

CHAPTER II

THEORITICAL FRAMEWORK

A. Reading

Science is increasingly developing, demanding us as humans to be able to follow its development. One way is by reading. In daily life, it cannot be separated from reading, because reading is a process carried out and used by the reader to obtain the message to be conveyed by the writer through the media of words or written language. Thus, in Holy Qur'an there is a verse that explains about the instruction of reading.

(QS. Al- Alaq: 1-5)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

1. Read! In the name of thy Lord Who created
2. Created man, out of a (mere) clot of congealed blood
3. Read! And thy Lord is the most Bounteous
4. Who taught by the pen

5. Taught man which he knew not ¹

Reading according to Abdurrahman is a complex activity that includes physical and mental activity. Physical activity in question is eye movement and the sharpness of vision of the reader, while mental activity includes memory and understanding. For example, someone can read well if he is able to see letters and has enough reasoning to understand the reading.² . The more you read, the better you read.³

Understanding reading according to Tarigan is a process carried out and used by readers to obtain the message to be conveyed by the author through the media of words or written language. Such reading activities can also be called receptive active language activities. Active because there is an interaction between the reader and the writer, receptive because the reader acts as the recipient of the message and the writer as the messenger.⁴

Reading may be defined as individual's total interrelationship with symbolic information. Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a

¹ Al-Huda, *Al-Quran Tiga Bahasa*, 1249.

² Abdurrahman M. *Pendidikan Bagi Anak Berkesulitan Belajar* (Jakarta: Asdi Mahasaty, 2009), 30.

³ Beatrice. S Mikulecky, *Advance Reading* (New York: Pearson Education, 2007), 7.

⁴ Tarigan, H G. *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 2008), 22.

logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind.⁵

According to Gilet and Tample in Samsu state that reading is a physical activity, in the form of a series of eye movements in following lines of writing, concentration of sight on words and groups of words to gain an understanding of reading.⁶

According to Jazir Burhan in Isah Cahyani, reading is an act carried out based on the cooperation of several skills, namely observing, understanding, and thinking. Finochiaro and Bonomo said that reading is bringing meaning to and getting meaning from - printed or written material", picking and understanding the meaning or meaning contained in written material.⁷

So it can be concluded that reading is an interactive activity to obtain information and understand the meaning or meaning contained in written material that is expressed or implied.

⁵ Tarihoran, Naf'an, *Reading 1 Basic Reading Skills*. (Serang: Dinas Pendidikan Provinsi Banten, 2012), 53.

⁶ Somadyo, Samsu, *Strategi Dan Teknik Pembelajaran Membaca* (Yogyakarta: Graha Ilmu, 2011),33.

⁷ Isah Cahyani dan Khodijah, *Kemampuan Berbahasa Di Sekolah Dasar* (Bandung: UPI PRESS, 2007),17.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is a process to recognize or identify text, then recalls the contents of the text. Reading comprehension can also mean as an activity to make a sequence about the description / organizing the contents of the text, can evaluate and respond to what is written or implied in the text.

According to Rubin in Isah Cahyani, reading comprehension is a complex intellectual process that includes 2 main abilities, namely mastery of the meaning of words and the ability to think about verbal concepts.⁸ This opinion views that in reading comprehension, there is simultaneously a two-way concentration in the thought of reading in reading activities, the reader actively responds by expressing the sound of the writing and language used by the writer. To that end, the reader is required to be able to express the meaning contained in the text, the meaning that the author wants to convey.

⁸ Ibid.

2. Strategies of Reading Comprehension

According to Zhang (2010) in Yuli Susanti, reading comprehension is a condition reached through the incorporation and implementation of a variety of strategies and skills.⁹

Then, in O'malley, Fielding and Pearson stated that in order to enhance reading comprehension, teachers must include a variety of reading options, ensure that students are reading texts of appropriate complexity that challenge but do not prevent them, encourage text reading, and enable students to discuss what they read with others in order to encourage social negotiation value. Reading comprehension may be improved by teaching comprehension techniques directly, such as using context knowledge to draw inferences; locating the key idea; recognizing the source of information required to address a question; and using story or text structure to assist comprehension, according to research on reading instruction.¹⁰

According to Brown, mentions some principles strategies for reading comprehension as follow:

⁹ Yuli Susanti Prihastuti, *Improving The Reading Comprehension of The Eighth Grade Students of Smp N 1 Wonosari By Using The Visualization Strategy In The Academic Year of 2012/2013* (Yogyakarta: Universitas Negeri Yogyakarta, 2013),9.

¹⁰ J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (New York: Addison Wesley Publishing Company, 1996),193.

- a. Identify your purpose in reading a text.
- b. Apply spelling rules and conventions for bottom-up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- d. Guess at meaning (of words, idioms, etc.) when you are not certain.
- e. Skim the text for the gist and for main ideas.
- f. Scan the text for specific information (names, dates, key words).
- g. Use silent reading techniques for rapid processing.
- h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationships ¹¹

3. The Levels of Reading Comprehension

According to Crawford in Elyya Dwie Puspita, there are three stages of thinking especially in learning comprehension: literal,

¹¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*. (London, 2004),188-189.

inferential, and critical comprehension.¹² First, literal comprehension entails noting and relating information, looking for context clues, recognizing text patterns, and developing. Teachers may ask some questions at this stage, such as how to tell the difference between relevant and irrelevant information.

Second, drawing conclusions and predicting outcomes based on details in the text, such as guessing a character's motive in a text using dialogue or description; generalizing ideas presented in the text, identifying the key concept, identifying the title, the type, the generic structure, the meaning of the text, and obtaining implicit information are all examples of inferential comprehension.

Third, critical comprehension includes separating facts from opinions and evaluating tone, implications, and propaganda tools, such as questioning the author's statements, examining, evaluating, and expressing opinions about ideas in the text, interpreting the meaning based on context, and making a decision.

4. Assessing Reading Comprehension

According to Klinger, Vaughn, and Boardman, reading comprehension assessment serves three purposes. First, it compares

¹² Elyya Dwie Puspita, *Improving Students' Reading Comprehension Using Colaborative Strategic Reading (CSR)*. (Surakarta: Universitas Negeri Surakarta, 2012), 12-13.

students' comprehension levels to those of a norming sample of students. Another is to see if students have met the requirements for their grade level. There are different types of comprehension assessment in reading skill. First, it is norm-referenced tests, published tests administered under standardized conditions (e.g., with computerized answer sheets, timed); students' scores are compared with those of a normative sample. Second, students test score are compared with predetermined criterion levels that indicate mastery of a skill or content; internal reading inventories are a type of criterion-referenced test. The third is curriculum based assessment, tests are based on the actual curriculum used in the classroom, and students are assessed regularly and their progress monitored. The fourth is interviews and questionnaires, students respond orally or in writing to a list of questions designed to assess their understanding of the reading process and their knowledge of reading strategies. The fifth is observation, examiner observe students reading behaviors, using checklist, anecdotal records, or ethnographic note taking. The sixth is retelling. Students are prompted to retell or reconstruct what they remember about they have just finished reading. The seventh is think-aloud, students are prompted to voice their thought before, during, and after reading. Teachers have to know the types of comprehension

in reading skills in order to discover the result of assessment of students reading comprehension. And teachers would know the best type of assessment for students especially for beginning level.¹³

C. Learning Style

1. Definition of Learning Style

Learning style is a preferred way of thinking, processing, and understanding information. Each person prefers a pattern of thought and behavior that influences his or her learning process.¹⁴ Learning is a multi-faceted process that is usually considered an ordinary one by individuals until they have difficulty when facing complex tasks.¹⁵

Learning is a term used to describe a series of practical approaches in an effort to improve the results of the learning process. This improvement effort is achieved by using knowledge from various disciplines such as knowledge of how the brain works, how memory works, neuro-linguistic programming, learning styles, multiple intelegences and others.

¹³ Sharon and Boardman Klinger K., Janette, Vaughn, *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007),14-15.

¹⁴ Allen Kelli, Jeana Scheve. *Understanding Learning Style* (California: Shell Education, 2011),9.

¹⁵ Greadler, Margaret E. *Learning and Instruction* (Jakarta: Kencana Prendana Group, 2011),24.

Style is a set of biologically based characteristics and experiences that each relate to learning in their own unique way, as well as a whole.¹⁶ Learning styles are also trend students to adapt a particular strategy in learning as a form of responsibility answer to get an approach study in accordance with the demands of learning in class / school as well as demands from lesson.¹⁷

A learning style is the way in which a person sees or perceives things best and then processes or uses what has been seen. Each person's individual learning style is as unique as a signature. When a person has something difficult to learn, that student learns faster and enjoys learning more if his or her unique learning style is affirmed by the way the teacher teaches.¹⁸

Learning style is the way we prefer to do activities of thinking, processing and understanding information. For example, if we want to learn about plants, do we prefer watching videos about plants, listening to explanations about plants, reading books about plants or working directly on plantations?

¹⁶ K Dunn, R. & Dunn, *Teaching Secondary Students Through Their Individual Learning Style* (Massachusetts: Simon & Schuster, 2002),18.

¹⁷ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2003),28.

¹⁸ Marlene D LaFever, *Learning Style* (USA: David C.Cook, 2004),34.

Research results show that students, who learn by using their dominant learning style when working on problems, will achieve a much higher value compared to students who learn in ways that are not in line with their learning styles.¹⁹

Learning style according to Keefe cited by Sri Rumini is a cognitive, affective and psychomotor behavior characteristic, as an indicator that acts relatively stable for learners to feel interconnected and react to the learning environment. Learning styles are ways that are individual nature to obtain and absorb information from their environment, including the learning environment. Another definition put forward by Kolb who in Nur Ghufon dan Rini Risnawita book said that learning style is a method owned by individuals to obtain information, which in principle learning style is an integral part of the active learning cycle. Learning styles are the ways we prefer to do the activities of thinking, processing and understanding information.²⁰

¹⁹ Adi, W Gunawan, *Genius Learning and Instruction* (Jakarta: PT Gramedia Pustaka Utama, 2004),40.

²⁰ M.Nur dan Rini Risnawita S Ghufon, *Gaya Belajar Teoretik* (Yogyakarta: Pustaka Pelajar, 2013),37.

Meanwhile, according to Nasution the so-called learning style is a consistent way carried out by a student in capturing stimulus or information, how to remember, think and solve problems.²¹ Not everyone has the same learning style, even if they go to school or even sit in the same class.

2. Types of Learning Styles

Learning styles are the key to developing performance at work, at school, and in interpersonal situations. A person's learning style is a combination of how he absorbs, and then organizes and processes information. According to Bobbi De Porter in *Quantum Learning*, it is stated that learning styles are of three types, namely visual, auditory and kinesthetic.²²

a. Visual learning style

This type of learning style is learning by seeing. These trends include describe information in the form of maps, diagrams, graphics, flow charts and visual symbols such as arrows, circles, hierarchy and other material used instructor to present things that can be conveyed in words. This includes designs, patterns, other forms and formats

²¹ Nasution, *Berbagai Pendekatan Dalam Proses Belajar Mengajar* (Jakarta: PT Bumi Aksara, 2009),18.

²² DePoter B and Mike Hernacki, *Quantum Learning : Membiasakan Belajar Nyaman Dan Menyenangkan* (Bandung: Kaifa, 1992),28.

used to tag and convey information.²³ According to De Porter, the characteristics of visual learning style people are:

- 1) Neat and orderly.
- 2) Speak quickly.
- 3) Good long-term planners and regulators.
- 4) Be careful in detail.
- 5) Concerned appearance, both in terms of clothing and presentation.
- 6) Good spelling and can see the real words in their minds.
- 7) Remember what is seen, rather than what is heard.
- 8) Remembering with visual association.
- 9) Usually not disturbed by noise.
- 10) Having problems remembering verbal instructions unless written and often asking for help from people to repeat them.
- 11) Fast and persevering reader.
- 12) Prefers reading rather than reading.
- 13) Requires a holistic view and purpose and be alert before mentally certain about a problem or project.
- 14) Doodling without meaning while talking on the phone and in meetings.

²³ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*(Jakarta: Rineka Cipta, 2003),29.

- 15) Forgot to convey a verbal message to others.
- 16) Frequently answer questions with short yes or no answers.
- 17) Prefer to do demonstrations rather than make speeches.
- 18) Prefers art rather than music.
- 19) Often know what to say, but are not good at choosing words.
- 20) Sometimes they lose concentration when they want to pay attention.

People with visual tendencies like to wear colorful and stylish clothes, because they are aware of their appearance. Visual processes can be done internally and externally. A visual learner may choose to see things internally in his mind before describing or discussing with others; this approach is like a dream for others. A more external visual likes to see everything; instructions, computers, books, art and people invited to talk.²⁴ people with visual learning styles usually have a strong sensitivity to colors, in addition to having an adequate understanding of artistic problems. Visual children usually have to see the evidence first and can trust it. In addition, most teachers and parents prefer visual children because they always follow and see the teacher when giving explanations. This method makes the teacher feel that this child is paying attention to his explanation because

²⁴ Lou Russel, *The Accelerated Learning FieldBook :Panduan Belajar Cepat Untuk Pelajar Dan Umum* (Bandung: Nusa Media, 2016),21.

indeed the way he learns must be done by looking at pictures or having eye contact with what is learned.²⁵ A visual type will quickly learn the material presented in writing, charts, graphs, pictures. Anyway, it's easy to learn the lesson material that can be seen with the vision tool. Instead find it difficult to learn when confronted with materials in the form of sound or movement.

Visual learning style refers to a preference for learning through vision and visual learners rely on their sight to take the information. They typically like to be able to read the textbook, journal, article, or newspaper on their own to increase their understanding.

b. Auditory learning style

This type of learning style is learning by listening. This style describes preference against the information heard or be spoken. Students with this modality learn to the maximum from the lecture, tutorials, group discussion tapes, talk and discuss the material. This matter includes speaking aloud or talk to yourself. According to De Porter, the characteristics of people with an Auditory learning style are:

²⁵ Chaterine Syarif, *Menjadi Pintar Dengan Otak Tengah : Cara Ampuh Memaksimalkan Kemampuan Otak Anak* (Yogyakarta: Starbooks, 2010),28.

- 1) Talk to yourself while working.
- 2) Easily disturbed by noise.
- 3) Move their lips and say the words in a book when reading.
- 4) It's a pleasure to read aloud and listen.
- 5) Can repeat again and mimic the tone, bar, and color of the sound.
- 6) They have difficulty writing, but are great at storytelling.
- 7) Speak in a patterned rhythm.
- 8) Usually fluent speakers.
- 9) Prefers music from art.
- 10) Learn by listening and remembering what was discussed rather than seen.
- 11) Likes to talk, likes to discuss, and explain something at length.
- 12) Having problems with jobs that involve visualization, such as cutting parts to fit one another.
- 13) It is better at spelling out loud than writing it.
- 14) Prefers oral jokes than reading comics.

A learner with an auditory style can focus on internally and externally. The external auditor likes to talk and will probably talk to themselves when learning. Meanwhile, learners with internal auditory tendencies will say to themselves inside their heads, but when viewed from the outside the only habit that is seen is silence.

someone who is auditory type, it is easy to learn the material presented in the form of sound (lecture), as the teacher explains he quickly catches the lesson material, in addition to words from friends (discussion) or the sound of radio / cassette he easily catches it. The lessons are presented in written form, touches, movements which he experiences difficulties.²⁶

c. Kinesthetic Learning Style

This type of learning style is learning by moving, working and touching. This style leads to experience and practice (simulated or real, though the experience involves modality other. This includes demonstrations, simulations, videos and movies of lessons that is true to the original, the same as case studies, exercises and applications. According to De Porter, the characteristics of people with kinesthetic learning styles include:

- 1) Speak slowly.
- 2) Respond to physical attention.
- 3) Touching people to get their attention.
- 4) Stand close when talking to people.
- 5) Always physically oriented and moves a lot.
- 6) Has early development of large muscles.

²⁶ Russel, *The Accelerated Learning FieldBook :Panduan Belajar Cepat Untuk Pelajar Dan Umum.*(Bandung : Nusa Media,2016),28.

- 7) Learning through manipulation and practice.
- 8) Memorizing by walking and seeing.
- 9) Use your finger as a pointer when reading.
- 10) Many use body cues.
- 11) Unable to sit for long periods.
- 12) Cannot remember geography, unless they have already been there.
- 13) Use words that contain action.
- 14) Liked books that are plot-oriented — they reflect action with body movements while reading.
- 15) The possibility of writing badly.
- 16) Want to do everything.
- 17) Liked the busy game.

The kinesthetic tendency can manifest itself internally and externally. Learners with external kinesthetic tendencies prefer physical contact. They prefer learning by trying something with their hands and then making lots of notes (to stimulate "action") during the learning process. The internal kinesthetic figure prefers to feel their emotions about the learning process, before accepting it. These two types of kinesthetic, internal and external, are very interested in the

process of how messages are conveyed through the body and sound when they learn what is said.

Children with kinesthetic learning styles really like to move, and their way of learning does require physical elements. They will be tortured if forced to sit still while studying.

d. Tactile Learning Style

Tactile Learning style is when students have the ability to do "hands-on" activities with products, they learn more. For example working on experiments in a lab, managing, constructing models, and touching. Working with materials provides the best learning environment for students. Keeping a journal or physical presence in class related to instructions may help students remember facts. Students can benefit from activities that help them comprehend new knowledge.²⁷ The characteristics of people with Tactile learning styles include:

- 1) Tactile learners learn through fine motor movements rather than whole body movement. They are more moderate than kinesthetic learners who require whole body movement.
- 2) Tactile learners learn primarily through the sense of touch.

²⁷ J.M Reid, *Learning Styles in the ESL/EFL Classroom* (Boston: Heinle&HeinlePublishers, 1995),17.

- 3) Tactile learners learn best through hands-on activities. Incorporating related motions into teaching is one way to strengthen tactile learners.
- 4) Tactile learners express their learning best with projects.

e. Group Learning Style

Students learn more easily when student study with at least one other student and student will be more successful completing work well when student work with others. Student value group interaction and class work with other student, and student remember information better when students work with two or three classmates. The stimulation student receive from group work helps student learn and understand new information.

Group learning style is learning using a grouping system / small team, which is between four to six people who have different academic backgrounds, gender, ethnicity, or ethnicity (heterogeneous).²⁸

f. Individual Learning Style

Student learn best when students work alone. Student think well when Student study alone, and student remember information student learn by student self. Students understand new material best when student learn it alone, and you make better progress in learning when student work by student self.

²⁸ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Kencana, 2011),42.

The conclusion according to Reid, there is six learning styles mentioned to the Perceptual Learning Style preference. Visual learning style refers to the learning by seeing (learning by reading and studying charts, graphics, and diagrams). Auditory learning style refers to the learning through listening (learning by listening to audios, tapes, and people). They remember information well through oral explanation, lectures, class discussions and audio materials. A teacher who can repeat information several times will help auditory preference students to learn more effectively. Kinesthetic learners favor to learn by physical action and movement (learning by physical participation). Tactile learners like to learn over practical involvements (hands-on, learning by, eg. doing lab experiments, building models vocabulary puzzles activity). In some research, tactile and kinesthetic preferences learners are often grouped together but differ as tactile preference learners need to touch during the learning process. They can stay at the same place and happily make three-dimensional models for a long time, that's the obvious difference with kinesthetic preference learners. Group learners prefer to work and study collectively. They like to share and communicate with other classmates and come up with new knowledge. They value group interaction and believe that the outside approval of self-worth will help to improve their self-esteem. Individual learners favor to learn individually. Those who have an individual major learning style preference learn well by working alone.

They can understand new information and achieve more effective learning outcomes when they study by themselves.

Reid's perceptual learning style preference questionnaire used in this research was the pioneer for observing the perceptual learning style preferences of ESL/EFL learners at the university level. The questionnaire was established on how students study best by using their sensitivities: visual, auditory and kinesthetic preferences and also two social features of learning: group and individual preferences.

D. Recount Text

Recount text is a type of text in English that tells a story, action, or activity. Usually, the recount text tells about someone's experience. The purpose of recount text is to entertain the reader, so there is no conflict in this text. In addition, this text also aims to provide information to the reader.

Purpose of Recount Text is to tell experiences or events and events that happened in the past chronologically or in sequence with the aim to entertain (entertain) the reader or listener (or vice versa).

a) The characteristics of Recount Text

- a. Use Past Tense sentences, like went, departed, would, woke up, and so on.

- b. Use adverb and adverbial phrases to express the time, place and method, such as: last September, Pari Island, on the second day, and so on.
- c. Use conjunction and time connectives to sort events or events, such as: and, before, then, after that, and so on.

b) Generic Structure of Recount Text

1. Orientation

Tells about background information about who, where, when events or events occurred.

2. Events

Tells a series of events that occur in chronological order.

3. Re-orientation

It is the conclusion or conclusion of the story. To close a story, we can give our opinion about the story.