II. LITERATURE REVIEW

This chapter discusses the followings points i.e., literature review dealing with review of previouse research, review of related literature, concept of reading comprehension, concept of recount text, concept of retelling, procedure of teaching reading comprehension through retelling teaching technique, theoretical assumption, and hypothesis.

2.1 Review of Related Literature

For further explanation about the implemention of reading technique for succesfull reading, the writer explains some related literature about the reading comprehension and the technique the students' achievement in reading comprehension.

2.1.1 Concept of Reading Comprehension

Reading ia a process that requires thought; it needs the students' ability in understanding the meaning and the main idea of the text they are reading. Reading as one of the language skills to be taught is a process of constructing or developing meaning for printed text (Cooper and Dorothy, 1988:3). This definition implies that the reading process includes an intraction between the

reader and the prints. The reader tries to understand the ideas presented by the writer in the text.

Nuttal (1982:42) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the intraction between the perception of graphic symbols that represent a language, and the knowledge in the perception of graphic symbols that represent a language, and the knowledge in the world. In this process the reader tries to recreate the meaning intended by the writer.

While, Clark and Silberstein (1987:21) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbol, simultaneous association of these symbol with existing knowledge, and comprehension of the information and ideas communicated.

Reading is an active process (Mackey in Simanjuntak, 1988:15). The reader forms a preliminary expectation about the material, then select the fewest, most productive cues necessary to confirm or reject that expectation. Reading involves an interaction between thought and language. It means that the reader brings to the task a forminable amount of information and ideas, attitude and beliefs.

Smith (1982: 5-6) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get

the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writer' message from the text. Meanwhile, comprehension can be said as a crucial aspect of reading, in fact, it has been emphasized that true reading is reading with understanding, that is, comprehension. As Simanjuntak (1988:4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is as interactive process between the readers' background knowledge and the text itself.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to entire reading selection. All comprehension revolves around the reader's ability in finding and determining main idea and topic sentence from the text.

Dallman (1982:23) states that reading is more than knowing what each letter of alphabet standing for; reading involves more than word recognition; that comprehension is an essential of reading that withuot comprehension no reading takes place.

From the statement above, it can be said that in comprehending the texts the students have to know their technique in reading. It means that the technique should make them easy in identifying the specific information from the text. It has direct "link" in comprehension and strategy or technique. The writer assumes that reading comprehension is students' competence in comprehending the specific

information, word and surface meaning in texts is described by students' score with an appropriate technique.

2.2.2 Concept of Teaching Reading

Teaching reading is a classrom activities that are applied based on the purpose of reading in order to get the comprehension. Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post- reading stages helps in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing the text. The aim of while- reading stage (or interactive process) is to develop students' ability in tackling tests by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

Suparman (2005:1) states that there are two major reasons for reading: (1) reading for pleasure, (2) Reading for information (in order to find out something or in order to do something with the information readers get).

Harmer (1987:70) states the principles behind the teaching reading:

1. Reading is not a passive skill.

2. Students need to be engaged with what they are reading.

3. Students should be encouraged to respond to the content of a redaing text, not just to the language.

4. Prediction is a major factor in reading.

5. Match the task to the topic.

6. Good teachers exploit reading texts to the full.

The writer assumes that teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension.

2.2.3 Aspects of Reading

There are five aspects of reading which help the students to comprehend the English text. They are: main idea, specific information, references, inference and vocabulary.

1. Main Idea

In line with Mc Whorter (1986:36) the sentence with that states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

2. Specific Information

Supporting sentence or sfecific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation.

3. References

According to Latulippe (1986:20) references are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. Inference

In relation to make inferences, Kathleen (1983:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know.

5. Vocabulary

According to Wallace (1987:30) says that vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

Above all, reading comprehension is about getting main ideas, specific information, references, inference and vocabulary.

2.2.4 Concept of Recount Text

Recount text is a text that tells the past event. Commonly, the events are very familiar to the reader. Recount text consists of some events and always has the periodic of time.

According to Derewianka (2004:14), a recount is the unfolding of a sequence of events or time. The focus of recount text is to reconstruct past experience on a sequence of events, all of which relate to a particular occasion. Meanwhile, Anderson stated that recount text is a text that tells about something that happened or retells past events or activities and has a purpose to give detailed information about what and when of that events (Anderson, et,.al. 2000).

In similar vein, Martin (1985:3) argues that recount text is type of stories about what has happened. These stories can be in the form of casual convention about playing with friends, visiting relatives, traveling, and so on. In other words, recount text is a piece of text that reconstructs past events in order and it relates to a particular occasion.

Horarik (2002:22) exemplifies that recount text can be found in personal letters, oral and written histories, police record insurance claims, report of science experiment, and excursion 'write-ups'. More detail, Derewianka (1990:15) categorizes the text of recount into three major types; they are Personal Recount, Factual Recount, and Imaginative Recount, he defines as follow:

> Personal Recount exposes an event in which the writer or the author got involved or acted in event himself (e.g. daily funny incidents, entries of a diary), Factual Recount is a note of an event (e.g. scientific experiment report, police report, newspaper report, history explanation). Finally, Imaginative Recount is an unreal event or story (e.g. a day in the life of a Roman slave, how I invented).

Recount text is different from narrative text. They are different in fact that recount text just focuses on the events themselves but it does not include the conflict inside as in narrative text. Jan Wells (2004:6) argues:

Narrative and recount in some ways are similar. Both are telling something in the past. The thing that makes narrative and recount different is the structure in which they are constructed. Narrative uses conflicts among the participants whether natural conflict, social conflict or psychological conflict. In some ways, narrative combines all these conflicts. In the contrary, we do not find these conflicts inside recount text. Recount applies series of events as the basic structure.

In recount text, the reconstruction of past experience is reconstructed. The language is used to keep past alive and help us to interpret experience. The story being told is explained as clear as possible to make the readers or listeners able to understand the story and they can imagine it on their own mind. And as a result, they can make their own story that is happened in the past easily.

There are some types of recount text, here is the explanation and also the example of recount text:

1.   Personal Recount

Personal recount is retelling an event that the writer was personally involved in. For example: personal experience, personal letter, diary, entries, journal, anecdot, and postcard. Personal recount are usually written in the first person (I and We) and often to entertain and inform. The characteristics of this type are use of first person pronouns (I, We), personal responses to the events can be included, particularly at the end, and details are often chosen to add interest or humor. Here is the example of personal recount text.

A Trip to Jogjakarta

Yogyakarta is one of famous tourism area in Indonesia. Many tourists, whether they are local or international tourists, like visiting this city and so do I. I had an opportunity to visit Yogyakarta in December 2011. I went to Yogyakarta for three days and two nights with my

students. There were around fifty students joining this trip. We left from Tangerang, Banten by a bus. After spending twelve hours in the bus, we arrive in Jatijajar Cave as our first visit on Saturday morning. Jatijajar Cava is located around 21 kilometers from Gombong and 42 kilometers from Kebumen.

In Jatijajar, we had breakfast and then anterred the inside of the cave. In the cave, we enjoyed the statues depicting Raden Kamandaka. Some students took pictures in front of the statues. At arround 10 A.M, we left from Jatijajar Cave and went ahead to Kaliurang as our accomodation place.

At arround 5 P.M, we arrived in the hotel and all the participants took a rest until evening. After having dinner, arround 8 P.M, we had an art performance presented by the students. We invited the students to perform their skills in front of others. The performance was quite exciting because there were sing songs, dance performances, magic show and jingle competitions.the oranizing commitee also gave many door prizes for participants. It lasted about 3 hours until 11 P.M.

Sunday was the most amazing day for us because we visited some great places; Borobudur Temple, Parangtritis Beach, and Malioboro Street. Our first destination was Borobudur Temple, we all felt excited to visit this world heritage because we had chance to see the greatest themple in the world. In Borobudur Temple, the students had to interview the native speakers in groups. Besides interviewing the native speakers, the students also took pictures in front of the stupas and many native speakers. After enjoying Borobodur temple for almost four hours, we headed to Parangtritis. In Parangtritis Beach, the students did some group contest, such as tug of war. All groups seemed enjoy doing the contest. We didn't stay in the beach for a long time because it was already dawn.

 Malioboro Street was our next destination. In this famous street, we had dinner and went shopping. Many students bought T-shirt called Dagadu T-shirt and famous cakes "bakpia". Arround 11 P.M on Sunday, we came back to the hotel for a rest and on Monday morning we returned to Tangerang.
A trip to Yogyakarta was an amazing trip for us and we had a lot of nice memories there. We hope that we eill have the same trip one day.

(Taken from http://www.text-types.com/2011/05/example-of-recount-trip-to-

jogjakarta.html)

2.   Factual Recount

Factual recount is concerned with recalling events accurately. It can range from everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the readers gains a complete of event, experiences or archievement. The characteristics of this type are:

a.   Use of third person pronouns (she, he, it, they),

b.   Details are usually selected to help the reader reconstruct the activity or incident Accurately,

c.   Sometimes the ending describes the outcome of the activity (e.g. in a science experiment),

d.   Mention of personal feelings is probably not appropriate, details of time, place and manner may need to be preciesely stated (e.g at 4.30 *pm*, between *Antasari street* and *Soekarno-Hatta street*, the man drove at the speed of 120 *km/h*),

e.   Descriptive details may be required to provide precise information (e.g. a man *with a red shirt*, *black shoes*, *and long hair*, *weighing 65 kilos* and approximately 185 *cm* tall),

f.   Use passive voice (e.g. the beaker was filled with water),

g.   It may be appropriate to include explanation and justifications.

Here is the example of factual recount text:

Children Day's
On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology.

Thr company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. Thay wanted to help the less fortunate in the community.

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hopped to conduct many more such training sessions for these children. They feel that the skills the children had woulld be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organizations.

Many people had benefited from their efforts. Many also praised the company for being so generous towards the needy.

(taken from http://bos-sulap.blogspot.com/2010/10/recount-text-children-days.html)

3.   Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction. The characteristics of this type are usually written in the first person, and it may be appropriate to include personal reaction. Here is the example of imaginative recount text.

In the other hand, Sue Stubbs and K. Wood added that *a procedural recount* and *a biographical recount* are also types of recount text.

4.   Procedural Recount

Procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem. Here is the example of procedural recount.

A sciense Project

Last week Ayu and Siska did a science project at school. They did this project to show that hot air always rises. Before they started they prepared a ballon, a bottle and a bucket full of hot water. First they blew up the baloon. Then they let the air out from the baloon. After

that, they put the ballon to cover the top of the bottle. Finally, they put the bottle got hotter and rose into the ballon.

(taken from http://www.education-english.com/2011/05/procedural-recount.html)

5.   Biographical Recount

Biographical recount tells the story of a persons' life using a third person narrator (she, he, and they). Detailed are usually selected to help the readers more understend about persons' life and the comment on the contribution of the person's achievement. In order to make clear, here os the example of biographical recount.

Short Biography of Kurt Cobain

Kurt Cobain was the lead singer and the guiterist of an American grunge band called Nirvana. He was born in Aberdeen, Washington, on 20 February 1967.

When Cobain was eight years old, his parents divorced. This divorce gave bad impact on his life. At his fourtheenth birthday, his uncle gave him a guitar as the gift. Since that, he began work on his own songs. He and his friend, Krist Novoselic usually practiced music in the upstairs room of a salon own by Novoselic's mother.

In 1986, they formed a grunge band named Nirvana. Cobain was the vocalist as well as guitarist and Novoselic played bass. They released their first album titles Bleach in 1989. In 1991 they released the second album, never mind. It was their greatest album which made them a kind of popular superstar. This album included popular songs like Smell Like Teen Spirit, About A Girl, Come as You Are, In Bloom and Lithium.

However, the popularity was intimidating to Cobain. He began addicted to drugs and became worse, even he overdosed on heroin. On March 30, he went to rehabilitation but ran away. He was reported missing for a few days. Then on 8 April 1994, he was found dead in his house in Lake Washington. He had shot himself.

(taken from http://understandingtext.blogspot.com/2011/08/contoh-recount-text-short-biography-of.html)

Besides the types, recount text also consist of characteristics. The characteristics of recount text can be seen from its social function, generic structure and language features. The social function of recount text is to retell past event or something which happened in the past. The purpose of this text can be only to inform or even just to entertain. To achieve that purpose, recount text has set of generic structure. There are three generic structure of recount text, namely, orientation, series of events, and reorientation.

1.   Orientation

Orientation is an introduction of events or experiences. The orientation provides all the necessary background information to make sense of the text. It usually uses 5W (who, what, where, when, and why). The author needs to give information about what happened, who or what was involved, when and where the events occurred and why so the readers or audiences understand the text easily.

2.   Series of events

Series of events are called as a body of text. Events should be selected carefully to add the readers' understanding of the topic. Students should be prepared to discard unimportant or uninteresting events and details. Events are usually sequenced chronologically, but students should be encouraged to experiment with arranging events in order of importance. Unity between paragraph is created through the use of time connectors (before, throughout, finally) so that the separate events form part of coherent text.

3.   Re-orientation

Reorientation is stating a personal comment of the writer to the story or concluding the text. In this stage, the writer summarizes the event but it is optional

based on the writer. The sequence of events is ended and any issues or problems are completely resolved by characters.

Besides generic structure, recount text also uses particular language features.

Here are the language features of recount text:

1. Using simple past tense in most recounts. But present tense may be used in diary or journal. Future tense is sometimes used in conclusion of an imaginative or biographical recount to predict what might happen in the future.

2. Specific descriptive words (adjectives) help the readers visualize or imagine events. For example: the butterfly spread out its limp, and set wings to dry. In a factual recount or accident report, adjectives provide necessary detail for an accurate recount.

3. A range of conjunctions (because, although, while) is used to link clauses within sentences.

4. Time connectives (firstly, next, finally, after) are used to link separate events or paragraphs into a coherent whole text.

5. Adverb and adverb of phrases to indicate specific times and places. Example: yesterday, last week, at home, and outside.

6. Specific participant (nouns and pronouns, such as Mr. John, William Wallace) to provide detail and credibility.

7. Use of action verbs to indicate an event or action. Example: stayed, went, killed, etc.

In order to be clear about recount text, here is the example of recount text and its elements:

Orientation   On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang . It was my first time to visit the cave, better yet; my best friend came to visit it with me!

Event 1   The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get to the cave, because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound! The guide said that these piles of seashells are called kjokkenmoddinger, or kitchen trash.

Event 2   The humans who lived here ate the shells and dumped the left over in their 'kitchen'. The last place was a small museum where they have skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when they did an excavation there.

Reorientation   After a quick lunch with Novi and my parents, we decided it was time to go back home. We really had the time of our lives!

2.2.5 Concept of Retelling

Retelling is the technique that develops the students' grammar because they must identify crucial points and the support information. According to Karen (2001: 43), retelling does not mean memorizing, retelling means recounting the same story into the students' own words.

Gambrell and Dromsky (2000: 21) stated that there are some tips that should be kept in mind by the teacher to engage students in retelling activities. Those tips are :

1.   Model of reproducing or retelling

2.   Use predictable texts and/ or familiar story

3.   Retell a portion of a familiar text and ask the students to finish the reproducing or retelling

4.   Ask the students to identify the most important part of the text

5.   Have the students work with a partner to practice reproducing or retelling

6.   In reproduce or retelling story, the teacher should prompt the students to tell about:

   a. The topic

   b. The main idea

   c. The ideas supporting the main idea

According to Jeannette Mulholland (1985 : 20-25), retelling is its own form of assessment – since the student's recitation confirms his/her reading of it and reveals the extent of his/her comprehension. Research indicates that retelling increases both the quantity and quality of what is comprehended. Teachers can

use retelling as a way to build silent reading fluency and to measure comprehension. Retelling develops students' story grammar because they must identify crucial points and the support information. It also reinforces sequencing since it demands remembering information, events, and processes. It encourages interacting with the text from a variety of perspectives: their own, their audience's, and the author's. Retelling supports good reading because students must engage in repeated readings of the text, which supports fluency.

Steps of retelling :

1. When introducing retelling, clearly explain to students the steps of how to retell and why it is important. Model it for them. While modeling, comment on how one determines what to include in retelling, why it is performed a certain way, or why a particular strategy (e.g., graphic organizer) is used in supporting the retelling.

2. Emphasize the sequence and structure of the text as the logical means for retelling.

3. Students read through the text several times to identify and internalize the most important points of the text. Use a graphic organizer or some other appropriate organizer to prepare the retelling using their own words and style. Whether using storytelling techniques or a formal description, students should look for places to provide emphasis and use such devices as transition words. *(4 Square Writing may be helpful)* Encourage them, if appropriate, to prepare visual aids.

4. Begin with shorter, easier texts and, as student proficiency increases, move to longer and more complicated texts.

5. Assess retellings based on audience understanding and appreciation. Allow time for follow-up discussion of content and delivery.

2.2.6 Procedure of Teaching Reading Comprehension

In doing her research, the researcher gives treatment to the students by teaching reading comprehension using retelling in recount text as reading material. The researcher applies the teaching procedures as follow:

Pre – Activity

- Teacher prepared the material
- Teacher gave some questions related to the text.

1. While Activity

- Teacher gave a piece of recount text
- Teacher asked the students to read the text individually
- Students reproduced or retells the text
- Teacher asked some questions related to the text
- Teacher asked the students to answer the questions
- The teacher gave the test
- The teacher asked the students to answer it in their answer sheet.

2. Post Activity

- Teacher asked the students to express about the problem in comprehending the text before explaining the text briefly.
- After the students understood, the teachers ends the class.

2.2.7 Advantages and Disadvantages

1. Advantages

1. The students were more comprehend about the text because whether they read they also retell the text.

2. The topic that was discussed in the class were related to the students' daily environment and their experiences.

3. Assesment was adapted with the material that the students have learn.

4. The students were more acquiring the material because they also retold it during learning process.

2. Disadvantages

1. The teacher needed more than one topic to make the students active in the learning process.

2. The students were common to imitate the teacher words so they wouldn't produce their own words.

2.2.8 Theoretical Assumption

Based on the literature review above, it could be assumed that reading is extremely complex in learning language. Dallman (1982: 23) said that reading is more than knows what each letter of alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension no reading takes place.

At least, appropriate teaching technique is needed to improve reading comprehension ability. Researcher assumed that retelling in recount text is more suitable technique for teaching reading comprehension. It has been found highly successful in helping first language poor readers improve their level of reading comprehension (Palinscar & Brown, 1984). Moreover, retelling in recount text has systematic steps that help students to comprehend the reading text deeper. It is also an active process and collaborative because dialogue/ discussion between students are required during learning process. It provided opportunities for students to learn to monitor their own learning and thinking. Students with variety levels share their knowledge. Finally, students reading comprehension ability will increase.

2.2.9 Hypothesis

Based on the theories and the assumptions above, the researcher formulated the hyphotesis as follow:

H_0 : There is no difference of students' reading comprehension achievement of recount text after being treated through retelling.

H_1 : There is an difference of students' reading comprehension achievement of recount text after being treated through retelling.