CHAPTER II

RIVIEW OF RELATED LITERATURED

2.1 Relevance Theories

2.1.1 The Definition of Reading

Many experts have shared their own definitions about the definitions of reading. According to Nunan (2003: 69), reading is an essential skill for learners of English as a second language. For most of these learners, reading is the most important skill to master in order to succeed in learning English. Students will spend their time to read and get understanding or meaning from the sentence of the texts. In addition, the source of reading will be available in various and different text. The students do not only focus on one kind of the text.

According to Eskey (1970:40) reading is exactly the most important of the four skills in a second language, especially in English as a second or foreign language around the world. Furthermore, reading is the main reasons why students learn the language. Without reading, the learners never know about anything. This supported by Carrel (1998:4) he states that reading is not passive, but rather than active process. In learning English as a second language, reading is an active cognitive process of interacting with print and monitory comprehension to build up meaning.

According to Alyousef (2006: 144), “Reading can be seen as an interactive process between a reader and a text which leads to automaticity
or reading fluency.” English is still a foreign language for Indonesian students. It is certainly not easy to the meaning an idea from written texts. To understands a reading text. The students must have a good competence in knowing the meaning of words, sentence, content and most important is to know about the researcher’s idea.

According to Burnes and Page (1985: 45) stated that reading as interactive process in which the readers could of idea with an author via a text. In the other word, the readers must understand with what they are read. It cause the author deliver they ideas and want to sharing with the reader. Sometimes in text the authors tell what they feel. Moreover, readers must understand of the text which will depend of the meaning of the words, sentence, and paragraph. The reader can find out the information of the text based on their knowledge about text.

Generally reading is a process of getting information from written words. Reading passage usually tells us about the aim to grasp the author’s idea. Reading is not simply a process of getting the meaning of the printed speech. It involves skills of the visual recognition of word. The readers interpret what they have read and comprehended.

2.1.2 Reading Comprehension

John Langan (2002:359) comprehension is achieved gradually as moving from a general feeling about what something means to deeper level
of understanding. Comprehension rather than sacrificing it will make a more efficient reader, and therefore a faster reader.

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies (Snow, 2002: 11, Mikulecky & Jeffries, 1990: 3, Johnson 2008: 110). The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang, et al., 2003: 14). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer’s message (Lenz, 2005:1).

In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various strategies such as predicting, clarifying, and confirming. Those are all strategies used by the reader for the negotiation of meaning. From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer’s message.
2.1.3 The Processes of Reading Comprehension

In line with Spratt et al, the activity of interaction between the mind and the text can be considered as an active process since it involves background knowledge of the readers (Pang et al, 2003:14). The readers bring their knowledge of the world to comprehend the text. Their mind will dynamically move to follow the flow of ideas presented in the text. In making sense of the ideas, there are some processes undergoing in readers’ mind. Brown (2001, 299) stated that there are three types of the reading process. Those types are bottom-up processing, top-down processing, and interactive processing.

a. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. In bottom-up processing, the reader must recognize a multiplicity of linguistic signal such as letters, morphemes, syllables, words, phrases, grammatical cues, and discourse markers (Brown, 2001). It means that the reader has to scan from letters to letters, recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text.
b. Top-down processing

In top-down processing, the reader involves their knowledge of syntax and semantic to create meaning of the text (Goodman cited in Hudson, 2007:37). The reader constructs meaning by bringing their early thought to the text being read. It means that the reader’s background knowledge is very important in getting the meaning of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

c. Interactive processing

Interactive processing is a combination of top-down and bottom-up processing. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is really what the writer says (Nuttal cited in Brown, 2001). It means that the reader both recognizes words and predicts the implied information in constructing meaning of the text.

From the discussion above, it can be concluded that there are three types in the process of reading. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing deals with the word recognition. Top-down processing deals with the
readers’ background knowledge. The last, interactive processing combines the top-down and bottom-up processing. Here, interactive processing combines word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text they read.

2.1.4 Factors Affecting Reading Comprehension

There are many ideas of the factors affecting reading comprehension proposed by some experts. Below four factors affecting reading comprehension are presented.

1. Background knowledge of the text

Students’ background knowledge of the text is one of the factors affecting reading comprehension. Readers understand what they read because they are able to take the stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Here, the students’ background knowledge is important since the students start to make connections about what they already know in order to construct meaning (Alderson, 2000: 32, Brown, 2001:299).
2. Affection

Affection factor includes the students’ interest, motivation, attitudes and beliefs. The affective factors have an important role in influencing what is understood by the readers (Alderson, 2000: 32).

3. Purpose of reading

Efficient reading consists of clearly identifying the purpose in reading. Purposes of reading help the reader to focus on information that they want to find out. A reader can have problems in understanding a text if he reads with no particular purpose in mind (Alderson, 2000: 32, Brown, 2001:306).

4. Vocabulary Mastery

Vocabulary mastery is essential to reading comprehension. It is impossible to understand the text if the readers do not know much about a significant number of the words in the text. By mastering much vocabulary, the reader can construct the meaning of the text easily (Klinger, Vaughn, and Boardman 2007:47).

From the theories above, it can be concluded that reading comprehension is not a single process. It is a complex process which is affected by some factors such as the reader’s background knowledge of the text, the reader’s motivation and interest in reading, the reader’s purpose of reading, and the reader’s vocabulary mastery. All of those
factors relate to each other in influencing the reader’s reading comprehension ability.

2.1.5 The Nature of Recount Text

a. Definition of Recount Text

According to Hartono (2005:6) define recount text is a report or retell of event or activity in the past. It is to inform or to entertain the readers. According to Sue Stubs and K. wood the purpose of recount text is reconstructs events, experience, and achievements from the past in a logical sequence. Some recount will be purely informative and some both inform and entertain.

b. Types of Recount Text

According to Sue Stubbs and K. Wood there are five types of recount text:

1. Personal recount is telling ad event that the researcher personally involves in. For example: Personal experience, personal letter, diary, entries, journal, anecdotes, pots card. Personal recount are usually written in the first person (I and we) and often to entertain and inform.
2. Factual recount text is concerned with the recalling events accurately. It can range from everyday tasks such as accidents, structured research, science, news recording and police reports.

3. Imaginative or literature by recount entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

4. A procedural recount records taken in completing a task or procedure.

5. A biographical recount tells the story of a person's life using a third person narrator (he, she, and they).

c. Social Function of Recount Text

To retell events for the purpose of inform or entertain readers. When writing recounts you should:

1. Focus on individual (e.g. use the words, I or we).

2. Use words which indicate when (e.g. after lunch) and where the events took place (e.g. in the shed).

3. Write in the past tense e.g. had, visited.

4. Use action words e.g. helped, crutched.
d. **Generic Structure of Recount Text**

Generic Structure of Recount text:

1. **Orientation**: Introducing the participants, place and time.
2. **Events**: Describing series of event that happened in the past.
3. **Reorientation**: It is optional. Stating personal comment of the researcher to the story.

**e. Language Features of Recount Text**

Language Feature of Recount text:

- 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
Example of Recount Text

<table>
<thead>
<tr>
<th>Our trip to the Blue Mountain</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Friday we went to the Blue mountain. We stayed at David and Della’s house. It has a big garden with lots of colorful flowers and a tennis court.</td>
<td>Orientation</td>
</tr>
<tr>
<td>On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.</td>
<td>Events</td>
</tr>
<tr>
<td>In the afternoon we went home.</td>
<td>Reorientation</td>
</tr>
</tbody>
</table>

2.1.6 The Nature of THIEVES Strategy

THIEVES strategy will give contribution for students in learning process. According to Manz (2002:3) THIEVES is a pre - reading strategy that set the purpose for reading using easily remembered acronym. Student learn how “steal” information from the title, headings, introduction, every first sentence, visual / vocabulary, ending and summary.

Moreover, Gear (2008:91) say that THIEVES strategy is helpful for trying to determine what is important in a place of information text. This definition emphasize that THIEVES make the reading that much
easier. Students will find that, after reading the main body of the text, they will be easy to find the most important information that they need about text, because they know how to be a THIEVES.

Based on the theories above, the researcher can concludes that THIEVES is a reading strategy to build extensive knowledge of the students when they are reading a text. This strategy is easier analyze the main idea, supporting detail and what are talking about the text and very effective to increase student’s comprehension and it can help student interest.

a. Components of THIEVES

    T = Title (Most often states the topic and establishes a context – may offer a location within a continuum or time line.) Questions: What do I know about the topic reflected by the title? What does it have to do with the preceding chapter? Does it express a point of view? If so, about what? What do I think we will be reading about?

    H = Headings (By turning the headings into questions, students can establish a purpose for reading. Also, students can string headings together to generate a summary of a chapter before reading it.) Questions: What information does this heading give me concerning what the passage is about? What is the topic of the paragraph beneath it? How can I turn this heading into a question that is likely to be answered in the actual content?
I = **Introduction** (Provides background and setting for the text. Chapter goals and objectives are often stated. Writing following the title but before the first heading is often the introduction). Questions: Is there an opening, perhaps italicized? Does the first paragraph introduce the subject? What does the introduction let me know about this chapter? Do I know anything about this already?

E = **Every first sentence in a paragraph** (For a very thorough preview, students are asked to read the first sentence of each paragraph. These are often topic sentences). Questions: How does reading the first sentence of each paragraph help me understand the text? How can I use this technique when time is short?

V = **Visuals and Vocabulary** (Perusing photographs, charts, graphs, maps and/or tables provides a link to the content being read. Translating the visual presentations into word enables students to begin learning about the topic before they have begun to read). Questions: What can I learn from photographs, drawings, maps, charts and graphs? How do captions help me better understand the meaning? Are there important words in boldface type? Do I know what they mean? Can I tell the meaning of the boldfaced words from the sentences in which they are use.

E = **End – of – chapter questions** (Using the end of chapter questions as a guide during reading can be useful, but it is
recommended, if they are used in this fashion, students should know ahead of time that they are not expected to be answered. Otherwise, students will read only the content that will answer the questions, often missing other important information. Using a graphic organizer that focuses on text structure is more likely to allow students to delve beyond the surface of the content). Questions: What information do the questions consider important? How can I use these questions to organize my notes?

S = Summary (The summary at the end of the chapter can be used during previewing to help students understand and recall information about a subject or topic that is totally unfamiliar). Question: How does the summary help me better understand what I am about to read?

b. Procedures of THIEVES Strategy

According to Zwiers (2010:87), there are three procedures of THIEVES in learning process:

1. Tell the students something such as ‘‘we now get to become information ‘‘THIEVES’’ let see how much information can we ‘‘steal’’ from the text before we actually read it.

2. Model how to go through each of the items in acronym THIEVES.

Use in overhead to write down the information.
3. Students can use the reproducible THIEVES practice with boxes for each letter and can give students THIEVES.

c. **The Advantages of THIEVES Strategy**

The advantages of this strategy are students have learned where to look for the more information in their texts books. They can focus their attention on the resources. It can be clarified in the following points:

1. This allows students to organize what they are reading.
2. This makes more efficient use of their reading time.
3. This organization also empowers students to deeper their reading comprehension.
4. Since they will already have schema with which they can associate what they read.
5. Provides students with a scaffold for active reading, whether they are reading independently or which coaching.

### 2.2 Relevance Studies

Review the past study about THIEVES strategy. The researcher show the relevant research, firstly: Minoo Alemi from Sharif University of Technology (Tehran, Iran) held a research entitled ‘‘The Effect of Pre – Reading Activities on ESP Reading Comprehension‘’. The study was intended to investigate the effect
of pre – reading activities on reading comprehension of L2 learners of science and technology majors. The findings revealed that better comprehension could be gained through restoring to pre – reading activities. In fact, experiment group which was exposed to pre – reading activities gained considerable abilities in comprehension more than control group. Result of this study revealed that giving prior information through restoring to pre – reading activities might become a useful tool for teachers of ESP to facilitate the learner’s reading comprehension. Basically, Alemi’s research is almost the same as this strategy. Both of these strategies explore this strategy in pre – reading activity.

Secondly, the title is ‘‘ Teaching Reading by Combining Thieves Strategy and Rule – Based Summary Strategy for XII Grade Students of Senior High School ‘‘ (Mutia Fatmalia). She says that these strategies can be applied in classroom in order to make learning process efficient and effective.

2.3 Conceptual Framework

In this case, the researcher referred to the reading comprehension of recount text and THIEVES strategy by Manz. Based on the observation class of second year students of SMP N 1 Perhentian Raja, the teacher gives little opportunity to the students to express their idea. The materials learnt by the students are not appropriate too. It is not suitable with the basic competence topic of eighth grade, because the teacher often teach grammar.
There, the researcher tried to describe and applies classroom action researcher deals with improving students reading comprehension of recount text by using THIEVES strategy. The researcher believes that to obtain better achievement in reading.

THIEVES strategy in learning reading can be used to increase the students’ comprehension of recount text because in this type students will be active. This strategy will motivate them in comprehending the recount text easily so that they do not feel bored anymore. Therefore, it is hoped that it will improved the students’ comprehension in reading recount text.

The researcher would to do the research based on the framework below:
2.4 Hypothesis Action

Hypothesis is defined as the provisional answer to the problems of the research theoretically considered possibly or highest level of the truth. It is provisional truth determined by researcher that should be tested and proved. The researcher proposes the hypothesis that there is improvement on students’ reading comprehension achievement after being taught by using THIEVES strategy.