CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in this study. The review of related literature has a goal of providing previous studies and information concerned with the research problems, incuding overviews of the definition of reading comprehension,The researcher expect that this study gives the readers a wider or further understanding about this research.

A. Definition of Reading

Reading defines a fluent process of readers combining information from a text and their own background knowledge to build meaning.[9] To make it more specific, reading is a process of understanding a written language. Because it is a process understanding the written language, it starts from viewing the linguistic surface representation and ends with certain ideas or meaning of messages intended by writer.

Reading is one of the four language skills besides listening, speaking, and writing. Among them, reading has been decided as the first main goal in language problem. Yet, the four-language skills are closely one another. The definition of reading depends on the theory employed. Principally the definitions of reading are the same. Reading does not mean just looking at words but also more than an interaction between a reader and a text.

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[9] David Nunan, *Practical English Language Teaching*, (New York : MC Graw-Hill/Contemporary Companies, Inc, 2003), 68

Reading is likewise a skill that teachers simply expect learners to acquire. Basic, beginning-level textbooks in a foreign language presuppose a student's reading ability if only because it's a book that is the medium.[10] Most formal tests use the written word as a stimulus for test-taker response even oral interviews may require reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains askill of paramount importance as we create assessments of general language ability.

Reading is multidimensional process that involves the eyes, the ears, the mouth, and the most importantly, the brain.[11] The combination of those parts will create the meaning of the print page. Although it may involve the sounding out of the words, accessing the meaning of the words, reading the text with appropriate fluency, and providing expression.

Reading is a common place of teacher education that teachers tend to teach by the methods which were used by the teachers who taught the student. Comprehension is the process of deriving meaning from connected text.[12] It involves word knowledge as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words

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[10] Brown H.D, 2004, *Language Assessment Principles and Classroom Practice*, San Fransisco University, 183
[11] Brassel D, &Rasinsky T, 2008,*Comprehension That Work*,Shell Education, 15
[12] Pang Elizabeth S, 2000, *Teaching Reading*The international Academy of Education, IAE, 15

and expressions that a writer uses to communicate information, ideas and view points.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[13]

Concerning the definition of reading, there are many kinds of ideas. Many linguists view reading as a process. Reading is the process of deriving meaning from text.[14]To read means to look for and to be able to understand something written or printed. Reading is an active process in which people attempt to extract ideas, concepts, thoughts, or images from the pattern of words set forth on the printed page. [15]

From the definitions of reading above, the researcher can describe that reading is an interactive and a thinking process of transfering printed letters into meaning in order to communicate certain message between the writer and the reader. In reading actively a reader brings her or his background knowledge, emotion, and experience to construct his or her idea in understanding the meaning of the text.

That reason of the readers for reading will influence their skills of reading, but those skills are not determined by the text but by the readers'

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[13] Klinger. J.K, Vaughn.S,& Boardman A, 2007, *Teaching Reading Comprehension to Students with Learning Difficulties.* New York London, *The Guilford Press,* p. 8

[14] Frederick, C., Christopher, J., Teresa, 2006, *Focus Group Reactions to Three Definitions of Reading,* p. 2

[15] Callahan. F and LH. Clark, 1987, *Teaching in the Meddle and Secondary School,* p.206

reasons for reading. The effective reader is one who is able to adapt his style to his purpose and does to read everything slowly and intensively.

Like many other words comprehension also has many definitions. However, there are at least some similarities to each others. Comprehension involves almost every type of understanding or thinking.[16]

It means that the reader will use their mental images in reading and interpreting the meaning of the text. From those discriptions, the resesarcher concludes that reading comprehension is defined as an ability to comprehend the message from printed or written materials.

B. Reading Motivation

"Motivation is the characteristic of indifiduals that reflects how motivated they areto learn the language".[17] Reading motivation is the desire/ enthusiasm of the students to read more. But many students have not experiences that make them love reading. Some of them hate reading because when they read the text, they feel sleepy, boring and tired. From that reason the researcher wants to improve their motivation in reading, because reading one of the important skills when they do the national examination. That is the reason why the motivation of reading is very important. According to Zoltan statement in hi book, "Withouth sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither

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[16] Carnine, D., Silbert, J., and Kameenui, E.J, *Direct Instruction Reading*, (Ohio: Merill Publishing Co:1990), p.40.

[17] Merce Bernaus, et. Al.,, *Teacher's Motivation, Classroom Strategy Use, Students' Motivation and Second Language Achievement* , (Barceona: Porta Linguarium, 2009), Pp.25-36, 30

are appropriate curucula and good teaching enoughon their own to ensure student achievement".[18] It means that the students without motivation, they will not achieve what they want, about their academic, their dreams, or they future. That because, to increase the motivation for the students is important to their good learning, especially for reading.

C. Strategies of Reading Comprehension

Reading in language learning plays an important role. In English language learning, mainly in secondary school, reading is one of the four language skills which students have to learn. The aim of the English learning is to develop English communicative competence, which involves listening, speaking, reading, and writing in their appropriate balance.

The skills of reading have been developed in the Indonesian schools in order to enable the students to read a text in the form of narration, description, and the other texts. Efficient readers do not always read every word. To save time, they use techniques like skimming, scanning. When they skim through a text, they are reading it quickly to get an overall impression of the text and when they are scanning or searching a text they are looking for specific information which they know, or suspect, is there the aspects of reading skill are:

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[18] Zoltan Dornyei, *The Psychology of The language Learner Individual Differencees In Second Language Asquisition*, (New jersey : Laurence Erlbaum Associates, Inc, 2005), 65

1. Scanning

   Scanning is quickly searching for some particular piece or pieces of information in a text.[19] Scanning exercises may ask students to look for names or dates, to find a definition of a key, concept or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

   So, when the students scan a passage they only try to locate specific information needed as fast as possible. They don't need to read the whole lines of thepassage to transfer over the text until they find what they are looking for.

2. Skimming

   Skimming consists of quickly running one's eyes across a whole text for its gist.[20] It gives readers the advantages of being able topredict the purpose of the passage, the main topic or message and possibly some ofdeveloping or supporting ideas. When the students skim, they are looking for theidea, the most of central part of what the writer wants to say without a lot of details.They just preview or overview of the material. They don't need to read the wholewords in the passage closely. They can omit unnecessary words, phrases or sentences.They just select key words and phrases in order to cover the passage rapidly andconclude the main ideas whether they are clearly stated in the text.

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[19] Brown H.D, 2004, *Language Assessment.Principles and Classroom Practice*, San Fransisco University, 307

[20] Ibid, 307

D. Kinds of Reading

Reading is very important role for the students, by reading they can get a lotof information and knowledge, yet when reading printed words, the reader not onlypays attention to the purpose of reading, but the reader should know the kinds ofreading. Here, the researcher would like to describe four kinds of readingperformance, they are, (1) reading aloud, (2) silent reading, (3) intensive reading and (4) extensive reading.

1. Reading Aloud

Reading aloud is the activity that is focused with word recognition withcomprehension, pronunciation and speaking ability in loudly complex ways. In thiscase the students will try to read louder about the pronunciation of how to sound aletter or word. Reading aloud play important role in teaching English. teachers have to know that the training of readingaloud must be given based on word pronunciation.[21]

The activities of reading aloud are to recognize the sound of words, theintonation and also the pronunciation of the students. When student is reading aloud,teachers ask the student to concentrate and pay attention to the next part of the textthat will be read than just listen to their friends. This activity will help the studentunderstand about what the text inform to the students.

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[21] Patel M.F. &JainM.P, 2008, *English Language Teaching Method, Tools and Technique,* Sunrise Publisher & Distributors, 120

2. Silent Reading

Silent reading is the opposite of reading aloud. The researcher thinks that this activity is more effective than reading aloud because silent reading is the way how to read the text farther rather than speak or read aloud. Silent reading showed that theamount of time is shorter spent in reading, it also related the students' readingcomprehension and vocabulary growth. They also develop positive attitude towardsreading after silent reading session.

Silent reading should be introduced when the students already mastered the basic structure and comprehend the meaning of words. Some advantages of silent reading are as follows:[22]

a. This reading skill makes the students very active and accurate.

b. Silent reading concentrates the attention of learners toward subject matter and they learn naturally.

c. It saves time because this activity is done at a time. All students participate together in this activity at a time.

d. It is very useful to develop the skill of reading fast.

e. This skill plays main roles to increase the knowledge of the students.

It can be concluded that silent reading is very effective for students when theyread the text and they can read farther to decrease the time. Silent reading is done toacquire a lot of information.

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3. Intensive Reading

Intensive reading is usually a class-room oriented activity in which studentsfocus on linguistic or semantic details of a passage. It calls students' attention togrammatical forms, discourse markers, and other surface structure details for thepurpose of understanding literal meaning, implication, rhetorical relationship, and thelike.

According to Patel and Jain statement in his book, "The intensive reading is text reading or passage reading."[23] In this reading, the students read the text or passage to get thespecific information. Intensive reading is usually concerned with shorter text. There are few characteristics of intensive reading are as follows:

a. This reading helps learner to develop active vocabulary.

b. Teacher plays main role in this reading.

c. Linguistics items are developed.

d. This reading aims at active use of language.

Intensive reading is basically and essentially reading for information. Thus,through the act of intensive reading the students are surely hoped to find outsomething new in order to do something with the information they got from thereading text.

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[23] Ibid, p 117

4. Extensive Reading

According to Brown statement in his book, "Extensive reading is carried out to achieve ageneral understanding of a usually somewhat longer text (book, long article, or essay,etc.)".[24] Most extensive reading is performed outside class time. Pleasure reading isoften extensive. Extensive reading can sometimes help students get away from theirtendency to overanalyze or look up words they do not know, and read forunderstanding. Extensive reading includes skimming (reading rapidly for the mainpoints), scanning (reading rapidly to find the specific pieces of information), andglobal reading.

Extensive reading is reading as much as possible, for their own pleasure, at adifficulty level in which they can read smoothly and quickly without looking upwords or translating to English as they go. In other words, instead of spending a halfhour decoding a tiny part of one book they read many simpler books that are at orslightly below the level at which they read fluently. This lets they get used to readingmore complex sentences with ease, reinforces the words they already know and helpsthey learn new words from context.

The principal objective of under taking an extensive reading approach is to getstudents reading in English and liking it. An increase in reading fluency should beanother objective. Because of this, reading

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[24] Brown H. D, 2000, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. New Jersey: Mc Grow Hill, p. 325

should be a pleasurable activity for thestudent, promoted as much as possible by the teacher.

E. Definition of Story Mapping Strategy

Story mapping is a technique used after a story has been read. It includes identifying the main elements, and categorizing the main events in sequantial order. A graphic representation is of often used to illuuctustrate the story structure and sequence of events. A story map is a visual depiction of the settings or the sequence of major events and actions of story characters. This procedure enables students to relate story events and to perceive structure in leterary selections.

In this research, the first procedure in applying the story mapping strategy is by distributing the outline of the story map to the students and explaining to the students how to apply the story mapping strategy in their reading. The ouline of story map was designed by Idol in 1987, it is covered the components of the story such as setting that include character, time and place, the problem of the story, the goal of that the character wants to achieve, the action that the character does to solve the problem and to reachs his/her goal, and the last component is outcome were the problem is resolved.

After completing the story map outline, the researcher hopes that the students are able to comprehend thet components of the narrative story and also to find and understand the main idea of the narrative story as well. Finding and understanding the main idea text is an essential reading skill. Therefore, the

comprehend the whole story, the students need to comprehend the components of the story and understand the main idea in the story.

The main idea of passage is the overall fact, feeling, or idea the author wants to convey about the subject. Main ideas are general enough to encomphass all of the ideas in the passege. They also make an aassertion about the subject that the rest of the passage develops and supports. According Chesla statement in his book, "A main idea is is also some kind assertion, therefore, needs to be supported with specific details or evidence".[25] Main ideas are often stated in Topic sentences. In Longer texts, each paragraph has a main idea and each main idea works to support the overall main idea of the passage.

Story mapping strategy can improve the teaching reading process. Because Story map have some advantages in teaching reading. First, story map is a highly effective, practical way to help stuents organize story content into a coherent whole. Second, It is an effective strategy for exceptional and low achieving students. Third, teacher become more involved in thinking about the stucture of the story they are to teach and how each part of the story relates to others. Fourth, these concrete representations aid students in visualizing the story. Fifth, students can more eassily see how the story peaces mesh, knowledge they continually apply whwn they predict what might happens next in one story after another. Sixth, it enable students to store information in their personal schema more efficiently and facilitates the recall of story elements more completely and accurately.

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[25] Chesla, Elizabeth, 2001, *8th Grade Reading Comprehension Succes*, New York City: Learning express, 13

Based on the advantages of the story mapping strategy above the researcher believes that the story mapping strategy can help the students to comprehend a narrative text. By using this strategy in their reading, students will be able to recognize the story elements of narrative text.

F. Assesment of Reading

The reading comprehension test is some what parallel to the advanced-level auditory compre in which the student is given rather long streches of the oral language, perhaps in the form of dialogues, from which he must sift out interpret a muliplicity of phonological, grammatical, and lexical signal occuring simultaneously.

According to Malley "The important to plan time for assesment, involve students in self and peer assesment, develop rubrics or scoring procedures, set standards, select assesment activities and record teacher observation".[26]

To measure the test in reading comprehenshion the researcher uses discrete-Point. Discrete-Point are those which measure the small bits and pieces of a languages is multiple-choice test made up of questions constructed to measurethe students' knowledge of different structure. Discrete-Point has qualifies which the correct answer have 1 point, and incorrect answer have 0 point. The researcher uses the multiple choice and short answer (based on the text), because it is easy to calculate the score.

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[26] J. Michail O' Malley, 1969, *Authentic Assesment for English Language Learners*, (Washington DC: addison), 107