CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents a review of the related literature of this study. It is about the nature of reading, teaching reading, assessment in learning reading, recount text, Barrett's Taxonomy, and previous study in this study.

A. The Nature of Reading
1. Definition of Reading

Reading is an activity that triggers interactive process so that the reader and text writers get and understand the information contained in the text. Moreillon (2007) argues that reading is inferring the meaning contained in both printed and visual texts. However, good reading skill is not simple. Reading is an active thinking process that needs to be trained to hone skills. Reading can be said to be one type of communication that a person does in finding various kinds of information. As a type of communication, reading creates a relationship between the reader and the writer of the reading so that the information is written can be accepted and understood by the reader.

Moreover, reading is a form of the communication process from the author to the reader in the form of things contained in a sentence by sentence poured out through letters, words, phrases, and clauses so that form a certain meaning that can make the reader understand the information conveyed by the author in the reading (Triani, 2018) Furthermore, Nunan (1992) states that fluent reading can be done by combining the information obtained from the text with the knowledge or background that we have to build meaning. With this, readers or students can get a lot of information from the text with various stages to start from understanding, interpreting, translating, and giving meaning.

2. The Importance of Reading

Reading ability is a good thing and must be trained especially for students language students. Through reading, students can gain a lot of knowledge, idea, and various information. Students will gain knowledge easily if they do reading activities. The knowledge contained in the text can be analyzed, synthesized, and evaluated related to the content of the text. Students will also be more active in learning because they can use the knowledge that they have through reading activities (Junaidin, 2017). In addition, Tarigan (2008) states that readers can find out various phenomena that happen in this world through reading. Readers can master various types of knowledge such as science technology, education, economics, lifestyle, and the currents of globalization that occur in the world.

The importance of reading must be applied by teachers and students to create good learning goals, especially in English lessons. Because reading is one of the important areas in teaching. For teachers, it is certainly not easy to present English readings to students because the structure, grammar, and pronunciation of the language are different from the Indonesian language. To make reading learning is not boring, teachers must have certain strategies to make reading learning well understood by students. For students, reading in their language especially the Indonesian language is much easier than in other languages they learn. To understand other language texts, students must have good vocabulary mastery. Students must also use knowledge, skills, and strategies to determine the meaning contained in the text (Sendi, 2019).

3. The Purpose of Reading

The purpose of reading is to connect the ideas contained in the text with what we already know. Readers must understand the subject or theme that is read and then relate it to the knowledge that they have. According to Grabe and Stoller (2011), there are six categories for reading. They are

reading for finding simple information, reading for quick skimming, reading for learning information from the text, reading for integrating information, reading for writing and criticizing texts, and last reading for general understanding. First is reading for finding simple information. Reading for finding simple information is general reading ability, but some researchers assess this goal as something that is relatively done by readers using cognitive thinking processes. It is often done in reading assignments that may be seen as one type of student reading ability. Second is reading for quick skimming. Quick skimming is a useful part of reading skills for readers. This quick skimming combines strategies for guessing important words or sentences in the text with using basic reading comprehension skills that the reader has in the passages in the text so that a general idea is formed that results in the purpose of reading the text. Third is reading for learning information from the text. Reading for learning information from the text is usually done in academic and professional contexts that require a lot of information from a text, but it requires the ability to remember the main idea, to recognize and make a historical framework and understand the text based on knowledge possessed by the reader.

Fourth is reading for integrating information. Reading for integrating information is the purpose of reading that requires the ability to combine several interrelated information about the importance of information that is complementary, mutually sustainable, or not contradictory and rebuild a theoretical framework for receiving similar information from various other sources. Fifth is reading for writing criticizing texts. Reading to write and reading critical texts may be one type of task reading to integrate the information that is read into written form. Both need the ability to choose, compose and critique information that contains in a text. The last, reading for general understanding. Reading for general understanding is done by skilled fluent readers, it requires the process of thinking and interpreting words very quickly, good skills in interpreting a text, and inferring the general meaning of the main idea, and

using time efficiently for reading with limited time. The purpose of reading is not only for students but also for society in general. They also have to read a lot to get social information and knowledge that is useful for life. Reading well will help a person to get much information about educational, political, social, and economic in their country.

4. Types of Reading

Patel and Praveen (2008) argue that there are four types of reading, they are intensive reading, extensive reading, aloud reading, and silent reading. First is intensive reading, intensive reading focuses on idioms and vocabulary that are usually found in poetry, poem, novels, or other sources. For example, students learn and focus on the linguistic or semantic details of reading text and understand language structure such as grammar. The second is extensive reading, extensive reading is a type of reading that has the aim of making students feel happy reading a text and developing reading skills in general. An example is when students read various types of books such as newspapers, journals, and magazines whose function is to have fun, and requires a general understanding of the contents of the reading. Third is aloud reading, aloud reading is a type of reading that uses a loud and clear voice. For example, when students read a dialogue, poem, or other types of text. The last is silent reading, silent reading activity is a type of reading to train students to read silently or without a voice so that students can focus their thinking in understanding the text. For example, students read a text by their heart.

B. Teaching Reading

According to Harmer (1998), there are six principles of teaching reading. First, reading skills are not passive skills. Second, students need to involve their thinking in what they read. Third, students must be encouraged to be able to understand reading text content. Fourth, the main factor in reading is making

predictions. Fifth, the teacher must balance the text with the learning topic. Sixth, a good teacher utilizes full reading text. These six principles are described below.

1) Reading skills are not passive skills

Teachers must motivate students to be able to read actively. Therefore, teachers can ask students to comprehend the meaning of words, see pictures and word descriptions, then understand arguments in the description of the image and it works. For example, the teacher asks students to guess certain word, then the teacher asks them to look at the picture and understand the argument. Let them work with the process so they do not forget the content of the reading.

2) Students need to involve their thinking in what they read

As with other lessons, if students are not involved with a reading text and are not actively interested in what they read, they find it difficult to get benefit from the reading information. Here the teacher must give and choose topics that attract students to study because when students are enthusiastic and excited about the topic or reading theme, the students gain more knowledge and are easily understand the main topic.

3) Students must be encouraged to be able to understand reading text content

When understanding a certain text, it is important for them to use language, the number of paragraphs that they have to understand and how many times they find a relative clause. They also study the implied or explicit meaning that is in text. Thus, teachers need to provide opportunities for students in teaching reading.

4) The main factor in reading is making predictions

There is one strategy in reading comprehension that is prediction. For example, by reading the title of the text, students can guess the prediction of the main topic in the text. The title usually gives clues about the meaning of the text. The teacher must also provide instructions

for making students understand the text easily or give a clue so that students can guess and understand it.

5) The teacher must balance the text with the learning topic

Giving assignments to students is one way to check students' abilities in understanding a certain text in teaching reading. The teacher has to make the tasks given are by the topic being discussed or studied. tasks can be created with questions or riddles.

6) Good teachers utilize full reading text

A good teacher is to integrate reading texts into interesting lesson sequences. Each reading text has sentences, words, ideas, descriptions in full. Teachers do not just ask students to read and then move on to something else. The teacher can ask questions directly to students regarding the theme in the reading and discuss it completely.

C. Assessment in Teaching Reading

Assessment is a systematic approach that aims to retrieve, get information and make conclusions about students' abilities that can be done through the interview, observation, test, questionnaire, and others (Richards & Schmidt, 2010). Brown (1994) mentions several types of assessment activities carried out in the reading assessment, they are multiple-choice, gap-filling tasks (fill in the blank), matching tasks, picture-cued tasks, and editing tasks. The most frequently used method for assessing reading is the multiple-choice format. The goal is to make it easier to manage answers and can score goals quickly. Next is the gap-filling task, in this type of assessment students are required to complete the missing sentences by filling in the blanks of the text. In the matching tasks, students only respond correctly to answers by a match with the appropriate format, therefore, students are asked to observe either explicit or implicit pragmatic interpretations of the meaning of things signed and labeled. After that is picture-cued tasks, in this picture-cued task, students see the picture task as recognition using perceptive symbols and words. Students are asked to read a sentence and choose one of the pictures to be explained. The last is editing tasks, the type of reading assessment using this

type is a method for assessing students' linguistic competence in reading. In this assessment, students must detect and edit errors in written parts of a text.

D. Recount Text

Sudarwati and Grace (2007) state that recount text tells about an event or activity that occurred in the past through a certain series of events. Because this text tells about events or experiences that occurred in the past chronologically, so the purpose of this text is to tell some series of events either to inform or entertain readers. This text can make readers or students interested in reading the text. Recount text is a type of text that focuses on a series of events. Recount text is a text that tells the reader about action, activity, or story whose purpose is to entertain and inform the reader. In addition, recount text is a text that contains a report about an event or activity of a person or it can also be called a person's experience.

Therefore, the writer can conclude that from the explanation of the recount text that has been described above, three cores of recount text must be understood. They are events that occur in past, there is a logical sequence of events, and has a function to inform something or entertain readers. So, recount text is a type of text that tells about a sequence of events that happened in the past and serves to inform or entertain the reader.

According to Junika (2018), each type of text has its characteristics. Therefore, the recount text features are social function, generic structure, and language features. Social function is the intent or purpose of text type. This is the purpose of the author wants to convey why the author writes a text. So, the purpose of recount text is to retell past events and entertain readers. Furthermore, the generic structure is the organizational structure of a text. The generic structure of recount text is orientation, events in chronological order, and reorientation. Orientation is part of the structure of the text that serves as setting and introducing participants. In orientation, the author tells who is involved in the event, what happened, when and where the event occurred. Then, events in chronological order tell what events happened and how the

sequence of the story. In other words, the researcher tells the events chronologically. While reorientation is the conclusion of a text. Usually, the author concludes the text, and also this can be a solution to the story problem in the text.

The last part is the language feature. According to Primary National Strategy (2006), there are language features of recount text. First, the sentences are written in the past tense. Second, it is written in chronological order requiring conjunctions. Third, it focuses on individuals or groups.

E. Barrett's Taxonomy

Quoted from Richards & Schmidt (2010), taxonomy is a classification of items into certain classes and subclasses. The taxonomy that used in this study is Barrett's Taxonomy. Furthermore, Blair, Helman & Rupley state that Barrett's Taxonomy represents the understanding of the taxonomy used when enhancing instructional activities, telling questions, and determining reading comprehension instructions (Amalya et al., 2020). Barrett's taxonomy is created by Thomas C Barrett in 1968 and is used specifically for reading. Barrett's Taxonomy is created to help the teacher in developing comprehension questions or questions in the form of a test for reading assessment, but this theory is very useful for questions in other content areas or other lessons as well.

Blair, Helman & Rupley (in Rahma, 2019) argue that Barrett's taxonomy consists of five levels: literal recognition or recall, reorganization, inferential, evaluation, and appreciation. These reading levels are divided according to the level of difficulty. If the reading comprehension question is made based on Barrett's taxonomy, students will be able to improve their reading ability because as an exercise for themselves in understanding a text and answering reading comprehension questions accordingly the appropriate level of students' thinking skills. In the world of education, Barrett's taxonomy is known as the taxonomy used to measure questions in reading comprehension, develop learning activities, determine and identify instructions for understanding a reading.

According to Barrett (1976), the five levels of reading comprehension in Barrett's Taxonomy are described below:

1. Literal Recognition or Recall

Literal is the first level in Barrett's Taxonomy which in this level students must recognize the idea, event, and information explicitly in the text. Students must also explicitly identify statements that require students to produce an explicit memory of statements that refer to the text. Therefore, questions at this level relate to information that is explicitly contained in the text. Furthermore, questions that are often used in these questions are what, who, where and. However, this level consists of 6 types of questions in this level are recognition or recall for detail, recognition or recall for main ideas, recognition or recall for sequence, recognition or recall for comparison, recognition or recall for cause and effect, and recognition or recall character traits.

Recognition or recall for detail is students are asked to identify and find the facts contained in the readings that come from their memories. For example, the name of the character, the time in the story, the setting or plot described in the story, and facts stated explicitly. Next, recognition or recall for main ideas is the student is required to find or identify and make explicit memory which is the main idea of a text paragraph. Then, recognition or recall for a sequence is students are asked to find or identify sequence events in the text that are stated explicitly. After that, recognition or recall for comparison is students are asked to identify or generate a memory from what is read about the difference between the stated time or the place explicitly that has been compared by the author in a particular text. Then, recognition or recall for cause and effect is that students are asked to find, identify and reproduce from their memory the reasons why the events in the text or actions of the characters are stated explicitly. Last is recognition or recalling character traits, in this section students need to find and identify statements that come from their memories that are related to how the characters in the story are made by the author.

2. Reorganization

In the reorganization, students are asked to organize, analyze, and synthesize ideas or information explicitly in the selection. To get the desired result, the reader can analyze the author's statement verbatim or can paraphrase or translate the author's statement. Reorganization consists of 4 parts, there are classifying, outlining, summarizing, synthesizing. First is classifying, students are required to put places, objects, people, or events into categories. For example, when students are asked to identify certain types of details, relationships, or traits and then classify them into certain categories. The second is outlining, students are asked to form an outline of a statement usually in the form of a direct statement, or can paraphrase the statement of selection. The third is summarizing, students are asked to summarize or abbreviate the selection using direct statements or paraphrasing from the selection. Last is synthesizing, in this case, students are asked to reinforce explicit ideas or information from more than one source. For example, students are asked to collect and place information in more than one place.

3. Inferential

Inferential is the comprehension that is used when students synthesize the content of their literal understanding and then relate it to their knowledge possessed, intuition, and imagination used to create hypotheses. However, this level consists of 8 types of questions are inferring for supporting details, inferring for the main idea, inferring sequence, inferring comparisons, inferring about cause and effect relationship, inferring about character traits, predicting results, and inferring figurative language. First is inferring for supporting details, in this case, students suspect additional facts that the author may have that can make the information contained in the text more interesting or informative. The second is inferring for the main idea, students are required to show the main ideas, general meaning, theme of the story, and morals that are not stated explicitly. The third is inferring sequence,

students can predict what actions or events might occur that have been stated explicitly. Then students ask to hypothesize what might happen next, students might be asked to hypothesize how the story would start if the author has not stated at the outset. Fourth is inferring comparisons, in this section, students are asked to make conclusions about similarities and differences in character, place, and time. For example like inferential comparisons around person and place such as "here and" there", "they and we", and "he and she" and others.

Fifth is inferring about cause and effect relationship. Students are asked to make a hypothesis about the character and interaction with other people and with place and time. Students also are required to guess what caused the writer to write certain ideas, words used, and actions of characters in the text. Sixth is inferring about character traits, in this section, students are asked about hypotheses in character traits that are shown explicitly in the text. Seventh is predicting results, students are asked to make conjectures based on initials part in choices so that students can predict outcomes based on choices. The last is inferring figurative language, students are asked to make inferences about the literal meaning of using figurative language in the text.

4. Evaluation

In the evaluation section, students make assessments related to the content of reading choices and compare with external criteria, for example, a piece of information given by the teacher regarding the accredited subject of the written sources on a subject. In addition, it can also be from internal criteria, for example, are reader's experience, knowledge, or values related to the subject below consideration. This level consists of 5 types of questions are judgment of reality or fantasy, judgments of fact or opinion, judgments of adequacy or validity, judgments of appropriateness, and judgment of desirability. First, a judgment of reality or fantasy is students are required to determine whether events or characters in the story might happen in real life based

on their experiences. Second, judgments of fact or opinion is students are asked to decide whether the information presented by the author can be supported by objective data or perhaps the author trying to influence the reader's thinking through the use of subjective story content that can influence the reader. Third, judgments of adequacy or validity are the readers judge whether the treatment presented by the author on a subject can be accurate and complete when compared with subjects from other sources. Fourth, judgments of appropriateness are this type of evaluation requires students to determine relevant parts and contribute to completing a problem or issue. Fifth, a judgment of desirability is this section asks students to rate whether character actions in the text are good or bad as well as true or wrong based on their experience.

5. Appreciation

This appreciation involves cognitive reading abilities because this is related to the psychology of the reader and the aesthetic impact of the election. Evaluation makes students are more aesthetically and emotionally aware of the performance of the brain in understanding reading and having a psychological and emotional reaction artistic element to the reader. However, this level consists of 4 types of questions are an emotional response to the substance, identification of character and incident, the reaction of the author's language, and imagery. First is an emotional response to the substance, students are asked to express their feelings verbally about choices in terms of interest, fear, entertainment, or boredom, and so on. So, it is related to the emotional impact of the reader and asks students to determine what the writer does in the storyline in the text that can cause an emotional response such as happiness, sadness, or fear. Second is the identification of character and incident, in this case, readers will provide responses that show sympathy, or empathy with the character and incident described by the author. The third is the reaction to the author's language, students are required to respond and recognize the use of the author's language in using words in the text. Fourth is imagery,

it asks students to identify about how the technique that the author uses with the aim that students can see, taste, feel, and smell something through reading.

F. Previous Study

To avoid repetition in conducting research, it is important to attach previous research. Several similar studies are carried out by several researchers on reading comprehension that analyzed using Barrett's Taxonomy. A previous study conducted by Rahma (2019) discusses an analysis of reading comprehension questions made by an English teacher based on Barrett's Taxonomy. This type of research is qualitative uses content analysis. This study does not use participants because the subject in this research is the document. The document is a paper test made by an English teacher at SMAN 2 Sidoarjo which only focused on reading comprehension questions in the final exam. This study aims to determine whether reading comprehension the final exam questions made by the English teacher can reflect the criteria contained in Barrett's taxonomy or not.

From the results, there are 40 types of literal questions (29%), 87 types of inferential questions (64%), 8 evaluation questions (6%), and 2 appreciation questions (1%). Based on research data, most of the questions belong to the lower level (literal and inference) dominates than higher levels (evaluation and appreciation). There are 4 levels in Barrett's taxonomy contained in the questions of this study so that the questions can be classified as "moderate".

Other previous research conducted by Amalya et al., (2020) tells the analysis of reading comprehension questions based on Barrett's taxonomy in the English coursebook. The type of this research is descriptive qualitative. The object of this research is an English coursebook entitled "Bright an English course for Junior High School" with the author Nur Zaida. The purpose of this research is to find out what categories are used

in the form of reading comprehension questions, types of Barrett's Taxonomy, and the frequency that can be found in the coursebook. This study focuses on examining reading comprehension questions contained in the English coursebook and analyzed using Barrett's Taxonomy. The most dominant results from this study in the form of questions that use WH questions with a total of 79 questions, the indicator in Barrett's taxonomy found is Literal Comprehension which consists of 82 questions, so this is included in the Lower Thinking Skill Sequence. In short, the number of questions is not balanced in this coursebook.

A similar study about analyzing students' reading ability in recount text using Barrett's Taxonomy was conducted by Junika (2018) that investigates an analysis of students' reading comprehension in recount text of Barrett's Taxonomy. The research design used in this research is quantitative descriptive. The subjects of this study are students of class VIII SMP Negeri 4 Siak Hulu Kampar and the object used is reading comprehension of recount text. The objective of this study is to find out the level of students' comprehension and the difficulty based on Barrett's Taxonomy. Based on the result, she found that students' reading comprehension in recount text at SMP Negeri 4 Siak Hulu is included in the poor category on the results of the analysis using Barrett's taxonomy to measure students' reading comprehension is included in Barrett's taxonomy at level appreciation and categorize into a low level.

The previous studies focused on analyzing reading comprehension questions based on Barrett's Taxonomy and other previous studies on students' reading comprehension in recount text using Barrett's Taxonomy. However, they only focused on reading comprehension questions in certain books and the other previous studies focused on students' reading comprehension using Barrett's Taxonomy.

Even though there is a lot of understanding taxonomy used for educational purposes. However, the taxonomy often used are Bloom's Taxonomy and Barrett's Taxonomy. Bloom Taxonomy can be applied to

more general skills and design questions about all subjects. Thus, Bloom's Taxonomy is not suitable for reading. In contrast, Blair, Helman & Rupley (in Rahma, 2019) state that Barrett's Taxonomy is intended to categorize reading comprehension questions and purposefully made for reading. In addition, Barrett's Taxonomy has become known as taxonomy used for reading question and used by teachers when developing learning activities, recognizing and defining reading comprehension instructions. For this reason, the use of Barrett's is very fitting as the core theory for this research topic.

In short, what makes this study different from the previous studies above are research subjects, research objects and research objectives. This study will investigate another new thing by analyzing students' reading skill in recount texts based on Barrett's Taxonomy which focuses on the results of students' answers in daily tests of recount text by analyzing the questions made by the teacher of senior high school according to the five criteria levels of reading comprehension in Barrett's Taxonomy and describing the level of students' reading skill in recount texts for senior high school students.