

II. LITERATUR REVIEW

This chapter discusses about reading, reading comprehension, guessing meaning from context, aspect of reading, recount text, theoretical assumption and hypothesis.

2.1. Reading

Reading is one of the most important activities in your lives as students. Without reading you will not be able to acquire knowledge that is fundamental to your intellectual growth. Through reading you become experts in your fields. According to Grabe (2009), reading as an interaction between reader and text and requires efficient knowledge to world and given topic also an efficient knowledge of the language. Smith (1982: 166) states that reading is a matter of identifying letters in order to recognize words in order to get the meaning from what is read, involving making connection among words and ideas presented in the text and the readers' own background knowledge. It can be said that background knowledge takes an important role in order to determine whether the readers able to get the

idea of a written text. In sufficient background knowledge will make the readers hard to comprehend the text.

Clark and Silberstein (1987: 21) also defines reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the association of written symbols recognition from a written text with the existing knowledge and comprehension of the readers to get the information and the ideas. This definition seems has the same idea with the second statement. According to that statement, reading also has an active cognitive process or mind of interacting with the printed material or written text. Furthermore, Reading is more than knowing what letter of alpha bet stands for reading involves more than recognition that is without comprehension, no reading take place. Therefore, when the reader can read the words but they do not understand what they read, they were not really reading (Dallman, 1982).

2.2. Reading Comprehension

There are many literatures that relate to the reading comprehension. First, reading is one of four important skills of English. By reading, we will know what we read and challenge to response the ideas of the author which have been written in the text. Clark and Silberstein (1987:21) also defines that reading as an active cognitive process of interacting with printed material and monitoring comprehension to establish meaning. Reading is the instant recognition of various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information and ideas communicated.

Moreover, reading is a process of interpreting or understanding the text in terms of the question what the reader formulates about the text (Smith: 1983). It means that the reader will understand the text by making some questions in their mind dealing with the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his mind. In line with the clarification above, it can be understood that reading is a very important skill for students. Actually, reading is an active process. It needs thought and the ability in making sense of the text that is being read.

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1986:15). Therefore, in comprehending a text, the reader relates new information from the text to his previous knowledge that he has stored in his mind. Reading comprehension is a complex intellectual process involving a number of abilities. Two major abilities involve word meaning and verbal reasoning. Without words meaning and verbal reasoning, there can be no reading comprehension; without reading comprehension, there would be no reading (Brown, 1982:6). Then, Reading with comprehension one will recognize and the important point of the text besides understanding the surface meaning of the text. According to Patricia in Simanjuntak (1988:6) understanding a text is an interactive process between the readers' background knowledge and the text. Hence, Reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process which requires active engagement with the text and a conscious effort on the part of the reader to gain meaning from what is read.

For students who are learning a Second Language/Foreign Language, reading is very important. As stated by Grabe & Stoller, (2001) that reading is ranked first among the academic skills that they wish to gain mastery over and reading is the most crucial skill to master due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they could not discuss orally or in writing with equivalent accuracy or thoroughness. Second, reading necessitates very minimum requirements. Different from speaking which requires opportunities to interact with sparring partner, or from writing which needs a lot of guidance and time to practice, reading necessitates only a text and motivation. Third, reading is a service skill. It means that after learning how to read effectively, students will be able to learn effectively also by reading. According to Nuttal (1982) there are five aspects of reading which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary. So, in order to make the students able to understand about the text, they should master the five aspect of reading comprehension.

From the statements above, it can be concluded that in reading is not enough for readers to understand a set of words in a sentence only. The reader also should be able to comprehend the reading text in order to get the message and information from what they have read. Grabe & Stoller (2002) defines comprehension as processing words, forming a representation of general main ideas and integrating

it into a new understanding. It suggests that comprehension is achieved when a reader successfully extracts the useful knowledge from a text and constructs it into a new understanding of their own. Furthermore Day and Park (2005) also propose several types of comprehension, as follows:

1. Literal comprehension is to have a straightforward understanding meaning of a text, such as vocabularies and facts, which is not explicated in that text.
2. Inferential comprehension is to conclude information from a text and build new information which is not explicitly stated on the text.
3. Reorganization is rearranging information from various parts of a text in order to get new information.
4. Predictive comprehension is integrating reader's understanding of a text and their own knowledge about that text in order to determine what might happen next or after it is finished.
5. Evaluative comprehension is like inferential comprehension. The difference is that evaluative comprehension requires readers' comprehensive judgment about some aspects in a text and ability to redevelop an understanding by using related issues.
6. Appreciative or personal comprehension is reading in order to gain an emotional or other value response from a text, and it demands reader to respond a text also with their feelings. From the definitions above, reading comprehension refers to the understanding of what has been read. Comprehension is a thinking process that depends not only on the

comprehension skills but also on the readers' experience and background knowledge.

2.3. Aspect of Reading

Reading is an astoundingly cognitive process. There are five reading aspects (Nuttal: 1985) which help the students to comprehend the English text well, they are:

1. Identifying Main Idea

Segretto (2002:12) states that main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The example of finding main idea can be illustrated into a question as follow: *What words state the main idea of the text?*

2. Identifying Detail

Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Furthermore, Sagretto states that supporting details provide the reader with more information about the main idea or subject of a passage. They are pieces of information that help you see the big picture in a text. Detail in a fictional story also support main ideas about the setting,

characters and events in the story. The question of finding supporting detail is as follow: *Who is the character of the text?*

3. Determining Inference

By definition, inference requires that each reader construct a meaning that makes the text a reflection of her experience. An inference is a statement about the unknown on the basis of the known. In other words, an inference is an educated guess. The question containing inference meaning can be: *how old is the writer of the text?*

4. Understanding Vocabulary

A child's vocabulary is strongly related to his comprehension and ease of learning to read. Many studies agree that reading ability and vocabulary size are related. Considerable study suggests that a small vocabulary is one major determinant of poor reading comprehension. The role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question consisting vocabulary aspect can be drawn as follow: *"Peter is **interested** in sports very much." The bold word is the synonym of..*

5. References

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external

word. Referential representation is aided by making referents easy to identify. Readers take less time to identify the referents of a pronoun when the referent has been mentioned recently in the text than when it was mentioned earlier. Young (2011:146) states that pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. The following question is the example: “...**He** is the best badminton player in our family” (last line). The bold word refers to...

According to five aspects of reading comprehension by Nuttal (1985) above, that is identifying main idea, identifying detail, determining inference, references, understanding vocabulary. This research will use these aspects to measure the students' comprehension of an English text.

2.4. Teaching Reading

The aim of teaching reading is to develop students' reading skills of English texts effectively. To be able to do so, the students should have particular purposes in their mind before they interact with the text. This research is aimed at increasing the students' reading skill by using recount text through contextualization. From the explanation above that is about the whole concept of reading comprehension according to the literature, all of these concepts will be used in this research.

In short, in teaching reading the teacher should provide the effective materials to the students along with the purpose for reading to be interesting. Then, the teacher should treat the student by the efficient technique in reading in order to develop

their reading comprehension. reading technique should be matched to reading purpose to read efficiently and effectively. As Suparman (2005: 1) states that there are two major reasons for reading (1) reading for pleasure. The example of reading for pleasure is when we read comic, novel, etc (2) reading for information (in order to find out something or in order to do something with the information readers get).

Hedge (2003) states there are reading component of an English Language teaching may include a set of learning for:

- The ability to read a wide range of text in English. This is the language range of goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- Building a knowledge of language which will facilitate reading ability.
- Building schematic knowledge.
- The ability to adapt the reading technique according to reading purpose.
- Developing an awareness of the structure of written texts in English.
- Taking a critical stance to the contents of the texts.

It is important to build up students' ability to adapt the reading technique according to reading purpose as goal in teaching reading.

2.5. Guessing Meaning from Context

Guessing meaning from context is referred to as morphological, syntactic, and discourse information in a given text, which can be classified in terms of general features (Nation and Coady, 1988: 102). To understand the key words by using

guessing meanings from context is a skill that leads the learners to read effectively and efficiently. Guessing meaning of unfamiliar words in context is the most practical method to comprehend both written and oral communication. For some people, words learned in context are much more easily retained than those learned by any other methods because it involves generalizable skills of interpreting surrounding text, predicting, and testing predictions while reading which enhance reading skills as whole (Coady and Nation, 1988; Liu and Nation, 1985). Guessing meaning is refer to the activity done to acquire the meanings of unfamiliar words by guessing. Confronted with texts, language learners may be stuck by shortage of vocabulary inventory and thus be unable to understand what texts are about. The first thing that a learner does to understand a difficult word is to look it up using the nearest dictionary. There are however techniques learners may use to get the meaning of such vocabulary items. One of these techniques is guessing meaning from context. No matter what level our students are in, they will often come across difficult words in texts they are exposed to. Inferring and guessing meanings of unfamiliar words is a strategy which is worth developing.

Guessing meaning from context

Guessing from context refers to the ability to infer the meaning of an expression using contextual clues. These clues may be purely linguistic or situational:

- Linguistic context: the linguistic environment in which a word is used within a text

- Situational context: extra linguistic elements that contribute to the construction of meaning this may involve background knowledge of the subject.

What this amounts to is that learners should be able to infer the meaning of an unknown word using:

1. the meaning of vocabulary items that surrounds it;
2. the way the word is formed;
3. background knowledge of the subject and the situation.

Techniques for guessing

Texts are often full of redundancy and consequently students can use the relation between different items within a text to get the meaning. Our prior knowledge of the world may also contribute to understand what an expression means. The students will learn how to guess the meaning of unfamiliar words or new words by looking around the words to find clues. These clues will help to find their meanings; then the students will better understand what they are reading. There are many ways to help them guess the meaning of unfamiliar words from the context. According to (Sutarsyah, 2014:3) there are 10 ways to help guess the meaning of unfamiliar words:

- | | |
|----------------------|----------------------|
| 1. Definition | 6. Similarity |
| 2. Restatement | 7. Surrounding words |
| 3. Punctuation marks | 8. Pictures |
| 4. Examples | 9. Experience |
| 5. Contrast | 10. Imagination |

1. Definition

A definition allows the meaning of words. The writer may use words, phrases, or statements to explain something. The writer will use *key words*, or *signal words* to identify a definition so the students need to look for them.

Key Words	
is/re	means/mean
is/re called	what this mean is
is/re known as	consist of
is/re defined as	refer to
is/re described as	may be seen as

e.g.

Realization is the act of becoming completely aware of something.

An unfamiliar word = *Realization*

Signal word = *is*

The definition = the act of becoming completely aware of something.

2. Restatement

The writer may use other words, phrases, or sentences to give the meaning of difficult words. We call this restatement; the writer defines it again or in a different way.

Key Words
Or That is to say In other words i.e. or that is

e.g.

Clowns are comic performers who employ *slapstick* or similar types of physical humour.

An unfamiliar word = *Slapstick*

Signal word = *or*

Meaning = *similar types of physical humour*

3. Punctuation marks

Punctuation is needed to define the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, or sentences to explain the meaning of the new words.

Key Words
, commas , , appositive () parentheses - dashes ; semicolon : colon

e.g.

Knowledge is a familiarity, awareness or understanding of someone or something.
An unfamiliar word = *Familiarity*

Signal punctuation = (,)

Meaning: handle text = *Awareness*

4. Examples

Examples give the students to learn the meaning of new words. The writer usually gives example to clarify the difficult words.

Key Words
Such as Like For example,..... For instance Is/are

e.g.

The Savannah grassland are the home of grazing animals such as elephants, giraffes, antelopes and zebras. Lions, leopards and hyenas also live there.

Unfamiliar words = Grazing animals

Signal word = *such as*

Meaning = Grass-eating animals

5. Contrast

Guess the meaning of new words by using signal words of contrast. It will show the opposite meaning of the new words.

Key Words
But, instead of, even though, in contrast to Yet, in spite of, although, as opposed to Unlike, despite, however, on the other hand Whereas, fond of, still, provided that

e.g.

Merry was promoted to be the chief secretary of the manager of the company, whereas her colleague, Betty, was penalized. (Taken from: Sutarsyah: 2016)

An unfamiliar words = Penalized

Signal words = *whereas*

Meaning = Punished; promoted is contrast with penalized

6. Similarity

You can guess the meaning of new words by using signal words of similarity.

They will display the same meaning of the new words.

Key Words
Like, similarity, in the same way As, the same as, just as

e.g.

Learning should not be limited to the classroom or with teachers. We can learn by ourselves about things that are not taught by teachers. Similarly, “self-learning” is encouraged for our education system. (Taken from: Sutarsyah: 2016)

An unfamiliar words = Self-learning

Signal words = *similarity*

Meaning = Things that are not taught by teachers

7. Surrounding words or context clues

As discussed above, the meaning of new word is often adopted from its context in which it occurs. In fact, it is almost impossible to know the right meaning of every word, but you can develop your ability to guess the general meanings of every

words from the words around the word. You have to use your understanding of English grammar and the author's ideas and purpose (Clarke et al, 1998).

The following exercise show how a context clues helps a reader find unfamiliar word.

Example:

Children are too young to understand that swallowing gum can cause medical problem and so they shouldn't be allowed to chew it, doctors say.

Unfamiliar words: *swallowing and chew*

If you can not find any signal words or key words as stated before, you may look around new words or unfamiliar words and try to guess them. The surrounding words may help you to understand the new words. (Taken from: Sutarsyah: 2016)

8. Pictures

“A picture is worth more than a thousand words” (an old Chinese saying) so a picture can help you to guess the meaning of new word. Look at the pictures below and choose the best answer to explain the pictures.



Which is the best description for the above picture?

- Computer device
- Computer hardware
- A microcomputer design

9. Experience and background knowledge

Reading researchers confirmed that experience and background knowledge play an important role in reading comprehension. As EFL (English as a Foreign Language) students, you may read related Thai texts to gain knowledge before reading the English text.

The learners' experience and imagination makes the meaning clear. It is true that comprehension is effected crucially by the reader's general cultural background (Nuttal, 1982)

Example:

The learners who have experience this and know what bamboo is will easily understand the paragraph.

10. Imagination

You may try to use many strategies as stated previously to understand new words, but sometimes you still can't understand. You can use your imagination in that case. Read the following passage and try to imagine how her classmate felt when she said the drink was expired.

Example:

I was on a tour bus with my classmates. We were on our trip going back to school after a long day visiting museums and an amusement park. We felt very thirsty. We gave a big hurrah when two of our friends distributed soft drinks.

Soon the bus was noisy with gulping sounds. Everyone was enjoying his/her own drink. Everyone? Well, no ... I found the taste of the soft drink some kind of funny. It was sour. I felt suspicious and quickly looked for the expiry date printed on the back of the carton. May 20! Gosh ... that was nearly two months ago. I stood up, cleared my throat and said, "Stop drinking! This soft drinks are already expired. The expiry date is last May." At once almost everyone stopped drinking.

Some of my friends even threw their half empty drinks into the garbage bins along the bus aisle.

Then, I heard a voice shouting, “You fool, that’s May next year, not May this year!” Now everybody gave me a dark look. I felt terrible because I knew that we were still thirsty. I found out later that the drinks tasted sour because they had a new lime flavor. (www.learningrecounttext.com)

Was her classmate happy or angry at her?.....

What is her classmate do with her?.....

1. What does the word “suspicious” mean?
 - a. Watchful
 - b. Innocent
 - c. Shame
2. What does the word “dark look” mean?
 - a. Very happy
 - b. Very angry
 - c. Ordinary

These techniques help students get the meaning of words or at least narrow the possibilities by imagining they are in that situation.

2.6. Recount Text

Recount is a text which retells events or experiences in the past. The purpose of recount is to list and describes past experience by retelling events in which they happened (chronological order). The events in the recount are the main element in composing the text. However it just focuses on the events themselves. It does not include the conflict inside. There are three types of a recount, those are:

a. Personal Recount

It means that retelling an activity that the writer/speaker has been personally involved. The followings are the language feature of personal recount:

- Use of the first person pronouns, such as, I and we.
- Personal responses to the events can be include, particularly at the end.

- Details are often chose to add interest or rumor.

b. Factual Recount

It means that recording the particulars of an incident. The following are the language feature of factual recount:

- Use of third person pronouns
- Details are usually selected to help the reader reconstruct the activity or incidents accurately
- Sometimes, the ending describes the outcome of the activity (eq. In a science experiment)
- Mention of personal feelings is probably not appropriate
- Details of time, place and manner may read or be precisely stated
- Descriptive details may also be required to provide precise information
- The passive voice may be used
- It may be appropriate to include explanations and justifications.

c. Imaginative Recount

It means that taking an imaginary role and giving details of events. The following are the language feature of imaginative recount:

- It usually written in the first person
- It may be appropriate to include personal reaction.

Generic Structure of Recount text

Generic structure of recount text are:

1. Orientation

The text structure of a recount starts with an orientation. It tells to readers the aim idea of the story being discussed in the text. Orientation gives a setting of the story, so that readers are aware of the story is about. Orientation tells the reader who was involved, what happened, where this events took place and when it happened.

2. Events

In this part, the story stars from the very early stages. The story develops based on the sequence of the events. Events describe series of event that happened in the past.

3. Re-orientation

This part is optional, stating personal comment of the writer to the story. The writer will wrap story up in re-orientation. The witer summarizes the story and tells his/ her impression of the experience that what has been elaborated. In the following recount, the writer has simply taken a simple story, taken from Knap and Watkins (2005:225).

The example of recount text is :

Once there was an old man. His wife had died and he had married again. The man had one son and his step mother had a daughter. **Orientation**

One day the man and his son went to collecting fire wood. **Event**

They saw a golden tree. They went slowly over to the tree. When they got closer to the tree heard a voice coming from the tree. This are what the tree said, “Go north for one miles, then you will find a fairy wearing a gold ring. You must take the ring and make wish.”

They found the fairy and lived happy ever after. **Re-orientation**

The example of recount paragraph :

My Adventure at Leang Cave

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 was turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors 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 overs 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 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.

2.7. Procedures of Teaching Reading through Guessing Meaning from

Context

The procedure for experimental group by using guessing meaning from context of recount text is as follows:

1. The teacher greets students.
2. The teacher motivates the students by asking related questions.
3. The teacher states the objective teaching.
4. The teacher asks the students to read the recount text given to them individually.
5. The teacher and students discusses little information about recount text.
6. The teacher asks students to get the main idea(s) of the text.
7. The teacher, together with the students, discussed the answer of the recount text.

8. The teacher asks the students to explain the meanings of the underlined words or phrases in the recount text.
9. The teacher teach the students how to find the meanings of unfamiliar and unknown words and phrases by guessing meanings in context with 10 ways (guessing strategy).
10. The teacher asks the students to find the meanings of the underlined words and phrases in context.
11. The teacher give the students time to ask questions.
12. The teacher and the students summarize the lesson.
13. The teacher give homework to make sentences from those words.
14. The teacher close the teaching and learning.

The procedure for try out group is as follows:

1. The teacher greets the students and checks the attendance list
2. The teacher asks some question related to the topic
3. The teacher explain the material about recount text.
4. The teacher asks the students to read the examples of recount text.
5. The teacher asks the students to translate the meaning of the examples of recount text by using guessing the meaning context.
6. The teacher asks the students to answer the questions based on the text which is given by the teacher.
7. The teacher conclude the material.
8. The teacher give assignment.
9. The teacher close the teaching and learning.

2.8. The Advantages and The Disadvantages of Guessing Meaning from Context

In using guessing meaning from context technique, there must be the strengths and weaknesses that will be elaborated in the following section.

A. The Advantages of Guessing Meaning from Context

Using guessing meaning from context, the students will gain many advantages.

There are:

1. Guessing meaning from context can be considered as one effective technique in increasing students' reading skill. In order to understand what the students are reading from English text, students need to guess the meaning of unfamiliar words from the context. By applying guessing meaning from context in classroom, the teacher gives different atmosphere to the students in learning words. For example students do not need to see dictionary anymore so they can try to guess the meaning of unfamiliar word by technique that teachers' gave.
2. The advantages they have is the rich exposures to the language and students more often to look up their dictionary to find another words.

B. The Disadvantages of Guessing Meaning from Context

Even though guessing meaning from context looks as an effective technique for students' reading comprehension, it has several weaknesses.

1. The use of context clues is problematic for learning new English words. For non-native, one problem with learning words in context is that in the real world, context is often not very clear in terms of revealing the meaning of the word if the reader really does not know the word. Schatz and Baldwin (1986) found that high school students were not very successful at guessing word meanings from real contexts.
2. Teachers need extra attention and guidance to students for learning purposes in accordance with what was originally applied.

2.9. Theoretical Assumption

The literature review above has made the researcher predict that there is the effect of guessing meaning from context on reading comprehension skill. It can bring the students to an active process in order to construct meaning from the words. They should be active to participate because they already have their own role that should be executed in guessing meaning from context technique, the students' reading skill can be increased.

2.10. Hypothesis

Based on the theoretical assumption above, the researcher formulates the hypothesis as follow:

H_0 : There is no difference on students' reading skill before and after giving treatments by using Guessing Meaning from Context strategy.

H₁ : There is significance difference on students' reading skill before and after giving treatments by using Guessing Meaning from Context strategy.