**CHAPTER II**

**THEORETICAL REVIEW**

1. **Reading**
2. **The Definition of Reading Comprehension**

Reading is a communicate process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind. They may be broken down into the following seven basic processes:[[1]](#footnote-1)1

1. Recognition: the readers knowledge of the alphabetic symbols.
2. Assimilation: the physical process of perception and scanning.
3. Intra-integration: basic understanding derived from the reading material itself, with minimum dependence on past experience, other than knowledge of grammar and vocabulary.
4. Extra-integration: analysis, criticism, appreciation, selection and rejection. These are all activities which require the reader to bring his past experience to bear on the task.
5. Retention: this is the capacity to store the information in memory.
6. Recall: the ability to recover the information from memory storage.
7. Communication: this represent the application of the information and may be further broken down into at last 4 categories, which are:
8. Writing communication
9. Spoken communication
10. Communication through drawing and the manipulation of objects
11. Thinking, this is another word for communication with the self

According to Widdowson, “Reading is a process of matching information in a text to internally activated information. Thus, reading is not information processing but rather information interpreting-what we understand from a text depends in part on what we knew previously, as well as on how we allow the text to extend and refine our knowledge of the topic. Reading is the interaction of the text and the reader ”[[2]](#footnote-2)

There are many definition of reading comprehension. Grellet said, “*Reading* comprehension is to understand written text means extracting the required information from it as efficient as possible”.[[3]](#footnote-3) In addition, “reading comprehension is the process of constructing meaning by coordinating number of complex process that include word reading, word and world knowledge, and fluency”[[4]](#footnote-4)

Comprehension means relating what we don't know, or new information, to what we already know, which is not a random collection of facts but a "theory of the world" in each of our heads called "cognitive structure."Comprehension is always directed and controlled by the needs and purposes of an individual and therefore crucially depends on that individual's having acquired what William Grabe calls a "critical mass" that is, an adequate amount of what is sometimes called "background information" or, more technically, "schemata," a subject to which I will return below. Thus reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.[[5]](#footnote-5)

According to the explanation above that, reading comprehension involves taking meaning to a text in order to obtain meaning from the text. The ability to comprehend printed or written material, however involves much more than recognizing words, knowing their appropriate meanings, and reading phrases and sentences. Reading comprehension is a complex process involving many different types of higher level thinking.

Catherine said reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.[[6]](#footnote-6)

1. The Reader

The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, differencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

1. The Text

The features of any given text have a large impact on comprehension. While reading, the reader constructs various representations of the text that are important for comprehension. Those representations include the *surface code* (the exact wording of the text), the *text base* (idea units representing the meaning of the text), and the *mental models* (the way in which information is processed for meaning) that are embedded in the text.

1. The Activity

The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context. The initial purpose for the activity can change as the reader reads. That is, a reader may encounter information that raises new questions and makes the original purpose insufficient or irrelevant. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension—all of which depend on reader capabilities as well as on the various text features.

There are three types of comprehension processes are taught: literal, inferential, and metacognition.[[7]](#footnote-7)

1. *Literal* comprehension is defined as extracting the details of the text and recognizing the author’s purpose. Students must have a clear understanding of the material, as presented by the author. In addition, they must be able to recognize the way in which the author orders information throughout the text. Mastery of the literal comprehension process is usually a prerequisite for inferential comprehension.
2. *Inferential* comprehension requires students to create meaning from the text and move beyond the author’s purpose by combining the textual information with their own thoughts. This form of comprehension is not a one-step process. It entails the creation of a complete mental picture that enables students to think intently about a text, relate it to their personal experiences, and connect it to other information (Baker, 2002; Kintsch, 1999; Omanson, Warren, & Trabasso, 1978).
3. *Metacognition*. In general, metacognition involves thinking about one’s own thinking or controlling one’s learning. Metacognitive processes help students (1) remove road blocks that interrupt comprehension (Block, 2000c; Block & Johnson, 2002; Block & Pressley, 2002; Keene & Zimmerman, 1997) and (2) reflect on what they have learned and what they want to learn next. Students must receive explicit instruction on metacognition or they will not engage in these processes (Baker, 2002; Block, 1998; Paris, Wasik, & Turner, 1991).
4. **The Types of Reading Skills**

There are four easily identifiable skills in reading ;*skimming, scanning, intensive reading, extensive reading and reading aloud*.[[8]](#footnote-8)

1. *Skimming ;*is used to quickly gather the most important information, or ‘gist’. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. Is not essential to understand each word when skimming.
2. *Scanning ;*is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need.
3. *Extensive Reading* ;is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Jack.C.Richard State “ Extensive reading is seen as offering many advantages, some of which are as follows:[[9]](#footnote-9)
4. Enhanced language learning in such areas as spelling, vocabulary, grammar and text structure
5. Increased knowledge of the world
6. Improved reading and writing skills
7. Greater enjoyment of reading
8. More positive attitude toward reading
9. Higher possibility of developing a reading habit

Based on the definition above, extensive reading as used to obtain a general understanding of a subject and seen as offering many advantages.

1. *Intensive Reading*  ; is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail.[[10]](#footnote-10)

Based on the types of reading above, the researcher focuse on extensive reading because extensive reading as used to obtain a general understanding of a subject and seen as offering many advantages.

1. **Reading Strategies**

Reading strategy is a trick in order that the goals of reading can be reached and the meaning of reading can be understood. It will be clear that much of what are called language use or learning strategies are not directly relevant to the study of reading. Rubin cities the following strategies indentified in hosenfeld’s study of cindy :

How to a successful contextual guesser:

1. Keep the meaning of the passage in mind while reading and use it to predicat meaning.
2. Skip unfamiliar words and guess their meaning from remaining words in a sentence or later sentence.
3. Circle back in the text to bring mind previous context to decode an unfamiliar word.
4. Identify the grammatical function of unfamiliar word before guessing its meaning.
5. Examine the illustration and use information contained in it decoding.
6. Read the tittle and draw inference from it.[[11]](#footnote-11)
7. **Reading Assessment Criteria**

 Assessment is transformed from a ‘thing’ that gets done to you by some external force into a thing that you (whether ‘you’ is a teacher or a student) do to yourself.[[12]](#footnote-12) According Alderson (Cambridge: 2006),” Assessment is able to establish power relationships (between teachers and students; between administrators and principals) that become established and habitual”[[13]](#footnote-13). Based on the explanation above, there are criteria of reading assessment as follows:[[14]](#footnote-14)

|  |  |
| --- | --- |
| **Level** | **Criteria** |
| **1** | Pupils recognize familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-literary texts by identifying aspects they like. |
| **2** | Pupils’ reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-literary texts. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning. |
| **3** | Pupils read a range of texts fluently and accurately. They can use appropriate strategies in order to read independently and establish meaning. In responding to literary and non-literary texts they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information. |
| **4** | In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information on a specific topic from more than one source, and use them effectively. |
| **5** | Pupils show understanding of a wide range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters, and select relevant words, phrases, sentences, images and other information to support their views. They retrieve and collate information from a range of sources. |

1. **Reading Purpose**

The important of purpose in privat reading and the range in different purposes for which individuals read, because there is a close relationship between reading purposes and text. In addiction, there is also a relationship between reading purpose and the types of reading. In order to facilitate the students purposes, a preliminary summary of different reading purpose is presented bellow.[[15]](#footnote-15)

Types of reading purpose:

1. Reading for pleasure
2. To follow a narrative
3. To enjoy the “sound” and the rhytme of a literary text
4. Reading for a general impression
5. To gain an idea of the writer’s viewpoints
6. To gain of overall impression of the “ tone “ of a text
7. To decide whether or not to read the text
8. Reading for organizing reading and study
9. To identify the important content of a text
10. To answer a specific questions
11. To decide which section of a text to start studying
12. **Narrative Text**
13. **Definition of Narrative Text**

Narrative is telling story. In narrative written, it can be written by processing series of happening which is arranged according to time chronological happened. And in narrative written we can write a fiction story and can tell story that hand fancy. A narrative text is a text in which a narrative agent tells a story”[[16]](#footnote-16) A narrative text tells a real or an imaginary story with a beginning, middle and ending.

1. **Types of Narrative**

Narratives include different types, or genres. There are many different types of narrative including:[[17]](#footnote-17)

1. Fables

Fables are short story that teach moral lesion and they usually have animas that act like human. The themes and characters appeal to early learners, and the stories are often humorous and entertaining for children.

1. Legends

Legends are similar to myths and are deeply rooted in the histories of particular paces or cultures. The stories based on history exaggerate the life of a real person.

1. Fairy tales

Fairy tales usually originate in written from. Fairy tales include a magical element and show rich and poor, good, and evil, reward and punishment.

1. Myths

Myths are stories that explains something about the world and involve gods or other supernatural being

1. Folktales

Folktales are written or oral and have been passed down over the years by word of mouth. They are culturally influenced and are often based on human behavior.

Based on explanation above, the researcher chooses fable as material of teaching reading comprehension because fable is one of the short story which are useful to give a moral teaching by using animal characters, it can be true story or not which is very useful to make the students have interest learning reading.

1. **Organization of Narrative Text**

One on the narrative text there are some certain things to be paid attention in the writing text. A narrative text focuses on a pattern of events with a problematic and/or unexpected outcome that entertains and educates that reader. Here the researcher will explain the narrative text organization, they are: [[18]](#footnote-18)

1. Orientations

(Who were involved in the story, when and where)

1. Complications

(A problem arises followed by other problems)

1. Resolution

(Solution to the problem).

1. **The Concept of Fables**
2. **The Definition of Fables**

Fable is a short story that make morals point while at the same time entertaining the reader. Animal characters and inanimate objects are used to satirize the character of human behaviour[[19]](#footnote-19)

A fable (also called an apologue) is a short narrative, in prose or verse, that exemplifies an abstract moral thesis or principle of human behavior; Tusually, at its conclusion, either the narrator or one of the characters states the moral in the form of an epigram. Most common is the beast fable, in which animals talk and act like the human types they represent.[[20]](#footnote-20) In the animal fable and its offshoots, human failings are described afresh through the experiences of non-human characters. It is a form of familiarization to attribute almost-human viewpoints to animals and by so doing to present social issues that is, moral issues in different ways. So this narrative by which animal characters are created are “good to read” because they entertain while at the same time instructing the reader. Paradoxically, they entertain by challenging the reader in a variety of ways.

The characterization of animals that speak, reason, use artifacts, have reciprocal dealings with humans, and in their behavior mimic or reflect that of humans has produced several impressive narrative forms. They explore moral and ethical principles and reflect upon societal and historical issues of the day.[[21]](#footnote-21)

It can be inferred that fables comes from fantasy humanizes animals to simply informative about animal life. Animals behaving like humans are often a vehicle for a massage and transfer moral lesson. In this present, the researcher mostly using animal picture as media.

1. **Teaching Reading Comprehension on Fables**

Learning English on fable can develop students’ basic skill (e.g. reading, listening, and writing), comprehension (grammar and structure), enrich vocabulary and build students confidence in learning English.

There are some future reasons why stories can give influence student reading comprehension. First, story can give motivation and fun for children, second, story exercise the imagination of learners, third, story can develop the child concentrating and the last is students enjoy reading stories.[[22]](#footnote-22)

In learning English, helping student to read with understanding is much easier if they are motivated and actively engaged while reading. It is important to remember that different reader (students) often have different motivates for listening. It is caused by different interest and different need; readers will play more attention to those features of a text which they think are more interesting or more relevant.

There are some preparations and de-line provide frame work use to plan stories they are:

1. If necessary, modify the story to make it easier for your pupils to understand. You may need to substitute unfamiliar words with better-known ones or adapt the sentence structure to make the story easier to follow, and so on
2. Provide visual/audio support: drawings on the blackboard, cut-out figures, speech bubbles, masks, puppets, real objects, flashcards, sound effects suchas bells, tapping, etc.
3. Identify your language focus. Decide which language points your pupils need to recognise for comprehension when the story is told and which would be useful for them to produce. This language focus may include vocabulary sets, language functions and structures, pronunciation, etc.
4. Decide when you will read the story. Will you read a little each lesson – or all at once after appropriate preparation? Decide how long you will spend on the story. Will you use it once or twice or over a period of several lessons?
5. Provide a context for the story and introduce the main characters. Help your pupils feel involved and link their experience with that in the story to set the scene. Relate the story to relevant aspects of their own lives such as where they live, the animals they are familiar with, what they like or dislike, going shopping, having picnics, the people they know, etc.
6. Once the context has been understood and the children can identify with the characters, then elicit key vocabulary and phrases.
7. Decide in which order to introduce the language necessary for understanding and how much new language to present at a time. Check that each lesson provides variety and the opportunity for recycling language previously introduced.
8. Decide how much follow-up work you will do. For example, find out if there are any rhymes or songs that pupils can learn to reinforce the language or topic introduced.[[23]](#footnote-23)

Based on explanation above, the researcher concludes that fables as one of the short story which are useful to give a moral teaching by using animal characters, it can be true story or not which is very useful to make the students have motivation and interest learning reading.

1. **Pictures**
2. **The Definition of Pictures**

Picture is learning media as well as projected images and film strips, as prompt for the learning and practicing of scripted dialogues[[24]](#footnote-24). Picture as visual aids in teaching and learning English process is suitable mainly for the first time for them to know English, by using picture; it is easy for the teacher to explain. The benefits which is gotten in process of learning reading that is used as media of picture story to make the student understand the content of picture in order to make the student more motivating and interesting to read and to know the content of picture story.[[25]](#footnote-25)

Picture has a meaning forming a series or dimension of relates things, events, etc that using computer. Learning by using picture to give easy for students to understand the lesson and they will get experiences from the picture. Picture can have any several functions they may have more than one of the same time and writer may include a picture for one purpose while you reader uses it another. According to Jeremy Harmer, picture is photograph or illustration[[26]](#footnote-26).

As we know that picture is one of learning media interesting used in teaching learning process. Using picture has a meaning forming a dimension or series about legend, history, fable etc.

1. **Procedure of teaching reading comprehension on fable through picture**

There are some step to mastery in understanding of reading on Fable through picture; they are: pre-reading activity, whilst-reading activity, and post-reading activity.[[27]](#footnote-27)

* 1. Pre-reading activities:
	2. The teacher give apperception and motivation
	3. The teacher review the material in the last meeting.
	4. The teacher introduces the topic of lesson.
	5. The teacher delivers learning objective.
	6. Whilst-reading activities:
	7. The teacher shows some picture stories and ask them about the picture stories
	8. The teacher distributes the picture stories to each student to read, and ask them to read two or three times.
	9. The teacher gives them questions about the reading to know whether they understand or not.
	10. Post-reading activities
	11. The teacher gives the questions to the students about the material by using picture stories directly or by using written text.
	12. Students and teacher made a conclusion about the material. The teacher closes the activities in the classroom.
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15. Naf’anTarihoran and Miftahul Rachmat.*Reading 1 Basic Reading Skills* ( Serang: Loquen Press, 2012), 4. [↑](#footnote-ref-15)
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19. Niki Gamble, *Exploring children’s Literature, reading with pleasure and purpose* (Los Angles: 2013), 148. [↑](#footnote-ref-19)
20. M. H. Abrams & Geoffrey Galt Harpham, *A Glossary of Literary Terms* (3th.ed) (Cornell University: 2012), 9. [↑](#footnote-ref-20)
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