

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Definition of Teaching Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose for reading guides the reader's selection of texts. The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens. **Heidi Byrnes**, in *Modules for the professional preparation of teaching assistants in foreign languages* (Grace Stovall Burkart, ed.; Washington, DC: Center for Applied Linguistics:1998).

The reading narrative comprehension through paraphrase is a kind of reading that aims to seek, obtain and utilize the ideas contained in the passage. Furthermore, Tarigan (1986:56) read with understanding the content of reading is reading that aims to seek answers or questions from a reading or analyzing the contents of reading narrative text through paraphrase.

Based on the above data, the teacher must be able to provide and create a variety of techniques or methods to assist students in reading skills of students, not just reading but to understand and comprehend what is being read.

## **2.2. The Kinds of Text**

### **Procedure Text**

To help us do a task or make something. They can be a set of instructions or directions.

### **Recount Text**

To tell the readers what happened in the past through a sequence of events.

### **Narrative Text**

To amuse or entertain the readers with actual or imaginary experience in different ways.

Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

### **Descriptive Text**

To describe a particular person, place or thing.

### **Report Text**

To describe the way things are (for example: a man -made thing, animals, plants). The things must be a representative of their class.

### **Analytical Expositions**

To persuade the readers or the listeners that something in the case, to analyze or to explain.

### **Social Function Spoof**

To tell an event with a humorous twist.

## **Social Function News Item**

To inform readers or listeners about events of the day which are considered newsworthy or important.

### **1.3. Reading Comprehension of Narrative Text**

Reading comprehension is the process of learning is by using a system or method that can make students better able to understand and comprehend a reading, especially in reading narrative. In this case the role of the teacher is necessary, due to the inability of students not because of how to read well, but how to understand the content of reading well.

Narrative text is kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story  
( Shafiqa Adia Treest : 2009 ).

### **1.4. The Generic Structure of Narrative text :**

#### 1. Orientation :

It set the scene and introduce the participants (it answers the question : who, when, what, and where).

#### 2. Complication :

Tells the problems of the story and how the main characters solve them.

#### 3. Resolution :

The crisis is resolved, for better or worse.

#### 4. Re-orientation :

The ending of the story.

The reader is required to implement the intellectual and combined with the experience and critically processed. This is a reading activity that aims to understand the standards and norms of literature, drama and writing fiction pattern. In understanding the content of the reading skills students need to understand the vocabulary, sentence patterns and grammar (Shafiqah Adia Treest : 2009).

After reading the contents of the narrative text, students in instruction to understand reading through paraphrase. To paraphrase an explanation will be described in a later continue.

### **1.5. Types of Reading**

#### **Independent Reading**

Students read silently by themselves and at their own pace. The selections must be at students' reading level in order for them to comprehend what they're reading (Taylor : 1993).

#### **Reading Aloud to Students**

Teachers use the interactive read-aloud procedure to share selections that are appropriate for students' interest level but too difficult for them to read by themselves (Barrentine : 1996).

#### **Guided Reading**

Teachers scaffold students' reading to teach reading strategies (Fountas & Pinnell, 1996, 2001). Guided reading is conducted with small groups of students who read at the same level.

#### **Shared Reading**

Students follow along as the teacher reads a selection aloud (Fisher & Medvic : 2000). Primary-grade teachers often use big books-enlarged versions of the selection-for shared reading

(Holdaway:1979).Based on the 2006 curriculum, there are five types of writing that should be taught in junior high school. They are descriptive, procedure, narrative, recount and report. However, this study will focus on the narrative text because of its relevance with this study.

## **2.6 Paraphrase of Reading**

A paraphrase is a restatement of the meaning of a text or passage using other words. A paraphrase typically explains or clarifies the text that is being paraphrased. A paraphrase does not need to accompany a direct quotation, but when this is so, the paraphrase typically serves to put the source's statement into perspective or to clarify the context in which it appeared. A paraphrase is typically more detailed than a summary. One should add the source at the end of the sentence. Paraphrase may attempt to preserve the essential meaning of the material being paraphrased. Thus, the (intentional or otherwise) reinterpretation of a source to infer a meaning that is not explicitly evident in the source itself qualifies as "original research," and not as paraphrase. (www.wikipedia.org accessed on May 2th, 2011).

## **2.7. Teaching Reading Narrative through Paraphrase**

Many children in middle primary school experience difficulties with reading comprehension. This problem is exacerbated when their reading level is below the expected reading age. The hypothesis for this study is that teaching reading the paraphrasing strategy through narrative text with a focus on synonyms will improve reading comprehension.

This study compared a Control group of students with an Intervention group of students with similar academic abilities. Each group consisted of four students, with three males and one female in each group. All participants are recognized as being 'At risk' in the area of literacy and are reading below-average text levels. Both groups participated in a series of pre-testing tasks to assess comprehension and vocabulary knowledge. The Intervention groups were instructed on

the paraphrasing strategy and the use of synonyms through a series of ten lessons. The study used (Katims and Harris : 1997) paraphrasing strategy with the students learning the acronym RAP – Read aloud, ask questions, Put into your own words to help them internalize the strategy. Identical testing tasks were re administered at the end of the Intervention group’s series of lesson to both the Control and Intervention group to measure progress. The results of this study indicate that the paraphrasing strategy is an effective tool to improve reading comprehension. These results reinforce the need for the explicit teaching of reading comprehension in the classroom setting.

The paraphrasing strategy is defined by Schumaker, Denton & Deshler (1984 as cited by Lee & Von Collins,2003) as a ‘multi-step cognitive strategy’ that teaches students to paraphrase what they read with a goals of increasing comprehension. A number of studies support the notion that when students are explicitly taught the strategy of paraphrasing a text, their comprehension of both fiction and nonfiction texts are strengthened and that they are able to store what they have participle and express their knowledge and ideas more fully.