

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Reading Comprehension

##### 1. Definition of Reading

Reading is one of important academic skills needed by students as source of knowledge and enjoyment. Fatel and Praveen states that “Reading is most useful and important skill for people. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit”.<sup>1</sup> Here, the students will be get pleasure and profit if many read books because they get more many knowledge.

According to Judi Moreillon ”reading is making meaning from print and from visual information. Reading is an active process that requires a great deal of practice and skill”.<sup>2</sup> And than, Kristin Lems states that “Reading is an interactive process that takes place between the text and the reader’s processing strategies and background knowledge.”<sup>3</sup>

Based on the explanation above, the writer can conclude that reading is an interactive process which reading will give feedback

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<sup>1</sup> M. Jean Preveen, *English Language Teaching: Methods, Tools, and Techniques* (Jaypur: Unsire Publishers and Distributors, 2008), 113.

<sup>2</sup> Judi Moreillon, *Collaborative Strategie: for Teaching Reading Comprehension: Maximizing Your Impact* (Chicago: American Library Association, 2007), 10.

<sup>3</sup> Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to English Language Learning*, (New York: The Guilford Press, 2010), 33.

between that is read with knowledge background of them and in reading it takes lots of practices in order to they can understand the content of text.

## **2. Definition of Reading Comprehension**

According to Snow “Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvements with written language”.<sup>4</sup> Lewin also revealed that “Reading comprehension is a very complex activity, so much occurs inside the mind of a reader as the eyes glides over the printed words”.<sup>5</sup> Based on the definition above, the writer can conclude that reading comprehension is process to understanding content of text, so the maind and eyes work together to create comprehension.

## **3. The Types of Reading**

There are four types of reading, such as: intensive reading, extensive reading, aloud reading, and silent reading. According to M. Jean Preveen.<sup>6</sup>

### **a. Intensive Reading**

Intensive reading is related to further progress in language learning under the teacher’s guidance. In material of intensive

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<sup>4</sup> Catherine Snow Chair, *Reading for Understanding toward and R & D Program in Reading Comprehension*, (Arlington: Registered Trademark, 2002), 11.

<sup>5</sup> Larry Lawin, *Paving the way in Reading and Writing*, (San Fransisco: Jossey-Bass, 2003), 2.

<sup>6</sup> Praveen, *Language Teaching*, 117-123.

reading, such as: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievement, political development, and aspects of contemporary community life in a country where the language is spoken. The reading is done to carry out to get specific information and students read a book to acquire knowledge.

b. Extensive reading

Extensive reading is reading for pleasure. The students want to know about something. The student does not care about specific or important information after reading. Extensive reading assignments may direct students to articles of current interest in foreign language magazines or newspaper.

c. Aloud Reading

Aloud reading also plays an important role in teaching of English. According to Venktes, only those texts should be read aloud, which have been written to read aloud like poetry, dialogue, and other type of text.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among students. Teacher has to make them read silently as and when they are able to read without any difficulties. And students are enabled to read without any audible whisper.

Based on the explanation above, in reading of narrative text can refers to intensive reading. Reading narrative text refers to intensive reading when students read narrative text in teacher-guided classes. In reading this the students try to understand the use of the text and also they must answer questions according to the passage they read.

#### **4. Assessing of Reading**

According to Brown said that: “Assessment is the gathering of information for the purpose of guiding instruction to offer peak performance, knowing that their responses are being measured and evaluated. A good assessment uses specific and appropriate language to describe the data gathered”<sup>7</sup>

According to Andriyani, there are five aspects in reading which help students to comprehend English text i.e, main idea, specific information, inference, reference, and vocabulary.<sup>8</sup>

##### **a. Main Idea**

Main idea is the most important part of the text because it tells about what is the text tells about. the sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

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<sup>7</sup> Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (London: Pearson Education, 2004), 24.

<sup>8</sup> Rima Priska Andriyani, “*Comparative Study of Reading Comprehension Between Students with Introvert and Students withExtrovets*”, (A Paper, Lampung University, 2016), 14.

b. Specific Information

Supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison analogy, cause and effect statistics and quotation. Supporting detail help the reader to understand the text and its position sometimes after the main idea or topic sentence.

c. Inference

Inference is an educational guess or prediction about something unkown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

d. Reference

Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

e. Vocabulary

A child's vocabulary is strongly realated to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

## 5. Teaching Reading

Teaching reading has become one of English material in every grade especially in middle grade. In teaching reading, the teacher sometimes find many problems, such as: the students are not confident to read an English text. They feel that reading English text is so difficult than Indonesian text. They lack of vocabulary causes students difficult for understanding the text. The teacher must be able to make variations and choose the suitable technique in order to attract students' interest in reading. During teaching reading process we must pay attention about the principles of teaching reading. The principles can be standard to limit teachers when they teach reading.

**The principles of teaching reading are stated below:<sup>9</sup>**

a. Reading is not passive skill

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments if the students do not do this, and they only start surface of the text might be quickly forget it.

b. Students need to be engaged with what they are reading

Students who are engaged with the reading text not actively interested in what they are doing are less likely to benefit for them.

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<sup>9</sup> Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Essex: Longman, 2001), 70-71.

They are really fired up by the topic or the task. They get much more from what they are read. Here, the teacher needs to give the motivation to the student for reading the text, by telling them about the topic, and the purpose of reading so the student will be interested by the text and they eager to read the text.

- c. Students should be encouraged to respond to the content of a reading text, not just to the language

It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message.

- d. Prediction is major factor in reading

When the students read the text they frequently have a good idea of content, book covers give us a hint of what articles are about, and our brain start up to predicting what we are going to read and the article process of reading is ready to begin. The teacher should give student “hunt” so that they can predict what is coming too. It will make them better and more engaged reader.

- e. Match the task to the topic

We could give students what reading text the student are going to read. We need to choose good reading task. The right kinds

of question, engaging and useful puzzle, and so on. The most interesting text can be under mind by asking boring and appopriate questions. The most common place can be made really exciting with imaginative and changging task.

- f. Good teacher exploit reading texts to the full

Any reading of text is full of sentences, word, ideas, description, etc. Good teacher integrate the reading text into interesting class sequences, using the topic or discussion and further task using the language for study and later activation.

In short, the teacher has to realize that reading is complex process, and not only sound out the word in text but also need a reading comprehension.

## **B. Narrative Text**

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

According to Anderson “A narrative is a piece of the text which tells a story and in doing so, entertains or informs the reader or listener. A narrative text has purpose to present a view of the world that entertains or inform the reader or listener”.<sup>10</sup>

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<sup>10</sup> Mark Anderson and Kathy Anderson, *Text Type in English 2*, (South Yara: Mcmilan Education Australia, 1997), 6- 8.



According to McQuillan “a narrative text is a story that is told in language and converted into language signs”.<sup>11</sup> It means that the readers use language to tell the story to the listener. However, some reader cannot be identified with the writer. The reader use signs to deliver a message to the listeners. Therefore, the readers not only use a language to deliver a message of the story to the listener, but also usage a language sign to information to the listener.

Anderson states that:

.....Narrative text types tells a story using spoken or written language. It can be communicated using radio, television, books, newspaper, or computer files, pictures, facial expressions and camera angles can also be used to help communicate meaning. Narratives are usually told by a story teller. This person give his/her point of views to the audience and determines the order in which the events of the story will be told.<sup>12</sup>

Based on the definition above, the writer concludes that narrative text is an imaginative story with a clear beginning, middle and ending. Narrative text tells about something interesting that has purpose to asume or entertain the reader.

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<sup>11</sup> Martin McQuillan, *The Narrative Reader*, (New York: The Taylor and Francis e-Library, 2000), 85.

<sup>12</sup> Mark Anderson and Kathy Anderson, *Text Type in English 1*, (South Yara: Mcmilan Education Australia, 1997), 2.

## 2. Generic Structure of Narrative Text

Narrative text has generic structure, it is important for the reader or writer to make it easy to understand and produce the text. The generic structure of narrative text:<sup>13</sup>

### a. Orientation

the narrator tells the audience who is in the story, when it is happening, where it is happening and what is going on.

### b. Complication

The narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.

### c. Sequence of events

The narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view.

### d. Resolution

The narrative where the complication is sorted out or the problem is solved.

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<sup>13</sup> Anderson, *Text Type in English 2*, 10.

e. Coda

The narrator includes a coda if there is to be a moral or message to be learned from the story.

### 3. Language Features of Narrative Text

Narrative text has language features, according to Anderson, the language features usually found in narrative text are:<sup>14</sup>

- 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.

## C. Cooperative Integrated Reading and Composition (CIRC)

### 1. Definition of CIRC

According to Mubarak and Sofiana “Cooperative Integrated Reading and Composition is a comprehensive program for teaching reading and writing in the upper elementary and middle grades.”<sup>15</sup> In CIRC, the students work in a group to work cooperatively on various activity and the students are expected to have better achievement in reading. It is also to be hoped that group activities in CIRC allow the students to learn the materials and help each other succeed.

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<sup>14</sup> Anderson, *Text Type in English 2*, 6.

<sup>15</sup> Husni Mubarak and Nina Sofiana, “Cooperative Integrated Reading and Composition (CIRC) and Reading Motivation: Examining the Effect on Students’ Reading Ability”, Vol. 11, No. 2, (November, 2017), 122.

According to Durukan “Cooperative Integrated Reading and Composition technique presents a structure that increases not only opportunities for direct teaching in reading and writing also applicability of composition writing techniques.”<sup>16</sup>

According to Mayer:

.....Cooperative Integrated Reading and Composition, teachers use reading texts and reading groups, much as in traditional reading program. However, all students are assigned to teams composed of two pairs from two different reading group. While, the teacher is working with one reading group, the paired students in the other groups are working on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will come out, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding, and vocabulary.”<sup>17</sup>

Based on the definition above, the writer concludes that Cooperative Integrated Reading and Composition (CIRC) is one of type of cooperative learning which usually used to teach reading and writing. In Cooperative Integrated Reading and Composition (CIRC), student work in group cooperatively in completing tasks given by the teacher.

## **2. The Technique of CIRC**

Some of the technique which used in CIRC, there are:<sup>18</sup>

### **a. Reading Groups**

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<sup>16</sup> Erhan Durukan, “*Effect of Cooperative Integrated Reading and Composition Technique on Reading-Writing skills*”, Vol. 6, No. 1, (January, 2011), 103.

<sup>17</sup> Richard E. Mayer and Patricia A. Alexander, *Handbook of Research on Learning and Instruction* (New York: The Taylor and Francis e-Library, 2011), 355.

<sup>18</sup> Shlomo Sharan, *Handbook of Cooperative Learning Method*, (London: Praeger Publisher, 1999), 26-27.

In classes using reading groups, students are assigned to two or three reading groups (eight to fifteen students per group) according to their reading novel, as determined by their teachers. In other classes, students are grouped heterogeneously.

b. Teams

Students are assigned to pairs (or triads) within theory reading groups (if any). The pairs are then assigned to teams composed of partnerships from two different reading groups. For example, a team might be composed of mainstreamed academically handicapped and remedial reading students are distributed among the teams.

c. Story-related Activities

Students use their regular basal readers or novels. Stories are introduced and discussed in teacher-led reading groups that meet for approximately twenty minutes each day. During these sessions, teachers set a purpose for reading, introduce new vocabulary, review old vocabulary, discuss the story after students have read it, and so on.

After stories are introduced, students are given a series of activities to do in their teams when they are not working with the teacher in a reading group. The sequence of activities is as follows:

a) Partner Reading

Students read the story silently first and then take turns reading the story aloud with their partners, alternating readers after each paragraph. As his or her partner reads, the listener follows along and corrects any errors the reader makes.

b) Story Structure and Story-related Writing

Students are given questions related to each narrative story emphasizing the story grammar (characters, setting, problem, and problem solutions). Halfway through the story, they are instructed to stop reading and to identify the characters, the setting, and the problem in the story, and to predict how the problem will be resolved. At the end story, students respond to the story as a whole and write a few paragraphs on a topic related to the story.

c) Words out Loud

Students are given a list of new or difficult words used in the story that they must be able to read correctly in any order without hesitating or stumbling. These words are presented by the teacher in the reading group, and then students practice their lists with their partners or other teammates until they can read them smoothly.

d) Word Meaning

Students are given a list of story words that are new in their speaking vocabularies and asked to look them up in a dictionary, paraphrase the definition, and write a sentence for each that shows the meaning of the word.

e) Story Retell

After reading the story and discussing it in their reading groups, students summarize the main points of the story to their partners. The partners have a list of essential story elements that they use to check the completeness of the story summaries.

f) Spelling

Students pretest one another on a list of spelling words each week and the work over the course of the week to help one another master the list.

### 3. The Steps of CIRC technique

Agus Suprijono describes the steps of this technique that students are formed as group to give opinion toward expression. The steps are:<sup>19</sup>

- a. The teacher makes a group which consist of four people who is heterogeneous.
- b. The teacher gives discourse or clipping with the topic of learning.

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<sup>19</sup> Agus Suprijono, *Cooperative Learning Teori dan Aplikasi PAIKEM*, (Yogyakarta: Pustaka Pelajar, 2009), 130-131.

- c. The students are cooperative in reading text each other and find the main idea and gives responses of the discourse and written on sheets of paper.
- d. The students presented or read the result of their work
- e. The teacher makes a conclusion

#### **4. The Advantages and Disadvantages of CIRC**

##### **a. The Advantages of CIRC<sup>20</sup>**

- 1. The student can give their response freely, trained to can work together, and appreciate the opinions of others
- 2. Improving learning outcomes especially, in complete the task given by the teacher
- 3. The student can understand the meaning of questions and check each job
- 4. To help student who weak in understanding the task given by the teacher
- 5. The dominance of the teacher in learning is reduced

##### **b. The Disadvantages of CIRC**

- 1. Requires substantial time
- 2. The technique of CIRC only used to language subject

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<sup>20</sup> Andi Halimah, “*Metode Cooperative Integrated Reading and Composition (CIRC) Membaca dan Menulis di SD/MI*”, Vol. 1, No. 1, (Juni, 2014), 34.