CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Nature of Reading Comprehension

Reading was of the most common ways to get the information and knowledge. By reading, people got the ideas that they want, and able to use them in accordance with their need and reading, we can have much useful knowledge such as, one can understand the structure of the sentence forms. It means that reading was good for us. Reading was one of part of four English skill such as speaking, listening, reading and writing that must be learned by students.

Related to the better understanding of reading, the researcher presents some basic theories about reading suggested by some experts. According to Rayner and Pollatsek in Sari (2015), reading is the ability to extract visual information from the page and comprehend the meaning of the text. Kennedy (1981) defines reading as the ability of an individual to recognize a visual form, associate the form with a sound and /or meaning acquired in the past, and, on the basis of the past experience, understand and interpret its meaning. In line with them, Wallace (1996) states that reading as interpreting means reacting to a written text as a piece of communication.

Wainwright (2007:143) states that Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer reading comprehension is only a term

referring to reading skill through the important thing is only not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A good recognized that many ideas are implied and he must read between the lines to get the full meaning.

Meanwhile, according to Klinger (2007:47) "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency. In reading their subject text books students frequently meet unknown word or phrases. Hewing takes the examples takes concerned with theoretical model building in economics. She points out the various straight forward study skill techniques can help in different ways. For example, scanning heading and sub-heading, and skimming through text, can give an overview and set the scene.

Anderson et al in Aebersold and Field (1984) state that successful readers can comprehend the text well if they are able to:

1. Recognize words quickly
2. Use the text features (subheadings, transitions, etc)
3. Use title(s) to infer what information might follow
4. Use world knowledge
5. Analyze unfamiliar words
6. Identify the grammatical functions of words
7. Read for meaning, concentrate on constructing meaning
8. Guess about the meaning of the text

9. Evaluate guesses and try new guesses if necessary

10. Monitor comprehension

11. Keep the purpose for reading the text in mind

12. Adjust strategies to the purpose for reading

13. Identify or infer main ideas

14. Understand the relationships between the parts of a text

15. Distinguish main ideas of the text

16. Tolerate ambiguity in a text (at least temporarily)

17. Paraphrase

18. Use context to build meaning and aid comprehension

19. Continue reading even when unsuccessful, at least for a while.

According to Grellet (1992), reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. Kennedy (1981) states that reading comprehension is a thought process through which reader becomes aware of an idea, understands it in terms of their experiential background and interpret it in relation to their own needs and purposes.

Reading is one of the most important skills in learning languange a part from listening, speaking, and writing. It gives a great contribution to the readers who are willing to gain information and increase their knowledge. Reading is also a bridge for information students to understand scientific textbooks, since some books and other resources are written in English.

Reading also plays an important role in a languange. By reading, encoders can give or send the massege to the recieve in order to information. Reading is an interaction between the writer and the readers, it means that reading concerns with the meaning especially with the transfer of the meaning from mind to mind or transfer of messege from the writer to reader.

Klein in Arva Umaya ((2012:7) says that definition of reading includes: first, reading is process which means that the information contained in a text and the knowledge of the readers play an important role in constructing a meaning. Second, reading is a strategic. Effective readers often use various strategies related with the context of the text. Third, reading is interactive. The involment of the readers in the context depends greartly upon the context. The text being read must be readable so that the interaction between the reader and it occurs.

According to Goodman, Kenneth S, and Niles in Rahman (2011:17) reading is the intantaneous recognition of various written symbols, simultaneous assosiation of these symbol whit existing knowledge, and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge combined whit the print and then visual (written) information result in his comprehend the message.

Catherine Snow (2002:11) define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involment with written languange. Comprehension entails three elements; the reader who is doing the comprehending, the text that is to be comprehend, the activity in which comprehension is a part.

Maureen McLaughlin (2012:432) As reading teachers, we share the common goal of teaching students to become active, strategic readers who successfully comprehend text. Of course, to teach students to be successful readers, we need to know what comprehension is, how it works, and how we can help our students to comprehend what they read.

John Langan (2002:359) Reading comprehension is achieved gradually, as you move from a general feeling about what something means to deeper level of understanding. Comprehension may improve because you tend to concentrate more you read faster. Comprehension rather than sacrificing it, you will make yourself a more eficient reader, and therefore a faster reader.

Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implication. They know most of the words in the text already, but they can also determine the meaning of many unfamiliar words from the context. They can use their dictionary effectively to do so. In summary, good readers can extract from the writing what is important for the particular task they are employed in and they do it quickly.

Based on the explanations above, it could be concluded that reading was an active skill which includes a text, a reader, and social context in which a reader responds the message from the writer by understanding, comprehending, and interpreting the meaning from a text in a piece of communication using knowledge, skill, and strategies.

It is the teacher's responsibilities to motivate reading by selecting the appropriate materials andespecially for those at the early stages of learning. Guthrie and Humenick(1996) performed a metaanalysisof studies that manipulated several aspects of intrinsic motivation support for reading.These findings suggest that "meaningful conceptual content in reading instruction increasesmotivation for reading and text comprehension." The second motivation-supporting practice
showed that students who were provided choice of text performed higher on reading tasks thanthose with no choice. The third practice was using interesting texts.

Rather, it is learned through intentional instruction and exposure to multiple stratgegies that build understanding. The effective reading processess and strategies of proficient readers can be explicitly taught to all students and doing so improves their comprehension (NICHD,2000). In this case, the researcher argue that it takes the learner to a new level of active understanding and insight. It enhances language and vocabulary knowledge. Good learners use a variety of comprehension strategies simultaneously, they know how to

deliberately apply specific strategy to aid their comprehension, particularly with regard to challenging texts/ information.

The objective of teaching reading is self-evidence. On the elementary level, however, reading server primarily is to introduce basic grammar pattern and vocabulary items in context and to reinforce this basic knowledge. Reading is not an easy learning activity. Many factors can affect students' success in reading. In general, therse factors can be identified, such as teachers, students, environmental conditions, subject matter and techniques to learn lesson material. One of the most important aspects of teaching reading is the selecting of the reading text. The selection should not contain marked dialect or slange features. The selection should have high interest value to the students and the simple ways of establishing it by asking the students their opinions of the reading low interest selection for features curricula.

2.2 The Characteristic of Reading Comprehension

King and Stanley in Tety (2012:26) states that the reader must know about characteristics that they needs in reading in order to success in reading. They are as follows :

a. Languange

The languange of the text is comprehensible to the learner.

b. Content

The content of the text is accessible to the learners. They know enough about it to be able to apply their own background knowledge.

c. Speed

The reading progresses are fairly fast, mainly because the reader has automatic recognition of common combination, and does not wash time, working about each or group of new words.

d. Attention

The reader concentrates on the significant bits, and skims the rest, may even skip part about what they knows to be significant.

e. Incomprehensible vocabulary

The reader take incomprehensible vocabulary in his or her stride, guessing its meaning from the surrounding text, or ignoring it or managing without using a dictionary only when this strategies are insuficient.

f. Prediction

The reader thinks a head, hypothesizes and predicts.

g. Background information

The reader has and uses background information to help understand the text.

h. Motivation

The reader is motivated to read an interesting content or challenging task.

i. Purpose

The reader is aware of a clear purpose in reading to find out something, or to get pleasure.

j. Strategies

The reader uses different strategies for different kind of reading.

Based on the researcher' observation in the field, the English teacher use some characteristics of reading comprehension such as; language, content, incomprehensible vocabulary, prediction, motivation purpose and strategies. The teacher do not use all the characteristic because the teacher focus on the students' reading test to reach the goal.

2.3 Teaching Reading Comprehension

Burns et al (1984: 151) state that the teaching reading comprehension are words, sentences, paragraphs, and whole selections. The idea above is supported by Bond and Wagner (1963: 201-206) which construct some basic comprehension abilities as comprehending word-meanings, comprehending thought units, comprehending sentence sense, comprehending paragraphs, and understanding total selection. The review is as follows:

1. Comprehending Word-Meanings

Word-meaning is so essential to word-recognition and so interrelated with word-recognition. It is also true that the student comprehends the

printed page only to the degree that he understands the specific meaning of essential word used by the author.

2. Comprehending Thought Units

The crux of efficient meaningful reading is having sufficiently rapid word-recognition techniques to enable the reader to assemble words into though units, coupled with skills in locating and using those units in rapid, thoughtful reading. It should be stressed that the development of reading by thought units not only increases the speed of reading but also produces more adequate comprehension of the material read.

3. Comprehending Sentence Sense

Sentence sense includes the student's appreciation of the unity of a sentence. The students must be taught to sense the relationship between its parts, and to sense the parts in sentences of unusual order. The form of exercises that proves useful is to have the student locate in sentences within material he is reading those parts that tell who, did what, when, why, and so forth.

4. Comprehending Paragraphs

The basic elements of paragraph comprehension are taught by giving specific attention to the meaning and organization of paragraphs. The student should be able to identify various types of paragraphs in material he is reading, and then he should be able to identify the topic sentences. It can help him to understand the meaning of the paragraph.

5. Understanding Total Selection

Sensing the meaning of a total selection is a basic comprehension ability that depends upon discerning the interrelationship among the paragraphs and also the interrelationship among the various sections of the larger presentation.

2.4 Announcement text

2.4.1 Definition of Announcement

One of short functional texts that students should master is announcement text. Based on the Oxford dictionary, announcement is: (1) a statement in spoken or written form that makes something known publicly, (2) the action of announcing something.

Mustriana and Kurniawati in Ratna (2014:25) state that "an announcement is something said, written or printed to make known what has happened or what will happen. In writing an announcement, include the title/type of event, date/time, place, and who to contact".

Bailey and Walker (1956:112) mention some important things about a good announcement. "An announcement should include *what, when, where*, and *who*. Often it includes *why* and *how*. An announcement should be brief."

Meanwhile Shane, Ferris, and Keener (1958:197) state that "every announcement,

whether it is spoken or written, should answer five questions." The five questions

are as follows:

1) Who is giving the program or exhibit?

2) What kind of program or exhibit is it?

3) When will it be held?

4) Where will it be held?

5) Who is invited to come?

Here is the example of the announcement by Shane, Ferris, and Keener (1958:197):

> The fifth grade is having an exhibit in room 207 at two o'clock next Friday afternoon. November, 21, 1952. We call '' Travelers Show''. 26 pupils are invite to come.

The example of announcement above is a good announcement. It also answered the five questions.

1) Who is giving the program or exhibit? The fifth grade students.

2) What kind of program or exhibit is it? Traveler's Show.

3) When will it be held? On November 21, 1952, at two o'clock next Friday afternoon.

4) Where will it be held? In Room 207.

5) Who is invited to come? All pupils.

From the definition above, I can conclude that announcement is a statement in spoken or written form that makes something known publicly. It could be kind of information or news. An announcement should be brief but it is clear and interesting. A good announcement should answer *what, when, where*, and *who*. Often it includes *why* and *how*. The examples of announcement are announcement about giving the news of a birth, a wedding, or other events.

Text announcement is a noticed writing addressed to the general public / specific group that contains the information or news notifications.

1. Purpose

   The purpose of Announcement are:

   - This text serves convey certain information to the public

   - To information us what has happened or what will happen

2. Indicators of Announcement Text

   Here are the Indicators of Announcement:

   - Writer : the text that contains name of the person who will be contacted

   - Content : the text what event will be held

   - Time (Including date and day) : the text that contains when the event will be held

   - Place : the text that contains where the event will be held

   - Receiver : to whom the announcement is informed

3. Language features of announcement text:

- Using simple present tense and simple future tense

- Directed for general

- Using imperative sentences

Posted by Sari Mega Putri. At 21.22 PM

Here are the examples of Announcement:

To : Class seventh

Please bring dictionary tommorow morning. We will study grammar and dialogue in school aula . Do not forget to bring it. Thanks

Your English Teacher

Mrs. Hasanah

To all teachers of SMPN 1 Bungaraya

We have some problem in teaching programs. Please come and joint at school meeting room this afternoon after teaching learning process, to revise the teaching our program. I wish all of you will come there. Thanks for your attention.

Source : English in Focuss for Grade II (2006).

Based on the the explanation about announcement text above, the researcher found that the second year students at SMPN 34 Pekanbaru could understand and mastering the material of announcement text. In this case, the researcher will be easier to give the test for the students because they had mastered the subject matter.

2.4.2 Types of Announcement

There are many kinds of Announcement that should be taught for the students at Junior High School. This text is based on the school curriculum, they are:

a. *Personnel Announcements*

Personnel Announcements can be simple and brief (as brief as 2-3 paragraphs) and should always focus on the person – not the organization or the official (s) making the announcement. Use the

person's proffesional name and exact title and include the limited personal information relevant to the job. This is compile information for the release by asking the individual to supply a current resume. Most personnel announcement feature a single person.

b. *Event Announcement*

Organizations conduct meetings, seminars, clinics, healthy screenings, concerts, exhibitions, rallies and many other activities as part of their routine operations. Pre- event announcement releases should be distributed to local media at least two weeks in advance. Large regional or national events announced 2-3 months in advance are often promoted by issuing a series of supplemental announcement that contain additional important details not announced previously. Releases about fundraising events should stress the societal benefits of the activity.

c. *Speeches and Presentation Announcement*

Speeches are a specific type of event that can be especially useful because the speaker usually articulates key message important to an organization or cause in a legitimate news setting that is often held under the auspices of an outside organization. Advance announcement about a speech should include the name, position and affiliation of the

speaker, title or topic of the speech, location, time, date, place and information addmition.

d. *Product Announcement*

New product announcement can include pre- announcement about plans to market a product available (soft launch) or news releases announcing a product's availability (hard launch). Following a successful product introduction, marketers often strive to issue a series of product.

e. *Awards and Honors Announcement*

Awards received and *awards presented* routnely generate positive media exposure. Releases announcing awards received should focus on the award including the exact name of the awaard, a brief description of the awards purpose and the reason that the award's presenter. When announcing the presentation of the awards, always focus on the recipients, not the client presenting them.

Based on the types of announcement text above, I choose the Event announcement because in my research focus towards announcement of events organization.

2.5   Past Studies

There are some researchers about teaching reading comprehension.

First, Riana (2011) was conducted a research entitled " An Analysis of Students' Reading Comprehension in announcement text of the eleventh grade

Students at SMAN 1 Kuala Kampar Pelalawan". The objective of this research was to find out how good are the students' reading comprehension of announcement text. This research used one variable that was qualitative research. In this reseach, the researcher toke the data from the teacher and then analized it to the statistic data.

Secondly, Sari (2015) was conducted a research entitled " The Effect of Dictation Technique towards Students' Listening Comprehension at the Second Year Students of SMPN 25 Pekanbaru. The research was Experimental research. It has been conducted during the period of March 2013. In this research, the researcher used two classes which are Experimental and Control class. The population of this research was the second year students of SMPN 25 Pekanbaru. The total of population was 145 students. The researcher took 38 students as the sample of Experimental class and Control class. The researcher used test item as the instruments which included Pre- test ang Post- test. The forms of the test was multiple choices that consisted of 25 questions. This question included the five indicators of Announcement text such as; Writer, Content, Time, Place and Receiver.

To analyze the data, the researcher used quantitative data. The result of the test showed that the mean score of experimental class for post- test was higher than Pre- test with increasing 75,68 for post-test and 52,21 for pre-test. The mean score of Control class for post- test was 65,89 and 42,94 for pre- test. It means that the null hypothesis was rejected and alternative hypothesis was

accepted. In other word by using Dictation Technique was able to give positive effect toward Listening Comprehension of Announcement text at the Second Year Students of SMPN 25 Pekanbaru.

In this research, the first past study was an analysis that used one variable. The research material of this research was Announcement text where the researcher tried to explain how good are the students of SMAN 1 Kuala Kampar Pelalawan in analyzing announcement text. this research was a qualitative reseach.

At the second past study, the research was experimental research where the skill was listening comprehension. In this research, the researcher used Dictation technique and the material was announcement text. the researcher toke the data at SMPN 25 Pekanbaru as the sample of the research. The indicator of announcement text of this research were: Writer, Content, Time, Place, Receiver.

After got the explanation of both past studies above, the reader could seen that in this reseach was a qualitative research which used one variable. In this research, the reseacher toke one class as the sample of the reseach. The data toke at SMPN 34 Pekanbaru. The material of the research was announcement text by its indicators such as: Writer, Content, Time, Place, and Receiver.

2.6 Assumption

The researcher assumed that the students couldcomprehend announcement text because they have already learnt announcement text at semester II of grade VIII. It means the second year students of SMPN 34 Pekanbaru could comprehend the text. The result of the students' score for announcement text in this research could support that the students' reading comprehension of announcement text at the grade VIII was good.