

CHAPTER II

LITERATURE REVIEW

This chapter discusses several theories related to the research that aim to support researchers in developing theoretical frameworks, problem solving and answer the hypothesis. There are reading comprehension, teaching reading comprehension, teaching approach in Merdeka curriculum, genre-based approach, teaching strategy for reading comprehension, graphic organizer strategy, skimming strategy, recount text, and previous study.

A. Reading Comprehension

According to Harris and Hodges (1995), reading comprehension is the process of building the meaning of the text by reciprocal and inclusive reciprocity between the ideas of the reader and the text. Similarly, Snow (2002) defined that reading comprehension is the ability to bring up and draw up the meaning of the text by doing interaction between reader and the written text. In addition, Nurdiana and Amelia (2017) argued that reading comprehension is the process and the ability to understand the concept of the whole text that included vocabularies used in the text, then can make the conclusion, also connecting the key ideas from the text. Based on those definitions, it can be defined reading comprehension is the process to get the point of written text by finding out the meaning through the interaction between reader and the text that include the understanding of vocabulary used, the concept, and key ideas from the text.

King and Stanley (1989) divided the component of reading comprehension as explained below:

1) Finding factual information.

Factual information requires readers to analyze the detail information in the text. Readers must understand factual information and be capable to find details such as individuals, locations, events, and times.

2) Finding main idea.

It is very important for readers to know the main idea of each passage because it will help them remember the content of the passage after reading it. Readers cannot only understand the ideas written in the text, but they can also understand the relative meaning of those ideas.

3) Finding the meaning of vocabulary.

In other words, readers can guess the words in the paragraph or sentence they read.

4) Identifying reference.

Readers will understand the passage better if they recognize the reference words and they can find the words they refer to. For reference, the example is like “it”, “he”, “they”, “this”, etc.

5) Making inference.

Readers should have the ability to read between the lines. After reading and trying to understand each line, readers must make conclusions based on what they have understood from the text.

Thus, reading comprehension can be obtained by readers when they fulfill these components. Readers should be capable to find factual information or detail information in the text. Then, readers should try to figure out the meaning of the text, not only the ideas of text. If readers find difficult words that they do not know the meaning, they should try to guess the meaning. Readers also should have the ability to know reference words because it is helpful to make them more understanding between one sentence and another sentence. Last, readers should try to infer the meaning and find out the implied meaning of the text. These components are important to obtain reading comprehension ability. Therefore, readers should pay attention more on these components.

Brown (2002) clarified that there are two types of assessing reading comprehension, they are micro skill and macro skill. Micro skills focus more on smaller components such as phonemes, morphemes, words, sentences, etc. Meanwhile, macro skills imply a focus on larger elements such as understanding the main idea, function, implied meaning, and concluding the content of the reading. However, this study will focus on macro skill. Macro skill is discussed about:

1. Identify the social function of the written text based on the form and purpose.
2. Draw conclusion of ambiguous context in the text by using background knowledge.

3. Describe the events, main ideas, general and detail information of the text., identify the relationship between the events, understand the causes and effects of the text.
4. Analyze the differences between literal and implied meanings.
5. Identify the reference word in the text.
6. Using appropriate reading strategies.

B. Teaching Reading Comprehension

Amidon (1967) as cited in Rajagopalan (2019) described teaching as an interactive process. It mainly includes conversations between teachers and students in the classroom and occurs during certain definable activities. Moreover, Gage (1963) as cited in Rajagopalan (2019) defined teaching as interpersonal influence that aims to change the way other people behave. Meanwhile, Rajagopalan (2019) argued teaching as a scientific process, teaching consists of content, communication, and feedback. Based on the definition of teaching and reading comprehension, it can be concluded that teaching reading comprehension is the process to influence students' reading ability that handled by teacher which has major components like content, communication, and feedback.

According to Harmer (1998), there are some principles to teach reading:

1. Reading is an active activity, not a passive skill.

Students must understand the meaning of the word, see how it is described, understand the argument, and make a decision whether they agree or not. If students do not do these things or only skim the surface

of the text and then forget about it, they will miss out on the information.

2. Students must participate in what they read.

Students who are not interested in reading texts or are not actively involved in their activities are less likely to benefit from these lessons. They will get more out of the task if they are truly passionate about it.

3. Students should be encouraged to contribute to the content of the text, not just the language.

When reading a text, it is important to know how many paragraphs it contains. In addition, the meaning and message are equally important, and teachers should give students the opportunity to respond to the message of the text in different ways. It is important that they are given the opportunity to express their feelings about the topic, so that they can engage personally with the topic and the language.

4. Predictions are very important for reading.

Before reading a single word of a book, the cover shows the reader what is inside. When readers get clues, their brains start to predict what they are about to read. Expectations have been set, and the active reading process is ready. So that students can predict what they will read, teachers must give them directions. This will increase their engagement and the quality of their readers.

5. Match the assignment to the subject.

After selecting texts for students to read, teachers must select quality reading assignments, such as appropriate questions, interesting and useful quizzes, etc.

6. Good teachers make full use of text reading.

Good teachers use themes for discussions and other assignments, incorporate readings into engaging learning sequences, and use language for follow-up lessons and activities. Teachers should not just ask students to read, but then skip it, and then move on with the lesson.

Teaching reading is based on certain principles explained above. Reading is not active skill which students must be engaged in what they read, students must be activated to give the response to the content of the text, not just the language, prediction is a key factor in reading, matching with mission into the subject, and finally good teachers utilize text entirely.

C. Teaching Approach in Merdeka Curriculum

Brown (1994) stated that theoretically approach is a clear and informed position on the nature of language learning and the application of both pedagogical environments. Moreover, Hasanova et al (2021) defined approach as an enlightened perspective on teaching that provides philosophy in the entire teaching process. He said the approach provides overall wisdom, provides direction, and sets expectations for the entire spectrum of the teaching process. Approaches also establish general rules or principles to enable learning. Based on those ideas, it can be concluded that it is possible that the collection of ideas,

principles, or beliefs about what learning is applied in the classroom is called a teaching approach.

The current curriculum used by Indonesian education is merdeka curriculum. Merdeka curriculum has a focus on student centered learning model. The target of Merdeka curriculum is to develop potential, character, and moral of students. Merdeka curriculum is developed according to student's needs and it is expected to solve the problems faced during teaching and learning process. According to the learning outcomes stated in Kemdikbud decree 008/H/KR/2022, each level of education in the Merdeka curriculum has learning outcomes adjusted to each phase. It also states that appropriate approach to teach English is genre-based approach. Genre-based approaches should be prioritized as the best method for achieving learning objectives (Cholifah et al., 2022).

D. Genre Based Approach

According to Hyland (2007), genre refers to terms that refer to groups of texts and represents how writers usually use language to respond to the same situations repeatedly. Genres are also considered as groups of communication elements that have various communicative purposes (Swales, 1990). In addition, Lin (2006) stated that a genre-based approach is a teaching approach designed to convey a type or genre of text by considering its social purpose. Therefore, the interpretation process will concentrate more on the text as whole rather than individual sentences. In addition, the genre approach prioritizes understanding and production through selecting text genres according to the context (Richard & Rodgers, 2001). Based on those definition, it can be defined that genre-based

approach is the approach focused on using text types which has specific purposes in social context.

In Indonesia, the steps of the genre-based approach were adapted to the Merdeka curriculum according to the theory of Hammond (1992). KEMENDIKBUD decree stated that there are four stages in the genre-based approach:

1. Building Knowledge of Field (BKOF)

Teacher builds knowledge or background knowledge of students regarding the topic to be written or discussed. In this case, the teacher also builds the cultural context of the text taught.

2. Modeling of Texts (MOT)

The teacher provides a model/example text as a reference for students in producing good work verbally and in writing.

3. Joint Construction of Texts (JCOT)

The teacher guides the participants and jointly produces texts.

4. Building Individual Texts (ICOT)

Learners produce spoken and written texts independently.

There are some advantages that can be acquired by using genre-based approach:

1. It can strongly motivate students to actively participate in achieving learning goals without changing the teacher's role as the center of communicative practice (Hyland, 2003).

2. It can provide word-based information that is very beneficial from the student's perspective, as it can show how linguistic configurations relate

to a particular text type so that students can distinguish it from other genres (Paltridge, 1996).

3. It can incorporate passages in more than just written works, such as ethnography and society, so that readers can explore the specific focus of the author of the passage (Paltridge, 1996).
4. It can help students to build literacy through text types and genres mastery (Fauziati, 2016).

E. Teaching Strategy for Reading Comprehension

Frankael (1973) said that teaching strategies are a combination of procedures or operations. In addition, Linse and Nunan (2005) as cited in Razi et al (2021) defined teaching strategies as various ways how teachers carry out teaching and learning process. Thus, it can be concluded that teaching strategies are ways that used by teachers to achieve certain goals during the teaching process.

Reading comprehension is basically related to creating appropriate and effective comprehension strategies (Brown, 1994). Some strategies reinforce top-down processes, while others relate to bottom-up processes. There are several specific strategies that can be applied to classroom techniques as explained below:

1. Identify the purpose of reading

Identifying the purpose can help readers understand what is discussed in the text.

2. Use skimming

Skimming is a reading strategy where readers should read the text rapidly with the aim of guessing a particular topic, section, or message, as well as perhaps some additional ideas.

3. Use Scanning

Scanning is a reading strategy that helps the readers to find specific information in text rapidly. It is useful strategy to get specific information without reading the whole text.

4. Use semantic mapping

Semantic mapping can help readers organize the chaos. One type of graphic organizer is semantic mapping. These several types of graphic organizers use various information communication conventions and are broken down into various categories, such as tree diagrams, Venn diagrams, semantic maps, story maps, concept maps, knowledge maps, and matrix maps (Manoli and Papadopoulou, 2012).

F. Graphic Organizer Strategy

Graphic organizers are visual representations of knowledge organized with information using labels to combine important elements of an idea or subject into patterns (Bromley, DeVitis & Modlo, 1999). Similarly, Rice (1994) stated that graphic organizers are two-dimensional visual arrangements that show relationships between concepts. Its main function is to help present information concisely that shows the organization and relationships of concepts. Additionally, Fountas and Pinnell (2001) said that graphic organizers help students understand the hierarchy or sequence of ideas and provide concrete

representations of abstract concepts. Based from those informations, it can be concluded that graphic organizer is a tool to breakdown the concept becomes the concrete ideas.

By using graphic organizers, teachers can show and explain the relationships between content and sub content as well as their relationships to other sub content. Instead, students can use organizers to make comparisons, evaluations, and broader conclusions. In short, graphic organizers give students the opportunity to actively participate in their learning process. To improve understanding, the following organizers present special benefits for teachers and students. Understanding the concept of a part as a whole, noting relationships, clarifying and organizing concepts, improving memory, comprehending text, understanding and assimilating multiple points of view, and increasing students' understanding of text are all benefits that can result from using graphic organizers.

1. Tools for critical and creative thinking.

Graphic organizers show relationships between important concepts and vocabulary, which helps students focus on what is important (Bromley, DeVitis, and Modlo, 1995).

2. Tools for organizing data in various networks.

Graphic organizers are Graphic organizers are network-like visual representations that allow students to add to or revise their background knowledge by identifying connections or contradictions between existing knowledge and new information (Ausubel, 1968).

3. Tools for understanding information and relationships

Graphic organizers are useful tools that can help students to understand the ideas of the text, retain important information, and show the relationships between one point to another point (Vygotsky, 1962).

4. Tools for independent study

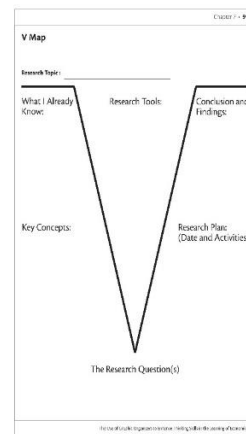
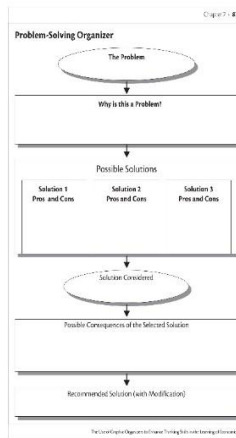
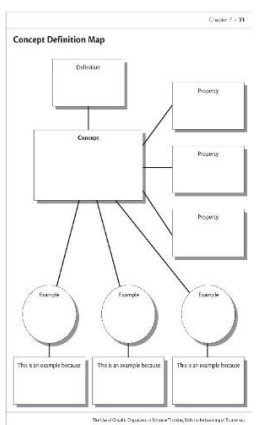
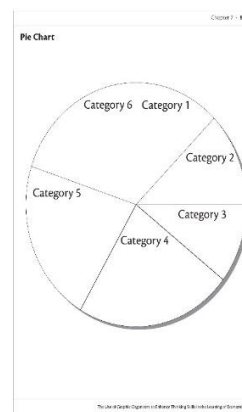
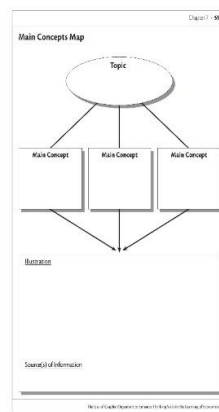
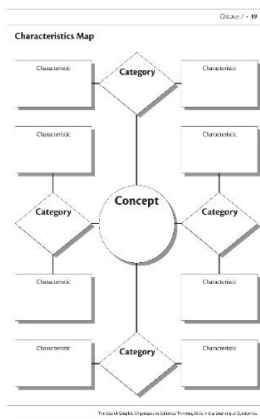
Graphic organizers help students study independently; they can use it for planning, presentations, notes, and reviews (Dunston, 1992). In other words, graphic organizers help students learn both inside and outside the classroom.

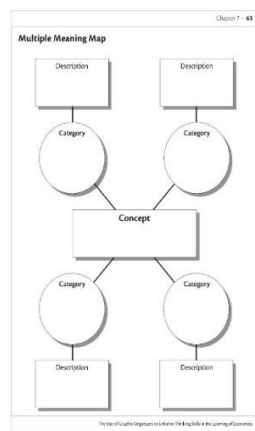
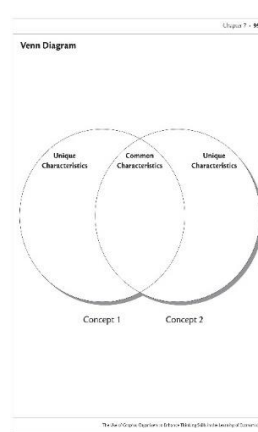
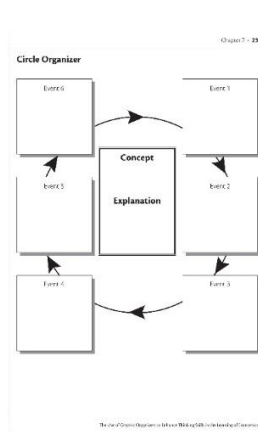
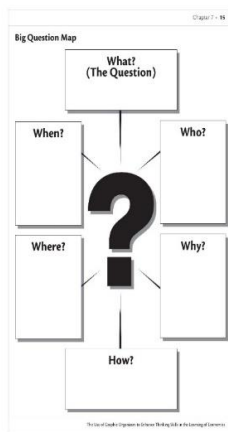
There are many types of graphic organizer that can be applied to teach reading comprehension. Teachers can use one type or combining some types related with what students' needs. If students have understood how to use a graphic organizer, teachers should implement it in creative and engaging ways to enhance the effectiveness (Bromley et al., 1995). Teachers also can put their creativity to make their own graphic organizer for specific purposes. According to Bromley et al. (1999), there are some procedures can be used to comprehend students' reading ability:

1. Teacher gives the example of graphic organizer of one text which consist of some concepts or ideas. The ideas can be 5W1H questions, difficult vocabulary or unfamiliar vocabulary, main ideas, text purpose, generic structure and language features of the text.
2. Teacher explains how to use graphic organizer.
3. Teacher builds students' prior knowledge about the material before they put the ideas of the text given into graphic organizer.

4. Teacher gives the blank graphic organizer with some ideas, and asks students to fill the graphic organizer following teacher's instruction.
5. Teacher checks students' work, and gives the feedback.

There are a lot of types of graphic organizer that can be used in teaching reading comprehension that adapted from Hong Kong Curriculum Development Institute (2001) that can be seen below.



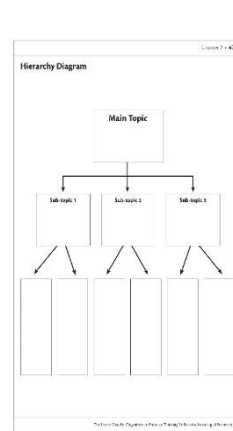


Data Grid (Chapter 7 - 35)

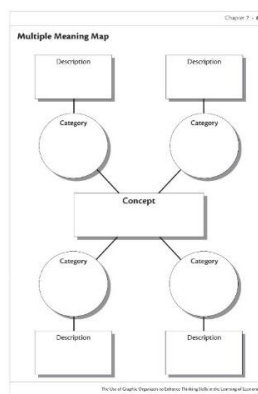
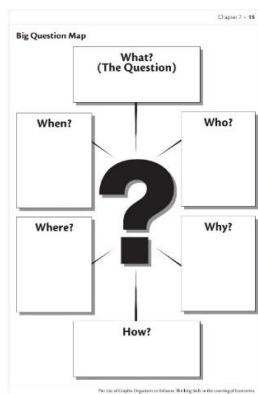
Research Topic: _____

Criteria	Sub-topics			
	Sub-topic 1	Sub-topic 2	Sub-topic 3	Sub-topic 4
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				
Criterion 5				
Criterion 6				

The Use of Graphic Organizers to Enhance Reading Skills in the Learning of Grammar



However, in this study the researcher uses 3 types of graphic organizer to explain the material. It is big question map that used to answer 5W1H questions and detail information, multiple meaning map that used to identify main ideas, and data grid that used to analyze the language features and generic structure of the text. It can be seen below.



Data Grid (Chapter 7 - 35)

Research Topic: _____

Criteria	Sub-topics			
	Sub-topic 1	Sub-topic 2	Sub-topic 3	Sub-topic 4
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				
Criterion 5				
Criterion 6				

The Use of Graphic Organizers to Enhance Reading Skills in the Learning of Grammar

G. Skimming Strategy

According to Brown (2004), he defined skimming as reading process that has focus on how to find the main idea of the text. Similarly, Famelia (2022) stated that skimming is reading strategy that asks readers to read quickly to obtain a general information of the text. In addition, Adifatoni (2019) stated that skimming should be done three or four times faster than normal reading. Liao (2011) also defined skimming as reading strategy where the readers should read the text quickly, and should look to the whole text to get the main ideas of the text. Based on those statements, it can be concluded that skimming is one of the reading strategies which the readers should decide the main ideas of the text by reading quickly.

According to Wiriyaichitra and Apichattrakul (1999), there are three types of skimming: preview, overview and review.

1. Preview Skimming

Preview skimming is the way of reading to get the general information what readers need before they read intensively. The purpose of preview skimming is to select the information related with readers' needs before they determine to continue reading for details. In the preview skimming, the readers should the introduction; the heading hand, subheading, and the summary if they are available. After readers have done with preview skimming, they can know whether the text is written by a specialist in a certain field or whether it contains the information they need.

2. Overview Skimming

Overview skimming is the way of reading to get the overview of reading text but more thoroughly than preview skimming. Skimming to get an overview is an important skill for the readers. In overview skimming, the readers should read as in preview skimming but in more details. Therefore, readers should not only focus on the topic sentence, and main ideas, but also on the content.

3. Review Skimming

Review skimming is the way of reading to re-read the text that has been skimmed previously. Skimming is a skill that needs concentration. In other words, skimming is the skill that helps the readers to find out the general ideas from the text but it also needs a practice to strengthen their comprehension and to pay attention more on the detail information of the text.

From the explanation above, it can be concluded that skimming is one of reading strategy that can be used by the readers to get the general ideas or information from the text with the certain purpose and should be done quickly. Therefore, skimming is divided into three types such as preview, overview, and review skimming. Those have similar ways but it is used for different purposes. Another advantage of skimming is that the readers can save more time, and can get the information needed without wasting time.

H. Recount Text

Text is the main written or printed part of a book and the written form of speech, or article and any form of written material (Isnaini, 2014). Text is to express an opinion or experience in writing (Hartman and Hartman, 1996). Texts are pieces of spoken or written language created for a particular purpose (Mark and Kathy Anderson, 1998). From those definitions, it can be concluded that text is piece of written language to express an opinion or experience.

Text types are classes of text which share certain structural and functional elements and have developed conventionalised patterns with a high level of the usage. Beaugrande (1985) stated that a text type is a distinctive configuration of relational dominances obtaining between or among elements of: (1) the surface text; (2) the textual world; (3) stored knowledge patterns; and (4) a situation of occurrence. Text is classified into some types. Mark and Kathy Anderson (1998) stated that text type has a typical structure that can be recognized by users of language system. There are some types of text:

- a) Explanation text is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomena.
- b) Procedure text is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series.
- c) An exposition is to advance or justify an argument or put forward a particular point of view.
- d) Report text is a text that presents information about a subject. It is used as a way to gain a better understanding about living or non-living subject.

- e) Recount text is used to relate experiences or retell events for the purpose of informing, entertaining or reflecting.

This present study uses recount text. Recount text is one of types text of genre-based approach that talks about story or events have happened in the past. Recount text is a type of texts which retells about past occurrence with the purpose to describe what have already happened (Anderson and Anderson, 1997).

Recount text has three generic structures, there are:

- a. Orientation: background information about who, where, and when the story happened.
- b. Events: series of activities that tell what happened with chronological order.
- c. Re-orientation: summary of the story that happened

Recount text has some language features, there are:

- 1. Using simple past tense
- 2. Using causal connectives
- 3. Using time connectives

I. Previous Study

Some researchers have been conducted the research that had relevant topic with this present research. There was the research conducted by Damayanti (2019) that focused on implementing graphic organizer to teach Extensive Reading on Nonfiction. According to her research findings, it showed that the students have good response toward the utilization of graphic organizer in learning extensive reading. Another previous study was conducted by Sari et al (2019) which had the objective to describe the process of improving students'

reading comprehension of narrative text through graphic organizer strategy in SMP Regina Pacis Surakarta. Their research findings showed that the students were able to map out basic components of story such as setting, problem, goals, action, outcomes because graphic organizer provides structure and organization so students were able to comprehend the story more effectively. Moreover, Sidik et al (2019) also conducted research that has a relevant topic with this present research. The result of their study showed the conclusion that the graphic organizer method improved the student's reading comprehension. Additionally, Styati and Irawati (2020) also conducted research about graphic organizer strategy which is in line with this present study. Meanwhile, their research objective was to investigate the effect of graphic organizers on ELT students' writing quality. The result of their study concluded that graphic organizers have a significant effect on ELT students' writing quality. It is effective to be used in order to help the students write better.

There are similarities and differences that were obtained by the present researcher. Three previous studies discussed the same topic with the present study; it is reading comprehension and graphic organizer strategy. However, one previous study discussed differently about writing skill. Research design used by previous studies was also various. Two previous studies used Class Action Research (CAR), one previous study used qualitative study, and one previous study used quasi-experimental research design. Meanwhile, this present study used quantitative method and quasi-experimental research design. Moreover, the text used by previous studies were also various like used descriptive text, narrative text, spoof text, and non-fiction text, meanwhile the present study used recount text.

All of previous studies were conducted the research about graphic organizer strategy that have same topic with present study. However, in different way the present study used graphic organizer strategy as teaching strategy the implementation of Merdeka Curriculum that used genre-based approach as teaching approach to teach recount text in order to help students engaging their reading comprehension.