

CHAPTER II

REVIEW OF LITERATURE

2.1 Teaching Reading

According to Goodman (1967), reading is cognitive process which all the readers will not have the same interpretation or assumption toward the same text. It means that every one has different critical thinking to get specific information based on the passage which they read. Then, it is a constant process for guessing the central of a passage.

In addition, reading is an active skill because it is not only guessing but also checking and asking you questions which are related to the information for conveying the right substance in it. Therefore, teaching reading is more complex than teaching another skill because reading involves varieties of skills. It is supported in Byrnes (1998) teaching reading means teaching four competences:

a. Linguistic competence

It recognizes the elements of writing. So it gives knowledge of vocabulary and how words are structured into sentences.

b. Discourse competence

There will be an activity to introduce learners how a sentence can be able to connect with another for making good text which run smoothly because of continuity sentences. So it creates understandable text.

c. Sociolinguistic competence

It is recognized by many kinds of text and their generic structure and content itself.

d. Strategic competence

It is the ability of using even bottom-up as good as top-down reading strategy.

According to Broughton, Brumfit, Flavell, Hill, and Pincas (1980), having related questions also help readers to understand about the substance of a certain text.

2.2 Models of Reading

Rumelhart (1977) and Stanovich (1980) say that there are attractive models while we are reading to find out the content of certain text, they are: top-down and bottom-up skill. In addition, Grabe (1999, 2000), Urquhart and Weir (1998) explain that general models of reading will be helpful to readers if it has metaphorical interpretation, in order the readers are easy to understand the passage itself. Then, another model is specific model of reading.

2.2.1 Metaphorical Model of Reading

It contains three models which can be applied for reading process.

Those three models are:

a. Bottom-up Model

It is one of models in reading which is appropriate to be implemented to lower-level process. It is such a kind to recognize words and syntactic parsing. So, reader must have mental

translation toward information in the text by the process in analyzing or guessing each word letter by letter, each sentence word by word, and each text sentence by sentence. Finally, it is not accurate term for finding information based on the passage because readers will be confused for having that process in reading.

According to Brown (1994), it is a model which decodes meaning from printed page by recognizing linguistic signal and use linguistic data mechanism to get information for the text. Then, it is not effective way in reading because word recognition is not characteristic of good reader. Therefore, it can not support fluent reading, Stanovich (1999).

b. Top-down Model

This model is different with bottom-up model. It is related to reader's goal and expectation. In this process, reader tries to find out the main part of passage which can be given information. It means that readers as someone who has set for the text based on their knowledge of the text, but they are going to convince for accepting or refusing their expectation, Grabe and Stoller (2002) but Urquhart (1998) says that it is impossible process to get the smaller unit in text before getting the whole one.

c. Interactive Model

It is the combination for both of models above, it is Bottom-up and Top-down model. So, reader can take some ideas from a passage by using Bottom-up model. Then it is combined by Top-

down model for finding key idea which is available in text. In addition, background knowledge of reader is a major contribution for figuring the text out.

2.2.2 Specific Model of Reading

It is divided into four kind models of reading. It is explained below.

a. Psycholinguistic Guessing Game Model

According to Goodman (1986, 1996), psycholinguistic guessing game is well known for linguist when they are applying linguistic term. In this model seems that a way for reaching reading comprehension by: hypothesizing, sampling, and confirming.

b. Interactive Compensatory Model

Based on Stanovich (1980, 1986, 2000), interactive compensatory has four items which consider in reading process. They are: readers develop the efficiency of reading process, less automatic process interact regularly, process to operate relatively, and reading difficulties to lead their reading interaction and compensation.

c. Word Recognition Models

It is major input for reading comprehension without extending the extended of analyzing higher level comprehension process. It is explained in McClelland, Seidenberg, and Patterson (1996), Seidenberg and McClelland (1989).

d. Simple View of Reading Model

Hoover and Gough (1990) say that reading comprehension is influenced by combination of words recognition abilities and general comprehension abilities. It is usually measured by listening comprehension.

2.3 Reading Comprehension

According to Grellet (1990), reading comprehension means understanding written text for getting information which the readers figure the substance out. Then, understanding the substance only is not guarantee that readers are able to get the intention of writer. So it is necessary to have more detailed comprehension. Reading comprehension can not be separated to others skill of English. Therefore, it is important to have linked the different skills through the reading activities below:

- a. Reading and writing, such as: summarizing, mentioning what you have read a letter and note making.
- b. Reading and listening, such as: comparing an article to news bulletin, matching opinion and text.
- c. Reading and speaking, such as: discussions, debates, etc.

2.4 Strategy of Teaching Reading

According to McLaughlin, Allen, and Hoyt (2009), strategy of teaching reading is well known as “Super Six” strategy to teach reading for comprehending strategy. It is going to describe further below.

a. Making Connection

This step asks the readers to have three connections to help them understand the text itself well. Those three steps are:

- Having connection between a text with their own life,
- Having connection between a text which they are reading with another text,
- Having connection between a text with global issue.

b. Predicting

Readers must use the information based on graphic, experience, or text to anticipate what they are going to read in a text.

c. Questioning

Readers can ask and answer questions that clarify meaning and promote deeper understanding of the text. It helps them to find out what the text tells about.

d. Monitoring

Readers stop reading the text but they must think and know what to do when the meaning is unclear. Indeed, they would guess the meaning of vocabulary based on the content of story in the passage.

e. Visualizing

Readers create a mental image from a text read/viewed/heard. Visualizing brings the text to life, engages the imagination and uses all of the senses.

f. Summarizing

Readers identify and accumulate the most important ideas and restate them in their own words.

2.5 Paraphrase

2.5.1. Paraphrase Definition

According to McNamara (2004), paraphrase is a process to write a text based on your own words. It has two functions which are the impacts of its process. It is written below:

- a. It allows the readers to transform the material of the text into understandable word or vocabulary which has been familiar with them. So it helps them to be easy memorizing the substance of the material.
- b. It orders the readers to translate the basic form of sentence, means they must understand the meaning for each words. Then, it is such a demand to readers for learning basic structure and grammatical relationship of sentences in order they can transform verbatim text into more familiar words.

Schumaker, Denton, and Deshler (1984) say that paraphrase is reading comprehension strategy which can be implemented by the teacher to measure/monitor students' understanding what they are reading. In addition, Rosenshine, and Meister (1994) believes that paraphrase in effective way for comprehending a text because readers must read the material carefully, think the substance/main idea of the passage, then rewrite it into readers own words.

Paraphrase strategy is also called RAP. It is the acronym of “R” means read a paragraph, “A” means ask yourself about the content or main idea of it, “P” Paraphrase/ Put it into your own words. Then, paraphrasing is one of the ways to rewrite the main idea from the text which we have read but it is not such kind of taking the original words from the text or students quote the experts’ word which are in the source but they must be able to transform the idea from the text by using their own words which have been familiar to them. So students are allowed to use a language or vocabularies from many sources as long as they have been familiar with those words. In order that they do not feel that it is hard to retell what the content of the text is.

According to Kletzein, S.B. (2009) paraphrasing is a good thing to make students or readers easier to catch the point from the sources which they have been read. It is also as monitor to comprehend what they are reading. Then, paraphrasing helps them to remember what they have written after reading. Paraphrase will not be successful if they do not comprehend each sentence or the whole text. Paraphrasing has high importance because it has some good impacts, such as:

- a. It helps the students to monitor their comprehension in reading,
- b. It encourages readers to make connections with prior knowledge,
- c. It makes easier the readers to remember what they have read.

2.5.2 Kinds of Paraphrase

According to Kleitzein (2009), paraphrase has two different ways to apply paraphrasing in the class. Those two ways which can be implemented in reading class are:

2.5.2.1 Paraphrase Chain

Paraphrase Chain will be appropriate in the class if the students who are in that class have been known how the way to paraphrase a certain text. It means that they have been familiar with paraphrase strategy. It has a goal to practice applying a rule or procedure by paraphrasing a portion of the rule or procedure in groups. Each group has different rules to paraphrase a text which is given by the researcher. The procedures of using Paraphrase Chain are:

- a. Teacher explains the purpose of the activity to the students that it will practice applying a rule or procedure by paraphrasing a portion of the rule or procedure in groups.
- b. Teacher divides a class into some groups.
- c. Providing students with handouts of the rules then break it down its individual steps. If it is unavailable, researcher can write the information on the board.
- d. Each group must be able to explain or present their paraphrase.

- e. Providing feedback to each group which has presented their paraphrase.
- f. Making summarize of the result in that activity.

2.5.2.2 Paraphrase Application

It is one of the kinds in paraphrasing strategy. It is appropriate to the class which the students in that class do not know how the way to paraphrase a text. It is the opposition from Paraphrase Chain. So, teacher must give the procedures in the beginning of that activity. Then, teacher has to recognize what is the meaning, procedures, etc related to paraphrase technique. Apply a Paraphrase is different with Chain Paraphrase, so the procedures will be different too. The procedures in Paraphrase Application are:

- a. Explaining the purpose of the activity by explaining the procedures.
- b. The students are practicing the steps of the procedures individually.
- c. Giving feedback to the students.
- d. Making summary of that activity.

So that, teacher must know ability of the students.

Therefore, teacher can be able to apply paraphrase strategy in the appropriate class. According to Lenz, Ellis, and Scanlon (1996), when teachers implemented paraphrase in the class, they must be

able to understand students' ability because everyone has different accuracy in reading such as: thinking, planning, exercising, and evaluating performance, outcomes. Therefore, there are two ways to implement paraphrasing strategy based on the ability in most of students in the class. So, they will have a good contribution as long as the class runs.

2.5.3 Procedures of Paraphrase

Schumaker, Denton, and Deshler (1984) define that reaching paraphrasing strategy can be applied for three steps. It is implied as the acronym of paraphrase itself. It is also called RAP strategy. It has meaning as follow:

- a. "R" means Read a paragraph

So, students will be asked for reading paragraph, especially a paragraph related to descriptive text. In order to they can get information after reading that passage.

- b. "A" means Ask to yourselves about the main idea of a paragraph

It is such kind of comprehending way, whereas students must find the main idea or center information which is available in the passage. In this step, each student will have different assumption toward the main idea of a paragraph because they will have different carefulness to predict it.

- c. "P" means Put it in your own words

Students must be able to write their finding of main idea by using their own words. It means they must not write which has been written in a passage but they must find synonyms, antonyms, change active sentences into passive, etc.

2.6 Previous Study

The similar study has been applied before. Indeed, it has been done by Alireza Karbalaei and Fatemeh Azimi Amoli (2011) in Iran. Then, the title is “The Effect of Paraphrasing Strategy Training on the Reading Comprehension of College Students at the Undergraduate Level.” That study examined the effect of Paraphrasing Strategy Intervention which was proposed by Schumaker, Denton, and Deshler. It also has similarities and differences between research which has been applied by Alireza and Fatemeh with this study. The similarities are: both of the researches are experimental quantitative research, it uses pre and post test, the aim of research for knowing the effectiveness of using Paraphrasing Strategy toward reading comprehension.

In other hand, the differences are divided into three aspects; subject, group of the subjects, and procedures. First, Alireza and Fatemeh’s study divided the subjects based on gender, age, and proficiency level. So, there would be male and female group, lower and upper group. Then, the age ranged from 18 to 28 years old. They have a selection step for determining the subjects because there were 120 students. Finally, there were only 63 students. They were 32 male and 31 female. They used some instruments for selecting subjects, such

as: TOEFL test, reading comprehension test, and background questionnaire. In opposition, researcher of this study will not separate the subjects based on their gender, age, and proficiency level. Therefore, there will not have any tests for deciding students' proficiency.

Second is group of the subjects. The previous study did not have control group because this study was implemented to compare the performance of the subjects before and after getting paraphrasing strategy. On the contrary, this study has control and experimental group because the study will compare for a group which is taught by using paraphrase (experimental group) and a group which is not taught by using paraphrase strategy (control group).

Third dissimilarity is procedure of the study. Alireza and Fatemeh's study used Schumaker, Denton, and Deshler (1984) model for giving treatment to the students. The strategy is called "8 Instructional Phases." Otherwise, this study is going to use Munro's strategy (2007) for giving treatment to the students. The strategy is called "Literacy Intervention Strategy"

They had three hypotheses, those are:

H1 : Paraphrasing strategy training has a significant impact on the reading comprehension of college students.

H2 : Students with high and low proficiency differ significantly after paraphrasing strategy intervention.

H3 : Gender does not have any impact on the reading comprehension of students who were taught the paraphrasing strategy.

The result of Alireza and Fatemeh's study is there is good impact after implementing paraphrasing strategy towards students' reading comprehension at the Undergraduate level. It was proven that students' score were higher in post test ($M=3.08$, $SD= .789$) than pre test ($M=1.49$, $SD=1.030$). It means that the first hypothesis was accepted. Then, the second hypothesis was rejected because high proficiency students performed almost the same as low proficiency students. Finally, the third hypothesis was accepted because there was not significantly difference between male and female students after having paraphrasing strategy.