CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this research, the researcher needs theories to support and strength of this research. The theories will be used for underlying requirement to solve the problem. Therefore, the researcher will present some theories about Concept of Reading Comprehension, Purpose of Reading Comprehension, Characteristics of Reading Comprehension, Concept of Critical Reading, Purpose of Critical Reading, Understanding, Analyzing and Evaluating in Critical Reading.

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2.1.1 Reading Comprehension

2.1.1.1 Concept of Reading Comprehension

Reading is an activity of understanding and receiving the message from what is being read. Reading is involving the readers' mind and thinking. The process of making meaning and receiving the message is known as reading comprehension. Reading comprehension is the readers' ability in concluding the meaning from what is being read. In understanding text, the readers try to accepting the writer's idea through the text. Taking the message from what is written is really needed to comperhend the English Text.

According to Smith (2004) comperhension is a kind or a synonym of understanding in discussion that someone has to relate to what her or his prior knowledge to get the information. In the other words, comperhension is

someones' effort in relating what she or he already know with something that she or he wants to find out . In reading, comprehension means the readers try look out the meaning or the information from the text with their prior knowledge.

RAND Reading Study Group (RRSG) stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (2002). It means readers have to create a meaning from the text that they read. RRSG also said that comprehension has three elements; (1) The reader who is doing the comperhending (2) The text that is to be comperhend (3) The activity in which comprehension is a part. Point number one means the readers with their capacities, abilities, knowledge, and experiences in their reading activity. After that point number two explained that text as the reading passage such as printed text or electronic text. And the last, point number three means that activity with all of the readers' purpose and prosess with their reading activity. These three elements are integrate each other in reading activity with different background knowledge, reading sources, and the purpose of reading.

These three elements occur as a phenomenon in a larger sociocultural context.
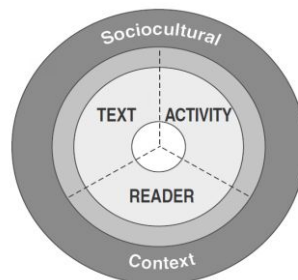

Figure 2.1 Elements of Reading Comprehension

To comperhend, readers must have a wide range of capacities and abilities. These include cognitive capacities such as attention, memory, critical analytic ability, inferencing, visualization ability. Motivation also takes part in compehending text such as a purpose of reading, an interest in the content being read, and self-efficacy as a reader. Comperhending text also needs various types of knowlegde such as vocabulary, basic knowledge about the topic, and knowledge of specific comprehension strategies. The fluency abilities can be depend through understanding of a text. When readers begin to read, some of the knowledge and capabilities of the readers change. For example, a reader might increase their prior knowledge during reading. It also increases their vocabulary, linguistic, and dicourse knowledge. Fluency could also increase by praticing reading. Motivational factors, such as self concept or interest in the topic, might change in either a positive or a negative direction during a succesfull or an unsuccesful reading experience.

Text can be difficult or easy depends on the need of reading. Text will require readers knowledge and abilities on the activities in which reader is engaged. For example, readers' prior knowledge interacts with the content of the text in comprehesion. Also the content will affect the comprehension, the vocabularies in the text, linguistic structure, and genre can be factors whether the reader can comperhend overall text or may be too difficult for an optimal comprehension.

Readers read with a different purpose and process. Activity refers to this dimension of reading. A reading activity involves one or more purposes, it

depends on the readers' need. Some reading activities whether in purpose or just to have fun will increase the knowledge of the readers. It means reading activity relate to the cognitive capacities and reading comprehension of the readers.

Social cultural context means a place where reading is being learnt and thought. According to Vygotsky (1978), with the guidance and support from the expert, students are be able to do some tasks more than their capability. The students acquire more knowledge as a result from learning. Tharp And Gallimore (1988) explain that students' acquire their knowledge is influenced by five characteristic of the sociocultural context ; the identify of the participants, how the activity is defined or executed, the timing of the activity, where it occurs, and why children should participate in the activity. Different reading activity that affected with five characteristic of sociocultural context will make the students have different comprehension in reading. It is means a good environment will have a good impact for the students' comperhension in reading.

The readers who involved in studying the comperhension process hold the belief that there are levels skill which can be classify the readers' comprehension skill. According to Logan et al (1972) and Spache (1961) reading comprehension skill can be classify into the following three levels such as Literal level, Inferential level, Critical level.

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling

facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast.

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view.

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material, because everyone's life experiences are varied. It is means the reaction of the reader will be different depending on their background knowledge.

According to Kintsh & Rawson (2005) for full comprehension, the readers have to be able to relate their cognitive skill to what is described in the text. It

means a comperhender have to be able to connect their prior knowledge to get the full information from the text. It can be concluded that characteristic of the good comprehender is able to get the full information from the text. Understanding the meaning in paragraph and connecting to their experiences is the capability of a good reader (Elder & Paul,2004).

In comperhending text, there are some factors that affect the reading comperhension, such as, complexity of the reading text,environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word rocognition speed and medical problems

1)   Complexity of the reading text

Complexity of the reading text is influenced by the reader's strenght and fluency in language and his or her understanding of its uses and different meaning. Oral language skills plays an important part in determining how good a reader can be because students hear words and obtain a lot of vocabularies. A lot of vocabularies can help students to interpret unknown words by relating the idea of the context. (Dennis,2008)

2)   Environmental Influences

Factors which come from environmental influences is the condition that impact to the students who try to read passage. Students may have some problems to comperhend a text in a noisy room than those whose read in a calm and organized place. The reading comperhension skill will be better if the students

read in a safe environment. The noises like television, radio and loud conversation can be a distraction for the reader to comperhend the text. (Dennis,2008)

3)   Anxiety during reading comprehension

Tasks such as test, classwork or homework can put more pressure on reading activity comparing to reading for enjoyment. Some students can react positively in testing and school situations, while others can be covered by the pressure to perform in a certain standard. Students who experience this anxiety may not completly understand the instruction and this may lead to confusion anf poor comperhension of the reading task. (Dennis,2008)

4)   Interest and motivation

Dennis (2008) also suggested that the students' interest and motivation are important factors when developing reading comprehension. If the students find the material uninteresting, they will have some problems in concetrating on their comperhension. it will lead a lowering of reading comprehension among readers. If they find the material is interesting, they can understand it and remember it clearly. Teachers can keep readers motivated by provide interesting reading materials during the class time.

5)   Decoding or word recognition speed

Students who have problems in decoding and recognizing words read slowly and feel more difficult to comperhend the meaning of passages than those with a good decoding skill. Vocabulary influences the reading comperhension

skill because readers apply decoding skills to understand the pronounciation and meaning of words in order to recognize familiar word even if they have not seen before. Students with enough vocabulary can clarify the meaning or reading passage than those who should guess the meaning of unfamiliar words. (Dennis,2008)

6)   Medical Problems

According to Hollowell (2013), poor reading comprehension may also be caused by a medical problem that does not get address until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. Students with speech and hearing problems are less likely to participate in oral reading or class discussions about the text, two activities that improve comperhension.

2.1.1.2 Purpose of Reading Comprehension

Readers read for different purposes, sometimes to get the idea from the text, to find out specific informations, or just to entertain themselves. Most often readers read for general comprehension that aims to understand main ideas and the relevant supporting informations from the text (Kaplan, 2002; Grabe & Stoller, 2001; Grabe, 1991). That is why Katims (1997) stated that reading without comperhension is worthless because the reader can not get the information fromthe text without comperhending.

Reading comprehension plays a significant role in Univeristy level, especially academic reading which require a good reader. According to Peterson

(2008,124) students have to be able finding the information that is not directly stated in the passage. Students have to read and understand all of the text part including unknown word and also the meaning of whole sentence to comperhend the writter's idea. The students ability to comperhend the text will certainly help the students in their learning activities because students can accept the information given from the text although it is not written in the text.

2.1.2 Critical Reading

2.1.2.1 Concept of Critical Reading

Many literacy researchers believe the importance of critical literacy development for university level to help their academic succes and prepare them for their future career (Conley & Wise 2011, Ippolito, steele & Samson 2008). Unlike high school students, where the focus is on learning facts, collage students often ask questions and explore new ideas. Critical readers ask many questions as they read.

According to Tompkins (2006) critical reading means the effort of the readers to create meaning that makes sense based on personal background knowledge. It means that the students have to create their understanding by relating the information from the text with their prior knowledge. It makes critical reading different from other reading activity that make the readers goes beyond the literal meaning by questioning the functions and purposes of the reading passages (Fisher 2001, Mclaughlin & DeVoogd 2004). It is means this reading

activity demands the students to relate their prior knowledge with the ideas from the text.

Flynn (1989) stated that critical reading involves an interactive procces using several level of thoughts simultaneously. The higher order to think critically is required in critical reading. Cognitive and comprehension skill such as making inferences, reasoning, and judging is the important skill in order to compare, infer distinguish between fact and opinion,also identify the authors' intention (Molden 2007 & Turner 2008).

Following the same idea, cheek et al (1989) stated that critical reading involves the relevancy of the text by relating ideas or information from readers' experience or problems and also need readers' cognitive ability such as, knowing, comprehending, applying, analysing, synthetising, and evaluating.

There are several level in cognitive domain based on revised Bloom's Taxonomy (2004) ;

Table 2.1 Revised Bloom's Taxonomy level

Remembering	• Recognizing • Recalling
Understanding	• Interpreting • Exemplifying • Classifying • Summarizing • Inferring • Comparing • Explaining
Applying	• Executing • Implementing

Analyzing	• Differentiating • Organizing • Attributing
Evaluating	• Checking • Critiquing
Creating	• Generating • Planning • Producing

In this research, in order to find the result of students' critical reading ability, reseacher distribute a test which adapted from CRCT test (Zin et al, 2004). A critical reading comprehension test (CRCT) is a test that aim to measure students' critical reading skill. The skills in the CRCT were coded into three aspects such as analyzing, evaluating, and understanding in revised Bloom's taxonomy and criteria.

2.1.2.2 Purpose of Critical Reading

Regardless of how objective, technical, or scientific the subject matter, the writters will have made many decision during the research and writing process, and each of these decisions is a potential topic for examination and debate, rather than just easily accepted. Students have to be prepared to step into the academic debate and able to make their own evaluation in what they read. Students have to think anything they read not as fact, but as the writters' arguements.

University of Leceister (2009) stated that the aim of critical reading is not to find fault, but to assess the strength of the evidence and the argument. It is just as useful to conclude that a study, or an article, presents very strong evidence and a well-reasoned argument, as it is to identify the studies or articles that are weak.

It is means the purpose of the critical reading is to judge the quality of the informations, ideas, and arguments from the writer. So, the readers are consider the ideas from the article given by the writers are strenght or not.

2.1.3 Understanding in Critical Reading

2.1.3.1 Concept of Understanding in critical reading

Understanding is the ability to think and act flexibly with one knows (David Perkins, 1994). If reader have an understanding of something,they know how it works or know what is means.

Herriot- Watt University (2016) stated that understanding is a reader's effort in making sense of the text and the writers' idea. It means in understanding, the readers have to know the ideas from the writers.

There are several cognitive process in understanding level according to Bloom's Taxonomy :

Table 2.2 Bloom's Taxonomy Understanding Level

Understanding	Interpreting occurs whenstudentsare able to convert information from one representation to another representation. Also translating or paraprhasing.
	Exemplyingoccurs when students give a specific example or instance of a general concept or principle. Also illustrate.
	Classifying occurs when students recognize that something belongs to a certain category. It is a complementary process of exemplying.
	Summarizing occurs when students suggest a single statement that represents presented information or abstracts a general theme. Also generelize or abstract.
	Inferring involves finding a pattern within a series of examples or instances. Students abstracts a concept or

	priple that accounts for a set of instances. Also extrapolating or concluding.
	Comparing involves detecting similarities and differences between two or more objects, events, ideas, or situations. Also contrasting, matching.
	Explaining occurs when students are able to construct and use a cause-effect model of a system. The model may be derrived from a formal theory or may be grounded in research and experience. also constructing a model.

2.1.3.2 Purpose of Understanding in Critical Reading

Students have to read and understand all of the text part even if they do not know some of vocabularies also the meaning of whole sentence to get the writter's idea. The students ability to understand the text will certainly help the students in their learning activities because they can accept the knowledge given by the text.

2.1.4 Analyzing in Critical Reading

2.1.4.1 Concept of Analyzing in Critical Reading

According to Bloom's Taxonomy (2004) the analyzing level is where students use their own judgment to begin analyzing the knowledge they have learned. At this Point, the student should distinguish between fact and opinion.

There are several cognitive process in this level according to Bloom's Taxonomy;

Table 2.3 Bloom's Taxonomy Analyzing Level

Analyzing	Differentating occurs when there is a determination of the relevant or important pieces of a message in relation to the whole strcture.

13

	Organizing occurs relative to the way the pieces of a message are organized into a coherent structure.
	Attributing occurs when the underlying purposes or point of view of the message is related to the entire communication

2.1.4.2 Purpose of Analyzing in Critical Reading

Analyzing in critical reading is the ability to differentating, organizing, attributing that will help the students in critically comperhend the text. It also will help the students identifying and providing justification for the writters' attitude in the text.

2.1.5 Evulating in Critical Reading

2.1.5.1 The Concept of Evaluating in Critical Reading

Evaluation is a effort for making the judgment about the amount, number or value of something. Evaluating in critical reading means the readers consciously know about the text whether it convinces them about an opinion or an arguement according to Heriot-Watt University(2016). It means the readers try to evaluate the ideas from the text given and consciously realize the purpose of the writer.

Evaluation has two cognitive process according to Bloom's Taxonomy ;

Table 2.4 Bloom's Taxonomy Evaluating Level

Evaluating	Checking involves testing for internal consistencies or fallacies in an operation, product, or communication to see whether data support or disconfirm hypothesis or

	conclusion as well as the accuracy of facts
	Critiquing involves judging a product, opearation or communication against externally imposed criteria and standart.

2.1.5.2 The Purpose of Evaluating

Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and or to inform programming decisions (Patton, 1987). Student with a good capability to evaluate will help them to judge or giving their opinion to the information given by the text.

2.2 Relevance Studies

Relevant studies is needed to help or guide the reseacher in investigating and understanding about the research and clarify vague points about the reserher problems. Several Studies on critical reading are have been conducting, especially in indonesia.

Ramadani, Basri and Emidar (2013) investigated the relation between critical reading and the ability to write an arguementative paragraph. It was a quantitative study in which 30 respondent of junior high school students were investigated by random sampling. The conclusion showed that critical reading influences the ability to write argumentative paragraph (Ramadani 2013).
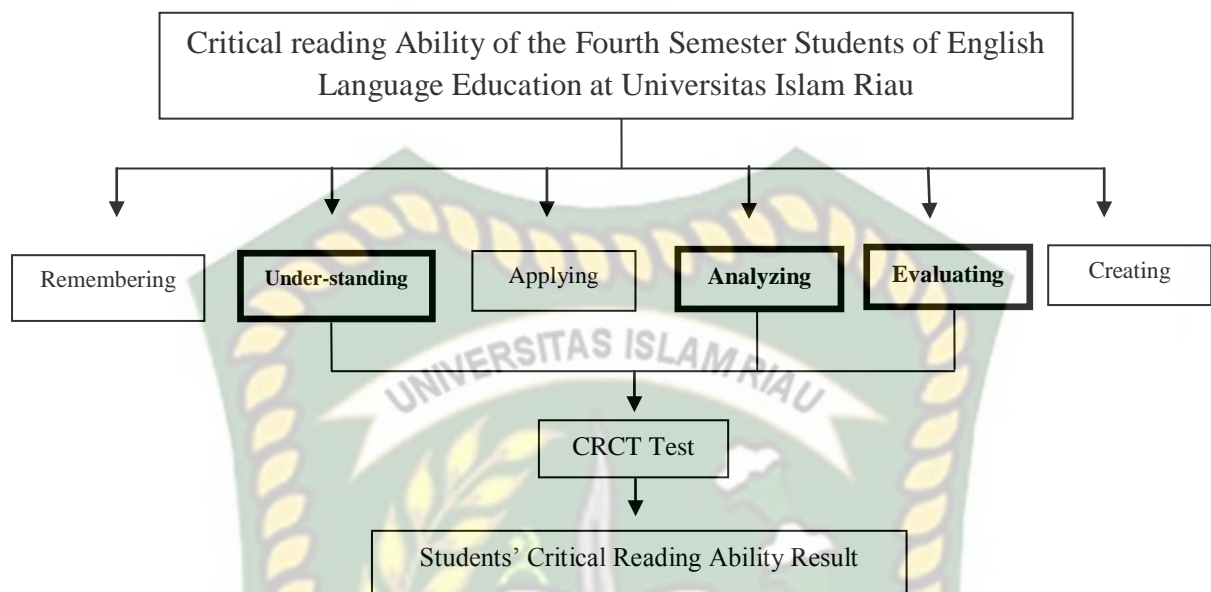
Jannah (2011) examined the correlation of critical reading ability towards students' achievement in the social science class. A total of 71 respondents of elementary students were examined. This study concluded that a critical reading ability was needed to get better achivement for the students.

Abdul Rasyid Ghazali (2015) investigated The PBI UMY Students' Critical Reading Levels. This study used descriptive quantitative which used questionnaires to get the data. 264 questionnaires were distributed to the active students from batch 2011-2014. The result show that 92% out of total population was critical readers, which consist of 35% students at the analyzing level, 23% students at the evaluating levels, and 33% students at the creating levels.

In conclusion, many researchers have written about students' critical reading ability. They all find that critical reading plays great role in their reading ability. The differences that occur from all the researchs above are the variables, methods d the materials used by the researcher.

2.3 Conceptual Framework

According to Fawcett (1997) conceptual framework has four purposes which are to guide practice, as a basis for research projects, for pedagogic purposes, and in administrative situations. In this research, conceptual framework is used to define the point to comperhend the research.

Critical reading Ability of the Fourth Semester Students of English Language Education at Universitas Islam Riau

| Remembering | **Under-standing** | Applying | **Analyzing** | **Evaluating** | Creating |

CRCT Test

Students' Critical Reading Ability Result

(Adapted from revised Bloom's Taxonomy, 2004; Zin et al., 2014)

Figure 2.2 Conceptual Framework

2.4 Assumption

The Assumptions underlying the research were:

Understanding, Analyzing, and Evaluating shows the ability of critical reading of fourth semester students of English Education at Universitas Islam Riau.