

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and discusses (1) reading comprehension; (2) the nature of reading; (3) reading skill level at MTS; (4) Teaching reading; (5) Reading Technique; (6) Kinds of narrative:

2.1 Reading comprehension

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. [1] Proficient reading depends on the ability to recognize words quickly and effortlessly. [2] If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Many educators in the USA believe that students need to learn to analyze text (comprehend it) even before they can read it on their own, and comprehension instruction generally begins in pre-Kindergarten or Kindergarten. But other US educators consider this reading approach to be completely backward for very young children, arguing that the children must learn how to decode the words in a story through phonics before they can analyze the story itself.

During the last century comprehension lessons usually consisted of students answering teachers' questions, writing responses to questions on their own, or both. [3] The whole group version of this practice also often included

“Round-robin reading”, wherein teachers called on individual students to read a portion of the text (and sometimes following a set order). In the last quarter of the 20th century, evidence accumulated that the read-test methods assessed comprehension more than they taught it. The associated practice of “round robin” reading has also been questioned and eliminated by many educators.

Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of “reading strategies, “or tools to interpret and analyze text.[4] There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring your reading to make sure it is still making sense, and analyzing the structure of the text (e.g., the use of headings in science text). Some programs teach students how to self-monitor whether they are understanding and provide students with tools for fixing comprehension problems.

Instruction in comprehension strategy use often involves the gradual release of responsibility, wherein teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them independently. This technique is generally associated with the idea of self-regulation and reflects social cognitive theory, originally conceptualized by Albert Bandura.[citation needed]

2.2 The nature of reading

Reading is an active cognitive process of interaction with print and monitoring comprehension of establishing meaning which means the brain does not work in reading, the pupils get information by comprehending the message and the teacher motivates the pupils to read (Lado, 1961: 65). Furthermore, Gloria (1988: 43) States that the definition of reading comprehension is most likely to occur when pupils are reading what they want to read, or at least what they see some good reasons to read.

Lado (1961:56):Reading in the foreign language consists of grasping meaning in the written language. in this case, reading foreign language is the grasping of full linguistics meaning of what is to read subject within the common experience of the culture of which the language is a central part. He further maintains that linguistics means to include the denotation conveyed by language to all speakers of it is opposed to meaning that are receptive only by those have specific background information not know by the other speakers in general. In other word, there are some purposes of reading such as reading for specific items of information, for general and detail information in a given field, etc. other types of reading, for example readings for literary are properly the real of reading in the native language. Learning to read anew language, the pupils must read carefully, some aloud; moreover some questions are also important of the passages, as in the following statement by Berry (1956: 44)

Psychologists and the reading experts have been conducting extensive research in the nature of reading and the sequential development of language skill.

Among discoveries of the researchers, as stated by Lewis and Sisk in Gerry (1956: 34) are:

- a) Reading is not a single skill but an interrelated process of many skills,
- b) Reading is development process, in other words, reading comprehension develops sequentially as pupils' nature,
- c) There are developmental pattern from grade to grade and from year to year, but wide variations in reading ability exist among pupils in any grade or of any age.
- (d) There are no basic reading comprehensions which can be taught or learned once or for all, they are merely simple or more difficult levels of reading proficiencies, which can be taught to pupils who are ready to learn.

2.3 Reading skill level

Reading skills can be described roughly as “a cognitive ability which a person is able to use when interacting with written text”(Urquhart and Weir, 1998:88). However, since there are a number of skills taxonomies, it can be difficult to grasp the whole picture of reading skills (see, Urquhart and Weir, 1998:90-91; Brown, 2001:307)

Learning to read is an exciting time for children and their families. While thrilled by their children's emerging literacy skills, many parents are surprised to learn that reading is not automatic and that, regardless of family background, children require support in learning to read. Recent advances in research document some methodologies that work in most cases. A school environment that is not how knowing a second language teachers form a strong foundation of

skills including reading narrative text, fluency, vocabulary, and comprehension based materials in narrative text .teaching skills, such as vocabulary development, will grow as long as the children are challenged by involvement in the school environment will be rich with the skills and tackle more complex texts. Research shows that children who develop reading awareness and knowledge of narrative text story earlier text are more likely to be strong, successful readers. Children build these skills by reading aloud, practicing poetry, and dramatic play.

The Reading Skills Pyramid visually depicts the patterns of concept acquisition that children follow in becoming successful readers up through third grade. We recommend a high level of parent involvement in this process by providing high quality educational materials, establishing a pattern of daily reading, creating a rich language environment, and discussing your child's progress with teachers and following up on their recommendations.

While most children follow the same sequence of acquiring literacy skills, they do so at their own pace. All children are different: if you have questions or concerns about your child's progress in reading, contact his or her teacher. The "What Works" Report found that the five key areas in learning to read are phonemic awareness, phonics, comprehension, vocabulary, and fluency. Time4Learning - www.Time4Learning.com - is a comprehensive educational enrichment and entertainment service for children ages 3-14. It combines educational enrichment with a safe internet service in a single system. Time4Learning is an advertisement-free online service providing a mainstream pre kindergarten through 8th grade curriculum, great games for kids, and progress

reports for parents. Children like the lessons, they love the playground. Parents love the convenience and effectiveness.

2.3.1 Literal level

At this level, you would not have to understand the true meaning of a paragraph; however, you could memorize the information. Instructors might ask you to read a chapter dealing with dates or specific facts. At the *literal level*, you would memorize these dates and facts. However, even though you have memorized these facts, this does not mean that you necessarily understand their full meaning or see the **implication** of these dates and facts applied to other situations. At the *literal level*, you are looking at what was written by an author at “*face value*”, little interpretation is needed.

2.3.2 Interpretive level

At this level, you are attempting to understand what the author meant by what s/he said in the story, paragraph or textbook. It is presumed that you have already memorized certain facts at the literal level and now you are attempting to see the implications of the author’s words. At this level, you are attempting to “read between the lines.” as they say. At this level, you are attempting to understand that which you memorized at the literal level of comprehension.

2.3.4 Applied level

At this level, you are attempting to elevate or raise your thinking one more “notch” or level to a more critical, analyzing level. This presumes that you have already reached the previous two levels. At this level, you are “reading between the lines” and then examining the message from the author and attempting to

apply that message to other settings. For example, still following the ideas about King Henry VIII, what if the history professor lectured on “power,” the power that monarchs have, assume, take control of, etc. In that discussion, if s/he asked you to consider this question, think about how you would respond:

How does power affect a person?

In this pretend scenario from history, a student started at the literal level memorizing dates from history. At the interpretive level, the student would have examined the implications of those dates...what else was going on, what impact King Henry might have had on England, on the politics of the time, etc. At the applied level, the student has now spent a fair amount of time building his/her learning curve and is now more able to see the larger implications of people who either are born “powerful” by their lineage of birth or have assumed power like someone elected into office. Either way, if an instructor asks you to write an essay explaining how people are affected (controlled or influenced) by power and you responded appropriately...you would be at the applied level of comprehension.

2.3.5 Critical level

Critical reading is a form of skepticism that does not take a text at face value, but involves an examination of claims put forward in the text as well as implicit bias in the text’s framing and selection of the information presented. The ability to read critically is an ability assumed to be present in scholars and to be learned in academic institutions.

“...a story has as many versions as it has readers. Everyone takes what he wants or can from it and thus changes it to his measure. Some pick out parts and reject the rest, some strain the story through their mesh of prejudice, and some paint it with their own delight.” John Steinbeck, *The Winter of our Discontent*

There are no simple relations between these levels. As the “hermeneutic circle” demonstrates” the understanding of single words depends on the understanding of the text as a whole (as well as the culture in which the text is produced) and vice versa: You cannot understand a text if you do not understand the words in the text.

The critical reading of a given text thus implies a critical examination of the concepts used as well as of the soundness of the arguments and the value and relevance of the assumptions and the traditions on which the text is based

“Reading between the lines” is the ability to uncover implicit messages and bias.

2.4 Reading technique

A technique is an implementation, that which actually takes place in a classroom; it is a particular trick, stratagem, or continuance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.

In teaching if reading, explains that there are techniques used, such as:

2.4.1 Skimming

Skimming refers to the way of reading in which readers quickly run their eyes across a whole text for its gist. One of the effective series of procedures for

approaching a reading text, so-called 'SQ3R technique' (see, for example Nuttall, 1996; Brown, 2001) starts with skimming the text for an overview of main ideas and then readers embark on more focused reading. It is also common part of many reading tasks. When introducing new lessons in the textbook, I believe it is more desirable to start with skimming, rather than interpret the text word by word or sentence by sentence, in terms of enhancing reading skills.

2.4.2 Scanning

Scanning or searching reading is also a common reading activity when readers extract necessary pieces of information from a text without reading through the whole text. It is also useful skills especially in daily life, for example in searching through a telephone directory, reading a timetable or advertisements for getting information. The spread of the Internet may well accelerate the need for this type of reading.

2.4.3 Careful reading

Urquhart and Weir (1998) point out that careful reading is associated with reading to learn. The reader attempts to handle detailed information in the text. Thus, reading rate seems to be rather slower than other types of reading because in this type of reading, readers often require rereading and inference to connect information with background knowledge. 'Reflective reading' using science texts shown later in Chapter 4 might be often included in this type of reading.

2.4.4 Browsing

Browsing is the sort of reading where readers do not have any particular goals for reading and parts of a text may be skipped fairly randomly and there is little need to integrate the information. We often browse magazines or newspapers just for fun. In the classroom, normally with limited English resources, students have few opportunities to browse English articles. It might be desirable for teachers to store supplementary English materials for browsing and provide some opportunities to browse them.

2.4.5 Reading for general comprehension

Grabe and Stoller(2002) point out this is the most basic purpose of reading though it is actually more complex than commonly assumed. Because reading for general comprehension “requires rapid and automatic processing of words, strong skills in inferring a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints” (p.14). I think this is the type of reading most often required in the Japanese educational Context, especially in university entrance examinations. Therefore, every reading skill shown in Chapter 1 should be developed mainly to cope with this type of reading.

2.5 Teaching reading

Reading is the process of language: the child will learn to read to understand the relationship between reading and language. Reading is said to be a

process for one essential step is to implemented language. Students focus on reading single words and the letters in the word and then ring it.

During any period of teaching reading, students should read and discuss something that is understood. Students can give an explanation related to reading through the student experience, strength and beauty of the language they read. For example, the use of words that is not right, guessing the meaning of the word. Teaching will take the child to understand that reading must be “meaningful”. This principle does not imply that the number of teaching periods cannot focus on isolated skills such as letter sounds relationships. According to this principle, read more than just a mechanical process, although not including critical reading.

Differences student must be a major consideration in the teaching of reading. In teaching reading, teachers should pay attention to and applying the philosophy of education. Consciousness depends on the teaching of reading diagnosis on any weaknesses and needs of the child / student. This principle can be applied to teaching classes “special” for teaching remedial reading. In many cases, this diagnosis should be done before the teachers appear bad habits / emotional reactions are not good.

Good diagnosis will not be useful unless implemented in the design. To find out the weaknesses of reading, teachers need to do tests so poor students in reading activities. Some of the techniques, practices or procedures provided may be better executed with a number of students. Therefore, teachers should read using varied approaches.

No method is most appropriate, dependent / adapted to the characteristics of the students and is based on individual differences that significant. At first the child's learning process must be a way / freedom in identifying words whose meaning is known and the unknown child. At first the reading, students only sounds of words. Learning to read is a lengthy process that development within the annual period.

There are two premises that support these principles, namely:

- A) Every aspect of the teaching program linked with the ultimate goal to produce an efficient reader
- B) Initial attitudes of students in critical reading (erg reading too fast) Narrative text includes any type of writing that relates a series of events and includes both fiction (novels, short stories, poems) and nonfiction (memoirs, biographies, news stories). Both forms tell stories that use imaginative language and express emotion, often through the use of imagery, metaphors, and symbols. Students need to know how narrative texts work and how to read them, because stories are used for many important purposes. The purpose of narrative text is to entertain, to gain and hold a reader's interest; however, writers of memoirs and novels often relate complex stories that examine universal ideas, events, and issues. In addition, speakers, advertisers, and politicians use stories to persuade us to accept or reject an idea.

In effect, students need to learn the purposes and methods of narration in order to understand the narrative framework and to eliminate frustration when they read. When students know the narrative elements, they can more easily

follow the story line and make successful predictions about what is to occur. In addition, understanding these elements develops higher-level thinking skills. For example, the complications in a plot are related to cause and effect, and awareness of character's motives can lead to analysis.

All in all, the narrative form is unique, because authors relate ideas they want to express about how people behave and what they believe. These ideas, or themes, generally relate to universal truths and make connections to the reader's experiences.

2.5.1 Generic Structure Narrative Text

Any type of English text (genre) has the structure of the text on their own.

Structure of Narrative Text consists of three parts:

2.5.1.1 Orientation

In the Orientation section contains an introduction or the introduction of a character in the story and when and where it happened.

2.5.1.2 Complication

In the overview section contains the emergence Complication crisis or problems experienced by the characters in the story that had to be solved.

2.5.1.3 Resolution

In the Resolution section describes how the characters of the story to solve the existing problems in the Complication. Usually there is more than one Resolution for the Complication. In some references about the Narrative Text, there are additional generic structure on Narrative Text, is the addition of Coda after resolution. So the composition of Narrative text is orientation, Complication, resolution.

Resolution and Coda. Coda is the last part of the Narrative Text structure that contains the changes in the figures and the lessons to be learned from the story.

2.6 Kinds of Narrative

2.6.1 Fairy tale

A fairy tale (pronounced) is a type of short story that typically features folkloric fantasy characters, such as fairies, goblins, elves, trolls, dwarves, giants, mermaids, or gnomes, and usually magic or enchantments.

2.6.2 Legend

A legend (Latin, legend, ‘‘things to be read’’) is a narrative of human actions that are perceived both by teller and listeners to take place within human history and to possess certain qualities that give the tale verisimilitude.

2.6.3 Fable

fable is a succinct fictional story, in prose or verse, that features animals, mythical creatures, plants, inanimate objects or forces of nature which are anthropomorphized (given human qualities such as verbal communication), and that illustrates or leads to an interpretation of a moral lesson (a ‘‘moral’’), which may at the end be added explicitly in a pithy maxim.

2.6.4 Folk tale

Folk tale is the story of the past that characterizes every nation that has a diverse culture, which includes a rich culture and history of each nation.

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