

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Findings

Some researchers have done studies on reading comprehension technique and its contribution on English Teaching. Their findings are as follows:

Anggun (2018) The authors of the article "The Effect of Question-Answering Relationship Strategy on First Grade High School Students Reading Comprehension" concluded that the experimental group's use of the QAR strategy improved the students' reading comprehension, and statistical analysis showed a significant difference between the performance of the experimental group and the control group in the post-test relative to the pre-test.

Wahyuni (2014) The author of Improving Reading Comprehension Through Question-Answering Instruction of The Eight Grade Students of SMP According to Andika Denpasar's analysis of the research, the average pre-cycle score was 39.02, the cycle 1 students' mean score was 69.58, and the final cycle 2 score was 79.03. This suggests that teaching students to read comprehension through question-answering exercises could benefit students' reading comprehension.

Rustan (2010) Improving the Students' Reading Comprehension Through Random Text Strategy at Second Year of Mts Guppi Majene, is the title of the author's thesis. He discovered that using the Random Text Strategy to teach reading comprehension could raise students' proficiency in understanding the text.

The findings of the researchers above show that there are many ways that can help students to improve their reading comprehension skills. The first research talks about one of the strategies for learning to read basically aims to improve students' ability to understand the contents of the reading by training students to connect the relationship between prior knowledge about the content of the text before reading with new knowledge after reading. While the second research talks

about techniques that can be used as alternative strategies that are expected to improve reading comprehension. This technique can help students to determine general information, find specific information, recognize textual meanings, and recognize textual references in reading texts.

In this research, the writer would like to introduce more about random text strategies that can influence students in improving their reading comprehension skills.

Such is the importance of learning, especially in studying. In the Al-Quran and Al-Hadith much is explained about this. One of the letters related to learning (reading) is in Surah Al-'Alaq : 1-5

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ ٣
الَّذِي عَلَّمَ بِالْقَلَمِ ۝ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ ٥ (العلق/96: 1-5)

Meaning : “Read by (mentioning) the name of your Lord Who created, He has created man from a clot of blood. Read, and your Lord is the Most Gracious, Who teaches (humans) by means of qalam. He forbids to humans what they do not know”. <http://www.ibnukatsironline.com/2015/10/tafsir-surat-al-alaq-ayat-1-5.html?m=1>

Surah Al-Alaq verses 1-5, explains that Allah SWT created man from despicable objects and glorified him by teaching him to read, write and give him knowledge. In other words, that humans are noble before Allah SWT if they have knowledge, and knowledge can be possessed by learning.

In a dynamic society, education (learning) plays a role that determines the existence and development of that society, because education is an effort to preserve, transfer and transform cultural values in all its aspects and types to the next generation. Likewise, the role of education among Muslims is a form of manifestation of the ideals of Islamic life to preserve, transfer, internalize and transform these Islamic values to the next generation so that the cultural-religious

values aspired to continue to function and develop in society from time to time. Seeing how important learning is for human life, in essence the command to learn is the actualization of Islamic teachings.

2.2 Some Pertinent Ideas

2.2.1 Definition of Reading

Reading is a task that helps you learn more about a text's author or gives you an idea of what they were trying to say. The process of comprehending what we read is implied.

Leu and Kinzer (1987 : 9) reading is a growing, dynamic, and global activity including learnt abilities. Nonlinguistic internal and external variables or elements are particularly incorporated into the process and have the potential to influence it both favorably and unfavorably.

Tarigan (2008: 7), reading is a technique that a reader does to acquire the message that is sent by a writer through words can be seen and known by reader. Reading is, in essence, the process of deriving meaning from written words or symbols and demonstrates how one can perceive, comprehend, and interpret meaning in language.

Cline, Johnstone, and King (2006) reading is decoding and comprehending written language. Here, the students will receive a text from the teacher, read it, and attempt to comprehend what the content is about.

Burnes (1991:45) reading is necessary to understand written speech. Through the text, the reader and author connect in a thought-exchange process. When we refer to a message, what actually happens is that meaning is transferred from the writer to the reader. If the reader can understand the writer's message, the transfer process will go smoothly. The message itself may take the shape of the author's thoughts, beliefs, information, or feelings.

Mickulecky (2008) reading involves both conscious and unconscious thought. The reader use a variety of techniques to reassemble the meaning that the

author is presumed to have intended. The reader accomplishes this by contrasting the text's material with their past knowledge and experiences.

From the explanation above about reading, there are several definitions. It is clear that reading is a process for understanding the concepts between the reader and the author in order to gather information from the text and make inferences about that information.

2.2.2 Types of Reading

There are some types of reading that proposed by one of an expert. According to Fideles (2009) there are five types of reading, they are :

a. Scanning

In order to swiftly find a certain piece of information, this involves scanning a text.

b. Skimming

Skimming the text quickly to obtain a broad sense of its substance requires you to move your eyes rather quickly, taking in paragraph headings, chapter titles, and the start and finish of each chapter.

c. Sub - vocalization

This involves reading very systematically and slowly, either while speaking the words aloud or at the very least while imagining a voice. Though tedious, it moves along extremely slowly. It's something we frequently employ while making a new dish, assembling anything we've purchased, or following instructions.

d. Light Reading

This is reading quite fast without paying attention to every single word or straining my eyes. When we are reading a good book, we frequently use it.

e. Study reading

Study reading entails contemplating the material being read in order to comprehend and retain it. Work on it is required, including time for reflection, thought, analysis, criticism, and comparison. Points must be highlighted and stressed, arguments must be followed and assessed, and the entire thing must be summarized.

2.2.3 The Important of Teaching Reading

Hedge in Kunnu (2014:13) states that any reading component of an English language course may include a set of learning goals for:

1. Being able to read a variety of texts.
2. Increasing language proficiency, which will improve reading ability.
3. The capacity to change reading habits to suit the reading objective.
4. Increasing your understanding of the English language's grammatical structure.
5. Viewing the textual information critically.

2.2.4 Definition of Reading Comprehension

The level of understanding of a text or message is known as reading comprehension. This information is derived from the interplay between the written words and how they bring forth knowledge outside the text or message. Reading became more significant when pupils' ability to learn academic topic material through textbooks and related materials became the primary goal of language training. Reading is the process of fusing the knowledge a reader brings to a text with the knowledge that the text has.

According to Grace (2011: 6), one of the most crucial reading abilities teenagers should have is comprehension. Students do not naturally possess comprehension strategy skills; instead, they must learn them through self- or external instruction. Reading comprehension is the process by which readers create meaning from text by interacting with it using a combination of information from

the text, past knowledge and experience, and the reader's perspective on the text (Pardo, 2004).

Kennedy (1991: 12) states: "Reading the right materials, having intellectual curiosity, and wanting to learn all help in comprehension. The ability of students to identify, interpret, and use concepts comprehensions can be described as the definition of comprehension".

The pupils' capacity to learn from, understand, and apply the information they have learned through this reading experience is also a measure of their comprehension.

According to Heilman (1981: 242), reading comprehension is a complicated process influenced by a variety of thinking and linguistic skills that involves making sense of written ideas through meaningful interpretation and engagement.

Olson and Diller (1982: 42) define reading comprehension as the set of abilities required to comprehend and apply the information in written materials.

According to Grace (2011: 6) said that comprehension is one of the most important reading skills adolescent students need to possess. Comprehension strategy skills are not natural skills of students, but rather must be self-taught or taught by someone else. Reading comprehension comprehension are "quite complex and they varying in numerous ways depending on tasks, motivations, goals and language abilities (Grabe, 2015: 2).

The writer deduced from the statements that in order to quickly comprehend a reading selection, a person must be able to read critically, use the information to draw conclusions, understand figurative language, ascertain the author's intent, assess the ideas put forth, and apply the ideas to real-world situations.

Furthermore, Smith in Kunnu (2016) divides the comprehension skills into four categories are as follow:

a. Literal comprehension

Literal comprehension is the ability to understand ideas and facts that are presented on the printed page. Actually, the information is straightforward and literal. Literal comprehension is a crucial component of all reading abilities at all levels because it is only after one has understood what the author has written that one may draw conclusions or assess it. In contrast to the other three tiers, this category calls for less advanced cognitive abilities.

b. Interpretation

This category requires a higher level of reasoning because questions in the category of interpretation deal with solutions that are not expressly stated in the text book but are implied or suggested. Readers must be able to work at different levels of abstraction in order to respond to questions at the interpretative level. The highest level of compulsion is found at the interpretation level. The phrase "inference" refers to something that is inferred logically from assertions that are deductions and inductions, even though it is not explicitly expressed in the statement.

c. Inferential Comprehension

The student shows that they have understood inferentially when they base their conjectures and hypotheses on the concepts and information that are explicitly mentioned in the selection, their intuition, and their personal experiences. The student may be asked to explain the reasoning behind the convergent or divergent character of the inferences he or she has made. Therefore, inferential comprehension is typically sparked by reading objectives and teacher-posted questions that necessitate thinking outside of the box. An essential component of inference is prior information, regardless of where it originated from. Because the answers to inference questions must be inferred rather than being presented openly, they must be distinguished from recognition and recall questions. The student is invited to speculate on possible additions to the text that the author may have made to make it more useful, interesting, or appealing. (Whether or whether more information is "more instructive, fascinating, or enticing" depends on the

individual.) The query should be positioned at this level if the inference of a detail is necessary.

d. Critical Reading

A reader must be able to gather, apply, and analyze information to criticize of merit, for instance in those parts of the material where the writer expressed his ideas or his fact perhaps better than other writers on the same subjects. Critical reading is a higher level than the other two categories because it involves evaluation and the making of the personal judgment.

e. Creative reading

Beyond literal comprehension, interpretation, and critical reading levels, creative reading makes use of many thinking techniques. When reading creatively, the reader strives to come up with a fresh or different answer to the problem the author has presented.

Understanding something literally means being able to put it in its context and understand it for what it is. Only the information that is expressed directly in the text is available to the readers. Readers are able to respond to questions that simply ask them to recollect verbatim what was said in the book. While requiring little to no thought on the readers' part, it nonetheless gives them a chance to practice recalling and repeating statements of information and gives them a place in thorough factual reading. The elements of literal understanding are:

a. Main idea

The major idea of the text is the message, idea, point, concept, or meaning that the author wants to convey to the reader. It can also be referred to as the key idea or the governing idea. The reader and I must recognize how critical it is to comprehend the author's key point.

Usually the first or second sentence introduces the core idea, which is then supported by further sentences. The primary concept is frequently stated in the final sentence after a paragraph of supporting evidence. The topic may be introduced

briefly in a few sentences, followed by the primary point in the middle, and then a few sentences of supporting information. Thus, it is possible to introduce the primary notion at the outset. End or the middle.

There are two categories for a passage's main idea. The two different forms of main ideas are explicit and implicit. A primary notion is explicitly articulated in one or two sentences. Though not always, they are typically found in the opening or last sentence. Skimming the passage does not instantly reveal the implied major concept. It is taken from several different passages in the Bible.

b. Supporting idea

The reader is prompted to locate specific details that are stated explicitly in the text by the query regarding the supporting idea. Common signatures include the words who, what, when, where, why, how, and which.

2.2.5 The Purpose of Reading

When people read a sentence on a billboard on the street, their reading process is likely to differ from that of books, novels, and newspapers. These different reading processes frequently depend on the purpose of the reading. The following six reading reasons were also listed by Harmer (2001):

a. Identifying the subject

An author's point of view can be immediately understood by a good reader. They can obtain an understanding by supporting it with their prior knowledge. They are able to process the text more quickly thanks to this aptitude.

b. To Predict and guess

Sometimes readers make assumptions in an effort to understand what is being discussed in written material. They occasionally look forward, attempt to forecast what will happen, and occasionally rely on first impressions to infer the context or make assumptions.

c. Reading for detail information

Some readers prefer to thoroughly comprehend all they read, which is frequently the case with written instructions.

d. Reading for specific situation

Sometimes readers need specifics in order to absorb a lot of information. They only pay attention when the exact thing in which they are interested appears; they will overlook all other textual information prior to the appearance of the desired item.

e. Reading for general understanding

Good readers can absorb a stream of conversation and grasp the main idea of a work without becoming bogged down in the finer points.

2.2.6 The Process of Reading

Woryodijoyo et al. in Nurmasita (2009: 6) proposed the following stages for the reading process:

a. Perception

The ability to read a major word is implied by the perception in this sentence.

b. Comprehension

The comprehension refers to the ability to make the authors or researchers word conductive to useful through as read in context.

c. Reaction

The reaction is the action that requires consideration in connection with what has been by the reader.

d. Integration

The integration refers to the ability comprehend or understand through concept towards he expressing background of the researcher that can be useful as a part of the readers experiences.

2.3 Random Text Strategy

2.3.1 Definition of Random Text Strategy

Strategy is a well-thought-out plan of actions to accomplish particular objectives. A teacher must be innovative and have the ability to select learning methods in accordance with the objectives to be met because ineffective tactics might lead to overloaded students in teaching and learning activities.

Random text strategy consists of three words that are random, text, and strategy. Random in the Doubleday dictionary means lack of definite purpose or intention. The second word, text means any of the written or printed version or edition of a piece of writing. While strategy is a plan, a how, a means of getting from here to there.

We can draw the conclusion that the Random Text Strategy is a method for teaching reading comprehension when the reading materials that are provided to the students are unorganized. In order for them to comprehend what the author is trying to say in the text, it is the responsibility of the student to organize and organize it so that it is a true reading material.

The use of random text strategy is to reorder the previously randomized readings. This strategy can be applied to train students in systematically writing the manuscript. Students are also trained to understand the contents of the reading not only globally, but to the smallest parts until it can finally prepare the reading in a coherent fashion.

2.3.2 Purpose for Using Random Text Strategy

Zaini in Rustan (2013:15) stated that there are five purpose of using random text strategy as follows:

1. Help students to become active. The text with randomly order will make the students in each groups sharing and making conclusion together.
2. Provide the inductive learning model. In this case the students are trained to learn by small case to the big case. In education philosophy context, to the science.
3. Developing the democratic behavior. Groups in random text strategy learning stimulate the students to sharing idea which other and respect the argument from the other person.
4. Train the students to aspirate their idea. The result of group's discussion absolutely will present in classroom, so each group must defend their idea and correcting the other group's idea.
5. Train the students to understand the main idea of each paragraph. This is the main purpose of reading activity. If a reader does not understand the main idea of what he reads, it means that he cannot get essence of reading material.

2.3.3 The Application of Random Text Strategy in Teaching Reading

Hedge in Rasing (2016: 21) Each Random text Strategy lesson can apply in class by procedure as follow:

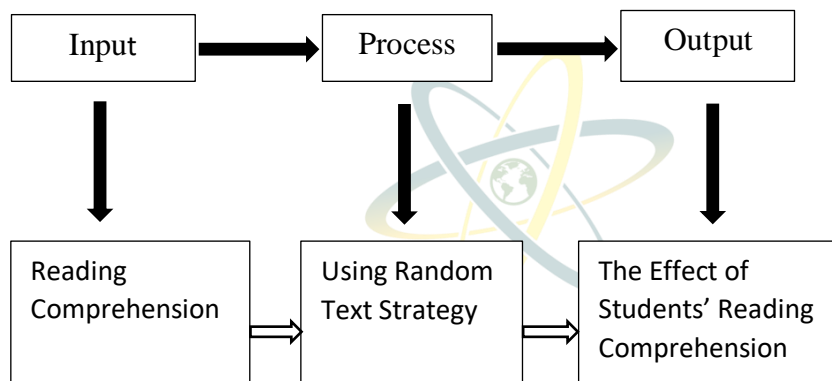
1. Selecting is a reading material which familiar with the students reading material also have to appropriate with the students ability.
2. Dividing the students into small groups. This step aims to stimulate the students to share idea in their own group.
3. Each group gets a complete reading material after arranged in random form.
4. Asking the students to rearrange the text in true form and tell the history according to their comprehension about the reading material.

5. Reading the true form of the reading material to the students, so they can correct their false.

6. Asking the students to answer the questions of the reading material.

2.4 Conceptual Framework

Figure 2.1. Conceptual Framework



The term input the diagram above refers to the reading comprehension of the students. While the term process in the diagram above refers to the using random text strategy in the pre experiment and then term output in the diagram above refers to the effects student's reading comprehension using random text strategy.

2.5 Hypothesis

A hypothesis can be defined as a temporary answers that still needs to be verified, or a summary of theoretical conclusions obtained from a literature review. In this study there were 2 variables, namely the independent variable random tet strategy and the dependent variable was students' reading comprehension. So, the research hypothesis is that the random text strategy is used to improve the reading comprehension in grade X of MA LAB UINSU MEDAN.