

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Reading Comprehension

##### 1. Definition of Reading

Reading can be defined in very broad definition. Reading can also be divided into some kinds of division based on the purposes of reading itself. In daily life, reading for pleasure can be involved as one kind of the reading activity that has purpose to get enjoyment from reading. The activity can be in the form of reading novel, comic, story book, and so on. According to Harmer, reading is useful for language acquisition. Provides that students more or less understand what they read, they more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and their writing<sup>1</sup>. While Maureen states that reading is much more than decoding language or accepting text as true it is preceded by and intertwined with knowledge of the world. Because language and reality are dynamically interwoven, the understanding attained by the critical

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<sup>1</sup> Jeremy Harmer, *How to Teach English*, (England: Longman, 2010) p. 99

reading of a text implies perceiving the relation between text and context.<sup>2</sup> It means that reading as a way in obtain the information of the text. Not only it, by reading we can interpret the words meaning and interpret the significance of contained in a text.

According to Valerie reading is thinking and depends on both decoding and constructing meaning.<sup>3</sup> Here the reader should interaction with the text not only in action with the text. Because to mastering reading we not only learn the theory but also the practice what we have been read and apply it in real life as much as we can. The reader can get meaning from the author, the page or anywhere else. So, they make meaning from the interaction between prior knowledge and previous experience with the new information.

From the definition above, it seems that reading is a process when the reader makes meaning through the combination of prior knowledge and previous experience. He or she connects text information to what they already know. Information ideas are exchanged between writer and reader in the act of communication.

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<sup>2</sup> McLaughlin Maureen. *Content area reading: Teaching and learning for college and career readiness*. Pearson, 2015. p. 20

<sup>3</sup> Valerie Gregory Hastings, and Jan Rozzelle Nikas, *The learning communities guide to improving reading instruction*, Corwin Press, 2005. p 121

## 2. Definition of Reading Comprehension

To know the definition of reading comprehension, we can see the definition from the authors.

Comprehension on reading text is an activity process to which the reader brings the individual attitudes, interest, and expectations. Reading comprehension involves much more than readers responses to the text. According to Diane Lapp reading comprehension is constructing meanings from transactions with printed materials. That is, reading is a transaction between the reader and the text.<sup>4</sup> Reading is about comprehension making sense of written text. If comprehension has not taken place, then reading has not occurred.

According to Woolley reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.<sup>5</sup>

According to Klinger reading comprehension is the process of constructing meaning by coordinating a number of complex

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<sup>4</sup> Diane Lap, *Teaching Reading to Every Child*, Routledge 2015, p. 313

<sup>5</sup> G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer, 2011), p. 15

process that include word reading, word and world knowledge and fluency.<sup>6</sup>

From the explanation above, the writer able to get the conclusion that the reading comprehension is an active process to understanding the written, get the meaning, the purpose from the written and the reader can show it by their own language and their background knowledge. Then, reading comprehension is important when you read the text, you should read slowly and concentrate to the text. Because if they do not understand what they have read, they cannot get the meaning, main idea from the written.

### **3. Kind of Reading**

Reading has many various that should we know, according to Praveen there are four kind of reading<sup>7</sup>, as follow:

#### **a. Intensive Reading**

According to Brown intensive reading is usually a classroom oriented activity in which students focus on the linguistics or semantics details of a passage. Intensive reading

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<sup>6</sup> Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p. 2

<sup>7</sup> M. F. Patel, M. Jean Praveen, *English Language Teaching Method, Tool, Techniques*, (Jaipur: Sunrise Publisher, 2008), p. 117

calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.<sup>8</sup>

In my opinion, intensive reading is a activity that occurs in the classroom. Then the intensive reading should get guidance from the the teacher for help the students where they have the problem. The reading activity focus on linguistics, grammatical structure and language feature to understand the meaning pf the text. Intensive reading can increase the students' knowledge and also it can improve their comprehension skill.

#### b. Extensive Reading

Brown also gives statement about extensive reading. Extensive reading is carried out to achieve a general understanding of a usually somewhat longer texts (book, long article, or essays, etc). Most of extensive reading is performer

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<sup>8</sup> H. Douglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy*, (San Fransisco States University: Longman, 2010), p. 312

outside of class time pleasure reading is often extensive reading.<sup>9</sup>

In summary, the extensive reading is the activity of reading text that not only occur in the classroom but may occur in the outside of classroom. In extensive reading, the reader may read the others source, not only academic book but other book like long article, newspaper, magazine et. it may make the extensive reading is enjoyable and interested because extensive reading focus on the meaning of the text rather than language feature, grammatical structure. Extensive reading carried out the word that the reader don't know and find out the general understanding of the text.

### c. Aloud Reading

Aloud reading also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of the word pronunciation.<sup>10</sup> It means that aloud reading should apply in

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<sup>9</sup> H. Dauglas Brown, *Teaching By Principles an Interactive Approach to Language Pedagogy*, (San Fransisco States University: Longman, 2010), p. 313

<sup>10</sup> M. J. Praveen, *English Language Teaching Method, Tool, Techniques*, 120.

elementary school because in this level the students needed the direct assistance from their teacher. Then reading aloud can help the teacher to restore the students' concentration who easily broke out when the atmosphere of the class.

#### d. Silent Reading

Silent reading is a very important skill in teaching of English. Silent reading is done to acquire a lot of information. Teacher has to make them reading silently as and when they are able to read without any difficult.<sup>11</sup>

Silent reading is a skill pivotal to English language teaching. The reading activities should be used to increase the students' ability in reading information. The teacher have to make the students read silently so that the students can read without obstacles.

Finally, reading comprehension of narrative text should use silent reading because there are related with the learning in the classroom, effective for discussion and silent reading can help the reader to get a lot of information that they need without

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<sup>11</sup> M. J. Praveen, *English Language Teaching Method, Tool, Techniques*, 123.

the hindrance. Then reading comprehension of narrative text easy to comprehend because the story in narrative text tell about the past event, legend, humor etc., that easy to understand by the readers.

#### 4. The Purposes of Reading

According to Stanovich that the main purpose of reading is comprehension, although word recognition is central to this. Stanovich argues that the process whereby a word activates the lexical memory, as described above, is the first process and following this comes the second process of comprehension of the text. However, because this is dependent on the first process it is a ‘constrained reasoning’; the reasoning is constrained by the ability to recognise the word quickly.<sup>12</sup>

According to Naf’an Tarihoran and Miftahul Rachmat “every student has their own purpose to read something to determine in which type does you include”. This is type of reading purpose:<sup>13</sup>

1) Reading for pleasure

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<sup>12</sup> Margaret Perkins, *Becoming a Teacher of Reading*. SAGE, 2015, p. 34

<sup>13</sup> Naf’an Tarihoran and Miftahul Rachmat, *Reading Basic Skill I: Basic Reading Skill* (Serang, Loquen Press, 2012), p. 6



- a) To follow narrative
  - b) To enjoy the ‘sound’ and the ryhtme of a literary text
- 2) Reading for a general impression
- a) To gain an idea of the writer’s viewpoints
  - b) To gain an overall impression of the ‘tone’ of a text
  - c) To decide whether or not to read the text
- 3) Reading dor organizing reading and study
- a) To identify the important content of a text
  - b) To answer a specific questions
  - c) To decide which section of a text to start studying
- 4) Reading for learning content or procedure
- a) To gain an uderstanding of new concepts
  - b) To learn certain facts from a text
  - c) To follow instructions

## 5. Assessing Reading

According to Brown there are several designing assessment task in assessing reading. <sup>14</sup>They are:

1. Designing assessment tasks: perceptive reading

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<sup>14</sup> H.douglas brown, *language assessment principle and classroom practice*, (NewYork: San Fransisco State University, 2004).p.185

Assessment of basic reading skills may be carried out in a number of different ways.

a. Reading Aloud

The test taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator. Since the assessment is of reading comprehension, any recognizable oral approximation of the target response is considered correct.

b. Written response

The same stimuli are presented, and the test-taker's task is to reproduce the probe in writing.

c. Multiple choice

Multiple-choice responses are not only a matter of choosing one of four or five possible answer.

2. Designing assessment tasks: selective reading

Some of the possible tasks you can use to assess lexical and grammatical aspect of reading ability.

a. Multiple choice (for form –focused criteria)

By far the most popular method of testing a reading knowledge of vocabulary and grammar is the

multiple choice format, mainly for reason of practicality.

It is easy to administer and can be scored quickly.

b. Matching task

At this selective level of reading, the test taker's is simply to respond correctly, which makes matching an appropriate format.

c. Editing task

Editing for grammatical or rhetorical errors is a widely used test method for assessing linguistic competence in reading.

d. Picture-Cued Tasks

In the previous section we looked at picture-cued tasks for perspective recognition of symbols and words.

3. Designing assessment task: interactive reading

Interactive tasks may therefore imply a little more focus on top-down processing than on bottom-up.

a. Cloze tasks

The word cloze was coined by the educational psychologists to capture the Gestalt psychological concept of closure, that is the ability to fill in gaps in an

incomplete image (visual, auditory, or cognitive) and supply (from background schemata) omitted details.

## **B. Vocabulary Self-collection Strategy**

### **1. Definition of Vocabulary Self-Collection Strategy (VSS)**

Ruddlle promotes that VSS is a strategy for teaching that can be implemented as the pre-reading or post-reading activity in which the students can choose the words based on their interest and then they can define the words based on the context of the text.<sup>15</sup> The activity lets the students to nominate the word that they want to learn more and it is important to learn. In the practice, the students can be divided into some groups consists of two to five and the teacher can gives three to five minutes to the students to find and define the words based on their rationale before presenting them to the class. The focus of the activity is to define the words in the specific context based on the content of the text.

According to Martin VSS is an interactive learning instructional strategy' that promotes word consciousness, as

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<sup>15</sup> M. Ruddlle, *Teaching Content Reading and Writing (4<sup>th</sup> ed)*, (London: John Wiley, 2005), p. 166

students are actively engaged in identifying important words from their reading to share with members of their class.<sup>16</sup>

Antonacci & O'Callaghan state that VSS has the purpose to promote the students word awareness and to motivate them to learn new words so that it will support their academic success.<sup>17</sup> They also say that the main purposes of implementing this strategy is to make the students understand with the new words, promote their interest to the new words and provide a strategy to learn the new words.

From the literature explained above, we can conclude that Vocabulary Self-Collection Strategy is an effective strategy to teach reading comprehension since it promotes the students with the word awareness that can be stored in long-term memory so that they can understand the text easily. Furthermore, the students can be motivated to read since the activity offers them to works in groups. It will give the advantages especially for the students who are worrying much in performing themselves, so it will help them to decrease their feeling of fear.

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<sup>16</sup> Particia A. Antonacci and Catherine M. O'Callaghan, *Promoting Literacy Development: 50 Research-Based Strategies For K-8 Learners*, Sage Publications, 2011, p. 96

<sup>17</sup> Particia A. Antonacci and Catherine M. O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*, p. 88

## 2. The Purposes of Vocabulary Self-collection Strategy

The Vocabulary Self-Collection Strategy (VSS) has purposes to give an opportunity to the students to understand the concept of a text and determine the meaning of the words based on the context. In Judy's book, "The purpose of the Vocabulary Self-Collection Strategy (Haggard, 1986), is to support the growth of general and specific content vocabulary related to a topic or subject by allowing students to choose important vocabulary words from the reading passage".<sup>18</sup>

According to Antonacci & O'callaghan, The purpose of Vocabulary Self-Collection Strategy (VSS) is to motivate students to learn new words by promoting a long-term acquisition and development of the vocabulary of academic disciplines with the goal of integrating new content words into students working vocabularies.<sup>19</sup>

It is quite clear that the purpose of VSS is to promote long-term acquisition in the context of reading comprehension. The

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<sup>18</sup> Judy Tilton Brunner, *Doing What Works (Literacy strategies for the next level)*, (USA: Library of Congress Cataloging, 2013), p. 45

<sup>19</sup> Patricia A. Antonacci and Catherine M. O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*. p.54

students are supposed to understand the concept of the text that will ease them to comprehend the text they read.

### **3. The Benefits of Using VSS**

The Vocabulary Self-Collection Strategy (VSS) gives benefits to the success of teaching and learning process especially in reading comprehension, such as improving long-term acquisition and development, making the class more fun, and making the students know their learning objective. The major benefits of using VSS are that students engage in their own learning, discover how to recognize unfamiliar or interesting words from their readings, develop their vocabularies, and become word conscious.<sup>20</sup>

Moreover Haggard in Putri states that there are three benefits of using VSS, those are making connection between the new words and the meaning, encouraging the students' interest related to the new words, and improving the students' enthusiasm to learn and find the new words. It seems that VSS make the learning process to be more fun and enjoyable. The

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<sup>20</sup> Particia A. Antonacci and Catherine M. O'Callaghan, *Promoting Literacy Development: 50 Research-Based Strategies For K-8 Learners*, Sage Publications, 2011, p. 96

students will not feel bored during the activity since they will be asked not just to answer the question related to the text without any instructions, but firstly they will observe the text to find the unfamiliar and important words. In addition, the role of the teacher in guiding the students to do the tasks gives the essential effect to the success of learning.

#### **4. The Steps of Using VSS**

The VSS is most effective when it is used with small groups of students working together. Fundamental to its success is the role that academic talk plays throughout this procedure as well as the teacher's own demonstrative interest in words.

According Antonacci & O'Callaghan, models the steps of using VSS that are divided into three parts, those are before reading, during reading and after reading as follows:<sup>21</sup>

##### **1) Before Reading**

- a) Selecting the appropriate topic to that would be developed in teaching and learning reading.

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<sup>21</sup> Particia A. Antonacci and Catherine M. O'Callaghan, *Developing Content Area Literacy: 40 Strategies for Middle and Secondary Classrooms*, p. 53-55



- b) Choosing the key vocabularies that are important to comprehend the text.
- c) Reading aloud the first paragraph of the text.
- d) Modeling how to choose the important words for understanding the text.
- e) Distributing a graphic organizer including a box for the word, the reason for selecting the word, and the definition of the word.

Figure 1. Vocabulary Self-Collection Strategy Chart

Name:		Date:
Topic:		Page:
WORD	REASON FOR SELECTION	DEFINITION

## 2) During Reading

- a) Asking the students to read the selected passage.

- b) Asking the students to revisit the text and select at least five words that they think those are important, interesting, or challenging to comprehend the text.
- c) Asking the students to complete the VSS chart.

### 3) After Reading

- a) Dividing the students into some groups.
- b) Guiding the students to choose a leader for each group to control the discussion.
- c) Asking each student to mention the words that he or she has selected.
- d) Asking the student write the meaning of the selected words.
- e) Bringing up small group discussion to guide the students in comprehending the text.

In other book Antonacci & O'Callagan explain the steps of Vocabulary Self-Collection Strategy (VSS), that is:<sup>22</sup>

1. Teacher introduce the purpose of VSS to students.

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<sup>22</sup> Patricia A. Antonacci & Catherine M. O'callaghan, *Promoting Literacy Development: 50 Research-Based Strategies for K-8 learners*, (London: SAGE Publications) p. 89

2. Teacher model how to select and nominate important words from their readings. Teachers show why the word they selected is important by providing a strong rationale.
3. Teachers demonstrate how to use context and other resources to learn the meaning of the word.
4. Teachers write the word, the context in which it was used, its meaning, and the reason for selecting the word on chart paper. Using a chart, teachers write the word, the sentence or phrase in which the word was used, the meaning, and the reason for selecting the word.
5. Teachers engage students in the process of vocabulary self-selection. Students work in small groups of three to five, and they read a short passage from the book with the teacher. They are guided by the teacher to identify a word they wish to select. The teacher demonstrates how to use context and other resources to figure out the meaning of the word. Together, the students and the teacher engage in a discussion on developing a reason for nominating their word, and each small group moves to nominate one word for learning. Students use their own charts to write the word, the sentence

from the text in which the word was found, the meaning, and the reason for selecting the word.

6. After students are familiar with the strategy, teachers provide guided practice to support the use of VSS during reading. Teachers organize students in small groups for reading. They introduce the book and provide a brief overview of the strategy. To help them recall the steps in the process for nominating one or two words to learn, students are given the following questions, which may appear as a reminder on a classroom wall chart:
  - a. What is the word that I believe is important to learn?
  - b. Why would I select it as an interesting or important word to learn?
  - c. How was the word used? Write the sentence in which the word was used.
  - d. What is the meaning of the word? Can I get the meaning of the word from the context, dictionary, glossary, or some diagram in the book?
7. Students in small groups discuss the words they wish to nominate. Within their small groups, they talk about each

word and why they think the class should learn the word.

Through consensus, they nominate two words.

8. Students write the two words on the chart, each group presents its two words to the class. On a class chart, one member of the group writes the word, the sentence in which the word was used, its meaning, and the reason for selecting the word.

Based on the explanation about, it can be concluded that the activity promotes the students to think critically. The activity does not just ask the students to define the meaning of word, but also they have to think of the reason for selecting the word. Therefore, this activity could help the students to develop their high-order thinking skill since they would be able to solve the problem (in this context, the students are trained to define the words after observing the text and they need to tell reason of selecting the words).

The teachers role here is to give an example how to deal with the activity and then let the students to participate actively in doing all of the tasks. For instance, the teacher gives an example of how to choose an important word which has a big

influence to comprehend the whole text. This modeling will help the students to do the further activity that will be done in the small groups. The group work will encourage the students motivation to learn since they can communicate to share ideas with the teacher and their friends in the same or different group.

### **C. Narrative Text**

#### **1. Definition of Narrative Text**

In teaching English, there are some of texts that should learn and understand by students in Junior High School. The texts are descriptive, narrative, procedure, recount, and report text. In this paper the writer focused to the research in narrative text, we can know the definition of narrative text from the author, as follow:

According to McQuillan narrative text is a story that is told in language and converted into language signs.<sup>23</sup> It means that the story delivered by the reader uses the oral language to the listener. Not only use the oral language but the reader uses the signs language to help understand the story. In order word,

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<sup>23</sup> Martin McQuillan, *The Narrative Reader*, (New York: Routledge, 2000), p. 85

the narrative is a story that has a plot where it can help the readers to interest for reading the story.

A narrative tells about something that happend in the past.<sup>24</sup> Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. That a narrative text contains story by presenting the squence of events and actors which are characterized as heroes or cowards. It can be concluded that narrative text is a spoken or written text to communicate a massage, which is used to interpret its meaning in the story.

The reseacher concluded that narrative text is the story that can amuse and entertain the reader about the text. The narrative text is a story that told about event, time squences, people habit and the narrative text has moral value and experience. Similiarly with other text, narrative text has the purpose of the text grammatical structure and language feature. The purpose of narrative text is to entertain and give the information about the story to the reader or listener about a tale or story in the past that pertains to real experiences, imaginary

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<sup>24</sup> Margaret Bonner, *Step Into Writing*, (London: Longman, 1994), p. 48

or quickly events leading to a crisis, which in turn find a settlement.

## **2. Generic Structure of Narrative Text**

According to Priyana et. al. there are three characteristics of narrative text, they are:<sup>25</sup>

### 1) Orientation

It is about the opening of paragraph which contains of introducing characteristic and commonly tells about what is the story about, where the story happened, who the character of the story is and when the story begins.

### 2) Complication

It is about the problems of the story began and developed. It usually has more than one paragraph.

### 3) Resolution

It is where the conflict of the story ends. It can be happy ending or sad ending.

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<sup>25</sup> Molly, Andrews, Shelley Day Sclater, Corinne Squire and Amal Treacher. *Lines of Narrative Psychological Perspectives*, (Taylor & Francis e-library, 2003), p. 11



### 3. Language Features of Narrative Text

Narrative text has language features, according to Anderson, the language features usually found in narrative text:

- a. Specific characters
- b. Time words that connect events to tell when they occur
- c. Verbs to show the actions that occur in the story
- d. Descriptive words to portray the characters and settings.<sup>26</sup>

#### D. Previous Study

The writer finds some previous studies of research in academic research as follow:

1. The first study was conducted by Fatonah (2015) from Yogyakarta State University entitled “Using Vocabulary Self-collection Strategy (VSS) to Improve Reading Comprehension of the Seventh Grade Students of SMPN 4 Kalasan in the Academic Year of 2014/2015”. The designed of the study is Classroom Action Research with two cycles. The research findings showed that reading

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<sup>26</sup> Mark Anderson, Kathy Anderson, *Text Type in English 2*, p. 8

comprehension of most students improved after the Vocabulary Self-collection Strategy (VSS) was used in the teaching and learning process.<sup>27</sup>

2. The second previous study is held by Aisyiah (2015) FROM iain Tulung Agung entitled “Improving English Vocabulary Mastery through Vocabulary Self-collection Strategy (VSS) of the First Grade Students of Mutatawasith at Addirasat Islamiah School Laddua Panarea Pattani South of Thailand”. The design of the study is also Classroom Action Research with two cycles. The result of the study found that Vocabulary Self-collection Strategy (VSS) was used in the teaching and learning process. It was indicated by the increase of the number of students who passed the criteria of success from Pre-test Post-test-1 Post-test-2.<sup>28</sup>

By basing on those two previous studies, the researcher does want to conduct a research in the same field. What makes it different is that in this study, the researcher applies

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<sup>27</sup> Fatonah, *Using Vocabulary Self-collection Strategy (VSS) to Improve Reading Comprehension of the Seventh Grade Students of SMPN 4 Kalasan in the Academic Year of 2014/2015.*

<sup>28</sup> Aisyiah, *Improving English Vocabulary Mastery through Vocabulary Self-collection Strategy (VSS) of the First Grade Students of Mutatawasith at Addirasat Islamiah School Laddua Panarea Pattani South of Thailand in academic year of 2005.*

Vocabulary Self-collection Strategy (VSS) by attaching on the teaching of reading comprehension in SMPN 3 Pandeglang.

### **E. Hypothesis of the Study**

Based on theory and the objective of the study, the hypotheses of the study are proposed in term of null hypotheses (H<sub>o</sub>) and alternative hypotheses (H<sub>a</sub>). They are follow:

H<sub>o</sub> : There is no significant effect of Vocabulary Self-collection Strategy (VSS) on students reading comprehension.

H<sub>a</sub> : There is a significant effect of Vocabulary Self-collection Strategy (VSS) on students reading comprehension.