

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reading skill, teaching reading, reading comprehension, scaffolding model, narrative text and previous study.

A. Reading Skill

This section presents the definition of reading and the purpose of reading.

1. The Definition of Reading

Reading is a passive skill involving interaction to comprehend the meaning in order to obtain ideas or information from written text (Nur & Ahmad, 2017). Suleiman (2005) states that reading is a "interactive" process that improves automaticity or fluency by the reader and the text. The process include the reader derives meaning from the text by interacting dynamically with the text and using their knowledge background.

According to Moreillon (2007) making sense of written and visual information is the definition of reading. However reading is not an easy task. Reading is a dynamic process that calls for a high level of proficiency. Reading is a fluid process where readers combine information from a text with what they already know to create meaning. (Linse, 2005).

From the explanation above, it can be said that reading is receptive language process. There is process construct the meaning from the text by readers in order to get the new information intended by the author. This process is interaction between the reader and the reading text. Reading is a

set skills that involves distinguish main ideas, understand sequences, notice specific details, make inferences, make comparisons, and make predictions.

2. The Purpose of Reading

There are two main aims people read. The first aim is “reading for pleasure”. Reading provides pleasure when readers aim to read stories. Literature provides enjoyment for readers of all ages. The second aim is “reading for information”. People read to get information. The information can be in the form of knowledge or just new information. When people reads for information, they will try to find out why, who, where, when and how. We will eventually come to the conclusion that we have all the information we need and stop. Skim the rest to make sure that we haven't missed out on some very informative parts. When people reads for general comprehension purposes (either for information or for pleasure), reading is done for a variety of reasons, including understanding the text's content, finding entertainment, or applying it to a certain goal. (Grabe, 2011).

According to Grabe (2011) there are seven purposes people reads. The first and the second purpose is “Reading to search for simple information and reading to skim”. When searching through a text while reading, we typically scan the text for a specific word, fact, or phrase that stands out. Similar to this, reading for skimming—that is, selecting a passage of text for overall comprehension—is a typical component of many reading tasks and a useful ability. The third purpose is “Reading to learn from texts”. The fourth, fifth and sixth purpose is “Reading to integrate information, write and critique

texts”. When people read for learning, they usually do so in professional and academic contexts where they must absorb a lot of information from a work. Making further decisions regarding the significance of contradictory, supplementary or supportive information as well as potential rhetorical framework restructuring to create space for information from many sources are necessary when reading to integrate information. The seventh purpose is “Reading for general comprehension”. When general understanding is carried out by fluent and proficient readers, it necessitates extremely quick word processing and automatic word processing, high general meaning representation abilities of key ideas, and effective process coordination under extremely tight time restrictions.

B. Reading Comprehension

Comprehension is the identification of the intended meaning of communication, whether spoken or written (Richards & Schmidt, 2010). According to Kintsch (1998) and van Dijk and Kintsch (1983) (in Pourhosein Gilakjani & Sabouri, 2016) reading comprehension is process of creating meaning from text.

The primary goals of reading comprehension teaching are to aid students in obtaining the knowledge, skills, and experiences required to become proficient and enthusiastic readers. (Narina, 2022). Reading comprehension requires six essential skills, they are: 1) decoding information as a vital step in the reading process, 2) fluency, 3) vocabulary, 4) sentence construction and

cohesion, 5) reasoning and background knowledge, and 6) working memory and attention (Narina, 2022).

According to Snow (2002) Reading comprehension consists of three essential components: the reader, the text, and the activity or purpose for reading. Factors that brought by the reader are their cognitive capabilities, motivation, knowledge, and experiences. Snow clarifies that the text is each electronic contents that used for the activity.

C. Teaching Reading

According to Maximilian (2016) The primary objectives of teaching reading are to improve students skill to decode written material, obtain information, and understand textual content. To achieve the goals of teaching reading, teachers must motivate students by selecting or creating suitable texts, designing meaningful reading assignments, implementing efficient classroom procedures, fostering critical reading skills, and establishing a supportive environment for students to practice reading (Hedge, 2000).

Harmer (1998) claimed there are six fundamental concepts in teaching reading. The first claim is “Reading is not a passive skill”. Reading is a very active process. Students have to understand the meaning of each word they read, students have to observe the images presented and students have to understand each argument made by the author and students as readers must find out whether we agree with the argument. The second claim is “Students need to be engaged with what they are reading”. Students are engaged with the reading text so that students are interested in the given topic then they get

benefit from what they read. The third claim is “Students ought to have an incentive to interact with the content of a reading passage, rather than just focusing on the language used”. Students should be given the opportunity to respond to the message of the text they are reading by giving students the opportunity to express themselves towards the text they are reading. By this activity, students engage with the topic and language of the text. The fourth claim is” Prediction has a significant role in the process of reading.”. Before students read, they generally already have a prediction about what will be told. Students can predict from the title, picture or cover. The teacher should provide students with 'hints' or 'indications' to enable them predict upcoming occurrences. The sixth claim is "Align the task with the subject matter". After the teacher has made a decision on which texts the students will read, they must then select the suitable reading assignments. This includes choosing the appropriate types of questions, engaging questions that are both entertaining and beneficial. The final claim is that "Competent teachers fully utilize reading materials." Teachers should utilize topics derived from the texts that students have read for the purpose of engaging in discussions and completing additional activities. This should be done by employing language that facilitates both learning and activation of knowledge (Jeremy Harmer, 1998).

D. Scaffolding Model

1. The Definition of Scaffolding Model

Scaffolding is a method that allows a kid or inexperienced person to solve a problem, complete a task, or accomplish a goal that would be too

difficult for them to do on their own. This scaffolding primarily involves an adult supervising and handling the aspects of the activity that the learner is initially unable to handle, enabling the learner to focus on and successfully accomplish only those aspects that fall within their skill level. Therefore, the task can be accomplished effectively (Wood et al., 1976).

Scaffolding model is teachers or more experienced peers can model desired learning strategies or tasks and/or provide the necessary assistance in order to help students perform a skill or master a concept that they could not do on their own, and then gradually shift responsibility to the students (Poorahmadi, 2009). The definition of scaffolding is the assistance provided by a teacher to a student in order to help them successfully complete a task that they may struggle with on their own. (van de Pol et al., 2010).

2. The Advantages of Scaffolding Model

According to McKenzie (1999 cited in Van Der Stuyf, 2002) there are six importance of scaffolding

a. Scaffolding provides clear directions and reduces students' confusion

Teachers develop comprehensive guidelines that specify the tasks students must complete to achieve the objectives after anticipating potential various difficulties the class might face.

b. Clarifies purpose

Scaffolding facilitates students' understanding of the purpose and importance of their tasks.

c. Keeps students on task

The scaffolding lesson or research project offers learners with structure, offering clear pathways for their learning. The student has the freedom to make decisions regarding which path to select or which aspects to investigate within the chosen path. However, they are not permitted to deviate from the assigned goal, which is the prescribed objective.

d. Clarifies expectations and incorporates assessment and feedback

The expectations for the activity are established upfront by providing students with examples of exceptional work, rubrics, and standards of excellence.

e. Points students to worthy sources

Teachers offer resources to cut down time, confusion, and frustration. After that, students can choose which of these sources to employ.

f. Reduces uncertainty, surprise, and disappointment

To ensure that learning is maximized, teachers evaluate their classes to identify potential trouble spots. Then, they improve the lesson to remove obstacles.

3. The Steps of Implementation Scaffolding Model

According to Abidin (2017) steps in teaching reading by using scaffolding Model are:

a. Pre-Reading Stage

1) Text Selection

The teacher selects the texts at this point to be used as reading instruction. The texts that are chosen have to be ones that may help students learn the many skills required to become proficient readers.

2) Text Orientation

At this point, the teacher gives a general overview of the text's content, including information about the author, genre, publishing date, and selection criteria. There are various ways to engage in text orientation exercises, such as examining the text's illustrations and introducing it with graphs or diagrams. Graphs and diagrams that provide an overview of the text's content are used to introduce the work.

b. Reading Stage

3) Reading the Text

At this point, students start reading the text at various speeds. Reading speed, namely reading slowly to improve comprehension on parts of the text that have been mastered and reading quickly on those sections. Additionally, read slowly to help students comprehend the sections of the text you may not have comprehended before.

4) Language Orientation

At this point, students talk about the author's language. Activities that can be completed include: a) summarizing the author's language choices; b) identifying keywords; c) starting to formulate the story by deriving meaning from the author's use of keywords; and d) rethinking the story by giving students the task of identifying some crucial passages to read aloud.

5) Building Understanding

Students are expected to apply a variety of strategies at this point in order to enhance their comprehension of the narrative. Rereading the material, underlining it, disregarding tricky words, understanding sentences, and self-correcting mistakes with assistance are a few of these techniques.

c. Post-reading Stage

6) Testing Students' Attention and Perception of the Reading

This is the point where the teacher assesses student's comprehension of the reading material by using tests that evaluate their capacity for focus and how they interpret the material they are reading.

E. Discovery Learning

1. The Definition of Discovery Learning

Schunk (2008 cited in Sofeny, 2017) When a student learns something on their own, it's called discovery learning. Instead of just reading or listening to teacher presentations, it entails developing and

evaluating theories. Dewey (1916/1997) and (Piaget, 1954, 1973) in Castronova (2002) claimed Discovery learning is a set of instructional practices and models that emphasize providing students with chances for active, hands-on learning. Three important aspects of discover learning are as follows: (1) Through investigation and problem-solving, students generate, integrate, and generalize knowledge. Students that participate in activities that demand risk-taking, problem-solving, and an analysis of their unique experiences gain comprehension and establish broader applications for skills. (2) A learning technique wherein the student has some choice over the order and frequency of activities based on their areas of interest. (3) Tasks designed to integrate the learner's newly learned knowledge with their existing knowledge. Students enjoy learning settings that allow them to apply knowledge and form new perspectives by starting with their own experiences and skills.

2. The Steps of Implementation Discovery Learning

According to Syah (2004 cited in Burais et al., 2016) there are steps must be followed in teaching and learning activities while implementing the discovery learning model in the classroom:

a. Stimulation.

At this point, students are presented with a puzzling situation and are instructed not to make any generalizations in order to foster their own curiosity.

b. Problem Statement (Statement / Problem Identification).

Students are given opportunities by the teacher to discover as many problems as they can that are relevant to the material, and one of those problems is then selected and developed into a hypothesis, which is a short-term solution to the problem question.

c. Data collection.

During the investigation phase, the teacher gives the students the chance to gather as much relevant information as they can in order to verify the validity of the hypothesis.

d. Data Processing.

The process of analyzing and interpreting data and information that students have collected through observations, interviews, and other means is known as data processing. Every piece of information—from reading to interviews to observations to and so on—is analyzed, sorted, randomized, tabulated, and, if needed, calculated in a specific method before being interpreted with a given degree of confidence.

e. Verification

At this point, students do a thorough analysis to demonstrate the validity of the previously proposed hypothesis using other findings related to the outcomes of data processing

f. Generalization (Drawing Conclusions/Generalization)

This step is taking into account the findings of verification. This step involves formulating a conclusion that can be used as a general principle to all similar situations or issues.

F. Narrative Text

1. The Definition of Narrative Text

Narrative is present in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting (*think of Carpaccio's Saint Ursula*), stained glass windows, cinema, comics, news items, conversations (Franzosi, 1998). According to Siahaan (2010 cited in Kristina Sinaga, 2019) a narrative is one of the developing writing genre. For example characters told the history of something based on the development of writing from time to time.

Narrative texts have three main characteristics. The first is that it possesses a finite and longitudinal time sequence. A narrative text typically consists of a beginning section, a sequence of developing incidents, and an expected conclusion. The second is both a narrator and a listener, whose distinct perspectives influence the manner in which the narrative unfolds. The third is narrative is its focus on persons. Instead of only describing their actions or what happens to them, it digs into their emotions and how others perceive them (Greenhalgh & Hurwitz, 1999).

2. Generic Structure of Narrative Text

According to Siahaan (2010 cited in Kristina Sinaga, 2019)

narrative text has four parts :

a. Orientation

Orientation is the act of providing an overview or introduction to the participants, including details about the time and location. During the orientation, the narrator introduces a trigger that will initiate a sequence of events. These occurrences will have an impact on one or more of the characters.

b. Complication

A complication refers to the challenges or difficulties faced by the main character in a novel and how they are resolved. In the narrative, the writer defines the increasing circumstances that the characters must contend with. Ultimately, the complication serves as a trigger.

c. Resolution

Resolution refers to the outcome or conclusion of a crisis, which can be either positive or negative. In conclusion, the writer illustrates the ways by which the participant can resolve the problem, whether the outcome is positive or negative.

d. Re-orientation

Re-orientation serves as a concluding statement at the end of the story and is considered to be the most favorable ending. The text comprises moral lessons, advice, or teachings imparted by the writer.

G. Previous Studies

In previous research, there were some researchers who used scaffolding model as a teaching model. One of them is a research conducted by Elda et al., (2022) conducted a research entitled “Improving Students’ Reading Comprehension of Descriptive Text by Using Teacher’s Scaffolding”. In their research, they found that the use of scaffolding model in the instruction of reading comprehension text aimed at encouraging students to identify language components and pronoun references, complete comprehensive information and identify the primary concept, so enhancing students' vocabulary.. The difference between the previous study conducted by Elda et al., (2022) is the type of text. The type of text used on the previous study is descriptive text, while the type of text of this research is narrative text. Then, the other difference is the class of the research is seventh grade, while the researcher is eighth grade.

The other research is Narina (2022) conducted a research entitled “Scaffolding Technique in Reading Comprehension in The Junior High School”. The research findings show that the employment of scaffolding teaching technique significantly enhances students' reading comprehension, particularly in the context of descriptive and procedural texts. Narina (2022) used class action research as a method of her research, while the researcher quantitative method that is quasi experimental research design. The other difference is the text type. In Narina, (2022) subject is descriptive text and procedure text, while the subject of this research is narrative text. The last

difference is the class of the research is seventh grade, while the researcher is eighth grade.

The last research is conducted by Puspitasari et al., (2023) with the title “The Effectiveness of Scaffolding Strategies on Students’ Reading Comprehension”. They found that the implementation of a scaffolding method has proven to be effective in enhancing students' reading comprehension, particularly when applied to recount texts.. The difference between her research and this research is Puspitasari et al., (2023) is the type of text used by Puspitasari et al., (2023) is recount text, while in this research uses narrative text.