CHAPTER II

THEORITICAL FRAMEWORK

A. Reading Comprehension

In this sub chapter, the writer present some theories related to reading comprehension. There are three main points to be discussed in this sub chapter, they are the definition of reading comprehension, factors affecting reading comprehension.

1. Definition of Reading Comprehesion

Reading is one of important competencies in learning language. Reading provides students with some activities to help them comprehend the text and and to train them to be skillful readers who read efficiently. [1] Regarding to the definition of reading comprehension:

Woolley states that reading comprehension is the process of making meaning from the text. The goal, therefore, is gain an overall understanding of what is described in the text rather than

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[1] Siti Sholihatin Nisa, "The Influence KWL Method on Students' Reading Comprehension Ability", *Loquen English Studies Journal,* Vol. V, No. 2, (July-Descember, 2012), P.186

to obtain meaning from isolated word or sentence. [2] In line with Wolley, Janette defines reading comprehension as the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.[3]

Besides, Johnston clarifies, Reading Comprehension is viewed as the process of using one's own prior knowledge and the writer's cues to infer the author's intended message. [4]

From the states above, the writer assumes that the reading comprehension is an active process to understanding the written, get the meaning, the purpose of the written and the reader can show it by their own language and background knowledge. Through reading we can know something that we did not know before and we can get some information the eintre world. [5]

[2] G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties,* (New york: Springer, 2011), P.15

[3] Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007), P.2

[4] Jeanne S. Schumn, *Reading Assessment and Instruction for All Learner,* (New York: The Guilford Press, 2006), P.233

[5] Hudriah, "Using C'S Magazine as Teaching Material to Develop Students' Reading Comprehension", *Loquen English Studies Journal*, Vol. V, No. 2, (July-December, 2012), P.168

2. **Factor Affecting Reading Comprehension**

There are many ideas factor affecting reading comprehension, Bellow there are three factors:

1) Background knowledge of the text

Student's background knowledge of the text is one factor affecting reading comprehension. Readers understand what they read because they are able to take stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Here the students' background knowledge is important since the students start to make connections about what they already in order to construct meaning.

2) Affections

Affections factors includes the students' interest, motivation, attitudes and beliefs. The effective factor have an important role in influencing what is understood by the reader.

3) Purpose of Reading

Efficient reading consist of clearly identifying the purpose in reading. Purposes of reading help the reader to focus on

information that they want to find out. A reader can have problems in understanding a text if he reads with no particular purpose in mind. [6]

From the theories about, it can be concluded that reading comprehension is not a single process it is a complex process which is affected by some factors. All of those factors related to each other in influencing the reader's reading comprehension ability.

B. The Recount Text Concept

1. The Definition of Recount

Recount text is a piece of text that retell past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.[7]

In this research the writer will use the recount text of biography, this kind of text also kind of recount text but

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[6] Abbas Pourhoseion Gilakjani and Narjes Banoun Sabouri, *A Study of Factors Affecting Reading Comprehension Skill and the Strategies for Improvemen: International Journal of English Linguistics,* Vol 6, No 5, ISSN 1923-869X, 2016.

[7] Mark Anderson and Kathy Anderson, *Text Types In English 1-2,* (Melbourne: Macmillan Education, 1997), P.48

will be focus on someone's biography. Recount text of Biography is a text that tell about a past events and achievement's in a person's life.

The mean definition above, Recount text of biography is a text which retells person's events or experiences in the past. And the purpose of recount text of biography is to tell to the reader about person's event or achievements. In the other word recount text of biography will make students more interest because it will recall their background knowledge in the real life. Meanwhile, The social function of a biographical recount is to inform by retelling past events and achievements in a person's life.

2. Generic Structure

According to Anderson and Pearson the generic structure of recount text as follow. [8]

a. Orientation

It given the reader the background information as two why this person is noteworthy and should have a

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[8]Mark Anderson and Kathy Anderson, *Text Types In English 1-2,* P.48

biography written about the. The opening paragraph should answer the questions: who, what, and how.

b. Events

It presents a series of events, usually told in chronological order. here the write might refer to a certain time on line.

c. Re-orientation

It consist of a type of conclusion with a comment on the contribution this person has made or a summery and evaluation of the person's achievement.

3. Language Feature

The language feature of recount text of biography:

a) A biographical recount uses specific names of the people involved in the biography.

b) It is mainly written in simple past tense.

c) Using linking word to do with time.

d) A biographical recount describes events, so it uses many verb or action verb.

C. Reading Connections

According to Gail E. Tompkins Connections can be defined as a link that readers can make between what they reading and things they already know or experienced previously. [9] similar to Gail E Tompkins, Harvey & Goudvis also explain that By teaching students how to connect to text they are able to better understand what they are reading. The other theory stated by Tierney and Cunningham stated that Teacher often start with the strategy of making connections. This is not surprising, since reading researchers believe that schema theory, or the idea that learners must connect the new to the known, is the basic for all comprehension instruction. [10]

From the explanation above, the researcher assumed that making connection from what reader read has the good result in reading comprehension. The student can build connections from their own knowledge bases, culture bases, and interest bases. Good readers draw on prior knowledge and experience to help

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[9] Gail E, Tompkins, *Literacy In The Early Grades*, (Boston: Pearson Education Inc., 2011), P.206

[10] Andie Cunninghams and Ruth Shagoury, *Starting With Comprehension,* (Portland: Stenhouse Publishers, 2006), P.36

them understand what they are reading and are thus able to use that knowledge to make connections. It means when students read a text automatically they will connect to the previous experience.

Criss Tovani offers reasons why connecting to text help readers:

a) It helps readers understanding how characters feel and the motivation behind their actions.

b) It helps reader have a clearer picture in their head as they read thus making the reader more engaged.

c) It keeps the reader from becoming bored while reading.

d) It sets a purpose for reading and keeps the reader focused.

e) Readers can see how other readers connected to the reading.

f) It forces readers to become actively involved.

g) It helps readers remember what they have read and ask questions about the text. [11]

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[11] Debbie Draper, Comprehension Strategies: DECS Curriculum Consultant 2016, http://forpd.ucf.edu/strategies/startText.html. *Accessed on December, 2 nd 2018,* P.6

In this research the writer use four types of personal connections: to personal experiences, current events and prior knowledge, other subjects, and other texts. [12]

a) Personal Experiences is how the reader connect with their personal experiences to the text.

b) Current event and prior knowledge is how the reader connect everything the event or prior knowledge that they known to the text.

c) Other subjects is how the reader connect the other subject with the text.

d) Other text is how the reader connect the other text with the text that they read.

D. Reading Comprehension Assessment

In designing reading test, the researchers rivers to the criteria which designed by english teaching forum (MGMP). The reading skills wich tested to the students can be illustrated as follows:

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[12]Katherine S. McKnight, *The teacher's Big Book of Graphic Organizer,* (San Francisco: Jossey-Bas, 2010), P.132

1) Main ideas or general understanding.

2) Stated information.

3) Impiled information.

4) Specific information.

5) The meaning of word, phrase or sentence.

E. Graphic Organizer

1. The Definition of Graphic Organizer

A graphic organizer is a visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels. [13] Alvermann regards Graphic Organizer as "a type of advance organizers that activates a reader's prior knowledge and depicts the organizational pattern of a reading selection by schematizally representing key vocabulary terms". [14]

According to Katherine S McKnight graphic organizer are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of

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[13] Karen Bromley, Linda Irwin-Devitis and Marcio Modlo, *50 Graphic Organizer for Reading, Writing, and More*, (New York: Scholastic Inc, 1999), P.6

[14] Polyxeni Manoli and Maria Papadopoulou, *Graphic Organizer as a Reading Strategy: Research Findings and Issue,* Scientific Research, Vol.3, No.3, 2012, P.348

newly acquired information.[15] Then Ellis suggested, Go allows the students to identify the missing information or absent connections in one's strategic thinking. [16]

From the definition above the writer defined that graphic organizer are wonderful strategies to get students actively involved in their learning. Because graphic organizers include both words and visual images, they are effective with a wide variety of learners. For learners graphic organizer facilitate the integration of long-term memory and new learning. Adult learners generally have more background and long-term knowledge, and graphic organizer bridge what adult learners already know with what they are learning.

2. Advantages and Disadvantages Graphic Organizer

There are many advantages and disadvantages that offer by Graphic Organizer.

The advantages are:

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[15] Katherine S. McKnight, *The teacher's Big Book of Graphic Organizer*, P.1

[16] Syaza Hazwani Zaini, Siti Zalina Mokhtar and Mokhtar Nawai. *The Effect of Graphic Organizer on Students' Learning In School,* Malaysian Journal of Educational Technology, Vol 10, No.1, 2014, P.17

a) Graphic organizer help you and students focus on what is important because they highlight key concepts and vocabulary, and the relationships among them, thus providing the tools for critical and creative thinking Bromley, Irwin-DeVitis, and Modlo.

b) The human mind organizes and stores information in a series of networks (Ausuble). Graphic organizer are isual depictions that resemble networks and allow students to add or modify their background knowledge by seeing the connections and contradictions between existing knowledge (schemas) and new information. This is consistent with Piaget's notions of assimilation and accommodation in learning.

c) Graphic organizers serves as mental tools, Vygotsky's semiotic mediators, to help the learner remember. The information in a graphic organizer is visual as well as verbal; highlights the relationship between ideas; and focuses on the most important information. Thus, the

learner is better able to understand and retain the material.

d) Individual students who use graphic organizers in the classroom develop their ability to use them independently as study tools for note taking, planning, presentation, and review Dunston.

The disadventages are:

a) Teachers must provide much time and extra energies to explain the use of graphic organizer in teaching reading.

b) Students are demanded to have writing skill and rich experiences and knowledge in order to be able to write their ideas in graphic organizer.

c) Graphic organizer are demanded students to have rich english vocabularies and well undestanding structure.[17]

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[17] Karen Bromley, Linda Irwin-Devitis and Marcio Modlo, *50 Graphic Organizer for Reading, Writing, and More*, (New York: Scholastic Inc, 1999), P.6

3. Classroom Implementation

When students connect to a text, they are personally responding to it this organizer prompts students to make four types of personal connections: to personal experiences, current events and prior knowledge, other subjects, and other texts. [18] By this type of graphic organizer will help the students to connect what they read.

The steps are:

1) The writer explain to the students what is reading connections, how is it important, and the personal connections they make during their reading will help them with their understanding of the text.

2) The writer and students discuss the four types of personal connections that we can make with text.

3) The writer gives the students a recount text of biography so the students read and connect it by them personal connections.

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[18] Katherine S. McKnight, *The teacher's Big Book of Graphic Organizer,* P.132

4) Accompany the students to fill their connection to the sheet of graphic organizer.

5) Monitor and correcting sheet assessment.

6) Give feedback.

Based on the explanation above, this graphic organizer is the place to create a connection from what we read from the text. However, every students will make the different connections because they have a different background knowledge.

The teacher's role here is to guide students to connect to the personal connections, this technique will help students in comprehending a text. Effective and successful readers make connections both to their personal lives and to the "real world".