

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature of this research. This chapter discusses about the definition of reading comprehension, the type of reading, purpose of reading, strategy of reading comprehension, recount text, teaching reading comprehension, Discovery Learning, and previous study.

2.1 Reading Comprehension

Reading is a regarded as one of English skills that need reader's interpretation from text. In this sense, Nuttal (2005) viewed that reading essentially focuses on meaning, especially delivering meaning from writer to reader. It means that, the reading activity builds thinking collaboratively among the reader, the writer, and the text.

According to Satria (2015), Reading is constructive visual activity process to derive meaning from a text through the readers' perceptual skills, decoding skills, experiences, background knowledge, mind sets and reasoning abilities to decode, to recognize, to comprehend the written symbols to extract information. Reading is also a mental or cognitive activity process of readers combining of information based upon their background knowledge to decode, to comprehend and to interpret the written symbols and to derive meaning from a text by using readers' perceptual skills, decoding skills, experiences, language backgrounds, mind sets and reasoning ability based upon readers' purpose.

Elizabeth (2015), Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) 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 and expressions that a writer uses to communicate information, ideas and viewpoints.

Reading comprehension is about relating prior knowledge to new knowledge contained in written texts. Prior knowledge, in turn depends on lived experience. Topics that are familiar and openly discussed in one culture may be unacceptable in another. According to Grellet (1981), states that reading comprehension is understanding a written text and extracting the required information from it as efficiently as possible. The goal of reading is to catch the meaning from the text and to comprehend the information that is conveyed in the text. Comprehension is about the ability of people to understand something. There should be an interaction between the reader and the text.

From the definition above, it can be concluded that reading comprehension is not just reading loudly but also it is a process to understand the meaning from the words, sentences, and the paragraph. The students just not read loudly but the can to understand the content of the text.

2.2 Type of Reading

There are two types of reading; extensive and intensive reading.

2.2.1 Extensive Reading

Johnson (2008) stated that extensive reading is an activity to search for extensive information, with fast time to read texts. In the sense of extensive reading is aimed to get an understanding of the reading with a short duration. In understanding the content of the reading, the reader

focuses on the language or content of the text in detail in order to facilitate the reader in understanding it.

Carrell and Eisterhold (1983) as cited by Alyousef (2005: 23), extensive reading activities are useful activities that can help students to become independent individuals in searching for meaning in reading. This is an activity that teaches students to practice the level of students' abilities in increasing students' reading interest.

2.2.2 Intensive Reading

According Hedge (2003), intensive reading is when readers read per page to find the meaning then proceed with writing strategies or make small notes on the reading pages. Through this activity, students can get to give notes with the aim of making it easier for students to remember the core of the page students are reading, and this reading is based on a series of materials.

According William as cited by (Nandia, 2017) stated that three activities involved in reading activities are pre, while, and post reading activities group: Pre-Reading is activity that students doing exercises, they must look at the assignments before reading the text with look for the meaning of foreign words, predict, associate words, discuss, and follow by reading the list of questions, skimming and scanning, summarizing, etc.

Then, a second activity in reading is while-reading. This activity aims to teach students to extract more specific information in a ways students must scan the text to extract the information requested and review the

topic to read the first sentence of each paragraph and the last sentence of the text to find the main idea.

The last activity is post-reading this activity is carried out is for understanding content, to consolidate what has been read by linking new information with students' knowledge, and opinions through writing assignments, discussions, debates, different roles.

2.3 Purpose of Reading

Reading printed words has different purposes. Reader can know and satisfy if they read the information, as they need. It means that, the reader will have expectation of what they are going to read before them actually to do so. Grellet (1981) said that there are two main reasons for reading, they are reading information (to find out something or in order to do something with the information you got). Based on that explanation, pleasure means that the reader reads any literary to make reader's feeling happy, otherwise, reading for information means the reader look information that has been expected previously.

The purpose of reading according to Richardson (2009), it has been classified into four purpose, they are:

2.3.1 Reading to search for simple information and reading to skim. It is common reading ability, here the reader scan the text to find out a specific piece of information or specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

2.3.2 Reading to learn from text. It happens in academic and professional context, it also requires remembering the main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

2.3.3 Reading to integrate information, write, and critique text. This skill needs critical evaluation where the reader integrate and decide the information that she/he wants. Then, it involves abilities such as composing, selecting, and making critique from the material.

2.3.4 Reading for general comprehension. It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.

2.4 Strategy of Reading Comprehension

There are strategies for reading comprehension according Brown (2001:306), to become reader who has reading comprehension well. We should know the reading comprehension strategies, they are:

2.4.1 Identifying the purpose in reading efficient reading consists of clearly identifying the purpose in reading a text. By identifying the purpose in reading before reading a text, the readers know what they are looking for and can weed out potential distracting information.

2.4.2 Using efficient silent reading technique Silent reading is appropriate for intermediate and advanced students. This strategy leads the students to try inferring meaning from context. It is also the best practice to make the students become efficient readers.

2.4.3 Skimming and scanning the text

Skimming a text is reading quickly to get just the gist of a work rather than all the information it has offer. The strategies are obvious. Read the texts, table of contents, chapter headings, preface, and index. By skimming the text, the reader will be able to predict the purpose of the passage, the main topic, or message, and the supporting ideas.

Scanning is quickly searching for some particular piece or pieces information in a text. The purpose of scanning is to extract specific information without reading through the whole text. The reader can use this strategy to look for the detail information in the text such as looking for the names or dates, finding the definition of a key concept, and listing a certain number of supporting details.

2.4.4 Guessing

In this strategy, the students try to guess the meaning of the words when they are not certain or they do not know the meanings of th words, a grammatical relationship, a cultural reference, content messages, and infer implied meanings

2.4.5 Questioning

This strategy allows the students to have practice in making questions and then answering by themselves. The question that should be made is those which can arouse their awareness of what they read. These will represent whether they have understood the text or not.

2.4.6 Making prediction and inferences

Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background

knowledge with the information from the text. In inference, the readers have to find some of the clues, then combine it to their background knowledge and past experiences to interpret the meaning of the texts. Those are the strategies for having good reading comprehension. The strategies go in line with the two processes, bottom-up and top down procedures. The reader starts reading by having the first strategy which is identifying the purpose in reading and end with capitalizing on discourse markers to process relationships. The strategies above are highly required for reading comprehension

2.5 Recount Text

In this research the focused only in comprehending recount text. Recount text is one of the genres learned in junior high school started at the grade eight students. Recount text is the text which composed by the writer to tell the past events or past experience. It might be closely linked to actual or various experiences. Coogan (2006:3) states that, “recount text is written to retell event with the purpose of informing or entertaining their audience or reader”. In line with that idea Derewianka (1991:14) confirms that,” recount text is a text that retells events for the purpose of informing or entertaining. It tells an event or an experience happened in the past”. In addition, Roison et al (2004:5) says that, “a recount is the retelling or recounting past experiences”. Recounts are generally based on the direct experiences of the author but may also be imaginative or outside the author’s experience. In recount text, a writer tells a reader about his/her personal experience or tells others experience to readers. In other words, Recount is a text which retells events or experiences in the past. Its purpose is

either to inform or to entertain the audience. There is no complication among the participants and that differentiates from recount text..

Similarly, Derewianka (1991:15) identified, “three types of Recount text, namely Personal Recount, Factual Recount, and Imaginative Recount.” Personal Recount exposes an event in which the writer or the author got involved or acted in the event himself. Belong to this type among others are daily funny incidents, entries of a diary, etc. Factual Recount is a note of an event, such as scientific experiment report, police report, newspaper report, history explanation, etc. Imaginative Recount is an unreal event or story, like reading texts for language lesson, a story about a life of a slave, etc.

Furthermore, Derewianka (1991:14) states that, “recount text focuses on sequence of events all of which relate to particular of occasion.” It generally begins with orientation. That is giving the reader or listener the background information needed to understand the text. Then, the recount unfolds with series of events. They are ordered in chronological sequence. At various stages, they may be personal comment on incident. In line with the idea above, Roison et al (2004:45) explains that, “The text organization of recount text is orientation and followed by series of events. Sometimes a recount text has evaluation or re-orientation at the end of the text”.

In line with the ideas above, Coogan (2006:4) reveals that, “ a recount text consists of three parts, they are: Orientation, series of events, and re-orientation”. Firstly, the orientation which giving the reader the background information needed to understand the text such as who was involved in, where it happened and when it taken place. Person who involved in this text is the writer himself

(by using subject I) or the writer with the related persons (by using subject we). Secondly, series of events include chronological sequences. Events, describing series of event that happened in the past. The last part is reorientation. It is optional in which the writer deal with their feeling or attitude toward actions or series of events happened. In here, the writer stating the personal comment to the story. rasional comment to the story.

In other words, it can be concluded that recount is a text that contains of retelling events that happened in the past. This text usually uses the past tense and past continuous tense in its content and its sequence of events told. Its generic structure is the orientation, series of events, and reorientation. The Orientation is a part of recount text that tells the introduction of the interesting event being told. The series of event is the sequence of things that happen from the beginning until the end. Lastly, a re-orientation is the feeling and impression after doing the events.

2.6 Teaching Reading Comprehension

Hedge (2003: 89) mentions that, “teaching reading comprehension is not easy; actually it is a difficult work. Teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students. It is also important to remember that the goal of reading comprehension is to understand the texts and to be able to learn from them.

Most of the teachers probably have been going about the conventional reading lesson in teaching reading. Basically, according Hedge (2003: 89) the teacher selects the passage for the students to read, introduces the reading selection to the students, have the students read it, and then offer some questions

for them to see if they understand what they read. Teachers have a crucial role in helping students learn to read by modifying circumstances, stimulating students' interest, and making reading meaningful. Where students have difficulty in reading, teachers must see that they are helped to read what they would like to read. In part, this assistance can be given by developing the confidence of learners to read for themselves, in their own way, taking the risk of making mistakes and being willing to ignore the completely comprehensible. Where learners find little interesting in reading, teachers must create more interesting situation. No one ever taught the students to read who has not interested in reading, and students cannot be told to be interested.

Moreover, there is no simple formula to ensure that reading will be comprehensible, no materials or procedures are guaranteed for a student's progress. Instead teachers must understand the factors that make reading difficult, whether induced by the learner, the teacher, or the task. Teachers should not rely on one strategy, but on their own experienced teaching skills. No one is in a better position than a teacher to identify a particular learner's need or interests or difficulties at a particular time. Then, the teachers must still decide which expert to trust, which materials to try.

Teachers should be familiar with instructional material, programs and techniques. But teachers must still decide how and when to use particular material and techniques with particular students times. In order to decide, it requires knowledge and understanding from the teacher. At last, teachers should also not blindly trust everything they do, even if they are generally successful.

To sum up, teachers have to find the techniques to fulfill the students' need for reading that is a technique that can help to solve the problem. In this case, the dynamic strategy of teaching reading should be considered. The appropriate teaching strategy, like discovery learning helps the teacher to solve the problems in the class because the discovery learning strategy employ student-centered activities rather than teacher-centered activities. It can guide and facilitate learning process in order to enable the students learn and create a better atmosphere of learning. The strategy also may attract the students' attention toward comprehension of reading text and increase their motivation by actively involving in learning.

2.7 Discovery Learning

One of the strategies on reading comprehension is Discovery Learning strategy that was introduced by Jerome Bruner in 1960 according Thorsett (2002:2). Holesinska (2006) stated that discovery learning strategy is the most practical and encouraging example of active learning in which the students have to work out rules and find the text concept by themselves. Similarly, Thorsett (2002:1), defined discovery learning as a learning situation in which the principal content of what is to be learned is not given, but must be independently discovered by the learner, making the student becomes an active participant in his learning. In the same way, the definition comes from Balim (2009:2) who said that discovery learning is a strategy that encourages students to arrive at a conclusion based upon their own activities and observation. So, it can be concluded that discovery learning strategy is an active the strategy in which the facts or the contents of the topic are not given by the teacher in the beginning of

the lesson directly, but it must be discovered by the learners through observing and experimenting activities as the rules of discovery learning.

In discovery learning, students construct knowledge based on new information and data collected by them in an explorative learning environment according Balim (2009:8), it is very suitable with the process of understanding recount text in which the students are expected to comprehend factual information about people, animals, things or phenomena in environment. The prior knowledge that the students get from the explorative process will help them in comprehending the monolog text. They will find easier to connect their mind with the reading topic because they get the concepts of the text in the beginning of the lesson through observing by themselves.

Furthermore, Holesinska (2006:1) said that in applying discovery learning strategy, the students will be involved with words and it is likely to help them them. In other words, students discover the ways in which the language works and they learn through this process the function of language. Therefore, this strategy is valuable in processing a text, especially a text that contains science information just like a recount text. Holesinska (2006:1) also added that this strategy has good pedagogical and strategyological effect on students because they are more involved in the learning process and are aware of language and how it is used.

In Indonesia, the stages of discovery learning itself are divided into two steps namely preparation and implementation according Stephanus (2013). In preparation step, there are seven things that the teachers should do. Those seven things are: establishing the goals, identifying students' attitude (such as prior

knowledge, interest, and the level of the students, or the way of learning), selecting learning material that should be learnt, choosing topics, elaborating the material, rearranging the topics from the simple to the complex one and from abstract to concrete, and preparing assessment. While for the implementation step there are six phases: stimulation, problem statement, data collection, data processing, verification and generalization.

There are some advantages offered by discovery learning proposed by experts. Thorsett (2002:3) stated that discovery learning could build on the students' background knowledge and understanding. In addition, he also stated that discovery learning can support active engagement of the students and provide high motivation because the students have opportunity to experience. Similarly, Liang (1980:99) agreed that discovery learning creates encouragement and consequently maximizes attention during learning. Then, since this strategy provides any interesting media to be observed and also does not allow the English teacher to give any information about the topic in the beginning of the teaching learning process, it can foster students' curiosity according to Thorsett (2002:3). This strategy can also bring out students' creativity, since there are two explorative activities taken by them namely observation and experimenting according Nutting (2013:8).

2.8 Previous Study

Some researchers had conducted researches that focused on Teachers strategies in teaching reading comprehension. The strategy of Discovery Learning is old strategy that introduced by Jerome Bruner (1960) is used to develop students' skill on reading comprehension by using encourages students

to arrive at a conclusion based upon their own activities and observation. This strategy is believed that can improve in learning reading.

This strategy has been carried out by some researcher to determine its strategy that can improve reading comprehension in the class room. First researcher was carried by Esthi (2016) on her article research entitled “Improving students’ reading skill by using discovery learning of the tenth year students of SMA PIRI 1 Yogyakarta in academic year 2014”. She showed on the result of research article that discovery learning improved students’ reading comprehension especially on recount text. She was done this research on the tenth grade students of SMA PIRI 1 Yogyakarta. The research strategy that used was Classroom Action Research (CAR) which consists of two cycles. To measure the students’ improvement on reading comprehension, the writer administered the evaluation test. Based on the analysis of the students’ test result, discovery learning strategy made students achievement improved in every cycle. It showed by students’ ability in answer the think & search questions improved. The students’ mean score was 74.36 which categorized as good to excellent.

Another researcher who has been carried out this strategy is Sayyidatul (2016). She was did research was conducted on 13 May to 12 Agustus 2016 in which the population was the eighth grade students of MTs NU Salatiga in academic year 2016/2017. Class VIII D which consisted of 33 students was used as the sample of the research determined through probability sampling strategy and a reading test was used as the instrument to collect data. The data were analyzed by using t-test value in which the criteria of accepted were t-table is lower than t-test. T-test result is 8.53. Thus, there is significant improvement of using discovery learning in reading comprehension at eighth grade of MTs NU

Salatiga. It can be seen from the students' mean scores of the pre-test and post-test which improve from 68.26 to 79.09 in which the gain is 10.83 points. Then, the researcher also finds that understanding vocabulary in reading comprehension the aspect that improves the most. However, confirming reference in reading comprehension decreases after the implementation of discovery learning. It can be concluded that discovery learning can be applied to improve students' reading comprehension ability, however, not all aspects of reading comprehension can be improved using this discovery learning.