

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Definition of Reading

Reading is an interactive process, a process in which the reader engages in an exchange of ideas with an author via the text (Burns and Page,1991:45). Although at first glance reading may seem to be passive, solitary and simple, it is in truth active, populated by rich mix of voices and views-those of the author, of the reader has heard, read about and otherwise encountered throughout life.

The simple definition of reading is an activity that can add the reader's knowledge. Burnes (1991:45) states that reading is to comprehend written discourse. Reader engages in an exchange of ideas with an author via the text in an interactive process. It is the processes which transfer meaning from writer to readers that when we call as message. The transfer process will run well if reader can catch the writer's message. Message itself can form as writer's ideas, opinions, knowledge, facts, feeling. Izmi (2004) states the essence of reading by deliberating their roles of reading in learning.

Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended the reader does this by comparing information in the text to his or her background knowledge and prior experience, Mickulecky (2008).

From the explanation above, there are a lot of definition about reading. It can be conclude that reading is na process to understand the ideas between the reader and the writer to get information from the text to draw a conclusion of the information.

2.2 The Purpose of Reading

Grabe (2009) state that the purpose of reading are to search for information, for quick understanding, to learn, to integrate information, to evaluate, critique, and use information, for general comprehension. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details.

From this opinion we can know that the purpose of reading is to know what is the meaning of text or meaning of the story that we read,to know the information and to know about what will other person will do.

2.3 The Nature of Reading comprehension

Comprehension or the ability to find meaning of what has been read the dominant goal of reading. Harris (1974) says that readings are generally built around the grammatical structures and lexical items which the students will need to communicate orally, and the content of the materials is regarded as relatively unimportant.

According to Burnes (1991:47) reading comprehension is a reading activity and such relies for its success upon the level of intelligence of the readers, his or her speed of thinking and ability detect relationship. Comprehension will be usually found in the readers' mind. It is obvious that reading comprehension is not only a process of knowing the meaning effort semantically, but also process of catching idea of the text whether it is explicit or not.

Reading comprehension has been called the essence of reading (Durkin:1993), essential not only to academic learning in all subject areas but to lifelong learning as well. Improving students' comprehension abilities is arguably the most important challenge teachers and students face in the middle grades. Comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. A successful reader implement deliberate, conscious, effortful, time-consuming strategies to repair or circumvent a reading component that is not intact.

Comprehension is the goal of both reading and listening. Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other worlds (including fictional ones), to communicate successfully, and to achieve academic success.

Good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of reach sentence and much else as well. To understand text in a meaningful way, readers need to integrate the

meanings of successive sentence and to establish local coherence. Readers also need to establish how the information fits together as a whole, that is global coherence.

2.4 Definition of Reading Comprehension

Reading comprehension is one of the keys to get knowledge and information because in a general a lot of knowledge and information which written and only by reading it we can get a knowledge of what has been written it either from books, newspaper, magazine or other print media.

According to William Grabe (2009) in “reading in a second language” reading comprehension is critically dependent on the reader’s fluency in identifying printed words, as reflected in the reader’s accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriate expression.

2.5 General Problems Faced by Students on Reading Comprehension

Irena Shehu (2015:1) State that the result showed that reading comprehension difficulty occurs frequently even in students who are good in decoding and spelling. This difficulty in reading comprehensions occurs for many reasons, the three most important ones are listed below:

1. Vocabulary

New words are seen by students as a great obstacle to comprehend a text. It is necessary for students to properly comprehend the words or the vocabulary of a

written passage in order to be able to decode the message, thus comprehend a written text.

2. Working memory

The students often complain of the fact that they can not recall the information they just read. The students need to hold the information in working memory long enough for the information to be more extensively processed and often some of them lack it.

3. Absence of extensive reading

Students read a little or nothing. This is considered to be a great obstacle for students to comprehend a written text. These were the aims of the study, and the results will be presented in the following. If a breakdown occurs in one of the aspect mentioned of them the students usually fail to decode a text and analyze it's meaning, which often results in reading comprehension problems and failure.

4. Type of text

The type of text is another factor that influences a lot of reading comprehension. It is considered to be one major barrier. Some text are easy to be perceived some others are very difficult.

2.6 The factors of students' Difficulties in Reading Comprehension

While reading and providing a retelling or answering questions related to reading can provide some insight into a student's comprehension, there are a

number of variables or factors that need to be considered as they may influence how well a student is able to recall what he or she has read. Below are just some of the factors that may impact comprehension (Siti Aisah Aminah:2017)

1. Difficulty of the text

Does the difficulty or readability of the passage match the actual grade level placement of the students? Texts written below the student's grade level are more likely to be comprehend, while passages above the student's grade level are more likely to make comprehension more challenging.

2. Type of text

Is the passage of narrative, expository piece, informationl piece, poem, speech or some other text from.Different text type can be more or less difficult to understand and may require different comprehension process.

3. The readers' background and interest in a passage

Does the students already have a lot of background knowledge? If so,he or she is more likely to have a higher level of understanding of the passage. Less background knowledge is likely to result in poorer comprehension. Similarly, if the reader is interested in the topic. Of the passage, he or she is more likely to understand the passage. Lower levels of interest are more likely to lead to less motivation to read and lower levels of comprehension.

4. Reading comprehension factors

Is the students able to give a literal retelling of the passage. Can the students reasonably recall and understand the actual facts and details from a passage. Is the reader able to go beyond the literal and make reasonable inferences from the passage? Can the students make predictions about events that are not explicitly stated in the passage it self? Is the reader able to make reasonable critical judgements about the passage that he or she has read?

5. Reading Factors other than comprehension

Poor understanding of a passage may be due to reading process factors other than comprehension. Problems with decoding words will impair comprehension. Struggling with the meaning of key words, even if they are decoded correctly, will negatively impact comprehension. Fluency problems,(e.g) reading a text in a slow,halting manner without appropriate phrasing and expression) will definately affect a reader's understanding. Is the passage read orally or silently? Some reader comprehend better under one condition than the other.

6. Factors other than reading

Many factors beyond reading it self may impact how well a reader understands what he or she reads. What is the students disposition while reading? Is the student adequetly rested or is he or she fatigued? Is the students taking medication at the time of the reading comprehension assesment? Does the students know the purpose of the assesment ?

These are just a few of the many factors that can affect how well a student comprehend what he or she reads. Clearly the process of assessing reading comprehension and diagnosing problems with reading comprehension is a challenge, to say the least. Nevertheless, it is important to try to identify those students who may be experiencing difficulties with reading, as well as the source of these problems, so that you can provide effective instruction.

2.7 Reading Difficulty

According to Shoe bottom (1996) also stated the main sources of language difficulty for ESL students.

1. Illegibility

ESL students may have problems that are caused solely by the fact that what they are trying to understand has been poorly printed or copied, is badly set-out or is in a very small type-face.

1. Unfamiliar Words

A written message may be difficult to understand because it contains many words that are unknown to the student.

2. Lack of Background Knowledge

Another difficulty arises in cases where the necessary background knowledge is missing. For example, there is little point him/her looking up the

unknown words in the following passage since the definitions are unlikely to further comprehension.

3. Difficult Concepts

The next difficulty can be seen in text such as the following:

The appeal of view that a work of art expresses nothing unless what it expresses can be put into words can be reduced by setting beside it another view, no less popular in the theory of art, that a work of art has no value if what it expresses can be put into words.

The words in themselves are not unduly difficult and no special background knowledge is required, but the concept expressed in the passage is complex.

4. Complex syntax

In general, long sentences containing subordinate or embedded clauses tend to be less immediately intelligible than shorter, simple ones. For example, the second instruction below is probably more readily understood than the first, which contains an embedded participial clause.

Explain clearly using at least three different reasons or drawing three diagrams why McClelland lost the battle.

Explain clearly Why McClelland lost the battle. Give at least three reasons or draw three diagrams.

5. Polysemy

Polysemy words are words with multiple meanings. These can cause difficulty if the students has learned one meaning of the word, but the word has a different meaning in the context of the sentence the student is reading. An example is the word solution which can mean either the answer to a problem or a mixture of two substances.

6. Advanced cohesion

Cohesion refers to the way writers link phrases, clauses and sentences into a coherent whole. However, a mature and pleasing syle can be impenetrable to language learners. In the pairsof sentence below, the firstone in each case will probabbly be more difficult to understand than the second:

John bought a red pencil and Mary a blue one

John bought a red oencil and Mary bought a blue pencil

7. Poor Writing

A text may be difficult because the ideas are not organized logically, or because punctuation is lacking, faulty or ambiguous,or because cohesion is slipshod. The following extract,taken from a recent IB Computing studies exam,has an example of poor cohesion.

A bar code is often found on produce sold in supermarkets and, by means of a bar code reader, a computer can directly identify that item. The students may fail to realize that'that item refers to produce.

2.8 The Most important problems and difficulties which reduce the comprehension efficiency process.

According to shubayl at 0.2010; Manasrah o.2007; 2008; Nasr 0.2003; Asr 1999; Kamahis Catts, 1991). The most important problems are:

1. Limited previous knowledge of the reader with inability to integrate new knowledge to the previous one.
2. A limited vocabulary.
3. Lack of oral language skill before entering school.
4. Excessive concentration of teachers in the early grades on teaching the skill of decoding the symbol.
5. Focus on accurate reading performance at the expense of meaning.
6. Lack of listening comprehension skills.
7. Parents' carelessness to communicate with their children or follow up them at the school.
8. Lack of exposing children in the early grades for printed materials.
9. Create negative attitudes among students towards reading and materials
10. Lack of dedicated time for independent reading
11. The weakness of the students self confidence in their abilities to read.

From the some expert above the researcher make it as a grand theories to complete this research.

2.9 Recount Text

Based on School-Based Curriculum or KTSP, there are some kinds of text that Students of Junior High School need to learn, one of them is Recount Text. The researcher believes that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly.

In addition, Goatly(2000:86) notes "Recount text is to construct past experience by retelling events and incidents in the order in which they occurred." Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. there is no complication among participants and that differentiates from narrative.

However, Hornby in Pramila (2001:98) adds that recount means something (to somebody) gives detailed account of something; tell about something: recount one's adventures, experience, misfortunes, etc. Text means main written or printed part of a book or page (contrasted with notes, diagrams, illustration, etc).

Recount text is a text written to retell for information or entertainment (Ratmoko cited by Hartono(2005: 1).

Eventually, at an Online Education Journal, writing recount is said that it may be a reorientation at the end. So, it summarizes the event in the order in which they happened (chronological order). Recount is written to retell events with the purpose of either informing or entertaining their audience (or both).The recount has a title, which summarizes the text. Past tense verbs are

used, and frequent use is made of words which link events in time, such as next, later, when, then, after, before, first. Recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).

2.9.1 Types of Recount Text

According to Depdiknas (in Resqiani,2004:34) in recount text, there have there major types as follows:

1. Personal Recount

Personal Recount describes an event where the writer or the author is doing the action by themselves. It concludes in the story, a funny event which is written on the diary. The characteristic of personal recount is use the first person pronoun , personal response to the events can be concluded (usually at the end of the recount text).

2. Factual Recount

Factual recount describes the facts of events, such as research report, the magazine, and so forth.

3. Imaginative Recount

Imaginative recount describes the unfactual story or fiction, for example the text for teaching language. The imaginative recount usually written in the first person, and need not to include personal reaction.

Based on explanation about, researcher concludes that recount text is a text that tells you a part of experience. Which one it can we use in personal recount. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that “round of” the sequence of events. In the text, you find words and phrases used to start, connect a sentence with the next one, and end your composition.

2.9.2 Generic Structure of Recount Text

Ken Hyland (2004:29) State that There are there generic structure of recount. As follows:

1. Orientation: Provides the setting and produces Participants. It Provides information about Who, Where, and When.
2. Record of Event: Tell what happened ,present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/or evaluate remarks, which are interspersed throughout the records of events.
3. Re-orientation: Optional-closure of events. It is “round off” the sequence of events.

2.9.3 Language Features of Recount Text

The language feature of recount text is introducing personal participant: I, my group ,etc. Using chronological connection : Then, first, etc, Using linking verb: was, were, saw, heard, etc. Using action verb: look, go, change, etc. Using

Simple past tense. In recount text we do not find conflict. The events happened smoothly. Recount applies series of events as the basic structure.

In writing recount text, the researcher should keep these points of view :

1. Plan by thinking ‘Who? What? When? Why?’
2. Start with an orientation paragraph that informs the reader about the content of the recount
 - a. Recount events in chronological order. (Draw a flow chart to help sequence events)
 - b. Recount events that are significant and those that amuse the reader.
 - c. Use connectives that signal time e.g. then, next, meanwhile, finally etc.
 - d. Write as if you are telling the story but always use the past tense
 - e. End with a closing statement that comments on the events.

(Nada Salem Abismara: 1998)

2.9.4 Example of Recount Text

Table 2.1 : Example of Recount Text

Fantastic Holiday at Yogyakarta	
<p>Last week, I went to Yogyakarta with my family.</p> <p>My father drove the car. My mother sat beside him. My sister and I sat in the back seats.</p>	ORIENTATION
<p>We woke up early in the morning. My father prepared the car in the garage while mother was preparing food for breakfast and some snacks for us. My sister and I packed some clothes. After everything got ready and we had our breakfast, we left the house at six o'clock. It was about nine A.M. We arrived at Yogyakarta. First of all we visited our uncle. We stayed there for an hour. Then we went to Parangritis beach. We got there at eleven o'clock. There were a lot of tourists because it was holiday. I saw many foreign visitors too. My parents watched us playing with sand in the beach. We did not swim and take a bath since the wave was rough. After having lunch, we went on our picnic to the museum and Malioboro shopping centre.</p>	EVENTS
<p>We drove back to Semarang at 7 o'clock and arrived Home at ten. We were tired but happy.</p>	RE-ORIENTATION

2.10 Past Studies

As a matter of fact, there are a lot of previous researches regarding the analysis of students' reading performance. One of them was conducted by Wiwik Sakinah (2015) "An analysis of students reading comprehension of various texts (recount, descriptive, and narrative) of the first year students at SMA N 2 Pinggir). This research is descriptive qualitative research. It is meant, this research find out the students' reading comprehension and analyze what factors influence in reading comprehension. In this research the writer conclude that most of students' reading comprehension is good.

Secondly, it was conducted by Yeni Prima (2013). In her research, she focused on the use of exploring texts in classroom for the improvement of reading comprehension of second year students at SMP RUSQAH Pekanbaru. In her research, she just found the differences of students' understanding in reading text based on the data analysis: some of students were difficult to identify the main idea and word formation in reading text. Some of students were difficult to find detail information or answer to a particular question.

The last research is written by putri sri rahmi. the title is "students' difficulties in comprehending English reading text at second grade students of SMA Negeri 2 METRO". She found the students' problem in comprehending procedure text, there were unfamiliar vocabularies which were used in the text, unfamiliar content of the text which make the students are not interested to read, the appearance of an ambiguous pronoun which was confusing

for the students, and the sentence pattern which was too complicated to be understood by the students. While the students did not apply the appropriate reading techniques while reading. They read the whole passage more than once and found the meaning of every word in the text first before answer the questions.



Dokumen ini adalah Arsip Miik :

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