grade of students in senior high school.

Some previous research conducted with some methods. Sholiha conducted research that focused on the use of context clue to students' reading achievement. Her research was quantitative with pre-experimental as research design and conducted at the first grade of senior high school students. The other research was conducted by Padlillah. His research discussed about the use of context clue at grade of primary school. He used qualitative with case study as his research design. The last is research that conducted by Prihasiwi. Her research was class action research (CAR) design. She focused on improving vocabulary mastery by using context clue. All of research above was different with this research. This research uses quantitative with quasi-experimental as research

design. Focus of this research is the use of context clue toward students' reading ability.

Related to this research, the researcher concludes that there are some gaps between some previous researches with this research. The gaps are the context clue technique that used in different purpose. In some previous research, there are some techniques that used in researches, each technique conducted with certain purposes. The difference of this research with some previous research shown explanation above, include the uses of quasi-experimental design in this research with different kind of the texts. The gap also included in what students' level the research is conducted and focuses of the research. This research focus on the use of context clue to understand the texts talk about although the students face the new word so that the students could understand what the texts about and gain detail information from the texts, while mostly of previous researches focus on gaining the meaning of vocabulary and my research uses two kind of the texts i.e. recount text and narrative text. By using context clue, the students are expected be able to comprehend the texts easier.