CHAPTER II

THEORITICAL FRAMEWORK

2.1 Reading

2.1.1 Understanding of Reading

Reading is an activity to get ideas between the writer and the reader to understand what they read. In English Foreign Language (EFL) reading is one of the most important factors in assessing learner‘s linguistic competence. However, it is skill for reader should be master in good reading skills to get information or ideas from the act of communication. According to Sandra Silberstein, reading is a complex information processing skill in which the reader interacts with text in order to (re) create meaningful discourse.[1]

In addition, based on Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages.[2] Similarly, Jeremy Harmer said that reading encourage the reader to focus on vocabulary, grammar or punctuation and also use reading material to demonstrate

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[1] Sandra Silberstein, *Techniques and Resources in Teaching Reading*, (New York: Oxford University Press,1994), p.12

[2] Jeremy harmer, *The Practice of English Language Teaching*, (New York: Longman,1991). p. 190

the way to construct sentences, paragraphs and whole texts.[3] It involves the recognition of letters, words, phrases, and clauses, and in some respects, it can be considered a simpler process than comprehension.

Reading is a number of special focuses to reader or students. Many students often have reading as one of their important goal to be able to read for information and pleasure for their career and for their study purposes.[4] According to Grellet, reading is continuous process guessing.[5] Moreover, there are interacting dynamically from the reader to gets the information depend on what the purpose of the reader and the process to understand the text by guessing. Thus reading, an active or receptive skill rather than passive skills because the reader automatically gets the information or ideas by doing knowledge in his/her brain to get the ideas from the text.

From the explanation above, there are a lot of definitions about reading. It can be concluded that reading is a process to understand the ideas between the reader and the writer to get information from the text to draw a conclusion of the information.

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[3]Jeremy Harmer, *How to Teach English*, (New York: Pearson Education Limited, 2007), p. 99

[4] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (New York : Cambridge University Press,2002), p. 273

[5] Francoise Grellet, *Developing Reading Skills*, (New York: Cambridge University Press, 1999), p. 7

2.1.2 Definition of reading comprehension

Reading comprehension is one of the keys to get knowledge and information because in general a lot of knowledge and information which written and only by reading it we can get a knowledge of what has been written it either from books, newspaper, magazines or other print media.

Reading comprehension is a capability that must be owned by a person in obtaining information from a written text. This capability is not difficult for us to have if we read the text using the Indonesian language, and a little bit difficult if the text using a language other than Indonesia. Example English language, of course we must have English language skills if you want to understand the reading text in English.

According to Danny Brassell "Reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that

demonstrate understanding. The following examples illustrate how readers can show they understand what they read."[6]

Jennete said "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.[7]

Reading comprehension is an active process, directed by intentional thinking that allows young readers to make connections between their thinking processes, the textual content, and their own knowledge, expectations, and purposes for reading.[8]

According to William Grabe (2009) in "reading in a second language" Reading comprehension is critically dependent on the reader's fluency in identifying priented words, as reflected in the reader's accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriate expression. Fluent reading depends heavily on a great deal of practice in reading,

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[6] Danny Brassell and Timothy Rasinski, *Comprehension that Works*: *Taking Students Beyond Ordinary Understanding to Deep Comprehension,* (Oceanus : Shell Education Press, 2008), p. 19

[7] Janette K. Klingner, et al., *Teaching Reading Comprehension to Student with Learning Difficulties,* (New York: The Guilford Press, 2007), p. 2

[8] Cathy Collins Block, et al.,*Comprehension Process Instruction Creating Reading Success in Grades K–3,* (New York: The Guilford Press, 2004), p. 3

spelling and writing. It also depends on reading and rereading material at an appropriate level of difficulty.[9]

2.1.3 Levels of comprehension in reading

Reading have levels of reading. This level reading as seen from the reading skill of students. The success of the reading students depending on the level of the text. Therefore there must be a balance between the material and the ability of students.

a. Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. Names of characters and details of the setting are examples of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

[9] William Grabe, *Reading in a Second Language : Moving from Theory to Practice*, (Cambridge: Cambridge University Press, 2009), p. 310

b. Inferential comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.

c. Critical comprehension

Critical or evaluative comprehension, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. Were the characters reputable and honest in their actions? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answers to such questions require a high level of interaction between information from the text, the reader, perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in-depth analysis and critical thinking are necessary to make informed

judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.[10]

All three levels of comprehension are important and need to be fostered. However, it has generally been the case that inferential and critical comprehension are not sufficiently addressed in many classrooms and reading programs. These levels are not easily evaluated and do not lend themselves to the "teacher asks and student answers" type of comprehension discussions that follow many reading lessons. Nevertheless, a focus on inferential and critical comprehension is appropriate, and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

2.1.4 Identifying Difficulties in Reading Comprehension

While reading and providing a retelling or answering questions related to reading can provide some insights into a student's comprehension, there are a number of variables or factors that need to be considered as they may influence how well a student is able to recall

[10] Danny Brassell and Timothy Rasinski, *op. cit.*, p. 17

what he or she has read. Below are just some of the factors that may impact comprehension.[11]

- **Difficulty of the text**

Does the difficulty or readability of the passage match the actual grade-level placement of the student? Texts written below the student's grade level are more likely to be comprehended, while passages above the student's grade level are more likely to make comprehension more challenging.

- **Type of text**

Is the passage a narrative, expository piece, informational piece, poem, speech, or some other text form? Different text types can be more or less difficult to understand and may require different comprehension processes.

- **The reader's background and interest in a passage**

Does the student already have a lot of background knowledge? If so, he or she is more likely to have a higher level of understanding of the passage. Less background knowledge is likely to result in poorer comprehension. Similarly, if the reader is interested in the topic of the passage, he or she is more likely to understand the passage. Lower

[11] Ibid., p.50

levels of interest are more likely to lead to less motivation to read and lower levels of comprehension**.**

- **Reading comprehension factors**

Is the student able to give a literal retelling of the passage? Can the student reasonably recall and understand the actual facts and details from a passage? Is the reader able to go beyond the literal and make reasonable inferences from the passage? Can the student make predictions about events that are not explicitly stated in the passage itself? Is the reader able to make reasonable critical judgments about the passage that he or she has read?

- **Reading factors other than comprehension**

Poor understanding of a passage may be due to reading process factors other than comprehension. Problems with decoding words will impair comprehension. Struggling with the meaning of key words, even if they are decoded correctly, will negatively impact comprehension. Fluency problems, (e.g., reading the text in a slow, halting manner without appropriate phrasing and expression) will definitely affect a reader's understanding. Is the passage read orally or silently? Some readers comprehend better under one condition than the other.

- **Factors other than reading**

Many factors beyond reading itself may impact how well a reader understands what he or she reads. What is the student's disposition while reading? Is the student adequately rested or is he or she fatigued? Is the student taking medication and, if so, has he or she taken the medication at the time of the reading comprehension assessment? Is the student wearing any corrective eyewear that has been prescribed? Is the location of the assessment environmentally adequate? Is the temperature appropriate? Is there adequate ventilation? Is the student acquainted with the person giving the assessment? Does the student know the purpose of the assessment?

These are just a few of the many factors that can affect how well a student comprehends what he or she reads. Clearly, the process of assessing reading comprehension and diagnosing problems with reading comprehension is a challenge, to say the least. Nevertheless, it is important to try to identify those students who may be experiencing difficulties with reading, as well as the sources of these problems, so that you can provide effective instruction.

2.1.5 Purpose of Reading

As the reader begin to read, they have to decide the purpose of reading itself, it is important to make successful of reading comprehension. There are some purposes of reading. In line, William Grabe and Fredricka L. Stoller divided some of reading purposes are:[12]

a. Reading to search for simple information

b. Reading to learn from texts

c. Reading to integrate information, write and critique texts

d. Reading for general comprehension

In addition, harmer said, the purposes of reading are:[13]

a. Reading to confirm expectations

b. Reading to extract specific information

c. Reading for communication tasks

d. Reading for general understanding

e. Reading for detailed comprehension (information)

f. Reading for detailed comprehension (function and discourse)

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[12] William Grabe and Fredricka L. Stoller, *Teaching and Reseraching Reading.* (New York: Pearson Education Limited, 2002), p.6

[13] Jeremy harmer, *The Practice of English Language Teaching*, *op. cit*., p. 191

2.1.6 Problem of Reading

There are some difficulties for readers to understand the ideas. Harmer stated the problems of reading are:[14]

a. Language

The students get more difficulties to understand the text with the longer sentences than with shorter ones. However, they have great difficulties in understanding the text because they find unfamiliar words which the text contains as a whole.

b. Topic and genre

The topic is not appropriate or not interesting for students. Besides, students are not unfamiliar with the genre or the topic to dealing with. They lack of engagement knowledge may be a major to successful in reading.

c. Comprehension tasks

Comprehension task is a key feature in teaching receptive skills. Sometimes, the teacher is trying to encourage students to improve their receptive skills by giving task or text to accompany them far too easy or far too difficult.

d. Negative expectation

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[14] William Grabe and Fredricka L. Stoller, *Loc. Cit* .

The students have low expectation of reading and they are not going to understand the passage in the book or on tape because they think too difficult in reading activity.

2.2 Narrative Text

2.2.1 Definition of Narrative Text

Narrative text is one type of text of taught for third grade in Junior high school. In narrative text students are expected to understand about the context and to find the moral value of the story. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, horror stories, fable, legend, folktale, short story etc.

Anderson said, narrative is a text that tells a story and in doing to entertains audience.[15] Similarly, Alan Meyers argues that narrative is telling a story and to be interesting, for readers to respond to some event in your life as if it were their own.[16]

On the other hand, in narrative text can be presented as written or spoken texts who told the story is called narrator. If narrator is one of

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[15] Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: Macmillan, 2003), p. 3

[16] Alan Meyers, *Gateway to Academic Writing*, (New York: Pearson Educatio, Inc., 2005) p. 52

the characters in the story is said to be told in the first person and the person outside from the story is called third person characters.

2.2.2 The Generic Structure of Narrative text

According to Grace generic structures of narrative text are: [17]

a) The orientation which is giving information about the setting of the scan that shows the place and the time of the story just happened, introduce the people in the story and what is involved in it.

b) Complication which telling the beginning of the complication or problematic which leads to the climax or crisis of the main participant.

c) Resolution, resolving the crisis or the problem either in a happy or in a sad ending.

d) Re-orientation is closing remark to the story which consist a moral lesson and advice or the readers.

2.2.3 Language features[18]

- ✓ Nouns: traveler, bundles, tree, road, etc.
- ✓ Pronouns: they, their, its, it, etc.
- ✓ Noun Phrase: The dusty and rough road, a big old tree, etc.

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[17] Th. M. Sudarwati and Eudia Grace, *Look Ahead Book 2 An English Course*, (Jakarta: Erlangga, 2007), p. 154

[18] ibid

- ✓ Time connectives and conjunction: one day, a week, later, then, a long, long time ago, when, etc.
- ✓ Adverb and Adverbial Phrases: angrily, in horror, etc.
- ✓ Material Processes (action verbs): arrived, ate, went, etc.
- ✓ Verbal processes (saying verbs): asked

2.2.4 Purpose[19]

To entertain the reader with a story that deals with complication or problematic events which lead to a crisis and in turn finds a resolution.

2.2.5 Examples of Narrative Text

Snow White

Orientation

Once upon a time there lived a little girl named snow white. She lived with her aunt and uncle because her parents were died.

Complication

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go America and they didn't have enough money to sake Snow White.

[19] ibid

Snow White did not want her Uncle and Aunt to do this, so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Resolution

Then she saw this little cottage she knocked but no one answered, so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, “what is your name?” Snow White said, “My name is Snow White.” Doc, one of the dwarfs, said, “If you wish, you may live here with us. “Snow White said, “Oh could I? Thank you. “Then Snow White told the dwarfs the whole story

Reorientation

Finally Snow White and the 7 dwarfs lived happily ever after. [20]

[20] http://sangpemimpikehidupan.blogspot.co.id/2015/03/narrative-text-definition-generic.html, Wednesday January 10, 2016 at 10 AM