CHAPTER II
LITERATURE REVIEW

A. The Nature of Reading

1. Definition of Reading

Reading is a process of gaining what the writers mean in printed symbol. It is supported by Rumelhart (1986: 722) as cited in Leu (1987:9) that reading is the process of understanding written language. (Hodgson, 1960:43-44 as cited in Tarigan, 2009:7) states that reading is a process that is done and used by reader to get the message that will be delivered by the writer through words/text. Again, reading is recording and decoding process (Anderson, 1972: 209-210 as cited in Tarigan, 2009:7). Furthermore, reading is bringing meaning to and getting meaning from printed or written material. Based on former found explanation, it can be concluded that reading understands the symbol of language from the written illustration (Finochiaro & Bonomo, 1973: 120 as cited in Tarigan 2009: 9).

Charles in Tohir (2001:5) states that reading is a transmite of information process where the author tells the reader about his ideas or message. The author is assumed as the informants (sender) and the reader on another hand is receiver. During the reading process the reader only grasp and decode information, meanwhile he cannot ask question or comment to author directly.
From the definitions above, it can be concluded that reading is a process to find the information and knowledge, and to understand the message by comprehend the text.

2. The Importance of Reading

Reading is very important to develop the knowledge. According to Ramelan (1990:1) Reading is a good activity for the learners. Reading is also something crucial and indispensable since success of their study depends for the greater part on their ability to read. If their reading skill is poor, they are very likely to fail in their study or least they will have difficulty in making progress.

On the other hands, if they have good reading ability, they will have better chance in their study at school. It is because that reading can help the students to advance their learning instructions at home when the teacher cannot explain more about their lesson because of time limitation.

Ramelan also says “even after leaving school, reading will be of much use for students. By reading a lot of literary works on various kinds of subject their minds will be more developed in maturity. Moreover, they will have to remember that there is no journey’s end for education oneself. More reading for students at school and after they graduated their study at school”.
In short, reading is very important for the students. By reading, the students will get more information, knowledge, and vocabulary. It can also improve their understanding and advance their reading speed.

3. The Purpose of Reading

The purpose of reading is looking for and getting information from books or texts. In reading, the students have to understand the idea, the context, and the meaning of the texts on the passages. Resmini (2007) states that the main aim of reading comprehension is to understand the message of a passage and emphasizing the mastery of passage content rather beautifully and quickly. Hence students must comprehend the text for getting much information from written text.

According to Bahri (2008: 118) reading without purpose is like sailing without a destination. Therefore, the destinations have important meaning in reading than fined the first destination will be achieved in a reading book.

According to Tarigan (2008: 9) the purpose of reading are as follows:

a. Reading for understanding

The students read text in order to understand the ideas contained in reading.

b. Reading for detail of fact
Detail of facts means information in the text or written language. The students read to gain detail information of text and get what the writers feel and experience.

c. Reading for enjoyment

This reading is just for fun, for example reading short story, novel and poem etc.

d. Reading for main ideas

It is to find the problem that will be discussed in reading text. Students read the text to know why the topic is good, what is the problem in the text, and make a summary of the text and know the content of the text. The students also should know the main idea of every paragraph they read.

e. Reading for sequences or organization

It is aimed to know the structure of the text. Students read a text to know what happens on each part of every episode in the story and to solve the problem of every story.

f. Reading for inference

Students read the whole text to find out the ideas of the text. It is to find out the conclusion from the action or ideas in the text.

g. Reading for classification
Students read the text to classify some information or action of the writer in the text or paragraph. It is aimed to know the uncommon things in reading text.

h. Reading for evaluation

The students will take the value of a text or story to evaluate them.

Based on the description previously, reading has some crucial aims namely reading for understanding, searching detail of the information of the text, finding main ideas, organizing the structure of the text, finding a conclusion, classifying the uncommon things in reading text, evaluating the story of the text, and creating enjoyment.

4. Effective Reading

Effective reading mean being able to read accurately and efficiently, and to understand as much of the passage as you need in order to achieve your purpose, it may also be necessary to reproduce the content of the passage in some way or other, such as discussing its main ideas or writing a summary. Not everyone can read effectively even in their own language. Sometimes comprehension failure happens and the reader is unable to achieve his/her purpose. This comprehension failure may be simple matter of not knowing the meaning of a word; but it’s just as likely to be a deficiency in one or more of a number of specific reading skills. The exercises in this book are grouped under headings which refer to the following specific skills.
a. Extracting main ideas

Sometimes it’s difficult to see what the main ideas of a passage are, or to distinguish between important and unimportant information. The exercises in this section encourage you to read for the general sense rather than for the meaning of every word.

b. Reading for specific information

It’s not always necessary to read the whole passage especially if you are looking for information which is needed to perform a specific task. The activities here are set to practice this skill in a variety of different ways.

c. Understanding text organization

Readers may sometimes have trouble in seeing how a passage is organized. The exercises in this section give practice in recognizing how sentences are joined together to make paragraphs, how paragraphs form the passage, and how this organization is signaled.

d. Predicting

Before reading a passage, we usually subconsciously ask ourselves what we know about the subject matter. This makes it easier to see what information is new to you and what information you already know about as you read the passage. Developing this technique ensures that as you read, you are not overloaded with too much new information.
e. Checking comprehension

On certain occasions, such as in examination, you need to study the passage very closely to find the answer to a question. The information you require is in the passage; all you have to do is find it.

f. Inferring

A writer may decide to suggest something indirectly rather than state in directly. The reader has to infer this information, which may well be one of the passage’s main points. Some readers may need practice in understanding what a sentence implies.

g. Dealing with unfamiliar words

One of the commonest problems facing the foreign learner is simply not being able to understand a word expression. But it is often possible to guess its general sense by looking for clues in the context. Exercises in this section develop the skills needed to make reasoned guesses about the meaning of new vocabulary.

h. Linking ideas

In any passage an idea may be expressed in a number of different words or expressions. The exercises here give readers practice in seeing how different words are related to the same idea.

i. Understanding complex sentences

Some writers use deliberately complicated style in which it may be difficult to distinguish, for example, main clauses from subordinate clauses. Other writers are unintentionally obscure. The effect is that it
is easy to lose sight of the general sense. In this section, the reader is given practice in seeing how long and complicated sentences can be simplified.

j. Understanding writer’s style

An important part of the pleasure in reading is being able to appreciate why a writer chooses a certain word or expression and how he/she uses it. A number of stylistic devices and features are discussed in this section.

k. Evaluating the text

A lot of information about the passage may be contained in the reason why it was written, or the purpose that certain sentences serve. For example, it may be important to distinguish between a statement of fact and an expression of the writer’s opinion. This section helps develop the reader’s more critical faculties.

l. Reacting to the text

Sometimes a passage may be interpreted according to the reader’s own views on the subject being dealt with. It this section, practice is given in separating what the writer says from what the reader thinks.

m. Writing summaries

This section gives practice in what is strictly speaking a productive skill. But to be able to write accurate summaries requires accurate comprehension of the passage. Please note that the length of the summary depends on the extent of the original passage. In an
examination (for example the Cambridge Certificate of Proficiency) the length of the summary varies, but it is usually up to 100 words. You may want to give your students exam practice by asking to write shorter summaries.

B. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is reading with knowing, absorbing, and understanding. The understanding of written text means extracting information from it as efficient as possible. A reader will understand a text after comprehending it, because comprehension occurs when a reader understand and get the meaning and information from the text. Reading comprehension is the process of making meaning of text. The goal is to gain an overall understanding of what described in the text rather than to obtain meaning from isolated words or sentences (Wolley, 2011: 15).

Furthermore, reading comprehension is a process that involves the orchestration of the readers’ prior knowledge about the world and about the language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own comprehension and reflecting. The process also involves such is governed by a specific context, and it is independent on social interaction. It is the integration of a specific context, and it is independent on social interaction.
It is the integration of all there processes that account for comprehension (Weaver, 1994 as cited in Ahmad, 2013: 3).

In summary, reading comprehension is reading with understanding in order to get an overall understanding of a written language and can implement the information appropriately.

2. Components of Reading Comprehension

In comprehending the reading material, the most important thing that needs to be considered is the components of reading. According to Hoover (2008:10) there are five essential components of reading, those are:

a. Phonemic awareness

Before mastering reading skills, knowing phonemic awareness is needed as the foundation of reading. Phonemic awareness is described as the ability to hear, identify, and manipulate the individual sounds-phonemes-in spoken words. It is also part of phonological awareness such as syllables and rhymes.

b. Phonics

To be master of reading, students also should have ability to recognize the relationship between letters and sound in spoken language and how to apply that knowledge in reading words. That ability is called as phonics.

c. Fluency
In reading, fluency is vital to comprehension. Fluency is the ability to read text quickly, accurately and with expression. By having good fluency in reading, the words and group words can be recognized by the students automatically during the reading process.

d. Vocabulary

Before the students can understand the meaning of spoken or written text, knowing the words mean is needed by the students. Knowledge of the meaning, use and pronunciation of individual words is known as vocabulary. In order to communicate effectively, the students should have good vocabulary skills.

e. Comprehension

In teaching reading, comprehension is identified as the primary goal of reading. Comprehension is the ability to understand what one is reading, to relate a text to what one already knows while also constructing new knowledge and understanding.

Based on the previous explanation, it can be concluded that the major components of reading comprehension influence students in comprehending a text. Each student has interpretation based on his understanding of a text. It is built of some components such as phonic awareness, phonic, fluency, vocabulary and comprehension. The students will comprehend the text if they master the major components of reading comprehension.
C. Retelling Technique

1. The Definition of Retelling

   The root of retelling is “re-tell”, the based root is “tell” which is added word beginning “re” that has meaning “again”. In Oxford (2000) the meaning of the root “tell” is making something known to somebody in words, giving information about something. “Retell” means process of making known somebody in word and giving information about something. This technique is assumed to make the students rethink what they read by their own written form. Retelling practically uses the cognitive skills that let the students think and remember what they have read. Anderson (1999) implies that in one of the strategies to develop the better reading comprehension is making summary, taking note, and remembering the main idea what is read.

2. Procedure of Using Retelling Technique

   In the implementation of retelling technique, there are some steps to do in retelling. Gibson, Gold, and Soros quoted related the steps in retelling story in Fount as and Pennell, (1996) the retelling technique have to do:

   a. Understanding the main idea of the story

      In the retelling a passage, the students have to understanding the main idea to know about what the passage tell.

   b. Describe the main events with accuracy

      The students have to describe the gist of every paragraph to have
description of all the contents.

c. Tell the story sequentially (with a beginning, a middle, and an end)
   In this case, the students convey all the stories since the beginning till the end.

d. Use vocabulary or phrases from the text
   To make connection, the students have to use vocabulary or phrase from the text.

e. Activate before knowledge to improve understanding
   Critical thinking is improved by connecting what is read into knowledge the reader has (Anderson, 1999). Thus, the readers have to activate before knowledge to improve their understanding.

f. Understand of the characters and settings
   To have more understanding of the passage, the readers add the details and supporting details.

g. Use details to improve the retelling
   In the retelling the details help the listeners have detail description of the passage.

3. The Relevant Research of Retelling

   There have been many researchers conducted related with the retelling technique in improving the students reading comprehension.

   This research is practically success in developing the teaching reading.
As Lu Fang Lin (2010: 165) emphasizes “memory is a cognition process and is important for language use.” He clarifies that the human memory has important role in language addition. The remembrance is to recall what is in the human brain has been done. This is also cognition process that helps the human to rethink about what to be gained. Retelling is also a process of reconstructing the meaning of the text. Cited by Lu Fang Lin (2010: 165) in the retelling, the students are engaging in the constructing the information Gambell, Konskinen, and Kapinus (1991: 356). He also cites from McCormick & Cooper (1991), they states that retelling is treatment to restate the need information of the original text, to relate with the readers knowledge and what they already know, and reconstruct the text without looking at the original text what they read. In this case, retelling is a process in reconstructing the meaning without using the word or sentence of the original text. Lu-Fang Lin ads (2010: 166) through a meaning-making process, retelling may strengthen the reader’s retention of incoming information. The statement above shows that retelling can build the readers comprehension during and after reading.