

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about some related information topics of the recent study. It is intended to provide some theoretical concepts which could support this investigation. The discussion is presented under the following sub headings: relevance theories, relevance studies, conceptual framework and assumption.

2.1 Relevance Theories

In this subchapter, the researcher presents some theories related to reading. There are eight main points to be discuss in this subchapter. They are theory of reading, theory of reading comprehension, purpose of reading, difficulties of reading, the component of reading comprehension, concept of text, kind of text, narrative text, and indicator of narrative text.

2.1.1 Concept of Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. The fundamental target for any reading activity is to know enough science concepts and to know the language. Especially for the students, reading becomes important skill since they got information from the text. It must be measured, the study English as a foreign language around the world. Reading is the main reason why students learn the language.

Many experts have given their definition about what reading really means. Ruddell, (1992) states, reading is a complex performance mental operation where it forms with other language skills such as listening, speaking and writing a language system considered as one of the most prominent and important language

system and individual depends on this system to acquire language use in lesson and life situations. According to Akyol (2006:29) reading is a dynamic inferring process that makes communication between writer and reader essential.

According Smith (2004: 179) reading is extracting information from print. But such imposing declarations provide no sight into reading, and can lead to fruitless debates. Reading is about understanding written texts. It 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. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Hodgson (1960:43-44) in Tarigan (1979:7) states that reading is a process and used by the reader to obtain a message, which is desired by the author through the medium of words or writing language. A desirable process for the group of words which constitute a unity will be seen in a glance and the meaning of individual words will be known. If this is not met, the explicit and implicit messages will not be captured or understood, and the reading process is not well. According to Anderson (1972:209-210) in Tarigan (1979:7) reading is a process of recoding and decoding process, in contrast to speech and writing that actually involves encoding. An aspect of password reading (decoding) is to connect an oral word meaning with the meaning of oral language (oral language meaning) which

includes the conversion of writing or print to meaningful sound. Reading is very sophisticated structure and includes many skills that require simultaneous coordination to successfully complete many reading tasks (Logan, 1997). It is important to realize that reading is a complex, complicated skill that includes or involves a smaller of skills.

According to Finochiaro and Bonomo (1973:119) in Tarigan (1979:9) reading is bringing meaning to and getting meaning from printed or written material, picking and understanding the meaning or meaning contained in written material. That reading is a process related to language. Students should therefore be helped to respond to or respond to visual symbols depicting the same auditory signs they have responded to before. Listening and speaking should always precede reading. When reading, we make a sound in our throats. We read faster if we know how to say and group the sounds. It is, therefore, very important to remember that any difficulty pertaining to sounds, sequences of sounds, intonations, or pauses must be explained before students are instructed to read in their hearts or verbally.

Based on the explanation above, the reading is to understand the language patterns of the written image. Lado (1976:132) in Tarigan (1979:9).

2.1.2. Concept of Reading Comprehension

Reading comprehension is a process that needs how to decipher through the progress of an extensive list of sight words, learning the meanings of vocabulary words encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand precise comprehension which

concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text.

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive processes occurs before, during and after a person reads a particular piece of writing. Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head (Samuels, "The Method of Repeated Readings" 169). It involves intentional thinking, during which meaning is constructed through interactions between text and reader. Reading Comprehension is what reading is all about. Decoding without comprehension is simply word barking being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading, they can also use the information it contains.

Reading comprehension is one of the most important indicators of reading success (Akyol et al., 2014:14). When the students read they not only reading the text, they should must be comprehend about what they read. To get the purpose from the reading.

Next, reading comprehension is the act of inference from written text based on complex process of the various source of information related to each other Hiebert, Scott and Wilkinson (1985). Which one between the text with the other text are interrelated so that the text will be one of the complex.

Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction (Pardo, (2004). According to Khruawan, at al (2017) reading comprehension refers to the ability which the students are able to read accurately and effectively; to get maximum knowledge and information from the text with the least misunderstand. So students should read the text effectively to get important information. While the view of the correct pronunciation of the words mentioned in the text is the pre-condition of comprehension was common previously in recent years, all the scientific studies show that comprehension is a complex process based on the interaction between reader, text, teacher and learning environment(Flynt and Cooter, 1996).

Based on the explanation above, reading comprehension is an active proses, directed by intended thinking that allows young readers to make connections between their thinking processes, the textual content, and their own knowledge, prospects, and purposes of reading.

2.1.3. Purpose of Reading

Anderson (1972:214) in Tarigan (1979 : 11) said that there are some important things in reading. Here, some of the purposes of reading:

1. Reading for detail or fact. It has a purpose to get the details and the authenticity of information.
2. Reading for the main idea. This purpose is to get the point of the reading material, the topic, the problems, moral values, experiences from the characters, and summarize the things that the characters do to achieve their goals.

3. Reading for sequence or organization. This is called reading to know the order, arrangement, organization of a text. The purpose is to discover what happens to each part of the story, what happens first, second, third, and so on - each stage is made to solve a problem, scenes and events.

4. Read for inference. This is called reading to conclude and to assume. It aims to find out why the characters feel like the way they do, what the authors will show to the readers, why the characters change, the reasons of the characters that make them successful or fail.

5. Read to classify. This to discover and find out what is unusual about a character, what is funny in the story, or whether the story is true or not true by grouping the information.

6. Reading to evaluate. This purpose is to figure out. For example, to find out if a character succeeds or lives with certain measurement, whether we want to do as the characters do, or work like the way the characters work in this story.

7. Reading to compare on contrast. The aim discovers how the characters change, how life is different from the life we know, how the two stories have similarities, and how the characters resemble the reader by comparing the differences.

2.1.4. Difficulties of Reading

According to Yaseen (2013:4) reading difficulties is subtle and difficult condition to describe. Because some students do not understand and do not know about what they are read. It means, some students find difficult to understand what they are read.

Based on the explanation above, difficulty with reading is the most common characteristic of students with problem learning. Because almost student at SMP Negeri 6 Siak Hulu they still have difficulties to reading English.

2.1.5. The Components of Reading Comprehension

According to King and Stanley (1989:330) as cited in Destri (2015), the component of reading are:

1. Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

2. Finding main ideas

Main idea is the main topic that is being discussed in a paragraph. Finding main idea is not always in the first sentence, it can be the middle or the last sentence of the paragraph. Main idea will have students guess what the paragraph is about. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of ideas as super ordinate while other subordinate.

3. Guessing vocabulary in context

It means that the reader could develop his or her gussing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4. Reference

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc.

5. Inference

Inference is a skill where the reader has to be able to read between lines. Therefore, the students are expected to make accurate prediction.

2.1.6. Concept of Text

Text is one of the main elements that play a significant role in communication. People communicating in language do not do so simply by means of individual words or fragments of sentences, but by means of texts. We speak text, we read text, we listen to text, we write text, and we even translate text. Text is the basis for any discipline such as law, religion, medicine, science, politics,

etc. Each of these is manifested in its own language, i.e. it has its special terminologies..

Open English Learning Resources Booklet (2002) in Arimbawa (2012), it is stated that the text refers to spoken or written language which means, regardless of its length. A text can exist by itself, a complete oral utterance, or a written message. The purpose of the statement is that a different text has different purposes and is organized in different ways with different language features. In other words, Mark and Kathy Anderson (1997) in Sofiar et al (2016) text is a collection of meaningful words. When we make a text, we choose words and weave them together to achieve meaningful communication.

Based on the explanation by the experts above, texts consist of spoken or written words that have the purpose of conveying a message.

2.1.7. Kinds of Text

The text classification may differ from one theory to another. Based on Permendiknas no.23 (2006: 366), there are many kinds of text such as recounts, descriptive, narratives, expositions, procedures, news items, reports, explanation and discussion.

According to Rudi Hartono (2005: 6) in Azhar (2015) there are fourteen types of genre text, they are :

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. Narrative is a kind of genre used to amuse , to entertain and to deal with actual or various experiences in different ways.

3. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
4. Anecdote is kind of genre used to share with others an account of an unusual or amusing incident.
5. Spoof is a kind of genre used to retell an event with a humorous twist.
6. Procedure is a kind of genre used to describe how something is completed through a sequence of actions or step.
7. Explanation is a kind of genre used to explain the processes involved in the formation or working of natural or socio-cultural phenomenon.
8. Report is a kind of genre used to describe the way things are, with reference to natural, manmade and social phenomenon in our environment.
9. Analytical is a kind of genre used to persuade the reader or listener to take action on some matter.
10. Discussion is a kind of genre used to present (at least) two points of view about an issue.
11. Description is a kind of genre used to describe a particular person place or thing.
12. Review is a kind of genre used to critique an art work or event for a public audience.
13. Commentary is a kind of genre used to explain the processes involved in the information (evolution) of a social cultural phenomenon, as though a natural phenomenon.

14. Hartatory is a kind of genre used to persuade the reader or listener that something should or should not be the case.

2.1.8. Narrative Text

Narrative Text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain to the reader. According to Aziz et al (2013:18) Narrative text is a text to explain about a story, like a fantasy novels, bedtime story, historical fiction etc. Next Tim Tentor A (2012) narrative text is the text that tells something imaginative or something that is just a fantasy and the goal is only to entertain the reader. this text is related to real experiences, fantasies, or complicated events that lead to a crisis that ultimately finds a regret.

Furthermore, Narrative Text is one of the genres taught for the first students at senior high school. According to Rebecca (2003), a narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors.

Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A response to some event in your life as if it were their own. They understand not only the event, but they can almost taste it. Actions, details, and puts the reader in this dialogue appears and make it happen for them. Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. Narrative text is the most powerful way of communication with others. A well written story that allows your readers to respond to some events, but they could almost taste it. Details of action, dialogue to put the reader into the scene and make it happen for

them. In addition, because the Narrative Text often engage the reader's emotions so powerful it can play a major role in other types of reading.

2.1.8.1. Generic Structure of Narrative Text

According to Aziz et al (2013:18) On the Narrative Text, its structure is as follows:

a. Orientation Namely the introduction of the form: a story about what (what is the story about), who the actors in the story (who is the participant), of the story (where is the place setting) and the story when it happened (when is the time settings).

b. Complication or Problem in this paragraph which became the core of the narrative text. Without any problems, this text is only one form of exposure to events that followed with another event. Problems that arise can be distinguished :

- Natural Conflict Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.
- Social Conflict Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.
- Psychological Conflict Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

c. Resolution That problem can be solved. In Narrative text, any problems that appear to be no solution, can be closed with a happy ending (happy ending) or not slightly ended tragically, the sad (sad ending). d. Re-Orientation (Just for Optional).

2.1.8.2. Social Function of Narrative Text

The function of narrative text is to entertain the readers or listener with a story that deals with complication or problematic events which lead to a crisis and in turn finds a resolution. Narrative text is a kind of text that tells a story and usually presents characters involved in some action or conflict.

2.1.8.3. Language Feature of Narrative Text

Language Feature Narrative Text :

- a. Using sentence patterns Simple Past Tense.
- b. Using for specific subject : Midas, Andrew, John etc.
- c. Using the words of time : ten days, a month, two years, etc.
- e. Using active verb : tried out, sat down, run up, went, etc.
- f. Using words to describe : quickly, grabbed, etc.

In conclusion, the writer decides to use indicator of difficulties in reading narrative are:

NO	INDICATOR
1	Finding factual information
2	Finding main idea
3	Guessing vocabulary in context
4	Reference
5	Inference

2.1.8.4. Example of Narrative Text

Snow White

Orientation

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were died.

Complication

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go America and they didn't have enough money to sake Snow White.

Resolution

Then she saw this little cottage she knocked but no one answered, so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." Doc, one of the dwarfs, said, "If you wish, you may live here with us. "Snow White said, "Oh could I? Thank you. "Then Snow White told the dwarfs the whole story

Reorientation

Finally Snow White and the 7 dwarfs lived happily ever after.

2.2. Relevance Studies

There are some previous studies that have some similarities with this research, they are:

1. Mashulah (2013), his research is an Analysis of Students' Difficulties in Understanding English Reading Text (Case study Descriptive Text among 8th Grade Students at Mts Miftahul Ulum, Duriwetan Maduran, Lamongan). He said that the students have some difficulties in identifying main idea of the text, identifying specific word in the text and the last many students have difficulty in understanding the structure of the text. It can be seen from the high number of percentage of participants who answered wrong on every question of the test. From the results of data analyses of questionare and interview, he find three factor causing the students' difficulties in understanding English reading Descriptive text. They concern with learners' background teachers' technique and the learners' environment.
2. Risky Gustina Sandika Ayu Masri (2013), her research is Students' Difficulties In Reading English Recount Text : A Study at Eighth Grade of SMPN 11 Mataram in Academic Year 2015/2016. She said the students on Eighth grade of SMPN 11 Mataram especially in class VIII F is in satisfactory category in recount text. It is showed that 29 students or 93.3 % students has failed in minimum standard of students score and the mean score of students test 58.83. Students have difficulties in a process of recount text; decoding, comprehension and retention in reading recount text, which indicated the problems are follows; the students have difficulty in comprehending and analyzing the content of the text. The students are still confused to understand English text, especially recount text. Sometimes students do not have a prior knowledge as a basis to comprehend the text,

thus, students get difficulties to finish reading recount text. The students rarely discuss about the reading material or text that was read. The students have problem in memorizing vocabularies caused by low motivation in learning English reading recount text.

3. Ayu Sonia Habibah Fisher Saraswati (2016) in her research about “students’ reading techniques difficulties in recount text” the goal is to investigate the students’ reading techniques difficulties in recount text. The findings of the study indicated that the most difficult reading technique is making inference. It can be seen that 53% of the students get a lower score. Based on the findings, it is suggested that English teachers put a big concern in developing students in being a good reader and giving a guidance in practicing the techniques.

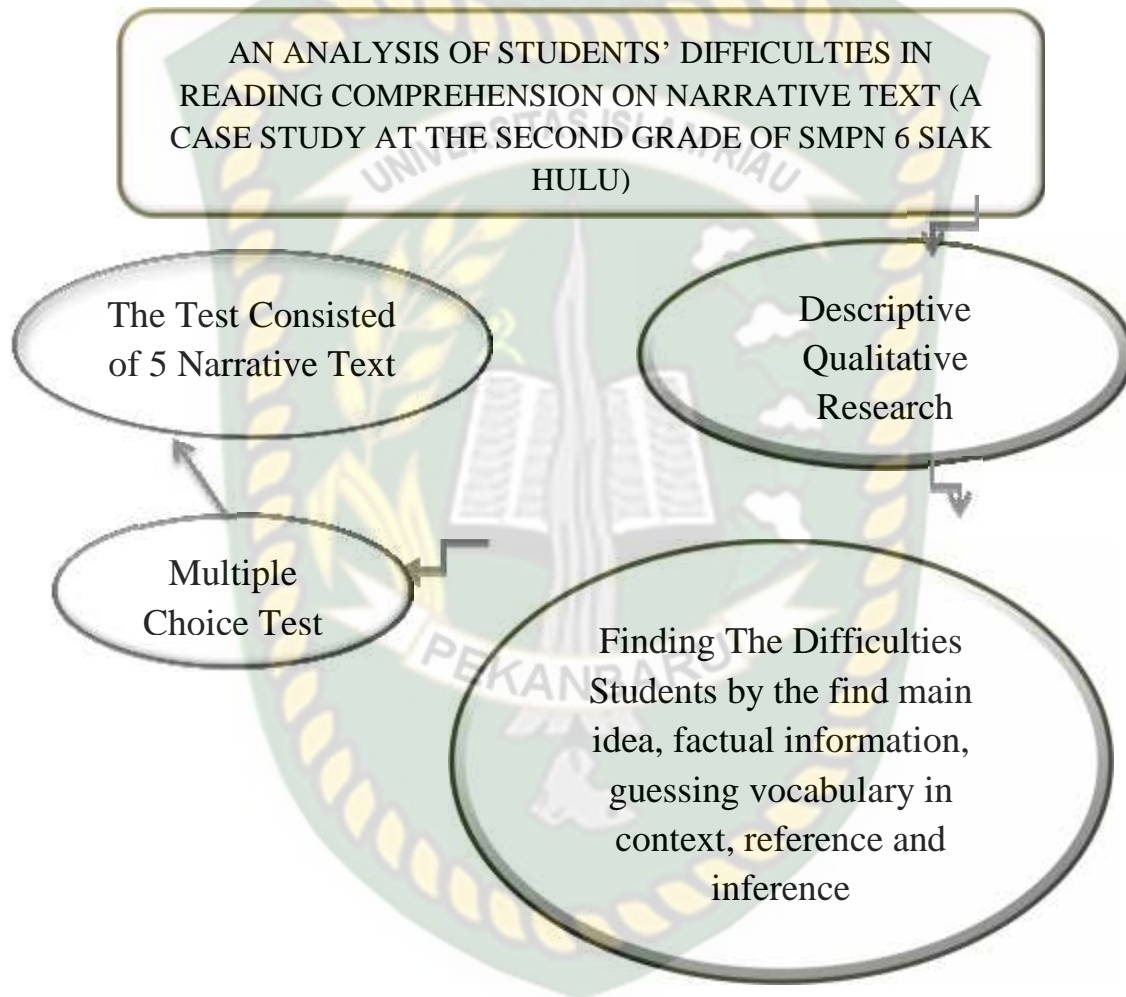
Based on the 3 relevance studies above, it can be concluded that there are differences in research which lies in the subject of research. Where the subject of this research is the students of grade VIII SMPN 6 Siak Hulu and the research instrument used is multiple choice test.

2.3 Conceptual Framework

Conceptual framework is the system of concepts, assumptions, expectations, beliefs, and theories that support and inform a study is a key part of your design (Miles & Huberman, 1994; Robson, 2011). The point of conceptual framework as a visual or written product, which “explains”, both graphically and narratively, the main thing to learn is the main factor, concept, or variable. So, for this

research the writer uses the conceptual framework as gives insight and broadens our understanding.

Figure 1. Conceptual framework



2.4 Assumption

In this research, the writer have assumption that the students in SMPN 6 Siak Hulu, still have difficulties on reading comprehension narrative text.



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