

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present the review of previous research and related literature including (a) Definition of reading, types of reading, the process of reading, strategies in reading comprehension, (b) Principles of teaching reading, the process of teaching reading, the ways of teaching reading, (c) The definition of recount text, types of recount text, generic structure of recount text, (d) Definition of RCRR, procedures of RCRR, the advantages of RCRR.

A. Reading

Reading is one of language skills noted as a part of important ability in broadening readers' perspectives, giving them a chance to see the world. The ability to read empowers the readers to take control of their own knowledge and further to decide future. Having reading skill will ease one understanding information and knowledge. This skill will also be useful mean to gain successful in academic.

1. Definition of Reading

Many experts have given their definition about what reading really means. Reading is very important skill that the students must be mastered, because the reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, not only as a source of information, but also as a means of consolidating and extending one's idea and knowledge of language (Rivers, 1968).

Reading skill is one of the four English language skills in addition to listening, speaking, and writing. Reading is not simply a matter of interpreting words, but also an important activity in language class and means of consolidating and extending knowledge of the language.

Reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Reading is the construction of meaning from a printed or written message. Reading begins with the accurate, swift, and automatic visual recognition of vocabulary, independent of the context in which it occurs.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The readers should mixing the information they get from the text and their prior knowledge. If they have good comprehended in a text, they will understand the text easily. To sum up, good readers have a good comprehended.

2. Types of Reading

Reading, which is one of the four language skills, can be used classified into two types: initial reading and reading comprehension

a. Initial Reading

It is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words).

b. Reading Comprehension

It is an activity aimed to understand the messages of a particular text. Initial reading and reading comprehension are the types of reading which have the advantage. Initial reading very useful to used for the children who are learning to read English. For example is how to read the alphabets. While reading comprehension is understand the message of the text fully.

3. The Ways of Reading Comprehension

There are some ways of to comprehend text. Those are as follows:

a. Skimming

Skimming is the ability to get a broad overview of what a text is about as quickly as possible. Expert readers will automatically read a passage and understand what it is about in seconds. Some students will work out very quickly whether a passage contains helpful information, others will not.

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.

b. Scanning

Scanning is the ability to pick out specific information from a text. This should not be confused with skimming where you are only trying

to get the gist of a text. Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.

c. Extensive Reading

One of the fundamental conditions of successful extensive reading programs is that students should be reading material which they can understand (Harmer, 2010). If they are struggling to understand every word, they can hardly be reading for pleasure the main goal of this activity. This means that we need to provide books which either by chance, or because they have been especially written, are readily accessible to our students. They can take the form of original fiction and non-fiction books as well as simplifications of established works of literature.

d. Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. Hedge argues that it is “only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials”. These strategies can be either text-related or learner-related: the former includes an awareness of text

organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies.

4. Strategies in Reading Comprehension

(Ulker, 2017) says reading comprehension strategies that teacher can share with students to improve their comprehension of a text. Comprehension Monitoring it is the process of students' reading and analyzing the level of understanding, as the awareness of low understanding may require the use of other strategies to increase understanding of the text and their comprehensibility.

Paraphrasing students restate the text in different words own words, that help less skilled readers to improve the basic understanding of the information contained in the words sentences paragraphs and the whole text.

Elaboration it is the process of making inferences, questions that involve the linking of the meaning of the word, sentence, text to existing related knowledge.

The three strategies mentioned encourage the readers to use a set of strategies, which lead to better understanding and improvement of readers' ability to explain the text.

B. Teaching Reading

Teaching reading is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the

classroom. Teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation.

1. Principles of Teaching Reading

There are some principles to teaching reading (Harmer, 2010). The first, Reading is not passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the picture the words are painting, understand argument, and work out if we agree with them. If we do not do these things and if the students do not do these things, then we only just scratch the surface of the text and we quickly forget it.

Next, Students need to be engaged with what they are reading, student should to be encouraged to respond to the content of a reading text, not just to the language. Of course, it is important to the study reading text for the way use language, the number of paragraph they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic-thus provoking personal engagement with it and the language.

Third, Prediction is a major factor in reading. When we read text in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what's in the book, photographs

and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint-the book cover, the headline, the word processed page-our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students “hints” so that they can predict what’s coming too. It will make them better and more engaged readers.

Then, matching the task to the topic. We would give students Hamlet’s famous soliloquy “to be or not be” and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be a reason for both tasks, but, on the face of it, they look a bit silly. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenge tasks.

A good teacher exploits reading text to the full. Any reading text is full of sentence, word, ideas, descriptions etc. It doesn’t make sense just to get the students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequence, using the topic for discussion and further tasks, using the language for study and later activation.

2. The Process of Teaching Reading

It can develop student's awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language. Allow students to practice the full repertoire of reading strategies by using reading material. Students practice in classin their reading assignments. It encourage students to be conscious of what they are doing while they complete reading assignments.

3. The ways of Teaching Reading

This study focuses on teaching reading comprehension strategies which are devided into three reading stages proposed by some scholats, this includes: pre-reading, while reading stage and post reading stage (Brown, 2007).

a. Pre-Reading Stage

In this stage, one very popular kind of activities is brainstorming. In this line with this. Define brainstorming as a method for creating many ideas about a topic. In this activity students are invited to call out words, knowledge and experience that relevant to the text, relevant language and an expectation meaning (Barnet. 1988).

b. While Reading Stage

In this reading stage, a teacher can generate appropriate strategies to help students in comprehending the text. The common one is reading aloud activity which is recommended to use by (Gibbons, 2002). There are two kinds of reading aloud; reading aloud

to students is can used as an opportunity to bring students into a popular culture and an opportunity to challenging text and reading aloud by students is individual students to each other can develop class cohesiom and encourage students about the text (Handcock, 1999).

c. Post-Reading Stage

For this stage, a teacher's activity is primarily to evaluate the students' comprehension in particular tasks as suggested by an online publication. In this case, teachers can conduct such activities; scanning questions, summarizing, learner's purpose, and following-up (Barnet, 1988).

(Brown, 2007) Propose predicting, questioning, clarifying, summarizing, monitor comprehension, and justify comprehension as the strategies that can be implemented in classroom activities in reading comprehension.

C. Recount Text

1. The Definition of Recount Text

There is various genre in reading, such as recount, spoof, report, narrative, anecdote and others. This different types of genre are competent of mastering genre, understanding and producing some pieces texts. A recount is a report of event or activity in the past. It is to inform or to entertain the readers. Structure of the text is Orientation give information

about who, what, when and where and report of event or activity (in chronological order).

Recount is the text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event, took place and when it happened Regarding to (Pardiyono, 2007). The text also contains the generic structure of recount text, which has the three stages. The first stage is orientation which provides information about the setting and situation of the participants. The second stage is record of events (series of events) which tell about sequence of events or what happened to these end of the event. The last stage is re-orientation which brings the listener or reader back into the present. This re-orientation stage is an optional element that can be added on the recount text.

2. Types of Recount Text

(Derewianka, 2004), the type of recount text are:

- a. Personal recount These usually retell an event that the writer was personally involved in.
- b. Factual recount Recording an incident
e.g. a science experiment, police report.
- c. Imaginative recount Writing an imaginary role and giving details of events.
e.g. A day in the life of a pirate.

3. Generic Structure of Recount Text

Recount text consists of the following structure:

- a. Orientation:** Provides the setting and introduces participants. In this section, the author begins the story by introducing the background information that answers, when, where events or events occurred in the past.
- b. Events:** Tell what happened, in what sequence. after telling the background or identity of the perpetrator, setting the place and time, in this section, then author begins to tell the story in sequence or chronological order.
- c. Re-orientation:** Optional-closure of events. The generic structure of the last recount text is reorientation, many of which describe this section with a summary that contains a repetition of the orientation section. But for me, this part is actually a part of conclusion or a cover that express the author personal opinion of the events that have been told. For example the story about the holidays, then the authors will conclude the impression about his vacation with “what an exciting holiday! I will go to there again someday”.

In conclusion a recount text tells the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when happened. Then, the sequences of events are described in some sort of

order e.g. time, last, it may be a reorientation at the end which summarizes the event.

D. RCRR (Read, Cover, Remember, Retell) Technique

In this case, the researcher shows the information details about RCRR technique. The detail ones are definition RCRR, the purposes of RCRR, advantages of RCRR.

1. Definition of RCRR Technique

There are some experts who have defined about Read Cover Remember Retell (RCRR) strategy. Brummer and Macceca (2008) define that Read Cover Remember Retell (RCRR) strategy is an effective approach to help readers at all grade levels who think that good reading is reading quickly and as a result do not understand what they have read. It is modeled for students during a whole class instruction period, and then conducted with students who work as partner to read the same text.

Anita (2013) concludes that Read, Cover, Remember, Retell Strategy is a tool for enhancing the participant's knowledge and understanding in a shared setting. This means students are able to develop their ability to understand the text. Students are going to study in pairs or a small group. It allows students to share their interpretation of the text. In RCRR strategy, students focusing on remembering what they have read.

Thrisha and Macceca (2018) state that Read Cover Remember Retell is a strategy to help students improve their comprehension and retention of information text. Rational chunking the reading assignment

allows students to read more carefully and to focus on remembering the information. Students read only the amount of the text that can be covered with the index card. Then they cover the next with the index card. Next, they remember what they read. Finally, they retell what they have read by saying it aloud. If they can remember and retell, they are prompted to reread. This strategy is designed to help readers read slowly and read for meaning. They begin by reading a small amount of text, then covering the print with their hand. While their hands are over the page, readers take a moment to wonder (Dahler, 2019).

(Brummer and Macceca, 2008) state that this technique is one of technique to learn in a cooperative learning environment. RCRR technique is an instructional technique that is used to help students stop after reading small portions of the text and retell what the section was mostly.

2. Procedures of RCRR Strategy

The first, The teacher may separate the students into several groups/pair. Second, Students choose a small amount of text on a page that their hand can cover. Third, The subject of the text is determined by teachers or students. Fourth, The students read just as much text silently as they can cover words with one hand. Fifth, Ask each group to read the text receive and discuss it. Sixth, Ask them to cover the text with their hand again after reading and think about what you have read. Seventh, Remember what you have just read. Last, The students silently or with a partner tell the section of the text they just read.

Based on the above procedures, the writer suggests that this RCRR strategy is a way of understanding the learning process by memorization. Teachers are able to measure students interpretation of the text and students are able to analyze the each portion of the text.

3. The Advantages and Disadvantages of using RCRR Strategy

Read, Cover, Remember, Retell Strategy has some advantages. First, It attends students to become active in peer communication. Second, Making the students has an opportunity for giving mutual support and stimulation. Third, In addition, students are making connection, sequencing events, and considering causes of action and the effects of this action. Last, This strategy is a way which provide understand memorizing in learning process.

In addition to those advantages, RCRR also has some disadvantages; First, because the students spend most of their time moving, it took a long time. Second, because they can't speak English correctly, some students have difficulties when retelling their stories. Third, because it should be used more texts, the teacher requires additional effort to provide appropriate teaching text. Fourth, teachers can not specifically concentrate on teaching recount text theoretically when using this strategy as the exercise requires more practice in the classroom. The last is teachers are required to be more active to control the class.