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CHAPTER II

REVIEWING OF LITERATURE

A. Theoretical Framework

1. Reading

1.1 The Nature of Reading

Reading is one of the four language skill in english. Reading is the most important process in learning english besides listening, speaking and writing. According to Charles in Tohir (2001), reading is a transmitting of information process where the author tells the readers about his ideas or message. When the reader read information from the text, writer try to influence reader by messages or ideas that include in their writing of the text.

According to Mikulecky (2008), reading is concious and un concious thinking process. The reader applies many strategies to reconstruct the meaning that the authour is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience. As students, they are hunter in information and knowledge, because they always curious in many aspect. When they read something, automatically they get information about that. After that they find same information, they try to make a comparison between first information. That is why, the authours has many influence to the reader.

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According to Linse (2005), reading is a set of skills that involves making sense and deriving meaning from printed words. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read. Because, important to know our reading to increase our knowledge.

In conclusion, Reading is an active in which the reader must make an active contribution by drawing upon and using concurrently various abilities he has acquired. In addition, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the she/he has read. The reading also helps the reader to decipher new words and phrases that they come across in conversation to everyone.

1.2 The Types of Reading

Nutall (2000) indicates two main types of reading: intensive and extensive reading. For him, these are not just two contrasting ways of reading but an infinitive variety of interrelated and overlapping strategies. Actually, both of these two types are complementary and necessary

a. *Intensive Reading*

According to Nutall (2000), intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. According to Brown (1990), intensive reading "is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage". The

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objective of intensive reading is to understand not only what the text means but also how the meaning is produced.

b. *Extensive Reading*

Extensive reading is generally associated with reading large quantities with the aim of getting an overall understanding of the material. Lewis and Hill (1992) point out that "extensive reading means students have a general understanding of the text without necessarily understanding every word". This type of reading is suitable for students' self-learning in order to train them to read directly and fluently in the foreign language for their own enjoyment without the aid of the teacher. However, extensive reading can be best achieved only through an instructional program. Extensive reading sometimes involves *skimming* and *scanning* as strategies to gain general sense of a text, *skimming* for the gist and *scanning* for some key details.

In short, as a foreign language learners, intensive and extensive reading are great importance as they act as a means to gain knowledge but also to develop learners' language skills.

2. Reading Comprehension

Reading comprehension is a part of reading skill. it is crucial thing when reading process. According to Samuels in Duke and Pearson (2001), reading comprehension is a process in which the reader construct meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head. Someone is easier to understand if



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he/she has related information or previous knowledge in their reading. In short, that text is only additional information for them.

According to Idham (2014), reading comprehension is one of the basic skills to be acquired during the language course, it may be the least of teachable of the four language skills. Language skills are listening, speaking, reading and writing. Those are a basic skill in language learning process. Reading is a skill, then the way to comprehend that reading is also skill. comprehend the text need skill to try to understand that text by constructing meaning.

According to Jannette (2007), reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading. Understand the meaning came from understand each words, then whole words that include in sentence.

Based on Economic and Social Research Council (ESRC) says good reading comprehension involves reading the words on the page, accessing their meaning, computing their sense, of each sentence and much else as well.

In conclusion, the main point when reading is making meaning by getting information and comprehend the text. In short, comprehending means understand the words. senior high school level is a level that should be fluent and master in reading and absolutely they comprehend about the text. Based on Economic and Social Research Council (ESRC) says good reading comprehension involves reading the words on the page, accessing

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their meaning, computing their sense, of each sentence and much else as well. We can say they fluent in read something but it is not guaranteed with their comprehension in reading.

2.1 The Comprehension in Reading Text

Comprehension is multicomponent that involves many interactions between reader and what she or he brings to the text, as well as variables related to the text itself. It means that, interest in the text and understanding of the types of text. According to Goldman and Rakestraw in Duke (2011), text structure instruction can take different forms, including explicit instruction of various structures as well as instructional supports such as graphic organizers. Graphic organizers are story maps, venn diagrams for compare and contrast, flow chart for problem and solutions. This graphic organizers can help students to identify the text and easier to understand what the text about. Because, it is about how students be able to get the information of the text.

Duke et al (2011) state key effectively implementing text structure instruction is understanding how text are structured. It is related to how text are make sense by understanding the structure of the text. In his book, duke also explain about how important we know the elements of the text. These are the elements of narrative text, as follows:

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Table 3.3. Elements of Structure in a Narrative Text^a

Element	Description	Example
Characters	Who the story was about	A girl named Little Red Riding Hood, her grandmother, and the wolf
Setting	Where and when the story happened	The forest and Grandmother's cabin, during the day
Goal	What the main character was trying to do	Little Red Riding Hood set out to deliver a basket of food to her sick grandmother.
Problem	Why the main character took certain actions	Little Red Riding Hood was not aware that the wolf had eaten Grandmother.
Plot or action	What happened to the main character or what she or he did to try to solve a problem	She met the wolf on her way to Grandmother's, and the wolf pretended to be Grandmother.
Resolution	How the problem was solved and how the story ended	A nearby hunter rescued Little Red Riding Hood and her grandmother from the wolf.
Theme(s)	General lessons or ideas	You shouldn't talk to strangers.

“Elements of narrative text means the structure of narrative that include in a text. Six majors of narrative text are implemented by a story and crucial to understand by the students in reading lesson especially about narrative text. The most important thing about the text structure instruction is not so much which structured when that student learn that text structured and they develop the ability to take advantage of any particular text structured and they develop the ability to take and remembering its key information.

According to Donoghue (2008), children may be asked to predict outcomes, find main ideas, determine the word meaning from context draw conclusion, make generalization, or infer cause-effect relationship. When the student understand about the elements of the text structures, they



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next job is comprehend the story of the text. They should be understand the main ideas of the text, make the generalization, infer the relationship between cause and effect and after that they should be predict the outcomes of the story. According to Hughes in Usrotun (2013), says the indicators of narrative text are the students are able to find the main idea of the reading narrative text, find out the specific information in narrative text, the students are able to find the new vocabulary from the reading narrative text, the students are able to find factual information of the sentence, and the students are able to understand the content of reading text.

In line with the syllabus of senior high school in School Based Curriculum, the learning material is responding narrative text. It means that after students read a text, they should be respond to narrative text and also identify the main idea, characters, events, setting and what happened in the end of the story. In conclusion, the indicator of competencies for reading comprehension in narrative text are students should be able to identify the main idea from the text that they are reading, identify the characters in a story

The writer conclude that understanding and comprehending the text structure are beneficial for students in reading english lesson. They will be easy to get information by using the elements of the text.



3. Reading Fluency

In simply meaning fluency means reading fast. Fast here is read the text with speed and clear. In short, Fluency is read the text accurately and quickly. According to Rasinski (2004), fluency is more than reading fast: it is reading an appropriately fast rate with good expression and phrasing that reflects solid understanding of the passage. As a reader reads a text it is important that he/she is able to efficiently decode and comprehend the individual words and complete phrases and sentences that encounters. Reading fluency is the ability to read with accuracy, and with an appropriate rate, expression, and phrasing.

According to National Reading Panel in Pikulski and Chard (2003), reading fluency as the ability to read text quickly, accurately, and with proper expression. The way we are reading is a factor that influence our mind to make sense the text and easier to understand. Because, each word is very clear in sound out. In line with Bayetto (2013) state fluent readers is particularly important skill for students as they move through the year level as they increasingly use longer textbook, read lengthier narratives and research topics in depth and are most often working with set timelines. Being a fluent, or automatic reader should not be thought of as a stage of development in which all words can be processed quickly and easily.

3.1 The Components of Fluency

According to Mercie (2008), foundational skills of reading fluency is comprised of three component skills, or fluency indicators:

- a) Accuracy of word decoding, refers to the ability to correctly generate a phonological representation of each word, either because it is part of

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the reader's sight-word vocabulary or by use of a more effortful decoding strategy such as sounding out the word, means that the sound out the words correctly. So, accuracy in word decoding can significantly influence pronunciation. For example, 'jack is in the forest' may be heard ' jack is'n the forest.

- b) Automaticity of word recognition, refers to the ability to quickly recognize words automatically, with little cognitive effort or attention and decode the words. Automaticity is gained through practice to the point where previously effortful tasks, such word decoding, become fast and effortless-freeing up cognitive resources for other tasks, such as text comprehension.
- c) Prosody of oral text reading refers to naturalness of reading, or the ability to read with appropriate phrasing and expression, imbuing text with suitable volume, stress, pitch and intonation. Prosody is an indicator that the reader is actively constructing the meaning of passage as they read. In conclusion, prosody is how words are read and interpreted and so can have direct impact on whether students understand what they are reading.

In addition, many factors are working when someone trying to be fluent in reading. Not only trying to be fast but also attention in skills of reading fluency. There are three component skills of fluency: accuracy of decoding, automaticity of decoding, and prosody of oral text.

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4. The Correlation Between Reading Fluency and Reading Comprehension

Reading fluency growth does not merely consist of the ability to read words automatically in isolation (sight words). This is because the ability to read these words may not transfer when these same words appear in sentences or in connected text. Therefore, it is important to give students instruction and practice in fluency as they read connected text. A study by the National Assessment of Educational Progress (NAEP) found a close relationship between fluency and comprehension. In line with Rasinski (2004), reading fluency certainly affect reading comprehension. Comprehension is not guaranteed with fluency, but it is difficult without fluency.

According to Hudson et al in McConnaughay(2008), each aspect of fluency (accuracy, automaticity, and prosody) has a clear connection to reading comprehension. For example, inaccurate word reading can lead to misinterpretations of the story, poor automaticity can strain the reader's ability to construct on going interpretation of the story, and poor prosody can lead to confusion through inappropriate groupings of words or the inappropriate use of expression.

Moreover, According to Janette (2007), students with learning disabilities are likely to demonstrate difficulties with decoding, fluency (reading words quickly and accurately), and vocabulary. In line with Perfeti in Janette (2007) state reading words quickly and accurately allows



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students to “free up” their thinking, so that they can concentrate on the text meaning. Due to the fact that high-stakes testing is timed, it is very important that students are reading the testing material quickly and accurately, and are able to comprehend what they are reading. In conclusion, we know that reading comprehension is a complex process of constructing meaning by coordinating a number of skill related to fluency.

5. Relevant Research

According to Syafi'i (2011), relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself. There are some researches have been conducted and they are relevant to this research paper, such as:

A dissertation study by Jessica A.Talada (2007), entitled the relationship between oral reading fluency and comprehension. She used Dynamic Indicators of Basic Literacy Skills (DIBELS) to assesst oral reading fluency and TerraNova Basic Multiple Assessment are published by McGraw-Hill to measure comprehension. The study take place in a private, Catholic elementary school in elmira, New York. She found there is possitive correlation that indicated by pear correlation coefficient.

Then ,research conducted by Puji Lestari (2013), entitled the effect of using eye movement technique toward reading fluency of the second year students at MA Darel Hikmah Pekanbaru. She used eye movement technique by using pretest and post test score in order to get significant effect. This research found eye movement technique has a positive effect

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on reading fluency of narrative text at the second year students of MA Darel Hikmah Pekanbaru.

6. Operational Concept

Operational concept is the concept that is used to clarify the theories that reviewed in order to avoid misunderstanding and misintrepretation. In planing a research, the operational concept can be formulated into particular words to get easy in measuring the reserach operation. There are two variables used, they are variable X as the independent variable and Y as the dependent variable. In this reserach, variable X refers to reding fluency and variable Y refers to students' reading comprehension.

According to Rasinski (2004), the indicator of variable X (Reading Fluency) are as follow:

- a. The students are able to decode the words accurately and automatically.
- b. The students are able to decode words in text with minimal use of attentional resources.
- c. The students are able to appropriately use phrasing and expression.

Hughes (2003) states the indicators of variable Y (students' reading comprehension)

- a. The students are able to find the main idea of the in reading narrative text.
- b. The students are able to find out the spesific information in narrative text

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- c. The students are able to find the new vocabulary from the reading narrative text
- d. The students are able to find factual information of the sentence.
- e. The students are able to understand the content of reading text.

7. The Assumption and Hypothesis of the Research**a. The Assumption**

In this research, the reseracher would like to offer some assumption as follows:

1. Every students has different fluency in reading printed text.
2. Every students has different ability in reading comprehension.
3. Reading fluency is an important factor it has crucial to develop students' reading comprehension.

b. The Hypothesis

1. Null Hypothesis (Ho):

There is no significant correlation between reading fluency and students' reading comprehension of first years of Senior High School IT Al-Fitiah Pekanbaru.

2. Alternative Hypothesis (Ha):

There is significant correlation between reading fluency and students' reading comprehension at Senior High School IT Al-Fitiah Pekanbaru.