

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of Reading

According to Patel & Jain (2008: 114) that reading means understanding the meaning of printed words. It is an active process which consists of recognition and comprehension skill. The process of reading broadly classified into three stages:

- a. The first stage is 'the recognition stage'. At this stage the learner simply recognizes the graphic counterparts of the phonological items.
- b. The second stage is the 'structuring stage.' The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
- c. The third stage is the 'interpretation stage'. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards.

Bergenson, Mayo, Lawson, & Miller in Setiasih (2015: 33) stated that reading is “the process of constructing meaning trough the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language and the context of the reading situation”.

According to Hodgson in Tarigan (2008:7) reading is a process which is done and used by the reader to get messages, that will be delivered by the writer through words media or written material.

Finochiano and Bonomo in Tarigan (2008:9) also defined that reading is bringing meaning and getting meaning from printed or written material.

Reading is a dynamic and interactive process in which a reader works actively to construct meaning from the text. While reading, the reader selects appropriate strategies to interpret information. (Setiasih, 2015: 34)

Other definition is also given by Bergenson in Setiasih (2015: 33) that reading is recursive and interactive and includes both bottom up in which the reader advances in linear fashion from letters to words to sentences to meaning) and top down in which the reader sample the text, using background knowledge to predict and make hypothesis about words and meaning) processing.

From some definition of reading above, it can be concluded that reading is a process of getting what the writer mean of the text by understanding the content.

2. The Aims of Reading

The primary purpose of reading is to seek and obtain information, including the content, understanding the significance of reading.

Anderson in Tarigan (2008: 9) revealed some purpose of reading:

a. Reading for details or facts.

Reading to find or know of discoveries that have been made by leaders, anything that has been created by the characters, what has happened to the special characters, or to solve the problems created by the figures.

b. Reading for main ideas.

Reading to find out whether it is a good and interesting topics, issues contained in the story of what is learned or experienced leaders to wrap up things that are done by leaders to achieve their goals.

c. Reading for sequence or organization.

Reading to find out something happens on each part of the story, what happened was first the first, second, and third / forth - each level is made to solve a problem, scenes and events for the dramatization.

d. Reading for inference.

Reading to find out whether the characters feel like the way they were, what was going to be shown by the author to the reader, why the characters change, the qualities possessed the figures that make them succeed or fail.

e. Reading to classify.

Reading to find and to know something unusual, unnatural about a character, what was funny in the story is true or not true.

f. Reading to evaluate.

Reading to find characters succeed or live with certain sizes, whether we want to do as they do by the figures, or work as a way to work character in the story.

g. Reading to compare or to contrast.

Reading to discover how characters change, how to change the characters, how her life is different from life as we know, how the characters resembles the reader.

3. The Types of Reading

According to Tarigan (2008: 13) there are two types of reading that helps the students to achieve the aims of reading, those are:

a. Oral Reading

Oral reading is an activity which is a tool for teachers, students or readers together with others or listeners to capture and understand informations, thoughts, and feelings author. In foreign language teaching, the activity of reading aloud is closer or more aimed at understanding speech than to.

b. Silent Reading

Silent reading only uses visual memory, which involves activation of the eye and memory. The main purpose of silent reading is to obtain information, in contrast to oral reading which is emphasize on pronunciation.

Silent reading is subcategorized into extensive and intensive reading. Extensive reading is carried out to achieve a general understanding of usually somewhat longer text. The purpose of extensive reading is to understand the contents of the essentials quickly so that reading can be accomplished efficiently and relatively low level of understanding that is sufficient with this. This extensive reading also includes scanning, skimming, superficial reading.

Intensive reading is to read thorough study and detailed handlings are implemented in the classroom to a short task. The main goal is to gain success in a full understanding of logical sequence arguments of rhetorical or patterns of text, patterns symbolic, overtones that are emotional and social patterns of attitudes and objectives of the authors, and also linguistic means used to achieve goals.

In this research, the researcher will focus on silent reading especially intensive reading. The researcher will emphasize on students comprehension by using Chunking strategy.

4. The Components of Reading Comprehension

Booth and Swartz in Lai, Tung & Luo (2008: 153) state the following: Comprehension is about thinking and understanding, and is affected by each person's knowledge, experience, and purpose for reading a particular text. Proficient readers are aware of the strategies involved in making the most possible meaning with print; they make predications, make inferences, see images in their minds, draw conclusions, and revise hypotheses about the text.

According to Lipson and Wixson in Setiasih (2015: 33) defined that reading comprehension is the ability to use previously acquired information to construct meaning for a given text.

There are six components of the reading comprehension have been stated by Leu & Kinzer (1987: 30-37), those are:

a. Decoding Knowledge

Decoding knowledge refers to the knowledge readers used to determine the oral equivalent of written word. The students likely to found a variety of other terms to label what the students shall refer to as decoding knowledge: recoding, word recognition, word identification, word attack and others. All of these terms usually include the knowledge that the students use to the determine the oral equivalent or written word.

b. Vocabulary Knowledge

Vocabulary knowledge is the knowledge one has about word meanings used to determine the appropriate meaning for a word in a particular context. Vocabulary knowledge refers to the knowledge of the students in gaining the meaning of every single word in the context.

c. Syntactic Knowledge

Knowledge of syntax, or word order, is also crucial for the comprehension process. Syntactic knowledge includes understanding word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning and pronunciation of words.

d. Discourse Knowledge

Discourse knowledge is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing. Knowing the structural organization of different types of writing is useful during reading comprehension. It permit the students to know if the students are reading information that is likely to be true or false.

e. Readiness Aspect

Reading readiness is the ability of a student to benefit from initial reading instruction and also included being ready to read and understand a particular selection. Reading readiness describes the abilities required for reading and comprehending any particular

piece of printed material, consist of reading specific story such as developing background knowledge about the topic of selection, learning new vocabulary words, understanding the purpose for reading the selection, or learning a comprehension skill required to understand the selection.

f. Affective Aspect

Affective process of comprehension include a reader's attitude and interest in reading. These increase motivation and facilitate reading comprehension. All readers comprehend better when they are interested in reading.

B. Chunking

1. Definition of Chunking Strategy

Students need an effective comprehension strategies to become independent readers. Reading comprehension strategies are “an intentional plan that readers use to help themselves make sense of their reading. Strategies are flexible and can be adapted to meet the demands of the reading task. Good readers use lots of strategies to help themselves make sense of text” (Tovani in Lai, Tung & Luo, 2008: 153).

Chunk is a pieces or smaller parts of text, In this case, the smaller parts are phrases. According to Tanaka in Nishida (2013: 164) Linking one chunk to another in a sequence is known as ‘chunking’. Chunking text is a practice that allows students to breakdown difficult passages into more comprehensible pieces or smaller parts. By doing this,

students are able to identify key ideas and words, increase their ability to paraphrase, organize their thinking and synthesize information.

In addition, Valentine and Franks in Tzeng (1985: 2) also stated that "Chunking is the process of organizing or clustering information into ... compact thought units, such as phrases or clauses".

According to Nishida (2013: 164) there are a number of processes that take place during the reading of a text. First, there is vocabulary processing, then understanding phrase units based on chunks, followed by sentence processing/comprehension, which occurs in relation to syntactic structure.

From the explanation above, it can be concluded that chunking strategy has been demonstrated to improve reading comprehension. In order to understand the function of using chunks to aid reading, students require knowledge of syntactic structures and the ability to use them in practice.

2. The Advantages of Chunking Strategy

The use of chunking helps students understand the provisional structure of a text and then aids the students in restructuring and organizing the content of each sentence. Students can become adept at reading short phrases rather than individual words, one at a time, to better understand meaning, increase reading speed, and enhance overall comprehension. In order to facilitate reading comprehension, chunk reading is useful as it helps the students understand how meaning in English is formed.

3. The steps of using Chunking Strategy

According to Nishida (2013: 168) there are some steps of using Chunking strategy for teaching reading:

- a. Teacher distribute a chunk text to the students.
- b. Teacher and student read the passage using meaningful phrases. In reading a sentence, the teacher models appropriate chunks of the sentence, and the student repeats silently.

Modeling:

The example that follows illustrates the sequence:

Sample text: Once upon time, a mother duck sat on her eggs. She felt tired sitting on them.

Teacher reads the sentence in chunks:

Once upon time,/ a mother duck/ sat on her eggs/. She felt tired/ sitting on them/.

- c. After the teacher give a model, students continue reading independently and ask them to identify each chunk.
- d. Then, teacher asked student about what he or she has read to check comprehension, using open-ended questions.

Example:

- Who is the ugly duckling?
 - Where the mother duck brought the children?
 - When the ugly duckling realize about herself?
- e. After that, the teacher and students discuss about the correct meaning of the text by connecting each chunk.

- f. The students were given the different text to be chunked by inserting slashes as mark.
- g. The students do the exercise and make summary of each paragraph.

C. The Relevant Studies

Here is the researcher would like to set second some relevant researches which have been done by other researcher such as following

First, the research that has been done by Harumi Nishida (2013) entitled *The Influence of Chunking on Reading Comprehension: Investigating the Acquisition of Chunking Skill*. This research used experimental design on three groups; 2 experimental groups and one control group. The pre-tests were administered at the beginning of the semester before the treatment and the post-test at the end after the treatment. There were two types of test that used in this research, the first was a chunking test and the second test was a reading test. The result of this research showed a significant improvement compared between experimental groups and control group which is indicate that teaching/learning of chunking is effective in improving learners' reading comprehension.

Second, the study that have been done by Lilies Setiasih (2015) entitled *Chunking, Elaborating, and Mapping strategies in Teaching Reading Comprehension Using Content Area Materials*. That was an experimental study using a pretest-posttest control group design. This research used T-test and questionnaires. The result showed that there was a

significant effect of the treatment on the students' English reading achievement.

D. Basic Assumption

The teaching of the English language should focus on low-level processing, including vocabulary, phrase/syntactic structures, and filling knowledge gaps. Chunking strategy here has been demonstrated to improve the teaching reading comprehension which focus on them. Chunking strategy is help their understanding of the text not by translating, but by reading each chunk from left to right. It will make the students know how the different phrases are connected together without converting it to Indonesia. In order to facilitate reading comprehension, the researcher has assumption that Chunking strategy can be influence on students' reading comprehension.

E. Hypothesis

Based on the basic assumption above, the researcher has hypothesis that Chunking strategy is influence students' reading comprehension.