CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher will explain about the references from experts which are to describe some theories and review from previous study. The explanations are as follows:

2.1 Reading

2.1.1 Definition of Reading

Reading is an important skill in learning English, because the ability to read the materials effectively contributes to the success of the learners at school and life. On the other hand, reading is a way to find the meaning of what is read. According to Hill (2006) presents reading is a way as the reader need to get the meaning related to the context. Getting the meaning as the reader need to get the meaning related to the context and to share what information has been read to each other. Khand (2004) states that, Reading serves as an important tool in every field of professional service. It means that in many situations, reading is considered to be necessary channel of communication in the world without reading we are difficulty understanding information.

In reading activities, students need to read many texts in order to get more information. Getting information from the text are not an easy process. As a good reader, the reader must have ability in combining information from text with our knowledge. According by Nunan (2003) reading is the progressive reader that

combines information on the text and the background knowledge of their own to comprehend information on the text and construct meaning of fluently. Furthermore, Globe and Stoler (2001) reading is also the ability that is required by the reader to describe information, mix information from the text and hope the readers comprehend with the information.

From the definition above, it can be concluded that reading is a process when the reader read the text to present information, to comprehend information from the text and to combine information with someone background knowledge in order to catch information what we need and to get meaning from texts.

2.1.2 The Purpose of Reading

Naturally, reading have a purpose to readers that must be mastered. According to Globe and Stoler (2002) mention there is some purpose in reading such as to accept the general comprehension, to search the simple information, to learn about the text, to skim quickly, to integrate the information, and to critique the text.

Every reader has different reading purpose. The different reading purpose depend on the how to the reder get information. The reders' capability presents the content of the text and finds out the reading purpose appropriate (Globe and Stoler, 2002).

2.1.3 The Important of Reading

Reading always doing in learning activities, by reading students easily get new knowledge and reading also can make in daily activities as reading newspaper, magazine, map, graphics and etc. Here, the students will get a lot of useful information can enrich their knowledge. After that, they can share their information that got in each others. So that, the students can apprehend what they read and what they learned.

2.2 Reading Comprehension

The following describes definition of reading and the importance of teaching reading comprehension and the teaching reading comprehension. It is important to be known in order to understand about comprehending in reading. It will describe as follows:

2.2.1 The Definition of Reading Comprehension

In reading activities, reading comprehension is the relationship between what the reader read and what the reader know. As stated by Snow (2002) reading comprehension is the relationship between the reader and the text. It means that the reader and the reading material are an important.

Furthermore, reading comprehension as the ability to construct meaning from the text. It means that the reader required comprehending deeply the content of the text in order to get the meaning from the text according by Lems, et al (2010).

2.2.2 The Level of Reading Comprehension

The reader said that having a good comprehension when the reader has mastered all levels of reading comprehension. Every reader's has the different level related to the reader's purpose in reading and the types of reading used. To achieve the student's achievement, teacher has to know the student's level especially in reading comprehension. According to Burns et al cited in Yossuke (2011) stated that there are four levels identify reading comprehension consist of literal comprehension, interpretive comprehension, critical comprehension and creative comprehension.

Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite for higher level understanding. Recognizing stated main ideas, details, cause and effect, and sequence is the basis of literal comprehension, and thorough understanding of vocabulary, sentence meaning, and paragraph meaning.

Reading for Interpretive comprehension, which involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. The reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make inferences spontaneously even they possess the necessary schemata or background knowledge.

Reading for critical comprehension is evaluating written material, comparing the ideas discovered in the material with standard and drawing conclusion about their accuracy, appropriateness, and timeliness. It required the

reader to have critical thinking of what they read. Critical comprehension depends upon literal comprehension and interpretive comprehension, and grasping implied ideas.

Reading for creative comprehension involves going beyond the material presented by the author. It required readers to think as they read, just critical reading does, and it also requires them to use their imaginations.

In this research, the researcher only use two levels from four levels of comprehension. They are literal and interpretive comprehension. Here, the researcher chooses them because they have some indicators required for the students. Those indicators consist of finding details information, identifying language feature, identifying generic structure, guessing vocabularies, identifying the main idea, and identifying the author's purpose.

2.3. Narrative Text In Reading Comprehension

In teaching reading, especially to the eighth graders of SMP YPI Darussalam 1 Cerme, there are three kinds of reading texts that are learned by the students. They are descriptive text, narrative text and recount text. Furthermore, the researcher uses one of them as the reading materials. This is narrative text. That are used in reading comprehension text.

According to Rosyid (2010) stated that narrative text is an imaginative story to entertain people. It means that narrative text is kind of text which is in the past to entertain the readers with factual or imaginary story and to teach the moral value in the past. The generic structure of narrative text as follows:

1. Orientation : the part of the paragraph where the characters of the story developed. It also consists of place and time.

2. Complication : the part of the paragraph where the problems in the story developed. It means what the characters get the problem.

3. Resolution : the part of the paragraph where the problem in the story is solved. It means how the characters solve the problem.

The most common grammatical patterns which used in this text as follows:

a. The use of action verbs

Action verbs usually show the events or the characters' activities. Here, they tell how something occurred in the story. Action verb also uses the simple past tense in this story. For examples: began, walked, slept and etc.

b. The use of conjunction

Conjunction is to connect the words, the phrase and the clause in a sentence. Here, conjunction used when the event or the condition happen together. For example: and, then, after that, next, and etc.

c. The use of a specific character

The character is an important role to run the story. Here, the character used to determine subject pronoun. For example: he, they, you, she and it.

d. The use of adjective and adverb

Adjective is a word that describes noun while adverb is a word that modify adjectives. Here, adjective and adverb used to complete a sentence clearly. For example: beautiful = beautifully, quick = quickly, easy = easily, wonderful = wonderfully, polite = politely, and etc.

2.4 REAP STRATEGY

2.4.1. Definition of REAP Strategy

REAP strategy is the most appropriate strategy to teach reading skill. According to Allen as cited in Watson (2011) states that REAP is a strategy for helping readers read and understand a reading text. REAP is an acronym for read, encode, annotate, and ponder.

According to Earnet and Manzo (1976) state that REAP is a strategy which ensure meaningful reading and encourage concise writing and thingking. REAP is also a technique for imprinting information in long term memory. It means that a teacher leads students through four stages in REAP activity: (1) they read to find the author's theme or the title of the text, (2) they encode those ideas into their own words; (3) they annotate them in writing: and (4) they ponder the meaning of the annotation in their own study.

REAP is a strategy that encourages students to share the ideas encountered in their reading. REAP develops independent reading skills by encouraging the reader to put the main idea of the passage into their own words, with assisting long trem memory. REAP is an effective strategy for students of grade four up to high school level. Because it is a multisensory approach to learning it's particularly beneficial for students with learning problems because it encompasses analysis and synthesis.

2.4.2. The Purpose of REAP Strategy

The purpose of REAP is to improve thinking, a strategy for helping readers read and understand the text. This strategy with modeling and guided practice will help students in increasing reading comprehension.

According to Earnet and Manzo (1976) REAP strategy is based on the premise that readers have the highest levels of comprehension when asked to communicate ideas they have gleaned from a passage they have read. In addition, Tierney, Readence, & Dishner (1980), say that REAP is an alternative to the directed Reading Activity and Guided Reading Procedure technique.

The aim of the REAP strategy is to help the readers synthesize the author's thoughts in their own words thus improving their comprehension and writing skills so as to enable learning and remembering to occur. REAP can also be used as a way of observing the students' thought development. Teachers can compare the features of student responses using types of summarize and perform various evaluations based on these. Developing skills for writing short notes from the various foundations of the REAP strategy.

However, it is the deficient in some respect. Indeed, most students may think that writing short notes is difficult and requires a great deal of concentration. Students who lack the ability to extract main ideas from reading selections may find the task of writing annotations particularly arduous. The teacher who wants to use the REAP strategy may wish to teach the skills to be able extract main idea to such students before proceeding. Dishner and Readence (1977) say that provide systematic procedures which may be useful for teaching students to identify the

main ideas in the passage. It is emphasized that the teacher should use the strategy only with students for whom it is appropriate and only with relevant text.

2.4.3. Teaching And Learning Reading Comprehension Through REAP Strategy

According to Eanet and Manzo (1976) also add some more explanation about REAP strategy as follow: First activity that researcher will be held is the teacher helps the student in building their background knowledge about the will be learned. Such as shows some pictures, the title of the text and asks some questions.

After that, the students may have some references in their mind about the text that they will read. The next step is dividing the students into some groups. In each group consist of three or four people. Because there are four steps in REAP strategy, divided students make a group can help them in learning reading with REAP. Then, the first activity should teacher do is giving a narrative text to each member of the group.

Next, the teachers guide students to do the first phase of REAP strategy; *Reading,* in this phase, the teachers can ask one of the students to read aloud in front of the class, during these students read aloud, the other students listening carefully. After that, the teachers ask all of the students to read the text by two or three times by themselves. This activity may take time about 10 until 15 minutes.

The second activity is *Encode*; in this phase the teacher leads the students to explore their idea about that text into their own words, also some of the difficult vocabulary. At this stage, the students may discuss two other members of their own group. In Encode step the teacher also adds an activity; discussing the new or difficult vocabulary. The teacher asks a student of each member to write down the difficult vocabularies in the whiteboard. After that, the teacher leads the discussion about the meaning or the synonym of the difficult vocabularies.

The third step is *Annotate*, this activity take time about 15 minutes. In annotate step, the student should write down their ideas about the content of the descriptive text that teacher gave them before. To make it easier, the students can make the generic structure of the narrative text they have read, such as orientation, complication, and resolution of the story line and the contents of it. In this activity, the student work alone.

The teacher is looking around the classroom for checking the student's work. In this activity there is possibility that there are some groups or students who are not understand about what to do in Annotate step.

The last stage of REAP strategy is *Ponder*, in this stage, the students work by the group. They are pondering the significance of the text, by thinking, discussing, or talking with their member of the group, then make one perfect summarize about the text. The summary is using their own language.

2.5. PREVIOUS STUDY

There are three studies that have been conducted by some researchers that concerning with the effectiveness of using Reading Encoding, Annotating, and Pondering **(REAP)** strategy towards students' reading comprehension. These studies are as follows:

The first, Study investigating by Mehmet Tasdemir (2010) with the title *The Effects of The REAP Reading Comprehension Technique on Students' Success*. According to his findings, students' learning success levels were significantly higher in the group in which REAP techniques were used, compared to the classical method group. Method research design was an experimental design based on pre tests, post tests, and the use of a control group was employed in the research of the groups chosen through random sampling, one was nominated as the experimental group and the other was the control group. Two achievement tests were given to both groups, one prior to the experiment and the other following the experiment. Group equivalence was investigated in the pretest while the effectiveness of the methods applied was examined in the posttest. In order to support the quantitative data obtained from the achievement test, study notes made by the students, and textbooks were examined for the purpose of identifying the way the students employed the REAP technique. Participants the research group was composed of 59 students enrolled in a course on the principles and methods of teaching, of whom 29 were in the experimental group and 30 were the control group. Two equivalent groups (experimental and control) were formed

on the basis of the midterm examination results of the course taught in two different classes by the researcher (t =.516; p >.05).

The second, the researcher has found a relevant study which related to this research. That journal was written by Janet Allen (2012) with the title *Teaching Content Literacy*. In this research, Allen used Reading, Encoding, Annotating and Pondering (REAP) as a technique. Her classroom consists of twelve students, and she divided it into two groups. The first group consist of 6 students that studied using REAP technique, and the second group consist of 6 students that didn't get REAP technique. Allen gave the short story to each group to find out the effectiveness of REAP technique. The result of this research is the first group students able to comprehend the text well. They can tell again the story, found the main idea and conclude the message of the story. Besides that, the second group students had different result. In this group, the student was hard to understand the short story that Allen gave. It can be concluded that the REAP technique is effective.

The last study, conducted by Rahmawati, (2014) in her journal by the title Using Read, Encode, Annotate and Ponder (REAP) strategy in teaching reading comprehension. The aim this study to investigate the effectiveness of using REAP strategy gives difference learning achievement or not for teaching reading comprehension for teaching reading comprehension to the eleventh grade students of MAN Mempawah. The samples of this research were students of XI Social Sciences class 1 as experimental group and others of XI Social Sciences class 2 as the control group. The result of data analysis showed that the students'

achievements in reading comprehension are different after using REAP strategy. It showed by the interval score between the pretest and posttest in experimental group (11.59) was higher than the interval score between pretest and posttest in control group (6.37). This strategy was also proved effective, showed by the effect size value (Δ) 0.98, qualified as having *moderate effect.*

Based on the relevant researches above, REAP strategy had the effect on the students' learning. Therefore, the researcher conducted the research about the effect of using REAP strategy toward the reading comprehension of the second year student at SMP YPI Darussalam 1 Cerme.